

Consultation skills: meeting the new practice standards for pharmacy

A CPPE workshop to support consultation skills for all pharmacy professionals

Facilitator's guide



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CPPE 1 2 3

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This is a **CPPE 1** learning programme.

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Feedback

We hope you find this learning resource useful for your practice. Please help us to assess its value and effectiveness by completing the feedback form at your event, or by emailing us at: feedback@cppe.ac.uk

About this CPPE workshop resource

Effective consultation skills lie at the centre of patient-centred care. Health Education England has identified this area of skills development as a priority for the pharmacy profession, leading to a set of practice standards for consultation skills that outline the knowledge, skills and behaviours expected of all pharmacy professionals. The *Consultation skills for pharmacy practice* learning and development programme (www.consultationskillsforpharmacy.com) provides a six-step pathway to support pharmacy professionals in working towards the practice standards.

There are two parts to this CPPE workshop resource:

1. The pre-workshop book, which includes four short tasks to complete **before** the workshop. The main focus of these tasks is to encourage participants to reflect on their current consultation skills and identify areas for further development.
2. The workshop itself, which introduces participants to the practice standards for consultation skills and the new learning and development programme. The workshop includes interactive activities which stimulate reflection on the patient-centred approach.

Overall aim

The overall aim of this resource is to enable pharmacy professionals to work towards and demonstrate the new practice standards, to support reflection on practice, and development of effective patient-centred consultations, using the *Consultation skills for pharmacy practice* learning and development programme.

Learning objectives

After completing the pre-workshop book and attending the workshop, learners should be able to:

1. Recognise their professional responsibility to reflect on and develop their consultation skills, by working towards the new practice standards.
2. Explain the concept of patient-centred care and identify methods of integrating this into their practice.
3. Apply a reflective tool to assess their ability to consult effectively with patients and identify key areas on which to build their expertise.
4. Access tools and resources from the *Consultation skills for pharmacy practice* learning and development programme to support them in moving their practice forward.
5. Take their current skills on a 'test drive' by taking part in role play scenarios with pharmacy colleagues in a safe environment.

Running the CPPE workshop

This section of the facilitator's guide gives you advice on how to run a local workshop, using the *Consultation skills: meeting the new practice standards for pharmacy* learning resource.

Before the workshop

If participants have booked onto a workshop via the CPPE website they will receive a copy of the pre-workshop book three weeks before the event. If this is not the case you may need to arrange to send out the books, or ask participants to download them directly from the CPPE website: www.cppe.ac.uk to ensure they have time to complete the required tasks. Take a look at the content of the pre-workshop book to familiarise yourself with the activities.

Workshop materials

Ensure you have all the items listed below, which will be essential to run the workshop.

- You will need to show a video. You can either access this from the hyperlink in the presentation (this will only work when the PowerPoint is in full slide mode), the link in this guide, or download it to your laptop from the materials list, prior to the workshop. Check that your speakers are working so that you can adapt the volume control as necessary.
- Sufficient copies of the workshop books (one per participant)
- Flipchart, flipchart paper and post-it notes and felt-tip pens
- Clipboards for people to rest workbooks on (but be cautious as these may act as a barrier in the role play!)
- Ground rules (*see Appendix 1*)
- Role play forms
- Laptop, projector and a copy of the PowerPoint presentation on a memory stick

Suggested plan for the workshop

Introduction and ice-breaker	10 minutes
Presentation (overall, to include activities)	1 hour 45 minutes
■ Video critique	(20 minutes)
■ Role play	(55 minutes)
Feedback, questions, summary and close	5 minutes
TOTAL	2 hours

Before you start the workshop

The PowerPoint presentation that supports this guide includes notes that will help you as you support participants through the workshop and some of these notes have been included here.

Suggested set up – cabaret style – no tables.

To prepare for the ice-breaker add a post-it note to each workshop book and divide the workbooks into three piles. Write ‘words’ on the post-it notes in pile 1; ‘tone of voice’ on the post-its in pile 2; and ‘body language (facial)’ on the post-its on the last pile of workshop books.

Then prepare three flipchart posters with the following headings:

■ **Poster 1 – 7%**

■ **Poster 2 - 38%**

■ **Poster 3 – 55%**

Spread the posters around the room.

Warm-up activity

Developing your skills and behaviours

(This activity is designed to run before the start of the workshop as participants are arriving or getting refreshments.)

Before coming to the workshop, participants were asked to look through the new practice standards for consultation skills (included in Appendix 1 of the pre-workshop book).

