

skills **NOW**
Learn & Do

Community Pharmacy Certificate II

SIR20107 V1.3

BOOK 1: NOTES & IDEAS



NAME:

TEL:

How to use this training resource

To be accredited for SIR20107 Certificate II in Community Pharmacy trainees should satisfactorily complete a total of 22 units consisting of 19 core and 3 elective units.

The units are in two parts:

Retail units

SIRXIND001A	Work effectively in a retail environment	C
SIRXCOM001A	Communicate in the workplace	C
SIRXOHS001A	Apply safe working practices	C
SIRXCLM001A	Organise and maintain work areas	C
SIRXCCS002A	Interact with customers	C
SIRXIND001A	Sell products and services	C
SIRXSLS002A	Advise on products and services	E
SIRXMER001A	Merchandise products	C
SIRXCCS001A	Apply point of sale handling procedures	C
SIRXFIN001A	Balance a point of sale terminal	E
SIRXINV001A	Perform stock control procedures	C
SIRXSLS001A	Minimise theft	C

Retail units 12

Pharmacy units

SIRPDIS001A	Accept prescriptions & deliver medicine	C
SIRPPKS001A	Support sale of pharmacy & pharmacist medicines	C
SIRPDIS002A	Deliver prescription medicines outside the pharmacy	E
SIRPPKS002A	Identify, locate & sell allergy relief products	C
SIRPPKS003A	Identify, locate & sell analgesics & anti-inflammatories	C
SIRPPKS005A	Identify, locate & sell cough & cold products	C
SIRPPKS006A	Identify, locate & sell eye, ear & oral care products	C
SIRPPKS007A	Identify, locate & sell gastro intestinal products	C
SIRPPKS008A	Identify, locate & sell first aid & wound care products	C
SIRPPKS009A	Identify, locate & sell skin & fungal products	C
SIRPPKS004A	Identify, locate & sell baby & infant care products	E

Pharmacy units 11

A further CP01 Introduction to pharmacy unit (not assessable) is included to provide an industry context for the other material. This is not assessable. All material is consistent with the aims of the Pharmacy Quality Care program.

Total units 24

Retail & Pharmacy Units

This material is in accordance SIR20107 with Certificate II in Community Pharmacy Version 1.3 released in 2011. It falls naturally into two parts - Retail and Pharmacy.

The 'retail' units are also core and electives for SIR20207 Certificate II in Retail. The units in this package have been modified to use pharmacy examples where possible.

The 'pharmacy' units are briefer and more specific and involve practical learning activities to be completed within a pharmacy workplace (Identify, locate & sell). The learning activities closely follow the elements of competency for each unit.

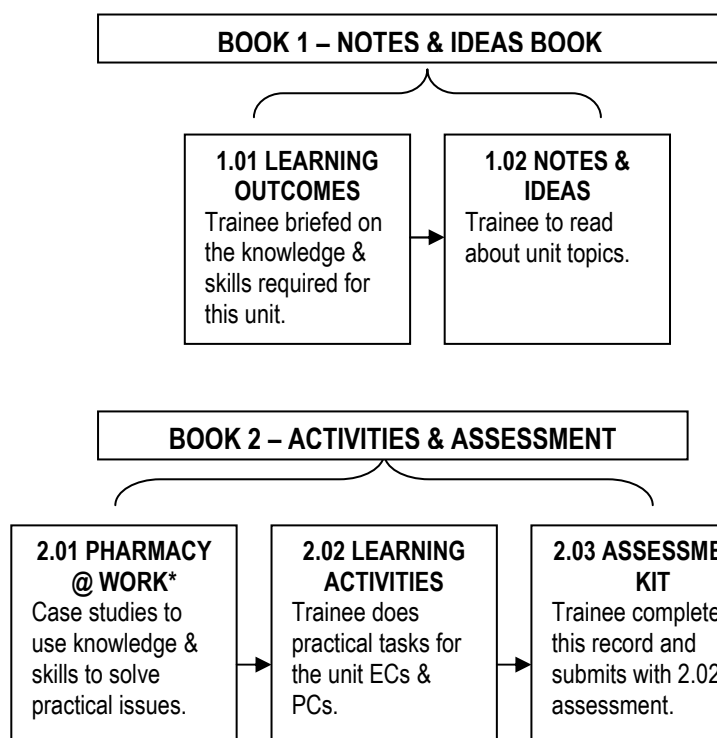
All skills NOW retail packages follow four further important training principles:

- “Learn by doing” – effective vocational training is best achieved if the trainee performs practical learning activities. The aim is for the trainee to do as many practical learning activities as possible.
- “Retail is detail” – effective retailers and pharmacy staff are multi-skilled – training should focus on doing many small things well.
- “What can you do?” – knowledge and skills build staff self confidence and encourage initiative so that trainees can play a more positive role in their workplace to enhance their career opportunities.
- “KISS” – “keep it simple stupid”. Our material is written in short, simple English so that it is far easier to use than overblown and padded alternatives.

skills NOW format

This material is fully integrated with the units of competency and performance criteria for in SIR20107 Certificate II in Community Pharmacy. The kits consist of two books (a Trainer Guide is also available).

The retail units follow this format – the pharmacy units follow a modified format.



This is a resource book - trainees are provided with an overview of each unit of competency and read about them. The notes cover the ECs and PCs for each unit. On completion of the course, this should be retained by the trainee as an ongoing reference.

This is a practical trainee workbook covering class and other exercises, tasks and assessment activities.

The trainee completes the assessment kit for each unit and submits this for assessment. Trainers/assessors may retain completed units as evidence of assessment.

These are provided for the retail units but not for the pharmacy units as the learning activities are completed on site.

The retail units are in the skills NOW “learn and do” five step format. For Book 1, Notes & Ideas each unit is in two parts:

1.01 Learning outcomes

Knowledge & skills for this unit

This is an introduction to each unit for the trainee. It describes in everyday language the key points for the unit including a brief summary of the knowledge and skills required. Preferably the trainer would discuss the unit with the trainee or, if this is not possible, the trainee may read it as an exercise.

Unit learning plan

On completion of the Learning outcomes, the trainer and trainee are to complete a “Learning plan” for the unit to ensure that it is completed according to a specific schedule. The table shows a name and number of each unit and also related units which may have similar content – it is recommended that these are completed together to save time and minimise unnecessary duplication.

This package sets out units and tasks in a logical sequence, but in a retail workplace many tasks are done in response to an urgent need or supervisor direction is such as ‘tidy up the sock display’. Many of the elements of competency are part of a stream of events; for example in a simple sale the terminal operator will greet the customer, enter or scan the product, complete the cash transaction and finalise the sale.

This is a fully integrated package by which trainees employed in retail can record their activities and use this learning plan to map these against elements of competency for assessment purposes.

Practical activities to be completed in the workplace are marked as “On job ”. Other activities are marked as “Other ”. Some of these other activities are also included as Retail@work exercises.

Tick the activity when completed.

At the end of each assessment task in 2.02 Tasks and learning activities, there is a panel which should be ticked to indicate the nature of the activity performed.

A. TASK	B. ACTIVITY	C. RPL

A indicates that the numbered task has been completed. No further action is required.

B indicates that the trainee has completed practical activities for the element. The trainee should provide evidence of completion such as a witness statement by the supervisor or trainer. These can be recorded in within the unit or in 2.03 Assessment kit Part B.

C indicates that the trainee seeks claim recognition of prior learning or experience in this area, for example, two years experience as a terminal operator in a Coles supermarket. The trainee should provide evidence such as a qualification or proof of employment. This can be recorded in 2.03 Assessment kit Part C.

For assessment purposes at least one box should be ticked.

The learning plan should be developed in conjunction with the supervisor/trainer to ensure that all achievements are properly recorded and recognised.

1.02 Notes & ideas

Read & learn about the topics

Each unit commences with a Reader’s guide which describes the major headings which correspond with unit elements of competency. A feature of skills NOW content is that it is up to date, practical and in accordance with current retail practices. It includes important content sometimes omitted from the formal SIR07 units such as planograms, bar codes, GST and shelf labels. Where relevant, such material is included in the notes but not in the assessment process.

The remaining three parts are in Book 2 which is a practical workbook.

2.01 Pharmacy @ work

Apply your knowledge & skills

This is primarily a trainer resource using a case study or scenario format. More than 45 cases are provided, most of which are mapped to elements of competency. Trainers can determine which cases are to be done and whether to use them for class activities or as individual trainee tasks.

