Postgraduate Diploma
in
General Pharmacy Practice

PATIENT SERVICES
CURRICULUM GUIDE
2011/12

In association with the Joint Programmes Board:

East and South East England Specialist Pharmacy Services
King's College
Kingston University
Medway School of Pharmacy
School of Pharmacy, University of London
University of Brighton
University of East Anglia
University of Portsmouth
University of Reading

INTRODUCTION

This curriculum guide is intended to guide the learner towards the relevant skills and knowledge required of a general pharmacy practitioner providing patient services. The learning outcomes listed in this document represent the competencies to be met during the first 12 months of the programme i.e. to satisfy the global aim and objectives described for the Foundations of Practice Module (M1).

The programme recognises that access to the variety of patients representing a "general" level of care will not follow a standard approach, being influenced by the various rotations on offer within the Training Centre. Consequently the general learning objectives have been presented in a generic format so that they can be achieved in **a range of different patient care settings**. In addition this guide lists the **generic** (Personal, Problem solving and Management & Organisation) competencies as found in the General Level Competency Framework (GLF).

Using the Curriculum Guide:

The patient services curriculum guide should be used in conjunction with the three other curriculum guides to support learning in pharmacy practice. There are a number of areas of overlap between the curriculum guides which have been signposted to help the learner to achieve learning outcomes across the four core service areas where possible. Practitioners should aim to be working through the four guides simultaneously although one may be used more prominently in specific rotations e.g. MI or technical services.

The four curriculum guides should be brought to the Record of In-service Training Assessment (RITA) meetings that occur at regular intervals throughout the programme. The Guides will be used to review practitioner progress and to assist in planning the focus of learning for the next period of the programme.

In order to facilitate this process, **practitioners** are asked to place a tick against the learning objectives as and when they feel they have been achieved. Practitioners are reminded that **all** learning outcomes are subject to assessment either in the workplace (mini-CEX, CbD, MRCF, DOPS) or at their HEI portfolio review, MCQs or OSCEs.

CONTENTS

INTRODUCTION TO PATIENT SERVICES

Patient services in the dispensary have a wide remit that can be mapped against the DipGPP curriculum and the General Level Framework of competencies (GLF). Much of the clinical syllabus relating to the use of medicines can be located in the Applied Therapeutics thematic contents; in addition learning associated with legal and ethical supplies of drugs and medicines can be matched against the Governance and Risk theme. There are clear parallels with the GLF clusters of "Delivery of Patient Care" and the "Personal" and "Problem Solving". Practitioners are also directed towards the Clinical Services Curriculum Guide, which contains relevant learning support connected with patient services. Relevant learning outcomes in the clinical curriculum guide can be met through activities undertaken in patient services.

It is expected that practitioners will work under the direction of relevant national and local policies and Standard Operating Procedures (SOPs) at all times.

GLOBAL LEARNING OBJECTIVES

- Consult effectively with patients, carers and the multidisciplinary healthcare team, respecting diversity and confidentiality.

- Independently develop clinical pharmacy knowledge and skills in order to identify, prioritise and resolve complex pharmaceutical problems in a range of common conditions.

- Critically review the overall management and monitoring of patients with a range of common disease states.

- Recognise the evidence-based approach to management of a range of common conditions and apply evidence-based medicine (EBM) to individualised patient care.

- Identify, prioritise and resolve the medicines management needs of patients, carers and other social and health care professionals.

- Demonstrate a systematic approach to medicines management for patients with a range of common conditions.

- Apply pharmacokinetic and pharmacodynamic principles to the design of appropriate drug regimens.

