Intern/Tutor Training 2024

Intern portfolio on CPD System

Outline

- Competency standards
  - Selecting a domain
  - Selecting a competency standard
- CPD
  - CPD cycle
  - Assessment criteria
  - Evidence
  - Example
- Assessment
  - Feedback from assessor
  - Re-assessment
- Professionalism
- Confidentiality
- Challenging competency standards
  - Guidelines for choices and evidence
- Role of the tutor

Mostly aimed at interns; and also provides guidance relevant for tutors

Important Resources

- The 2024 Intern and Tutor Manual (available for download from SAPC website) for the pre-registration experience of pharmacist interns which includes:
  - Criteria for assessment of a CPD entry (pages 34-36)
  - Checklist for CPD portfolio (pages 40-41)
  - Competency standards for pharmacists (pages 61-84)
- Other resources
  - Tutor
  - SAPC website

CPD Terminology used

Domain

Competency Standard

Behavioural Statement

Competency framework example
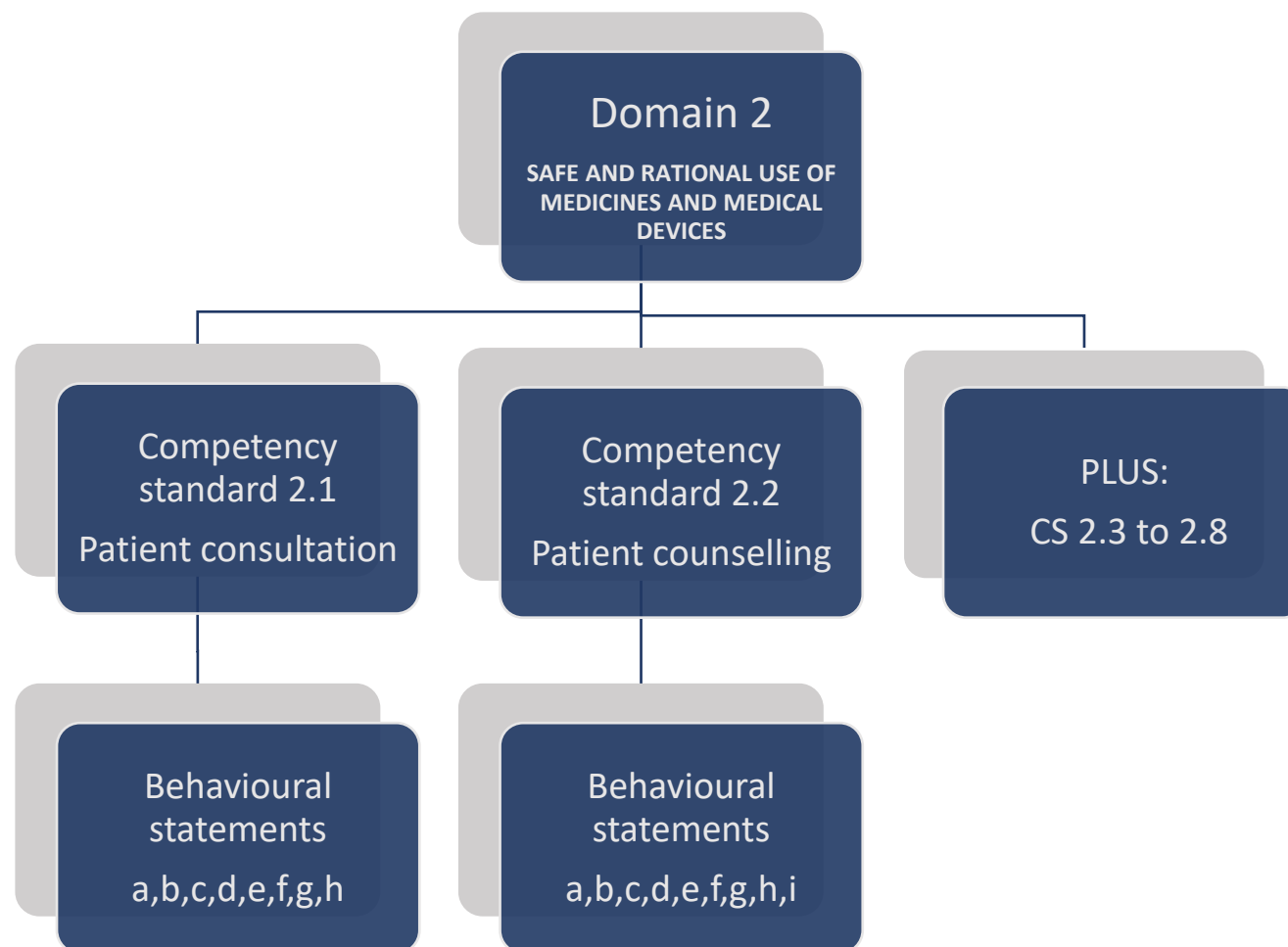
Six Domains

1. Public Health
2. Safe and rational use of medicines and medical devices
3. Supply of medicines and medical devices
4. Organisational and management skills
5. Professional and personal practice
6. Education, critical analysis and research

Domains are organised clusters of competencies

Competency Standards

Take note of how each CS is structured

- Part of a domain
- How does domain apply to you?
- Introduction to domain
- Competencies
- Behavioural statements
- Entry level ← For interns
- Intermediate practice
- Advanced practice — Later
- Assessment tick box

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Terminology (refer to intern manual CS 2.6)

2.6 Pharmacist initiated therapy (PIT)

Competency from domain 2 = 2.6 →

Behavioural statements (a,b,c,d) →

A person who has achieved this standard is able to demonstrate the following behaviours:
(a) Assessing and treating a patient based on objective and subjective signs and symptoms as guided by relevant legislation and within the scope of practice.
(b) Discussing the use of appropriate medicines and obtaining consensus from the patient, taking into account patient preferences, allergies and medical history.
(c) Documenting any intervention, including medicine supply, according to current legislative requirements.
(d) Referring patients, when required, to an appropriate healthcare provider/resource.
Assessment (Tick appropriate box)
Does this standard form part of my current practice of pharmacy?
Yes ☐   **No** ☐
IF YES, on the basis of the evidence I have identified I can do this.

Structure of the Competency Standards

DOMAIN 2: SAFE AND RATIONAL USE OF MEDICINES AND MEDICAL DEVICES

Does this domain apply to me?

The domain applies to all pharmacists who play a role in ensuring the safe and rational use of medicines to improve patient health outcomes

INTRODUCTION

Domain 2 covers the rational use of medicines, a concept adopted by the World Health Organisation (WHO), which advocates that patients receive medicines and medical devices that are:

- appropriate to their clinical needs;
- in doses that meet individual requirements;
- for an adequate period of time; and
- cost-effective for the patient and community.

Participation of the pharmacist in the promotion of rational use of medicines will contribute to improved access to quality medicines and other pharmaceutical services.

Pharmacists have a professional obligation to the public to ensure an adequate and reliable supply of safe, cost-effective medicines and medical devices of acceptable quality as prescribed in the National Drug Policy (1996). Patients must be educated in respect of the correct use of medical devices that meet all regulatory, safety and performance requirements.

Patients and healthcare workers are encouraged to report all medicine safety-related complaints, and pharmacists should monitor, record and process such complaints.

