

NHS Community Pharmacist Consultation Service (CPCS): Clinical Training Programme

**LEARNER WORKBOOK FOR OPHTHALMOLOGY
LIVE SESSIONS 1 AND 2**



Overall aim

The NHS Community Pharmacist Consultation Service (CPCS) Clinical Training Programme, a collaboration between the Royal Pharmaceutical Society and the Royal College of General Practitioners, supports pharmacists to develop the knowledge, skills and confidence needed to undertake effective consultations, and clinical assessments in order to provide the NHS CPCS.

This programme of learning is a continuation of the core skills NHS CPCS training course. It has been designed by expert clinicians and educators to provide a “deep-dive” into a series of clinical areas, and will be delivered by senior pharmacists, clinical experts within each topic area and clinical facilitators (GPs and Advanced Primary Care Practitioners).

Learning objectives

After completing Session 1, you should be able to:

- Describe the anatomy of the anterior eye
- Take a history from a patient with a red eye
- Identify red flags when a patient presents with a red eye
- Manage bacterial and allergic conjunctivitis
- Understand referral pathways in your local area.

After completing Session 2, you should be able to:

- Differentially diagnose dry eye and blepharitis
- Identify risk factors associated with dry eye and blepharitis
- Recommend a range of treatment options to manage dry eye and blepharitis
- Identify solutions to treatment adherence issues

How to use this guide

This guide has been designed to be used during the live training sessions.

Each section is ordered in line with the live training session.

Please complete the relevant sections and keep it as a future reference source.

Pre-live session(s) reflection

Complete this table before the first live session.

Use it to compare with the table you will complete after attending both live training sessions (on page 27).

Rate your ability / competence in the following areas:

Knowledge of the anatomy of the eye										
Before training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Performing a clinical assessment of a patient presenting with an eye condition										
Before training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Initiating a consultation with a patient										
Before training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Considering the patient perspective										
Before training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Differential diagnosis of conditions affecting the eye										
Before training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Knowledge of OTC / P medicines used to treat the eye										
Before training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Using SBAR										
Before training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>

Session 1 resources

IDENTIFYING RED FLAGS

What RED FLAG questions could you ask your patient to establish the severity of their condition?

Use the space below to note them down.

Questions

SIGHT THREATENING CAUSES OF RED EYE

Use the space below to note down conditions/ causes of red eye that could become sight threatening:

Conditions / Causes

SUBCONJUNCTIVAL HAEMORRHAGE

Use the space below to take notes
about the condition:

Signs / Symptoms

Treatment

Additional notes

BACTERIAL CONJUNCTIVITIS

Use the space below to take notes
about the condition:

Signs / Symptoms

Treatment

Additional notes

ACUTE ALLERGIC CONJUNCTIVITIS

Use the space below to take notes
about the condition:

Signs / Symptoms

Treatment

Additional notes

VIRAL NON-HERPETIC CONJUNCTIVITIS

Use the space below to take notes
about the condition:

Signs / Symptoms

Treatment

Additional notes

EYECARE TRIAGE

Complete this table during Session 1.

Keep it pinned in your pharmacy as a handy tool for you and your colleagues:

What are my local optometrist details? (name, contact telephone, address, opening hours)

What eyecare services are available in my area?

<https://www.locsu.co.uk/what-we-do/locsu-service-directory/>

<https://www.gmlocs.co.uk/man/index/>

<https://primaryeyecare.co.uk/services/urgent-eyecare-service/>

CASE STUDY 1: HARRY

Harry is 20 years old and says he is fit and healthy. His girlfriend noticed his eye was red when he woke up this morning. Harry rang NHS111 who then referred him to your pharmacy. Harry presents to you with a red eye and asks if you can help him to treat it.

Initiating the consultation

How would you begin the consultation?

Identification of the problem

What are the most important aspects of the presentation? What questions do you want to ask Harry?
What resources might you want to refer to?

Gathering the history

What do you want to know about Harry's past medical history? Social history?

Gathering physical information

What physical signs and observations would you be looking for? What apparatus would/could you use?
Are there specific techniques you should use?

