

Consolidated lesson plans

Introduction and administration	
Introduction	Time allocated to read and study the activity
Induction	2 hours
Course administration	Included above

Lesson plan: Module 1

Module 1: The legislative environment: 4.0 credits/40 notional hours	
Learning unit 1	Time allocated to read and study the activity
<p>Theory: Read and study</p> <ul style="list-style-type: none"> • Explain and correctly use the abbreviations and terminology related to pharmacy and dispensing in South Africa. • Define dispensing and compounding. • Identify the healthcare professionals who are allowed to dispense. • Explain and highlight sections of the various important acts relating to the dispensing process. • Discuss what a Section 22C (1) (a) license is and why and how it should be applied for. 	8 hours 30 minutes
<p>Formative assessment: Multiple choice questions: 15 marks</p>	
Learning unit 2	Time allocated to the activity
<p>Theory: Read and study</p> <ul style="list-style-type: none"> • Identify other Acts that impact pharmacy and dispensing in South Africa. • Explain what the GPP guidelines are and how they impact dispensing. • Define and explain the role of SAHPRA in dispensing. • Explain how medicines are scheduled. • Describe Standard Treatment Guidelines (STD) and the Essential Medicine List (EML). 	8 hours 30 minutes
<p>Formative assessment: Multiple choice questions</p>	
Learning unit 3	Time allocated to the activity
<p>Theory: read, understand and study</p> <ul style="list-style-type: none"> • Explain the difference between and the respective legal requirements for a PI and PIL. • Describe recordkeeping and resource requirements in terms of the Act and dispensing. • Explain generic substitution in terms of dispensing. 	8 hours 30 minutes

Formative assessment: Multiple choice questions	
Learning unit 4	Time allocated to the activity
Theory: read, understand and study <ul style="list-style-type: none"> • Define ethical behaviour and morality and explain how it applies to dispensing according to GPP guidelines. • Describe the core values and behaviour expected of dispensers by the HPCSA. • Describe the core values and behaviour expected of dispensers by the SANC. • Summarise the code of conduct for dispensers of the SAPC. • Identify and explain omissions of medicine from a prescription. • Explain disruptive justice and rationalisation. 	8 hours 30 minutes
Formative assessment: Multiple choice questions	
Additional compulsory resources: read, understand and study	Time allocated to the activity
Ethical code: nursing: The nursing code of conduct forms part of the course material and must be read by the learner.	5 hours
Good pharmacy practice medicine room: The learner must study all sections in the GPP that relate to the medicine room. Chapter 2, Part 1 Section 1.7	
Ethical guidelines for good practice in the health care professions: Booklet 1 forms part of the course material and must be read by the learner	
Q&A session with the course coordinator Compulsory chat room question and answer opportunity with the course coordinator	2 hours

Lesson plan: Module 2

Module 2: Stock management: 6.0 credits/60 notional hours	
Learning unit 1	Time allocated to read and study the activity
Theory: read, understand and study <ul style="list-style-type: none"> • Demonstrate an understanding of the abbreviations and terminology used in dispensing. • Identify legislation and GPP principles that affect stock management. • Understand the importance of SOPs in the management of stock. • Describe two types of inventory management systems. Identify the steps in the procurement cycle. 	8 hours 15 minutes

Additional compulsory reading: read, understand and study Good pharmacy practice: Part 1: section 1.9: Control over medicines. Part 1: section 1.10: Chemicals sold/provided in a pharmacy.	
Formative assessment: Multiple choice questions	
Learning unit 2	Time allocated to the activity
Theory: read, understand and study <ul style="list-style-type: none"> • Describe the characteristics that make a vendor suitable. • Select an appropriate vendor based on the identified criteria. • Describe and execute the process of opening an account with the identified vendor. 	3 hours 15 minutes
Formative assessment: Multiple choice questions	
Learning unit 3	Time allocated to the activity
Theory: read, understand and study <ul style="list-style-type: none"> • Determine which stock is to be ordered. • Determine how much of that stock is to be ordered. • Demonstrate an understanding of the implications of incorrect stock levels. • Perform various stock calculations. 	16 hours 30 minutes
Formative assessment: Multiple choice questions	
Learning unit 4	Time allocated to the activity
Theory: read, understand and study <ul style="list-style-type: none"> • Demonstrate an understanding of the ordering process. • Identify various procurement methods. • Explain the process of placing normal and emergency orders. • Place orders for schedule 6 medicines. 	4 hours 15 minutes
Formative assessment: Multiple choice questions	
Learning unit 5	Time allocated to an activity
Theory: read, understand and study <ul style="list-style-type: none"> • Receive, unpack and check stock. • Identify stock with special handling conditions and receive it appropriately. • Store received stock according to appropriate storage conditions. 	8 hours 30 minutes
Formative assessment: Multiple choice questions	
Learning unit 6	Time allocated to an activity
Theory: read, understand and study <ul style="list-style-type: none"> • Explain the legal requirements for the storage of stock. • Explain the storage requirements of thermolabile medicines. 	16.5 hours 30 minutes