Put up two posters, both titled:

‘Key features from the practice standards’

Add to one of the posters a further title:

‘I do this already and think I achieve it and do it well.’

Add to the second poster:

‘I’m not sure I do this, it could be a challenge...’

Ask participants to note their thoughts down on post-it notes and add one note to each flipchart.

Introduction and ice-breaker

10 minutes

(slides 1 and 2)

Welcome participants and introduce yourself. Cover general housekeeping, such as fire exits, toilet facilities, switching phones to silent.

Refer to the ground rules (we have included some suggestions for these in Appendix 1 of this guide). Invite participants to spend a minute reading through them and either agree to them or make additions to them, as appropriate.

Explain the aim of the workshop (slide 1) ie, to build on the knowledge gained from the pre-workshop tasks and to support the learners in starting to think about their own learning journey in developing their consultation skills. The workshop acts as a taster session for the one-day workshop and will include some of the activities from this but at an introductory level.

Show the learning objectives slide (slide 2).

Ice-breaker

(slides 3 and 4)

Use a simple ice-breaker to divide participants into groups of six.

Here is a suggestion:

This ice-breaker refers to Mehrabian's theory of communication. The aim of the ice-breaker is to emphasise that the majority of our emotions and feelings are communicated via body language and, in particular, facial expression. The theory is referred to in Task 1 of the pre-workshop book so will test the memory of participants.

Working through the ice-breaker

Mehrabian's theory states we use three methods to communicate our feelings and attitudes: words, tone of voice and facial expression, but they are not all equally powerful in communicating those feelings and attitudes.

Ask participants to look at the post-it note on their workshop book. Ask them:

'How much of the meaning of a message is communicated by the method you have written on your post-it? You can see three posters round the room with percentages on – move to the poster that represents your communication method. This will have been something you covered in one of your pre-workshop tasks, but if you don't remember then chat to other participants near the poster to see if your answers correlate.'

Number participants off into groups of six.

Presentation

We have given guideline timings below, but on the day these will reflect the flow of the workshop.

Patient-centred consultations

5 minutes

(slides 5-11)

These slides explain the key points of patient-centred care and are designed to challenge participants to reflect on their existing practice. There are notes to explain each slide and information in the *Consultation skills for pharmacy practice* distance learning programme, should you wish to refresh your own knowledge.

Slides 12-29 below then go on to describe why the *Consultation skills for pharmacy practice* learning and development programme (the six-step pathway) has been created and what each step relates to. The main slides with icons from the learning and development pathway are meant to be covered quite quickly as, after the workshop, participants can access the website individually to navigate their way around.

Consultation skills for pharmacy practice

10 minutes

(slides 12-18)

(Slide 17 – here you will share some of the thoughts about the practice standards for consultation skills, which you collated from the flipcharts at the start of the workshop.)

Video critique

20 minutes

(slides 19 and 20)

Instructions for this session are given on the notes section of the presentation.

Keep participants in their groups of six and allocate specific groups one or two sections from the observation form in the workshop book (this will be dependent on your group numbers).

Participants will work in their small groups to critique the sections of the video they have been allocated, using the first video observation form, provided in the workshop book. They will follow this up with constructive feedback to the whole group. Please allow a minute or so for participants to become familiar with the form.

The video runs for about five minutes and looks at a patient-centred approach to a new medicine service consultation. Some participants may not conduct new medicine service consultations as part of their practice, but regardless of the content of the consultation, the skills required are the same.

When they have finished working through the form, allow the groups about five minutes to discuss their section of the critique. Take feedback from the whole group (eight minutes). This may need to be just one or two key points, ie, what went well, what they would improve.

We have included suggested points from the video you can use during the feedback session to highlight any key areas that are not picked up in the group discussion (*see Appendix 2*).

There is a link to the video in the presentation: <http://vimeo.com/78354273>

Role play

55 minutes

(slides 21-25)

Slides 21 and 22 explain Step 4 of the pathway relating to learning and is followed by the role play session. Please leave slide 25 visible during role play.

Timings: 10 minutes to explain how the session will run, then three 15 minute sessions.

This part of the workshop is where participants get the chance to put their learning into practice in a safe and supportive environment.

Role plays need to be carefully planned so that they match what you are expecting a pharmacy professional to do in real life. Some people may be uncomfortable using role play unless they can see a point to it, so make sure you are clear in your direction and make it relevant to what they will be expected to do.

