Intern/Tutor Training 2021

Intern portfolio on CPD system

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Outline

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

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

Important Resources

- The **2021 Intern and Tutor Manual**
  (download from SAPC website)

  for the pre-registration experience of pharmacist interns which includes:
  - Criteria for assessment of a CPD entry (manual)
  - Checklist for CPD portfolio (manual)
  - Competency standards for pharmacists (manual)

- Other resources
  - Tutor
  - SAPC website

Competency Framework

Take a few minutes to familiarise yourself with the competency framework
(refer to your Manual, Annexure B)

CPD Terminology

DOMAIN

BEHAVIOURAL STATEMENT

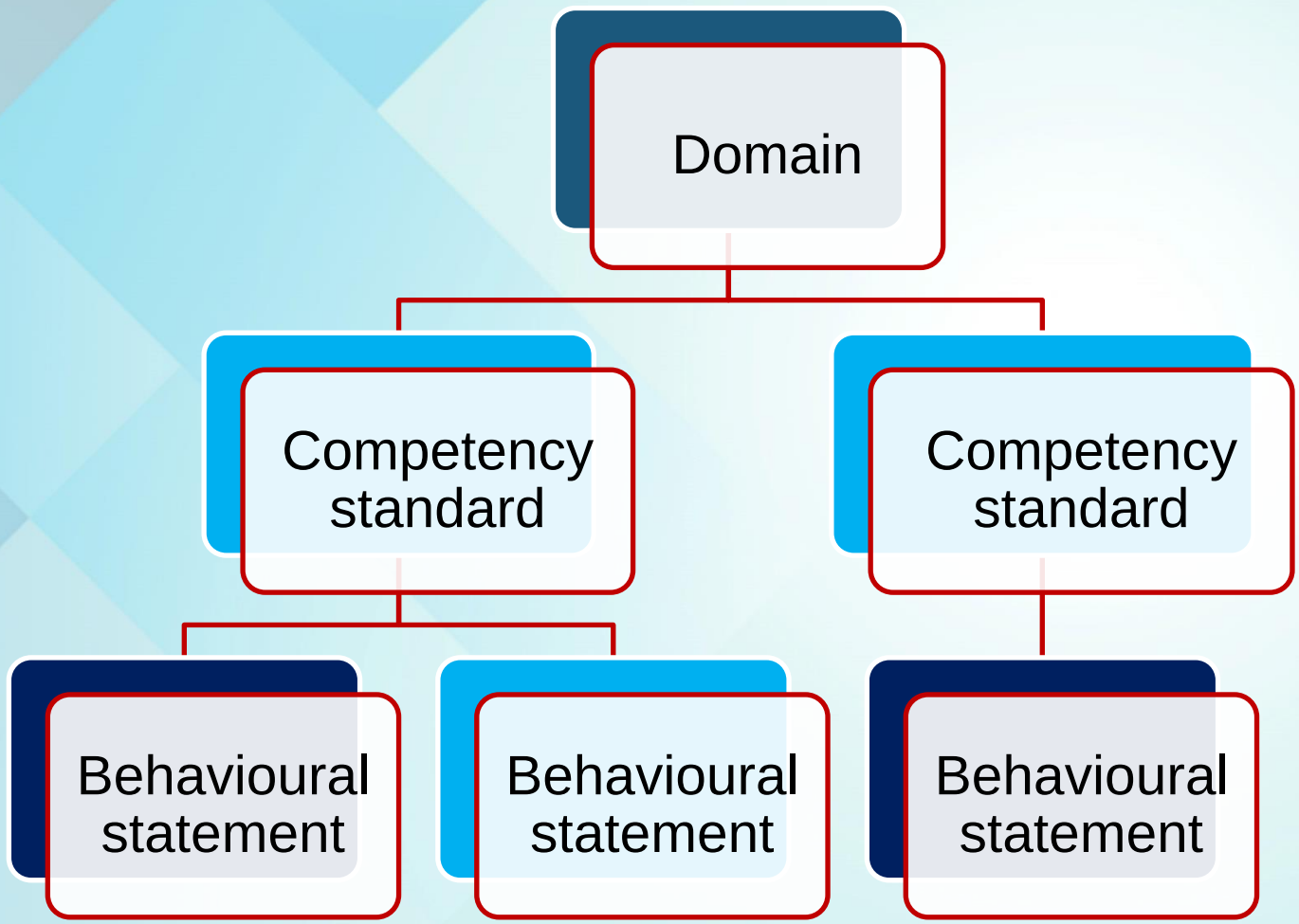
COMPETENCY STANDARD

Six Domains

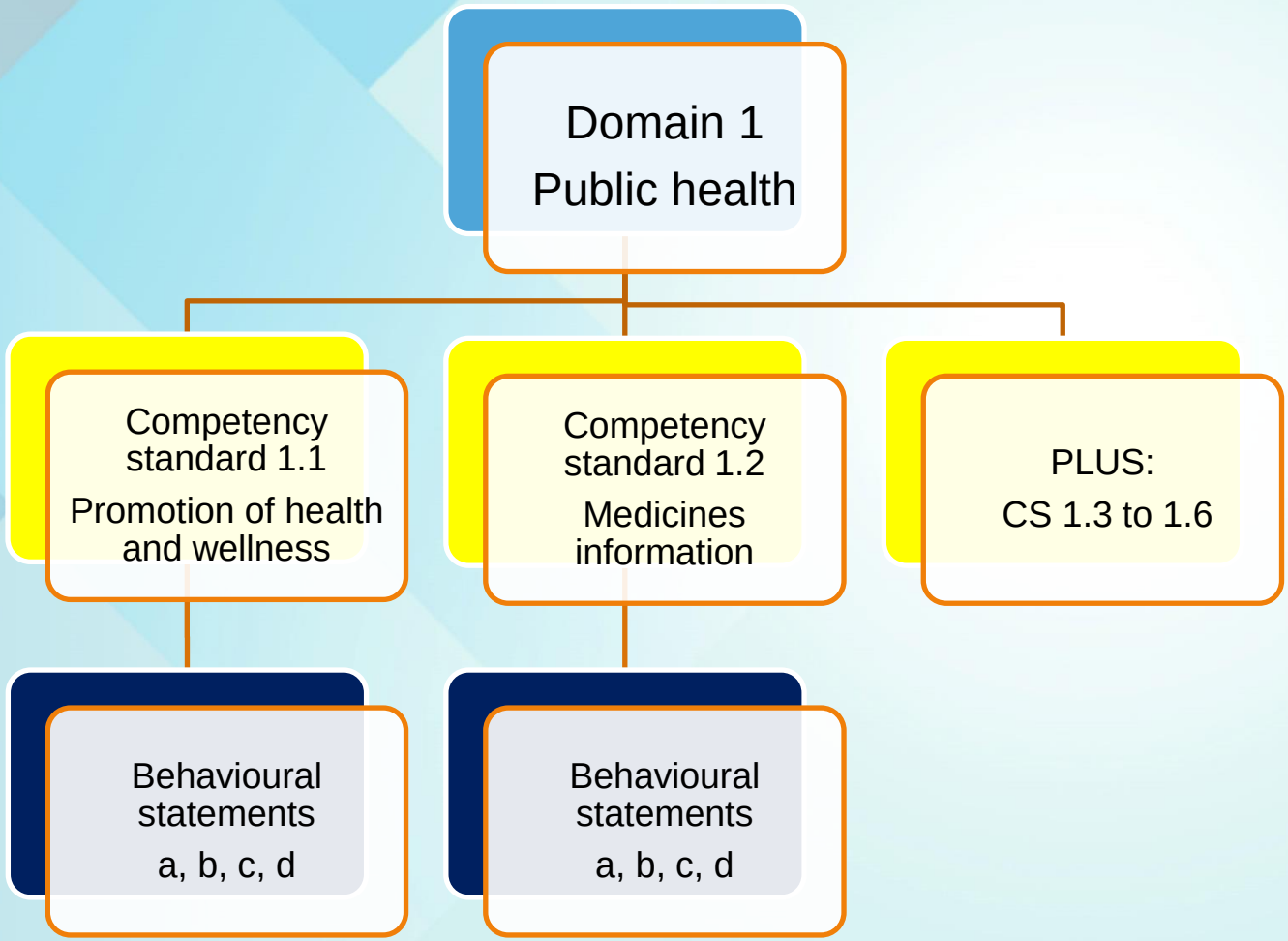
Domains are organised clusters of competencies

