

An Introduction to  
**Hospital  
Pharmacy**  
2008/09

**A resource pack for  
preregistration  
pharmacy trainees  
working in community  
to visit hospital  
pharmacies**

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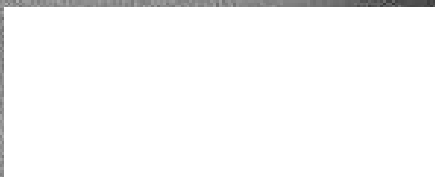
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# Aims & Introduction

## Aims

The aim of this guide is to:



- help preregistration trainees working in community pharmacies to gain an understanding of the practice of hospital pharmacy
- observe some of the differences and similarities between the two areas of practice
- achieve some of the Performance Standards set by the RPSGB

## Introduction

As a preregistration trainee working in community pharmacy, you may know little about the working environment of your colleagues in hospital.

The hospital pharmacy provides medicines for hospital in- and out-patients. In addition, there are many types of hospital clinics which need medicines either to treat patients on the spot (eg dental clinics) or to provide items for later use at home. Patients nowadays tend to stay in hospital for a shorter time than in the past, and this has created the need for greater integration between community and hospital pharmacy services. In addition, the opening of Surgical and Medical Day Care units in many hospitals have generated a need to provide after care. Therapies which would in the past have necessitated admission to hospital (eg cytotoxic therapy, dialysis, parenteral nutrition) can be undertaken either in day care units and/or at home. Considerable pharmacy support may be needed to deliver such services effectively and this can often be provided through liaison between hospital and community pharmacists.

When patients leave hospital, they often take medicines with them, which differ from their medicines on admission. Effective planning is needed to ensure that patients have the right medicine and that they are clear about why any changes have taken place. Discharge - and indeed, Admission Planning is often achieved more effectively if community and hospital pharmacists liaise. This will ensure optimal pharmaceutical care for the patient.

As a preregistration trainee working in a community pharmacy, it is therefore important that you gain an understanding of hospital pharmacy. This guide aims to help you to make the most of your secondment to a hospital pharmacy and provides a structure for your secondment. It is divided into sections, which reflect the main areas of hospital pharmacy practice. It also provides various tasks which are denoted by (  ) and should be completed whilst at the hospital pharmacy. There are also reflective questions denoted by the (  ) which can be completed after the secondment. In Appendix 1 is a master form 'Log of Evidence' for you to photocopy and record your findings, observations and answers to the tasks and reflective questions.

The various tasks and questions maybe used to provide evidence for Performance Standards and have been cross-referenced to the Units of the RPSGB Performance Standards.

In Appendix 3 there is a form to summarise the activities completed during your secondment. Fill it in as you go along!

During the secondment, you should also aim to develop further personal learning objectives. For example, you should see and experience things in hospital pharmacy which make you ask more about various aspects of community pharmacy, but you may need to wait until you return to your work base before those questions can be answered. You may look at prescriptions for conditions that you are not so familiar with working in a community pharmacy and you may want to learn more about such conditions.

Enjoy your visit. Have fun! Every hospital pharmacy is different - different in size, layout, numbers and grades of staff and services provided. However, whichever hospital pharmacy you visit, you will learn much about the practice environment, which has differences from - but also similarities to - your own.

Finally, please help us to help fellow preregistration trainees by completing the form 'Evaluation of the Resource Pack' after your visit.

Your comments on this pack will be valuable and allow the materials to be amended or updated.

Please take five minutes to complete the form (found at the back of this booklet) and return it to your tutor or the Preregistration Division, Education & Registration Directorate, RPSGB, 1 Lambeth High Street, London SE1 7JN.

Thank you.

# How to prepare for your training secondment

## Before the secondment:

- Think about what you want to get out of the secondment and discuss this with your supervising pharmacist in your community pharmacy and produce objectives for this placement. It is useful to check these are realistic with the hospital pharmacist who will be supervising your secondment.
- Write a letter to the pharmacist who will be supervising your work experience at the hospital, introducing yourself with a bit about your background and experience so far and what you would like to cover during your training secondment. In Appendix 2 there are two sample letters for you and your tutor to use when corresponding with the hospital pharmacist.
- It may be worthwhile contacting the hospital pharmacist by telephone two weeks prior to your visit to discuss the 'finer' details such as working hours, dress code and lunch breaks.
- Read the pack, familiarising yourself with the types of exercises in it.
- Check the RPSGB examination syllabus and Performance Standards
- Complete the pre-visit activities.
- To make the most of this opportunity, prepare thoroughly by talking to your tutor, reading the appropriate sections of the Preregistration Manual, reading distance learning packs.
- Photocopy 'Log of Evidence' sheet. You'll need several!

