

# Leading a chapter discussion

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*Discussion points for the Ready to Care patient examples*

## **A useful starting point**

Use the student presentation, choose one example, and ask students what information they would need. The cards describe hypothetical situations. They are prompts for discussing law, preparation, information, and referral.

## **A medicine is needed before the weekend**

Ask about the medicine, established treatment, symptoms, records, and current legal options. The example concerns a replacement rescue inhaler without acute distress. Possible options depend on Wisconsin law and the patient's situation. Severe trouble breathing needs emergency help. A change in authority cannot replace a sound assessment.

## **A patient asks about a preventive service**

Start with whether the pharmacy offers the service and whether the patient is eligible. Discuss information, preparation, privacy, cost, and any needed appointment. Some preventive services already have specific legal pathways. Avoid presenting every existing pharmacy service as something that requires reform.

## **Questions to bring the group back to**

What is permitted today? What information is missing? Can this pharmacist and setting support the care? What would the patient need to know before deciding?

# Care and a clear next step

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*Discussion points for information, testing, and referral*

## The information is incomplete

Identify what is missing and why it affects the decision. Explain the uncertainty to the patient. Discuss how to obtain relevant records or connect the patient with another clinician. More authority does not require acting without enough information.

## A test does not settle the whole question

A test is one part of assessment. Discuss whether offering the test and providing follow-up care are legally permitted, whether the setting can support the service, and what results or symptoms require another clinician. Testing permission alone does not give prescribing authority.

## A clear care process

A patient brings a concern. The pharmacist checks current options, information, and clinical fit. The next step may be care at the pharmacy or referral. The patient should understand the plan, cost, warning signs, and who will receive the visit information.

## Closing the discussion

Ask each group to explain the patient's next step in ordinary language. Share the patient conversation sheet. Use the FAQ or faculty team for questions that depend on the actual Wisconsin policy design.

## Sources

NASPA Standard of Care Regulatory Model updated September 29 2026

Wisconsin Statutes Chapter 450

Wisconsin Administrative Code Phar 10 especially Phar 10.03(2)

NHLBI Asthma Attack emergency guidance