

Pharmaceutical Society of New Zealand Inc.

QUALITY STANDARDS FOR PHARMACY ACCURACY CHECKING TECHNICIANS (PACT) TRAINING PROGRAMME

Preceptors and Pharmacy Sites

INTRODUCTION

THE PHARMACEUTICAL SOCIETY OF NZ INC. (PSNZ) QUALITY STANDARDS FOR PHARMACY ACCURACY CHECKING TECHNICIAN TRAINING - PRECEPTORS AND PHARMACY SITES (THE PACT STANDARDS) RECOGNISE THAT THERE ARE THREE SIGNIFICANT AND IMPORTANT CONTRIBUTORS TO FACILITATING SUCCESSFUL PACT TRAINEE LEARNING:

- THE PRECEPTOR
 - THE EMPLOYER
 - THE TRAINING SITE
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A preceptor is the pharmacist who takes responsibility for the supervision and assessment of a PACT trainee during their time in the training programme (which is a maximum of 12 months duration). A preceptor guides and supports the PACT trainee to develop the knowledge, skills, attitudes and behaviours to fulfil the PACT role. These Standards recognise that a preceptor pharmacist will have previously developed skills as leader, teacher, communicator, caregiver and decision maker¹.

PACT trainees need good employers. These Standards require that employers comply with all their legal requirements, understand the role of preceptor and PACT, and support the PACT training site to allow preceptor and PACT trainees to achieve their goals.

A PACT training site must be well resourced and well-staffed. These Standards require a PACT training site to be a positive and supportive learning environment.

These Standards are in addition to the New Zealand Framework for Pharmacy Accuracy Checking Technicians, the Competence Standards for Pharmacists and the PACT Training Agreement.

¹ FIP: Fédération Internationale Pharmaceutique (International Pharmacy Federation).

STANDARDS SUMMARY

PRECEPTOR:	
<p>STANDARD 1</p> <p>Lead by example as a role model of professional, cultural and ethical pharmacy practice.</p>	<p>CRITERIA:</p> <p>1.1 Demonstrate enthusiasm and a positive attitude for the pharmacy profession.</p> <p>1.2 Competently demonstrate current best dispensing practice.</p> <p>1.3 Apply effective management and organisational skills.</p> <p>1.4 Comply with legal and ethical requirements of pharmacy practice.</p>
<p>STANDARD 2</p> <p>Facilitate successful PACT trainee learning.</p>	<p>CRITERIA:</p> <p>2.1 Demonstrate enthusiasm and willingness to be a preceptor.</p> <p>2.2 Facilitate learning.</p> <p>2.3 Provide a supportive learning environment.</p> <p>2.4 Provide assessment and feedback to the PACT trainee.</p>
<p>STANDARD 3</p> <p>Communicate professionally as a preceptor.</p>	<p>CRITERIA:</p> <p>3.1 Demonstrate well developed interpersonal communication skills.</p> <p>3.2 Identify own personality/communication/conflict management styles and those of others and understand how these affect interactions.</p>
<p>STANDARD 4</p> <p>Act as a positive mentor for the PACT trainee.</p>	<p>CRITERIA:</p> <p>4.1 Enable the holistic development of the PACT trainee.</p> <p>4.2 Mentor the PACT trainee into the certified PACT role.</p>
PACT TRAINING SITE:	
<p>STANDARD 5</p> <p>The PACT Training Site provides a suitable environment for PACT trainees to develop the skills to undertake a PACT role.</p>	<p>CRITERIA:</p> <p>5.1 Meet all regulatory and ethical requirements for effective PACT training</p> <p>5.2 Provide opportunities and enable sufficient time in the work environment for the PACT trainee to develop the necessary skills for their role.</p> <p>5.3 Allow experience of and engagement with workplace organisational activities.</p> <p>5.4 Training sites are sufficiently staffed and resourced to allow PACT trainees to learn effectively.</p>
<p>STANDARD 6</p> <p>Employers provide leadership and support to both preceptor and PACT trainee.</p>	<p>CRITERIA:</p> <p>6.1 Comply with legal and ethical employment obligations.</p> <p>6.2 Understands and facilitates the role of preceptor and PACT trainee.</p> <p>6.3 Support and provide a culture of learning.</p>

STANDARD 1: Lead by example as a role model of professional, cultural and ethical pharmacy practice.

Leadership involves compassion and empathy as well as vision and the ability to make decisions, communicate and manage effectively.

Training a PACT is a responsible role for a preceptor pharmacist. Their practice, actions, attitude and regard for others will be observed by the PACT trainee and will influence the PACT's future patterns of behaviour.

Preceptors must lead by example - it is expected that:

- they demonstrate personal and professional integrity
- they are committed to their own professional development
- they treat PACT trainees with respect and dignity
- they comply with all ethical and legal requirements
- a preceptor's primary focus is the professional practice of pharmacy

STANDARD 1: Lead by example as a role model of professional, cultural and ethical pharmacy practice.

Criteria 1.1 Demonstrate enthusiasm and a positive attitude for the pharmacy profession.

