



PHARMACEUTICAL SOCIETY
of New Zealand Incorporated



EVOLVE
Intern Programme

Pharmaceutical Society of New Zealand Inc.

QUALITY STANDARDS FOR INTERN TRAINING

PRECEPTORS AND PHARMACY SITES

INTRODUCTION

THE PHARMACEUTICAL SOCIETY OF NZ INC. (PSNZ) QUALITY STANDARDS FOR INTERN TRAINING - PRECEPTORS AND PHARMACY SITES (THE STANDARDS) RECOGNISE THAT THE PRECEPTOR HAS A SIGNIFICANT ROLE IN FACILITATING SUCCESSFUL INTERN LEARNING, AND THAT OTHER IMPORTANT CONTRIBUTORS ARE THE TRAINING SITE, AND THE PERSON IN CHARGE OF THAT SITE (THE EMPLOYER).

A preceptor is the pharmacist who takes responsibility for the supervision and assessment of an intern pharmacist during their internship. A preceptor guides and supports an intern to develop the knowledge, skills, attitudes and behaviours required to develop professional competence. "A preceptor helps an intern become an awesome pharmacist".¹

A pharmacist needs to be able to perform a number of roles to be an effective healthcare team member. The internationally recognised term 'eight star pharmacist' defines eight roles of a pharmacist; caregiver, decision-maker, communicator, manager, life-long learner, teacher, leader, and researcher.² The Standards recognise that a preceptor pharmacist will have developed skills as leader, teacher, communicator, carer and decision maker.

An intern training site must be well resourced, well-staffed, and offer a wide range of pharmacy services. The Standards require an intern training site to be a positive intern learning environment where the intern is given an active role experiencing and delivering all the pharmacy services offered at the site.

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

These Standards are in addition to the Competence Standards for Pharmacists and the Intern Pharmacist Training Agreement.

¹ Quote from Sept 2015 Focus Group Workshop.

² FIP: Fédération Internationale Pharmaceutique (International Pharmacy Federation).



Pharmaceutical Society of New Zealand Inc.

QUALITY STANDARDS FOR INTERN TRAINING

PRECEPTORS AND PHARMACY SITES

STANDARDS SUMMARY

PRECEPTOR:

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.
- 1.2 Competently demonstrate current best pharmacy practice.
- 1.3 Apply effective management and organisational skills.
- 1.4 Comply with legal and ethical requirements of pharmacy practice.

STANDARD 2

Facilitate successful intern learning.

CRITERIA:

- 2.1 Demonstrate enthusiasm and willingness to be a preceptor.
- 2.2 Facilitate learning in professional pharmacy practice.
- 2.3 Provide a supportive learning environment.
- 2.4 Provide a range of experiences and learning opportunities.
- 2.5 Provide assessment and feedback to the intern.

STANDARD 3

Communicate professionally as a preceptor.

CRITERIA:

- 3.1 Demonstrate well developed interpersonal communication skills.
- 3.2 Identify own personality/communication/conflict management styles and those of others and understand how these affect interactions.

STANDARD 4

Act as a positive Intern Mentor.

CRITERIA:

- 4.1 Enable the holistic development of the intern.
- 4.2 Mentor the intern in professional and life skills.

INTERN TRAINING SITE:

STANDARD 5

The Intern Training Site provides a suitable environment for interns to experience and participate in the delivery of all pharmacy services and work place activities.

CRITERIA:

- 5.1 Meet all regulatory and ethical requirements for effective intern training.
- 5.2 Provide a comprehensive range of pharmacy services, public and primary healthcare.
- 5.3 Allow experience of and engagement with workplace organisational activities.
- 5.4 Training sites are staffed to allow interns to learn effectively.

STANDARD 6

Employers provide leadership and support to both preceptor and intern.

CRITERIA:

- 6.1 Comply with legal and ethical employment obligations.
- 6.2 Understand the role of preceptor and intern.
- 6.3 Support and provide a culture of learning.

