



# APPEL Student Workbook

This document has been prepared to assist students and their supervisors during the 2<sup>nd</sup> year APPEL placements. It sets out the learning activities which should be completed by students using their School of Pharmacy online platform. If supervisors have any queries regarding this workbook, please contact APPEL at [ops@appel.ie](mailto:ops@appel.ie) or 01 402 5129. If students have any queries regarding this workbook, please contact your School of Pharmacy Practice Educator(s).

**This book is for reference purposes only.  
Please complete the activities on PebblePad**

## Table of Contents

Activities Checklist .....	4
Learning Activity 1 (HOSPITAL) .....	7
Learning Activity 1 (COMMUNITY).....	11
Learning Activity 2.....	14
Learning Activity 3.....	15

For any queries / issues, please contact your APPEL Practice Educators:

### UCC APPEL Practice Educators



Maria Donovan  
087 742 2462  
[practiceeducator@ucc.ie](mailto:practiceeducator@ucc.ie)



Ruth McCarthy  
087 625 2794  
[practiceeducator@ucc.ie](mailto:practiceeducator@ucc.ie)

---

### TCD APPEL Practice Educators



Eimear Ní Sheachnasaigh  
01 896 3362  
[ENISHEAC@tcd.ie](mailto:ENISHEAC@tcd.ie)

**This book is for reference purposes only.**  
**Please complete the activities on PebblePad**

## Activities Checklist

Please tick the relevant checkbox once each named activity has been completed and documented according to the workbook instructions.

### Learning activity 1.1 (HOSPITAL)

#### Follow a patient Kardex/medication order

- |  |   |
|--|---|
| <input type="checkbox"/> Ordering medication             | <input type="checkbox"/> Label and assemble medicines |
| <input type="checkbox"/> Legal check                     | <input type="checkbox"/> Clinical check               |
| <input type="checkbox"/> Calculation                     | <input type="checkbox"/> Risk management              |
| <input type="checkbox"/> Patient medication record entry | <input type="checkbox"/> Patient Journey              |

### Learning activity 1.1 (COMMUNITY)

#### Follow a prescription journey

- |  |   |
|--|---|
| <input type="checkbox"/> Presentation of prescription    | <input type="checkbox"/> Label and assemble medicines |
| <input type="checkbox"/> Legal check                     | <input type="checkbox"/> Clinical check               |
| <input type="checkbox"/> Calculation                     | <input type="checkbox"/> Risk management              |
| <input type="checkbox"/> Patient medication record entry | <input type="checkbox"/> Patient Journey              |

### Learning activity 1.2

#### Follow a prescription for a drug with additional controls

- Identify a drug with additional controls
- Document the process followed in supplying this medicine

### Learning activity 1.3

#### Supply of non-prescription medicines

- Patient counselling regarding non-prescription/over-the-counter medicine
- Communication skills used when counselling patient about non-prescription/over-the counter medicine
- Supply a non-prescription/over-the-counter medicine (either with patient or role-play with pharmacist)
- Document learning from the supply of a non-prescription/OTC medicine using IIOCPD cycle

**This book is for reference purposes only.  
Please complete the activities on PebblePad**

## **Learning activity 1.4**

### **Sourcing of medicines**

- Name two suppliers of medicines
- State how you can confirm that a medicine supplier is reputable
- Name one medicine which comes from a source other than the main suppliers and explain why
- Contribute to stock rotation and document

## **Learning activity 2.1**

### **Pharmacist as collaborator**

- Give an example of a pharmacist addressing an issue jointly with another healthcare professional

## **Learning activity 2.2**

### **Pharmacist as communicator**

- Document an example of the pharmacist using communication skills to gather information from a patient or another healthcare professional
- Document an example of the pharmacist using communication skills to advise a patient or another healthcare professional

## **Learning activity 2.3**

### **Pharmacist as manager**

- Document an example of how the pharmacist manages at least two of the following areas:
  - Time
  - Stock
  - Team
  - Themselves e.g. self-management
  - Finance

## **Learning activity 2.4**

### **Pharmacist as advisor**

- Document an example of the pharmacist advising either another healthcare professional or a patient on a query

**This book is for reference purposes only.  
Please complete the activities on PebblePad**

## **Learning activity 2.5**

### **Pharmacist as life-long learner**

- Document an example of the pharmacist learning in practice
- Document additional ways in which a pharmacist undertakes continuing professional development

## **Learning activity 3.1**

### **Link documented activities to behaviours in the Core Competency Framework**

- Link activities you undertook to behaviours in the Core Competency Framework
- Link activities you observed the pharmacist undertaking to behaviours in the Core Competency Framework

## **Learning activity 3.2**

### **Complete a continuing professional development (CPD) cycle**

- Complete one full CPD cycle based on a behaviour you would like to develop further

**This book is for reference purposes only.**  
**Please complete the activities on PebblePad**

## **Learning Activity 1 (HOSPITAL)**

### **Safe dispensing and supply of medicines**

#### **1.1 Follow a patient Kardex/medication order**

Your answers in this section can be based on more than one Kardex/medication order.

