

# Foreign languages curriculum for pharmacy assistant

## English



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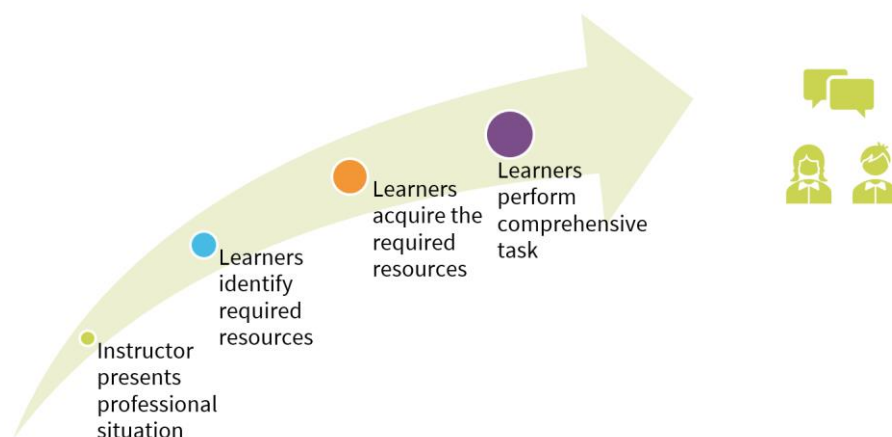
## Foreword

Dear foreign language instructors

As explained in the foreword to the curriculum, the goal of basic vocational education and training is to develop the competences necessary to act on one's own initiative in a targeted, professional and flexible manner in situations typical of the profession. This also applies to the handling of such situations in a second national language or English.

Situations typical for the profession that also commonly occur in foreign languages in pharmacies were therefore selected for vocational education and training (see Part 1 of the curriculum). A working group comprising foreign language instructors developed corresponding learning units for these situations with specialist terms and "chunks".

The instructional focus of these units is on content orientation. Learning is geared toward the use of the specialist terms and communication in the typical professional situation. Corrections are made according to communication comprehensibility criteria. Grammar plays a subordinate role in these situations.



The target level for managing the professional situations in the framework of the recommended lessons per learning unit is B1 (oral).

In the remaining lessons, the focus is on maintaining the general language level A2. The working group has compiled possible topics for this, too, which are suitable for revision in connection with the learning units in the respective semester.

A total of 20 lessons per semester are available for foreign language instruction.

Notes for the implementation of the learning units:

- Whenever possible, all of the professional situations should be used. They can be adapted to regional circumstances if necessary.
- Because each learning unit is self-contained, repetition occurs with the chunks. Depending on the circumstances, these are repeated, covered in greater depth or omitted in the course of the foreign language instruction.

- The learning units are the basis for preparing the foreign language instruction. The focus is on managing the professional situation. Specialist terms are selected on the basis of the level of the learners/class, the available resources and regional circumstances. This means not all specialist terms necessarily have to be learned.

The instructor can individually select suitable learning material for maintaining the A2 language level.

## Overview of foreign language learning units

### Year 1, 1st semester

Competence	Topics	Lessons
a1 Greet customers, identify their needs and organise further care.	Using the telephone	2
a1 Greet customers, identify their needs and organise further care.	Welcome <ul style="list-style-type: none"> <li>▪ GWP</li> <li>▪ LINDAAFF</li> </ul>	4
a2 Advise customers on <b>health promotion and disease prevention</b> , and sell corresponding <b>services and products</b> . a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Sunburn and sun protection	3
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Cosmetics <ul style="list-style-type: none"> <li>▪ Dry skin</li> <li>▪ Acne</li> </ul>	4
Language maintenance Level A2		7

### Year 1, 2nd semester

Competence	Topics	Lessons
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Pain <ul style="list-style-type: none"> <li>▪ Back pain</li> <li>▪ Headache</li> <li>▪ Sports injury</li> </ul>	5
a2 Advise customers on <b>health promotion and disease prevention</b> , and sell corresponding <b>services and products</b> .	Nutrition <ul style="list-style-type: none"> <li>▪ Nutritional supplements: vitamins, minerals</li> </ul>	3
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Stomach ache <ul style="list-style-type: none"> <li>▪ Nausea</li> <li>▪ Vomiting</li> </ul>	3
a4 Receive <b>complaints</b> from customers and respond to them	Simple complaint (optional)	3
Language maintenance Level A2		6 or 9

### Year 2, 3rd semester

Competence	Topics	Lessons
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Common cold <ul style="list-style-type: none"> <li>▪ Rhinitis</li> <li>▪ Earache</li> <li>▪ Sore throat</li> </ul>	8
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Eyes and allergies <ul style="list-style-type: none"> <li>▪ Conjunctivitis</li> <li>▪ Allergies (hay fever)</li> <li>▪ Liquid dosage forms</li> </ul>	6
Language maintenance Level A2		6

## Year 2, 4th semester

Competence	Topics	Lessons
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Teeth and oral hygiene <ul style="list-style-type: none"> <li>▪ Toothache</li> <li>▪ Cavities and dental care products</li> </ul>	3
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Nappy rash <ul style="list-style-type: none"> <li>▪ Care products</li> </ul>	4
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Infant nutrition <ul style="list-style-type: none"> <li>▪ Colic</li> <li>▪ Milk substitutes for babies</li> </ul>	4
a1 Greet customers, identify their needs and organise further care. a2 Advise customers on <b>health promotion and disease prevention</b> , and sell corresponding <b>services and products</b> .	Contraceptives <ul style="list-style-type: none"> <li>▪ Condoms, lubricant gel</li> <li>▪ Birth control pill: prescription clarification</li> </ul>	2
Language maintenance Level A2		7

## Year 3, 5th semester

Competence	Topics	Lessons
a1 Greet customers, identify their needs and organise further care.	Cystitis: prescription clarification (repetition)	2
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Sleep problems <ul style="list-style-type: none"> <li>▪ Stress</li> <li>▪ Burnout</li> <li>▪ Work-life balance</li> </ul>	4
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Hypotension and anaemia	4
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Mood swings	4
Language maintenance Level A2		6

## Year 3, 6th semester

Competence	Topics	Lessons
a2 Advise customers on <b>health promotion and disease prevention</b> , and sell corresponding <b>services and products</b> .	Travel sicknesses <ul style="list-style-type: none"> <li>▪ Infections</li> <li>▪ Vaccination and prophylaxis</li> <li>▪ Malaria/mosquito bites</li> <li>▪ Diarrhoea</li> </ul>	10
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Itching <ul style="list-style-type: none"> <li>▪ Lice</li> <li>▪ Bed bugs</li> </ul>	2
a3 Advise customers in the <b>OTC sector</b> and sell corresponding <b>medications and products</b> .	Diabetes (optional) <ul style="list-style-type: none"> <li>▪ Insulin</li> <li>▪ Diabetes types</li> </ul>	2
Language maintenance Level A2		6 or 8

## Year 1, 1st semester

### Professional Competence a1: Receiving customers, clarifying their needs and organizing further support.

The specialist pharmacy welcomes customers on site, by telephone, e-mail or other media and communicates with them in the local language and a second national language or in English. They receive inquiries from customers and clarifies the customers' needs. On this basis and according to responsibility and internal guidelines, they clarify and organize further support. In case of doubt regarding the correct decision, they contact the pharmacist. When talking to customers, the pharmacy technician observes the rules of verbal and non-verbal communication. They conduct the conversation in a situation-appropriate and results-oriented manner with targeted questions.

#### Using the telephone

2 lessons

##### Situations

- An English-speaking mother calls the pharmacy over the hands-free car kit while driving with bad reception. She explains that her 4-year-old child is constantly scratching and asks if they have anything that might help.

[a1.8 receives customers, clarifies their needs and organizes further support in a second national language or in English. (K3).]

<p><b>... confidently picks up the phone and interacts with English-speaking customers</b>  <b>... reacts adequately even when having trouble understanding the speaker</b>  <b>... understands English spelling</b>  <b>... understands numbers</b></p>	
<p>... understands English spelling          ... understands numbers          ... answers telephone calls in English          ... is able to say who they are and who they work for          ... takes notes to call the caller back          ... knows how to forward a telephone call          ... confidently picks up the phone and interacts with English-speaking customers          ... reacts adequately even when having trouble understanding the speaker</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b>          How to pick up the phone (conventions), take a name/notes, introduce themselves &amp; their pharmacy, forward a call</p> <p><b>Practice chunks job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>• Could you please speak a bit more slowly?</li> <li>• I'm sorry, but I didn't understand/catch that.</li> <li>• Could you please repeat that?</li> <li>• I'm sorry, but my English isn't great, I'm still in training.</li> <li>• XY, this is zy speaking.</li> <li>• Can my colleague/the pharmacist call you back on Monday/xy?</li> <li>• Can you call again later when my colleague/the pharmacist is available to speak to you?</li> <li>• Please hold the line, while I put you through.</li> <li>• Have I understood you correctly, you said...</li> <li>• Just to make sure that I understood what you were saying...</li> <li>• Please hold just a minute, I will patch you through to xy.</li> </ul> <p><b>General:</b>          Spelling, numbers</p>

**Situations**

- A customer requests a product for their symptoms, which they describe to you in unclear terms.
- A customer enters the pharmacy and asks for a very specific product. You ask a few clarifying questions. The customer reacts grumpily and replies, "That's none of your business."

[a1.8 receives customers, clarifies their needs and organizes further support in a second national language or in English. (K3).]

