



Knowledge and Capability Guide: GP Pharmacists (1)

Knowledge items taken from the RPS Knowledge Interface Tool (KIT)

Throughout the programme, the following skills should be demonstrated during assessments on the below topics where appropriate:

- Self Reflection
- Documentation in records
- Interaction with patients and other health care professionals
- Awareness of personal clinical and skills limitations
- Ability to refer appropriately
- Communication skills to include Consultation Skills and Telephone Skills

All competencies should have a variety of evidence sources including knowledge and self-direct learning but **MUST** include experiential learning to demonstrate practical application of knowledge and skills in the GP Practice setting.

Demonstrate knowledge, understanding and experiential learning for the following:

Topic	Knowledge Item
GP Practice Structure	Structure of a General practice, to include size, patient demographics, staff profile, administration processes and appointment systems
Repeat Prescribing Processes	Repeat prescribing process in a General Practice
Acute Medication Prescribing Process	Acute prescribing process in a General Practice

GP Computer System	Ability to use the GP computer system, to check Patient Medication Records, relevant clinical information and drug monitoring
IT Systems	Ability to access information on the Trust Intranet e.g. clinical guidelines, Formulary, Trust policies
IT Systems	Ability to access the local laboratory test results system
Dosing Information	Factors to be taken into consideration when advising on dose calculations in adults and children - including determination of body surface area, weight, age, kidney function; and an ability to calculate doses from relevant parameters
Adverse Drug Reactions	Yellow Card Scheme for reporting adverse drug reactions, and the role of the MHRA in monitoring data on adverse drug reactions.
Allergies	Pathophysiology of, and risk factors for the development of allergies; primary and secondary prevention of allergies; and the mechanism of action, pharmacology, pharmacokinetic characteristics and clinical use of treatments for allergies
Drug Formulations	Ability to advise on the manipulation of drug formulations to maximise compliance/ effectiveness
Drug Formularies	Use of a local formulary and an ability to appropriately manage requests for non-formulary medicines.
Clinical Governance	Clinical governance process in a general practice and the health board.
Clinical Governance	Incident reporting system; an ability to contribute to the reporting and promotion of appropriate reports

Adverse Drug Reactions	Types of adverse drug reactions e.g. Type A, Type B, idiosyncratic etc.; the mechanism and clinical significance of adverse drug reactions; the factors to consider when assessing the likely cause of an adverse reaction; an ability to advise on the management and/or avoidance of side effects and adverse drug reactions;
Yellow Card Reporting	Yellow card scheme for reporting of adverse drug reactions: an ability to identify and report adverse drug reactions in children and adults; and promotion of appropriate reports when notified of drug related adverse events.
Answering Medicines Information Enquiries	Common types of medicines-related enquiries for the following:
	Drugs interactions
	Administration of medicines
	Adverse drug reactions
	Alternative medicines
	Common ailments and medicines use
	Use in children
	Unlicensed/off-label medicines.
Answering Medicines Information Enquiries	Renal impairment
	Liver impairment

	Breast-feeding
	Pregnancy
	Therapeutic drug monitoring
Medication Reconciliation and Review	Ability to differentiate between the use of the following processes: medicines reconciliation; medication review; medicines use review
Medicines Reconciliation	Ability to accurately document the medicines reconciliation process and outcome(s) in accordance with local policy.
	Ability to resolve issues identified, or refer to another healthcare professional if appropriate when undertaking medicines reconciliation
	Ability to prioritise the issues identified according to their importance
Medicines Management	Ability to review and risk assess suitable alternative medications and/or formulations during periods of local or national supply shortages.
	Issues around supply of medication to care home residents and processes involved
Medicines Management	Most appropriate treatments for <u>acute</u> conditions; and an ability to make recommendations on the most appropriate treatment for acute conditions by applying clinical knowledge
	Most appropriate treatments for <u>chronic</u> conditions; and an ability to make recommendations on the most appropriate treatment for chronic conditions by applying clinical knowledge
	Concept of <u>shared care</u> , and the role of the pharmacist
Medication Review	Accurately obtains a medical and medication history from a variety of sources e.g. patient, carer, general practitioner; and an ability to accurately obtain a drug history including current and previously prescribed medicines, non-prescribed medicines, supplements, complementary remedies, allergies and intolerances.