- Advance knowledge and understanding through continuing professional development and life long learning

SPECIFIC LEARNING OUTCOMES

1. Prescription Validation and Handling Queries

LEARNING OUTCOME	ACHIEVED?
• Follows local procedures when validating prescriptions	
• Follows local procedures when assessing Patients Own Drugs (PODs)	
Identifies legal queries	
• Uses relevant information sources to screen prescriptions	
• Appropriately manages situations where the prescription is incomplete	
• Demonstrates awareness of the action to take in the event of a suspected forged, fraudulent prescription	
Identifies clinical queries	See Clinical Curriculum Guide
Identifies formulary queries	
• Appropriately manages requests for non-formulary medicines	
• Can discuss the appropriateness of a prescription with the prescriber	
• Follows local procedures for authorising Doctors self prescribing	

Practitioner can tick or sign to indicate Learning Outcome achieved
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2. Information Technology

LEARNING OUTCOME	ACHIEVED?
Pharmacy Computer system	
• Demonstrates the ability to use the pharmacy dispensing and stock control computer system including locating stock, determining stock availability, identifying non-pharmacy stock locations, checking Patient Medication Records or local equivalent.	
• Can use the pharmacy automated dispensing system (where available)	
Local IT systems	
• Demonstrates the ability to access the local laboratory test results system	
• Demonstrates the ability to access information on the Trust Intranet e.g. clinical guidelines, Formulary, Trust policies	
• Can use the Trust electronic prescribing system (where available)	
• Can use other local IT systems where available and appropriate e.g. prescription tracking	
• Demonstrates awareness of local procedures in the event of IT downtime	

Practitioner can tick or sign to indicate Learning Outcome achieved
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3. Dispensing Process

- Appropriately and accurately completes the following processes in accordance with local policies and SOPs:

	Medicines (Inpatient, Outpatient, TTO)	Controlled Drugs	Clinical Trials	Oral Chemotherapy	Unlicensed Medicines	Named Patient Medicines	Private Prescriptions	#Other (give details)	#Other (give details)
Validating									
Labelling									
Dispensing									
Checking									
*Completion of Documentation:									
*Completion of Documentation:									

* Describe nature of documentation e.g. for CDs: records in register
# Examples of other medicines: clozapine, Thalidomide

4. Stock Control and Ordering

LEARNING OUTCOME	ACHIEVED?
Internal and external ordering	
• Demonstrates knowledge of internal requisitioning and external ordering for out of hours service	
• Follows local procedures to ensure stock is managed correctly including appropriate management of stock discrepancies, returns, storage	
• Ensures "to follow" items or owings are ordered and appropriately processed	
• Follows local formulary processes appropriately	
• Follows local procedures for ordering extemporaneous and aseptically prepared items	
• Demonstrates awareness of local procedures for obtaining and supplying rarely used medicines	
• Demonstrates awareness of procedures to follow in the event of a drug recall	

Practitioner can tick or sign to indicate Learning Outcome achieved
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5. Waste management

LEARNING OUTCOME	ACHIEVED?
• Complies with waste medicines regulations associated with the following:	
Returns	
• from wards	
• from patients	
Expired medicines	
Cytotoxic Medicines	
Controlled Drugs	
• Returned from wards	
• Returned from patients	
• Expired stock	
• Complies with the storage requirements of CDs awaiting destruction.	

Practitioner can tick or sign to indicate Learning Outcome achieved
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6. Checking and Risk Management

LEARNING OUTCOME	ACHIEVED?
Checking technical accuracy	
• Demonstrates the ability to check accurately and in accordance with local and national guidelines	
Error reporting and retrieval	See Clinical Curriculum Guide
• Has an understanding of local and national incident reporting processes	
• Responds promptly and appropriately to the report of a dispensing error or medicine-related incident	
• Can identify risk areas for errors and demonstrates awareness of root cause analysis	
Giving feedback	
• Provides constructive feedback to colleagues with respect to their performance (positive and negative feedback)	
Controlled Drugs	
• Demonstrates awareness of their professional responsibilities with respect to controlled drug regulations	
• Follows all local controlled drug policies and SOPs	