Completed cases can be recorded in the 2.03 Assessment kit as evidence of achievement but for assessment purposes the more detailed and specific 2.02 Tasks and learning activities should be used.

2.02 Tasks & learning activities

Test your knowledge & skills

Trainees complete practical tasks, activities and questions to confirm their knowledge and skills. This package uses many tasks and questions to verify knowledge and skills. The process is that the trainee completes each task. These are checked by the trainer/assessor. A check box is provided for each to be ticked ✓ or initialled by the trainer/assessor as each is completed.

A summary table is provided for each unit to be initialled by trainee, trainer, employer or third party.

The format for each unit of competency is:

1. Each element of competency is shown in a shaded panel such as:

5. Follow routine instructions

2. Each performance criteria is shown in italics and in bold type such as:

5.01 Receive and act upon instructions

All elements of competency and performance criteria are taken verbatim from the official SIR07 Retail Services package and have not been edited by skills NOW so there is an inbuilt skills mapping process.

3. Tasks and learning activities

The trainee completes tasks or learning activities which directly match the performance criteria.

4. The completed activities are checked and signed off by relevant parties.

These activities can be written or answered orally according to the assessment moderation process.

Validation and Moderation

The above process means that the assessment standards of validation and moderation are automatically met. Unit content standards are satisfied as the assessment tasks and questions specifically match unit elements of competency and performance criteria. Records of the assessment can be easily retained as evidence.

Moderation is to ensure that all trainees are assessed to a uniform standard. The assessment tasks and questions can be completed in writing or orally and used to ensure that common assessment standards are achieved.

2.03 Assessment kit

Your record for assessment

This is to be completed by the trainee, and provides a summary of all trainee accomplishments for each unit of competency:

- Completed activities
- Other practical activities
- Recognition of prior learning
- Employability skills
- Trainee assessment record.

These can be modified according to trainer need and retained as evidence.

- Employability skills
- Trainee assessment record.

These can be modified according to trainer need and retained as evidence.

skills NOW - this book

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18 SIRPPKS003A Identify, locate and sell analgesic and anti-inflammatory products

SIRPPKS003A Identify, locate and sell analgesic and anti-inflammatory products is a core unit for Certificate II in Community Pharmacy.

People in search of pain relief will frequently visit community pharmacies to purchase analgesics and anti-inflammatory products. To deliver quality customer care you need to understand the ailments, symptoms and available remedies – under government regulations you can recommend products up to S2, but S3 or higher products should be sold by the pharmacist.

1 Develop knowledge of analgesic and anti-inflammatory products and customer self-care practices



Analgesic products provide general pain relief for everyday health problems such as head aches and muscular pains. They also serve as anti-pyretics – drugs which reduce inflammation and lower temperatures.

As headaches are relatively common, such products are usually part of a home or office medicine chest. Community pharmacy customers may purchase analgesics to relieve an immediate problem or to restock a medicine kit.

Three active ingredients are commonly used in analgesics sold in pharmacies.

Ingredient	Popular brands	Comment
Aspirin	Aspro, Bex, Disprin and others	One of the first popular analgesics – reliable with few side effects. Useful for patients with circulatory problems.
Paracetamol	Panadol, Herron and others	The most popular analgesic – acts quickly to relieve mild pain and lower fevers. Free of side effects and interactions with other drugs, they can be safely used by people of all ages.
Ibuprofen	Nurofen, Advil and others	This also has minimal side effects – particularly useful for relief of joint and muscular pain.



These drugs are sometimes combined with others such as codeine for greater pain relief or with anti-histamines or decongestants to provide relief for allergy complaints and cold and flu symptoms.

The drugs are scheduled from unclassified to S2 to S4 depending upon type and potency. In most pharmacies, the unscheduled products and S2 analgesics be displayed in the same location in a professional services area.

Many analgesic products are unscheduled (the weaker and non specialist versions) and are available at outlets such as supermarkets. For pharmacies this means extra competition. Many consumers may think of the product just by its brand such as “Panadol” and believe that all products are the same. The reality is that there are many different products marketed under the brand name – most of which may be pharmacy medicine products.

Community pharmacies should focus on the pharmacy only products which give them a comparative advantage over supermarkets as customers are more likely to find a more suitable product and make repeat purchases from a pharmacy which offers a superior range and better advice

PHARMACY MEDICINE
KEEP OUT OF REACH OF CHILDREN

PHARMACIST ONLY MEDICINE
KEEP OUT OF REACH OF CHILDREN

Customer self-care practices

Analgesics are to relieve pain and are not a cure. Some people will have ailments which require constant pain relief. Others will require infrequent pain relief such as for an occasional headache.