<p><b>.... welcomes English speaking customers in a Pharmacy in a friendly and professional manner</b>  <b>.... follows the principles of good welcoming practice (GWD)</b>  <b>... reacts correctly to answers given</b></p>	
<p>.... welcomes English speaking customers in a Pharmacy in a friendly manner          .... follows the principles of GWD          ... uses the necessary professionalism and gravitas to serve the customer adequately</p> <p>... reacts correctly to answers given          ... uses the necessary professionalism and gravitas – even when a customer is unfriendly, uncooperative or grumpy</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b>          pain killer, pregnant, nursing, breast feeding, liquid (solution, sirup) cream, ointment, powder, tablet, coated tablet, pill), band-aid, plaster, spray</p> <p><b>Practice chunks job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>• Good morning/afternoon/evening (madam/sir), how may I help you?</li> <li>• Is there anything I can help you with?</li> <li>• Can I show you anything?</li> <li>• Are you looking for anything in particular?</li> <li>• I'd be happy to serve you in English.</li> <li>• Have you taken any medication?</li> <li>• Have you done anything to relieve the pain?</li> <li>• For whom is the medication intended?</li> <li>• Are you taking any other medication?</li> <li>• Do you know how to use the medicine?</li> <li>• Do you / does the child have any other diseases?</li> <li>• How old is the child?</li> <li>• Are you possibly pregnant or nursing?</li> <li>• When did the problem first occur?</li> </ul> <p>Suggestions</p> <ul style="list-style-type: none"> <li>• How about...</li> <li>• Have you tried...</li> <li>• Why don't you...</li> </ul> <p><b>General:</b>          Questions          since/for</p>

<p><b>... correctly assess symptoms</b>  <b>.... asks questions according to the LINDAAFF principle and reacts accordingly to answers</b>  <b>... uses the necessary professionalism and gravitas to serve the customer adequately</b></p>	
<p>.... welcomes English speaking customers in a Pharmacy in a friendly manner          ... correctly assess symptoms          .... asks questions according to the LINDAAFF principle</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b>          LINDAAFF: Localization, Intensity, nature/type of complaint, duration, other symptoms, other diseases and therapies, aggravating factors, improving factors; how to address people in a professional setting          understand <i>basic</i> symptoms:</p>



<p>...informs the customer that they have to be referred to a pharmacist.          ... uses the necessary professionalism and gravitas to serve the customer adequately          ... reacts correctly to answers given from the LIN-DAAF questions          ... uses the necessary professionalism and gravitas</p>	<p>headache, pain, belly/stomach/tummy ache, allergy, ligament, conjunctivitis, flatulence, blister, bruise, burning, diarrhea, vomiting, cold, flu, temperature/fever, painful joints/limbs, (skin) blemish / impurities, fungus, sore throat, hoarseness, hay fever, cramp, illness, disease, contagious, harmless, food poisoning, upset stomach, menstrual/period pains, migraine, travel-sickness, (German) measles, reddening, cut, difficulty in swallowing, insomnia, skin abrasion, swelling, bowel movement, stool, nausea, sickness, indigestion, sprain, constipation, wound, wart, sting, toothache</p> <p><b>Practice chunks job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>• Good morning/afternoon/evening (madam/sir), how may I help you?</li> <li>• Is there anything I can help you with?</li> <li>• Can I show you anything?</li> <li>• Are you looking for anything in particular?</li> <li>• I'd be happy to serve you in English.</li> <li>• May I ask who this is for?</li> <li>• What is it for?</li> <li>• How long have you had this?</li> <li>• How severe is the pain?</li> <li>• Do you have any other symptoms?</li> <li>• Have you tried anything yet? Have you taken any medicine yet?</li> <li>• Is there anything that improves or worsens the pain/issue?</li> <li>• Do you have a temperature?</li> <li>• Are you allergic <b>to</b> anything?</li> <li>• What age / how old is the child?</li> <li>• Are you taking any other medication?</li> <li>• What form of medication do you prefer?</li> </ul> <p>Referral sentences:</p> <ul style="list-style-type: none"> <li>• I'm terribly sorry, but I won't be able to serve you in this matter.</li> <li>• Please wait, while I get a pharmacist.</li> <li>• You need a doctor's prescription for xy in Switzerland</li> </ul> <p>Suggestions</p> <ul style="list-style-type: none"> <li>• How about...</li> <li>• Have you tried...</li> <li>• Why don't you...</li> </ul> <p><b>General:</b>          Inquiring questions (past perfect)</p>
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## Professional Competence a2: Advise clients on health promotion and disease prevention and sell related services and products.

Pharmacy specialists inform customers about individual health promotion options based on their needs. They explain the corresponding services, the specific products and measures to the customers. They sell customers the products of their choice and explain to them how to use them correctly.

Pharmacy specialists have a broad basic knowledge of health promotion, prevention and the various partners in the field of prevention. They use the information media available on site or online to inform and advise customers.

### Sunburn and sun protection

3 lessons

#### Situations

- A father wants a sunscreen product that is suitable for the whole family if possible.
- A man has sunburn on his shoulders. This is very red and burns.

[a2.9 conducts a simple conversation on health promotion and disease prevention in a second local language or in English. (K3).]

<p><b>... detects the customer's needs and preferences regarding sun protection.</b>  <b>... provides information on different sun protection products based on the needs and the target group.</b></p>	
<p>... finds out what the customer's needs and preferences are regarding sun protection.          ... provides information on different sun protection products based on the needs and the target group.          ... reacts to the queries of different target groups about sun protection products and adapts according to the situation          ... advises on sun protection products in a situation-appropriate manner          ... gives further advice on sun protection</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b>          Sun protection, pigmentation, UV rays, skin aging, skin cancer, skin types          Chemical and mineral filters, SPF, UV index          Sun protection products (lotion, creams...); UV-A rays / protection factor;          Target groups: Children, travelers, athletes</p> <p><b>Practice chunks job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>• What type of sun protection have you used in the past?</li> <li>• Where are you going and how much time will you be spending in the sun?</li> <li>• Are you going swimming?</li> <li>• Are you doing sports?</li> <li>• Semi-solid dosage forms: Gel, lotion, cream... -&gt; Application, advantages/disadvantages, for specific target groups.</li> <li>• "For the kids, I would recommend xy".</li> <li>• "Remember that after xy hours you need to apply cream again".</li> </ul>

<p><b>...correctly elicits the causes, symptoms and severity of the sunburn</b>  <b>...knows the different products for the treatment of sunburn and their advantages and disadvantages</b></p>	
<p>...correctly elicits the causes, symptoms and severity (LINDAAFF).          ...asks and understands about the needs to treat the sunburn</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b>          Sunburn, redness, burning, peeling skin, 1st (pain) and 2nd degree burn (blistering), heat, sunstroke.          skin damage, skin aging,</p>

<p>...introduces the different products for the treatment of sunburn.          ...explains advantages/disadvantages and application of the products          ...reacts situation-adapted to the queries of different target groups on the treatment of sunburn          ...gives situation-adapted advice on products for the treatment of sunburn          ... advises on sun protection products in a situation-appropriate manner          ... gives further advice on sun protection</p>	<p>Antihistamines (local, systemic), local anesthetics. wolf's bane, globules          Skin care products, choose cooling galenic form, watch for moisture loss, wound care, analgesics</p> <p><b>Practice chunks job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>• When did you catch the sunburn?</li> <li>• Have you tried anything yet?</li> <li>• How severe is the pain?</li> <li>• Do you suffer from vomiting or dehydration?</li> <li>• Explain application: 1st, 2nd, 3rd.....</li> <li>• Prevention, after sun products, sun hat, sunshade, sunglasses</li> </ul>
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### Professional Competency a3: Advise customers on non-prescription drugs and sell related drugs and products.

The pharmacy specialist clarifies the needs of the customer with targeted questions and clarifications. On this basis, they inform the customers about the corresponding products in the non-prescription area, phytotherapy and complementary medicine. They present the available medicines and products to the customers, supports them in their purchase decision and explains their correct use. They dispense the medicines and products or organize their ordering and delivery. The pharmacy specialist has up-to-date specialist knowledge of these medicines and products, their properties, suitability, possibilities and limitations. They use the information media available on site or online on products in the non-prescription area, phytotherapy and complementary medicine to inform and advise customers.

#### Cosmetics

4 lessons

#### Situation

- A mother wants cosmetic products for her 14-year-old daughter to treat acne and prevent skin impurities.
- A client has very dry skin. She would like some products to solve the problem.

[a3.8 carries out a simple sales and advice talk of non-prescription products in a second national language or in English. (K3). ]

<p><b>... offers comprehensive advice on acne prevention and treatment and recommends various facial care products</b></p>	
<p>... asks about the age, sex and habits of the client's daughter          ... understands the state of the girl's skin          ... explains what factors cause acne          ... explains how to cleanse and moisturize facial skin          ... offers products for acne care</p>	<p><b>Practice keywords in learning scenarios typical of the profession:</b>          blackheads, pustules, pimples, bacteria          Seborrhea, in puberty favored mainly by male sex hormones, keratinization disorder, obstruction of sebum flow, inclusion of bacteria.          Stress, aggressive substances (e.g. detergents), soap          cleaning, degreasing and disinfecting: treatment with alcohol-based tonics, mildly acidic non-soap soaps</p>

	<p>peeling to reduce blackheads, not crush them keratolytics, antibiotic (benzoyl peroxide), tea tree oil, hormone therapy with birth control pills.</p> <p>deep cleaning and cleansing of the skin / refresh the face, firm the skin: cleansing milk, neutral soap, cleansing gel Careful hydration with specific creams: day cream, night cream, remove make-up, absorbent cotton, foundation, covering sticks beauty packs (face mask)</p> <p><b>Practice <u>fixed expressions</u> in learning scenarios typical of the profession:</b></p> <ul style="list-style-type: none"> <li>• Where do you have pimples? How many do you have?</li> <li>• How long have you had this problem?</li> <li>• Have you tried anything yet?</li> <li>• When, how did symptoms improve or worsen?</li> <li>• What kind of nutrition do you have?</li> <li>• What do you use to cleanse and moisturize your skin?</li> <li>• Have you been to a doctor yet?</li> <li>• Put the cream..... times a day.</li> <li>• Clean the skin with .... before going to bed.</li> <li>• If it does not improve by.... see a dermatologist.</li> </ul> <p><b>General:</b> Anatomy: the face, the chin, the pores</p>
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<b>... proposes several remedies to get a healthy and smooth skin all over the body</b>	
<p>... ask the customer how he cares for his skin ... describes what factors make skin dry ... recommends several products for dry skin care ... offers some advice on proper nutrition and cleansing</p>	<p><b>Practice <u>keywords</u> in learning scenarios (learning contexts) typical of the profession:</b> Too hot water damages the skin, dry air: loss of hydration, decrease in the lipid barrier, aggressive substances (detergents), frequent washing, irritants, environmental factors, low sebum production, diabetes, aging, medications. dehydration: moisturizing products (e.g. ceramides, almond oil), greasy ointment, emulsion, emulgel, gel, lotion, cream, paste, body cream, nourishing cream <b>balanced diet</b> (fruits and vegetables), drink plenty of water <b>moisturizing substances: glycerin or calendula extracts</b></p> <p><b>Practice <u>fixed expressions</u> in learning scenarios typical of the profession:</b></p> <ul style="list-style-type: none"> <li>• Do you have dry skin all over your body?</li> <li>• For how many days?</li> <li>• Does it itch?</li> <li>• Is your skin red?</li> <li>• What have you already tried?</li> <li>• Apply daily, several times a day.....</li> <li>• Massages .....</li> <li>• Do not shower or bathe with water that is too hot.</li> <li>• After bath or shower put ..... all over the body</li> <li>• Eat lots of fruits and vegetables.</li> <li>• Avoid.....</li> <li>• Spread cream.....</li> </ul>

	<p><b>General:</b> adjectives</p>
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**Language maintenance level A2 (understanding, in writing\*)**

**7 lessons**

**Possible topics**

Tenses:

Present simple, present continuous

Question forms & question words

- why, where, who, which, how, what
- do/did
- can/could/should/would

Spelling

- ABC
- e-mail addresses

Numbers

*\* The general language level A2 is maintained (orally and in writing). A B1 level is expected orally in certain handling situations where corresponding objectives are formulated in the foreign language. The corresponding specialized vocabulary is also learned.*

## Year 1, 2nd semester

### Professional Competence a3: Advise customers in the over-the-counter sector and all the relevant medicines and products.