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 an intern is a responsible role for a preceptor pharmacist. Their practice, actions, attitude and regard for others will be observed by an intern and will influence the intern'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 interns 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:

<p>CRITERIA 1.1</p> <p>Demonstrate enthusiasm and a positive attitude for the pharmacy profession.</p>	<p>BEHAVIOURS:</p> <p>1.1.1 Articulates a positive future for pharmacy practice and expresses this to the intern.</p> <p>1.1.2 Engages in peer activities and builds relationships with other health professionals.</p> <p>1.1.3 Supports innovative pharmacy practice.</p>
<p>CRITERIA 1.2</p> <p>Competently demonstrate current best pharmacy practice.</p>	<p>BEHAVIOURS:</p> <p>1.2.1 Leads by example demonstrating skill in;</p> <ul style="list-style-type: none"> • Clinical knowledge • Care of patients • Cultural confidence • Promotion of health • Interacting and collaborating with other health professionals and teams. <p>1.2.2 Participates in continuing professional development and encourages others to do the same.</p> <p>1.2.3 Acknowledges own weakness or deficiency in practice and demonstrates how to address or mitigate this.</p>
<p>CRITERIA 1.3</p> <p>Apply effective management and organisational skills.</p>	<p>BEHAVIOURS:</p> <p>1.3.1 Demonstrates good time management.</p> <p>1.3.2 Allocates necessary time to the role of preceptor as described in the Intern Pharmacist Training Agreement.</p>
<p>CRITERIA 1.4</p> <p>Comply with legal and ethical requirements of pharmacy practice.</p>	<p>BEHAVIOURS:</p> <p>1.4.1 Complies with the Intern Pharmacist Training Agreement, the Competence Standards for the Pharmacy Profession, and The Code of Ethics.</p> <p>1.4.2 Acknowledges the limitations of own legal and ethical knowledge and seeks professional advice when necessary.</p>

STANDARD 2

FACILITATE SUCCESSFUL INTERN LEARNING

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

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

Preceptors have clear written learning objectives and use these to set expectations for the intern's achievement, and provide additional support when the intern appears to underachieve. Interns must be assessed fairly and objectively.

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

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

STANDARD 2

FACILITATE SUCCESSFUL INTERN 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 intern. 2.1.2 Treats the intern as a part of the workplace team and willingly shares knowledge in a genuine manner.
CRITERIA 2.2 Facilitate learning in professional pharmacy practice.	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 Prepares and maintains a learning plan with the intern. 2.2.5 Participates in continuing professional development related to teaching professional pharmacy practice.
CRITERIA 2.3 Provide a supportive learning environment.	BEHAVIOURS: 2.3.1 Advocates on behalf of the intern. 2.3.2 Establishes a work environment that allows the intern to safely learn from mistakes. 2.3.3 Treats the intern as a colleague, includes the intern in workplace decisions, building rapport, respect and trust. 2.3.4 Encourages a team approach and facilitates other team members to teach their expertise to the intern. 2.3.5 Addresses unrealistic expectations of the intern, the work place, or the employer.

STANDARD 2

FACILITATE SUCCESSFUL INTERN LEARNING

CRITERIA 2.4

Provide a range of experiences and learning opportunities.

BEHAVIOURS:

- 2.4.1 Ensures that the intern spends the majority of their work time in patient centred activities.
- 2.4.2 Actively seeks opportunities for the intern to learn and apply patient assessment skills and drug therapy knowledge.
- 2.4.3 Ensures that the intern has regular interaction with other health professionals and teams.
- 2.4.4 Ensures that the intern experiences all pharmacy services provided by the pharmacy.
- 2.4.5 Ensures that the intern participates in all normal workplace procedures.
- 2.4.6 Provides opportunities for the intern to experience new or expanded activities.

CRITERIA 2.5

Provide assessment and feedback to the intern.

BEHAVIOURS:

- 2.5.1 Understands the difference between teaching and assessment.
- 2.5.2 Incorporates formative assessment (assessment for learning) within their practice.
- 2.5.3 Assesses the intern's performance against The Competence Standards for the Pharmacy Profession.
- 2.5.4 Gathers feedback from other team members within the workplace.
- 2.5.5 Provides clear constructive feedback to the intern.
- 2.5.6 Displays a willingness to be challenged and to accept feedback from the intern.
- 2.5.7 Encourages the intern'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 intern
- 3.1.3 Communicates expectations to intern 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 interns.
- 3.2.2 Demonstrates patience with questions from interns.