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

Competency framework



Competency framework example



Terminology
(refer to intern manual CS 2.6)

Competency from domain 2 = 2.6

Behavioural statements (a,b,c,d)

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.

Structure of the Competency Standards

DOMAIN 1: PUBLIC HEALTH

Does this domain apply to me?

The domain applies to all pharmacists whose practice includes promotion of health and wellness through the provision of healthcare information and education to the public and other members of the healthcare team

INTRODUCTION

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.

The provision of medicines and healthcare information and education forms an integral part of the scope of practice of a pharmacist. The availability of specialised pharmaceutical knowledge at all levels of care, including primary healthcare (PHC), is an important component for the delivery of effective and efficient pharmaceutical services.

The domain covers competencies that are required to promote health, promote and monitor adherence and apply pharmacoeconomic principles.

The public health domain competencies are:

COMPETENCIES

1.1	Promotion of health and wellness
1.2	Medicines information
1.3	Professional and health advocacy
1.4	Health economics
1.5	Epidemic and disaster management
1.6	Primary healthcare

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** ☐

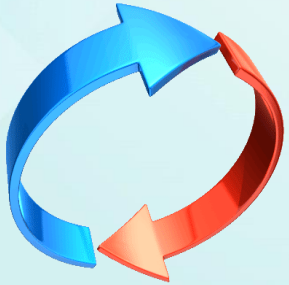
IF YES, on the basis of the evidence I have identified I can do this.

Continuing Professional Development

CPD

Continuing Professional Development (CPD)

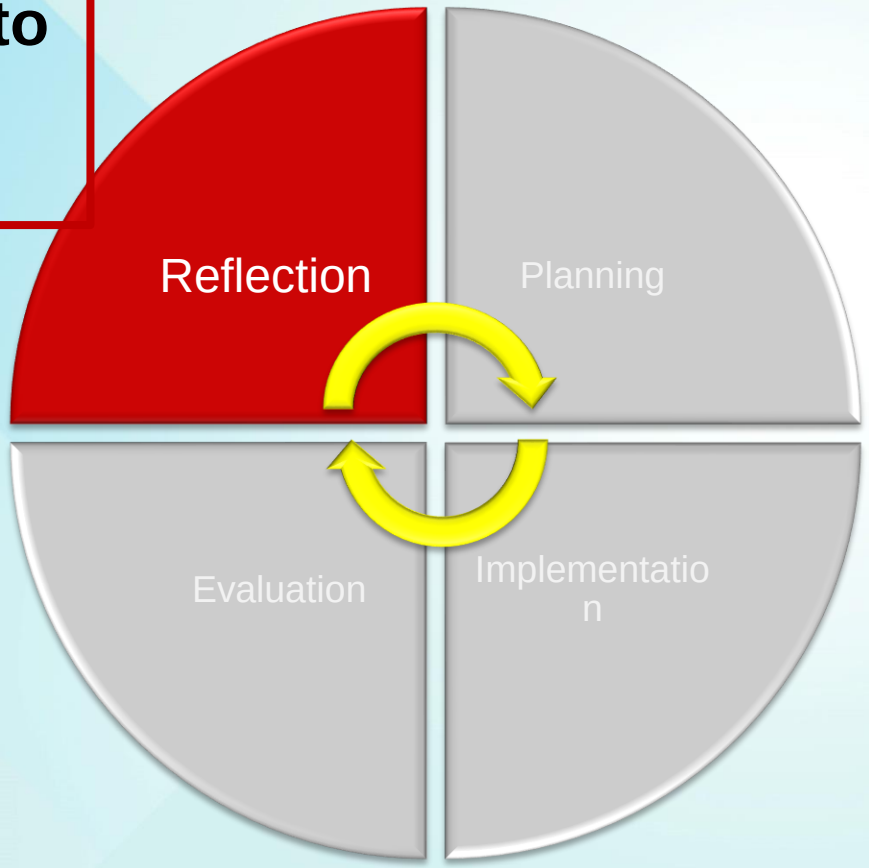
- Definition: the process by which registered persons maintain and enhance their competence throughout their professional careers
- Encompasses a range of activities including continuing education and supplementary training
- CPD enables registered persons to develop in their area of practice and demonstrate competence

CPD is a  cyclical activity

Continuing Professional Development (CPD) Cycle

First step: Reflection

What do I need to know/learn to do?



Reflection

- Decide on an appropriate Learning Title

  - Should be relevant to what you 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 describe your case study

Reflection

This will determine the choice of CS and behavioural statements

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

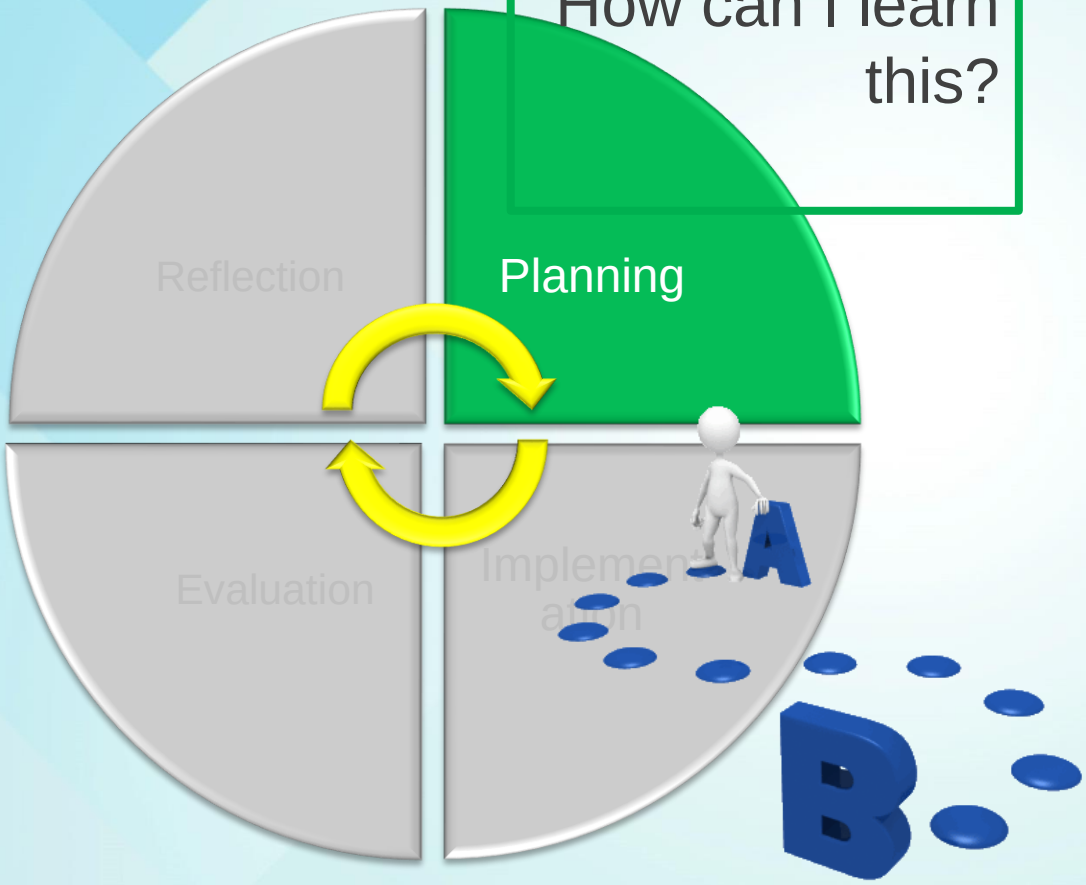
- Describe this learning need
  - Make it a personal reflection, i.e. use the personal pronoun "I"
  - Be careful not to describe the learning need of the patient
  - NB! The learning need must be related to the selected outcome

