



Postgraduate Diploma  
in  
General Pharmacy Practice

**PATIENT SERVICES  
CURRICULUM GUIDE  
2013/14**

**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**.

### *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, MRCP, DOPS) or at their HEI portfolio review, MCQs or OSCEs.

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## **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"; "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.

Two important aspects of practitioner performance that are relevant to all areas are the development of robust processes and good decision making. Practitioners receive some support in developing processes and decision making through specific learning sets but it is essential that these are the focus in the early stages of the pharmacist's career as they underpin competent performance and practitioner development into advanced practice. Reflecting on processes used and decision making will support the development of these. Educational and Practice Supervisors can provide support with identifying areas for development and practitioners should ask for feedback on these during workplace assessments and appraisals.

It is expected that practitioners will work under the direction of relevant national and local policies and Standard Operating Procedures (SOPs) at all times and will be able to demonstrate knowledge of these policies and procedures on questioning.

## **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?
<ul style="list-style-type: none"> <li>Follows local procedures when validating prescriptions</li> </ul>	
<ul style="list-style-type: none"> <li>Follows local procedures when assessing Patients Own Drugs (PODs)</li> </ul>	
<b>Identifies legal queries</b>	
<ul style="list-style-type: none"> <li>Uses relevant information sources to screen prescriptions</li> </ul>	
<ul style="list-style-type: none"> <li>Appropriately manages situations where the prescription is incomplete</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrates awareness of the action to take in the event of a suspected forged, fraudulent prescription</li> </ul>	
<b>Identifies clinical queries</b>	See Clinical Curriculum Guide
<b>Identifies formulary queries</b>	
<ul style="list-style-type: none"> <li>Appropriately manages requests for non-formulary medicines</li> </ul>	
<ul style="list-style-type: none"> <li>Can discuss the appropriateness of a prescription with the prescriber</li> </ul>	
<ul style="list-style-type: none"> <li>Follows local procedures for authorising Doctors self prescribing</li> </ul>	

## 2. Information Technology

LEARNING OUTCOME	ACHIEVED?
<b>Pharmacy Computer system</b>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• Can use the pharmacy automated dispensing system (where available)</li> </ul>	
<b>Local IT systems</b>	
<ul style="list-style-type: none"> <li>• Demonstrates the ability to access the local laboratory test results system</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates the ability to access information on the Trust Intranet e.g. clinical guidelines, Formulary, Trust policies</li> </ul>	
<ul style="list-style-type: none"> <li>• Can use the Trust electronic prescribing system (where available)</li> </ul>	
<ul style="list-style-type: none"> <li>• Can use other local IT systems where available and appropriate e.g. prescription tracking</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates awareness of local procedures in the event of IT downtime</li> </ul>	

### 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**

<b>LEARNING OUTCOME</b>	<b>ACHIEVED?</b>
<b>Internal and external ordering</b>	
<ul style="list-style-type: none"><li>• Demonstrates knowledge of internal requisitioning and external ordering for out of hours service</li></ul>	
<ul style="list-style-type: none"><li>• Follows local procedures to ensure stock is managed correctly including appropriate management of stock discrepancies, returns, storage</li></ul>	
<ul style="list-style-type: none"><li>• Ensures “to follow” items or owings are ordered and appropriately processed</li></ul>	
<ul style="list-style-type: none"><li>• Follows local formulary processes appropriately</li></ul>	
<ul style="list-style-type: none"><li>• Follows local procedures for ordering extemporaneous and aseptically prepared items</li></ul>	
<ul style="list-style-type: none"><li>• Demonstrates awareness of local procedures for obtaining and supplying rarely used medicines</li></ul>	
<ul style="list-style-type: none"><li>• Demonstrates awareness of procedures to follow in the event of a drug recall</li></ul>	

## 5. Waste management

LEARNING OUTCOME	ACHIEVED?
<ul style="list-style-type: none"> <li>Complies with waste medicines regulations associated with the following:</li> </ul>	
<b>Returns</b>	
<ul style="list-style-type: none"> <li>from wards</li> </ul>	
<ul style="list-style-type: none"> <li>from patients</li> </ul>	
<b>Expired medicines</b>	
<b>Cytotoxic Medicines</b>	
<b>Controlled Drugs</b>	
<ul style="list-style-type: none"> <li>Returned from wards</li> </ul>	
<ul style="list-style-type: none"> <li>Returned from patients</li> </ul>	
<ul style="list-style-type: none"> <li>Expired stock</li> </ul>	
<ul style="list-style-type: none"> <li>Complies with the storage requirements of CDs awaiting destruction.</li> </ul>	