CASE STUDY 1: HARRY (CONTINUED)

Building the patient picture

How would you interpret the signs and symptoms? What is the most likely presentation?
Why have you come to this conclusion?

Constructing a plan

What are your treatment options at this point?

Planning with the patient

What are Harry's thoughts about the diagnosis(es) and treatment options?

Outcome

What do you think the outcome of the consultation should be? What safety netting information would you provide to Harry?

CASE STUDY 2: MOHAMMED

Mohammed is 12 years old. He attends the pharmacy with his mum as he has woken up this morning with "sticky eyes".

Initiating the consultation

How would you begin the consultation?

Identification of the problem

What are the most important aspects of the presentation? What questions do you want to ask Mohammed/mum? What resources might you want to refer to?

Gathering the history

What do you want to know about Mohammed's past medical history? Social history?

Gathering physical information

What physical signs and observations would you be looking for? What apparatus would/could you use?

CASE STUDY 2: MOHAMMED (CONTINUED)

Building the patient picture

How would you interpret the signs and symptoms? What is the most likely presentation?
Why have you come to this conclusion?

Constructing a plan

What are your treatment options at this point?

Planning with the patient

What are Mohammed/mum's thoughts about the diagnosis(es) and treatment options?

Outcome

What do you think the outcome of the consultation should be? What safety netting information would you provide to Mohammed?

CASE STUDY 3: MIA

Mia has recently moved to the UK from Singapore. She is 60 years old and has been referred to the pharmacy on a Saturday morning from NHS111. Her left eye is painful and red. She has dry eyes and wants to buy some more artificial tears.

Initiating the consultation

How would you begin the consultation?

Identification of the problem

What are the most important aspects of the presentation? What questions do you want to ask Mia?
What resources might you want to refer to?

Gathering the history

What do you want to know about Mia's past medical history? Social history?

Gathering physical information

What physical signs and observations would you be looking for? What apparatus would/could you use?

CASE STUDY 3: MIA (CONTINUED)

Building the patient picture

How would you interpret the signs and symptoms? What is the most likely presentation?

Constructing a plan

What are your treatment options at this point?

Planning with the patient

What are Mia's thoughts about the diagnosis(es) and treatment options?

Outcome

What do you think the outcome of the consultation should be?

What safety netting information would you provide to Mia?

SELF-REFLECTION

After completing this session, use the following space to document the next steps in your training journey. You should also consider how your learning could be used to support you in meeting your revalidation requirements.

My main learning points are:

What will I put into action tomorrow?

What did I enjoy most?

What further skills and knowledge do I need to develop?