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?		

Second step: Planning

How can I learn this?



Use behavioural statements to guide your planning

Planning

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 , **why** you are going to do things this way and **when** you going to do it

- How, exactly, am I going to learn this?
- What are my options?

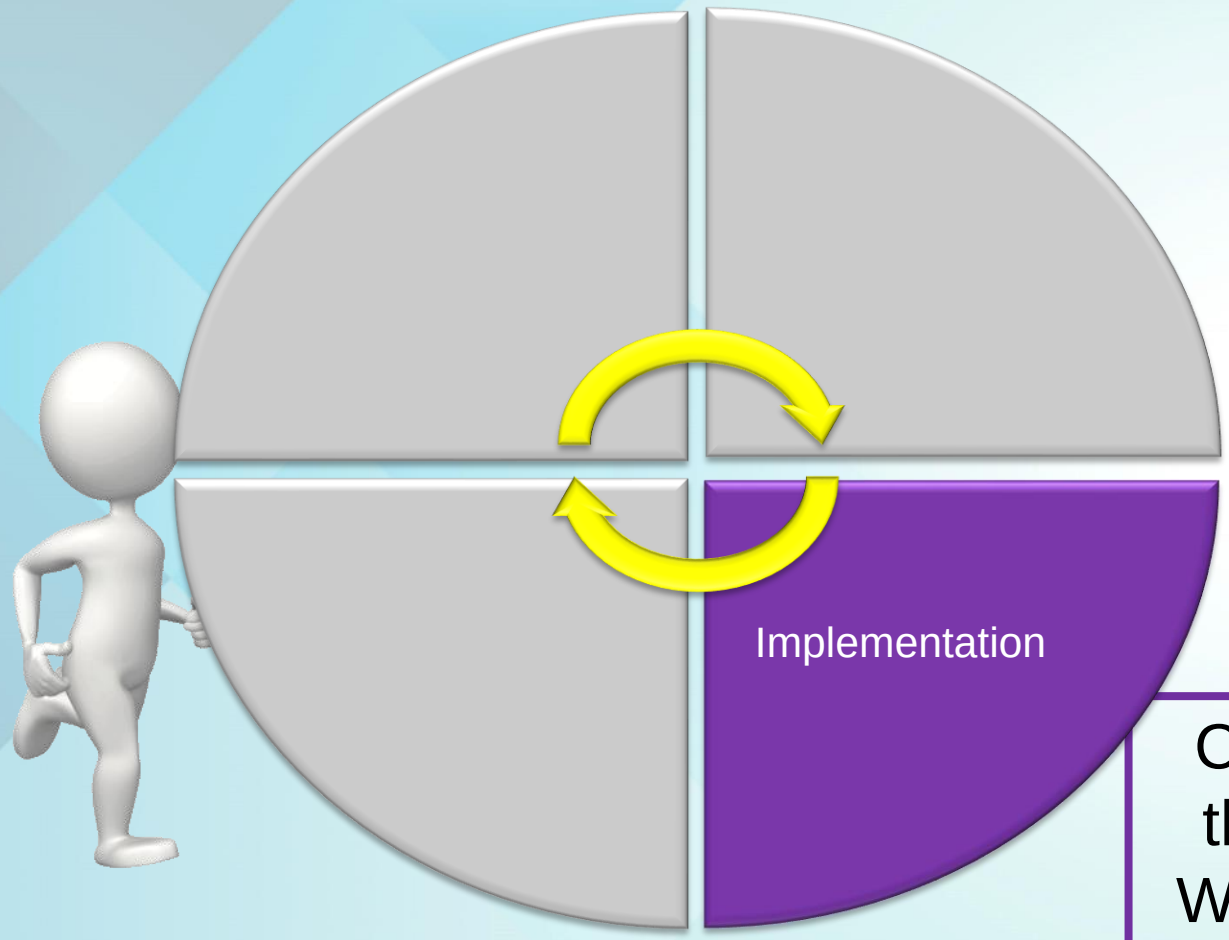
  - Refer to the behavioural statement and structure planning accordingly
  - Mention relevant resources to be used
  - What evidence can I submit to support my learning activity?
  - Planning is written in <u>future tense</u> (I will do….)

Carefully select primary learning trigger and activity

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?		

Third step: Implementation



Completing the activity, What have I done?

Implementation

- Describe what you did actually
  - 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 <u>past tense</u> (I did…)

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

EVIDENCE

More about this later!

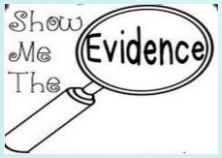
Implementation

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!