Participants should work in groups of three and take it in turns to play the roles of the pharmacy professional, patient and observer. Allow 15 minutes for each rotation: two minutes to prepare, five minutes maximum to role play and eight minutes for the debriefing session within the groups. A total of 55 minutes has been allocated to allow for the explanation of Pendleton's rules of feedback, to arrange groups into threes and also give time for participants to read the role play brief (10 minutes extra time).

Ask the observer to complete the observation form in the workshop book belonging to the person playing the pharmacy professional. It is important to allow sufficient time for debriefing as this is where most of the learning and reflection will occur. The observer should act as a timekeeper within the group.

There is a selection of role plays to ensure there is something relevant to every area of practice and to all pharmacy professionals. Some cover small sections of a consultation so that participants can focus on one specific area rather than rush through the whole consultation.

Encourage participants to use their mobile devices to video their role play (with permission from the others in their group). They can then reflect further on this over the next few days.

The final steps of the pathway

15 minutes

(slides 26-30)

Slides 26-28 explain the final two steps of the pathway. When you reach slide 29 allow participants time to discuss the activity in the pre-workshop task, which asked them to get patient feedback on a consultation. If time allows then take one point from each group.

Feedback, questions, summary and close

5 minutes

(slides 31 and 32)

Ask participants to spend a moment thinking about the session and how they will approach their personal learning journey ahead. What will their next steps be? How will they challenge themselves to be 'the best they can be'? Ask them to write down two key points they will commit to in their workshop book, then work through the *Take home messages* slide.

Optional: If you have access to the internet at your venue, you may want to show the following YouTube® video clip on patient consultation skills to end the event as participants are chatting and leaving. Although it is tongue-in cheek, it does pick out the key messages very well.

GP registrar patient-centred consultation skills

www.youtube.com/watch?v=Jb71-kSFsdw

Thank participants for their active participation in the event, ask them to complete and hand in their evaluation form, if one is being used, and wish them well in developing their consultation skills.

Notes

Appendix 1 - Consultation skills: meeting the new practice standards for pharmacy

Ground rules

- Get involved in discussions – give 100 percent
- Keep side conversations to a minimum
- Keep mobile devices on silent
- Listen actively to, and show respect for, the thoughts and ideas of your colleagues
- It's OK to challenge – but show respect to your colleagues
- Share your own experiences, not someone else's
- Role play
 - Safe and supportive environment
 - It's OK to get things wrong
 - Follow Pendleton's rules of feedback
 - Don't get caught up in the clinical detail
 - Support your colleagues
 - Keep it real

Notes

Appendix 2 - Key points to raise if not covered in group feedback following the video critique

Has this video made you think differently about how to approach a patient consultation? In the video the pharmacist involves the patient as a true partner in the discussion - do you do this in your practice? One of the key points to reflect on is that the pharmacist finds out what the patient already knows and what they would like to know, before giving information and advice.

Welcoming

Approachable and friendly

The pharmacist doesn't introduce herself by name but appears to know the patient from previous consultations.

The pharmacist gives a clear explanation of the purpose of the consultation (from the pharmacist's perspective) ie, "What I understand from the hospital letter is that you've been given some new tablets and that's what we're here to discuss" but doesn't establish a shared agenda at this point.

Questioning

The pharmacist asks some closed questions (as in the new medicine service interview schedule) but asks many good open questions to establish:

The patient's use of medicine:

"How do your medicines fit into your day?"

The patient's knowledge:

"What was explained to you in hospital, what do you know about your medicines?"

The patient's concerns:

"Do you have any concerns, what are you thinking about this new medicine?"

Gathering information, getting the patient's ideas, concerns and beliefs and establishing the patient's knowledge:

"What do you know about your blood pressure before the stroke?"

Building relationship/rapport

The pharmacist demonstrates a good rapport throughout with open body language. She is non-judgemental when the patient says: "I hate taking pills".

Explanation and planning

The pharmacist establishes what the patient already knows and asks if they would like to know more:

“Would it help you to know a little bit about...?”

The pharmacist gives a clear and concise explanation of the points that need to be covered.

Patient-centred approach

The pharmacist is very patient-centred in her approach, treating the patient as a true partner in the discussion, respecting their ideas and values and engaging them in planning and decision-making.

Closing the consultation

The video provides a good example of safety netting. The pharmacist allows the patient to go away and think about the discussion and come back with questions at a later date.

Notes

Contacting CPPE

For information on your orders or bookings, or any general enquiries, please contact us by email, telephone or post. A member of our customer services team will be happy to help you with your enquiry.

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