



Non-Medical Prescribing Resource

Guidance for programme leaders

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INTRODUCTION

Welcome to the Health and Education Co-operative (HEC) Non-Medical Prescribing (NMP) Resource. The resource is hosted on our HealthVLE platform.

We have created this resource to meet the learning needs of all NMP programme students. Experienced NMP programme leaders from our member universities developed the content. Our own NMP students were consulted as part of the development process.

The resource gives an NMP student easy access to all the essential information they need. It also aims to further support their development by:

- highlighting key texts for further reading
- facilitating self-assessment and reflection
- supporting revision and ongoing learning.

NMP Programme Leaders can use the resource to:

- support directed study
- aid delivery of taught sessions
- inform directed or classroom based group work
- supplement and build upon existing programme content
- form part of an assessment process.

All resource content is aligned with the professional standards for prescribing practice as set by:

- the Nursing and Midwifery Council (NMC)
- the Health and Care Professions Council (HCPC)
- the General Pharmaceutical Council (GPhC)

It is also closely aligned to the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers (2016). We signpost competencies from this framework throughout the resource.

USING THE RESOURCE

There are a variety of ways to use the resource within your NMP programme. However you choose to use it, always give your students clear instructions for use within your programme.

Professional regulatory bodies will have accredited your programme. The way content is delivered and assessed will have been agreed as part of the accreditation process. This might impact upon the way you can use the resource. You may need to seek approval for a programme amendment to use it to its full potential.

The amount of content and number of activities contained within different modules varies. Please familiarise yourself with the resource contents before using it in your programme. This will help ensure you allow students adequate time to complete any work they are set.

You should also tell students which activities to undertake, and if they should submit or present any of the work generated from those activities.

Examples of how you might use the resource in your programme are:

DIRECTED STUDY TO PREPARE FOR A SESSION

You might direct the students to complete a module as the foundation for a later session. You may timetable directed study time for this work. Or you may include it in time allocated for wider reading.

You might choose to do this as a self-assessment exercise to encourage students to identify their own specific learning needs.

DIRECTED STUDY TO REPLACE A SESSION

Ask students to complete a module themselves rather than delivering a session. If you do this, allow time on the next taught day for students to ask questions about the work they have undertaken.

You might also direct students who have missed a session to complete the related module(s).

DIRECTED STUDY TO BUILD ON A SESSION

You may choose to deliver a shorter taught session and direct students to use the resource to explore key issues in more depth.

DIRECTED STUDY TO PREPARE FOR A DISCUSSION OR PRESENTATION

Some module activities ask students to reflect upon key issues and apply them to their own practice. Use these reflections as the basis for facilitated group discussions.

Other activities ask students to gather information and could develop into presentations. Assign different activities to students so a range of information is presented to the full group.

CONTENT FOR TAUGHT SESSIONS

You may wish to use some of the resource as part of the taught content of a session.

The scenario videos are particularly useful for generating discussion. Module quizzes could be undertaken as a group within sessions.

ASSESSMENT

You may choose to use the resource as preparation for assessment. For example:

- the Pharmacology module is good preparation and revision for the pharmacology examination
- the Consultation module is useful revision for the objective structured clinical examination (OSCE)

Assessed portfolios could include written work completed during module activities.

STUDENT-INITIATED USE

You can direct students to use the resource to support their own learning. This would be separate from any other usage you have specified. Uses you might suggest to students include:

- Revision for assessments
- Revisiting a subject to gain more understanding
- Developing a deeper knowledge of a topic
- Refreshing their knowledge on a topic after completing the course

Remember: it is important to give your students clear instruction on what they **MUST** complete and what is optional for your NMP programme.

ACCESSING THE RESOURCE

ACCESS FOR STUDENTS

As an NMP programme leader you will need to request access for your student cohorts. We have a standard template form you can use for this purpose. The template and instructions for completion are available here: [request cohort accounts](#)

Please let your students know when their accounts are being created. Each student will receive an email when we create the accounts. The email contains a link they can use to set their password and access the resource. Students should check their spam/junk email folders if they do not receive our email.

Student access to the course will expire on the date their course ends. Each student also has the option to create a personal account on the HealthVLE. Personal accounts include 12 months access to the resource to support students after they qualify.

ACCESS FOR ACADEMIC STAFF

You and your colleagues will have ongoing access to the resource. Please send an email to support@hecooperative.co.uk to request an account for a new colleague.

NAVIGATING THE RESOURCE

GETTING STARTED

The resource comprises many nested modules. This is the same as any standard folder structure.