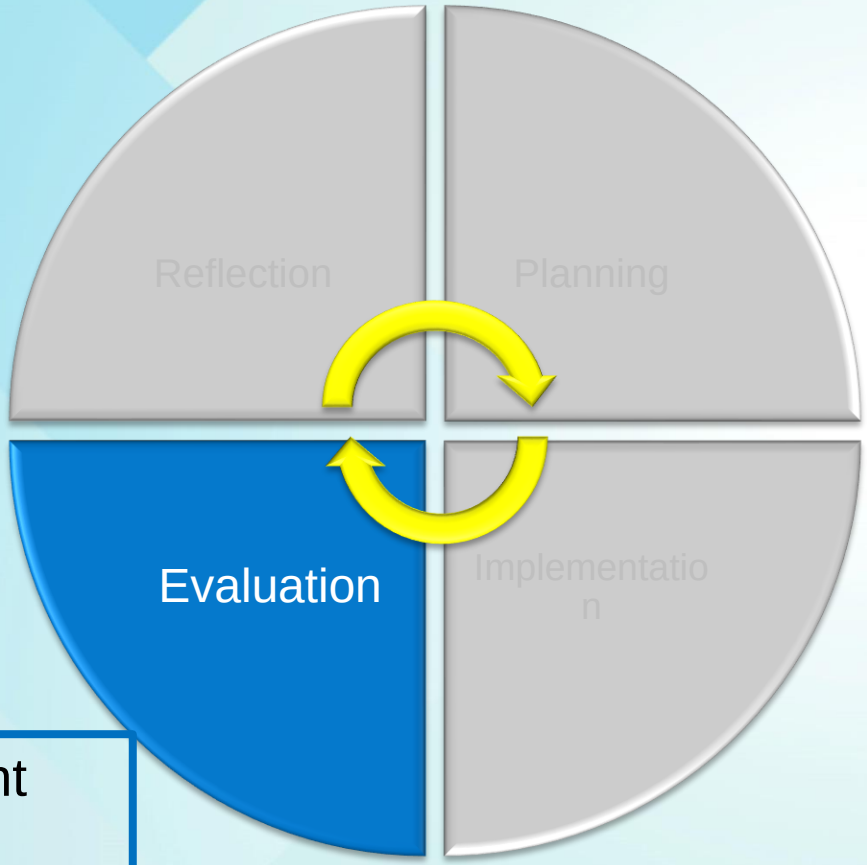
Evidence

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, etc.?		
Have I made sure that all patient identifying details (such as name, surname, ID number) have been hidden?		



Still more about this later!

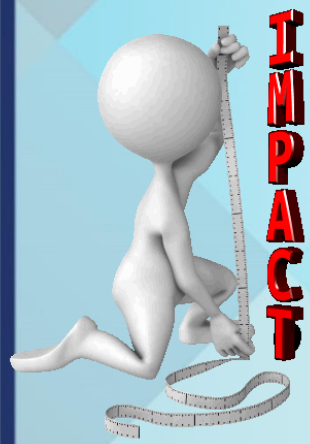
Fourth step: Evaluation



What have I learnt and how have I applied my learning?

Evaluation

FOCUS HERE IS



- Learning outcome i.e. what have you learnt – 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 examples to substantiate this

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?		

CPD Cycle

Each phase of the cycle must be completed for **every CPD entry**

Stepwise approach

7. Check for feedback
6. Tutor verifies and submits online
5. Enter and submit **online for tutor verification**
4. Start CPD cycle
3. Read all behavioural statements
2. Select a Competency
1. Select domain

Make sure your tutor has verified and submitted your entries by the deadlines published in intern/tutor manual

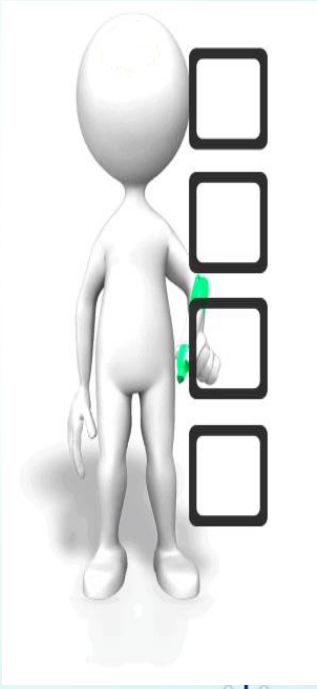
This has 4 steps:
Reflection
Planning
Implementation
Evaluation

Focus on relevance to your practice setting

Complete annual declaration first!

Once you have chosen a competency…

- Check again that it is **appropriate** for your practice setting
- Read all the behavioural statements
- Decide on the evidence
  (at least 75% of the behavioural statements)
- 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
  - **For Domain 5 it is compulsory to do CS 5.3**

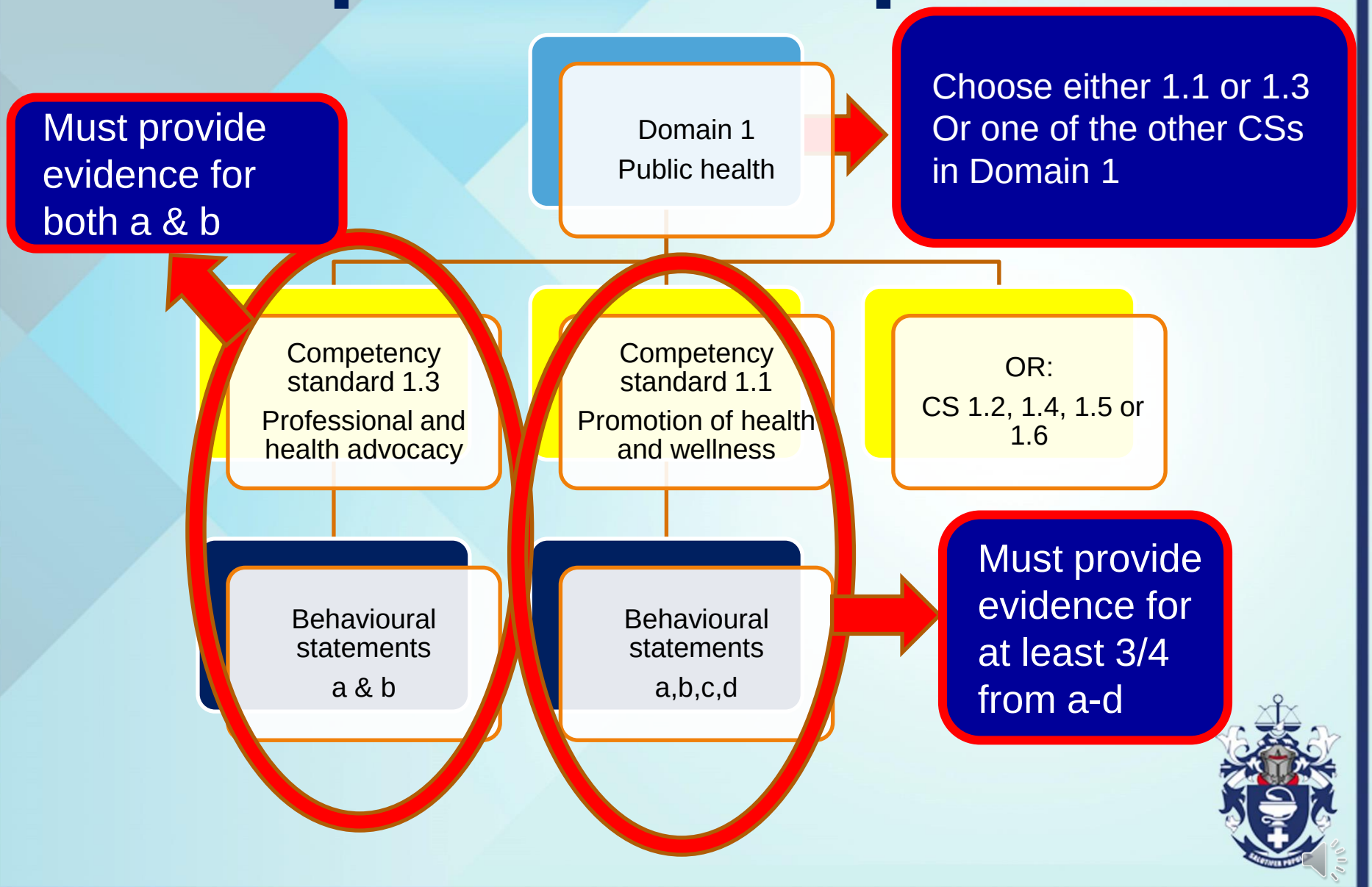
Each entry must be accompanied by suitable evidence