	<p>Concordance and adherence; an ability to identify and discriminate between intentional and non-intentional non-adherence; the behaviours, health beliefs and psychology that affect adherence; barriers to adherence; and an ability to identify solutions/support for overcoming barriers to adherence.</p> <p>Ability to identify pharmaceutical issues in order to optimise patient care. Demonstrates knowledge and understanding of, and an ability to appropriately follow up on interventions made</p> <p>Ability to provide non-pharmacological advice on lifestyle management to support priority NHS targets, e.g. smoking cessation, reduction in alcohol intake, exercise etc.</p> <p>Range of models of consultation and consultation skills; an ability to choose an appropriate consultation model to engage patients in discussion; and an ability to take the individual beliefs of patients into account to improve and optimise treatment success.</p> <p>Person centred care; identifying patient priorities including shared decision making; and communicating risk and benefits.</p> <p>Medication review for patients in the care home setting; an ability to develop a process for review, appropriate documentation in the GP practice and care home, referral when needed and follow up</p>
Interpretation of Blood Tests	Biochemical tests and the clinical consequences of abnormal results; the common medicines and diseases that cause abnormalities in laboratory tests
Patient Safety	Role the National Patient Safety Agency used to have, and the range and status of the safety alerts it used to issue.
Clinical Examination Skills	Ability to use common diagnostic aids for assessment of the patient's general health status e.g. stethoscope, sphygmomanometer, thermometer, O2: an ability to recognise and respond to common signs and symptoms that are indicative of clinical problems and to refer appropriately
Communication	<p>Strengths and weaknesses of the different communication methods used to deliver medicines information e.g. telephone, e-mail, person to person, formal letters etc.; and an ability to select the most appropriate method depending upon complexity and situation to ensure effective communication</p> <p>Ability to maintain patient confidentiality</p>
Communicating with Health Professionals	<p>Ability to demonstrate, effective communication skills when giving information about medicines to health professionals</p> <p>Ability to record interventions appropriately</p>
Communicating with Patients	Ability to demonstrate effective communication skills when giving information to patients about their medication.
Communicating with colleagues	Ability to refer complaints to the appropriate member of practice / pharmacy staff.

Pharmacy Service Roles and Responsibilities	Roles and responsibilities of pharmacy technicians in the GP practice setting
Multidisciplinary Working	Structure of the services and systems of care; the roles of the healthcare professionals and other relevant teams, disciplines or agencies involved in patient care, including clinical nurse specialist and tissue viability nurse, dietitian, speech and language therapist, physiotherapy and occupational therapy; and referral pathways.
Communication	Ability to demonstrate effective communication when using the telephone
	Ability to manage difficult consultations appropriately
	Ability to work as part of a multidisciplinary team including interface considerations, social care etc
Performance Management and Development	Ability to provide constructive feedback to colleagues with respect to their performance, including both positive and negative feedback
Workload Management	Ability to delegate tasks and queries appropriately.
	Ability to negotiate deadlines e.g. with patient, colleagues, other staff members.
Documentation Management	Ability to keep appropriate records, and work within relevant clinical governance frameworks.
Change Management	Demonstrates knowledge and understanding of managing change
Education and Training	Ability to advance knowledge and understanding through continuing professional development and life-long learning.
	Ability to appraise own competence and limitations and formulate a development plan to address weakness identified.
	A ability to appraise own competence as a <u>clinical practitioner</u> , and formulate a development plan to address weaknesses identified.
	Ability to reflect on own learning needs in relation to their training and development activity undertaken.