Each top level module covers a key topic area. Sub-modules sit within the appropriate top level module. The course content or pages sit within the sub-modules.



Modules are identified by a folder icon



Content is identified by a book icon



When completed the folder or book icon is replaced by a tick

The first two modules in the resource are **Course Overview** and **Scenarios**. We recommended you ask students to view these in their entirety when they first use the resource.

Course Overview provides a broad introduction to the resource including:

- Structure
- Content
- Navigation
- Monitoring progress
- Reporting problems

Scenarios contains five short videos. We reference the video scenarios throughout the resource. Watching them before starting will make these references much more meaningful.

MODULE CONTENT & STRUCTURE

Modules (apart from Course Overview and Scenarios) follow a standard format:

Module Description

All modules start with a description. At the top level this includes the module aims. At the sub-level it includes the learning objectives for the module.

Each sub-module addresses several competencies from the RPS Competency Framework for all Prescribers. A table in each sub-module description lists the competencies addressed.

Module Content

A list of content headings is visible below a sub-module description. Content combines text, images, video and audio files, as well as links to external websites. Activities also appear throughout the content.

Module Quiz

All sub-modules include a short quiz to test student knowledge and understanding. Students must score at least 75% to complete the quiz. They can take a quiz as many times as they like.

Module Summary

This is a short summary of both the content and the expected learning outcomes. There is also a list of references used within the module.

MOVING THROUGH THE RESOURCE

We developed the resource to work through from start to finish. We ordered the content to aid learning. That said, you do not have to use the whole course, or work through all the content in sequence.

When viewing content for the first time you will see a button labelled 'Mark as complete and go to next resource'. If you click the button the system will mark that content as complete. Your course completion percentage climbs as you complete the content.

If you return to already completed content you see two buttons:

- Next sequential resource - this option allows revision of modules
- Next incomplete resource - this option takes you to the earliest incomplete content

Wherever you are in the course breadcrumbs are available to take you back to the start (Home):

Breadcrumb links -

[Home](#) → [Pharmacology](#) → [Pharmacodynamics](#) → [Types of Receptor](#)

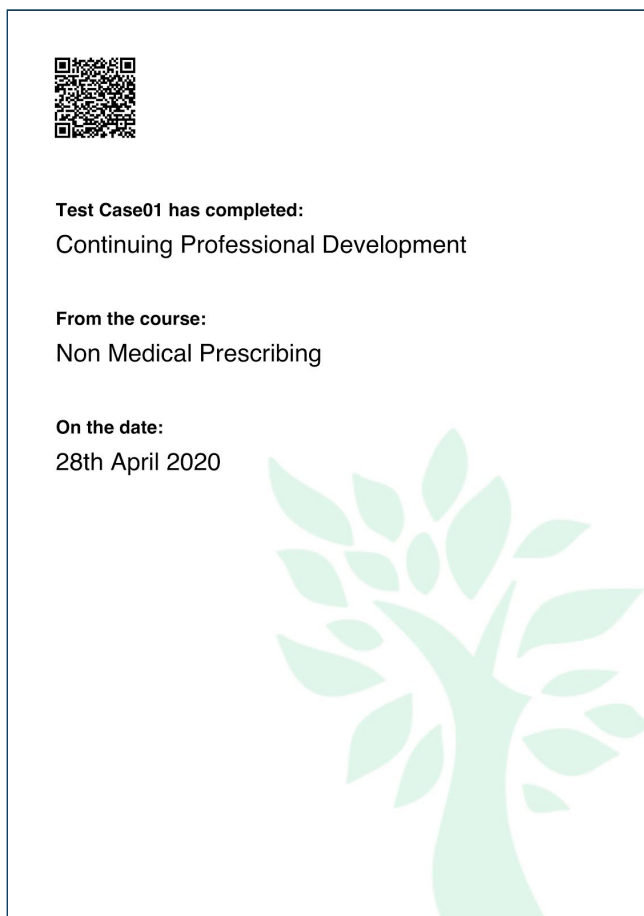
Also, clicking 'View Course Map' will display a table of contents you can use to jump to any part of the course.

COMPLETION RECEIPTS & CERTIFICATES

Overall course completion percentage is always displayed to students. As students complete individual modules (when the folder icon is replaced by a green tick) they unlock completion receipts. Students can download receipts for completed modules from the course overview screen.

Once the course is 100% complete a course completion certificate becomes available. Students can download a course completion certificate from their profile.