- For each Domain choose one competency
  - Read all the behavioural statements carefully
  - 1-3 behavioural statements = evidence 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

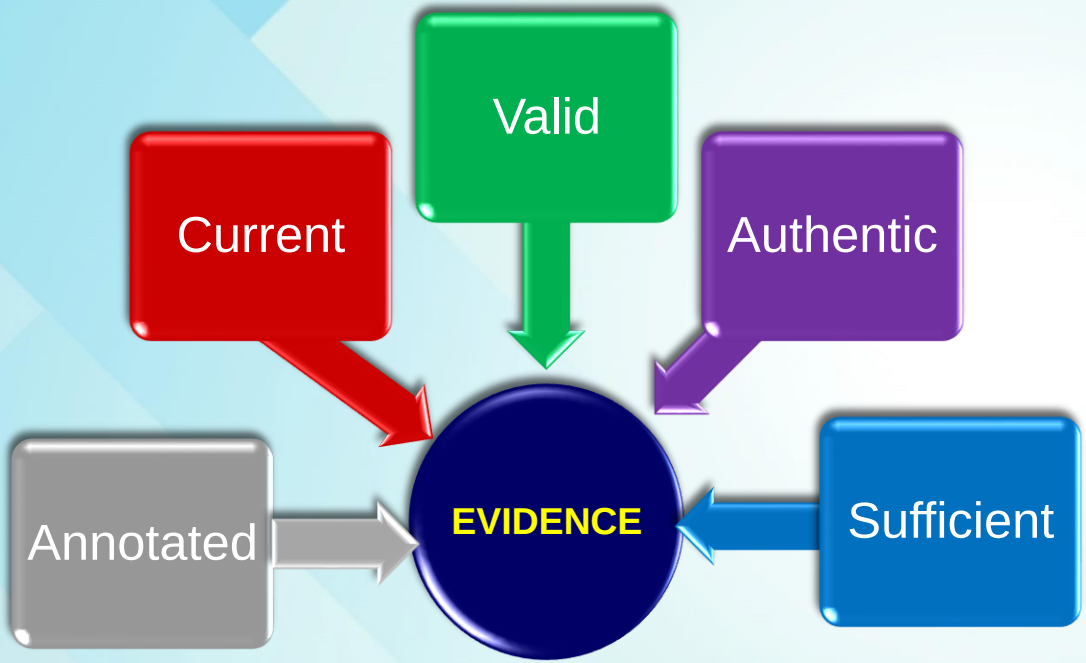
NB: Every CPD entry must reflect **individual** work

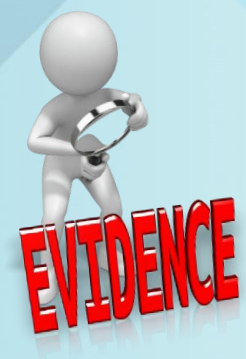
No group activities are acceptable

Requirements example



Evidence criteria





Annotation

What it is

- Mechanism to give meaning to evidence
- 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 story!
And the story is "What have I done to show behaviour"

Annotation of the date on a prescription

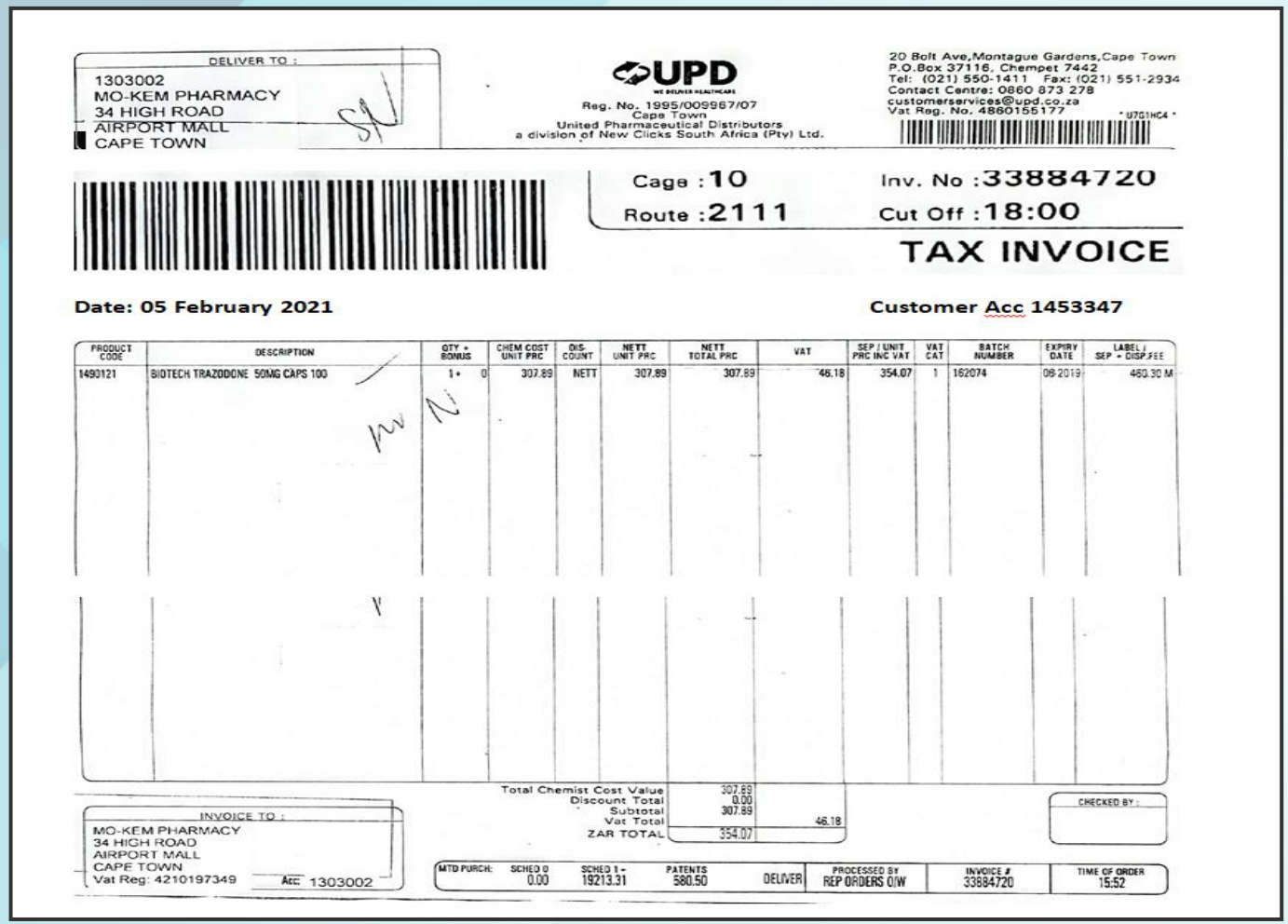
- **Meaningful annotation**
- 20/02/2021

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**
- 20/02/2021

This is the date of the prescription

Annotation of evidence



DELIVER TO :
1303002
MO-KEM PHARMACY
34 HIGH ROAD
AIRPORT MALL
CAPE TOWN

UPD
WE DELIVER HEALTHCARE
Reg. No. 1995/009967/07
Cape Town
United Pharmaceutical Distributors
a division of New Clicks South Africa (Pty) Ltd.