## During the secondment:

- Discuss with the pharmacist what you would like to get out of the secondment.
- Produce a timetable and plan the tasks.
- Listen carefully and ask plenty of questions.
- Be prompt each day - impressions are important.

## After your training secondment

- Write a thank you letter to the hospital pharmacist
- Complete the reflective questions and the evaluation of the visit
- Look at your 'Log of Evidence' and decide how you are going to deal with any learning points you identified during the week
- Complete the 'Evaluation of Resource Pack' questionnaire

## Confidentiality

During the placement you may hear or have access to information about patients which is confidential - just as you do in community pharmacy. Remember the importance of never discussing or disclosing such information to colleagues back at your work place and to friends and relatives outside of work.

This evidence maybe cross-referenced to:  
A1 - Manage Self  
A5 - Demonstrate Ongoing Learning and Development  
B1 - Communicate Effectively

## Pre-secondment tasks and activities for the trainee

### Please complete these before your experience in the hospital pharmacy



1. From your own knowledge and experience so far, write down four differences and four similarities between community pharmacy and hospital pharmacy practice. Be prepared to review your lists at the end of your experience.
2. Write down:
  - what you want to achieve from the secondment
  - how you will measure your success
3. Name four groups of drugs which you might expect to be used more frequently in hospital and four groups of drugs which you might expect to be used less frequently. Explain why. Be prepared to review your ideas at the end.
4. Revise undergraduate notes on pharmaceutical care and medication history taking.

This evidence maybe cross-referenced to the following elements:

A1 - Manage Self

A5 - Demonstrate Ongoing Learning and Development

# Section 1:

## Staff, the pharmacy department and other professionals

### Objectives

#### You should be able to:

- Describe the management structure within the pharmacy department.
- Identify the different sections within the pharmacy department and outline roles and responsibilities of staff within these sections.
- Outline the roles of key healthcare professionals within the hospital setting.

A hospital pharmacy normally has several different departments within it - a dispensary, an aseptic unit, a small-scale production unit, an IV additives unit, a store, a medicines information unit. Increasingly, some hospital pharmacists work in clinical units with other professionals and may not be involved in dispensing at all.



#### Task 1 - Structure of the pharmacy department

- Identify the different sections within the pharmacy department.
- Who is the person in charge of the department and what is the management structure of the department?



#### Task 2 - Members of staff

- List the different groups of staff in the department (don't forget - some may be administrative).
- What training has each member of staff had?
- How do they keep their knowledge up-to-date and enhance skills.



#### Task 3 - Areas of work within the department

For each section identified earlier, find out:

- How many staff are there?
- What is the general role of the section?
- What are the main duties of the staff?
- What does a typical day entail for a member of staff?
- Does the section have written procedures or systems of work that the staff follow?
- What kind of communications systems exist within this section and other sections?



## Reflective question

Compare and contrast the differences in the roles and responsibilities of a hospital technician and a community technician.



## Task 4 - Roles of other health professionals within the hospital

- What types of wards are there in the hospital you are working in?
- List the different health professionals who might be working on a ward.
- Identify the main types of procedures carried out on three of these wards, eg surgical, orthopaedics.
- 'Shadow' one of the following personnel: Nurse, Junior Doctor, Ward Clerk or one of the Medical Support Staff.
- How do each of the above staff liaise with the pharmacy department? Did you identify any communication problems between them and the pharmacy department? If so how could these have been resolved?
- What other departments are there within the hospital, which support the work of the wards?

Identify health professionals who work in hospital, but not in community and vice versa. Compare and contrast their responsibilities.



## Reflective question

What do you understand by the term 'Clinical Governance'?

How is it being addressed in the hospital sector? Discuss the similarities and differences between the hospital and community sector with your tutor.