In the domain of safe and rational use of medicines and medical devices, effective verbal and non-verbal methods of communication with patients and other healthcare professionals, are essential competencies. Pharmacists require these competencies to improve patient health outcomes and to build and maintain professional working relationships within a healthcare team. This domain also encompasses activities such as pharmacist-initiated therapy (PIT), medicine utilisation reviews and use evaluations, and monitoring of therapeutic outcomes.

COMPETENCIES	
2.1	Patient consultation
2.2	Patient counselling
2.3	Patient medicine review and management
2.4	Medicine and medical device safety
2.5	Therapeutic outcome monitoring
2.6	Pharmacist–initiated therapy (PIT)
2.7	Pharmacovigilance
2.8	Clinical trials

2.6   Pharmacist–initiated therapy (PIT)

| A person who has achieved this standard is able to demonstrate the following behaviours: |
|---|
| (a) Assessing and treating a patient based on objective and subjective signs and symptoms as guided by relevant legislation and within the scope of practice. |
| (b) Discussing the use of appropriate medicines and obtaining consensus from the patient, taking into account patient preferences, allergies and medical history. |
| (c) Documenting any intervention, including medicine supply, according to current legislative requirements. |
| (d) Referring patients, when required, to an appropriate healthcare provider/resource. |
| **Assessment (Tick appropriate box)** |
| Does this standard form part of my current practice of pharmacy? |
| Yes ☐   No ☐ |
| **IF YES,** on the basis of the evidence I have identified I can do this. |

Continuing Professional Development

Continuing Professional Development

- Definition: the process by which registered persons maintain and enhance their competence throughout their professional careers

- Encompasses a range of activities including continuing education and supplementary training

- CPD enables registered persons to develop in their area of practice and demonstrate competence

CPD is a cyclical activity

Continuing Professional Development (CPD) Cycle
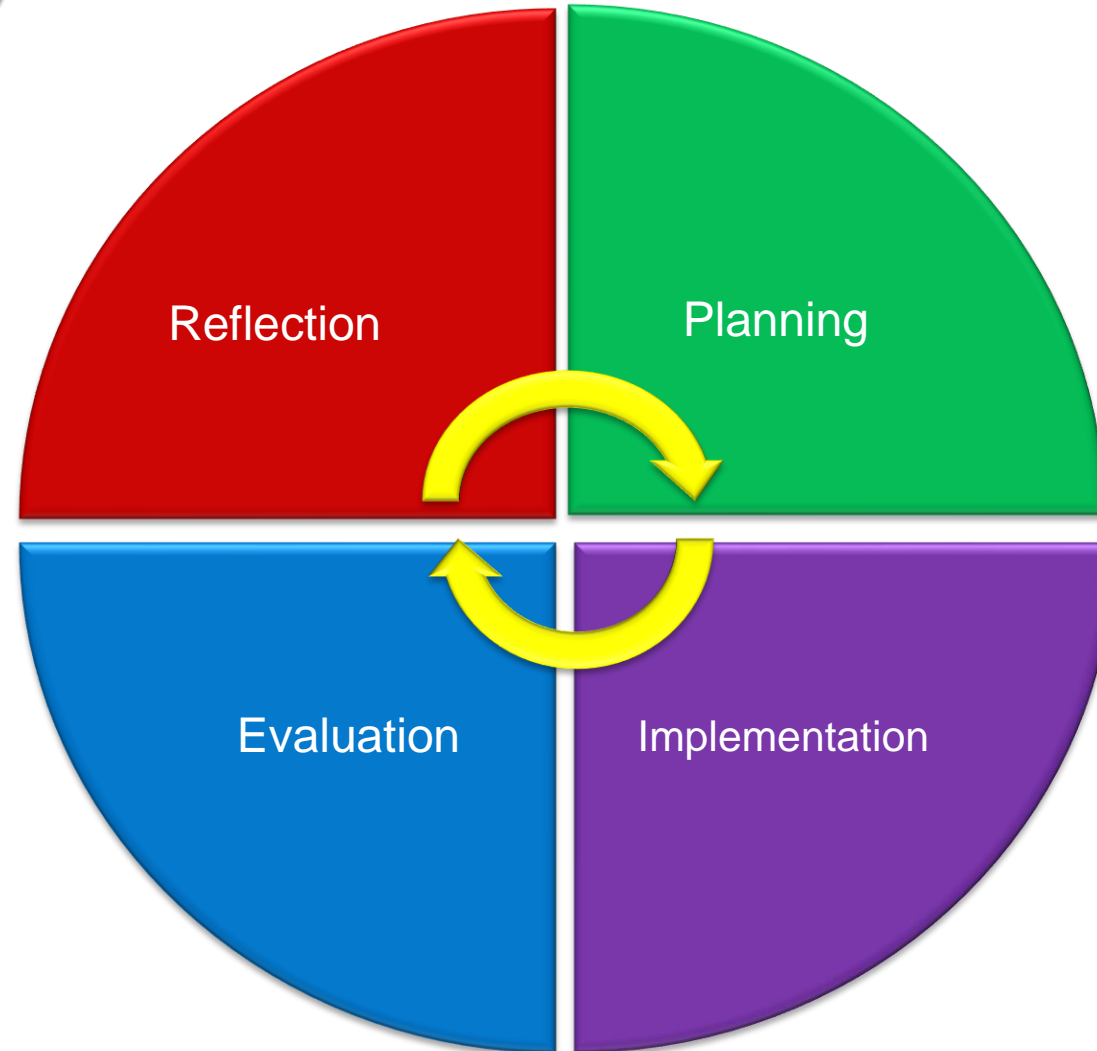
Assessment of phases of CPD cycle

- Done (mostly) on a scale of 0 to 3
- To earn 3 marks, **ALL** requirements must be met
  - ➢ Follow Assessment Criteria for each of the 4 phases of the CPD cycle
- In addition

You must have used an appropriately professional communication style

- ➢ Free of spelling and grammatical errors
- ➢ Properly punctuated
- ➢ Trade names capitalised

REMEMBER: spelling and grammar are not auto-corrected!

Check everything carefully before submitting.

0: Not yet met
1: Partially met
2: Met
3: Fully met

Check Manual pg 34-

36 for full details of

how marks allocated

NOTE: 2024 version

has been updated

Step 1 Reflection

- Decide on an appropriate <u>Learning Title</u>

  - ➤ Should be relevant to what <u>you</u> want to learn
  - ➤ NB: Don't simply copy the wording of the CS
  - ➤ Verbatim copies of the wording = NYC
  - ➤ The learning title must be unique and <u>describe</u> your case study

Reflection

Reflection

- Ask yourself
  - ➢ What do I need to learn? i.e. <u>own</u> learning need
  - ➢ How do I know that's what I need to learn?
  - ➢ What will I do with what I have learned?