## 6. Checking and Risk Management

LEARNING OUTCOME	ACHIEVED?
<b>Checking technical accuracy</b>	
<ul style="list-style-type: none"> <li>• Demonstrates the ability to check accurately and in accordance with local and national guidelines</li> </ul>	
<b>Error reporting and retrieval</b>	See Clinical Curriculum Guide
<ul style="list-style-type: none"> <li>• Has an understanding of local and national incident reporting processes</li> </ul>	
<ul style="list-style-type: none"> <li>• Responds promptly and appropriately to the report of a dispensing error or medicine-related incident</li> </ul>	
<ul style="list-style-type: none"> <li>• Can identify risk areas for errors and demonstrates awareness of root cause analysis</li> </ul>	
<b>Giving feedback</b>	
<ul style="list-style-type: none"> <li>• Provides constructive feedback to colleagues with respect to their performance (positive and negative feedback)</li> </ul>	
<b>Controlled Drugs</b>	
<ul style="list-style-type: none"> <li>• Demonstrates awareness of their professional responsibilities with respect to controlled drug regulations</li> </ul>	
<ul style="list-style-type: none"> <li>• Follows all local controlled drug policies and SOPs</li> </ul>	

## 7. Effective Communication

LEARNING OUTCOME	ACHIEVED?
<b>General Communication</b>	
<ul style="list-style-type: none"> <li>• Demonstrates the ability to identify what others are communicating (e.g. through listening) and respond appropriately</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates effective communication when using the telephone</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates effective written communication</li> </ul>	
<ul style="list-style-type: none"> <li>• Adjusts communication appropriately according to the individual</li> </ul>	
<ul style="list-style-type: none"> <li>• Manages conflict appropriately</li> </ul>	
<ul style="list-style-type: none"> <li>• Understands how to deal with complaints in accordance with local complaints procedures</li> </ul>	
<ul style="list-style-type: none"> <li>• Refers complaints to the appropriate member of pharmacy staff</li> </ul>	
<b>Communication with patients</b>	See Clinical Curriculum Guide
<ul style="list-style-type: none"> <li>• Demonstrates awareness of patients with particular needs e.g. disabled, non English speaking</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates effective communication skills when giving information to patients about their medication</li> </ul>	
<ul style="list-style-type: none"> <li>• Maintains patient confidentiality</li> </ul>	
<b>Communication with health professionals</b>	
<ul style="list-style-type: none"> <li>• Speaks to relevant health professionals about queries and records intervention appropriately</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensures issue or query is communicated to the most appropriate health professional</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates effective communication skills when giving information about medicines to health professionals</li> </ul>	

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

LEARNING OUTCOME	ACHIEVED?
<b>OTC supply</b>	
<ul style="list-style-type: none"> <li>• Uses an appropriate systematic assessment structure</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates up to date product knowledge</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates awareness of their professional responsibilities with respect to supervising sales of medicines</li> </ul>	
<b>Private prescriptions</b>	
<ul style="list-style-type: none"> <li>• Demonstrates awareness of prescription requirements</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates awareness of prescription book</li> </ul>	
<b>Dispensing POMs without a prescription</b>	
<ul style="list-style-type: none"> <li>• Appropriately manages requests to dispense prescription-only medicines without a prescription</li> </ul>	
<ul style="list-style-type: none"> <li>• Refers requests to other health professionals where appropriate</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates awareness of local policies and procedures for the sale and supply of medicines to other organisations e.g. community pharmacies, private hospitals, vets</li> </ul>	

## 9. Management

LEARNING OUTCOME	ACHIEVED?
<b>Responsible Pharmacist regulations</b>	
<ul style="list-style-type: none"> <li>• Demonstrates understanding of the responsible pharmacist regulations and how they apply to hospital pharmacy</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates ability to comply with responsible pharmacist regulations if applicable to the Trust</li> </ul>	
<b>Handles pressures and conflicting demands</b>	
<ul style="list-style-type: none"> <li>• Demonstrates the ability to negotiate deadlines (e.g. with patient, colleagues, other staff members)</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates appropriate time management and prioritisation</li> </ul>	
<ul style="list-style-type: none"> <li>• Can delegate tasks and queries appropriately</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensures day to day pharmacist workload is managed appropriately and refers for support when needed</li> </ul>	
<ul style="list-style-type: none"> <li>• Undertake supervisory duties for 2 days</li> </ul>	
<ul style="list-style-type: none"> <li>• Follows local procedures for maintaining the security of the department</li> </ul>	