##### **Ordering medication**

- Describe the steps involved in ordering medication for inpatients, from ward to dispensary.
- Document all information required to dispense the prescription/medication order.
- Document any interactions of the pharmacist with nursing/medical/other staff in this process.

##### **Legal check**

- Document all legal checks that are involved when dispensing medication in a hospital.

##### **Calculation**

- Show how you would calculate the dose required of an oral liquid preparation based on a patient's weight.  
For example, a paediatric antibiotic. Show all details of your calculation including the
  - a) patient's weight,
  - b) dose in mg/kg according to the BNF/SPC,
  - c) volume per dose and
  - d) total volume dispensed.
- Show your calculations for a reducing dose of an oral tablet e.g. a steroid. How many tablets need to be dispensed for each day and what is the total number of tablets dispensed?

##### **PMR entry**

Please check the following boxes once you have completed the task.

**NB - Make sure that any patient and prescriber identifiers are not visible if you are submitting a screenshot as evidence.**

- I entered a prescription into a patient's medication record (PMR).
- I asked the pharmacist to check my PMR entry.

# This book is for reference purposes only.

## Please complete the activities on PebblePad

### Labelling and Assembly

Please check the following boxes once you have completed the task.

- I assembled medicines for a prescription.
- I labelled medicines.
- The pharmacist checked the medicines I had assembled and labelled.

Please enter your answers for the following questions on your PebblePad:

1. Identify the individual steps involved in assembling and labelling medicines for a prescription.
2. What did you learn from the process?

### Clinical check

- Document an issue that arose through a clinical check by the pharmacist.  
**Hint:** this could be a drug-drug interaction. You could provide a screenshot or photo of a reference the pharmacist looked up about an interaction.
- State how the clinical issue identified by the pharmacist was resolved.

### Risk Management

- Identify and document practices that minimise risk in the pharmacy, using specific examples in relation to:
  1. Personnel  
**Hint:** An example could include wearing gloves while handling cytotoxic medicines
  2. Working environment  
**Hint:** An example could include segregated workspaces

### Patient Journey

Please ask your Supervisor to help you find a suitable patient to talk to about their medicines (please check with your Supervisor if you should talk to the patient directly yourself, or observe the Pharmacist gathering the following information).

We would like you to find out how they take their medicines, how the medicines help and if they have any problems with them. Ideally, you might also be able to observe how the Pharmacist (or another member of staff) follows up with this patient.

**Hint:** The follow-up could be due to shortage of stock, monitoring requirements, occurrence of side-effects or communication with another healthcare professional, etc.

- Q. What medicine(s) does the patient take?*
- Q. How do the medicine(s) help, if they do?*
- Q. Has the patient experienced any problem with the medicine(s)?*
- Q. What follow-up, **if any**, did you observe the pharmacist have with this patient?*

**This book is for reference purposes only.**  
**Please complete the activities on PebblePad**

### 1.2 Follow a prescription for a drug with additional controls

Name either a controlled drug (CD2 or CD3), or a drug with additional controls related to its supply (high-tech medicine, unlicensed medicine), that has been dispensed.

Document the process that the pharmacist follows in the supply of this medicine.

Evidence could include a reference you found useful when looking up the requirements for dispensing this item or a photo of a blank page of the controlled drugs register.

### 1.3 Non-prescription supply of medicines

Observe and document the counselling of a patient receiving a non-prescription medicine.

This learning activity can be achieved by documenting one of the following:

- 1) the counselling of a patient on discharge with regards to the use of a non-prescription medicine,
- 2) the counselling of an in-patient on analgesia e.g. ibuprofen/paracetamol
- 3) role-play a supply of a non-prescription medicine with your supervisor or other staff member.

Observe and document the communication skills used.

Refer to verbal and non-verbal skills.

