

## Teaching Prescribing in Primary care

Suggested learning activities with a prescribing focus on GP placement shared and brainstormed by workshop members:

### A

#### Repeat Prescription Box Tutorial

Outcome:

- Critically analyze a prescription (their own or others) which contains several drugs in terms of drug indication, side effects, interactions and possible errors.

Time

up to 30 mins

**Using a box** full of repeat prescription requests take a more complex repeat card and ask the student to explain as much as they can about the prescription. The student can be prompted with questions such as:

- Tell me what you can about what might be wrong with this patient?
- What else is used for that condition?
- What side effects would you tell the patient about?
- Can you see any possible interactions?
- Does any therapeutic monitoring need to be done?

Variation:

Can collate a folder of anonymized 'interesting' repeat cards as a teaching resource.

### B

#### Student led medication review

Outcomes

- Perform a medication use review and appropriate monitoring for a patient on repeat medication
- Communicate effectively with a patient the indication, side effects and usage instruction (including aspects of concordance) for repeat medications

Time

30-40 mins

**Bring a patient in** during the quiet middle of the day slot who needs a medication review imminently.

In ones or twos the students interview the patient, perform appropriate checks such as BP, height weight and record indication, concordance, side effects experienced and appropriate monitoring plan in the notes for each medication.

Variation

This can also be done for residential/nursing home patients or an appropriately organised home visit (see appendix in tutor handbook for home visit policy)

## C

### Visit to Community Pharmacy

Outcomes

- Describe best practice in terms of working with community pharmacy in monitoring and dispensing prescriptions for patients
- Appreciate the roles the pharmacist plays in medication review and drug safety

Time

Up to 60 mins

**Plan a visit** to the community pharmacy. In preparation the students may 'clark' a regular customer of the pharmacist. Topics to cover with the pharmacist include medication use review, common errors and problems with prescriptions and additional services offered to the public (smoking cessation etc)

## D

### An Anti-Inflammatory Debate

Outcome

- Know the indications and relative and absolute contraindications, interactions and side effects of NSAIDs
- Argue the advantages and disadvantages of prescription control of medications

Time :

40 mins (30 self directed; 10 for discussion)

Ask the students to read up and be prepared to debate the argument for and against Ibuprofen being an over the counter medication.

Students can prepare for this as 'home work' and then have the debate in a small group. Important aspects include the side effects and possible interactions, the common indications and its appropriate use for minor illness, the problems OTC medications cause prescribers in terms of interactions and

the changing face of medicine eg. When research is published in the Daily Mail etc linking a drug to XYZ deadly outcome.

Variation

Almost any over the counter medication (laxatives, codeine, antihistamines, 'health drugs' like glucosamine, Viagra, cholesterol medication and orlistat)

## Useful resources

National Prescribing Exam Site [http://www.prescribe.ac.uk/psa/?page\\_id=39](http://www.prescribe.ac.uk/psa/?page_id=39)

QMUL e- learning <https://www.elearning.qmul.ac.uk/webct> (get the students to use their log in)

National Library of Health [www.nelh.nhs.uk](http://www.nelh.nhs.uk)

BNF <http://www.bnf.org/bnf/bnf/current/>

Mims and Emims <http://www.emims.net/>

Data Sheet Compendium <http://emc.medicines.org.uk/>

Clinical Evidence [http://www.nelh.nhs.uk/clinical\\_evidence.asp](http://www.nelh.nhs.uk/clinical_evidence.asp)

NICE Guidelines [www.nice.org.uk](http://www.nice.org.uk)

Bandolier <http://www.jr2.ox.ac.uk/bandolier/>

Effective Health Care <http://www.york.ac.uk/inst/crd>

SIGN Guidelines [www.sign.ac.uk](http://www.sign.ac.uk)

PRODIGY (guidance and PILS) <http://www.prodigy.nhs.uk/>

QM Centre for Health Sciences <http://www.ichs.qmul.ac.uk/nhs/ceg/guidelines/index.html>