- Describe this learning need
  - ➢ Make it a personal reflection, i.e. use the personal pronoun "I"
  - ➢ Be careful not to describe the learning need of the patient
  - ➢ NB! The learning need must be related to the selected outcome

This will determine the choice of CS and behavioural statements

STEP 1: REFLECTION	*MARK RANGE	CRITERIA
Learning title	0	Direct copy of / similar to the competency standard / behavioural statements OR title not appropriate / not related to competency standard.
	1	Original, descriptive and related to the competency standard.
Learning need	0	Irrelevant learning need OR learning need not linked to the competency standard and associated behavioural statements OR not learning need of intern (e.g., learning need of patient or nurse, etc.)
	1	General description stating the role of the pharmacist in relation to the competency standard.
	2	Clear learning need according to competency standard and associated behavioural statements AND trigger scenario provided (i.e., what happened that triggered the learning need), OR indication of what the intern hopes to achieve after completion of the competency standard.
	3	Clear learning need according to competency standard and associated behavioural statements AND trigger scenario provided (i.e., what happened that triggered the learning need), AND indication of what the intern hopes to achieve after completion of the competency standard.

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Assessment criteria for Reflection

STEP 1: REFLECTION	*MARK RANGE	CRITERIA
Learning title	0	Direct copy of / similar to the competency standard / behavioural statements OR title not appropriate / not related to competency standard
	1	Original, descriptive and related to the competency standard
Learning need	0	Irrelevant learning need **OR** learning need not linked to the competency standard and associated behavioural statements **OR** not learning need of intern (e.g. learning need of patient or nurse, etc.)
	1	General description stating the role of the pharmacist in relation to the competency statement.
	2	Clear learning need according to competency standard and associated behavioural statements **AND** trigger scenario provided (i.e. what happened that triggered the learning need), **OR** indication of what intern hopes to achieve after completion of the competency standard
	3	Clear learning need according to competency standard and associated behavioural statements **AND** trigger scenario provided i.e. what happened that triggered the learning need) **AND** indication of what the intern hopes to achieve after completion of the competency standard

Irrelevant or incorrect info

Minimally correct info

2 correct criteria

3 (all) correct criteria

Reflection

CHECKLIST	YES	NO
TITLE		
Is there a title?		
Is the title short, specific and related to the competency standard (CS)?		
Is the title a concise statement in my own words (not just a copy of the CS)?		
REFLECTION		
Have I clearly stated what **I need to know or learn**?		
Have I stated my learning need in the first person, e.g. "I need to know/learn…"?		
Have I stated why I have identified this learning need for myself and not just stated that it is a required outcome?		
Have I made sure not to include details of planning and implementation here?		

Step 2 Planning

- How, exactly, am I going to learn this?

- What are my options?
  - ➤ Refer to the behavioural statement and structure planning accordingly.
  - ➤ Mention relevant resources to be used.
  - ➤ What evidence can I submit to support my learning activity?
  - ➤ Planning is written in <u>future tense</u> (I will do…)

Carefully select primary learning trigger and activity

NB: Don't only describe how you plan to proceed, but say **what** you are going to do, **how** you are going to do it and **why** you are going to do things this way, as well as **when** you are going to do it.

STEP 2: PLANNING	*MARK RANGE	CRITERIA
Description	0	Planning not related to behavioural statements and learning need OR no resources provided OR information relating to reflection, implementation and evaluation is provided.
	1	Planning is provided in future tense AND reasoning behind the use of the resources, AND insufficient resources provided but NO specific details of resources provided and NO linking to behavioural statements.
	2	Planning is provided in future tense AND the reasoning behind the use of the resources AND specific details of resources used is provided, BUT not linking to 75% of the behavioural statements.
	3	Detailed plan provided in future tense AND the reasoning behind the use of the resources AND specific details of resources used is provided AND linking to 75% and above of the behavioural statements.

Assessment criteria for Planning

STEP 2: PLANNING	*MARK RANGE	CRITERIA
Description	0	Planning not related to behavioural statements and learning need OR no resources provided OR information relating to reflection, implementation and evaluation is provided.
	1	Planning is provided in future tense AND reasoning behind the use of the resources, AND insufficient resources provided but NO specific details of resources provided and NO linking to behavioural statements.
	2	Planning is provided in future tense AND the reasoning behind the use of the resources AND specific details of resources used is provided, BUT not linking to 75% of the behavioural statements.
	3	Detailed plan provided in future tense AND the reasoning behind the use of the resources AND specific details of resources used is provided AND linking to 75% and above of the behavioural statements.

Irrelevant or incorrect info

Minimally correct info
2 correct criteria

3 correct criteria

4 (all) correct criteria

Planning

CHECKLIST	YES	NO
PLANNING		
Have I clearly stated **how** I am going to learn?		
Have I identified which resources I will be using?		
Have I explained how I will be using the resources?		
Have I made sure NOT to just write what I intend to do (which is implementation)?		
Have I written this in the future tense?		

Step 3 Implementation

- Describe what you actually did

  ➢ Provide the context
    ▪ What, when, where, how

  ➢ Link to the evidence

  ➢ Remember to include ALL the behavioural statements of the chosen outcome

  ➢ Implementation is written in the past tense (I did…)

Tell the story. Keep it personal, use "I"

EVIDENCE

More about this later!

STEP 3: IMPLEMENTATION	*MARK RANGE	CRITERIA
Achievement date	0	Invalid achievement date (i.e., not within the internship period, or before the start date)
	1	Valid achievement date (i.e., during the internship period after completion of the activity)
Description	0	Invalid description
	1	Only description of evidence provided and not linked to the outcomes/behaviours OR description of "how" only OR description of "where" only OR description of "what" only OR description of "when" only
	2	Description of what, where, when, how AND either reference made to the evidence OR linked to at least 75% of behavioural statements
	3	Description of what, where, when, how, AND reference made to the evidence AND linked to at least 75% of the behavioural statements

Assessment criteria for Implementation

STEP 3: IMPLEMENTATION	*MARK RANGE	CRITERIA
Achievement date	0	Invalid achievement date (i.e. not within the internship period, or before the start date)
	1	Valid achievement date (i.e. during the internship period after completion of the activity)
Description	0	Invalid description
	1	Only description of evidence provided but has no linkage to the behavioural statements **OR** description of "how" only **OR** description of "where" only **OR** description of "what" only **OR** description of "when" only
	2	Description of what, where, when, how **AND** either reference made to the evidence **OR** linked to at least 75% of the behavioural statements
	3	Description of what, where, when, how, **AND** reference made to the evidence **AND** linked to at least 75% of the behavioural statements

Irrelevant or incorrect info

Minimally correct info

2 correct criteria

3 (all) correct criteria

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Assessment criteria for Evidence

Same hierarchy of criteria

Irrelevant or incorrect info

Minimally correct info

2 correct criteria

3 (all) correct criteria

STEP 3: IMPLEMENTATION	*MARK RANGE	CRITERIA
Evidence	0	No evidence, **OR** not valid **OR** not authentic **OR** inappropriate/irrelevant **OR** factually incorrect **OR** confidentiality breached
	1	Valid, authentic, current, authentic, sufficient (to show at least 75% of the behavioural statements were performed) but **NOT** annotated
	2	Valid, current, authentic, sufficient (to show at least 75% of the behavioural statements were performed) **AND** annotated but does not show which behavioural statements it is satisfying and how it is satisfying the behavioural statements
	3	Valid, authentic, current, authentic, sufficient (to show at least 75% of the behavioural statements were performed), annotated to show which behavioural statements is satisfying **AND** how it is satisfying the behavioural statements

Implementation

CHECKLIST	YES	NO
IMPLEMENTATION		
Have I described exactly **what** I did?		
Have I included **where, when, what** and **how**?		
Have I written this in the past tense?		
Have I referred to the labels of my evidence (i.e. the behavioural statements) in the text?		
Have I checked that what I did matches my learning need?		
Have I checked that what I did addresses all the behavioural statements of the CS?		

