



Longitudinal Community Pharmacy Placement

RCSI LCPP Electronic Workbook

Semester 2 2021-22

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
Describe the Prescription (Medicine, dose, frequency, route, duration) Do <u>not</u> record any patient identifiers in order to protect patient confidentiality (see Code of Conduct)	
Presentation (Comment on the communication skills you observed as the patient gave the prescription to the pharmacist)	
Legal Check (Comment on the legal checks of the prescription performed by the pharmacist).	
Enter the prescription on the Patient Medication Record (PMR) (Comment on why it is important to do this carefully).	
Label and Assembly (Comment on any special considerations for labeling this product)	
Clinical Check (comment on the clinical information needed to dispense this safely, and clinical appropriateness)	
Risk Management (Give examples of any practices that minimise risk in the pharmacy, e.g. how this medicine is stored.	
Calculation (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, eardrop, nose drop or topical product to integrate with the material you are being taught.

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

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

You are expected to contribute to and understand stock rotation.

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

2. 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.		

LCPP-Student Presentation

Option 1 “Understanding Patients Views on their medicines”

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

Option 2 “Health Advocate” - Advocate to advance health and well-being and promote the impact of the pharmacist on health outcomes

One of the aims of the LCPP placement is to facilitate learning by “Inspiring professionalism and advocacy” Consider a time that you observed your pharmacist acting as a “Health advocate” for one of their patients. We want you to reflect on the benefits to the patient and how this promoted health outcomes. You will be asked to present your observation 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:

- Brief description of how your pharmacist acted as a health advocate
- How the interaction benefited the patient
- How the interaction promoted health outcomes
- What you learnt from the interaction

Suggested activities to integrate with your taught modules:

On the back page of this workbook 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.](#)

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
- Upload your supervisors report
- Upload your LCPP PowerPoint presentation, and present to a small group

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, Jamie Horan or Anne -Teresa Morgan at practiceeducators@rcsi.ie

• **Suggested activities to integrate with your taught modules:**

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 11 th Jan	Immunology	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 Look at the Standard operating procedures in the pharmacy
2 18 th Jan	Infection	Look at the antimicrobials in the pharmacy – can you find out what their spectrum of activity is and what type of infections are they used for? Consider the infection control procedures, the pharmacy has in place
3 25 th Jan	Hypersensitivity, transplant immunology	Look at adrenaline pens. Ask your supervisor if there are any prescriptions for transplant patients on file that you could look at.
4 1 st Feb	Gram +ve infections	Dispensing of penicillins (penicillin V, amoxicillin, flucloxacillin) and macrolides, including checking for allergies and counseling patients
5 8 th Feb	Autoimmunity (RA, IBD etc.)	Ask your supervisor about methotrexate prescriptions and the approach to safe dispensing. Look at examples of high-tech prescriptions, high-tech items and the high-tech hub. Look at examples of Bio-Similar medications
6 15 th Feb	Vaccination	Is there a vaccination service? If so, ask if you can you look at the SOP and ask your supervisor about record keeping?
7		Reading Week – No Placement
8 1 st Mar	Gram –ve infections, fungi, resistance	Dispensing of antibiotics for urinary tract infections e.g trimethoprim and nitrofurantoin. Look at different formulations of nitrofurantoin. Look at the duration of treatment for UTI's. 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 patient.
9 8 th Mar	Eye& Ear	Counselling on eye drop administration. Look at ophthalmic preparations noting which ones are stored in the refrigerator. Look at the various shelf life for various eye preparations, once they are opened e.g multidose/single use/preservative free Look at non-prescription treatment options for the eye e.g. dry eye, allergic conjunctivitis. Counseling on eardrop administration. Look at prescription and non-prescription treatment options for ears
10 15 th Mar	Skin & Extemporaneous dispensing	Counselling on skincare products e.g. steroid creams of different potency, emollients, antimicrobials. Think about when different formulations (drops/creams/ointments) are used and their relevance to patient compliance Check if pharmacy has made any Extemporaneous Dispensing preparations in the past. Look at the records kept for these products, and how they were labelled. Compare the labelling for extemporaneous dispensed product to those of proprietary products e.g proprietary chloramphenicol eye drops
11 22 nd Mar	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.
12 29 th Mar	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
13 5 th Apr	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