This evidence maybe cross-referenced to the following elements:

A1 - Manage Self

A2 - Manage Work

A5 - Demonstrate Ongoing Learning and Development

B1 - Communicate Effectively

B2 - Work Effectively with Others

## Section 2:

### Procurement and stock control

#### Objectives

You should be able to:

- Describe how stock is managed correctly
- Outline the need for formularies within hospitals

Stock management is often very different in hospital than in a community pharmacy. For example, not all items are kept in the dispensary - there may be a separate store - and the bulk of deliveries may occur once a week, with only small emergency orders being delivered more frequently.



#### Task 1 - Stock control

- What does the word procurement mean?
- Who is responsible for the procurement of stock?
- How is this person made aware of the need to order items?
- Where does the hospital obtain its medicines from?
- Where are they stored? Is there a separate area in the pharmacy department?
- What are the advantages and disadvantages of buying stock in bulk?
- How is the range of medicines stocked in the hospital pharmacy decided?
- What role do pharmacists play in helping consultants control their medicines budget?



#### Task 2 - Patient's own medicines

- What happens to the patients' medicines when they bring them to hospital?
- What happens if a patient is admitted on a medicine which is not routinely kept by the pharmacy?



#### Reflective question

Do you think the system for use of patients' medicines in the hospital could be improved? If so, how? And how could the community pharmacist contribute to the pharmaceutical care of patients before admission to hospital?

This evidence maybe cross-referenced to:

A5 - Demonstrate Ongoing Learning and Development

B1 - Communicate Effectively

B2 - Work Effectively with Others

C1 - Manage the Dispensing Process

## Section 3:

### The Dispensary (in/out-patients)

#### Objectives

##### You should be able to:

- Describe the delivery of pharmaceutical services from hospital dispensaries
- Outline the steps involved in receiving, dispensing and supplying ward stock items, in-patient non-stock items and prescription items for patients being discharged from the ward
- Describe the documentation and record keeping required for the provision of a controlled medicine to a ward
- Outline the procedures used for the supply of trial drugs, unlicensed drugs and named patient drugs

In hospital, the aims of dispensing, ie getting the right medicine to the right patient are clearly the same as in community, but the procedures involved in this may be quite different. For example, medication for in-patients is normally written up on prescription charts rather than FP10 style prescriptions, and where prescriptions are used - usually for out-patients - these are different from the FP10s used in the community.



#### Task 1 - The dispensing process

- Look for branded and non-branded medicines in the dispensary and comment on the usage of each.
- Ask a member of staff to explain the pharmacy computer system to you and create labels for medicines.
- Dispense at least 10 of the following:
  - Ward stock item
  - In-patient non-stock item
  - Out-patient prescription
  - TTO
- Describe the steps involved in receiving, dispensing and supplying medications in each case.
- What checking systems are in operation?
- Outline the procedure for the destruction of unwanted medicines including Controlled Drugs at pharmacy and ward level.



#### Reflective question

How does the provision of medications to out-patients differ from the service within your community pharmacy?

Also reflect on the differences between dispensing for in- and out-patients.



## Task 2 - Types of prescriptions

Look at an example of each of the following:

- A prescription chart from one of the wards
- An out-patient prescription
- A doctor's own prescription



## Reflective question

Think about the differences and similarities in the type of information legally required on the documents above and an FP10 form. How do these documents differ from an FP10?



## Task 3 - Controlled drugs

Use the following example to describe the documentation and record keeping required for the provision of a controlled drug to a ward.

Ward X requires 10 x 5mg diamorphine injection

- Who from the ward can order the drug and how?
- What are the requirements for documentation and record keeping in the pharmacy and on the ward?
- Who can collect diamorphine?



## Reflective Question

How do the Controlled Drug regulations differ from those in community pharmacy?



## Task 4 - Miscellaneous drugs

Give one example of each of the following used in hospital:

A trial drug

A named-patient drug

Unlicensed drug

Specials

- What records are kept and who is responsible for recording the information?
- Ask the pharmacy manager about the procedures for dealing with these drugs within the hospital



## Reflective question

How would you deal with a drug being used outside of its licensed indication or dose within the community setting?