A sample completion receipt / certificate is shown here. The QR code (top left hand corner) is unique and can be used for authentication.



HELP & SUPPORT

REPORTING PROBLEMS

You can contact us to report any problem in one of two ways:

- use the Report an Issue button, available everywhere in the resource at the bottom of the screen.
- send an email to support@hecooperative.co.uk

The NMP programme leads who developed the content also maintain and update it. If you notice anything we need to review please do let us know.

You should also let us know about any account or access related issues. Students can let us know about any issues they encounter in the same way.

GIVING FEEDBACK

We welcome feedback on all aspects of the HealthVLE and NMP resource. Your feedback helps us identify changes and improvements we can make.

Use the Give Feedback button to contact us anonymously. We cannot respond to anonymous feedback so **please do not use this option to report a problem.**

OTHER SUPPORT

Our NMP programme leads have many years' experience using the resource in their own prescribing programmes. They will be happy to share their knowledge and discuss different ways to use it.

If you would like to speak to any of them please let us know by sending an email to support@hecooperative.co.uk.

NMP RESOURCE STRUCTURE

Course Overview

- Overall Structure
- Getting Started
- Module Content and Structure
- Moving through the Resource
- Course Content
- Monitoring Progress
- Reporting Problems

Scenarios

- Scenario 1 - Hidden Agenda
- Scenario 2 - Child of our Time
- Scenario 3 - Too Many Treatments
- Scenario 4 - Inspiration
- Scenario 5 - A Matter of Consent

Pharmacology

- Basic Pharmacology - An Introduction
- Pharmacodynamics
 - The Key Principles of Pharmacodynamics
 - Receptors
 - Types of Receptor
 - Drug-Receptor Interaction
 - Pharmacodynamics: Agonists and Antagonists
 - Pharmacodynamics: Contraception - Hormonal Receptors
 - Pharmacodynamics: Agonists at Work
 - Drug Action on Ion Channels
 - Drug Action on Enzymes
 - Transport System Interactions
 - Atypical Antipsychotics
 - Pharmacodynamics: Effects of Non-Adherence
 - Pharmacodynamics: Pharmacology for Mental Health
 - Pharmacodynamics - Developing Your Personal Formulary
 - **Quiz: Pharmacodynamics**
 - Module Summary
- Pharmacokinetics
 - Pharmacokinetics
 - Time to Onset and Duration of Effect

- Absorption
- First Pass Metabolism
- Drug Administration Routes
- Pharmacokinetics - Developing Your Formulary
- Aspects of Distribution
- Plasma Binding and Barriers to Distribution
- Drug Metabolism
- Factors Affecting Metabolism of Drugs
- P-formulary - Liver Disease and Kidney Impairment
- Drug Excretion
- Pharmacokinetic Factors Influencing Dosage and Drug Response
- **Quiz: Pharmacokinetics**
- Module Summary
- Adverse Drug Reactions
 - Adverse Drug Reaction - A Definition
 - Adverse Drug Reactions - Paracetamol
 - Adverse Drug Reactions - Primary Considerations
 - Determining Adverse Drug Reactions
 - Adverse Drug Reactions - Further Research
 - Adverse Drug Reactions - Developing Your P-Formulary
 - **Quiz: Adverse Drug Reactions**
 - Module Summary
- Individual Patient Variation
 - Introducing Individual Patient Variation in Drug Response
 - Individual Patient Variation
 - Patient Variation - Paediatrics
 - Patient Variation - Paediatric Dosage
 - Patient Variation - The Elderly
 - Patient Variation - Age and Polypharmacy
 - Developing your Formulary - Individual Patient Variation
 - Developing your Formulary- Individual Patient Variation 2
 - **Quiz: Individual Patient Variation**
 - Module Summary
- Drug Interactions
 - Drug Interactions - Pharmacokinetic Interactions
 - Drug Interactions - Pharmacodynamic Interactions
 - Drug Interactions - Research Exercises
 - Drug Interactions - The Danger Zone
 - Drug Interactions - Alternative Remedies and Supplements
 - Dietary Substances
 - **Quiz: Drug Interactions**
 - Module Summary