Document your learning from the process in a continuing professional development (CPD) cycle as follows:

- **Action:** describe what you did and how you felt.
- **Document your learning:** what went well and what did not go so well?
- **Evaluate the impact on practice:** how will this make you a better pharmacy student? Identify the behaviours in the Core Competency Framework (CCF) that you have utilised.
- **Self-appraisal:** what would you do differently next time? What do you need to work on?
- **Develop a personal plan:** discuss the steps you might take to further develop your skills and knowledge.

**This book is for reference purposes only.  
Please complete the activities on PebblePad**

#### **1.4 Sourcing of medicines**

- Name two suppliers of medicines to the pharmacy.
- Document how you can confirm that a wholesaler/medicine supplier is reputable.  
**Hint:** Are wholesalers in Ireland regulated? You may need to discuss this with a pharmacist. Evidence could include a screenshot of the regulatory authority's website.
- Identify one medicine obtained from a source other than the main pharmacy suppliers and explain why this medicine was sourced in a different manner.  
**Hint:** this could include an unlicensed medicine, for example.
- Contribute to stock rotation and document the steps in the process.
- Why is stock rotation important?

**This book is for reference purposes only.**  
**Please complete the activities on PebblePad**

## Learning Activity 1 (COMMUNITY)

### Safe dispensing and supply of medicines

#### 1.1 Follow a prescription journey

Your answers in this section can be based on more than one prescription.

##### Presentation

- Observe or conduct the patient greeting. Document the key communication skills observed or used.
- Document the typical questions asked when a patient hands a prescription into the pharmacy.  
The legal and clinical checks are carried out at a later stage. Please only document general information at this point.

##### Legal check

- Document five legal checks you have carried out on a prescription.  
Evidence could include a reference you found useful in determining the legal requirements of a prescription.

##### Calculation

- Show how you would calculate the dose required of an oral liquid preparation based on a patient's weight.  
For example, a paediatric antibiotic. Show all details of your calculation including the
  - a) patient's weight,
  - b) dose in mg/kg according to the BNF/SPC,
  - c) volume per dose and
  - d) total volume dispensed.
- Show your calculations for a reducing dose of an oral tablet e.g. a steroid.  
How many tablets need to be dispensed for each day and what is the total number of tablets dispensed?

##### PMR entry

Please check the following boxes once you have completed the task.

**NB - Make sure that any patient and prescriber identifiers are not visible if you are submitting a screenshot as evidence.**

- I entered a prescription into a patient's medication record (PMR).
- I asked the pharmacist to check my PMR entry.

# This book is for reference purposes only.

## Please complete the activities on PebblePad

### Labelling and Assembly

Please check the following boxes once you have completed the task.

- I assembled medicines for a prescription.
- I labelled medicines.
- The pharmacist checked the medicines I had assembled and labelled.

Please enter your answers for the following questions on your PebblePad:

1. Identify the individual steps involved in assembling and labelling medicines for a prescription.
2. What did you learn from the process?

### Clinical check

- Document an issue that arose through a clinical check by the pharmacist.  
**Hint:** this could be a drug-drug interaction. You could provide a screenshot or photo of a reference the pharmacist looked up about an interaction.
- State how the clinical issue identified by the pharmacist was resolved.

### Risk Management

- Identify and document practices that minimise risk in the pharmacy, using specific examples in relation to:
  1. Personnel  
**Hint:** An example could include wearing gloves while handling cytotoxic medicines
  2. Working environment  
**Hint:** An example could include segregated workspaces

### Patient Journey

Please ask your Supervisor to help you find a suitable patient to talk to about their medicines (please check with your Supervisor if you should talk to the patient directly yourself, or observe the Pharmacist gathering the following information).

We would like you to find out how they take their medicines, how the medicines help and if they have any problems with them. Ideally, you might also be able to observe how the Pharmacist (or another member of staff) follows up with this patient.

**Hint:** The follow-up could be due to shortage of stock, monitoring requirements, occurrence of side-effects or communication with another healthcare professional, etc.

- Q. What medicine(s) does the patient take?*
- Q. How do the medicine(s) help, if they do?*
- Q. Has the patient experienced any problem with the medicine(s)?*
- Q. What follow-up, **if any**, did you observe the pharmacist have with this patient?*

**This book is for reference purposes only.**  
**Please complete the activities on PebblePad**

### 1.2 Follow a prescription journey for a drug with additional controls

- Name either a controlled drug (CD2 or CD3), or a drug with additional controls related to its supply (high-tech medicine, unlicensed medicine), that has been dispensed.
- Document the process that the pharmacist follows in the supply of this medicine.  
Evidence could include a reference you found useful when looking up the requirements for dispensing this item or a photo of a blank page of the controlled drugs register.

