





# PF1011 Placement Manual Workbook MPharm 1 2015-16 copy

Eileen O'Leary - University College Cork  
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# Introduction to placement

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# Introduction

Community Pharmacy placements are an important part of the MPharm programme. Placements provide students with unique opportunities for learning, under supervision, in the variety of different areas relevant to professional pharmacy practice.

The purpose of this booklet is to outline the guidelines for community pharmacy placements for student within the University College Cork School of Pharmacy Masters in Pharmacy Degree.

Community Pharmacy placement is a three-way partnership between the student, the facilitator pharmacist and the School of Pharmacy.

### **OBJECTIVES OF THE PLACEMENT PROGRAMME**

The Community Pharmacy placement programme aims to provide students with opportunities in a supervised environment to:

1. Apply the theory learnt at university to the reality of practice.
2. Acquire the knowledge, skills, values and attitudes relevant to professional pharmacy practice.
3. Experience the range of activities that occur in community practice.
4. Practise basic clinical skills in a real community setting.
5. Develop an awareness of the full range of treatment options and limitations.

The Community Pharmacy placement programme aims to provide Facilitator Pharmacists with opportunities to:

1. Contribute to the pharmacy profession by helping provide competent professional pharmacy graduates with practical experience.
2. Share their knowledge and experience of the reality of practice.
3. Refresh and update their knowledge of pharmaceutical chemistry, pharmaceuticals and clinical pharmacy by reviewing the student's assignments.
4. Assess student skills and abilities, screen for and build relationships with potential future employees. Students, who secure employment on graduation with their placement companies, fit into the organisation and are contributing productively much sooner than other graduates.
5. Develop closer links with the University to the benefit of both parties.

Please see [here](#) for an overview of the specific learning outcomes of the one day placement

## **PROGRAMME STRUCTURE**

### *Year 1*

Students are expected to complete a one-day placement in a community pharmacy. This is a shadow placement and students will take on a mainly observational role. Students will be required to complete a number of activities, outlined in this workbook, during this one-day placement.



Facilitative teaching and experiential learning are different from the traditional methods of teaching and learning. The roles of teacher and student differ in that, it is a far more active and participatory process for the student. For the teacher (facilitator pharmacist) the role is that of a facilitator and role model.

The self-motivated and inquiring student will gain the most benefit from the community placement. The student must become an active learner and rely less on being provided with all the answers, as might occur in lectures. The process of exploring, discovering and reflecting on their practice will have a long-term impact on their lifelong learning and professional development.

The advantage for the student in a real life setting is the value of real life experience that cannot be simulated in theoretical discussions. The day-to-day practice of the facilitator pharmacists and their approaches to problem solving are exactly what is sought by students in this programme.

Students gain from experiential learning in a number of ways:

- Learning is removed from the abstract, and theories covered at university are linked to a practical setting.
- Placement assignments are designed to involve the student actively in the learning process.
- Many assignments provide individualised learning experiences. Students can learn a lesson pertinent to them, e.g. one student may learn how difficult it is to both ask questions and listen for critical information from patients, whilst another may be pleasantly surprised at how successful he or she was at something which appeared so difficult.

## **ATTENDANCE / WORKLOAD**

Students are expected to be present at the pharmacy for a minimum of 7.5 hours. The activities in the Workbook should be experienced during this time and while some should be 'written up' during the placement, the majority of the activities should be completed outside of the placement time.

### **Absence**

If a student is unable to attend any part of the placement they must immediately notify the Facilitator Pharmacist and the placement coordinator. If less than 80% of the total placement is undertaken, time will need to be made up in negotiation with the placement coordinator and/or the Facilitator Pharmacist.

## **EVALUATION**

To ensure the best quality supervision experience for the Facilitator Pharmacist and the best quality learning experience for the student, it is important that both have the opportunity to provide feedback to the programme about the placement.



Therefore, the Facilitator Pharmacist and student will be asked to complete a one page evaluation sheet at the end of the placement. The comments provided on these sheets will be used to improve the quality of the placement programme provided.

### **All placements must be supervised by a registered pharmacist:**

- The Facilitator Pharmacist is considered to be a professional role model who will guide and encourage the student to apply the principles of best pharmacy practice.
- The Facilitator Pharmacist must be available to supervise the student on the day of the placement.
- It is acceptable for the student to have more than one Facilitator Pharmacist supervising their placement.
- It must be clear to customers, patients and all pharmacy staff that the student is not a registered pharmacist.