20 Bolt Ave,Montague Gardens,Cape Town
P.O.Box 37116, Chempet 7442
Tel: (021) 550-1411 Fax: (021) 551-2934
Contact Centre: 0860 873 278
customerservices@upd.co.za
Vat Reg. No. 4860155177

Cage :10 Inv. No :33884720
Route :2111 Cut Off :18:00

TAX INVOICE

Date: 05 February 2021 Customer Acc 1453347

PRODUCT CODE	DESCRIPTION	QTY + BONUS	CHEM COST UNIT PRC	DIS COUNT	NETT UNIT PRC	NETT TOTAL PRC	VAT	SEP / UNIT PRC INC VAT	VAT CAT	BATCH NUMBER	EXPIRY DATE	LABEL / SEP + DISP.FEE
1490121	BIOTECH TRAZODONE 50MG CAPS 100	1 + 0	307.89	NETT	307.89	307.89	46.18	354.07	1	162074	09-2019	460.30 M

Total Chemist Cost Value 307.89
Discount Total 0.00
Subtotal 307.89
Vat Total 46.18
ZAR TOTAL 354.07

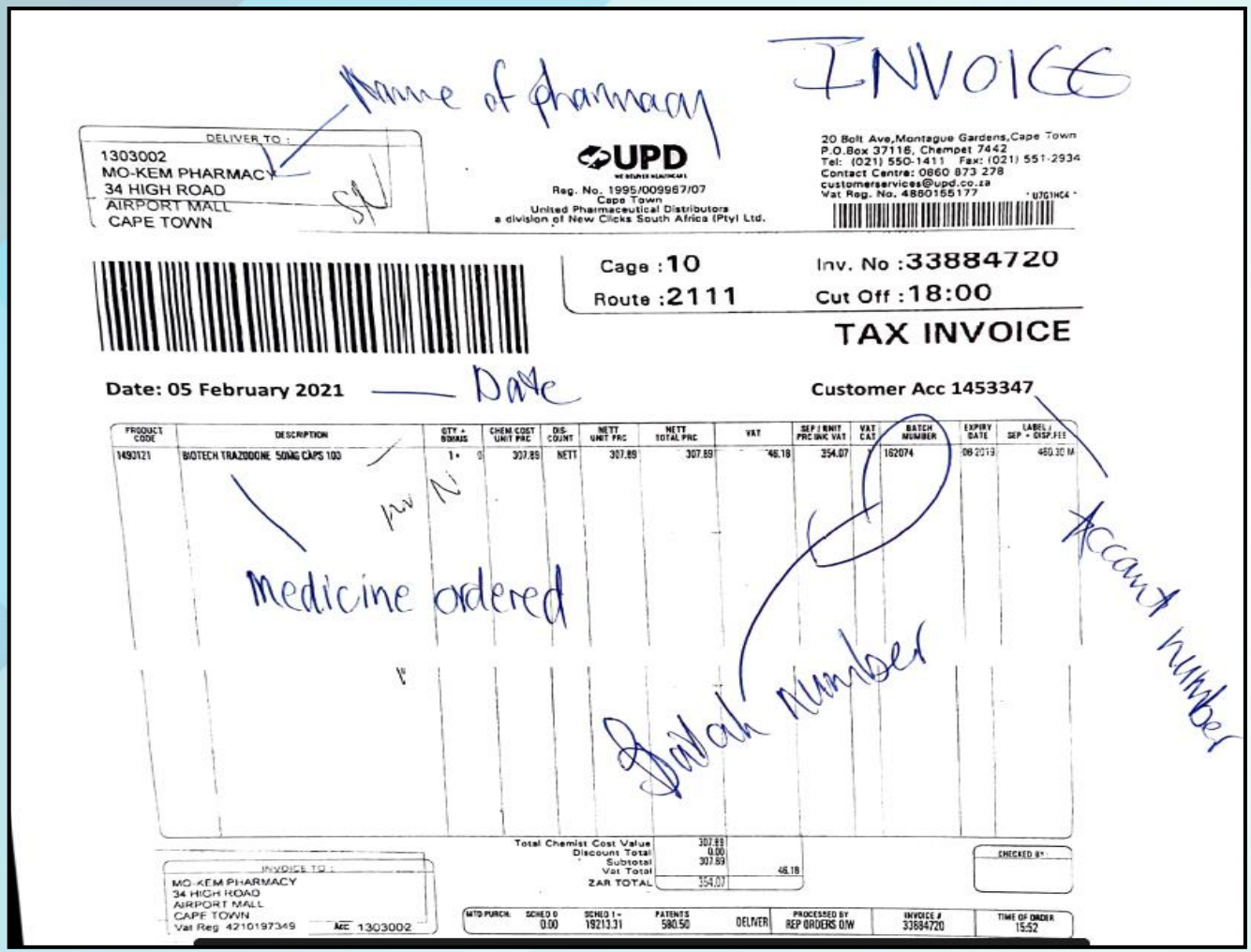
CHECKED BY :

INVOICE TO :
MO-KEM PHARMACY
34 HIGH ROAD
AIRPORT MALL
CAPE TOWN
Vat Reg: 4210197349
Acc: 1303002

MTD PURCH:	SCHED 0	SCHED 1 -	PATENTS		PROCESSED BY	INVOICE #	TIME OF ORDER
	0.00	19213.31	580.50	DELIVER	REP ORDERS O/W	33884720	15:52

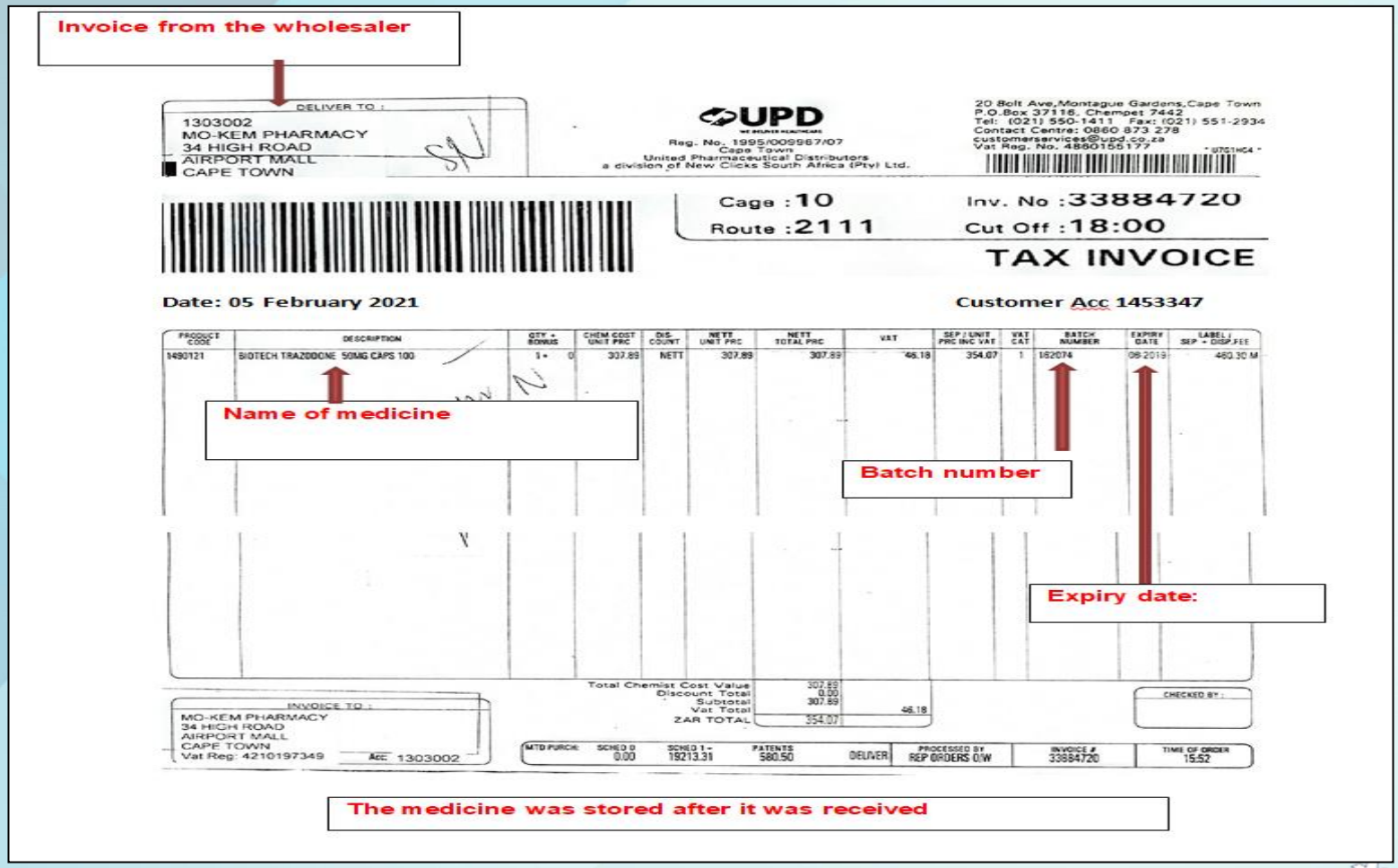
How to annotate?