The pharmacy specialist clarifies the needs of the customer with targeted questions and clarifications. On this basis, they inform the customers about the corresponding products in the non-prescription area, phytotherapy and complementary medicine. They present the available medicines and products to the customers, supports them in their purchase decision and explains their correct use. They dispense the medicines and products or organize their ordering and delivery. The pharmacy specialist has up-to-date specialist knowledge of these medicines and products, their properties, suitability, possibilities and limitations. They use the information media available on site or online on products in the non-prescription area, phytotherapy and complementary medicine to inform and advise customers.

#### Pain

5 lessons

#### Situations

- A customer wants something for pain in the leg.
- A patient complains of severe headaches / A customer wants something for back pain.

[a3.8 Conducts a simple sales and advice talk of non-prescription products in a second national language or in English. (K3).]

<b>... determines the cause of the pain in the leg and presents the client with various non-prescription and complementary medicine products</b>	
<p>... can elicit where the pain is coming from            ... can elicit the specific wishes of the customer            ... can express the limits of their competences            ...can suggest different products for treatment            ...can explain the dosage and/or application            ...can explain advantages and disadvantages of the products            ...can suggest therapy supplements            ...can offer complementary medicine products and introduce the features of this.</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b>            Muscle, joint, bone, ligaments, tendons, muscle fibers            Symptoms: pain, swelling, bruising, sprain, dislocation, inflammation, strain, overstretching, muscle soreness, hematoma, muscle cramps, swelling and waning pain that temporarily affects mobility.            Causes: Overuse in sports, misstep, collision, fall.</p> <p>Products/Application: apply, rub in, use, daily, several times a day, up to... a day</p> <p>Therapy supplement: cooling in acute situations, warming compresses especially in case of muscle tension (chronic situations), products for massage (essential oils), drink a lot (isotonic sports drinks)</p> <p>Complementary medicine: arnica, comfrey, devil's claw, rescue (Brook flower emergency preparation), Schuessler 7 (magnesium for muscle cramps)</p> <p><b>Practice chunks in job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>• How long have you had pain?</li> <li>• Where does it hurt you?</li> <li>• Do you have a wound?</li> <li>• Can you move normally?</li> <li>• How did it happen?</li> </ul>

	<ul style="list-style-type: none"> <li>• Did you make a certain movement?</li> <li>• Have you fallen down?</li> <li>• Have you had a collision?</li> <li>• Have you already done something?</li> <li>• In this situation, you need to urgently see the doctor...</li> <li>• Please wait a moment, I will get the pharmacist / pharmacist...</li> <li>• I recommend...</li> <li>• I suggest...</li> <li>• The product works....</li> <li>• If you would like something herbal, I can recommend ... (see Complementary Medicine).</li> <li>• In addition, I would ... (cool/warm/massage/drink).</li> </ul> <p><b>General:</b> Present tense, perfect tense</p>
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<b>... clarifies the cause and nature of the headache or back pain and explains possible products in the non-prescription area.</b>	
<p>... can correctly elicit the causes, symptoms and severity (LINDAAFF)</p> <p>... can exclude risks</p> <p>... can explain corresponding products with advantages/disadvantages</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b> intensity, dull, stabbing, one-sided, half-sided or both-sided, throbbing, pulsating, trigger, hormones, stress, change, visual, auditory, emotional irritation, persistent, recovery, sleep, migraine, darken, posture, movement, standing/sitting/lying, the spine, rheumatism ointment, heat patch, massage, lying position, bruise, loosen up</p> <p><b>Practice chunks in job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>• How long have you had pain?</li> <li>• Do you have pain on one side / half or both sides</li> <li>• How is the pain?</li> <li>• Do you have frequent headaches/back pain?</li> <li>• Can you explain the reason for the headaches/back pain?</li> <li>• Have you already done something?</li> <li>• Are you pregnant?</li> <li>• I recommend...</li> <li>• I suggest...</li> <li>• The product works....</li> <li>• Additionally, I would ...</li> </ul> <p><b>General:</b> Present tense, perfect tense</p>

## Operational Competence a2: Advise clients on health promotion and disease prevention and sell related services and products.

Pharmacy specialists inform customers about individual health promotion options based on their needs. They explain the corresponding services, the specific products and measures to the customers. They sell customers the products of their choice and explain to them how to use them correctly.

Pharmacy specialists have a broad basic knowledge of health promotion, prevention and the various partners in the field of prevention. They use the information media available on site or online to inform and advise customers.

### Nutrition

3 lessons

#### Situation

- A lady would like to add vitamins and minerals to her vegan diet.

[a2.9 conducts a simple interview on health promotion and disease prevention in a second national language or English. (K3)]

<b>... gives advice to the client on nutrition (about the dangers of vegan eating) and mineral and vitamin supplementation</b>	
<p>...understands what kind of power supply the customer has</p> <p>... explains the possible nutritional deficiencies of a vegan diet</p> <p>... inquires about any psycho-physical problems of the client</p> <p>... proposes preparations based on vitamins and/or minerals and explains their use</p>	<p><b>Practice keywords in learning scenarios (learning contexts) typical of the profession:</b></p> <p>vitamin supplements, mineral supplements, vegetarian/vegan diet, animal foods, plant foods, vitamin deficiency, protein, vitamin B12 (blood production) found only in animal protein, vitamin B (nerves, all body functions), calcium (bone formation), iron (blood production/oxygen transport) omega-3 fatty acids, zinc</p> <p>plant-based diet, rich in fiber, vitamins and minerals and low in calories and saturated fats</p> <p>daily requirement, quantity to be taken</p> <p>the food pyramid: proteins, lipids, carbohydrates, water, vitamins, macro elements/micro elements</p> <p><b>Practice fixed expressions in learning scenarios typical of the profession:</b></p> <p>How long have you been vegan?</p> <p>How many times a day do you eat.....?</p> <p>What do you eat?</p> <p>How much does it weigh?</p> <p>How are you feeling physically? Do you have any physical problems?</p> <p>Are you on any other medications?</p> <p>take/eat 4 servings per day of ....</p> <p>Take these capsules with food, water, or other beverages. Vegan diet may lead to deficiency symptoms....</p> <p>Pay attention to.....</p> <p>I also recommend .....</p> <p><b>General:</b></p>



	nutrition: cereals, brown rice, oats, millet, fruits (dried, purees, juices) legumes, vegetables, dairy products
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### Professional Competence a3: Advise customers in the over-the-counter sector and sell the relevant medicines and products.

The pharmacy specialist clarifies the needs of the customer with targeted questions and clarifications. On this basis, they inform the customers about the corresponding products in the non-prescription area, phytotherapy and complementary medicine. They present the available medicines and products to the customers, supports them in their purchase decision and explains their correct use. They dispense the medicines and products or organize their ordering and delivery. The pharmacy specialist has up-to-date specialist knowledge of these medicines and products, their properties, suitability, possibilities and limitations. They use the information media available on site or online on products in the non-prescription area, phytotherapy and complementary medicine to inform and advise customers.

#### Stomach ache

3-4 lessons

#### Situations

- A customer complains of abdominal pain.

[a3.8 Conducts a simple sales and advice talk of non-prescription products in a second national language or in English. (K3). ]

<b>... advises the customer on possible products against abdominal pain in the non-prescription area and phytotherapy and concludes the sales conversation</b>	
<p>...can find out the reasons for the abdominal pain          ... can give the customer information about products of phytotherapy          ... can suggest complementary products (e.g. tea) and give nutrition tips          ... can ask for the desired payment method          ... can close the sales talk and say goodbye to the customer</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b>          digestive system, acidity, bloating, protect, ingest, pouch, flatulence, abdominal cramp, belching, gastric juice, stomach burn, painkillers, vomiting, nausea, menstruation, stress, raw cost, carbonated drinks, laxatives, lactose intolerance, celiac disease, phytotherapy, plant parts (leaves, flowers, bark, root), mixtures, various substances, tea mixtures, drops, tablets, semi-solid dosage form, fennel fruit, caraway, dairy products, gluten-free, wheat, mother tinctures, cash, card payment, invoice</p> <p>Drug groups: Rehydration solution, prescription drugs.          Other groups: Phytopharmaceuticals (ginger), homeopathy: Nux vomica, Colchicum, Ipecacuanha.          Symptoms: Unpleasant sensation leading to vomiting. Autonomic reaction of the body. Protection from toxic and inedible foods and harmful substances. Nausea can cause pale skin, rapid heartbeat, Trigger sweating, salivating foot and cold-warm feeling          Complication: dehydration          Causes: Gastroenteritis, infectious diseases, fever, pregnancy, drugs (chemotherapy), Alcohol, dizziness, migraine, pain</p> <p><b>Practice chunks in job-relevant learning scenarios:</b></p>

	<ul style="list-style-type: none"><li>- How long have you had the abdominal pain / How long have you been vomiting?</li><li>- What are the symptoms of abdominal pain / What are the symptoms of nausea? Do you have... (symptoms)?</li><li>- Do you have any guesses as to what is triggering the abdominal pain/vomiting?</li><li>- Would you like something herbal?</li><li>- In this case, I recommend you a phytotherapeutic product such as ...</li><li>- Phytotherapeutic products are made from ...</li><li>- They come in the form of...</li><li>- Why not take additional...</li><li>- Is that all? Do you have any other request?</li><li>- It costs ...</li><li>- How would you like to pay? Cash or by card?</li><li>- May I also give you ... to take with you?</li><li>- Thank you and get well soon</li></ul> <p><b>General:</b> spicy, excessive, smoking, alcohol, cuisine</p>
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## Operational competence a4: Receiving and responding to complaints from customers.

The pharmacy specialist receives reactions and complaints from customers and clarifies them by asking specific questions. He/she assesses the complaint, clarifies the possible solution variants, discusses them with the customers and agrees on an appropriate, constructive and amicable solution with them.

The pharmacy specialist deals with difficulties and conflicts in a calm and considered manner. He/she reacts with understanding and competence and strives for an individual and situationally acceptable solution. Her/his behavior remains objective and friendly. She/he makes decisions in her/his area of responsibility according to the operational guidelines

### Simple complaint

4 lessons

#### Situations

- A customer bought a product in a hurry the day before but only realized at home that they were coated tablets. However, he has trouble swallowing coated tablets and would rather have effervescent tablets. He would like to exchange the product.
- Optional situation: A customer has purchased a blood pressure device that stops working after just one month.

[a4.7 conducts a simple complaint conversation in a second national language or in English. (K3).]