### **During their placement programme, students should experience all facets of community pharmacy:**

- The Facilitator Pharmacist should assist the student in the integration of theory with practice noting the students' current level of theoretical knowledge.
- The Facilitator Pharmacist should facilitate supervised interaction with pharmacy patients as felt appropriate by the Facilitator Pharmacist.

### **For each placement the Facilitator Pharmacist should ensure:**

- The student is aware of any specific expectations that the Facilitator Pharmacist may have in addition to those stipulated in the Placement Guidelines for Pharmacy Students outlined below (e.g. expected working hours, dress requirements).
- The Facilitator Pharmacist is asked to verify that the student attends his/her placement.
- The Facilitator Pharmacist is asked to complete the Tutor Assessment Form via PebblePad. The feedback from Facilitator Pharmacists is important for evaluating the student's professionalism and competency and is essential for improving the placement programme. A hardcopy Tutor Assessment Form is available on request.
- The Facilitator Pharmacist is asked to notify the placements coordinator or academic supervisor of any problems or concerns encountered during the placement.

### **The student must NOT receive any remuneration for their placement:**

Remuneration would undermine the flexibility of the learning experience.



**For each placement the student should:**

- Appreciate that the practical experience and supervision by a Facilitator Pharmacist, who has agreed to share their valuable time and experience, will be of great professional benefit.
- Make the most of this opportunity to learn professional skills and apply pharmacy theory to practice, under the supervision and with the agreement of the Facilitator Pharmacist.
- Be aware that, at times, the Facilitator Pharmacist may be unavailable to teach. Students should continue to demonstrate initiative and willingness to learn by using this time to research any questions, interact with other staff and make discrete observations.
- Read the Guidelines for Facilitator Pharmacists for an explanation of what students may expect during the placement.

**At the placement the student must:**

- Wear professional attire (i.e. a clean white ironed coat or attire specified by Facilitator Pharmacist) and be well groomed (e.g. no jeans, sports shoes, or baseball caps!).
- Maintain professional behaviour standards and in no way discredit the pharmacy.
- Not mislead pharmacy patients into thinking that the student is a registered pharmacist.
- Respect patient and doctor confidentiality. This extends to deleting all names, addresses, or identifying features from any case studies or examples of patient medication histories that may be included in this Workbook).
- Treat all staff with respect and courtesy. In order to experience all facets of community pharmacy, students should learn and/or participate in the duties of all pharmacy staff.
- Take all due care with pharmacy equipment and other property.
- Keep confidential all business matters relating to the community pharmacy.
- Reliably attend their placement at the prearranged times. If a student is unable to attend they must notify their Facilitator Pharmacist (preferably before the placement or as soon as possible after) and placement coordinator.

**The student must NOT receive any remuneration for their placement:**

- This would undermine the flexibility of the learning experience.

**The student should maintain a record of their attendance that is verified by their Facilitator Pharmacist.****The student should ask the Facilitator Pharmacist if they are unsure about any aspect of their placement.**

**The student should notify the Placements coordinator or Academic Supervisor of any issues or problems as soon as possible.**

NO CHANGES TO PLACEMENTS MAY BE MADE WITHOUT PRIOR APPROVAL OF THE PLACEMENT COORDINATOR.

To give feedback on this document or to speak to members of the Pharmacy Practice academic staff (contact details outlined below) please contact the placement coordinator, (Kathleen Williamson) and the communication will be forwarded to the appropriate staff member.

CONTACT DETAILS FOR PLACEMENT COORDINATOR

Ms Kathleen Williamson

Tel. (021) 4901662

Email: [k.williamson@ucc.ie](mailto:k.williamson@ucc.ie)



## YEAR 1 PLACEMENTS

As a first year Pharmacy student you may have already had experience of working in a community pharmacy. However this will be your first opportunity to work as a 'student' in a community pharmacy placement, under the supervision of an experienced Pharmacist and it is, therefore, important that you treat this as a learning experience.

Placements will take place for a one day period during the academic year. Placements must not interfere with timetabled academic activities.

### PRE-PLACEMENT ACTIVITY

Placements should be organised by the individual students if at all possible. However, should any student have difficulty locating a placement, a list of Facilitator Community Pharmacists will be available from the placement coordinator. The placement coordinator must approve all placements in advance of the placement occurring. All placements must be submitted by Friday 2nd December 2016, at the latest.