Implementation must be supported by evidence!

Evidence

CHECKLIST	YES	NO
EVIDENCE		
Have I checked that I have **sufficient** evidence i.e. have I covered at least 75% of the behavioural statements of the CS?		
Have I **annotated** my evidence so that it is clear why I have included each piece?		
Have I **annotated** my evidence with the **behavioural statements**, and does this match the behavioural statements mentioned under Implementation?		
Is my evidence clear i.e. readable, not loaded upside down, loaded as a single file. etc.?		
Have I made sure that all patient identifying details (such as name, surname, ID number) have been hidden?		

Still more about this later!

Step 4 Evaluation

FOCUS HERE IS

- Learning outcome i.e. what have you <u>learnt</u> – related to evidence?

- Application i.e. how have you subsequently used your acquired knowledge

- Impact i.e. how has your acquired knowledge changed your practice

- Identification of further learning needs

  NB! NOT "What I did"

NB: Provide specific example to substantiate this

Assessment criteria for Evaluation

Note different number of criteria

STEP 4: EVALUATION	*MARK RANGE	CRITERIA
Description	0	Any one of the following: what was learned in terms of competency standard OR influence of learning on practice OR example of application OR possible future learning need. (Examples need to be specific).
	1	Combination of any two of the following: Only states what was learnt in terms of competency standard OR gives what the influence on practice was OR gives an example of application OR identifies a possible future learning need. (Examples need to be specific).
	2	Combination of any three of the following: what was learned in terms of CS OR influence of learning on practice OR gives an example of application OR possible future learning need in relation to the skills that were learnt. (examples need to be specific).
	3	All four: What was learnt in terms of CS AND how the learning influenced his/her way of practice AND application by means of practical/actual examples AND identifying a future learning need in relation to the skills that were learnt. (Examples need to be specific).

Minimally correct info
Only one criterion

2 correct criteria

3 correct criteria

4 (all) correct criteria

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Evaluation

CHECKLIST	YES	NO
EVALUATION		
Have I clearly stated what I learnt from the action described under Implementation?		
Have I checked that my learning matches my learning need and is relevant to the CS?		
Have I clearly described how this learning has impacted on the way I practice?		
Have I given a specific example of how I applied this learning i.e. something I did after the action described? Have I remembered that I don't have to provide evidence for this, but just have to describe it?		
Have I clearly noted my future learning needs?		

Stepwise approach to completing CPD entries

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7. Check for feedback

6. Tutor verifies and submits online for assessment

5. Enter and submit **online for tutor verification**

4. Start CPD cycle

3. Read all behavioural statements

2. Select a Competency Standard (CS)

1. Select domain

Make sure your tutor has verified and submitted your entries by the published deadlines

This has 4 steps:
Reflection
Planning
Implementation
Evaluation

Focus on relevance to your practice setting

Complete annual declaration first!

After choosing a Competency Standard

- Check again that it is **appropriate** for your practice setting

- Read all the behavioural statements

- Decide on the appropriate and sufficient evidence

- Follow through
  - ➢ As you complete each phase of the CPD cycle, make sure what you write is relevant to the chosen outcome

  REFER TO CHECKLIST!
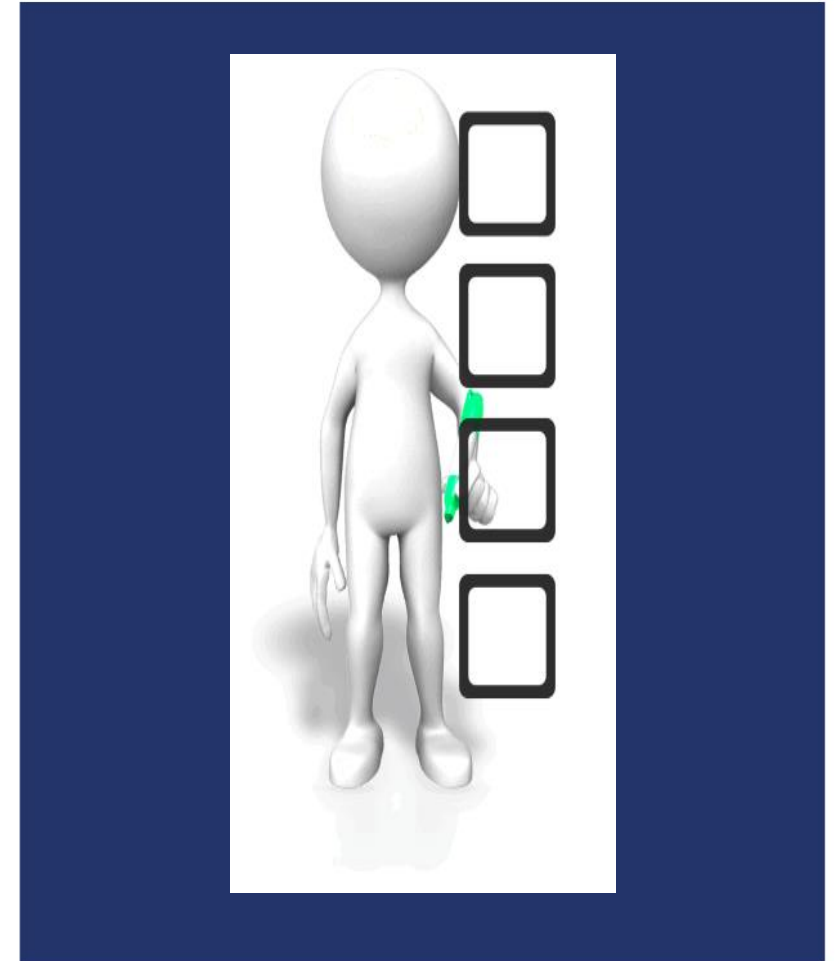
Requirements

- You need to submit 6 CPD entries
  - ➢ One from each domain
  - ➢ And be successful in all 6 CPD entries
  - ➢ Please do not submit all 6 entries at once. Allow sufficient time throughout the year for assessment submissions. This will increase your chances of success as you would obtain feedback from the assessor and moderator.