STANDARD 4

ACT AS A POSITIVE INTERN MENTOR

A mentor guides a less experienced person by building trust and modelling positive behaviours. They understand this role is relationship based and requires effective communication. A mentor demonstrates that they are dependable, engaged, authentic, tuned into the needs of the intern, and show that they care.

STANDARD 4

ACT AS A POSITIVE INTERN MENTOR

CRITERIA 4.1

Enable the holistic development of the intern.

BEHAVIOURS:

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

CRITERIA 4.2

Mentor the intern in professional and life skills.

BEHAVIOURS:

- 4.2.1 Facilitates the intern to understand the role of a pharmacist, as described in the Pharmacist Scope of Practice.
- 4.2.2 Mentors the intern to develop confidence in engaging with different cultures.
- 4.2.3 Mentors and supports the intern to:
 - work effectively in a team
 - integrate learning in the workplace setting
 - build and maintain professional relationships
 - make effective decisions
 - develop problem solving skills
 - self-evaluate
 - develop autonomy

STANDARD 5

THE INTERN TRAINING SITE PROVIDES A SUITABLE ENVIRONMENT FOR INTERNS TO EXPERIENCE AND PARTICIPATE IN THE DELIVERY OF ALL PHARMACY SERVICES AND WORK PLACE ACTIVITIES

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

It is expected that an Intern Training Site offers a comprehensive range of pharmacy services, maintains resources in excess of the minimum required by pharmacy service standards and has supportive and well trained staff.

The site enables the intern to develop their skills by supporting them to participate in the full range of services offered.

STANDARD 5

THE INTERN TRAINING SITE PROVIDES A SUITABLE ENVIRONMENT FOR INTERNS TO EXPERIENCE AND PARTICIPATE IN THE DELIVERY OF ALL PHARMACY SERVICES AND WORK PLACE ACTIVITIES.

CRITERIA 5.1

Meet all regulatory and ethical requirements for effective intern training

BEHAVIOURS:

- 5.1.1 The site meets all the requirements for a training site described in the Intern Pharmacist Training Agreement.
- 5.1.2 The site has written policies and procedures that enable the intern to complete the intern training requirements.

CRITERIA 5.2

Provide a comprehensive range of pharmacy services, public and primary healthcare.

BEHAVIOURS:

- 5.2.1 The intern has access to a minimum range of services including but not limited to, dispensing and supply services, minor ailments and referral and medicine management services.
- 5.2.2 The intern has active involvement in consultation and collaboration with other health professionals.
- 5.2.3 The intern has access to patients or the public that allows direct patient care practice.
- 5.2.4 The intern has involvement in health promotion through community and service organisations.
- 5.2.5 The intern has access to current recommended resources.

CRITERIA 5.3

Allow experience of and engagement with workplace organisational activities.

BEHAVIOURS:

- 5.3.1 Introduces the intern to organisational management.
- 5.3.2 The intern contributes to service quality improvement activities.
- 5.3.3 The intern participates in the maintenance of standard operating procedures.
- 5.3.4 The intern is enabled to attend and contribute to staff meetings.

CRITERIA 5.4

Training sites are staffed to allow interns to learn effectively.

BEHAVIOURS:

- 5.4.1 Intern positions will be offered in accordance with the preceptor's experience and ability. A preceptor with no previous experience may train one intern. An experienced preceptor may train no more than two interns.
- 5.4.2 The training of an intern must not be compromised by the concurrent training of dispensary technicians or pharmacy students.

STANDARD 6

EMPLOYERS PROVIDE LEADERSHIP AND SUPPORT

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 intern 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 intern's opportunity to learn.

STANDARD 6

EMPLOYERS PROVIDE LEADERSHIP AND SUPPORT TO BOTH PRECEPTOR AND INTERN.

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 intern employment.
- 6.1.3 Ensures that the Intern Training Site meets the PSNZ Quality Standards for Intern Training - Preceptors and Pharmacy Sites.

CRITERIA 6.2

Facilitates the role of preceptor and intern.

BEHAVIOURS:

- 6.2.1 Ensures that structures are in place to allow the intern to be exposed to a range of learning opportunities.
- 6.2.2 Ensures that the preceptor is sufficiently supported to carry out their preceptor role.
- 6.2.3 Ensures that the training of dispensary technicians and pharmacy students does not impede the training of interns.

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.