In the interest of fairness and to broaden the student's professional experience, students must **NOT organise placements with family members i.e. parents, siblings, uncles, aunts, nieces, nephews or first cousins**. However, should members of a student's family wish to become involved in the programme, a placement can be organised with another unrelated student.

Before you start your placement it is important to meet or contact the Facilitator Pharmacist beforehand to introduce yourself and ask about any practical issues of the placement.

*Some commonly asked questions at this time are:*

- *Do you have time to talk to me now, or may I ring you back?*
- *What are the hours of work?*
- *What is the Pharmacy address?*
- *Is there public transport or access to parking?*
- *Is there access to a shop for food for lunch etc.?*
- *Do I need to bring anything in particular with me?*

*Remember-* Thank your Facilitator Pharmacist for their time, as these people are volunteering their time to help you in your professional development.

## **ASSESSMENT**

**The placement assessment is based on the completion of the Workbook activities and the Tutor Assessment Form completed by the Facilitator Pharmacist.**

At the end of the placement you will be required to complete a placement evaluation form. The purpose of this form is to monitor and constructively improve the quality of the programme. The feedback given on this form will not be included in the overall assessment of performance during the placement.

Completed workbooks and evaluation forms must be received by the placement coordinator by Monday 16th January 2017, at the latest.



# Orientation to the pharmacy and communication

Eileen O'Leary - University College Cork

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# The pharmacy

Community Pharmacies come in all shapes and sizes. Before you start to work in a pharmacy it is important to orientate yourself in the pharmacy.

The purpose of this assignment is for the student to get to know the area the pharmacy is located in, the Pharmacy Facilitator, the Pharmacy staff and the layout of the Pharmacy (dispensary and front of shop).

You may find the following resource on the [Pharmacy premises requirements and dispensary layout](#) useful in conjunction with your placement experience

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## Draw up a profile of the Pharmacy

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## Location of the Community Pharmacy

Is it located in a rural area, a large shopping centre, high street?

How does the area influence the type of services supplied by the pharmacy e.g. veterinary, dental, paediatrics, drug addiction services etc.?

Medicines must be stored in a pharmacy in a safe, organised, systematic and secure manner (CCF 3.2.3). Outline (with the aid of a diagram) the organisational structure of the healthcare area i.e. dispensary, sale of medicines counter and consultation room. Highlight 3 ways in which behaviour 3.2.3 is achieved in this pharmacy.

You may wish to upload a diagram or sketch of the medicines area of the pharmacy

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This has not been evidenced

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Under which state schemes are medicines dispensed here?

Behaviour 2.3.1 (CCF) states that pharmacists must recognise the value and structure of the pharmacy team. Outline the various roles and responsibilities of the team members in this pharmacy.

You may find the following resource on the [Pharmacy Team](#) useful in conjunction with discussion with your tutor and members of the pharmacy team

Behaviour 2.4.2 states that pharmacists must communicate effectively with patients, their carers and the pharmacy team. Describe an example of a situation you observed where a healthcare team member referred a patient to the pharmacist.

# Communication

Review CCF Competency 2.4 Communication Skills. Describe and give examples of different methods of communication that you observed within the pharmacy e.g. verbal and written

You may find this resource on [communication](#) useful in conjunction with observing the pharmacist and other members of the pharmacy team communicate during your placement

With permission, observe a consultation between the pharmacist and a patient. Reflect on the consultation with respect to verbal (e.g. types of questions used, use of repetition) and non-verbal communication (listening, body language, eye contact, responding to cues or clues), considering both the patient and the pharmacist.

Discuss with the pharmacist and record an example of an intervention they have made on a prescription in the past. Discuss what the intervention was, how the pharmacist dealt with it e.g. did they have to call a doctor and if they experienced any difficulties when trying to resolve the problem.



# Prescription report

Eileen O'Leary - University College Cork  
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# Prescription Report

An important role of a Pharmacist in Community Pharmacy is the dispensing of prescriptions.

The purpose of this assignment is for the student to understand the level of knowledge, understanding and consideration that can contribute to the effective dispensing of one prescription item.

In completing this activity it is hoped that the student will appreciate how all the subject areas taught during the MPharm programme are involved in the dispensing procedure.

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## Prescription: transcribe details of prescription.

Please substitute the patient's real name and address with fictional details.

Note the following: (i) What scheme is the prescription dispensed under? (ii) Who wrote the prescription? (iii) Has the patient been prescribed this medicine previously or is this the first time?