<p><b>... reacts professionally to the complaint and substantiates possible solutions</b>  <b>... agrees on the further steps</b></p>	
<p>... can express feelings and respond to appropriate emotional expressions of others          ... can grasp an argument in broad strokes          ... can formulate and justify proposed solutions          ... can explain the further procedure</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b> order, defective, error, urgent, deliver, confirm, send, check, comply, replace, provide, promptly, return, implement, damage, invoice, prescription, justified complaint, unjustified complaint, repair, replacement device, warranty</p> <p><b>Practice chunks in job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>- I'm sorry....</li> <li>- When did you buy the product?</li> <li>- Unfortunately, I am not allowed to take back the product because...</li> <li>- I can exchange it/them/the product</li> <li>- Can I offer you ...</li> <li>- I can order ... (for you), send ... (to you)</li> </ul>

#### Additional situation (not mandatory) :

<p><b>... elicits the reasons for the defect and explains the further procedure</b></p>	
<p>...can express feelings and respond to appropriate emotional expressions of others          ...can grasp an argument in broad strokes          ...can formulate and justify proposed solutions          ...can explain the further procedure</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b> defective, error, urgent, deliver, confirm, send, check, replace, provide, promptly, return, damage, invoice, repair, replacement device, warranty, willful, damage</p> <p><b>Practice chunks in job-relevant learning scenarios:</b></p>

	<ul style="list-style-type: none"> <li>- Please excuse the inconvenience</li> <li>- When did you buy the device?</li> <li>- What exactly is not working?</li> <li>- How did you use the device?</li> <li>- Do you have the warranty certificate with you?</li> <li>- The warranty has unfortunately expired</li> <li>- May I send it in for repair?</li> <li>- Would you like an estimate for the repair?</li> <li>- Can we send the device to your home afterwards?</li> <li>- Should we call you when the device is back?</li> <li>- Can you please give me your name, address and phone - or are you already a customer with us?</li> <li>- In the meantime, do you need a replacement device?</li> </ul>
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**Language maintenance level A2 (understanding, in writing\*)**

**6 lessons**

**Possible topics**

Tenses:  
Past simple & continuous  
  
time sequencers & connectors

*\* The general language level A2 is maintained (orally and in writing). A B1 level is expected orally in certain handling situations where corresponding objectives are formulated in the foreign language. The corresponding specialized vocabulary is also learned.*

## Year 2, 3rd semester

### Professional Competence a3: Advise customers in the over-the-counter sector and sell the relevant medicines and products.

The pharmacy specialist clarifies the needs of the customer with targeted questions and clarifications. On this basis, they inform the customers about the corresponding products in the non-prescription area, phytotherapy and complementary medicine. They present the available medicines and products to the customers, supports them in their purchase decision and explains their correct use. They dispense the medicines and products or organize their ordering and delivery. The pharmacy specialist has up-to-date specialist knowledge of these medicines and products, their properties, suitability, possibilities and limitations. They use the information media available on site or online on products in the non-prescription area, phytotherapy and complementary medicine to inform and advise customers.

#### Common cold

8 lessons

##### Situations

- A client has a troublesome cough and wants to get rid of it as quickly as possible.
- A customer complains of pain in the mouth.
- A client complains of a feeling of pressure in the ear, accompanied by hearing impairment.

[a3.8 Conducts a simple sales and advice talk of non-prescription products in a second national language or in English. (K3). ]

<p><b>... clarifies the type and intensity of the cough or whether other symptoms are present that indicate a cold or flu by asking specific questions.</b></p> <p><b>... recommends appropriate products based on symptoms and needs</b></p> <p><b>... can convincingly offer additional sales</b></p>	
<p>...can elicit the type and intensity</p> <p>... can clearly communicate when it is necessary to see a doctor</p> <p>... can clarify needs for galenic form and present appropriate products</p> <p>... can offer additional sales in a targeted and convincing manner</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b></p> <p>Slow and gradual onset, mild or no fever, fatigue, headache, rhinitis, cough, sore throat, nose, ears, lungs, bronchi, phlegm, irritable cough, acute cough, chronic, flu, unmediated symptoms with high fever, syrup, expectorant products, phytotherapeutics: Thyme, ivy, fir tips, pelargonium, mallow, sage, elder, ribwort, marshmallow, eucalyptus, licorice, anthroposophic products: based on eucalyptus, ribwort, sundew, ipecac, liquorice root, aniseed inhalation, rubbing, painkillers for colds, vasoconstrictors local and systemic, sea water, essential oils for inhalation, cold baths, cold balms, immunostimulants.</p> <p>liquid dosage forms: solutions (syrup, drops), suspensions</p> <p><b>Practice chunks in job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>- How long have you had the cough?</li> <li>- That's been a long time. You would definitely need to consult the doctor.</li> <li>- Do you have any other symptoms? Fever?</li> <li>- Where is the cough "located"? How does it manifest itself?</li> <li>- Is mucus formed?</li> <li>- Are you taking antibiotics?</li> <li>- To loosen the mucus I recommend to...</li> </ul>

	<ul style="list-style-type: none"> <li>- I recommend ... to stop the coughing ...</li> <li>- I recommend ... against the symptoms of the common cold....</li> <li>- However, you must not use the product for longer than....</li> <li>- I can highly recommend a herbal supplement like .....</li> <li>- Would you like a syrup or would you prefer drops?</li> <li>- In addition, I can highly recommend our tea blend.</li> <li>- Also inhaling with .... I can additionally highly recommend.</li> <li>- Cold baths or balms are also highly recommended as a supplement.</li> <li>- It would be ideal if you additionally strengthened your immune system with....</li> </ul> <p><b>General:</b></p>
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<b>... based on the symptoms recommends appropriate products to relieve sore throat and explains the application</b>	
<p>...can narrow down the type and intensity of the sore throat with targeted questions</p> <p>... can recommend products and show their benefits</p> <p>... can explain the application</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b> Aphthae, gingivitis, sore throat, pain, swelling, ulceration, formation of lesions in the oral pharynx, antiseptics, local anesthetics, anti-phlogistics, moisturizing products, sage, cloves, echinacea, mallow, oral hygiene.</p> <p><b>Practice chunks in job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>- How does the sore throat manifest itself?</li> <li>- I recommend... because....</li> <li>- Take daily maximum...</li> <li>- You may take up to ....</li> <li>- In addition, you can also...</li> </ul>

<b>... based on the clarifications recommends products to relieve ear pain and explains how to use them.</b>	
<p>... can elicit which earache is involved</p> <p>... can recommend products in their area of responsibility to relieve ear pain and explain application</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b> unilateral hearing impairment, earache, ear canal, cerumen, clog, plug, soften, products with emollients, ear hygiene, hearing impairment</p> <p><b>Practice chunks in job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>- Can you describe to me how the ear pain feels? Are they one-sided? Is hearing impaired?</li> <li>- Based on the symptoms, I recommend ....</li> <li>- You apply this as follows...</li> <li>- In the case of a plug, you can also additionally rinse with water</li> <li>- If the earache persists longer than.... you must definitely go to the doctor.</li> <li>- You should pay attention...</li> </ul> <p><b>General:</b></p>

**Situation**

- A client needs an eye drop because he often has slightly red eyes. Since he wears contact lenses, he would prefer a natural product.
- A client complains of itchy, red eyes.

[a3.8 conduct a simple sales and advice interview for non-prescription products in a second national language or in English (K3)]

<b>...advises clients with eye irritations, differs the types of eye disorders and offers anthroposophic medicines.</b>	
<p>...differs from irritative conjunctivitis, allergic conjunctivitis and dry eye.</p> <p>...offers simple measures for eye care.</p> <p>...distinguishes between the lenses and the respective products.</p> <p>...explains anthroposophical medicine.</p>	<p><b>Apply technical terms in professionally relevant scenarios:</b></p> <p><b>for irritative conjunctivitis</b>  <u>Symptoms:</u> redness, burning, dryness, feeling of sand in the eyes  <u>Causes:</u> mechanical aggression , irritating substances (smoke, dust, heat, cold, sunlight), lack of tears, wearing contact lenses  <u>Treatment - Measures:</u> take care of the eyes, avoid exposing the eyes to new sources of irritation, cool with compresses, keep the bed in a dark room  <u>Treatment - Products:</u> vasoconstrictors , tear substitutes , lens care products : cleaning / rinsing / disinfecting / preserving / moisturizing / all-in-one solution</p> <p><u>Undesirable effects / side effects:</u> drying of the eyes by vasoconstrictors, do not give to children / elderly / in case of glaucoma / during pregnancy / while breastfeeding</p> <p><b>for allergic conjunctivitis</b>  <u>Symptoms:</u> red/watery eyes , itching, watery or mucus nasal discharge , sneezing  <u>Causes:</u> pollen, dust mites, animal hair, contact lenses  <u>Treatment - Measures:</u> avoidance of the allergen / rubbing the eyes , application of cooling compresses  <u>Treatment - Products:</u> local/systemic H1 antihistamines , membrane stabilizers , tear substitutes , herbal medicine: witch hazel leaf, black tea pads, lens care products : cleaning/rinsing/disinfecting/storing/hydrating/all-in-one solution  <u>Adverse / side effects:</u> allergies</p> <p><b>for dry eyes</b>  <u>Symptoms:</u> redness, burning, itching, sensation of sand in the eyes, clear lacrimation, paradoxical tears, fatigue, inflammatory process  <u>Causes:</u> tear film disorder, insufficient fluid intake, evaporation of tear fluid, contact lens wear, infrequent blinking, low humidity  <u>Treatment - Measures:</u> good hydration, avoidance of over-heated/air-conditioned/smoked rooms  <u>Treatment - Products:</u> tear replacement solution, artificial tears, lens care products: cleaning / rinsing / disinfecting / preserving / hydrating / all-in-one solution  <u>Adverse / side effects:</u> irritation due to preservatives, recommendation to use only preservative-free products</p>

**for all three**

Complementary medicine: anthroposophical medicine, the human being as a whole, physical or mental change/disturbance, interaction between body, mind, soul, vital forces of the individual, self-healing, remedy, plant/mineral/animal substances, echinacea/witch hazel/mallow product

General Concepts:

Verbs: blush, burn, smell, irritate, remove, lack, produce, compose, itch, flow, be tired, change, function, blink, carry, rely on, treat, household, expose, refresh, keep, avoid, (self) scrub, apply, recommend, use, preserve, distinguish, maintain, clean, rinse, disinfect, moisturize, show, wash, heat, air-condition, smoke, cure, explain, manufacture, complete, interact, activate, stimulate, influence, understand

adjectives / adverbs: inflammatory, watery, mucous, seasonal, insufficient, hormonal, local, weak, dark, artificial, paradoxical, specific, different, pregnant, active, complementary, hard, soft, smoky, harmonious, unique, vital, important, deliberate, direct

prepositions: from, to, at, caused by, due to, on, as a result of, by, between, from

**Practice prefabs ("chunks") in work-relevant learning scenarios:**

"Do you wear contacts?"

"What solution do you use to spare your lenses?"

"Do you often feel tired?"