## Task 5 - Service hours

At this hospital, what provision is there for out of hours services to be provided and how are these services provided?

Does this differ from other hospitals? (For example use of residency pharmacists, emergency medicines cupboards)



## Task 6 - Health promotion

Identify the types of health promotion which could take place in the hospital environment. Does this differ from community?

This evidence maybe cross referenced to the following elements:

A1 - Manage Self

A2 - Manage Work

A3 - Manage Problems

A4 - Demonstrate a Commitment to Quality

A5 - Demonstrate Ongoing Learning and Development

B1 - Communicate Effectively

B2 - Work Effectively with Others

C1 - Manage the Dispensing Process

C2 - Provide Additional Pharmaceutical Services

# Section 4:

## Medicines Information

### Objectives

#### You should be able to:

- Describe the structure of the provision of medicines information locally and nationally
- Outline the role of the medicines information pharmacist
- List the information sources available to the medicines information pharmacist
- Recognise the role of the medicines information department in the development of formularies and guidelines
- Give examples of the types of queries handled within the department and employ a structured approach to addressing these queries



#### Task 1 - The UK Mi Training Workbook

- Familiarise yourself with the Medicines Information Training Workbook (all medicines information departments possess one of these). You may also be able to access MiCAL (a computer aided learning resource). Pay particular attention to the following sections

Section A	How to use workbook
Section B	What is medicines information?
Section C	Enquiry answering
Section D	Sources of information

further recommended sections are :

Section 1	Routes of Administration
Section 2	Adverse Drug reactions
Section 3	Drug interactions
Section 4	Drugs in pregnancy
Section 5	Critical evaluation
Section 6	Compatibility of parenteral drugs
Section 7	Ethical dilemmas



#### Task 2 - The role of the medicines information pharmacist

- Outline the role of the medicines information pharmacist
- What information is recorded when a telephone enquiry is received?

- Give an example of an enquiry received from the following:
  - A hospital ward
  - A doctor
  - A community pharmacist
  - A member of the public

***Take care to maintain confidentiality.***

- For each of the above, outline which information sources were used to answer the enquiry.
- Who else might contact the medicine information department?



### **Task 3 - Specialist services**

- Which medicine information departments provide poisons information? Where would you obtain this information?
- Match regional medicine information departments to specialist information provision (eg drugs in breast milk, drugs in liver failure, paediatrics, etc)



### **Reflective question**

Which additional sources of information could be useful in your community pharmacy? What services could the medicine information department provide for your community pharmacy?

This evidence maybe cross-referenced to the following elements:

A3 - Manage Problems

A4 - Demonstrate A Commitment to Quality

A5 - Demonstrate Ongoing Learning and Development

B1 - Communicate Effectively

B2 - Work Effectively with Others

C2 - Provide Additional Pharmaceutical Services

# Section 5:

## Manufacturing/QA

### Objectives

#### You should be able to:

- Describe what is meant by good manufacturing practice
- Outline the principles and problems of providing an aseptic dispensing service
- Discuss the factors which might affect the stability and compatibility of preparations.



#### Task 1 - Types of services

- What types of product should be made in an aseptic unit and why aren't they prepared on the ward?
- What do we mean by CIVA services and why were these developed?
- What is TPN?
- Find out what the components are in a TPN bag and how the patient's requirements for the main ingredients are calculated.



#### Task 2 - Quality assurance

- What is meant by "good manufacturing practice"?
- Choose one product prepared within the pharmacy (eg aseptic preparation) and list the quality assurance measures built into the production process:
  - What documentation is needed?
  - How does the batch numbering system work? Give an example.
  - What would happen if a medicine had to be recalled?
  - What kind of environmental monitoring occurs within the department?
  - What information sources are used to check the compatibility and stability of ingredients?



#### Reflective question

What part does/should quality assurance play in your community pharmacy.