Annotation of evidence



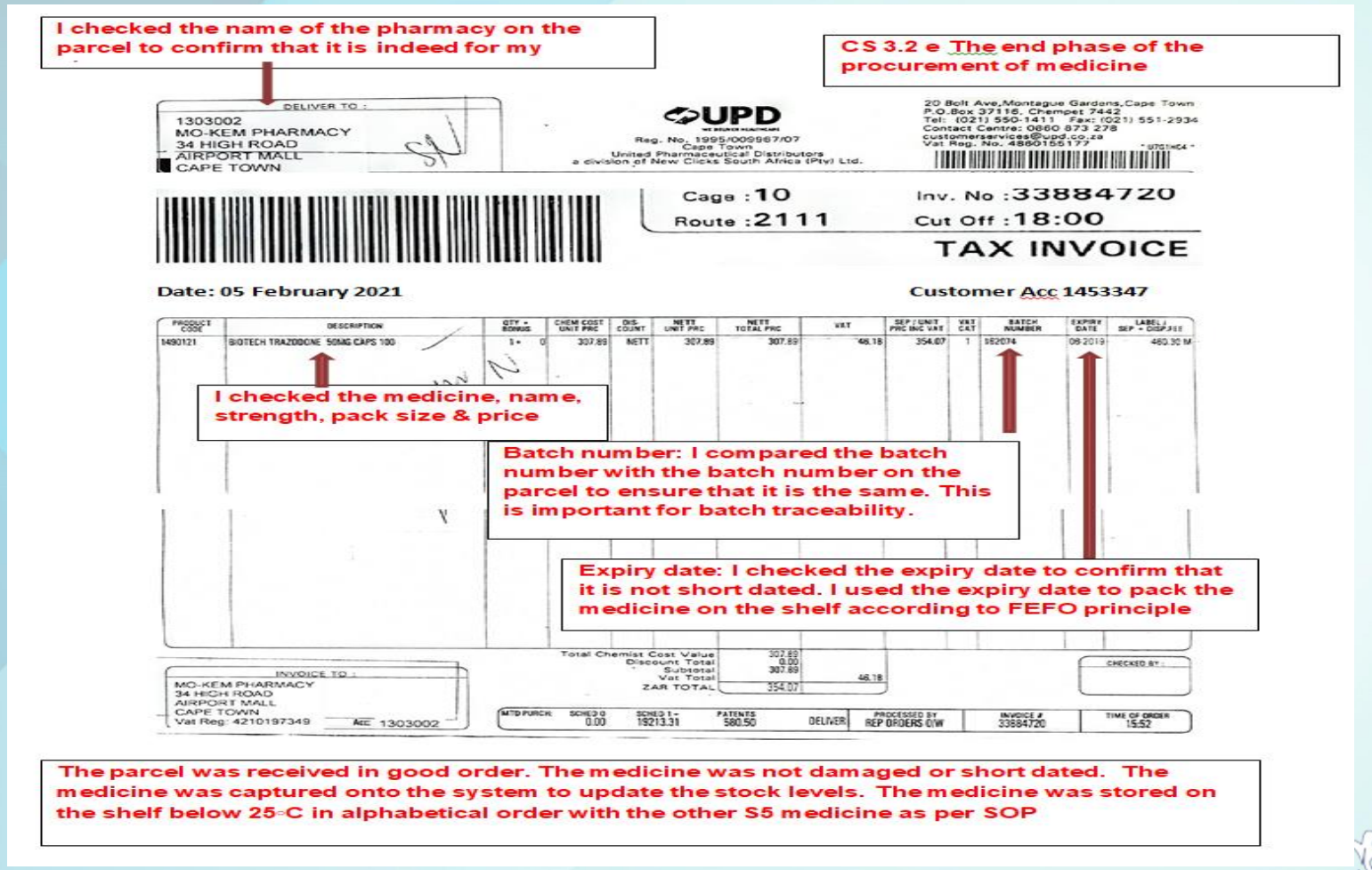
How to annotate?

Annotation of evidence



Annotation good?

Annotation of evidence



Quality of annotation?

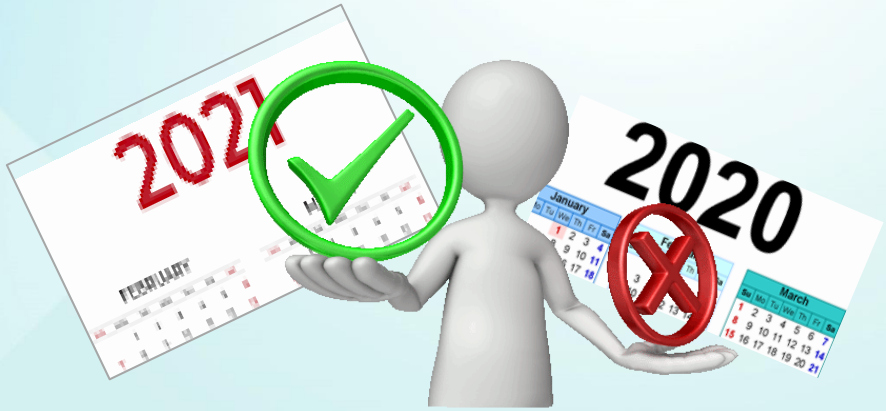
Poll on Annotation

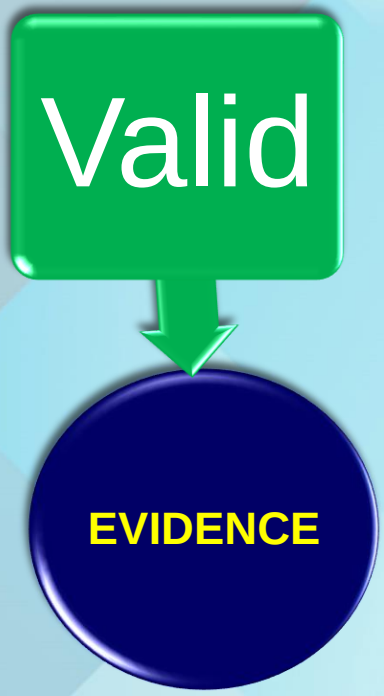
- https://forms.office.com/Pages/ResponsePage.aspx?id=jJAbS4JVd0O6B6NtZeNJNLgvM6ZaiOxDhuACSYtkk-IUMzBZQUJRNDIZVk9CVEExRTdLMEtEMDZVSS4u. OR