"Are you confronted with irritating substances?"

"Do you own a pet?"

"Do you suffer from allergies?"

"These symptoms may result.....from mechanical aggression

...from an irritating substance

...from a lack of tears

...wearing contact lenses

...pollen / dust mites / animal hair

...of a tear film disorder

...insufficient fluid intake

...of the evaporation of the tear fluid

...low air humidity

...because you rarely blink.

"Avoid..."

...animal hair / pollen / dust mites

...overheated, air-conditioned or smoke-filled rooms

...to rub your eyes

...to use cleaning products with preservatives."

"If you are pregnant, you should not apply vasoconstrictors / this product."

"I would advise you to try a complementary remedy."

"You can apply ...cooling compresses / ...black tea compresses."

"Witch hazel leaves are part of herbal medicine."

"Are you familiar with Weleda or Wala brand products?"

"Anthroposophical medicine aims to activate the vital forces of the individual."

"Each patient is considered unique."

"The remedies are made from plant, mineral, animal substances and enhance self-healing.

" You can use the remedies directly or in homeopathic form."



	"For eye treatment there are products based on echinacea, witch hazel or mallow."
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<b>...helps clients make wise decisions to avoid allergic reactions and brings to their attention the possibility of desensitization or complementary medicine approaches.</b>	
<p>...explains the different sources of an allergic reaction.</p> <p>...assesses clients' symptoms.</p> <p>...shows possibilities to avoid allergic reactions.</p> <p>...informs clients about the possibilities of desensitization or complementary medicine approaches.</p>	<p><b>Apply technical terms in professionally relevant scenarios:</b></p> <p><u>Symptoms:</u> contact or systemic eczema; secretion formation, pain, itching of eyes/nose; respiratory distress, immune system reaction</p> <p><u>Causes:</u> allergens, pollens from grasses/flowers/trees, animal hair, saliva, dust mites, medications, physical irritation, psychological factors</p> <p><u>Treatment - Measures:</u> avoidance of allergens, allergy testing, observance of pollen calendar, nose/eye rinsing, change of clothes, hair washing), dust removal, option for special mattress covers, possibility of desensitization, allergen immunotherapy, complementary medicine.</p> <p><u>General Concepts:</u></p> <p><u>verbs:</u> to form, to hurt, to itch, to breathe, to function, to trigger, to cause, to make aware, to react, to delay, to irritate, to avoid, to carry out, to test, to identify, to observe, to come to, to rinse, to seep, to change, to eliminate, to opt for, to apply, it is about, to help sb to do sb, to make a decision, to decide, to propose, to allow, to take care of, to encourage sb to do sb, to draw the attention to, to desensitize</p> <p><u>adjectives / adverbs:</u> local, heightened, immune, sensitive, immediate, psychic, pollen, short-term, complementary</p> <p><u>prepositions:</u> in, at, for, on</p> <p><b>Practice prefabs ("chunks") in work-relevant learning scenarios:</b></p> <p>"Do you know what type of pollen you are allergic to?"</p> <p>"What grasses/flowers... / trees trigger an allergic reaction in you?"</p> <p>"Can you describe the symptoms to me exactly?"</p> <p>"Do you have any other allergies e.g. to pet hair/dust mites/medications?"</p> <p>"Is it possible that there are psychological factors?"</p> <p>"What have you ever tried to combat the symptoms?"</p> <p>"Let me explain the possible symptoms: ..."</p> <p>"Here's what you can do to avoid allergic reactions: ..."</p> <p>...Make sure that pollen does not enter the room when you come in from outside.</p> <p>...Rinse hair with cold water before going to bed at night.</p> <p>...Observe the pollen calendar.</p> <p>...Eliminate the dust.</p> <p>...Opt for a special mattress cover."</p> <p>"Have you ever heard of desensitization?"</p> <p>"There are other measures to beat the causes: allergen immunotherapy or hypo sensitization."</p> <p>"There are also complementary medicine approaches."</p>

## Language maintenance level A2 (understanding, in writing\*)

6 lessons

### Possible topics

Tenses:

Future (will & going to)

defining relative clauses

*\* The general language level A2 is maintained (orally and in writing). A B1 level is expected orally in certain handling situations where corresponding objectives are formulated in the foreign language. The corresponding specialized vocabulary is also learned.*

## Year 2, 4th semester

### Professional Competency a3: Advise customers on non-prescription drugs and sell related drugs and products.

The pharmacy specialist clarifies the needs of the customer with targeted questions and clarifications. On this basis, they inform the customers about the corresponding products in the non-prescription area, phytotherapy and complementary medicine. They present the available medicines and products to the customers, supports them in their purchase decision and explains their correct use. They dispense the medicines and products or organize their ordering and delivery. The pharmacy specialist has up-to-date specialist knowledge of these medicines and products, their properties, suitability, possibilities and limitations. They use the information media available on site or online on products in the non-prescription area, phytotherapy and complementary medicine to inform and advise customers.

#### Teeth and oral hygiene

3 lessons

##### Situation

- A mother reports that her one-year-old is irritable: he sleeps poorly, wakes up frequently, drools a lot, and has red gums.
- A 50-year-old gentleman asks for advice on oral hygiene products.

[a3.8 conducts an interview for counseling and simple sales of nonprescription products in a second national language or English. (K3)]

<b>... advises the mother on measures and products to relieve pain during teething.</b>	
<p>...understands what the patient's symptoms are and recognizes their causes            ... knows what therapies have already been done            ...notes the patient's personal data            ...proposes medicines of traditional medicine as well as remedies of complementary medicine            ... explains the way to use the various products and their conservation            ...warns the patient of the dangers of using other products</p>	<p><b>Practice keywords in learning scenarios (learning contexts) typical of the profession:</b>            red, swollen and sensitive gums, saliva, redness on cheeks, agitation/ mood swings, digestive upset and fever, teething            anti-inflammatories, local anesthetics; peppermint, chamomile sage, clove            systemic analgesics (paracetamol)            silicone teething rings or store in the refrigerator            amber necklaces-strangulation</p> <p><b>Practice fixed expressions in learning scenarios typical of the profession:</b>            Since when/how long have you had these problems?            How many months/years old is the child?            How many teeth does the baby have already?            What does it hurt? Where does it hurt?            Do you have any other complaints?            Has he done anything yet? Have you taken anything yet?            Take ..... tablet/tablet every .... hours, for ..... days. Do not chew, swallow, bite...            Dissolve the tablet in a glass of water            Make a herbal tea with these leaves.... Drink it warm/hot</p>

	Store this medicine at room temperature, out of the reach of children, use it by the expiration date. This product may cause...
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<b>advises the client on measures and products to improve oral hygiene</b>	
<p>...understands what the patient's needs are ... inquires about the patient's feeding pattern ...knows what products the patient uses for dental care ... explains how to clean teeth ... presents a product: explains its use and benefits ... makes the patient aware of the dangers of certain incorrect eating habits ... advises the client on the type of nutrition suitable for his situation or age</p>	<p><b>Practice keywords in learning scenarios (learning contexts) typical of the profession:</b> dental crown injury: possible damage to enamel, dentin, pulp, dental plaque, gum inflammation, gums, dental hygiene, dentures fracture, decalcification, black hole in the tooth sugars, bacteria, acidity fluoride dental gel, fluoride salt, mineral salts toothbrushes (as soft as possible), interdental brushes, dental floss, toothpastes (with fluoride, higher abrasiveness for whiter teeth), rinsing solutions (with fluoride, antiseptic)</p> <p><b>Practice fixed expressions in learning scenarios typical of the profession:</b> How many times a day do you brush your teeth? Visit your dentist at least once a year for regular checkups and teeth cleaning. Avoid sugars between meals. You must rinse your mouth after eating or drinking acidic foods or drinks. Do you have discomfort in your mouth? What do you use for oral hygiene? Clean your teeth for about 2 minutes without brushing too hard Uses .....</p> <p><b>General:</b> power supply</p>

## Nappy rash

4 lessons

### Situation

- Two young parents are concerned because their son has a reddened bottom.

[a3.8 conducts an interview of consultation and simple sales of nonprescription products in a second national language or in English. (K3)]

<b>... helps customers find the right products for baby's bottom care</b>	
<p>...listens and understands what the child's problem is ... explains the possible causes of redness ... presents the different types of ointments for the care of reddened skin ... proposes products for the hygiene of the skin (of the bottom) of the newborn baby ... gives advice on the proper feeding of the newborn or the nursing mother</p>	<p><b>Practice keywords in learning scenarios (learning contexts) typical of the profession:</b> red, shiny and tight skin, sometimes with blisters contact with feces and urine, diarrhea, acidic foods (orange/apple juice), antibiotics diaper rubbing, sensitivity to irritants diaper mycosis redness, scales, exudation, burning development of yeasts of the Candida albicans type, favored by heat and humidity dexpanthenol, zinc oxide, antifungal in case of thrush</p>

	<p>Moisturizing, softening and softening principles, vegetable oils (sweet almonds, avocado, musk rose) massage with essential oils diluted in vegetable oil Wet wipes, changing table, cleaning with soap and water, mild detergent, ointments, diapers.</p> <p><b>Practice fixed expressions in learning scenarios typical of the profession:</b> How many days has your bottom been red? When does it get worse? In the morning, in the evening? After eating? What products have you already used? What kind of diaper do you use? What kind of cream? How many times a day do you change the diapers? Do you use just water or soap too? What does the stool look like? What color is it? Are you on any medications? Use/Apply this ointment..... X times a day.... Put on a thin layer..... massage in with..... take a bath with..... Avoid eating/drinking.....</p>
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## Infant nutrition

4 lessons

### Situation

- A woman goes to the pharmacy because she wants to stop breastfeeding. She wishes to know if she can already start with supplemental feeding.
- A mother reports that her baby cries a lot and has a hard belly.

