

Pharmacist Interview Schedule

Introduction *[please read this to the interviewee before the interview takes place]*

My name is XXX and I am interviewing you on behalf of Public Health England as part of a study to explore pharmacists attitudes to management of infections in the community. The interviews will be used to help us inform how we may improve the general public's use of antibiotics through the community pharmacy setting, and we would really value any information you can give us.

I would like to ask you about three topics.

- First I would like to talk to you about what you think about antibiotic resistance and others' attitudes towards antibiotics and giving self-care advice for suspected infectious illnesses.
- Then I would like to find out any suggestions you have for ways we could improve antibiotic use through community pharmacies.
- Finally, the third set of questions will cover how you think a resource might be implemented in pharmacies to assist in giving self-care advice and whether you think there are any potential barriers in implementing such a resource

If you don't mind, the interview will be recorded on tape and I will take a few notes. The notes and recording will be anonymised before we type it up, meaning we will not use your name or any other information that could be used to identify you. Are you happy to go ahead with the interview? Can I check that you have signed the consent form?

Background Questions

1. Representing company:
2. Do you work at this location only?
3. What is your role?
4. How long have you been qualified?
5. What is your age?
6. How long have you worked here?
7. Do you do extended hours or weekends?
8. Could you tell me a bit about this community pharmacy? Probe: Type of clientele

Section One – We are now going to discuss your thoughts and opinions on antibiotic resistance, common infections, self-care and antibiotic use

1. Could you tell me a little bit about what you know about antibiotic resistance? *Probe: What do you think are the consequences of antibiotic resistance? To what extent do you think it's important to slow its development?* (Knowledge) (Beliefs about consequences)

Giving self-care advice

2. Could you tell me a bit about how the general public raise or discuss common infections with you in the pharmacy? (Environmental context and resources)
3. What skills are required for giving advice about common infections in community pharmacy? (Skills/interpersonal skills)
4. Are there any barriers in your role that limits your advice to patients about self-caring for common infections? (Social/professional role/identity)
5. How easy or difficult is it to know if a patient presenting to you with a common infection needs an antibiotic? (Beliefs about capability)
6. In a typical day, how often do you give self-care advice? *Probe: What about for people purchasing certain remedies? Are there any particular queues, prompts of characteristics which indicate that you should give advice?* (Memory, attention and decision processes)
7. What kind of attitudes have you encountered when giving self-care advice? *Probe: How satisfied are patients with the self-care advice you give?* (Social influence)
8. To what extent do patients raise the topic of antibiotics during a conversation about self-care? How do you respond when this happens? (Skills/interpersonal skills)
9. Tell me about the advantages and disadvantages of giving self-care advice in the pharmacy setting compared to in a GP practice? (Beliefs about consequences)

10. What motivates you to give self-care advice? *Probe: to what extent do you consider antimicrobial resistance when giving self-care advice?* (Reinforcement)
11. Can you tell me about situations where you decide to not give self-care advice. *Probe: What makes you decide that it's not required?* (Memory, attention and decision processes)
12. To what extent do you think managing common infections in community pharmacy can slow antimicrobial resistance? (Beliefs about consequences)
13. Do you seek colleagues' opinions before giving self-care advice? *Probe: In pharmacy meetings? Training? One to one discussions etc.* (Social Influence)
14. Do you receive any feedback on your advice? How do you know you gave good advice? *Probe: Training, feedback, from colleagues, case reviews?* (Behavioural regulation)
15. Do you receive feedback if you advised a patient to only self-care who might have benefited from an antibiotic? *Probe: To what extent do you consider this when giving advice? How useful would it be for you to receive feedback on this?* (Beliefs about consequences)
16. Do you receive feedback if you advise a patient to go to their GP but they get advised to self-care or take over the counter medication? *Probe: How useful would it be for you to receive feedback on this?* (Beliefs about consequences)
17. If you wanted to improve or advance your own practice to managing self-care advice to patients how would you do it? (*training, self change, shop level change, chain level change, professional spread*). *Probe: If so – what kind of training/change/layout etc.* (Behavioural regulation) – If training is mentioned, ask about CPPE.
18. Can you tell me about any education you have had about managing common infections with self-care advice and antimicrobial resistance? *Probe: Probe: To what extent are these topics linked in your training?* (Skills/interpersonal skills)