Further reading

NICE CKS – Scenario: Management of red eye

<https://cks.nice.org.uk/topics/red-eye/management/management-of-red-eye/>

NHS – Conjunctivitis

<https://www.nhs.uk/conditions/conjunctivitis/>

NICE CKS – Conjunctivitis

<https://cks.nice.org.uk/topics/conjunctivitis-infective/>

**RCGP – Management of Infective Conjunctivitis
in Primary Care**

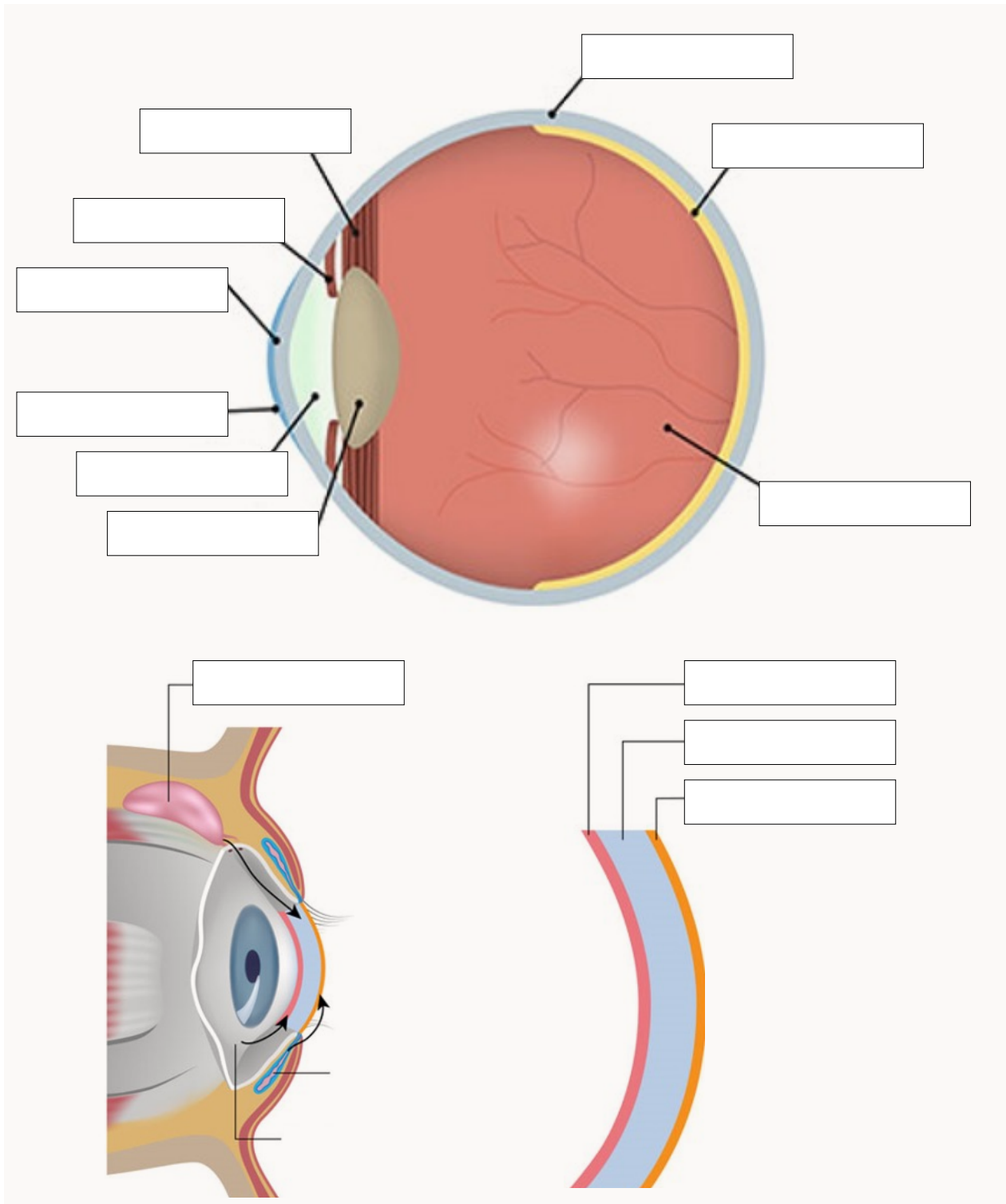
<https://www.mysurgerywebsite.co.uk/website/G85123/files/RCGP%20Infective%20Conjunctivitis%20Factsheet%20December%202014%20%282%29.pdf>

Session 2 resources

HEALTHY EYE

During this session you will be comparing a healthy eye with a dry eye.

Add labels to the following diagrams of the eye:



DRY EYE

Use the space below to take notes
about the condition:

Signs / Symptoms**Treatment****Additional notes**

BLEPHARITIS

Use the space below to take notes
about the condition:

Signs / Symptoms**Treatment****Additional notes**

EPISCLERITIS

Use the space below to take notes
about the condition:

Signs / Symptoms

Treatment

Additional notes

CASE STUDY 4: STELLA

Stella is 65 years old and is retired. She has attended the pharmacy on the recommendation of NHS 111. Stella tells you that over the past 4 weeks her eyes have been feeling very tired. Her eyes are red and watery a lot of the time and she is concerned she has an eye infection.

Initiating the consultation

How would you begin the consultation?

Identification of the problem

What are the most important aspects of the presentation? What questions do you want to ask Stella?
What resources might you want to refer to?

Gathering the history

What do you want to know about Stella's past medical history? Social history?

Gathering physical information

What physical signs and observations would you be looking for? What apparatus would/could you use?

CASE STUDY 4: STELLA (CONTINUED)

Building the patient picture

How would you interpret the signs and symptoms? What is the most likely presentation?
Why have you come to this conclusion?