We tend to think of pain solely in terms of the physically painful experience but it may create further patient concerns such as:

- Anxiety - What is the problem? What caused it? How can it be fixed?
- Insecurity – not in control of my body! Ongoing health issues?
- Attitude – physical pain can lead to negative moods and attitudes.
- What are the treatment options? Which is best for me?

If customers indicate concerns such as these, it is best to refer them to the pharmacist for more advice about their ailment and its treatment.

You can obtain information about ailments which require analgesics and anti-inflammatory treatments from the pharmacist, supplier leaflets and by reading product instructions. You can also learn by discussing symptoms and treatments with customers.

Use appropriate product terminology

To communicate effectively with customers about analgesics and anti-inflammatory treatments you need to know:

1. The nature of the ailments for which these treatments are used
2. The common symptoms of the ailments
3. Available treatments
4. Treatment side-effects such as drowsiness
5. The limits of your authority – when you need to refer to the pharmacist

Most pharmacy staff can only advise medications up to level 2.

Beyond this, the advice and sale must be made or authorised by the pharmacist. Community pharmacies will also sell many items which are not scheduled over the counter - such items are on open sale including at competing outlets such as supermarkets. It is however preferable to sell “pharmacy medicine only” products where ever possible as this increases the chances of repeat sales.

Technical terms

Analgesics and anti-inflammatory medications reduce pain and lower temperatures - they thus provide relief in most pain situations.

You should know the active ingredients of the major analgesic products.

2 Identify customer analgesic and anti-inflammatory needs

What are the common ailments and symptoms?

Analgesics are suitable to relieve pain in most parts of the body such as muscular pain, tooth or ear aches and headaches.

If satisfied, purchasers will usually buy the same product which they used last time but they may have special needs such as for a child (Panadol child version available) or if they think that they need something stronger. In this case refer to the pharmacist as an S3 drug may be required. Check that the patient is not allergic to the proposed remedy.

Aspirin based products are used to treat mild to moderate pain, and also to reduce fever or inflammation. The products may be prescribed to treat or prevent heart attacks, strokes, and angina as part of a long-term, low dose program.

Undesirable aspirin side effects if taken in larger doses include gastrointestinal ulcers, stomach bleeding, and tinnitus. Aspirin is not recommended to control flu-like symptoms or chickenpox in children.

Paracetamol is a widely used to relieve pain and reduce fever. It is commonly used for the relief of headaches and other minor aches and pains, and is a major ingredient in cold and flu medications. In combination with other analgesics, paracetamol is used in hospitals for the management of more severe pain.

Ibuprofen, sold as Nurofen, Advil and other brands. It is used for pain relief and to reduce fever and symptoms of arthritis and menstrual pain.

Analgesic products sold by pharmacies are available as capsules, tablets, caplets, liquid filled soft capsules and gel caps; soluble powders and gels, creams and ointments. Other products may be sold on prescription.

The quality care process

To provide quality care, the process is:

1. Determine customer needs, by asking questions about their symptoms, duration and severity. Ask if the customer has had the ailment before and, if so, which medication was taken. These factors may help determine the most suitable treatment.
2. Ask the customer about any other medical conditions which they have and any other medications which they may be taking including self-care products such as health supplements. This information may also influence the treatment method.
3. From this information determine if there is a suitable product which you can recommend and sell to the customer according to your authority or whether you need to refer to the pharmacist.
4. Ensure that the customer knows how to correctly use the recommended product so that the treatment is effective and safe.

3 Provide information on analgesic and anti-inflammatory products and services

Discuss the dosage instructions with the customer. Generally analgesics have few, if any side effects and may be taken safely in moderate doses.

You can obtain further information from your pharmacist, your pharmacy group health information leaflets, pharmacy health care data bases, supplier information and from product packaging. These may advise on complimentary products suitable for customer self-care.



To provide quality care you should recommend products and services which are appropriate to the customer symptoms and needs.

You should provide the customer with information and directions about the product and how to correctly use it such as dosage instruction. Caution against unrealistic expectations and overdosing – give the medication time to work.