7. Effective Communication

LEARNING OUTCOME	ACHIEVED?
General Communication	
• Demonstrates the ability to identify what others are communicating (e.g. through listening) and respond appropriately	
• Demonstrates effective communication when using the telephone	
• Demonstrates effective written communication	
• Adjusts communication appropriately according to the individual	
• Manages conflict appropriately	
• Understands how to deal with complaints in accordance with local complaints procedures	
• Refers complaints to the appropriate member of pharmacy staff	
Communication with patients	See Clinical Curriculum Guide
• Demonstrates awareness of patients with particular needs e.g. disabled, non English speaking	
• Demonstrates effective communication skills when giving information to patients about their medication	
• Maintains patient confidentiality	
Communication with health professionals	
• Speaks to relevant health professionals about queries and records intervention appropriately	
• Ensures issue or query is communicated to the most appropriate health professional	
• Demonstrates effective communication skills when giving information about medicines to health professionals	

8. Responding to symptoms and private sale/supply of medicines

LEARNING OUTCOME	ACHIEVED?
OTC supply	
• Uses an appropriate systematic assessment structure	
• Demonstrates up to date product knowledge	
• Demonstrates awareness of their professional responsibilities with respect to supervising sales of medicines	
Private prescriptions	
• Demonstrates awareness of prescription requirements	
• Demonstrates awareness of prescription book	
Dispensing POMs without a prescription	
• Appropriately manages requests to dispense prescription-only medicines without a prescription	
• Refers requests to other health professionals where appropriate	
• Demonstrates awareness of local policies and procedures for the sale and supply of medicines to other organisations e.g. community pharmacies, private hospitals, vets	

9. Management

LEARNING OUTCOME	ACHIEVED?
Responsible Pharmacist regulations	
• Demonstrates understanding of the responsible pharmacist regulations and how they apply to hospital pharmacy	
• Demonstrates ability to comply with responsible pharmacist regulations if applicable to the Trust	
Handles pressures and conflicting demands	
• Demonstrates the ability to negotiate deadlines (e.g. with patient, colleagues, other staff members)	
• Demonstrates appropriate time management and prioritisation	
• Can delegate tasks and queries appropriately	
• Ensures day to day pharmacist workload is managed appropriately and refers for support when needed	
• Undertake supervisory duties for 2 days	
• Follows local procedures for maintaining the security of the department	

Practitioner can tick or sign to indicate Learning Outcome achieved
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SECTION 3 GENERAL LEVEL FRAMEWORK (GLF)

The General Level Framework was developed by CoDEG to aid development of General Practice Pharmacists and is a tool used by JPB and the NHS to assess competence of General Level Pharmacists. It has not been developed by JPB and has been used by the NHS in a number of different ways. JPB describes how the GLF is used to assess practitioners undertaking PG DipGPP but this is not the only way that the GLF can be used. Your local Trust may choose a different way of assessing you against the GLF and as long as this meets the minimum requirements for DipGPP then that is acceptable to JPB. Practitioners and Tutors should refer to the DipGPP Assessment Handbook for guidance on the minimum requirements for GLF assessment and guidance on how to use the GLF.

Practitioners should familiarise themselves with the GLF at the beginning of the diploma as their competency will be assessed against the Framework at regular intervals. In particular practitioners are directed to the introductory notes of the GLF Handbook for guidance on achieving the Delivery of Patient Care, Personal, Problem Solving and Management and Organisation competencies expected of a General Level Pharmacist.
For ease of reference a grid has been developed that lists all GLF competencies (see below).

