



# Longitudinal Community Pharmacy Placement

## RCSI LCPP Electronic Workbook

Semester 2 2019-20

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

There are core learning activities agreed by all Schools of Pharmacy and managed by APPEL. There are further suggested learning activities, which integrate with the modules taught during the placement. You must complete this workbook in the spaces provided to record completion of your activities.

## Learning Activities

1. Observe, appreciate and document the steps involved in the safe dispensing and supply of medicines  
 a) +b) Follow a prescription journey with additional controls (ideally methotrexate, high tech medicine or other that integrates with the material you are being taught)

Prescription Journey	Comments
<b>Describe the Prescription</b> (Medicine, dose, frequency, route, duration)  <b>Do <u>not</u> record any patient identifiers in order to protect patient confidentiality (see Code of Conduct)</b>	
<b>Presentation</b> (Comment on the communication skills you observed as the patient gave the prescription to the pharmacist)	
<b>Legal Check</b> (Comment on the legal checks of the prescription performed by the pharmacist).	
<b>Enter the prescription on the Patient Medication Record (PMR)</b> (Comment on why it is important to do this carefully).	
<b>Label and Assembly</b> (Comment on any special considerations for labeling this product)	
<b>Clinical Check</b> (comment on the clinical information needed to dispense this safely, and clinical appropriateness)	
<b>Risk Management</b> (Give examples of any practices that minimise risk in the pharmacy, e.g. how this medicine is stored.	
<b>Calculation</b> (Describe how you would calculate the quantity per dose and the quantity to be dispensed in total for the prescription)	Your Calculations

- c) **Supply of non-prescription medicines.** Reflect on the supply of a non-prescription medicine that you were enabled to supply under pharmacist supervision (or observed if you did not get the opportunity). Ideally, an eye drop, ear drop, nose drop or topical product to integrate with the material you are being taught.

<b>Action</b>	Describe what you did:
<b>Document your learning</b>	What went well and what did not go so well:
<b>Evaluate the impact</b>	How will this make you a better pharmacist:
<b>Self-appraisal</b>	What do you need to work on:
<b>Develop a personal plan</b>	How will you do this:

d) **Sourcing of medicines and stock management.**

You are expected to contribute to and understand stock rotation.

<b>Identify on discussion with your pharmacist, what is considered a regular reliable source of medicine to the pharmacy</b>	<i>Name of Source:</i>
<b>Identify a medicine obtained from another source, and explain why it is sourced in a different manner.</b>	<i>Name of Medicine</i> <i>Reason for Sourcing in a different manner:</i>

## Longitudinal Patient Journey-Student Presentation

Please ask your supervisor to help you find a suitable patient, preferably with a condition that you have studied or are studying, to talk to about their medicines. We want you to find out how they take them, how they help and if they have any problems with them. Ideally, you might be able to talk to this patient again, but if the opportunity does not arise then you might ask your supervisor for an update and review their PMR. You will be asked to present your findings in a small group. You must **not** record or present any patient or prescriber identifiers. Your presentation is to be 5 minutes long and include:

- The medicine(s) the person takes
- How the medicine(s) help(s), if they do
- Any problems with the medicine (s)
- A summary of what you have learned from the person

## Suggested activities to integrate with your taught modules:

The following is a list of topics that you will cover in Semester 2, and suggested ways to integrate your learning with practice while on placement. Highlight in colour the ones that you had the opportunity to undertake, or give examples of any other relevant activities.