Legal Frameworks for Prescribing

- Medicines Legislation

- What is Law?
- Human Medicines Regulations 2012
- Licensing and the Regulations
- Misuse of Drugs Act 1971
- **Quiz: Medicines Legislation**
- Module Summary
- Prescribing Unlicensed Medicines and Off-Licence/Off-Label
 - Prescribing Unlicensed Medicines
 - Prescribing Medicines Off-Licence/ Off-Label
 - Mixing Medicines
 - **Quiz: Prescribing Unlicensed Medicines and Off-Licence/ Off-Label**
 - Module Summary
- Mechanisms for Prescribing, Supply and Administration of Medicines
 - Mechanisms for Prescribing, Supply and Administration of Medicines
 - Supply of Medicines Using Patient Group Directions
 - Requirements for PGD Use
 - Restrictions on PGD Use
 - **Quiz: Mechanisms for Prescribing, Supply and Administration of Medicines**
 - Module Summary
- Independent Prescribing
 - Development of Independent Prescribing
 - Nurses and Midwives as Independent Prescribers
 - Pharmacist Independent Prescribers
 - Physiotherapist Independent Prescribers
 - Podiatrist/Chiropodist Independent Prescribers
 - Therapeutic Radiographer Independent Prescribers
 - Optometrist Independent Prescribers
 - Authority to Prescribe
 - **Quiz: Independent Prescribing**
 - Module Summary
- Supplementary Prescribing
 - Defining Supplementary Prescribing
 - Who can prescribe as a Supplementary Prescriber?
 - What can be prescribed using a Supplementary Prescribing Arrangement?
 - What is the Clinical Management Plan
 - Partnership using Supplementary Prescribing
 - Appropriateness of Supplementary Prescribing
 - **Quiz: Supplementary Prescribing**
 - Module Summary
- Prescription Writing
 - The Prescription
 - Who Can Write a Prescription?
 - Prescription Forms
 - Writing Prescriptions
 - Prescription Requirements for Controlled Drugs

- Obtaining Prescription Pads
- **Quiz: Prescription Writing**
- Module Summary
- Civil Law - Standard of Care
 - The Duty of Care in Healthcare
 - Duty of Care - Prescribing
 - Duty of care - consent to treatment with medicines
 - Duty of care – information giving to gain consent
 - Communication and Record Keeping
 - Vicarious Liability
 - **Quiz: Civil Law - Standard of Care**
 - Module Summary
- Controlled Drugs
 - Controlled Drug Regulation
 - Non-Medical Prescribers and Prescribing of Controlled Drugs (CDs)
 - Mixing of Medicines that include Controlled Drugs
 - Permissions to Prescribe CDs: Nurse, Midwife and Pharmacist Independent Prescribers
 - Permissions to Prescribe CDs: Physiotherapist and Podiatrist Independent Prescribers
 - Permissions to Prescribe CDs: Therapeutic Radiographer and Optometrist Independent Prescribers
 - Permissions to Prescribe CDs: Supplementary Prescribers and Community Practitioner Nurse Prescribers
 - Writing Prescriptions for Controlled Drugs in Schedules 2 and 3
 - Responsibilities when prescribing Controlled Drugs
 - NICE Guidance for Controlled drugs: Safe Use and Management [NG46] (2016)
 - **Quiz: Controlled Drugs**
 - Module Summary

Prescribing Professionally

- Applying the Professional Frameworks for Non-Medical Prescribing
 - Professionalism
 - Standards for Prescribing Practice
 - Competence for Prescribing Practice
 - A Competency Framework for all Prescribers
 - Developing and Maintaining Competence in Prescribing
 - Competence and the 6 C's
 - Prescribe Professionally
 - **Quiz: Prescribing Professionally**
 - Module Summary
- Personal Accountability and Responsibility as a NMP
 - Responsibility and Accountability
 - Accepting Responsibility

- Responsibility for Remote Assessment
- Authority to Prescribe
- **Quiz: Accepting Responsibility**
- Module Summary
- Patient Records and Documentation
 - Statutory Requirements for Record Keeping
 - Contemporaneous Records
 - Keeping Records up to Date
 - **Quiz: Patient Records**
 - Module Summary
- Patient Confidentiality
 - Confidentiality and the Duty of Confidence
 - The Confidentiality Model
 - Considerations with Disclosure
 - **Quiz; Patient Confidentiality**
 - Module Summary
- Professional Ethics
 - Ethics: An Overview
 - Ethics in Prescribing Practice
 - Prescribing Dilemmas and Issues
 - **Quiz: Professional Ethics**
 - Module Summary

