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Please complete the activities as instructed by your PE

APPEL Student Workbook

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This document has been prepared to assist students and their Supervisors during the 2nd-year experiential learning placements. It sets out the learning activities that students should complete using their School of Pharmacy online platform.

If supervisors have any queries regarding this workbook, please contact APPEL at ops@appel.ie or 01 402 5129.

If students have any queries regarding this workbook, please contact your School of Pharmacy Practice Educator(s).

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Learning Activity 1 (For students in HOSPITAL placements)

If you are not on placement in a hospital, please skip to Learning Activity 1 (for students on COMMUNITY placements), which can be found below.

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 in-patients, 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

- The following calculation will allow you to practise how you would calculate the dose required of an oral liquid preparation based on a patient's weight.
(Please use this example as a guide for your Supervisor of a suitable calculation OR if you are not exposed to a suitable calculation during your time on placement, use this example).

Show all details of your calculation.

- What is the dose (in mg/kg) of oral Cefalexin for a 10-month-old child according to the BNF for Children?
- What is the volume (ml) per dose if the child weighs 8.5kg?
- What is the total volume (ml) to be dispensed if the antibiotic is prescribed for 7 days?

- The following calculation will allow you to practice how you would calculate a reducing dose of an oral tablet.

(Please use this example as a guide for your Supervisor of a suitable calculation OR if you are not exposed to a suitable calculation during your time on placement, use this example).

A patient of your pharmacy has been prescribed the following by their GP:

Deltacortril 5mg tabs

30mg od for 3/7 then reduce by 5mg daily to zero

- How many tablets need to be dispensed for each day?
- What is the total number of tablets dispensed?

PMR entry

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

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

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 complete the activities below:

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

Clinical check

- Document an issue that arose through a clinical check of the prescription 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:

- Personnel

Hint: An example could include wearing gloves while handling cytotoxic medicines

- 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 speak 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?

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.

1.3 Non-prescription supply of medicines

- Observe and document the counselling of a patient receiving a non-prescription medicine. Examples could include NRT, paracetamol, low dose codeine, Motilium, diclofenac gel, etc.
- 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.

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?

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Learning Activity 1 (For students in COMMUNITY placements)

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 by the pharmacist (or member of the pharmacy team) when a patient hands a prescription into the pharmacy.

Legal check

- Document five legal checks you have carried out on a prescription.

Calculation

- The following calculation will allow you to practise how you would calculate the dose required of an oral liquid preparation based on a patient's weight.
(Please use this example as a guide for your Supervisor of a suitable calculation OR if you are not exposed to a suitable calculation during your time on placement, use this example).

Show all details of your calculation.

- What is the dose (in mg/kg) of oral Cefalexin for a 10-month-old child according to the BNF for Children?
 - What is the volume (ml) per dose if the child weighs 8.5kg?
 - What is the total volume (ml) if the antibiotic is prescribed for 7 days?
- The following calculation will allow you to practice how you would calculate a reducing dose of an oral tablet.
(Please use this example as a guide for your Supervisor of a suitable calculation OR if you are not exposed to a suitable calculation during your time on placement, use this example).

A patient of your pharmacy has been prescribed the following by their GP:

*Deltacortril 5mg tabs
30mg od for 3/7 then reduce by 5mg daily to zero*

- How many tablets need to be dispensed for each day?
- What is the total number of tablets dispensed?

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Please complete the activities below as instructed by your PE:

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

Clinical check

- Document an issue that arose through a clinical check of the prescription by the pharmacist.
Hint: this could be a drug-drug interaction, an incorrect dose, an incorrect strength of a medication, etc.
- 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:

- Personnel
Hint: An example could include wearing gloves while handling cytotoxic medicines
- 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 speak 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?

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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?

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.

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

- Observe and document the counselling of a patient requesting a supply of an OTC medicine in ONE of the following categories:
 - a) General Sales List medicine (GSL),
 - b) Pharmacy Only medicine (P)
 - c) Pharmacy Only medicine for which the PSI have published guidance (e.g. codeine-containing products, Motilium, Dovonex).

(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.

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- Name two suppliers of medicines to the pharmacy.
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Hint: this could include an unlicensed medicine, for example.
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- Why is stock rotation important?

Learning Activity 2 (for students in hospital AND community placements)

Skills and Behaviours of the Pharmacist

Pharmacist as collaborator

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

Hint: Collaboration with a doctor, nurse or dentist

Pharmacist as communicator

- Observe and document an example of the pharmacist using specific communication skills when gathering information from a patient or when advising a patient or another healthcare professional on a medication query.
- Document the two-way communication skills used.

Pharmacist as manager

Observe and document examples of the pharmacist:

- Managing their time
- Managing the pharmacy team

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 a life-long learner

- Discuss continuing professional development (CPD) with the pharmacist. Document an example of how the pharmacist engages in CPD throughout the course of their practice.

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

Learning Activity 3 (for student in hospital and community placements)

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

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. Detail how you have achieved this behaviour. Provide enough detail to allow an assessor to confirm that you have achieved this behaviour.

3.2: Complete a continuing professional development (CPD) cycle

- Complete a full CPD cycle based on one specific behaviour from the Core Competency Framework (CCF) that you would like to develop further.
 1. **State:** the CCF behaviour that you would like to develop further:
 2. **Begin at action:** (describe what you did and how you felt)
 3. **Document your learning:** (what went well and what did not go so well?)
 4. **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 begun to build competency in during this activity).
 5. **Self-appraisal:** (what would you do differently next time? What do you need to work on?)
 6. **Develop a personal plan:** (discuss the steps you might take to further develop your skills and knowledge)