<ul style="list-style-type: none"> • Manage access control in the medicine room. • Explain what a batch number is. • Identify the different types of product recalls. • Destroy stock according to legislation and in a safe manner. • Perform stock counts and stock takes. 	
<p>Good pharmacy practice medicine room: All sections in the GPP that relate to inventory management must be studied.</p> <p>Part 2: Chapter 2 section 2.3: minimum standards for procurement, storage and distribution</p> <p>Part 2: Chapter 2 section 2.32: minimum standards regarding destruction and disposal of medicines and scheduled substances</p>	
<p>Formative assessment: Multiple choice questions</p>	
Learning unit 7	Time allocated to an activity
<p>Theory: read, understand and study Pay the vendor according to a statement</p>	45 minutes
<p>Formative assessment: Multiple choice questions:</p>	
<p>Videos: watch, understand and study As per content</p>	30 minutes
<p>Q&A session with the course coordinator Compulsory chat room question and answer opportunity with the course coordinator</p>	2 hours

Lesson plan: Module 3

Module 3: Phase 1 of the dispensing process: 5.3 credits/53 notional hours	
Learning unit 1	Time allocated to the activity
<p>Theory: read, understand and study</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the terminology and abbreviations used in dispensing. • Define dispensing. • Describe the most important principles of pharmaceuticals. • Choose a suitable medicinal product in an appropriate dosage form, dosage, and route of administration for your patient's condition and situation. • Write an authentic, legal, valid, and appropriate prescription. • Create and review a patient profile. • Monitor the safety of medicines and report suspected adverse drug reactions. 	22 hours
<p>Additional non-compulsory reading: Introduction to pharmacokinetics and pharmacodynamics</p>	2 hours
<p>Videos: watch, understand and study As per curriculum</p>	1 hour

Learning unit 2	Time allocated to an activity
<p>Theory: read, understand and study</p> <ul style="list-style-type: none"> • Authenticate, interpret and validate the prescription, considering socio-economic, ethical, equity and professional practice considerations. • Compile/review a patient profile detailing personal, clinical and medication information. • Interpret and validate prescription contents regarding appropriateness for the individual patient. • Inform the patient/caregiver of the benefits of generic substitution. • Address prescription anomalies and modifications through communication with the patient or caregiver. 	22 hours
<p>Videos: watch, understand and study As per curriculum</p>	
<p>Additional compulsory reading:</p> <ul style="list-style-type: none"> • Latin abbreviation used in dispensing • Good pharmacy practice: Part 2, Chapter 2, section 2.7.1.1: Phase 1: Interpretation and evaluation of the prescription • Good pharmacy practice: Part 2, Chapter 2, section 2.7.3: Safety in dispensing procedures 	
<p>Q&A session with the course coordinator Compulsory chat room question and answer opportunity with the course coordinator</p>	2 hours
<p>Formative assessment: Section A: Multiple choice questions Section B: Evaluation of Rx Section C: Case study</p>	4 hours

Lesson plan: Module 4

Module 4: Phase 2 of the dispensing process: 7.5 credits/75 notional hours	
Learning unit 1	Time allocated to the activity
<p>Theory: read, understand and study</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the terminology and abbreviations used in dispensing. • Set up a medicine room that complies with the legal requirements. • Select the correct medicine to dispense. • Determine the correct amount of the medicine to dispense. • Count/measure the correct amount of the medicine to Dispense. • Appropriately package the dispensed medicine. • Label the dispensed medicine according to the legal requirements. 	44 hours

<ul style="list-style-type: none"> Record the dispensed medicine according to the legal requirements. 	
Additional compulsory reading: read, understand and study <ul style="list-style-type: none"> GPP sections as per curriculum 	4 hours
Videos: watch, understand and study As per curriculum	5 hours
Pharmaceutical calculations activities This is not part of the assessments but will be discussed during the chat room sessions	16 hours
Q&A session with the course coordinator Compulsory chat room question and answer opportunity with the course coordinator	2 hours
Formative assessment: Section A: Multiple-choice questions Section B: Case study	4 hours

Lesson plan: Module 5

Module 5: Phase 3 of the dispensing process: 5.2 credits/52 notional hours	
Learning unit 1	Time allocated to the activity
Theory: read, understand and study <ul style="list-style-type: none"> Demonstrate an understanding of the abbreviations and terminology used in dispensing. Understand patient communication principles. Identify and implement active listening skills. Understand feedback. Counsel the patient on the safe and effective use of medicines. Furnish the patient with written information on the safe and effective use of medicines. Develop a follow-up schedule to monitor the medicine outcomes of your patient. Determine the patient's adherence to their medicines. Develop strategies to improve your patient's adherence to their medicines. Evaluate the effectiveness of a medicine in a follow-up visit with your patient. Evaluate the safety of a medicine in a follow-up visit with your patient. 	30 hours
Additional compulsory reading: read, understand and study As per curriculum outline	16 hours
Videos: watch, understand and study As per curriculum outline	2 hours
Q&A session with the course coordinator Compulsory chat room question and answer opportunity with the course coordinator	2 hours
Formative assessment:	2 hours



Section A: Multiple-choice questions Section B: Case study	
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Practical assessments and final integrated summative assessments

Introduction and administration: 2.0 credits/20 notional hours	
Introduction	Time allocated to read and study the activity
Preparation and conducting of practical formative assignment	20 hours
Preparation and conducting of a theoretical integrated summative assessment	
Preparation and conducting Practical summative assessment	