### 1.3 Over-the-counter (OTC) supply of medicines

- Observe and document the counselling of a patient requesting supply of an OTC medicine in the following three categories:
  - a) a General Sales List medicine,
  - b) a Pharmacy Only medicine
  - c) a Pharmacy Only medicine for which the PSI have published guidance.
- Discuss the answers to WWHAM questions, any specific product request, product recommendation and any advice given for each of the three products.
- Observe and document the communication skills used. Refer to verbal and non-verbal skills.
- If permitted, participate in the supply of an OTC medicine under supervision.

Document your learning from the process in a CPD cycle as follows:

*[Alternatively, role-play an OTC supply with the pharmacist].*

- ✓ **Action:** describe what you did and how you felt.
- ✓ **Document your learning:** what went well and what did not go so well?
- ✓ **Evaluate** the impact on practice: how will this make you a better pharmacist? Identify the behaviours in the Core Competency Framework (CCF) that you have utilised.
- ✓ **Self-appraisal:** what would you do differently next time? What do you need to work on?
- ✓ **Develop a personal plan:** discuss the steps you might take to further develop your skills and knowledge.

### 1.4 Sourcing of medicines

- Name two suppliers of medicines to the pharmacy.
- Document how you can confirm that a wholesaler/medicine supplier is reputable.  
**Hint:** Are wholesalers in Ireland regulated? You may need to discuss this with a pharmacist. Evidence could include a screenshot of the regulatory authority's website.
- Identify one medicine obtained from a source other than the main pharmacy suppliers and explain why this medicine was sourced in a different manner.  
**Hint:** this could include an unlicensed medicine, for example.
- Contribute to stock rotation and document the steps in the process.
- Why is stock rotation important?

**This book is for reference purposes only.  
Please complete the activities on PebblePad**

## Learning Activity 2.

### Skills and Behaviours of the Pharmacist

**NB.** if possible, give a different example for each question in Learning Activity 2.

#### Pharmacist as collaborator

- Observe and document an example of the pharmacist collaborating with another healthcare professional to address an issue jointly.

**For example:** Collaboration with a doctor, nurse or dentist

#### Pharmacist as communicator

- Observe and document an example of the pharmacist as communicator when gathering information from a patient.

Document the two-way communication skills used.

- Observe and document an example of the pharmacist as communicator when advising a patient or another healthcare professional on a medication query or health management.

Document the two-way communication skills used.

#### Pharmacist as manager

- Observe and document examples of the pharmacist managing at least two of the following:
  - Stock
  - Time
  - Team
  - Themselves (self-management)
  - Finance

#### Pharmacist as advisor

- Observe and document an example of the pharmacist advising another healthcare professional on a query (medicines or health). Focus on the nature of the advice and its implications for the person to whom it was given.

#### Pharmacist as life-long learner

- Discuss continuing professional development (CPD) with the pharmacist and document an example of how the pharmacist learns in their practice.

**Hint:** This could involve checking an SPC of a product or another reference or consulting with an expert in the field.

- Document any additional ways in which the pharmacist may undertake CPD.

**Hint:** This may include courses undertaken outside of their work.

**This book is for reference purposes only.**  
**Please complete the activities on PebblePad**

### **Learning Activity 3**

Linking Documented Activities to the PSI's Core Competency Framework (CCF)

#### **Learning activity 3.1: Core Competency Framework - Building Competency**

- For each of the six domains, choose one behaviour in which you have begun to build competency during this placement. Use an example to justify how you have achieved this behaviour. You may add evidence to support this, if you wish. Please ensure that your justification is detailed enough to allow an assessor to confirm that you have achieved this behaviour.
  
- For each of the six domains, choose one behaviour from the drop-down menu which you have observed a pharmacist demonstrating during your placement. Please ensure that your justification is detailed enough to allow an assessor to confirm that this behaviour was observed. Evidence may be added if you wish.

#### **Learning activity 3.2: Complete a continuing professional development (CPD) cycle**

- Think of one situation which occurred during your placement, which would be helpful to reflect on. It may be a learning gap which you have identified, or a reflection on a mistake which occurred, for example.