Behaviours:

- 1.1.1 Articulates a positive future for pharmacy practice and the PACT role and expresses this to the PACT trainee.
- 1.1.2 Engages in peer activities and builds relationships with other health professionals.
- 1.1.3 Supports innovative pharmacy practice.

Criteria 1.2 Competently demonstrate current best dispensary practice.

Behaviours:

- 1.2.1 Leads by example demonstrating an ability to effectively:
 - Clinically check prescriptions for appropriateness prior to the dispensing process being undertaken
 - Undertake a comprehensive medication checking process
 - Discuss errors made by others without blame
 - Reflect thoroughly on own errors and how to improve accuracy
 - Lead change processes in the dispensary
- 1.2.2 Participates in continuing professional development and encourages others to do the same.
- 1.2.3 Acknowledges own weakness or deficiency in practice and demonstrates how to address or mitigate this.

Criteria 1.3 Apply effective management and organisational skills.

Behaviours:

- 1.3.1 Demonstrates good time management.
- 1.3.2 Allocates necessary time to the role of preceptor as described in the New Zealand Framework for Pharmacy Accuracy Checking Technicians.

Criteria 1.4 Comply with legal and ethical requirements of pharmacy practice.

Behaviours:

- 1.4.1 Complies with the New Zealand Framework for Pharmacy Accuracy Checking Technicians, PACT Training Agreement, the Competence Standards for the Pharmacy Profession, and the Code of Ethics.
- 1.4.2 Acknowledges the limitations of own legal and ethical knowledge and seeks professional advice when necessary.

STANDARD 2: Facilitate successful PACT trainee learning.

Teaching is an important role of a preceptor. Good teachers teach, motivate, assess, inspire, and lead.

Key aspects of quality teaching include an understanding of the models of teaching and learning and assessment, the importance of role modelling, and giving effective feedback.

The PACT training programme has clear written learning outcomes and preceptors use these to set expectations for the PACT trainee's achievement and provide additional support when the PACT trainee appears to underachieve. PACT trainees must be assessed fairly and objectively.

Preceptors exhibit expertise in the areas that they teach, how PACT trainees are assessed, and how feedback is provided. Time should be allocated to gaining new knowledge in areas that assist teaching.

Good preceptors motivate PACT trainees, engage with them using varied approaches to practice issues, and allow them ample opportunity to practise new skills.

STANDARD 2: Facilitate successful PACT trainee learning.

Criteria 2.1 Demonstrate enthusiasm and willingness to be a preceptor.

Behaviours:

- 2.1.1 Commits time to the role of preceptor and is easily accessible to the PACT trainee.
- 2.1.2 Treats the PACT trainee as a part of the workplace team and willingly shares knowledge in a genuine manner.

Criteria 2.2 Facilitate learning.

Behaviours:

- 2.2.1 Incorporates the principles and concepts of adult education in teaching.
- 2.2.2 Applies principles of motivation.
- 2.2.3 Facilitates development of problem solving and critical thinking skills.
- 2.2.4 Assists the PACT trainee to plan and manage their learning.
- 2.2.5 Supports the PACT trainee in developing a comprehensive checking process.

Criteria 2.3 Provide a supportive learning environment.

Behaviours:

- 2.3.1 Advocates on behalf of the PACT trainee.
- 2.3.2 Establishes a work environment that allows the PACT trainee to safely learn from mistakes.
- 2.3.3 Treats the PACT as a colleague, includes the PACT trainee in workplace decisions, building rapport, respect and trust.
- 2.3.4 Encourages a team approach and facilitates other team members to share their expertise with the PACT trainee where appropriate.
- 2.3.5 Addresses unrealistic expectations of the PACT trainee, the workplace, or the employer.

Criteria 2.4 Provide assessment and feedback to the PACT trainee.

Behaviours:

- 2.4.1 Understands the difference between teaching and assessment.
- 2.4.2 Incorporates formative assessment (assessment for learning) within their practice.
- 2.4.3 Gathers feedback from other team members within the workplace.
- 2.4.4 Provides clear constructive feedback to the PACT trainee.
- 2.4.5 Displays a willingness to be challenged and to accept feedback from the PACT trainee.
- 2.4.6 Encourages the PACT trainee's developing skills.

STANDARD 3: Communicate professionally as a preceptor

Communication is more than the ability to communicate effectively in English. Communication effectiveness is measured by how working relationships are maintained and enhanced in a supportive environment.

Preceptors listen, question, explain, give feedback, and show empathy, in a respectful and supportive way. Conflict is resolved through understanding the nature of conflict and having the skills to achieve a negotiated outcome.

STANDARD 3: Communicate professionally as a preceptor

Criteria 3.1 Demonstrate well developed interpersonal communication skills.

Behaviours:

- 3.1.1 Identifies barriers to communication and actively responds to overcome them.
- 3.1.2 Demonstrates open 2-way communication with the PACT trainee.
- 3.1.3 Communicates expectations to the PACT trainee in a clear and concise manner.

Criteria 3.2 Identify own personality/communication/conflict management styles and those of others and understand how these affect interactions.