Provide information on customer self-care practices and complementary products which may improve health outcomes. Suggest relevant products which you may stock such as vitamins and health supplements.

At all times you should comply with your community pharmacy policies, protocols and procedures and government regulations relating to the sale of analgesic products

PART 2 PHARMACY LEARNING ACTIVITIES

18 SIRPPKS003A Identify, locate and sell analgesic and anti-inflammatory products

skills NOW – LEARNING PLAN

Unit: SIRPPKS003A Identify, locate & sell analgesic & anti-inflammatory products	Related units:	
Step	Start date	Finish date
1. Unit briefing, complete activity plan		
2. Read note and ideas		
3. Complete tasks and learning activities for assessment		
4. Complete assessment kit		
5. Assessment process		

2.02 Tasks & learning activities

Test your knowledge & skills

1 Develop knowledge of analgesic and anti-inflammatory products and customer self-care practices

Identify and locate analgesic and anti-inflammatory products

1.01 Analgesics and anti-inflammatory products are used in the treatment of which ailments?

A. TASK	B. ACTIVITY	C. RPL

1.02 Which analgesic and anti-inflammatory products are commonly used?

A. TASK	B. ACTIVITY	C. RPL

1.03 Where are these products located in your pharmacy? List these according to pharmacy schedule numbers – unscheduled, S2 and S3.

1. Unscheduled products

2. Pharmacy medicine (S2)

3. Pharmacist only medicine (S3)

A. TASK	B. ACTIVITY	C. RPL

Identify and locate Identify customer self-care practices and sources of information on pain-related conditions that may be treated by analgesic and anti-inflammatory products.

1.04 Which self care products may be used to provide prevention or relief?

1.05 Where can you obtain information about suitable self care products which you can recommend to customers?

A. TASK	B. ACTIVITY	C. RPL

Use appropriate product terminology.

1.06 Which product names or terms do you need to know to better communicate with customers using analgesic and anti-inflammatory products.

A. TASK	B. ACTIVITY	C. RPL

2 Identify customer analgesic and anti-inflammatory needs

Identify customer needs, symptoms, duration and severity.

2.01 Which symptoms do customers using analgesic and anti-inflammatory products commonly show?

2.02 How can symptoms help determine the product which the customer needs?

A. TASK	B. ACTIVITY	C. RPL

Determine customer's current use of other medications and other medical conditions.

2.03 How can you determine any other medical conditions which the customer may have and the medications which they currently use?

A. TASK	B. ACTIVITY	C. RPL

Identify and act upon situations requiring referral to pharmacist.

2.04 In which circumstances would you refer the customer to the pharmacist for advice?

A. TASK	B. ACTIVITY	C. RPL

3 Provide information on analgesic and anti-inflammatory products and services

Recommend products appropriate to customer symptoms and needs.

3.01 How would you determine the most suitable product to recommend to the customer?

A. TASK	B. ACTIVITY	C. RPL

3.02 What would you do if the customer rejected your product recommendation?

A. TASK	B. ACTIVITY	C. RPL

Provide the customer with information and directions for product use.

3.03 How would you supply the customer with information to ensure that the product is safely used according to instructions?

A. TASK	B. ACTIVITY	C. RPL

Provide information to customers on self-care practices.

3.04 Why should you provide customers with information on self-care practices and products?

A. TASK	B. ACTIVITY	C. RPL

Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

3.05 How does the pharmacy benefit from providing self-care information and suggesting complementary health products?

A. TASK	B. ACTIVITY	C. RPL

2.03 Assessment kit

Your record for assessment

This kit is to be completed by the trainee prior to assessment. All completed activities to be evidenced as required and initialled by relevant parties.

A COMPLETED ACTIVITIES			
ACTIVITY	TRAINEE	TRAINER	ASSESSOR
Read or complete 1.01 Learning outcomes			
Read 1.02 Notes and ideas			
Complete 2.02 Tasks and learning activities			

B OTHER PRACTICAL ACTIVITIES

Trainees to list or describe other completed relevant activities for this unit of competency. As evidence of your accomplishment, employers or third parties should provide witness statements which verify that you have completed the activity to the required standard.

Trainee activity	Witness statement		
Witness name	Witness position	Date	Contact no.

Trainee activity	Witness statement		
Witness name	Witness position	Date	Contact no.