[a3.8 consults and conducts simple sales of nonprescription products in a second national language or in English. (C3)]

### **... gives the most important information on the choice and preparation of milk for early childhood**

... inquires about the age, type of feeding, and frequency of meals of the newborn baby  
... asks if there is any preference as to the type of food to be given to the newborn baby  
... find out if there are allergies in the family  
... presents different types of milk for early childhood and describes their composition and use  
... recommends other utensils necessary for the preparation of the bottle

**Practice keywords in learning scenarios typical of the profession:**  
advantages and disadvantages of breastfeeding, milk substitutes, age of the infant, allergies, breastfeeding as long as possible, differences in composition between cow's milk and breast milk, content of proteins, carbohydrates, fats, minerals, vitamins, antibodies, allergens  
Pre milk, type 1: from birth  
follow-on milk:, type 2 or 3: from the 6th month  
Junior milk: from 12 months  
complementary substances  
carbohydrates: lactose, dextrin  
polyunsaturated fatty acids: important for the proper development of the nervous system  
prebiotics: non-digestible dietary fibers

	<p>Probiotics: non-pathogenic living microorganisms. They improve digestion and stimulate the immune system.  Hypoallergenic milk: HA (greatly reduced protein)  In case of regurgitation: AR (thickened milk)  Lactose intolerance: soy-based  allergy to cow's milk (RX)  ingredients, palm oil</p> <p><b>Practice fixed expressions in learning scenarios typical of the profession:</b>  How many months old is the baby?  How much does it weigh?  How often do you breastfeed her?  Have you started feeding yet?  Have you tried another formula yet?  Is he allergic? Do you suffer from colic? Does he vomit?  ... bring the water to a boil, pour the water into the bottle and wait until the temperature of the water reaches 75°C, add the exact quantity indicated on the powdered milk packet, mix the mixture well by shaking the bottle, check the temperature of the milk - drop a few drops on the inside of the wrist - it must be lukewarm, throw away the remaining milk if it has not been consumed within 2 hours of preparation.</p> <p><b>General:</b> baby bottle, pacifier, baby food, baby bib, baby dishes, baby bottle warmer, baby cup, baby bottle nipples, baby food, baby bottle sterilizer, baby bottle meter</p>
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<b>... advises a mother on what to do in case of colic of the newborn baby</b>	
<p>... understands where/when and how the pain is  ... explains the possible causes of pain  ... proposes natural remedies to solve the problem  ... explains what to do manually to relieve the pain  ...refers the client to a medical consultation</p>	<p><b>Practice keywords in learning scenarios typical of the profession:</b>  baby cries, squirms by bending its legs, belly is hard/swollen digestive system, bloating  anti-flatulent products  phytotherapy (fennel fruits, anise fruits, chamomile flowers)  ingesting too much air at mealtime  foods that cause flatulence  abdominal massage, warm packs  heat application on belly: cherry stone pillow  lactose intolerance</p> <p><b>Practice fixed expressions in learning scenarios typical of the profession:</b>  Where does it hurt?  What is the pain like? How long does it last?  When does it hurt? Since when does he have these complaints?  Have you tried anything yet?  Must avoid ingesting....  Should avoid....</p>

	<p>Must apply...</p> <p>Must practice....</p> <p>If the symptoms don't improve in ..... days, see your pediatrician.</p>
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## Professional Competence a2: Advise clients on health promotion and disease prevention and sell related services and products.

Pharmacy specialists inform customers about individual health promotion options based on their needs. They explain the corresponding services, the specific products and measures to the customers. They sell customers the products of their choice and explain to them how to use them correctly.

Pharmacy specialists have a broad basic knowledge of health promotion, prevention and the various partners in the field of prevention. They use the information media available on site or online to inform and advise customers.

### Contraceptives

2 lessons

#### Situation

- Two boys in love ask for condom and lubricant
- A girl shows up with a prescription for contraception.

[a2.9 conducts a simple interview on health promotion and disease prevention in a second national language or English. (C3)]

<b>... presents and explains the use of various contraceptives</b>	
<p>... inquires about the wishes of customers</p> <p>... presents the various types of condoms and lubricating gel</p> <p>... explains the use of the various products and their advantages and disadvantages</p> <p>... refers clients to a physician if necessary</p>	<p><b>Practice keywords in learning scenarios (learning contexts) typical of the profession:</b></p> <p>mechanical contraceptives, condom, lubricating gel, intimate hygiene wipes</p> <p>Sexually transmitted diseases: AIDS, hepatitis B, gonorrhoea, syphilis, genital herpes, candida. Condom prophylaxis.</p> <p><b>Practice fixed expressions in learning scenarios typical of the profession:</b></p> <p>Who is it for?</p> <p>Do you know how to use them safely?</p> <p>How many do you want?</p> <p>How much do you want to spend?</p> <p>to be applied before .....</p> <p>do not reuse....</p>

<b>... clarifies with the responsible pharmacist whether the contraceptive pill can be dispensed.</b>	
<p>... asks for the corresponding recipe</p> <p>... checks the information</p> <p>... clarifies contraindications and interactions</p>	<p><b>Practice keywords in learning scenarios (learning contexts) typical of the profession:</b></p>

<p>... explains that she has to check with the responsible pharmacist</p>	<p>hormonal contraceptives, pill, patch, vaginal ring, mini-pill, implant, injection, hormonal coil, emergency contraception women's cycle/menstruation, cardiovascular disease, breast cancer, antibiotics, antiepileptics, hypericum, risk factors: smoking, overweight, age</p> <p><b>Practice fixed expressions in learning scenarios typical of the profession:</b></p> <ul style="list-style-type: none"> <li>- Do you have a valid prescription for birth control pills?</li> <li>- Do you have your health insurance card with you? Otherwise, I will have to enter your personal data manually in the system.</li> <li>- - Do you know the risk factors of taking birth control pills?</li> <li>- - Are you taking any other medications, especially antibiotics, antiepileptics, or St. John's wort?</li> <li>- Please wait a moment, I will check with the pharmacist in charge.</li> <li>- It is important that you take the medicine regularly and always at the same time.</li> </ul>
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**Language maintenance level A2 (understanding, in writing\*)**

**7 lessons**

**Possible topics**

Comparatives, adjectives & adverbs  
superlatives  
quantifiers, too, not enough

\* The general language level A2 is maintained (orally and in writing). A B1 level is expected orally in certain handling situations where corresponding objectives are formulated in the foreign language. The corresponding specialized vocabulary is also learned.



## Year 3, 5th semester

### Professional Competence a1: Receiving customers, clarifying their needs and organizing further support.

The specialist pharmacy welcomes customers on site, by telephone, e-mail or other media and communicates with them in the local language and a second national language or in English. They receive inquiries from customers and clarifies the customers' needs. On this basis and according to responsibility and internal guidelines, they clarify and organize further support. In case of doubt regarding the correct decision, they contact the pharmacist. When talking to customers, the pharmacy technician observes the rules of verbal and non-verbal communication. They conduct the conversation in a situation-appropriate and results-oriented manner with targeted questions.

#### Cystitis: prescription clarification

2 lessons

##### Situation

- A woman presents a prescription for urination problems.

[a1.8 Greet clients, identify their needs, and arrange for further care in a second national language or in English (K3)]

Identify the disease from the prescription. Organize the rest of the process. Prepare the product and inform the client on how to use it.	
<p>... explains how to apply the medication ...describes adverse effects ... recommends additional measures</p> <p><b>[For repetition</b> ...welcomes the client ...identifies the disease from the prescription ...organizes the continuation of the care ...prepares medications ]</p>	<p><b>Apply technical terms in professionally relevant scenarios:</b> <u>Symptoms:</u> cystitis, pain, fever, blood in urine, burning during urination, overactive bladder; no vaginal itching or vaginal discharge. <u>Causes:</u> kidney structure, urine composition, local cooling, sexual intercourse, pregnancy, estrogen deficiency <u>Treatment - Products:</u> therapeutic class of antibiotics, treatment according to instruction <u>Adverse / side effects:</u> skin reactions, gastrointestinal disorders, allergies, premature discontinuation, caution due to resistance problem <u>Complementary measures:</u> phytotherapy (bearberry leaf, birch leaf, nettle leaf, horsetail herb), diet (D-mannose, lingonberries), urine test, good hygiene, increase of the immune system, sufficient hydration, application of a heat source to the lower abdomen <u>General Concepts:</u> <u>verbs:</u> use, improve, stop, disturb, feel, risk, bleed, distinguish, stress, age, drink, classify, function, form, urinate, compose sth of sth, eliminate, regulate, balance, burn, itch, flow, cause, affect, provoke, risk, cool, contract, release, increase, press, laugh, take an effort, flee, pay attention, react, resist, follow, instruct, avoid, interrupt, test, defend, drink, apply, <u>adjectives/adverbs:</u> active, (in-)complete, infected, therapeutic, primary, definitive, bloody, bacterial, hyperactive, vaginal, complicated, (in-)sufficient, local, sexual, pregnant, incontinent, sensitive, excessive, irritable, abdominal, muscular, weakened, involuntary,</p>

allergic, cautious, problematic, premature, complementary, dietary,  
also, good, immune, hot, cold, low, probiotic  
prepositions: with, in, when, too much, in a way, in case of, at, be-  
cause of, a lot of, little of, on

**Practice chunks in work-relevant learning scenarios:**

**[Rehearsal**

Home

"Hello, how can I help you?"

"Hello, are you served yet?"

"Whose turn is it?"

"This is an order from Mrs/Mr ... ."

The care

"Please hold on, I'll get the pharmacist."

"Ms/Mr. X, could you please come over?"]

Prepare medications

"One moment please. I'm going to get the medication in ques-  
tion."

"Unfortunately, we do not have this medication in stock."

"I can order it for you by tomorrow."

How to apply the medication

"Do you know how they are used?"

"You should take a maximum of two tablets a day."

"They should be taken after meals."

Describe adverse events

"When you take these antibiotics, there can be skin reactions or  
gastrointestinal upset."

"Avoid consuming alcohol during treatment."

Additional measures

"I would advise you to drink plenty of water during the treatment  
period."

"You can also apply a heat source to your lower abdomen."

"Observe good hygiene."

"We can complementarily offer herbal medicine."

"Consider risk factors: local cooling, sexual intercourse, pregnancy  
or estrogen deficiency."

## Professional Competency a3: Advise customers on non-prescription drugs and sell related drugs and products.

The pharmacy specialist clarifies the needs of the customer with targeted questions and clarifications. On this basis, they inform the customers about the corresponding products in the non-prescription area, phytotherapy and complementary medicine. They present the available medicines and products to the customers, supports them in their purchase decision and explains their correct use. They dispense the medicines and products or organize their ordering and delivery. The pharmacy specialist has up-to-date specialist knowledge of these medicines and products, their properties, suitability, possibilities and limitations. They use the information media available on site or online on products in the non-prescription area, phytotherapy and complementary medicine to inform and advise customers.

### Sleep problems

4 lessons

#### Situations

- An elderly person complains that she regularly wakes up at around 4 a.m. and cannot get back to sleep.
- A man in his forties wants a tonic because he feels he is having trouble recovering from his many professional appointments at the moment and generally has difficulty concentrating.