Current

EVIDENCE

- CPD entry must relate to exposure to CSs DURING the internship period
- Evidence must therefore be collected DURING the internship
- Don’t include anything from your undergraduate years





NB: If evidence is not valid, the other 3 criteria do not count

- Evidence must pertain to the specific competency being addressed
- 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
- If factual and/or calculation errors occur in the evidence
  - Deemed NOT valid

- Authentic = own work
- The evidence must be verified online by your tutor
- Tutor verification
  - Make sure your tutor verifies your entries
  - 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

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

Evidence

HINT Put yourself in assessor's shoes before submitting evidence.
Ask: What does it show?
Will probably point to need for more discussion and/or annotation

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,
  - Identify your own signature
  - Remember the assessor does not know you

What kind of evidence?

If I'm providing information to a patient…

Prescription
+?
+?

But if I'm providing evidence to a group…

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)

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
eg. Rx,
Reference material used

- References – scientific, not Wikipedia
  - Must also be annotated
  - 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

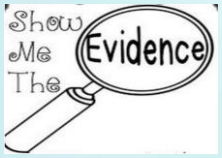
What kind of evidence?

I will also be working with data …

Reason for data collection
e.g. screening report
Data analysis

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, 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

- I was asked to participate in a public health campaign

- Relevant Competency
  - Competency standard 1.1.

Structure of the Competency Standards

DOMAIN 1: PUBLIC HEALTH

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.

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 public health campaigns

Planning

- Plan to make a poster using relevant (Valid, current, authentic, sufficient) sources (National department of health and WHO policies and guidelines, SAPC website)
- I will include information on:

  health promotion (a), healthy lifestyles (c),

  disease prevention and control (b).
- Verify the poster with my tutor
- Use the poster in my health campaigns
- Get feedback (attendance register) (d)
- Obtain the participation letter (d)
- I plan to participate in the COVID-19 screening using the screening tool (d)
- Why?: I will do all this in order to be able to participate in a public health campaign

Implementation

- 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)
- I formulated the poster to use in the campaign (evidence d/1.1 a-c)
- I presented the poster at the COVID-19 screening area at the entrance of the hospital (evidence e – attendance register maintaining patient confidentiality/1.1d)
- 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)

Examples of possible evidence for 1.1

- Source document(s):specify
- Health education tool(s)
  - A detailed poster,
  - Pamphlet
  - Presentation
- Letter of participation (highlighting your role)
- Attendance register (patients confidentiality)
- Where does it fit in above?
- How many behavioural statements are covered?

Evaluation

- I learned how to provide advice and participate in public health Campaigns
- I subsequently participated in a diabetic screening day
- I would like to learn more on providing advice to other health care workers
- I am more aware of public health issues
- I am now more confident to volunteer to participate in public health campaigns

Assessment

- 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 use 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 or 2: Partially met
3: Fully met

Check Manual pg 29-30 for full details of how 0, 1, 2 or 3 marks allocated

Assessment Grid

STEP 1: REFLECTION	***MARK RANGE**	**CRITERIA**
Learning title	0	Direct copy of the behavioural statement **OR** similar to the behavioural statement **OR** competency standard title **OR** title not appropriate
	1	Original, descriptive and related to the case/scenario presented (i.e. related to the learning need)
Learning need	0	Irrelevant learning need **OR** learning need not linked to the behavioural statement **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 behavioural statement.
	2	Clear learning need (i.e. what happened that triggered the learning need), but does not state what he/she hopes to achieve
	3	Clear learning need (i.e. what happened that triggered the learning need), **AND** indication of what the intern hopes to achieve after completion of the competency.
Total	**4**	
Assessor Comments:		**Moderator Comments:**

STEP 2: PLANNING	***MARK RANGE**	**CRITERIA**
Start date	0	Invalid date (i.e. not within internship period)
	1	Valid start date (i.e. within the internship period)
Description	0	Only a description of what happened **OR** planning not related to learning need **OR** the learning need is provided
	1	Planning is provided with reasoning behind the planning **NO** specific details of resources to be used provided and **NO** linking to behavioural statement/s
	2	Planning is provided with reasoning behind the planning **AND** with specific details of resources to be used provided **BUT** not linking to at least 75% of the behavioural statements
	3	Detailed plan provided with reasoning behind the planning **AND** with specific details of resources to be used **AND** linking to at least 75% of behavioural statements
Total	**4**	
Assessor Comments:		**Moderator Comments:**

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

Re-assessment

- You are allowed to resubmit for re-assessment of your CPD entries
- On resubmitting –
  - fix an entry that is there
  - don’t start a new one unless assessor recommends this
  - If necessary, remove incorrect evidence
- See Guidelines for
  - Conditions
  - Application procedure
  - Timeline

To minimise need for **resubmission**:
- Submit early
- Submit regularly on a monthly basis

Re-assessment

- To prevent need for resubmission, make sure to follow your assessor's recommendations
- 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 competent"
- You are allowed to submit 9 CPD entries
  - i.e. 6 + 50% re-submissions
- A fee is levied if 10 or more entries are submitted

Professionalism

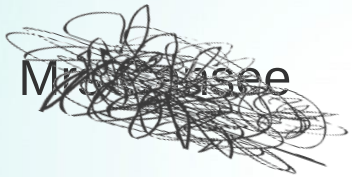
CPD submissions are more than “just another hurdle”, they are an opportunity for you to further develop your professionalism

- Plagiarism
- 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

Confidentiality

- Must be maintained at all times
  - Rxs, trailer labels, S6 registers

Make sure the name is completely obscured
Untidy scribbles are not effective



- Automatically not yet competent if confidentiality breached
- Confidentiality applies only to patients
  - Not doctors, hospitals or other facilities
  - Not to staff attendance registers
  - Be careful not to blank out all your evidence

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 intern completes an entry, you must verify it online
  - Either accept – will release entry to Council
  - Or suggest to intern how to improve
  - Then verify and release
  - Assist the intern with assessor comments after assessment

Role of the tutor

- Ultimate responsibility for completion of internship requirements lies with intern
- 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. …..

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

Challenging Competency Standards

Challenging Carefully consider	Only for interns from specific sector	Not for interns
1.3 1.4		
2.7 2.8		
3.3 3.5	3.1 Manufacturing	
4.1 4.2 4.3 4.5		
6.1 6.4 6.5 6.8	6.3 Academic	6.7

And finally …

Learn

Become a true Life Long Learner

Experience

Succeed

Develop

THANK YOU!

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ANY QUESTIONS?