The evidence maybe cross-referenced to the following elements:

A4 - Demonstrate a Commitment to Quality

A5 - Demonstrate Ongoing Learning and Development

B1 - Communicate Effectively

B2 - Work Effectively with Others

C1 - Manage the Dispensing Process

C2 - Provide Additional Pharmaceutical Services

## Section 6:

### Clinical Pharmacy

#### Objectives

- Describe the workings of a ward and the communication network that exists at ward level
- Demonstrate a knowledge and understanding of the systems of work used to deliver drugs to in-patients
- Outline systems to ensure appropriate storage and security of drugs at ward level
- Describe medicines management projects such as the use of patients' own drugs and self administration of medicines

#### Regarding the provision of pharmaceutical care, you should be able to:

- Identify patients with medicine-related problems that require the skills of a ward pharmacist
- Find sources of patient information
- Clarify prescription charts to ensure appropriate medicine administration for the cases studied
- Document accurate medication histories
- Recognise the pharmaceutical needs of patients following discharge and be aware of the hospital pharmacists' role in addressing these for the cases studied
- Monitor the outcomes of drug therapy for effectiveness, adverse reactions and interactions for the cases studied. Have a knowledge of how adverse drug reactions are reported
- Document clinical contributions accurately and clearly
- Describe the role of the pharmacist in the specialist care team



#### Task 1 - Ward structure and administration of medicines

Shadow a pharmacist on at least two wards (preferably one medical and one surgical).

- Give examples of the sources of patient information available to the pharmacist.
- Ask a member of the nursing staff to explain the management structure on the ward.
- Accompany a nurse on the medication round and briefly outline what helps and what hinders the nurse in providing patients with their medication. How can the pharmacist help?



## Task 2 - The role of the ward pharmacist in the provision of pharmaceutical care

- Choose a patient from each of the two wards and list the differences between the patients' medication prior to and after admission to the ward. Discuss with the ward pharmacist the reasons for these differences.
- For both of the above patients, use the information sources available (such as interviewing the patients or carers, patient notes, nursing kardex, treatment and observation sheets) to list the patients' medical problems and link these to drug treatment. (Liaise with your supervising pharmacist prior to this exercise)
- Identify any medical problems which are not being treated. Discuss treatment options with the ward pharmacist and how these will be taken forward.
- Identify any drugs being administered where there seems to be no indication. Discuss with the ward pharmacist whether there is a need for the medication and how this will be taken forward.
- Check dosages/interactions/side effects for the medications in each case.
- Identify monitoring parameters for the drug therapy to check effectiveness/prevent harm.
- Create a care plan for monitoring the patient, ie what to monitor and how often.
- Document any clinical interventions eg, dosage adjustments/interactions/ADRs



### Reflective question

For both of the above cases, consider what problems the patient might encounter at discharge; can these be prevented? If so, how?



## Task 3 - The role of the pharmacist in taking a medication history

- Observe a medication history being taken by a pharmacist. Did the ward pharmacist miss any questions you would have asked? Did the pharmacist ask any additional questions which you hadn't thought of? Discuss.



### Reflective question

How could you put into practice what you have learnt in hospital about medication history taking when you go back to the community pharmacy? Which patients might you target and why?

The evidence maybe cross-referenced to the following elements:

A1 - Manage Self

A2 - Manage Work

A3 - Manage Problems

A4 - Demonstrate a Commitment to Quality

A5 - Demonstrate Ongoing Learning and Development

B1 - Communicate Effectively

B2 - Work Effectively with Others

C1 - Manage the Dispensing Process

C2 - Provide Additional Pharmaceutical Services

## Evaluation of the secondment

- Review your objectives for the secondment. Were they fulfilled or not? If not, why not? Were they unrealistic? Were there time constraints?
- Review the differences and similarities you identified (before your week's experience) between hospital and community pharmacy practice. Do you want to change your list?
- Look at your learning needs listed and identify how you intend to action these.
- Identify how your experience of working in hospital pharmacy has highlighted any action points for use in community pharmacy.

Remember to complete the 'Evaluation of the Resource Pack' questionnaire.

# APPENDIX 1

## Log of Evidence

Preregistration Record of Evidence Sheet

Ref No:.....