[a3.8 conduct a simple sales and advice interview for non-prescription products in a second national language or in English (K3)]

<b>...counsels clients with sleep disorders by assessing the cause of insomnia and suggesting complementary medication.</b>	
<p>...detects the causes of sleep disorders, excludes irrelevant factors.</p> <p>...assesses the client's sleeping habits.</p> <p>...estimates treatment preferences between alternative medicine and herbal medicine.</p> <p>... offers products and indicates its application</p>	<p><b>Apply technical terms in professionally relevant scenarios:</b></p> <p><u>Symptoms:</u> trouble falling asleep, trouble staying asleep, waking up at night, fatigue, insufficient recovery, risk of accident/fall</p> <p><u>Causes:</u> phases / regulation / needs / sleep function, sleeping habits, individual factors, noise, psychological stress, diseases, medication, alcoholic beverages, tobacco, narcotics</p> <p><u>Treatment - Measures:</u> have good sleeping habits</p> <p><u>Treatment - Products:</u> valerian, orange blossom, lavender essential oil, lemon balm leaves, passionflower herb, hop cones, kava rhizomes</p> <p><u>Complementary medicine:</u> Bach flower philosophy, flower essences, flower extracts, flower essences, balance, emotional harmony, negative moods, drops, crisis and stress</p> <p><u>General Concepts:</u></p> <p><u>verbs:</u> to disturb, to fall asleep, to maintain, to sleep, to wake up, to recover, to regulate, to function, to stress, to drink, to smoke, to take drugs, to explain, to use, to risk, to drop, to fall, to elaborate, to restore, to balance, to act on sth, to transform sth into, to vibrate, to transmit, to manufacture, to condition, to preserve, to mix, to adapt, to recommend, to place, to associate, to describe, to call, to call upon sb</p> <p><u>adjectives / adverbs:</u> nocturnal, tired, (in-)sufficient, individual, psychic, essential, good, current, currently, floral, negative, positive, harmonious, emotional, alcoholic, focused, direct, directly, intuitively,</p>

	<p><u>prepositions</u>: as, without, from, based on, according to, using, in, first, then, by, under, on, <u>pronouns</u>: all / all</p> <p><b>Practice prefabs ("chunks") in work-relevant learning scenarios:</b></p> <p>"Why can't you sleep?"          "What time do you...go to bed/get up?"          "How many times a night do you wake up?"          "What time do you set the alarm for?"          "What do you do before bed?"          "How do you ...relax/rest?"          "How long does it take you to fall asleep?"          "Are you sleepwalking?"          "Do you regularly suffer from insomnia?"</p> <p>"Do you take sleeping pills?"          "I would advise you to try a complementary remedy."</p> <p>"Bach flowers are flower essences"          "Bach flowers are drops made from flower extracts"          "These flower essences restore balance and emotional harmony."          "These flower essences regulate negative moods."          "This is an emergency remedy, recommended in situations of crisis and stress."          "Place 2 to 4 drops of the emergency elixir directly under the tongue."</p>
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<p><b><i>...counsels clients with stress symptoms, informs about the burnout syndrome and offers complementary treatments.</i></b></p>	
<p>...detects the causes of stress, excludes irrelevant factors.          ...explains the burnout syndrome.          ...estimates treatment preferences between alternative medicine and herbal medicine.          ... offers products and indicates its application          ... pays attention to a multimodal treatment in case of burnout.</p>	<p><b>Apply technical terms in professionally relevant scenarios:</b></p> <p><b>for concentration difficulties</b>  <u>Symptoms</u>: concentration difficulties  <u>Causes</u>: stress, lack of sleep, poor diet, prolonged use of screens or television, lack of physical exercise, nutritional deficiency, circulatory problems</p> <p><b>for burnout syndrome</b>  <u>Symptoms</u>: sleep disorders, denial of one's own needs, limitation of social contacts, psychosomatic pain, depressive symptoms, chronic exhaustion  <u>Causes</u>: workload, stress, poor organization of work, mobbing, a similar case in the family, illness  <u>Treatment - Measures</u>: multimodal treatment, behavioral therapy, psychotherapy, prevention: coping strategies, resilience.</p> <p><b>for both</b>  <u>Treatment - Products</u> :          for concentration: pink orpin,          tranquilizing ginsengs: valerian, hop, passion flower, lemon balm,          antihistamines, vitamins of the group B , tonics, antidepressants: the St. John's wort          spasmolytics: unsaturated fatty acids, evening primrose oil  <u>Adverse / side effects</u>:          Sleep disturbances by guarana / caffeine,</p>

	<p>hypervitaminosis by tonics  <u>Complementary medicine:</u> Schüssler salts, mineral therapy, complementary function, complementary remedy, choice, means, test, symptoms, facial analysis, lactose intolerance, use, dosage, mixing, inner balance  <u>General Concepts:</u>  <u>verbs:</u> to concentrate, to stress, to miss, to sleep, to feed, to use, to prolong, to differentiate sth from sth, to deny, to limit, to contact, to increase, to work, to organize, to describe, to deliver, to explain, to base, to treat, to function, to discuss, to analyze, to dose, to balance  <u>adjectives / adverbs:</u> temporarily, weakened, difficult, bad, psychic, physical, nutritional, circulatory, clean, social, psychosomatic, depressive, exhausted, chronic, burdened, sick, family, multi-modal, current, currently, substitutive, complementary, exemplary, facial, intolerant of, nervous, inside, outside  <u>prepositions:</u> with, without, by, according to, for  <u>pronouns:</u> all</p> <p><b>Practice prefabs ("chunks") in work-relevant learning scenarios:</b></p> <p>"Are you very busy in your daily life?"          "Are you often under stress?"          "What are your eating habits?"          "What are you doing to charge your batteries?"          "Do you have difficulty concentrating?"          "Do you respect your own needs?"          "Are your social contacts limited?"          "Do you know of a similar case in your family?"          "Do you suffer from any other illness/chronic exhaustion?"          "Do you have any concerns...about mobbing / ...organizing your work?"</p> <p>"I would advise you to try a complementary remedy."          "Evening primrose oil is spasmolytic; it helps relax muscles."          "A test/facial analysis allows us to choose the right means."          "I explain the use and dosage."          "If you suffer from stress / tension / burnout / nervousness, I suggest a blend for inner balance."          "I recommend numbers 2, 5, and 7 of Schüssler salts."</p> <p>"We recommend multimodal treatment."          "You also have the option of trying ...behavioral therapy / ...psychotherapy."          "Do you know of any prevention opportunities e.g. coping strategies to build resilience?"</p>
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## Hypotension and anaemia

4 lessons

### Situation

- An 18-year-old female complains that she often feels dizzy and that in general, she feels rather low on energy

[a3.8 conduct a simple sales and advice interview for non-prescription products in a second national language or in English (K3)]

*...advises clients with low blood pressure or anemia. Knows the causes and suggests medications and measures. Informs the client about the side effects of medication.*

- concludes possible illnesses based on symptoms described by clients
- bases advice on symptomatology to derive measures and products, including complementary medicine products
- describes some of the side effects of anemia medications
- proposes additional measures to improve health

#### **Apply technical terms in professionally relevant scenarios:**

##### **Hypotension**

Symptoms: weakness, dizziness, palpitations, fainting, pulse, heart rate, low blood pressure, pressure / blood pressure

Causes: medication, alcohol, pregnancy, high temperatures, stress, dehydration, standing

Treatment - Measures: sports, Kneipp hydrotherapy, a diet rich in salt, sufficient hydration

Treatment - Products: guarana, ginkgo, rosemary, caffeine

Complementary medicine: anthroposophical products, homeopathic products, Schüssler salts

##### **Anemia**

Symptoms: paleness, weakness, brittleness of the nails

Causes: chronic bleeding, a problem with iron absorption, insufficient intake of iron / folic acid / vitamin B12.

Treatment - Measures: have a balanced diet

Treatment - Products: oral and intravenous treatment with iron, folic acid and vitamin B12 products

Adverse/Side Effects:

abdominal pain, diarrhea, constipation, nausea, vomiting, black stools, inhibition of absorption of other drugs/food

Complementary medicine: anthroposophic products, homeopathic products, Schüssler salts

##### **General:**

verbs: to lose (knowledge), to function, to adapt, to bleed, to absorb, to provide, to treat, to use, to vomit, to decrease, to inhibit, to prepare, to advise, to prevent

adjectives / adverbs: weak, right, left, nervous, vegetative, primary, secondary, standing, sitting, pale, physical, fragile, main, chronic, problematic, (in-)sufficient, rich, balanced, abdominal, black, mineral, abundant, anthroposophical, homeopathic

prepositions: with, and, as, caused by, between, based on, without

pronouns: certain

##### **Practice prefabs ("chunks") in work-relevant learning scenarios:**

	<p>Are you dizzy? Are you taking any medications? What is your blood pressure? Would you like to have your blood pressure measured?</p> <p>Hypotension is low blood pressure. Hypotension is when the values are less than ... on ... mmHg (millimeters of mercury). Hypotension is when the highest blood pressure/systolic value is less than .... mmHg and when the lowest blood pressure/diastolic value is less than ... mmHG.</p> <p>Low blood pressure can cause symptoms such as dizziness and general weakness. Low blood pressure is sometimes caused by stress or medication.</p> <p>Anemia is caused by a lack of vitamin B12, iron and folic acid.</p> <p>Taking these medications can cause abdominal pain. This medication can have various side effects such as diarrhea and constipation.</p>
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## Mood swings

4 lessons

### Situation

- A customer would like a product because he is lacking in energy, and finds it very unpleasant, especially now, with the days getting shorter.

[a3.8 conduct a simple sales and advice interview for non-prescription products in a second national language or in English (C3)]

<i>... detects the main symptoms of mild depression, concludes on possible illnesses, proposes measures and products and knows the undesirable effects</i>	
<p><i>... assesses the symptoms of mild depression</i></p> <p><i>... proposes some measures to improve the general well-being of clients</i></p> <p><i>... informs customers about the different products, especially in the field of herbal medicine</i></p> <p><i>... describes the side effects of St. John's wort</i></p>	<p><b>Apply technical terms in professionally relevant scenarios:</b></p> <p><u>Symptoms:</u> sadness, loss of interest, slowing down and lack of energy, mood swings, mild depression, lack of sleep</p> <p><u>Pathology:</u> physical/psychic overwork, hormonal fluctuations, lack of sleep, bad eating habits, decrease in light in autumn/winter</p> <p><u>Treatment - Measures:</u> relaxation technique, physical activity in the open air, light therapy</p> <p><u>Treatment - Products:</u> St. John's wort, ginseng, lemon balm, antidepressant</p> <p><u>Side effects of St. John's wort:</u> headaches, sweating, dizziness, photosensitization</p> <p><b>General:</b></p> <p><u>verbs:</u> to lose, to be interested in, to slow down, to miss, to sleep, to get used to, to drop, to relax, to explain, to use, to make the difference between, to hurt, to sweat, to sweat, to depress</p>

	<p><u>adjectives/adverbs</u>: sad, general, physical, psychic, hormonal, bad, food, bright, active, free, currently, poor, rich, (hyper-)sensitive to, light, different</p> <p><u>prepositions</u>: between, according to, without, at</p> <p><b>Practice prefabs ("chunks") in work-relevant learning scenarios:</b></p> <p>How do you feel now?</p> <p>How long have you been suffering from a lack of energy?</p> <p>How would you describe this lack of drive?</p> <p>Have there been any major changes in your life lately?</p> <p>Have you gained weight?</p> <p>Are you already being treated for mood swings? Have you talked to your doctor about it?</p> <p>Are you already taking antidepressants?</p> <p>Do you have enough time for physical activities?</p> <p>Walks in the forest can have positive effects on well-being and health.</p> <p>Have you ever tried relaxation techniques?</p> <p>I can offer you a non-prescription medication.</p> <p>Do you know products like ....?</p> <p>St. John's wort acts against mild depression.</p> <p>St. John's Wort increases the quality of serotonin in the brain.</p> <p>Use of this product may cause headaches.</p> <p>There may be negative effects such as dizziness.</p> <p>Please avoid excessive sun exposure during treatment.</p>
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## Language maintenance level A2 (understanding, in writing\*)

6 lessons

### Possible topics

Review of tenses  
have to, don't have to, must, mustn't, should

\* The general language level A2 is maintained (orally and in writing). A B1 level is expected orally in certain handling situations where corresponding objectives are formulated in the foreign language. The corresponding specialized vocabulary is also learned.