- For each Domain choose one competency standard
  - ➢ Read all the behavioural statements carefully
  - ➢ 1-3 behavioural statements = evidence is needed for ALL the statements (100%)
  - ➢ If there are **≥4 behavioural statements**, provide evidence for at **least 75%**
  - ➢ NB: Consult your Manual for details of the behavioural statements

  NB: Every CPD entry must reflect **individual** work

  No group activities are acceptable

Each entry must be accompanied by suitable evidence

Evidence criteria

EVIDENCE

Annotated
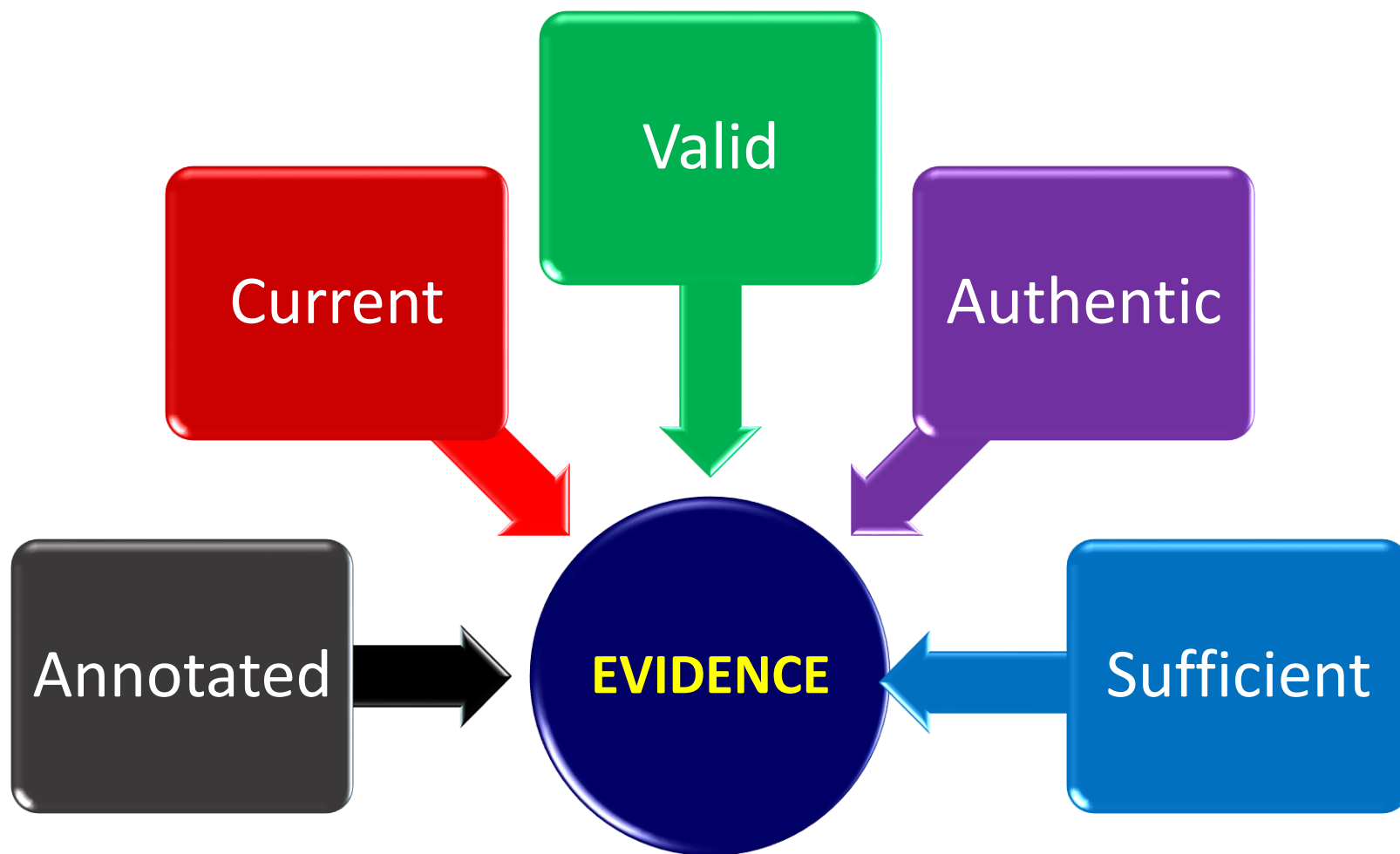
What it is

- Mechanism to give meaning to evidence
- Legible/easy to read
- Justifies why evidence included
- Must be planned and meaningful
- Must provide links to behavioural statements

What it isn't

- Merely labels
- Single words next to parts of evidence
- Scribbles on evidence
- Lacking links to behavioural statements
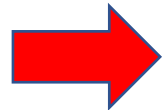
Must tell a <u>story!</u>

And the story is "What have I done to show behaviour"

Annotation of the date on a prescription

- Meaningful annotation

- 20/02/2024

For a prescription to be valid, it must be presented for dispensing within one month after it was written. This prescription is thus valid.

- Annotation with no value

- 20/02/2024

This is the date of the prescription.

Annotation of evidence

How to annotate?

Annotation of evidence

How to annotate?

Annotation of evidence

Invoice from the wholesaler

Expiry date

Name of medicine

Batch number

The medicine was stored after it was received

Annotation good?

Annotation of evidence

CS3.2 (e) – The end phase of the procurement of medicine

I checked the name of the pharmacy on the invoice and parcel to ensure that it is for the correct pharmacy

Batch number: I compared the batch number with the batch number on the parcel to ensure that it is the same. This ensures batch traceability

Expiry date: I checked the expiry date to confirm that the product is not short dated. I used the expiry date to pack the medicine on the shelf according to FEFO principles.

I checked the medicine name, strength, pack size & price

The parcel was received in good order. The medicine was not damaged or short dated. The medicine was captured onto the system to update stock levels. The medicine was stored on the shelf under 25° C in alphabetical order as per SOP.

Quality of annotation?

- CPD entry must relate to exposure to CSs **DURING** the internship period.

- Evidence must therefore be collected **DURING** the internship year(s).

- Don't include anything from your undergraduate years.

- Evidence must pertain to the specific competency being addressed.
- Specific evidence may only be used for one CS
  - ➢ Do not reuse evidence for multiple entries
- If factual and/or calculation errors occur in the evidence
  - ➢ Deemed NOT valid

NB: If evidence is not valid, the other 4 criteria do not count

Valid

EVIDENCE

- For example…

If the competency is about how to fry an egg and your evidence is about how crispy the bacon is, it is of no value.

Authentic

EVIDENCE

- Authentic = own work
- The evidence must be verified online by your tutor
- Tutor verification
  - Make sure your tutor verifies your entries
    - Tutor verification deadlines apply
  - Make it your responsibility to check

Sufficient

EVIDENCE

- If there are 4 or more, then the evidence submitted must cover at least 75% of the behavioural statements. E.g 4 behavioural statements- 3 pieces of evidence (0.75X number of behavioural statements)

Make sure you have enough evidence

NB: Focus on the QUALITY not only on the QUANTITY of evidence

- The same piece of evidence can't be used for more than one CS

- Do not submit an entire legislative document.e.g. the entire pharmacy act.

- Do not add evidence that may have clauses for intellectual property e.g. manufacturing interns who submit evidence that is confidential to that site

Poll

- [https://forms.office.com/r/zTSjf MvsGb](https://forms.office.com/r/zTSjfMvsGb)

Intern/Tutor Workshop - Poll 1

If you choose a CS that has 8 behavioural statements (BS). How many BS must you satisfy to achieve 75%?