Behaviours:

- 3.2.1 Listens non-judgmentally to the concerns of the PACT trainee.
- 3.2.2 Demonstrates patience with questions from the PACT trainee.

STANDARD 4: Act as a positive mentor for the PACT trainee

A mentor guides a person by building trust and modelling positive behaviours. They understand the PACT role requires effective communication. A mentor demonstrates that they are dependable, engaged, authentic, tuned into the needs of the PACT trainee, and show that they care.

Standard 4: Act as a positive mentor for the PACT trainee

Criteria 4.1 Enable the holistic development of the PACT trainee.

Behaviours:

- 4.1.1 Displays an interest in the professional development of the PACT trainee.
- 4.1.2 Offers support to the PACT trainee by listening and attending to concerns expressed or displayed by the PACT trainee.
- 4.1.3 Displays flexibility in approach based on the PACT trainee's need and ability to receive support.

Criteria 4.2 Mentor the PACT trainee into the PACT role.

Behaviours:

- 4.2.1 Facilitates the PACT trainee to understand the role of a PACT, as described in the New Zealand Framework for Pharmacy Accuracy Checking Technicians.
- 4.2.2 Mentors and supports the PACT trainee to:
 - Develop and embed a thorough checking process
 - Integrate their learning into the workplace setting
 - Work effectively in a team
 - Build and maintain professional relationships
 - Make effective decisions
 - Develop problem solving skills
 - Develop reflective and self-assessment skills

STANDARD 5: The PACT Training Site provides a suitable environment for PACT trainees to undertake the PACT role

All PACT training sites must be approved by the Pharmaceutical Society of New Zealand. An effective PACT Training Site will support the PACT trainee in developing the skills required to be a valuable team member by providing an environment for effective learning that develops and forms the PACT's future practice.

It is expected that a PACT training site maintains resources and staffing levels that enable the PACT trainee to learn effectively and has supportive and well trained staff who understand the role of a PACT,

Standard 5: The PACT Training Site provides a suitable environment for PACT trainees to undertake the PACT role.

Criteria 5.1 Meet all regulatory and ethical requirements for effective PACT training

Behaviours:

- 5.1.1 The site meets all the requirements for a training site described in the New Zealand Framework for Pharmacy Accuracy Checking Technicians.
- 5.1.2 The site has written policies and procedures that enable the PACT trainee to complete the PACT training requirements.
- 5.1.3 The site has written policies and procedures that ensure the clinical check is completed by a pharmacist prior to the dispensing process.

Criteria 5.2 Allow experience of and engagement with workplace organisational activities.

Behaviours:

- 5.2.1 Introduces the PACT trainee to organisational management requirements that affects their role
- 5.2.2 The PACT trainee contributes to quality improvement activities.
- 5.2.3 The PACT trainee participates in the maintenance of standard operating procedures.
- 5.2.4 The PACT trainee is enabled to attend and contribute to staff meetings.

Criteria 5.3 Training sites are staffed to allow PACT trainees to learn effectively.

Behaviours:

- 5.4.1 A PACT preceptor may train only one PACT at a time. They may not concurrently train an intern.
- 5.4.2 The training of a PACT trainee must not be compromised by the concurrent training of dispensary technicians, pharmacy students or interns.

STANDARD 6: Employers provide leadership and support to both preceptor and PACT trainee

An employer's role is to provide support and leadership within the workplace. This role is separate to that of a preceptor, although a pharmacist can be both employer and preceptor.

The employer must ensure that the application of these Standards by both preceptor and PACT trainee are monitored and managed.

Where a pharmacist is both preceptor and employer, it is important that the pharmacist can clearly distinguish and exhibit the positive behaviours required of both roles. As an employer, the pharmacist will develop themselves in the role of preceptor, as well as supporting the PACT trainee to gain the skills to develop their PACT role.

STANDARD 6: Employers provide leadership and support to both preceptor and PACT trainee.

Criteria 6.1 Comply with legal and ethical employment obligations.

Behaviours:

- 6.1.1 Complies with all legal and ethical requirements of an employer.
- 6.1.2 Ensures correct workplace policies and procedures are in place related to PACT training and employment.
- 6.1.3 Ensures that the PACT Training Site meets the PSNZ Quality Standards for Pharmacy Accuracy Checking Technician Training - Preceptors and Pharmacy Sites and the requirements of the New Zealand Framework for Pharmacy Accuracy Checking Technicians.

Criteria 6.2 Facilitates the role of preceptor and PACT trainee.

Behaviours:

- 6.2.1 Ensures that structures are in place to provide adequate time, resources and support for the PACT trainee to meet the requirements of the PACT training programme.
- 6.2.2 Ensures that the preceptor is sufficiently supported to carry out their preceptor role.
- 6.2.3 Ensures that the concurrent training of dispensary technicians, pharmacy students and interns does not impede the training of the PACT trainee.

Criteria 6.3 Support and provide a culture of learning.

Behaviours:

- 6.3.1 Ensures internal training programmes are in place for staff and encourages participation in external training courses.
- 6.3.2 Supports and enhances the development of the preceptor.