GRID OF GLF COMPETENCIES

	General Level Framework (GLF)		
GLFDPC	**DELIVERY OF PATIENT CARE COMPETENCIES (DPC)**		
GLFDPC1	**Patient Consultation**		
GLFDPC1.1		Patient Consultation :	Patient Assessment
GLFDPC1.2		Patient Consultation :	Consultation or referral
GLFDPC1.3		Patient Consultation :	Recording consultations
GLFDPC1.4		Patient Consultation :	Patient consent
GLFDPC2	**Need for the drug**		
GLFDPC2.1		Need for the drug:	Relevant Patient Background
GLFDPC2.2		Need for the drug:	Drug History
GLFDPC3	**Selection of drug**		
GLFDPC3.1		Selection of drug:	Drug – drug interactions identified
GLFDPC3.2		Selection of drug:	Drug – drug interactions prioritised
GLFDPC3.3		Selection of drug:	Drug – drug interactions actioned
GLFDPC3.4		Selection of drug:	Drug – patient interactions identified
GLFDPC3.5		Selection of drug:	Drug – patient interactions prioritised
GLFDPC3.6		Selection of drug:	Drug – patient interactions actioned
GLFDPC3.7		Selection of drug:	Drug – disease interactions identified
GLFDPC3.8		Selection of drug:	Drug – disease interactions prioritised
GLFDPC3.9		Selection of drug:	Drug – disease interactions actioned
GLFDPC4	**Drug Specific Issues**		
GLFDPC4.1		Drug Specific Issues:	Ensures appropriate dose
GLFDPC4.2		Drug Specific Issues:	Selection of dosing regimen: route
GLFDPC4.3		Drug Specific Issues:	Selection of dosing regimen: timing
GLFDPC4.4		Drug Specific Issues:	Selection of formulation
GLFDPC4.5		Drug Specific Issues:	Selection of concentration
GLFDPC5	**Provision of drug product**		
GLFDPC5.1		Provision of drug product:	The prescription is clear
GLFDPC5.2		Provision of drug product:	The prescription is legal
GLFDPC5.3		Provision of drug product:	The correct medicine is dispensed
GLFDPC5.4		Provision of drug product:	The medicines is dispensed in a timely manner
GLFDPC6	**Medicines Information and patient education**		
GLFDPC6.1	Medicines Information and patient education :		Public Health
GLFDPC6.2	Medicines Information and patient education :		Health Needs
GLFDPC6.3	Medicines Information and patient education :		Need for information is identified
GLFDPC6.4	Medicines Information and patient education :		Medicines Information
GLFDPC6.5	Medicines Information and patient education :		Provision of written information
GLFDPC7	**Monitoring drug therapy**		
GLFDPC7.1		Monitoring drug therapy:	Identification of medicines management problems
GLFDPC7.2		Monitoring drug therapy:	Prioritisation of medicines management problems
GLFDPC7.3		Monitoring drug therapy:	Use of Guidelines
GLFDPC7.4		Monitoring drug therapy:	Resolution of medicines management problems
GLFDPC7.5		Monitoring drug therapy:	Record of contributions
GLFDPC8	**Evaluation of outcomes**		
GLFDPC8.1		Evaluation of outcomes:	Assessing outcomes of contributions

PERSONAL COMPETENCIES (PC)		
GLFPC1	**Organisation**	
GLFPC1.1	Organisation:	Prioritisation
GLFPC1.2	Organisation:	Punctuality
GLFPC1.3	Organisation:	Initiative
GLFPC1.4	Organisation:	Efficiency
GLFPC2	**Effective Communication Skills**	
GLFPC2.1	Effective Communication Skills:	Patient and Carer
GLFPC2.2	Effective Communication Skills:	Medical Staff
GLFPC2.3	Effective Communication Skills:	Nurses
GLFPC2.4	Effective Communication Skills:	Other Healthcare Professionals
GLFPC2.5	Effective Communication Skills:	Other Health Staff
GLFPC2.6	Effective Communication Skills:	Immediate Pharmacy Team
GLFPC2.7	Effective Communication Skills:	Mentor/tutor
GLFPC2.8	Effective Communication Skills:	Employing Organisation
GLFPC2.9	Effective Communication Skills:	Linked Organisations
GLFPC3	**Team work**	
GLFPC3.1	Team work:	Pharmacy Team: Recognises value
GLFPC3.2	Team work:	Pharmacy Team: Works as part of the team
GLFPC3.3	Team work:	Multi-disciplinary team: Recognises value
GLFPC3.4	Team work:	Multi-disciplinary team: Uses appropriate referral
GLFPC3.5	Team work:	Organisational Team
GLFPC4	**Professionalism**	
GLFPC4.1	Professionalism:	Confidentiality
GLFPC4.2	Professionalism:	Recognition of limitation
GLFPC4.3	Professionalism:	Quality and accuracy of documentation
GLFPC4.4	Professionalism:	Legislation
GLFPC4.5	Professionalism:	Responsibility for own action
GLFPC4.6	Professionalism:	Confidence
GLFPC4.7	Professionalism:	Responsibility for patient care
GLFPC4.8	Professionalism:	CPD: Maintain a CPD record
GLFPC4.9	Professionalism:	CPD: Reflect on performance
GLFPC4.10	Professionalism:	CPD: Identify learning needs
GLFPC4.11	Professionalism:	CPD: Evaluates learning