Prereg name

Section

Date

Any relevant information should be attached to this sheet. (Don't forget confidentiality)

Description of event/situation:	Performance standards claimed	Agreed (3) by observer
Learning points/self assessment:		

Signatures: Prereg:

Date:

Training/Observer:

Date:

# Appendix 2

## Template of letters

### **Letter 1 - Introduction letter for the supervising hospital pharmacist from community pharmacist.**

Dear

Thank you for providing an opportunity for our preregistration trainee to gain some experience in your hospital pharmacy. As you will realise, preregistration trainees come from a variety of backgrounds and may know little about hospital pharmacy practice. The booklet provided for the student contains a number of tasks to help give an insight into hospital pharmacy and covers sections on:

- Staff, the pharmacy department and other professionals
- Procurement and stock control
- The Dispensary
- Medicines Information
- Manufacturing
- Clinical Pharmacy

The trainee should be able to complete the booklet on his/her own, but they are asked to discuss some aspects of the tasks with you and your staff, so we hope that you will be able to put some time aside to help them improve their understanding of pharmacy in hospital. Please can you also witness the trainees in action and validate their work by signing the appropriate log sheets.

We hope that this cross sector work experience will provide mutual benefit by promoting:

- Improved cross disciplinary communications
- Better professional understanding
- The sharing of good practices

Thank you again for your time and trouble.

Yours sincerely

**Letter 2 - Letter of Introduction from Preregistration Trainee to Hospital Pharmacist.**

Dear

Thank you for agreeing to provide me with an opportunity to experience hospital pharmacy practice during the period (date).....

I enclose a summary of my current and past work experience within pharmacy for your information. Please could you confirm the hours of work and let me know if there is any dress code/uniform required.

I will be using a booklet which helps to identify and address my likely training requirements in a hospital pharmacy. It has been developed jointly by hospital and community pharmacists and contains tasks for me to complete in order to find out more about the hospital pharmacy. I will bring a copy with me for you to look at. If possible, I would be particularly interested in gaining experience in the following areas:

- .....
- .....
- .....

I look forward to hearing from you in the due course.

Kind regards.

Yours sincerely

## SUMMARY OF WORK EXPERIENCE WITHIN PHARMACY

**Name:**

**Addresses:** (you need to make it clear where you can be contacted)

**Current work address:**

**Current home address:**

**Telephone Number:**

**Telephone Number:**

**Fax:**

**Fax:**

### **Current experience:**

I have completed .... weeks' preregistration training with my current placement during which I have had experience of the following:

- .....
- .....
- .....

### **Previous experience:**

My past work experience within pharmacy includes:

- .....
- .....
- .....



# Summary of Preregistration Performance Standards

For a complete list of performance criteria, ranges and underpinning knowledge refer to the preregistration workbook

## Unit A Personal Effectiveness

### **A1 Manage self**

- A1.1 Behave in a manner consistent with membership of the profession
- A1.2 Manage your time effectively
- A1.3 Recognise your personal and professional limitations and refer appropriately
- A1.4 Respond with willingness and flexibility to new situations and to change
- A1.5 Remain composed and personally effective in all situations
- A1.6 Make decisions which demonstrate clear and logical thought
- A1.7 Take responsibility for, and accept outcomes of, your own decisions
- A1.8 Amend your behaviour, when necessary, based on evaluation of your performance by yourself or others

### **A2 Manage work**

- A2.1 Carry out tasks effectively
- A2.2 Approach tasks and situations in accordance with the law and with the RPSGB Code of Ethics
- A2.3 Follow work systems correctly
- A2.4 Use resources effectively

### **A3 Manage problems**

- A3.1 Recognise and define actual or potential problems
- A3.2 Identify workable options to resolve the problem
- A3.3 Select the best solution, based on sound analysis and appropriate evidence
- A3.4 Suggest and, if appropriate, implement solutions to problems
- A3.5 Evaluate the outcome of the solution after implementation, and if necessary redefine the problem

### **A4 Demonstrate a Commitment to Quality**

- A4.1 Work to an acceptable standard when preparing products and delivering services
- A4.2 Check your own work effectively
- A4.3 Minimise error by others through effective supervision
- A4.4 Identify and rectify mistakes promptly and effectively (own and others)
- A4.5 Minimise health and safety risks to yourself and others
- A4.6 Uses evidence to inform practice
- A4.7 Undertakes effectively a small, planned audit assignment