Trainee activity	Witness statement		
Witness name	Witness position	Date	Contact no.

Trainee activity	Witness statement		
Witness name	Witness position	Date	Contact no.

C RECOGNITION OF PRIOR LEARNING (RPL)

If you have previous training or experience in this area which you wish to be recognised for this unit of competency (RPL) then you need to provide verifiable evidence such as copies of the qualification achieved or employment information.

Qualification or activity	Trainer/Employer	Date	Contact details

D EMPLOYABILITY SKILLS

Vocational training aims to provide employability skills for better employment prospects or to enhance trainee career paths. Initial the skills which you think you may have learned from this unit and describe how they may benefit you.

Employability skill	✓	Employability skill	✓
1 Communicating effectively		5 Planning and organising	
2 Working in a team		6 Self management	
3 Problem solving		7 Learning new skills	
4 Initiative & enterprise		8 Using technology	
Personal benefits			

E TRAINEE ASSESSMENT RECORD

Based on the completed activities, evidence provided, third party witness and employer observation statements, this trainee has been assessed as competent in this unit of competency.

Trainee: Date:

Trainer: Date:

Assessor: Date:

Unit	SIRPPKS003A Identify, locate & sell analgesic and anti-inflammatory products	
Trainee Name		
Trainee Number		C

TRAINER GUIDE

1 Develop knowledge of analgesic and anti-inflammatory products and customer self-care practices

Identify and locate analgesic and anti-inflammatory products

1.01 Analgesics and anti-inflammatory products are used in the treatment of which ailments?

Pain relief and temperature reduction.

1.02 Which analgesic and anti-inflammatory products are commonly used?

These are usually based on one of three active ingredients:

- *Aspirin such as Aspro and Disprin*
- *Paracetamol such as Panadol and Herron*
- *Ibuprofen such as Nurafen and Advil*

1.03 Where are these products located in your pharmacy? List these according to pharmacy schedule numbers – unscheduled, S2 and S3.

1. Unscheduled products 2. Pharmacy medicine (S2) 3. Pharmacist only medicine (S3)

Trainees can list the products in the table provided. The best way to gain product knowledge however is to examine the products – look, touch, and feel. The pharmacist/trainer should show the trainee the products and explain their drug schedule classifications - trainees can learn about the products by reading the labels and any relevant pharmacist or supplier information. Trainees should be encouraged to ask questions about the products to the pharmacist.

In most categories a few products will account for most of the sales. The trainee should know what these products are and why they are popular. With this knowledge they can provide better advice and service.

Identify and locate Identify customer self-care practices and sources of information on pain-related conditions that may be treated by analgesic and anti-inflammatory products.

1.04 Which self care products may be used to provide prevention or relief?

Pain can result from causes such as illness or injury. It can be general or local pain. Often the pain will be accompanied by an increase in patient temperature. Analgesics can help reduce both pain and temperatures. Most customers will only take analgesics when necessary, but some may take them on a regular basis – “A cup of tea, a Bex and a good lie down” is part of Australian folklore. Aspirin has been found to have beneficial effects for persons with heart and circulation problems so that some customers may have been advised to take a small daily dose.

1.05 Where can you obtain information about suitable self care products which you can recommend to customers?

Information about self care health products is available from product supplier leaflets, product labels, articles in health and lifestyle magazines and on the Internet. In the case of analgesics customers will usually have a favourite medication which they use for everyday pain issues such as headaches.

Use appropriate product terminology.

1.06 Which product names or terms do you need to know to better communicate with customers using analgesic and anti-inflammatory products.

You need to know commonly used medications used in the treatment of allergy related ailments. Know the brands and products which your pharmacy stocks and their uses.

2 Identify customer analgesic and anti-inflammatory needs

Identify customer needs, symptoms, duration and severity.

2.01 Which symptoms do customers using analgesic and anti-inflammatory products commonly show?

Pain and/or a high temperature which cause customer discomfort. If pain is severe, the customer is likely to use the “call a nurse” program for advice, go to a doctor or hospital emergency department.

2.02 How can symptoms help determine the product which the customer needs?

Use symptoms to help decide the most suitable remedy for the customer complaint. The choice will depend upon the duration and severity of the ailment. In this situation, for a minor discomfort such as a headache a normal strength analgesic would be suitable. For more serious pain, the aim should be to reduce the patient pain and temperature as soon as possible to provide relief and comfort so that a stronger medication may be justified – this may mean that pharmacist advice may be needed.