- 5
- 6
- 4
- 3

Evidence

Photos	Pages from SAMF	Delivery notes
Add date stamp! Meaningless UNLESS authenticated AND you identify yourself Can be anyone in the photo! Maintain patient confidentiality	Reference name, edition, page number, etc What does this show? That you can use a scanner or photocopier?	What does this show? Stock was delivered, but received by whom? Signatures not annotated are meaningless

Evidence

- No highly glossy photos
- Not uploaded upside down
- The evidence must be clear and legible
- The evidence must be in **one** document
- Annotate, annotate, annotate!
  - ➢ Link evidence to a specific behavioural statement
    - ➢ Show how evidence satisfies the BS
  - ➢ Identify your own signature
  - ➢ Remember the assessor does not know you

What kind of evidence?

> **If I'm providing information to a patient…**

> **But if I'm providing evidence to a group…**

**Prescription
+?
+?**

**Attendance register
Presentation
Reference materials used
Feedback**

- Attendance register -+ presenter name, date, venue
  - Only one presenter
  - Feedback on presentation – should reflect knowledge and understanding of audience after the presentation (it is not a rating of the presenter)
  - Remember to annotate and link to the behavioural statements

What kind of evidence?

I'm consulting with a patient	**Patient history Rx, request from patient, blue copy, label, reference material used**
But what if I'm consulting with a doctor?	**Reason for consultation e.g. Rx Reference material used Telephone number of the doctor and time of the conversation**

- References – scientific, not Wikipedia
  - Must also be annotated and linked to the behavioural statements
  - Include page, edition e.g. for SAMF

What kind of evidence?

Sometimes I attend a meeting …

Agenda
Attendance register
Minutes of meeting
Most VIP: own contribution to meeting

Evidence (reemphasis on checklist)

CHECKLIST	YES	NO
EVIDENCE		
Have I checked that I have **sufficient** evidence i.e. have I covered at least 75% of the behavioural statements of the CS?		
Have I **annotated** my evidence so that it is clear why I have included each piece?		
Have I **annotated** my evidence with the **behavioural statements**, and does this match the behavioural statements mentioned under Implementation?		
Is my evidence clear i.e. readable, not loaded upside down, etc.?		
Have I made sure that all patient identifying details (such as name, surname, ID number) have been hidden?		

Evidence... Summary

- Evidence is proof of what I did
  - ➤ NOT merely reading an article
  - ➤ NOT theoretical scenario
  - ➤ NOT witnessing someone else

- Must convince the assessor that I performed the activity

- Must be professional
  - ➤ Neat, clear
  - ➤ Not a note scribbled on a Rx!

CPD Entry Example

Intern/Tutor Workshop - Poll 2

Trigger incident

I was asked to participate in a public health campaign

Poll

https://forms.office.com/r/BX7NWj7gaC

- Relevant Domain:
  - ➢ Domain 1 Public Health
- Relevant Competency:
  - ➢ Competency standard 1.1 Promotion of health and wellness

Which domain would this learning trigger align with?

- Domain 1
- Domain 2
- Domain 3
- Domain 4

Structure of the Competency Standards
DOMAIN 1: PUBLIC HEALTH

Domain 1 covers public health and includes competencies that are required in both the public and private healthcare sectors to promote health and wellness through the provision of healthcare information and education to the public and other members of the healthcare team.

COMPETENCIES
1.1   Promotion of health and wellness

A person who has achieved this standard is able to demonstrate the following behaviours:
(a) Provide advice on health promotion.
(b) Provide advice on disease prevention and control.
(c) Provide advice on healthy lifestyles.
(d) Participate in public health campaigns.
Assessment (Tick appropriate box)
Does this standard form part of my current practice of pharmacy?
Yes ☐   **No**   ☐
IF YES, on the basis of the evidence I have identified I can do this.

Poll – Attempt all the polls before next slide

- https://forms.office.com/r/2RSQTxQFDy

Intern/Tutor Workshop - Poll 3

Choose the most appropriate learning title

- Participation in COVID-19 health campaign at Steve Biko Academic Hospital
- Promotion of health and wellness
- Promotion of COVID-19

Poll – Attempt all the polls before next slide

- https://forms.office.com/r/Y5yRnZJgjY

Intern/Tutor Workshop - Poll 5

Which is the best learning need based on the CS?

- I needed to learn how to teach
- I need to learn how to provide advise and participate in public health campaigns
- I need to learn how to speak in public

CPD Entry Example: Reflection

- **Learning title**: Participation in COVID-19 health campaign at Steve Biko Academic Hospital

- **What triggered the learning**: My pharmacy manager asked me to participate in a COVID-19 health campaign and I did not know what this entailed

- **Learning need**: I needed to learn how to provide advice and participate in public health campaigns

- **What do I hope to achieve**: I hope to be familiar with the steps required to plan and successfully participate in a public health campaign

CRITERIA for REFLECTION 3 marks

Clear learning need according to competency standard and associated behavioural statements **AND** trigger scenario provided i.e. what happened that triggered the learning need) **AND** indication of what the intern hopes to achieve after completion of the competency standard

CPD Entry Example: Planning

- Plan to make a poster using relevant (Valid, current, authentic, sufficient) sources (National Department of Health and WHO policies and guidelines, SAPC website)- add relevant details (e.g. chapter, page numbers).

- I will include information on:
  - health promotion (behavioral statement a)
  - healthy lifestyles (behavioral statement c)
  - disease prevention and control (behavioral statement b)

- Verify the poster with my tutor

- Use the poster in my health campaigns

- Get feedback (e.g. attendance register and) (behavioral statement d)

- Obtain the participation letter (behavioral statement d)

- I plan to participate in the COVID-19 screening using the screening tool (behavioral statement d)

- Why?: I did all this in order to be able to participate in a public health campaign

CRITERIA for PLANNING 3 marks

Detailed plan provided in future tense **AND** the reasoning behind the use of resources **AND** specific details of resources to be used provided **AND** linking to 75% and above of the behavioural statements

CPD Entry Example: Implementation

- Description : **How** :I consulted the following sources – National Department of Health (evidence a/1.1a) and WHO policies and guidelines (evidence b/1.1b), SAPC website (evidence c/1.1c)

- **What** :I formulated the poster to use in the campaign (evidence d/1.1 a-c)

- **How/when/where**: I presented the poster at the COVID-19 screening area at the entrance of the hospital on a busy outpatient day (evidence e – attendance register maintain patient confidentiality/1.1d)

- **How** :I did the screening using the screening tool (evidence f/1.1d)

- I received the feedback from my supervisor and obtained the letter of participation from the health and safety manager (evidence g/1.1d)

CRITERIA for IMPLEMENTATION
3 marks

Description of what, where, when, how AND reference to evidence AND linked to at least 75% of BS

CPD Entry Example: Implementation

- Description : **How** :I consulted the following sources – National Department of Health (evidence a/1.1a) and WHO policies and guidelines (evidence b/1.1b), SAPC website (evidence c/1.1c)

- **What** :I formulated the poster to use in the campaign (evidence d/1.1 a-c)

- **How/when/where**: I presented the poster at the COVID-19 screening area at the entrance of the hospital on a busy outpatient day (evidence e – attendance register maintain patient confidentiality/1.1d)

- **How** :I did the screening using the screening tool (evidence f/1.1d)

- I received the feedback from my supervisor and obtained the letter of participation from the health and safety manager (evidence g/1.1d)

Poll

- https://forms.office.com/r/EsNcEhVbh1

Provide some examples of evidence you think will be suitable for this CS.