### **A5 Demonstrate Ongoing Learning & Development**

- A5.1 Identify and prioritise your own learning and development
- A5.2 Develop your own plans with SMART learning objectives, to meet identified needs
- A5.3 Use learning and development opportunities
- A5.4 Evaluate whether learning objectives met & identifies further learning needs
- A5.5 Identify your further learning needs
- A5.6 Record your own learning and development process and outcomes
- A5.7 Applies learning to practice

## Summary of Preregistration Performance Standards

For a complete list of performance criteria, ranges and underpinning knowledge refer to the preregistration workbook

### Unit B Interpersonal skills

#### **B1 Communicate Effectively**

- B1.1 Communicates comprehensively, & with understanding, in English (spoken&written)
- B1.2 Behave in a polite and helpful manner
- B1.3 Sensitively approach people who need or who may need assistance
- B1.4 Elicit all relevant information by the use of appropriate questions
- B1.5 Listen effectively to the whole message (including body language and tone)
- B1.6 Respect and observe confidentiality
- B1.7 Act appropriately in response to spoken and unspoken needs of others
- B1.8 Behave in a manner which instills confidence
- B1.9 Behave assertively
- B1.10 Use appropriate body language
- B1.11 Provide information and advice appropriate to the needs of the recipient(s)
- B1.12 Handle conflict appropriately

#### **B2 Work effectively with others**

- B2.1 Acknowledge the ideas and opinions of others and act on them when appropriate
- B2.2 Present your own ideas and opinions appropriately (verbally & in writing)
- B2.3 Meet commitments made to others within agreed deadlines
- B2.4 Give constructive feedback to others (positive & negative)
- B2.5 Secure help from others when necessary in an appropriate manner
- B2.6 Assist others when necessary
- B2.7 Delegates tasks appropriately
- B2.8 Supervises others in an appropriate manner to ensure agreed outcomes achieved
- B2.9 Uses knowledge & skills effectively to help others learn

### Unit C Medicines and Health

#### **C1 Manage the Dispensing Process**

- C1.1 Correctly receive prescriptions
- C1.2 Check the prescription is valid
- C1.3 Assess the prescription for safety and clinical appropriateness
- C1.4 Resolve any identified problems appropriately
- C1.5 Perform calculations correctly
- C1.6 Assemble the prescription correctly
- C1.7 Supply extemporaneously prepared products according to the correct formula
- C1.8 Correctly issue dispensed item(s) to patient or representative, with appropriate information and advice.
- C1.9 Ensure stock is managed correctly
- C1.10 Respond appropriately to requests to dispense prescription-only items without a prescription
- C1.11 Correctly process necessary documentation
- C1.12 Effectively check prescriptions dispensed by others

#### **C2 Provide Additional Clinical and Pharmaceutical Services**

- C2.1 Provide considered and correct answers to queries, founded on research-based evidence
- C2.2 Pro-actively assist patients (directly / via representatives) to obtain maximum benefit from their treatment
- C2.3 Identify and take action to minimise risk to patients from their treatment
- C2.4 Actively provide information and advice to healthcare professionals
- C2.5 Construct medication histories using a range of sources
- C2.6 Use medication histories correctly
- C2.7 Recognise possible adverse drug reactions, evaluate risks and take action accordingly
- C2.8 Provide appropriate information and advice on the management of minor and common ailments
- C2.9 Effectively use opportunities to promote and support healthy lifestyles and prevent disease
- C2.10 Demonstrate awareness of emergency first aid
- C2.11 Refer, or direct the person, to a more suitable source of help or information, when necessary



How do you rate the tasks set in the resource pack?

1 2 3 4  
not at all helpful very helpful

How do you rate the resource pack overall?

1 2 3 4  
not at all helpful very helpful

Did you identify any particular problems when using the resource pack?

Yes No

If yes, please  give brief details:

Did you identify any particular benefits when using the resource pack? (please tick the appropriate box)

Yes No

If yes, please  give brief details:

Have you any suggestions for improving the resource pack? (please tick the appropriate box)

Yes No

If yes, please  give brief details:

Would you recommend the resource pack to a colleague undergoing a similar placement? (please tick the appropriate box)

Yes No

### About you

What is the address of your main training base?

Trust/Company: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank you for completing this evaluation form**

Please return the form to the Preregistration Division,  
Education & Registration Directorate, RPSGB, 1 Lambeth High Street,  
London SE1 7JN