Constructing a plan

What are your treatment options at this point?

Planning with the patient

What are Stella's thoughts about the diagnosis(es) and treatment options?

Outcome

What do you think the outcome of the consultation should be?
What safety netting information would you provide to Stella?

CASE STUDY 5: JAIMIN

Jaimin is a 23-year-old male who comes into the pharmacy in quite a lot of distress. He is accompanied into the pharmacy by a colleague, who explains they are working on a nearby building site and Jaimin has a very severe pain in his eye. They want urgent advice on what to do next.

Initiating the consultation

How would you begin the consultation?

Identification of the problem

What are the most important aspects of the presentation? What questions do you want to ask Jaimin?
What resources might you want to refer to?

Gathering the history

What do you want to know about Jaimin's past medical history? Social history?

Gathering physical information

What physical signs and observations would you be looking for? What apparatus would/could you use?

CASE STUDY 5: JAIMIN (CONTINUED)

Building the patient picture

How would you interpret the signs and symptoms? What is the most likely presentation?
Why have you come to this conclusion?

Constructing a plan

What are your treatment options at this point?

Planning with the patient

What are Jaimin's thoughts about the diagnosis(es) and treatment options?

Outcome

What do you think the outcome of the consultation should be?
What safety netting information would you provide to Jaimin?

CASE STUDY 6: CLAIRE

Claire is 45 years old. She was referred to the pharmacy by NHS111, for advice about managing symptoms of her dry eyes. She had bought a bottle of Sno-Tears® two weeks ago for dry eyes, as she wanted something she only needed to use four times daily due to her busy lifestyle. She is seeking advice as she thinks her symptoms are much worse since using the drops.

Initiating the consultation

How would you begin the consultation?

Identification of the problem

What are the most important aspects of the presentation? What questions do you want to ask Claire?
What resources might you want to refer to?

Gathering the history

What do you want to know about Claire's past medical history? Social history?

Gathering physical information

What physical signs and observations would you be looking for? What apparatus would/could you use?

CASE STUDY 6: CLAIRE (CONTINUED)

Building the patient picture

How would you interpret the signs and symptoms? What is the most likely presentation?
Why have you come to this conclusion?

Constructing a plan

What are your treatment options at this point?

Planning with the patient

What are Claire's thoughts about the diagnosis(es) and treatment options?

Outcome

What do you think the outcome of the consultation should be?
What safety netting information would you provide to Claire?

SELF-REFLECTION

After completing this session, use the following space to document the next steps in your training journey. You should also consider how your learning could be used to support you in meeting your revalidation requirements.

My main learning points are:

What will I put into action tomorrow?

What did I enjoy most?

What further skills and knowledge do I need to develop?

Further reading

NICE CKS – Dry Eye

<https://cks.nice.org.uk/topics/dry-eye-syndrome/>

NICE CKS – Blepharitis

<https://cks.nice.org.uk/topics/blepharitis/>

NICE CKS – Red eye

<https://cks.nice.org.uk/topics/red-eye/>

The Pharmaceutical Journal – Identification of dry eye conditions in community pharmacy

<https://pharmaceutical-journal.com/article/Id/identification-of-dry-eye-conditions-in-community-pharmacy>

The Pharmaceutical Journal – Recommending dry eye treatments in community pharmacy

<https://pharmaceutical-journal.com/article/Id/recommending-dry-eye-treatments-in-community-pharmacy>

Post-live sessions reflection

Complete both live training sessions and this table, then compare this to your original table on page 3.

This can be used as a personal record of your progress within this clinical topic.

Rate your ability / competence in the following areas:

Knowledge of the anatomy of the eye										
After training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Performing a clinical assessment of a patient presenting with an eye condition										
After training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Initiating a consultation with a patient										
After training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Considering the patient perspective										
After training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Differential diagnosis of conditions affecting the eye										
After training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Knowledge of OTC / P medicines used to treat the eye										
After training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>
Using SBAR										
After training:	Nil	<input type="checkbox"/>	Low	<input type="checkbox"/>	Average	<input type="checkbox"/>	Moderately high	<input type="checkbox"/>	High	<input type="checkbox"/>