A pharmacist must gather information from reliable sources in order to make well-founded decisions about medicines (CCF behaviour 2.2.3).

Look up the BNF and record the indications for this drug (Record the BNF version)

What are the recommended doses for this drug?

Does this drug interact with any other medicines? (Use Appendix 1 of the BNF)



Knowledge of the chemistry of a drug molecule is necessary to ensure the stability, correct formulation and best use of the drug (CCF behaviour 3.1.1).

Draw the drug molecule (or attach a picture)

Name the functional groups on the molecule

Pharmaceutical knowledge is essential to ensure that the correct route of administration and dosage form are supplied to the patient (CCF behaviour 3.1.3).

**What sort of formulation is the patient receiving?**

e.g. tablet, capsule, solution etc

**What are the limitations of this formulation?**

e.g. tablet, capsule, solution etc

A pharmacist must ensure the clinical appropriateness of a treatment for a patient (CCF behaviour 3.3.3).

What area of the body is this medicine intended for?

Outline the normal physiology of this area of the body

Are there any special features of this area that will aid drug absorption?

A pharmacist must ensure clinical appropriateness of a treatment for a patient (CCF behaviour 3.3.3).

In a diagram indicate the area of the body where this medicine is intended to work.

Outline the normal anatomy of this organ/organ system.

What are the most common diseases that can affect this organ/organ system?

Accuracy checks must be in place when dispensing medicines (CCF behaviour 3.3.9). What are the checks you undertake to ensure the right patient has the right medicine?

To ensure safe use of medicines all patients should be educated about their medicines (CCF behaviour 3.3.13). What counselling points would you emphasise to the patient when handing the patient this medicine?

Please describe any additional observations

Please provide comments or suggestions about your placement experience to enable us to monitor and improve the quality of the placement programme.

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## Date of placement

## Facilitator pharmacist

Please include the name of the tutor Pharmacist

## Placement address

## List 3 things that you learned during this placement

Identify one thing that you are still unsure of after this placement and how you could address this learning need?

## Any other comments

Please comment on the placement and the tutor pharmacist, how prepared they were, how willing they were to engage with and teach you and what we could do to help them in their role





**The following behaviours and competencies are identified in this placement manual. Please confirm that you have achieved and evidenced each one during your placement.**

CCF behaviour 2.2.3. Gathers information from a number of reliable sources and people to enable them to make well founded decisions.

Achieved and evidenced

Not achieved and evidenced

CCF behaviour 2.3.1. Recognises the value and structure of the pharmacy team and the multiprofessional team.

Achieved and evidenced

Not achieved and evidenced

CCF behaviour 2.4.2. Communicates effectively with patients and their carers, with other healthcare professionals, other support staff, and other relevant third parties.

Achieved and evidenced

Not achieved and evidenced

CCF behaviour 3.1.1. Remains up-to-date with and applies pharmaceutical knowledge on the requirements of formulating and compounding of medicines.

Achieved and evidenced

Not achieved and evidenced

CCF behaviour 3.1.3. Applies pharmaceutical knowledge to select the appropriate route of administration and dosage form for the medicine.

Achieved and evidenced

Not achieved and evidenced

CCF behaviour 3.2.3. Stores medicines in a safe, organised, systematic and secure manner.

Achieved and evidenced

Not achieved and evidenced

CCF behaviour 3.3.3. Applies knowledge to undertake a therapeutic review of the prescription to ensure pharmaceutical and clinical appropriateness of the treatment for the patient.

Achieved and evidenced

Not achieved and evidenced

CCF behaviour 3.3.9. Accurately dispenses medicines in an organised, safe and systematic way according to procedures and applies sequential accuracy checks.

Achieved and evidenced

Not achieved and evidenced

CCF behaviour 3.3.13. Uses patient counselling skills to educate the patient and provide all the required information to ensure safe and rational use of the medicines.

Achieved and evidenced

Not achieved and evidenced

Please review the Core Competency Framework and add at least 5 further behaviours, below, that you believe you achieved during your first year community pharmacy placement. Please identify the activity that helped you to achieve this behaviour

Please note that more than five extra behaviours can be added if you feel you encountered more than five behaviours (extra to those outlined above) from the CCF on your placement. **Note: when you complete one row another will appear for you to populate.**

Behaviour Number	Behaviour Description	Activity which you completed to achieve this behaviour