Prescribing Governance

- Evidence Based Practice
 - Module Aims and Objectives
 - Defining Evidence Based Practice
 - National Guidelines
 - Other Information Sources
 - Reviewing the Evidence Base
 - Applying EBP as a Prescriber
 - **Quiz: Evidence Based Prescribing**
 - Module Summary
- Clinical Governance
 - Explaining Clinical Governance
 - Demonstrating Appropriate Prescribing
 - Prescription Analysis and Cost Tool (PACT)
 - Monitoring Suspected ADRs
 - Deviating from Policy and Guidance
 - National Quality Targets
 - Clinical Audit
 - The Audit Cycle
 - Local Implementation
 - Area Prescribing Committees
 - **Quiz: Clinical Governance**

- Module Summary
- The Importance of Reporting Errors
 - What is a Medication Error?
 - Why do Medication Errors Happen?
 - How does Reporting Errors Help?
 - Medicines Optimisation
 - **Quiz: The Importance of Reporting Errors**
 - Module Summary
- Risk Management in Prescribing
 - Module Aims and Objectives
 - Understanding Risk
 - Managing Personal Risk
 - Risk Assessment and Management
 - **Quiz: Risk Management in Prescribing**
 - Module Summary
- Prescription Pad and Data Security
 - Prescription Pad Security
 - Preventing Fraud in Prescribing Practice
 - Lost or Stolen Prescription Forms and Pads
 - Health Records
 - **Quiz: Prescription Pad and Data Security**
 - Module Summary

Consultation, Communication and Clinical Decision Making

- Effective Communication
 - The Importance of Effective Communication
 - Observation
 - Communication Skills Exercise 1
 - Communication Skills Exercise 2
 - Verbal and Cognitive Skills
 - The Two Voices of a Consultation
 - Non-Verbal and Para-Verbal Communication
 - Communicating for an Effective Consultation
 - Patient Participation through Effective Communication
 - Health-Practitioner-Centred vs Patient-Centred Approaches
 - **Quiz: Effective Communication**
 - Module Summary
- Consultation Models
 - A Overview of Consultation Models
 - The Medical Model
 - The Anthropological Model
 - The Transactional Analysis Model
 - The Balint Model
 - The Psycho-Social Model
 - The Pendleton Model

- Neighbour's Model
- The Calgary-Cambridge Guide
- The Consultation Umbrella
- **Quiz: Consultation Models**
- Module Summary
- Assessment and Examination
 - Preparation, Welcome and Initial Observation
 - Initial Impressions
 - Vital Signs Measurement
 - Nervous System Examination
 - Musculoskeletal Examination
 - Respiratory Examination
 - Abdominal Examination
 - Palpation
 - Percussion and Auscultation
 - **Quiz: Assessment and Examination**
 - Module Summary
- Concordance, Adherence and Negotiating a Contract
 - Compliance, Adherence and Concordance
 - Non-Adherence
 - Consequences of Non-Adherence
 - Improving Adherence
 - Understanding Concordance
 - Concordance and Patients' Health Beliefs
 - Concordance, Adherence and Information
 - **Quiz: Concordance, Adherence and Negotiating a Contract**
 - Module Summary
- History Taking, Clinical Decision Making and Diagnosis
 - Principles of History Taking
 - Exploring Symptoms
 - Past Medical and Surgical History
 - Drug History and Allergies
 - Family and Social History
 - Review of Systems
 - Diagnosis
 - Clinical Decision Making Theory
 - **Quiz: History Taking, Clinical Decision Making and Diagnosis**
 - Module Summary

Factors that Influence Prescribing

- Influences on Prescribing
 - Factors influencing the patient
 - External Patient Influences
 - Internal Patient Influences
 - Patients' Health Beliefs and the Health Belief Model

- Factors Influencing Prescribing
- The Prescriber
- Organisational Influences
- Pharmaceutical Company Influences
- Formularies
- Managing the Influences on Prescribing
- Time Management
- **Quiz: Influences on Prescribing**
- Module Summary

Prescribing Safely, Appropriately and Cost Effectively

- Principles of Prescribing Practice
 - The Prescribing Principles: An Overview
 - Principles 1 and 2
 - Principle 3
 - Principle 4
 - Principle 5
 - Principles 6 and 7
 - **Quiz: Principles of Prescribing Practice**
 - Module Summary
- Monitoring
 - Monitoring
 - Tests
 - Variations in Test Results
 - Sensitivity, Specificity and Predictive Values
 - Patient-Specific Factors in Monitoring Response
 - Patient-Specific Factors in Monitoring Response 2
 - Your Review Approach
 - **Quiz: Monitoring**
 - Module Summary
- Essentials for Safe Prescribing
 - Essentials
 - Knowing your Drugs: P-Lists and the P-Formularies
 - Understanding Safe Treatment Options
 - Understanding Dosage
 - Other Dosage Considerations
 - **Quiz: Essentials for Safe Prescribing**
 - Module Summary
- Repeat Prescribing
 - Repeat Prescribing in Context
 - Adapting Repeat Prescribing
 - The Benefits of Repeat Prescribing
 - Medicines Optimisation and Repeat Prescribing
 - Best Practice in Repeat Prescribing
 - **Quiz: Repeat Prescribing**