PROBLEM SOLVING COMPETENCIES (PS)		
GLFPS1	**Gathering Information**	
GLFPS1.1	Gathering Information:	Accesses information
GLFPS1.2	Gathering Information:	Summarises information
GLFPS1.3	Gathering Information:	Up to date information
GLFPS2	**Knowledge**	
GLFPS2.1	Knowledge:	Pathophysiology
GLFPS2.2	Knowledge:	Pharmacology
GLFPS2.3	Knowledge:	Side effects
GLFPS2.4	Knowledge:	Interactions
GLFPS3	**Analysing information**	
GLFPS3.1	Analysing information:	Evaluates information
GLFPS3.2	Analysing information:	Problem identification
GLFPS3.3	Analysing information:	Appraises options
GLFPS3.4	Analysing information:	Decision making
GLFPS3.5	Analysing information:	Logical Approach
GLFPS4	**Providing information**	
GLFPS4.1	Providing information:	Provides accurate information
GLFPS4.2	Providing information:	Provides relevant information
GLFPS4.3	Providing information:	Provides timely information
GLFPS5	**Follow up**	
GLFPS5.1	Follow up:	Ensures resolution of problem

MANAGEMENT AND ORGANISATION COMPETENCIES (MO)		
GLFMO1	**Clinical Governance**	
GLFMO1.1	Clinical Governance:	Clinical Governance issues
GLFMO1.2	Clinical Governance:	Standard Operating Procedures
GLFMO1.3	Clinical Governance:	Working Environment
GLFMO1.4	Clinical Governance:	Risk Management: Documents critical incidents
GLFMO1.5	Clinical Governance:	Risk Management: Forwards critical incidents
GLFMO2	**Service Provision**	
GLFMO2.1	Service Provision:	Quality of Service
GLFMO2.2	Service Provision:	Service Development: Describe key drivers
GLFMO2.3	Service Provision:	Service Development: Need for new services
GLFMO3	**Budget setting and reimbursement**	
GLFMO3.1	Budget setting and reimbursement:	Service Reimbursement: Reference sources
GLFMO3.2	Budget setting and reimbursement:	Service Reimbursement: Claims appropriately
GLFMO3.3	Budget setting and reimbursement:	Prescribing budgets
GLFMO4	**Organisations**	
GLFMO4.1	Organisations:	Organisational structure
GLFMO4.2	Organisations:	Linked Organisation
GLFMO4.3	Organisations:	Pharmaceutical Industry
GLFMO5	**Training**	
GLFMO5.1	Training:	Pharmacy Staff
GLFMO5.2	Training:	Other healthcare professionals
GLFMO6	**Staff Management**	
GLFMO6.1	Staff Management:	Performance management
GLFMO6.2	Staff Management:	Staff development
GLFMO6.3	Staff Management:	Employment issues
GLFMO7	**Procurement**	
GLFMO7.1	Procurement:	Pharmaceutical: Describe sourcing
GLFMO7.2	Procurement:	Pharmaceutical: Timely sourcing
GLFMO7.3	Procurement:	Supply problems
GLFMO7.4	Procurement:	Stock management
GLFMO7.5	Procurement:	Cost effectiveness