Antibiotic use and advice

19. Could you tell me a little about how you currently discuss / raise antibiotic use with the general public? *Probe: IF YES: How do you discuss it? IF NO: Why not? Public taking antibiotics as intended and/or whether should be taking them at all. (Skills/interpersonal skills)*
20. What do you think the issues are that make it difficult for the general public to take antibiotics appropriately? *Probe: How do you think they may be overcome? Public taking antibiotics as intended and/or whether should be taking them at all. (Social Influence)*
21. What kind of attitudes have you encountered when giving antibiotic advice? *Probe: How satisfied are patients with the advice you give? (Social influence)*
22. Is there anything about your professional role that limits your advice to patients about antibiotics? (Social/professional role/identity)
23. How do you deal with situations where you suspect a customer has been prescribed antibiotics unnecessarily? *Probe: Would you educate them about resistance? (Skills/interpersonal skills)*
24. Do you think it's an appropriate part of your job to:
- Consider whether a patient needs an antibiotic?
 - Manage patients who have been refused an antibiotic?
- (Social/professional role/identity)
25. To what extent can you personally help optimise the public's antibiotic use? *Probe: Is it important to educate the public about these topics? (Beliefs about consequences)*
26. To what extent do you think CRP testing could be used in community pharmacy? *Probe: would you use it? What about for difficult and demanding patients?*
27. What motivates you to give antibiotic advice? *Probe: to what extent do you consider antimicrobial resistance when giving antibiotic advice? (Reinforcement)*

28. Is there anything that you could do in your role to reduce the number of patients who think they need antibiotics? (Behavioural regulation)
29. Could you tell me a bit about what your organisation's (employer's) attitude is to antibiotic resistance? *Probe: How does your organisation communicate this message? (Social Influence)*
30. What do you understand by the term "antimicrobial stewardship"? (knowledge)
31. Are you aware of local or national antimicrobial stewardship initiatives? *Probe: Within your CCG? Within your company? (Knowledge)*

Section Two – We are now going to discuss suggestions you have for ways we could improve antibiotic use in community pharmacies

32. Are you using or have you used any type of resource to assist you in providing self-care advice to patients? *Probe: Leaflet, posters, campaigns etc. (Environmental context and resources)*
33. Are you using or have you used any type of resource to assist you in providing antibiotic advice to patients? *Probe: Leaflet, posters, campaigns etc. (Environmental context and resources)*
34. What kind of support, if at all, would you like for providing self-care or antibiotic advice to patients? *Probe: Information/guidance/leaflets/posters etc. (Skills/interpersonal skills)*
35. Do you have any suggestions for resources on antibiotic resistance for the general public in pharmacies? *Probe: If not antibiotic resistance what about self-care for uncomplicated infections, or both? (Skills/interpersonal skills)*
36. What sort of messages on:
1. resistance

2. antibiotic use

... do you think you would feel most comfortable promoting? (Beliefs about capability)

37. Do you think there is a role for back-up/delayed antibiotics in this context? Probe: if yes, how? Could you facilitate its use? (Environmental context and resources)

38. Do you think there is a role for electronic prescribing in improving antibiotic use in community pharmacies? Probe: if yes, how? Could you facilitate its use? (Environmental context and resources)

Section Three – We are now going to discuss how you think a resource for pharmacists might be implemented in pharmacies and any potential barriers

39. If a resource was created to aid in

- a. giving self-care advice
- b. antibiotic advice
- c. educating the public about resistance

do you think you would use it, and why? (Memory, attention and decision processes)

40. What do you think would make pharmacists and pharmacist staff interested in using such a resource? Probe: What would be a good selling point for pharmacists and pharmacies? (reinforcement)

41. Can you foresee any challenges in implementing such a resource? Probe: follow up on issues e.g. age, time, repeat prescriptions, competing sales, training requirement– how would they overcome them? (Beliefs about consequences)

42. Can you foresee any advantages or benefits with such a resource? Probe: For the pharmacy, community, antimicrobial resistance? (reinforcement)

43. These resources have been developed for General Practitioners to aid them in reducing antibiotic prescriptions for common infections – to what extent do you think they could be modified for use in pharmacies? (Here, show the participant the Treating Your Infection

Centre Number: _____
Participant Code: _____
Date: _____

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*leaflet, the When Should I Worry Leaflet and the Gloucestershire adaptation of the PHE
National Antibiotic Management Guidance) (Environmental context and resources)*