Pain is often an indication of a serious illness - if pain persists, the customer should seek medical advice.

Determine customer's current use of other medications and other medical conditions.

2.03 How can you determine any other medical conditions which the customer may have and the medications which they currently use?

Ask the customer about their other conditions and the medications which they currently take. These may affect their symptoms and the choice of remedy.

Identify and act upon situations requiring referral to pharmacist.

2.04 In which circumstances would you refer the customer to the pharmacist for advice?

If you are uncertain about the symptoms shown or are not confident in recommending a suitable remedy. Customers who appear to be visibly ill or distressed should be automatically referred to the pharmacist. If you think that the customer may require a S3 medication or higher then this must be handled by the pharmacist.

3 Provide information on analgesic and anti-inflammatory products and services

Recommend products appropriate to customer symptoms and needs.

3.01 How would you determine the most suitable product to recommend to the customer?

Ask the customer if they have had the ailment before and if so, which remedy did they use. Were they satisfied with the treatment and the outcome? If so, then the same treatment may be the best choice.

If it is a new ailment, then listen carefully to the customer description of their symptoms and their major discomforts and select what you believe to be the most appropriate product.

3.02 What would you do if the customer rejected your product recommendation?

Ask the customer why they do not agree with your recommendations. If it is a question of price, then you may be able to recommend a cheaper alternative even if you believe that it is not as effective as your recommendation. You should be able to support your recommendation but if the objection is on medical grounds refer the customer to the pharmacist.

Provide the customer with information and directions for product use.

3.03 How would you supply the customer with information to ensure that the product is safely used according to instructions?

If the customer has not used the medication before or is uncertain, go through the product instructions and dosage information step-by-step with the customer to ensure that they can take the medication correctly and safely.

Provide information to customers on self-care practices.

3.04 Why should you provide customers with information on self-care practices and products?

Pharmacies are in the business of providing customer health care – by providing information on self-care practices and products you will contribute to health in your community and your reputation as a caring pharmacy will be enhanced.

In the case of pain, self care can involve life style issues such as eating or drinking in moderation and living a more active life.

Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

3.05 How does the pharmacy benefit from providing self-care information and suggesting complementary health products?

The pharmacy benefits from an enhanced reputation and from actual sales of self care products and services.

Prevention is better than cure – it is preferable for pharmacies to sell products which prevent illness rather than treatments after the illness has occurred.

TRAINER/ASSESSOR GUIDE	SIRPPKS003A Identify, locate & sell analgesic & anti-inflammatory products
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1. Unit competence standard

To be assessed as competent in this unit the trainee must demonstrate the knowledge and skills required to become a reliable and valuable staff member. The trainee should know responsibly in a retail workplace and how to work effectively with others.

2. Evidence and validation

Prior to assessment the trainee should have completed **2.03 Assessment kit** for this unit and submit it together with **2.02 Tasks and activities** and evidence of completed activities, qualifications and experience.

3. Assessment moderation

'Assessment moderation' is used to ensure the integrity of the unit qualification by ensuring that trainees have the knowledge and skills to consistently perform relevant tasks in the workplace at a high standard. An effective method is to ask the trainee questions about the unit, their completed work and other issues.

a) 2.01 Pharmacy@work and 2.02 Tasks and activities

These cover unit elements of competency and performance criteria. Trainer/Assessor to review with trainee to confirm knowledge and skills.

b) Supplementary questions

Trainer/Assessor to ask supplementary questions to determine trainee knowledge and skills.

4. Supplementary questions

Question	Suggested response
<i>What is an analgesic?</i>	<i>A medication which reduces pain and temperatures.</i>
<i>Do analgesics have side-effects?</i>	<i>Taken in moderation, analgesics have few side-effects and can be taken safely.</i>
<i>Which are the bestselling analgesics?</i>	<i>Trainee to identify the bestselling analgesics in the pharmacy.</i>
<i>Why are these the bestselling analgesics?</i>	<i>Trainee to provide reasons for the popularity such as type, brand and use.</i>
<i>Why are there different types of analgesic?</i>	<i>Analgesics come in different strengths to suit children and adults. They may be used in combination with other medications.</i>

5. Assessment

Rate trainee as C or NYC for the unit and sign off according your policies and procedures