## Year 3, 6th semester

### Professional Competence a2: Advise clients on health promotion and disease prevention and sell related services and products.

Pharmacy specialists inform customers about individual health promotion options based on their needs. They explain the corresponding services, the specific products and measures to the customers. They sell customers the products of their choice and explain to them how to use them correctly.

Pharmacy specialists have a broad basic knowledge of health promotion, prevention and the various partners in the field of prevention. They use the information media available on site or online to inform and advise customers.

#### Travel sicknesses

10 lessons

##### Situations

- A family would like to go on vacation in Africa. What should they pay extra attention to, in order to stay healthy?
- A customer will travel abroad and thus would like to buy a remedy for diarrhea
- A customer is returning from their vacation and suffers from constipation

[a2.9 conducts a simple conversation on health promotion and disease prevention in a second local language or in English. (K3).]

... advises on safety precautions and necessary measures before travelling	
<p>... knows about different regions in the world and their health situations</p> <p>... knows about different cultures and their sanitary customs</p> <p>... knows about illnesses and difficulties that can occur when travelling</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b> travel sickness, motion sickness, thrombosis, insomnia, diarrhea, constipation, swelling, airplane ear, ear pressure relief, sanitary, germs, bacteria, stomach bug,</p> <p><b>Practice chunks job-relevant learning scenarios:</b> Make sure all your vaccinations are up to date. You might very well end up with an upset stomach, so make sure you have medicine that covers it.</p> <p><b>General:</b> All continents &amp; their most pressing diseases How cultures are different and how their sanitary customs are different</p>

... describes communicable diseases with the transmission route and derives appropriate preventive measures and products.	
<p>... knows the different communicable diseases and explains how they are transmitted in English</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b></p> <p>Contagious diseases: <b>Injuries to the skin:</b> HIV, hepatitis, West Nile Virus, malaria, ebola, MRSA, rabies, STDs, Zika, yellow fever, gonorrhoea, lyme disease, <u>Prevention:</u> repellents, mosquito nets, correct tick removal, disinfecting, cleansing the wound <b>Droplets</b> (facial/oral transmission, airborne): measles, covid, flu, viruses, hantavirus, pertussis, tuberculosis bacteria,</p>

	<p><u>Prevention:</u> hygiene, distancing, facemask, quarantine  <b>Smear infection/ Ingestion</b> (contaminated surfaces or objects):  parasites, fungi, insect bites, hepatitis type A, salmonella, shigellosis, cholera, typhoid  <u>Prevention:</u> Hygiene, water filter, "cook it, boil it, peel it or leave it"</p> <p><b>General:</b>  Conditional</p>
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<b>... recommends to the client, based on their needs and the destination, various products in the non-prescription and complementary medicine sectors and explains their advantages and disadvantages, as well as their use</b>	
<p>... can clarify the needs of the customer  ... can recommend appropriate products for prophylaxis and for acute cases  ... can give further tips for prophylaxis</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b>  Prophylaxis, acute case, pathogens, diarrhea, book cramps, tap water, market, vegetables, fruits, seafood, fish, peel, wash, intestinal flora, motion sickness, seasickness, tropical countries, hygiene, probiotics, dietary changes.</p> <p><b>Practice chunks job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>- Where do you travel? How are you traveling?</li> <li>- Do you want a preparation for prevention or for acute cases?</li> <li>- Do you want more of a herbal preparation?</li> <li>- I recommend .... because...</li> <li>- In your case I recommend...</li> <li>- The preparation has the advantage that....</li> <li>- Avoid...</li> <li>- Do not buy ... / do not consume...</li> </ul>

## Professional Competence a3: Advise customers in the over-the-counter sector and sell the relevant medicines and products.

The pharmacy specialist clarifies the needs of the customer with targeted questions and clarifications. On this basis, they inform the customers about the corresponding products in the non-prescription area, phytotherapy and complementary medicine. They present the available medicines and products to the customers, supports them in their purchase decision and explains their correct use. They dispense the medicines and products or organize their ordering and delivery. The pharmacy specialist has up-to-date specialist knowledge of these medicines and products, their properties, suitability, possibilities and limitations. They use the information media available on site or online on products in the non-prescription area, phytotherapy and complementary medicine to inform and advise customers.

### Itching

2 lessons

#### Situations

- A mother complains that her 4-year-old child is constantly scratching.

[a3.8 carries out a simple sales and advice talk of non-prescription products in a second national language or in English. (K3). ]

<p><b>... correctly assesses symptoms to an illness</b>  <b>... knows the different treatment options and advices on them</b></p>	
<p>... detects why the child might be constantly scratching          ... correctly assesses symptoms to an illness          ... informs the customer about treatment options          ... proposes the most sensible treatment          ... describes application of the chosen medicine          ... answers questions adequately          ... can give further advice to stop the problem from occurring again</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b>          soothing for the skin, calms the skin, moisturizes, softens, apply generously, tap or pat – don't scratch, irritation, chapped skin, rough skin, reddened skin, hives, eczema, greasy, oily, scaly, spots, itchy, rash, blisters          Lice: itching of the scalp, empty eggshells, stings, swelling          Bed bugs: remedy for itchiness, cortisone, antihistamine, menthol, disinfectant          products: silicone/plant-based oils, chemical products, lice comb</p> <p><b>Practice chunks in job-relevant learning scenarios:</b></p> <ul style="list-style-type: none"> <li>• How old is the child?</li> <li>• What are the symptoms exactly? Where are they located?</li> <li>• What does the skin look like?</li> <li>• Are the symptoms constant?</li> <li>• How long has she/he had these symptoms?</li> <li>• Have the symptoms worsened?</li> <li>• Have you tried anything?</li> <li>• Apply (generously) xx times a day.</li> <li>• Apply on the affected area.</li> <li>• Gently apply it, don't rub it in.</li> <li>• You may massage it in.</li> <li>• In the future, you may want to...</li> <li>• Should the symptoms return, why don't you try...</li> </ul>

**Situations**

- A customer with diabetes received a new prescription for a drug he has not previously taken and is worried about its effects and effectiveness.

[a1.8 receives customers, clarifies their needs and organizes further support in a second national language or in English. (K3).]

<p>.... recognizes which diseases (indication area) are to be treated. ... describes application &amp; possible side effects</p>	
<p>.... recognizes which diseases (indication area) are to be treated. ... adequately describes application ... gives additional advice ... knows and explains why this medication is the correct one for the customer ... informs customer of possible side effects</p>	<p><b>Practice technical terms in job-relevant learning scenarios:</b> <i>Type 1 diabetes</i> Active ingredient group: thyroid hormones <b>Anatomy / Physiology:</b> hormone, glands (pituitary, thyroid, adrenal, pancreatic islet cells, testis, ovary). Indication: hypothyroidism &amp; hyperthyroidism. <b>Pathology:</b> hypothyroidism as a result of autoimmune reaction <b>Symptoms:</b> Fatigue, loss of appetite, weight gain, hair loss, constipation. <b>Hyperthyroidism:</b> hyperthyroidism due to thyroid autonomy or Graves' disease. <b>Symptoms:</b> agitation, hyperactivity, sleep disturbances, arrhythmias, hypertension, tremor, weight loss, diarrhea. <b>Drug class:</b> human insulin, insulin analogues, mixed insulins Indication: Type 1 diabetes</p> <p><i>Type 2 diabetes</i> <b>Anatomy / Physiology:</b> Pancreas Insulin, glucagon, control circuit of blood glucose, blood glucose levels. <b>Pathology:</b> chronic metabolic disease, lack of insulin secretion. Autoimmune disease. <b>Symptoms:</b> Thirst, hunger, increased urination, fatigue. Drug class: oral antidiabetic agents (basic principles of action: Reduction of hepatic glucose formation, promotion of insulin secretion, decrease insulin resistance, decrease glucagon secretion, increase feeling of satiety, promotion of glucose excretion) Indication: Type 2 diabetes <b>Pathology:</b> Insufficient response of the body to insulin (insulin resistance) resulting in hyperglycemia. Long-term decreased insulin secretion. Symptoms (gradual onset): Thirst, hunger, increased urination, fatigue, sputum urination, fatigue, late effects: Poor wound healing, numbness in feet, blindness, renal failure. Risk factors: Obesity, lack of activity, unhealthy diet. Complication with heart attack, kidney disease, Blindness. <b>Indication:</b> adrenal insufficiency Nervousness, insomnia, diarrhea, sweating, weight loss, cardiac arrhythmias, Osteoporosis, gastric and intestinal ulcers, diabetes mellitus, severe hypertension, viral infections, delayed cell proliferation, wound healing, bone Injection solution, infusion solution, implants</p>

	<p><b>Practice chunks job-relevant learning scenarios:</b></p> <p>Could you please show me the prescription?          Have you taken this medication before?          Have you had any side-effects caused by this medication?          The reason your doctor prescribed this medication for you is...          Should you encounter xy, contact your doctor immediately.          Take/swallow ZZ x times a day / in the morning / in the afternoon/          in the evening.          Take it in intervals of xx hours.          Do not take more than xx a day.</p>
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**Language maintenance level A2 (understanding, in writing\*)**

**8 lessons**

**Possible topics**

- ... knows about travelling abroad
  - o What is required to travel abroad
  - o How to book hotels/flights
  - o How to get through customs
- ... feels comfortable getting around airports and train stations
  - o Understands signs, markings, important vocabulary
  - o describes & explains plans in the correct tense (future)
- ... orders food in English
  - o uses the appropriate language to order in a restaurant
  - o understands restaurant menus
  - o can complain if there are problems
- ... deals with hotel problems
  - o Feels comfortable checking in a hotel
  - o Knows how to talk/complain at the reception desk
  - o can describe stay at hotel in correct tense
- ... describes past holidays
  - o describes past holidays in the correct tense (past)
- ... uses different adjectives to describe experience

\* The general language level A2 is maintained (orally and in writing). A B1 level is expected orally in certain handling situations where corresponding objectives are formulated in the foreign language. The corresponding specialized vocabulary is also learned.

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