- Module Summary
- Safe Drug Calculation
 - Drug Calculations and Safety
 - Key Calculation Principles
 - Using a Standard Formula
 - Calculations Practice 1: Tablets
 - Calculations Practice 1: Answers and Working
 - Calculation Practice 2: Liquid Dose
 - Calculation Practice 2: Answers and Working
 - Calculating Intravenous Infusions
 - Calculation Practice 3: Intravenous Infusions
 - Calculation Practice 3: Answers and Working
 - Calculation Practice 4: Cost Effective Prescribing
 - Calculation Practice 4: Answers and Working
 - Additional Resources
 - **Quiz: Safe Drug Calculation**
 - Module Summary

Prescribing in Multi-professional Teams

- Effective Multi-Professional Team Working
 - Professional Relationships in Prescribing Partnerships
 - Clarifying Roles
 - Effective Team Working
 - Causes of Conflict
 - Avoiding and Managing Conflict
 - Managing Poor Prescribing Practice
 - Agreeing Budgeting Frameworks
 - Supporting MDT Working through Record Keeping
 - **Quiz: Effective Multi-Professional Team Working**
 - Module Summary
- Supplementary Prescribing and Multi-Professional Working
 - The Supplementary Prescribing Team
 - The Clinical Management Plan
 - The Prescribers in Supplementary Prescribing
 - Responsibilities of the Supplementary Prescriber
 - Scope for Prescribing within the CMP
 - Developing a CMP for your patients
 - Writing Specific Indications for Referral to the Independent Prescriber
 - **Quiz: Supplementary Prescribing and Multi-Professional Working**
 - Module Summary

Public Health

- Your Public Health Role
 - Your Public Health Role

- A Public Health Framework
- Understanding Public Health in Your Practice
- Using the Consultation to Promote Health
- Making Every Contact Count
- **Quiz: Public Health**
- Module Summary
- Specific Prescribing Issues
 - Specific Public Health Issues
 - Antimicrobial and Antibiotic-Resistant Conditions in Your Practice Area
 - Antimicrobial Stewardship
 - Prescribing for Specific Groups
 - Case Study 1 for Specific Groups: Sharon's Children
 - Case Study 2 for Specific Groups: Ethel
 - Case Study 3 for Specific Groups: Ahmed and Farzana
 - Case Study 4 for Specific Groups: Phillip
 - **Quiz: Prescribing for Specific Groups**
 - Module Summary
- Vaccination
 - Vaccination and its Impact on Public Health
 - Vaccination Awareness
 - How Immunity Works
 - Vaccination and Immunity
 - Types of Vaccine
 - Administering and Storing Vaccines
 - **Quiz: Vaccination**
 - Module Summary
- Sexual Health and Contraception
 - Sexual and Reproductive Health
 - Sexual and Reproductive Health Data
 - Public Health Strategies for Sexual Health
 - Contraception and Public Health
 - Contraception - The Prescriber's Role
 - Sexual and Reproductive Health - a Consultation Scenario
 - **Quiz: Sexual Health and Contraception**
 - Module Summary
- Accident Prevention
 - Accident Prevention
 - Accident Prevention in Prescribing Practice
 - Accident Prevention - Scenario
 - Dementia
 - **Quiz: Accident Prevention**
 - Module Summary
- Smoking Cessation
 - Smoking Cessation
 - Benefits of Quitting
 - The Prescriber's Role in Smoking Cessation

- **Quiz: Smoking Cessation**
- Module Summary

Continuing Professional Development

- Reflective Practice
 - What is Reflective Practice?
 - Reflective Models
 - Using Gibbs' (1988) Reflective Cycle
 - Other Reflective Models
 - Reflection and CPD
 - **Quiz: Reflective Practice**
 - Module Summary
- The Benefits of Continuing Professional Development
 - Professional and Regulatory Body CPD Responsibilities
 - CPD and Prescribing
 - CPD Resources
 - Professional Development Plans
 - Recording CPD Activity
 - **Quiz: The Benefits of CPD**
 - Module Summary