Intern/Tutor Workshop - Poll 4

CPD Entry Example: Possible evidence

- Source document(s): specific with annotations e.g. GPP (chapter, page number).

- Health education tool(s)
  - A detailed poster
  - Pamphlet
  - Presentation

- Letter of participation (highlighting your role)

- Attendance register (maintain confidentiality)

- Where does it fit in above? How many behavioural statements are covered?

CPD Entry Example: Evaluation

- **What was learned**: I learned how to provide advice and participate in public health campaigns

- **How the learning influenced practice:** I would like to learn more on providing advice to other health care workers

- **Applications in practice**: I subsequently participated in a diabetic screening day and I am more aware of public health issues

- **Future learning need**: I am now more confident to volunteer to participate in public health campaigns

Feedback from Assessors

- What can you expect?
  - Comments, dated
  - Positive = acknowledgement of being on the right track
  - Negative = with specific pointers with regards to what you did wrong and how to improve
  - Especially with regards to <u>evidence annotation</u>
  - Comments = guidelines for next entries, even if attached to entry assessed as Competent

Remember:
Feedback sessions later in the year

South African
Pharmacy Council
www.sapc.za.org

Resubmission

- If were found 'not yet successful' you need to resubmit a CPD within that Domain.

- Each resubmission is a standalone and is treated as a new submission.

- On resubmitting –
  - Start a new CPD unless the assessor has recommended that your CPD can be corrected (have a look at comment section)
    - Don't rework or modify previously used evidence

- See Guidelines for:
  - Conditions
  - Application procedure
  - Timeline

To maximise your chance to be eligible to write the intern examination:

- Submit early

- Submit regularly and on a monthly basis

Resubmissions

- To prevent the need for further resubmission, make sure to follow your assessor's recommendations/comments

- Re-submitted CPD entries are sent to the same assessor
  - ➢ Don't simply re-submit without attending to the reasons for the entry being deemed "not yet successful"

- You are allowed to submit 9 CPD entries
  - ➢ i.e. 6 + 50% re-submissions

- A fee of **R307.00** is levied if 10 or more entries are submitted

SAPC website: Intern CPD Results

- Unsuccessful CPD entry

- Successful CPD entry

Professionalism

- Plagiarism
  - ➢ Plagiarism software will be implemented soon
- Obviously your CPD entries must reflect your own work
  - ➢ Any irregularities will be referred to the SAPC legal department
  - ➢ Penalties
    - ▪ Expect them to be applied
    - ▪ Expect them to be severe
  - ➢ Your professional future may be compromised

CPD submissions are more than "just another hurdle", they are an opportunity for you to further develop your professionalism.

Confidentiality

- Must be maintained at all times
  - ➢ Rxs, trailer labels, S6 registers
- Automatically not yet successful if confidentiality breached
- Confidentiality applies only to <u>patients</u>
  - ➢ Not doctors, hospitals or other facilities
    - ▪ POPIA allows this
  - ➢ Not to staff attendance registers
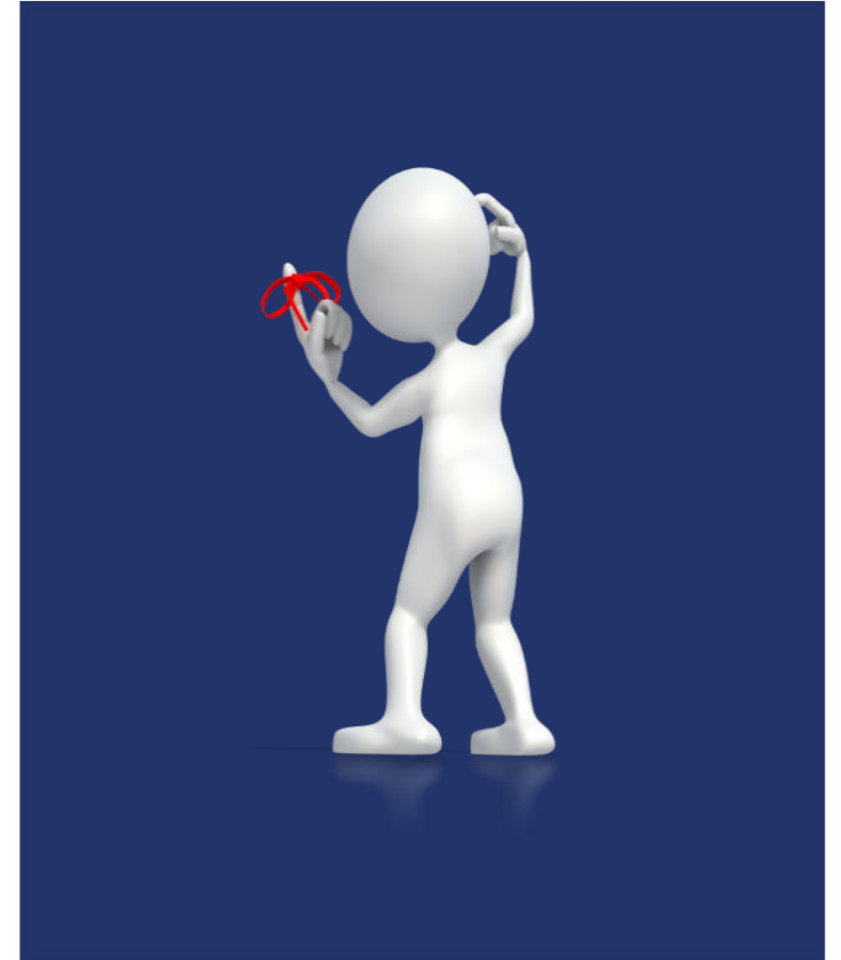 - ➢ Be careful not to blank out all your evidence

Make sure the name is completely obscured. Untidy scribbles are ineffective.

You are now ready to start the stepwise approach to completing your CPD entries

- Remember…
  - ➢ Step 1: Choose domain
  - ➢ Step 2: Choose Competency Standard

But first, here are some tips and comments to assist you in choosing an appropriate Competency Standard from each Domain

Domain 1

Competency standard	Decision-making aid	Comment/s
1.1	Recommended	Remember this is about Public Health
1.2	Challenging	Only applicable for active participation in PTC meeting More specific to institutional settings
1.3	Challenging	Applies to wider health policies, not internal SOPs
1.4	Challenging	Needs more than generic substitution or submission to medical aid.
1.5	Possible	Must include active participation in development and implementation of disaster management plan
1.6	Recommended	Include screening activity

Domain 2

Competency standard	Decision-making aid	Comment/s
2.1	Recommended	Include the patient in the discussion
2.2	Recommended	Make sure that sufficient evidence is submitted
2.3	Possible	Involves more than a discussion with a prescriber More appropriate for institutional settings
2.4	Possible	Focus on dispensing errors, not prescribing errors Better suited to institutional settings
2.5	Possible	Make sure you understand the scope of therapeutic outcome monitoring
2.6	Recommended	
2.7	Possible	
2.8	Challenging	Only for interns involved in a registered clinical trial