	Ability to independently develop clinical pharmacy knowledge and skills in order to identify, prioritise and resolve complex pharmaceutical problems.
Medicines	Demonstrates knowledge and understanding of all aspects of medications, including: 1. mechanism of action; 2. pharmacology; 3. pharmacokinetics; 4. pharmaceutical aspects; 5. adverse effects, contraindications and interactions; 6. usual doses and routes of administration; 7. place in therapy; 8. monitoring requirements for the following conditions
	Hypertension
	Dyspepsia and GORD
	Arrhythmias and AF (to include anticoagulants)
	Analgesics
	Antidepressants
	Management of Diabetes (Oral Medication)

Management of Diabetes (injectables)
Management of Asthma
Management of COPD
Antibiotics

QUESTION SCHEDULE FOR TUTEES, MIDWAY THROUGH THE TRAINING PROGRAMME

Experience to date

What experience do you have in pharmacy to date? (years qualified, sector)

Motives

What were your **motives for moving** into the primary care setting?

What were your motives for **enrolling on the training programme**?

What are you hoping to **gain** from the training programme?:

- Skills
- Confidence
- Experience

Prior to the training, what **skills** did you have that you think are useful in the GP setting?

Experiences of the programme

What have been your general **experiences of the programme** so far?

Do you feel so far, the training programme is suited to your **learning needs**?

What **support** have you had from your tutor?

What is the **added value** of having a tutor?

What support have you had from **other staff** at the primary care practice?

Has the programme met your **expectations**?

So far, what have you found to be the **most useful** aspect of the programme?

Are there any aspects of the training that you felt were **not applicable or useful** to you?

Future

Do you have any suggestions for how the programme might be **improved**?

What sort of training or support do you feel is necessary for the **successful transition** of a pharmacist into a GP setting?

Where do you hope to see yourself in the future? Could you describe your **ideal job**?

QUESTION SCHEDULE FOR TUTEES, AT THE END OF THE TRAINING PROGRAMME

General Experiences

How has the transition training **been for you**? How might you **describe** the programme to a colleague?

How do your experiences of the training programme **compare with your initial expectations**?

Do you feel you **gained** everything from the programme that you'd initially hoped?

Fit-for-Purpose

To what extent do you think the training programme **prepares pharmacists for practice** in the primary care setting?

What do you see as the **most useful** aspects of the training programme for the trainees?

Were there any aspects of the training programme that were **not particularly useful or relevant**?

What were the key **challenges** of completing the programme?

Overall, do you think the training programme is **fit-for-purpose**?

Looking to the Future

Can you suggest any **improvements** to the transition training programme?

Would you **recommend** the training programme to a pharmacist looking to move into the primary care setting? **Why**? Do you think the programme might **suit some more than others**? Who? Why?

What **advice** would you offer to someone considering pursuing the transition training programme?

What do you **plan** to do once you have completed the training programme? Is there anything that you still **do not feel prepared for**? What are your **goals** for the next 5 years?

Any other comments?

QUESTION SCHEDULE FOR TUTORS, AT THE END OF THE TRAINING PROGRAMME

General Experiences

How has the transition training **been for you**? How might you **describe** the programme to a colleague?

How do your experiences of the training programme **compare with your initial expectations**?

Fit-for-Purpose

To what extent do you think the training programme **prepares pharmacists for practice** in the primary care setting?

What do you see as the **most useful** aspects of the training programme for the trainees?

Were there any aspects of the training programme that you feel were **not particularly useful or relevant** to the pharmacists?

What were the key **challenges** of completing the programme? (for you, or your tutee)

Overall, do you think the training programme is **fit-for-purpose**?

Looking to the Future

Can you suggest any **improvements** to the transition training programme?

Would you **recommend** the training programme to a pharmacist looking to move into the primary care setting? **Why**? Do you think the programme might **suit some more than others**? Who? Why?

What **advice** would you offer to a **pharmacist** considering pursuing the transition training programme?

What **advice** would you offer to someone considering being a **tutor** on the transition training programme?

Any other comments?