Wk	Topics	Suggested activities for you to undertake
1	Immunology	Get familiar with the layout of the pharmacy and meet the pharmacy team Think about drugs that act on the immune system
2	Hypersensitivity, transplant immunology	Look at adrenaline pens. Look at immunosuppressant medicines. Ask your pharmacist if there are any suitable prescriptions on file that you could look at. Think about the conditions they are being used to treat and the important counselling points for these medicines Ask your pharmacist if there are any prescriptions for transplant patients on file that you could look at.
3	Autoimmunity (Rheumatoid Arthritis, IBD etc.)	Ask your pharmacist about methotrexate prescriptions and the approach to safe dispensing. Look at examples of high-tech prescriptions and high-tech items
4	Vaccination	Is there a vaccination service? If so, ask if you can you look at the SOP and ask your pharmacist about record keeping?
5	Infection	Look at the antimicrobials in the pharmacy – can you find out what their spectrum of activity is and what type of infections they are used for?
6	Gram +ve infections	Dispensing of penicillins (penicillin V, amoxicillin, flucloxacillin) and macrolides, including checking for allergies and counseling patients Look at Dental prescriptions
7		Reading Week
8	Gram –ve infections, fungi, resistance	Dispensing of prescriptions for urinary tract infections e.g trimethoprim and nitrofurantoin, consider the counselling points with these prescriptions. Dispensing of extended spectrum agents such as co-amoxiclav, including checking for allergies and counseling patients. Look at anti-fungal non-prescription treatment options. Think about what conditions they treat and the counselling points for the patient.
9	Viral, STIs & complex infections	Dispensing of azithromycin or doxycycline for Sexually Transmitted Infections (STIs), and checking interactions and important counseling points. Look at topical and oral antivirals – think about how much they cost for patients. Look at anti-fungal prescription treatment options- think of any counselling points for the patient
10		Bank Holiday – No placement
11	Eye	Counseling on eye drop administration. Look at ophthalmic preparations noting which ones are stored in the refrigerator. Look at non-prescription treatment options for the eye e.g. dry eye, allergic conjunctivitis
	Ear	Counseling on ear drop administration. Look at prescription and non-prescription treatment options for ears.
	Skin	Look at prescription and non-prescription treatment options for skincare e.g. steroids of different potency, antimicrobials. Think about when different formulations (drops/creams/ointments) are used and their relevance to patient compliance
12	Skin (sun care, wound care)	Sun care advice. Note topicals with photosensitivity warnings. Look at wound care products that are available in the pharmacy. Look at transdermal preparations in the pharmacy
13	Skin (Acne)	Look at non-prescription treatment options that are available in the pharmacy for acne and suitable lifestyle advice about acne. Ask your supervisor about guidelines for dispensing oral isotretinoin

**2. Reflection- to be completed in the format advised by the Year Lead.**

**3. Observe, appreciate and document the skills and behaviours of the pharmacist, in particular in their capacity as a Collaborator, Communicator (including Advisor), Advocate, Leader (and include Manager) and Scholar (including the requirement to be a Life-Long Learner).**

**4. Upon completion of the activities, you should be able to link documented activities to the PSI’s Core Competency Framework.**

Link one activity you undertook during your placement to the appropriate behavior in each of the 6 domains of the Core Competency Framework, and link one activity you observed to the appropriate behaviour in each of the 6 domains. Please cite the appropriate behaviour, for example “Professional Practice, 1.1.1 Educates and Empowers the patient to manage their own health and medicines”

Domain	Activity I undertook that links to the domain	Activity I observed that links to the domain
Professional Practice		
Personal Skills		
Supply of Medicines		
Safe and Rational Use of Medicines		
Public Health		
Organisation and Management Skills.		

## What next?

- Upload your completed workbook on Moodle (in the Professional Development 2 module site).

## What else do I need to do for the Longitudinal Community Pharmacy Placement?

- You need to have fully attended and engaged with the placement (see Guidance document on Moodle)
- Upload your supervisors report
- Upload your PowerPoint presentation on your longitudinal patient, and present to a small group
- Reflect on the placement, in the format advised by the Year Lead

Please see Guidance for Students on the PDP Module on Moodle for details of Submission and Assessment Requirements.

## Who do I go to if I have any questions or suggestions?

- About my placement or assessment requirements – Make contact with one of the Practice Educators, Roisin Reynolds or Anne -Teresa Morgan at [practiceeducators@rcsi.ie](mailto:practiceeducators@rcsi.ie)
- About the reflection – Make contact with the Year Lead Dr Fiona O'Brien ([fionaobrien@rcsi.ie](mailto:fionaobrien@rcsi.ie))