Domain 3

Competency standard	Decicion-making aid	Comment/s
3.1	Possible	Only for manufacturing sector
3.2	Recommended	
3.3	Challenging	
3.4	Recommended	Covers all dispensing activities
3.5	Recommended	Must include discussion on application of pharmaceutical principles Can be bulk or extemporaneous compounding
3.6	Possible	Only if intern is actually exposed to medicine recall

Domain 4

Competency standard	Decision-making aid	Comment/s
4.1	Possible	Focus on contribution towards HR management
4.2	Challenging	Applicable to both institutional and community sectors
4.3	Possible	Don't lose sight of infrastructure focus
4.4	Possible	
4.5	Challenging	
4.6	Recommended	Must differentiate between policies and SOPs

See pg 39 in manual for definitions and a list of policies

Domain 5

Competency standard	Decision-making aid	Comment/s
5.1 and 5.2	Not allowed	
5.3	Compulsory	Only this CS is allowed for Domain 5
5.4 to 5.8	Not allowed	

Domain 6

Competency standard	Decision-making aid	Comment/s
6.1	Challenging	Should include application of pharmacy education policy
6.2	Recommended	Can be used for training PAs in the workplace as per their scope of practice
6.3	Possible	Only applicable to formal training of UG pharmacy students Best suited to academic interns
6.4	Challenging	
6.5	Challenging	
6.6	Recommended	
6.7	Not possible	Cannot be completed by interns
6.8	Challenging	Best suited to academic interns

Now you are ready to complete the CPD cycle

- Remember…
  - ➤ Step 4: Complete the CPD cycle

Here are **some guidelines** pertaining to **some of the** evidence you might need for selected Competency Standards from each Domain

Domain 1

Competency standard	Decision-making aid	Guideline/s re Evidence required
1.1	Recommended	**Show how (provide the information)** poster used to **promote health** Evidence could include an attendance register
1.2	Challenging	
1.3	Challenging	
1.4	Challenging	Full pharmacoeconomic study with analysis of outcome, plus knowledge of pharmacoeconomic terms
1.5	Possible	Disaster management plan
1.6	Recommended	Screening tool

Domain 2

Competency standard	Decision-making aid	Guideline/s re Evidence required
2.1	Recommended	Nature of problem, consultation area, duration language used, sensitive vs insensitive issues
2.2	Recommended	Counselling plan, patient feedback on understanding, tutor statement, how sensitive issues handled
2.3	Possible	Must cover multiple patients and activities
2.4	Possible	Must cover multiple patients and activities
2.5	Possible	Include clinical evidence (e.g.lab tests, new Rx or dose change), analysis of medicines, prescriber's notes
2.7	Possible	Monitoring and reporting. Include ADR form, post-marketing surveillance
2.6	Recommended	Could include information pamphlet relating to condition, and referral letter (to whom, reason for referral)

Domain 3

Competency standard	Decision-making aid	Guideline/s re Evidence required
3.1	Possible	Include quality assurance documents NB. Be aware of intellectual property concerns in manufacturing sites
3.2	Recommended	
3.3	Challenging	
3.4	Recommended	
3.5	Recommended	Include evidence to show understanding of pharmaceutical knowledge Remember expiry date for extemporaneous compounding not to exceed 30 days Refer to MRSA
3.6	Possible	

Domain 4

Competency standard	Decision-making aid	Guideline/s re Evidence required
4.1	Possible	E.g: Roster, leave plan, rotation roster, performance assessments, HR policies Self-assessments must show personal development
4.2	Challenging	Include financial management policies, budgets Include multiple activities
4.3	Possible	Can use SAPC inspection questionnaire as tool to evaluate infrastructure
4.4	Possible	E.g: Updated SOP based on new legislation
4.5	Challenging	
4.6	Recommended	Application of policies and SOPs to achieve policy development

See pg 39 in manual for definitions and a list of policies

Domain 5

Competency standard	Decision-making aid	Guideline/s re Evidence required
5.1 and 5.2	Not allowed	
5.3	Compulsory	Must include annotated extracts of applicable Acts/legislation/Code of conduct

"Keeping abreast" means using/applying current and/or recently amended legislation (BS c)

Remember annotated professional indemnity certificate

This CS covers many more aspects than dispensing a S6 Rx. It is suggested that more than one activity is discussed |
| 5.4 to 5.8 | Not allowed | |

Domain 6

Competency standard	Decision-making aid	Guideline/s re Evidence required
6.1	Challenging	Should include application of pharmacy education policy
6.2	Recommended	Include evidence that training is part of an agreed plan Clarify role of "more experienced colleague"
6.3	Possible	Show how training is part of a formal UG module for the pharmacy students
6.4	Challenging	
6.5	Challenging	
6.6	Recommended	Submit a complete research project (including results), not only a proposal Must show evidence of approval of protocol
6.8	Challenging	Same evidence as for 6.6 Also show evidence of work/role within a research team

CS 4.6 Policy development

- Recommended CS but interns typically have trouble with this CS

- 2024 Manual now includes extra information to facilitate differentiation between policies and SOPs

  ➢ Definition of a policy:
    - "A set of guidelines ………….."
  ➢ Definition of an SOP:
    - "A set of written instructions …………"
  ➢ List of applicable policies:
    - NDP (see Chapter 7 of the manual)
    - Sanitation policy
    - Health safety policy
    - Security policy
    - Post-exposure policy
    - HIV and AIDS policy

See pg 39 in manual for complete definitions

Note: GPP is not a policy

Role of the Tutor

NB: Annual declaration and 6 CPD Activities

Role model
- Implies an obligation to be competent and practise professionally yourself

Mentor
- Opportunity for self-development through training
- Can use this for your own CPD entries

Tutor Verification

- Evaluate the entire CPD entry
- Make sure all elements of authentication are present
- Most VIP:
  - When the intern completes an entry, you must verify it online
    - Check verification dates/deadlines Table 9 Pg 32 of manual
  - Either accept – will release entry to Council
  - Or suggest to the intern how to improve
  - Then verify and release
  - Assist the intern with implementing assessor comments if resubmission is required

Role of the Tutor

- You have a responsibility to familiarise yourself with all the internship requirements and to timeously complete reports

- You play a vital role as no intern is likely to succeed without a tutor who is:
  - ➢ Competent
  - ➢ Gives guidance
  - ➢ Interactive
  - ➢ Empathetic
  - ➢ Supportive
  - ➢ Etc…
  - Ultimate responsibility for completion of internship requirements lies with intern

Most NB:
Grow with your intern!
Enjoy the journey!
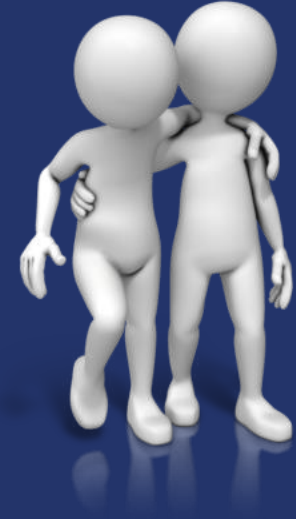
Think about Domain 6: This includes education .So tutors can use this opportunity to complete their own CPDs

Please complete the attendance register/survey

https://forms.office.com/r/07jHzgNatz

Any questions?

Contact Us

customercare@sapc.za.org

0861 7272 00
or
012 319 8500

@OfficialSAPC

Thank you!