



# Intern/Tutor Training 2022

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**
- **Challenging competency standards**
  - Guidelines for choices and evidence
- **Role of the tutor**



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



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# Important Resources

- The 2022 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 (pages 33-35)
  - Checklist for CPD portfolio (pages 38-40)
  - Competency standards for pharmacists (pages 60-83)
- Other resources
    - Tutor
    - SAPC website





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# Competency Framework



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



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# CPD Terminology

Domain

Competency  
Standard

Behavioural  
Statement



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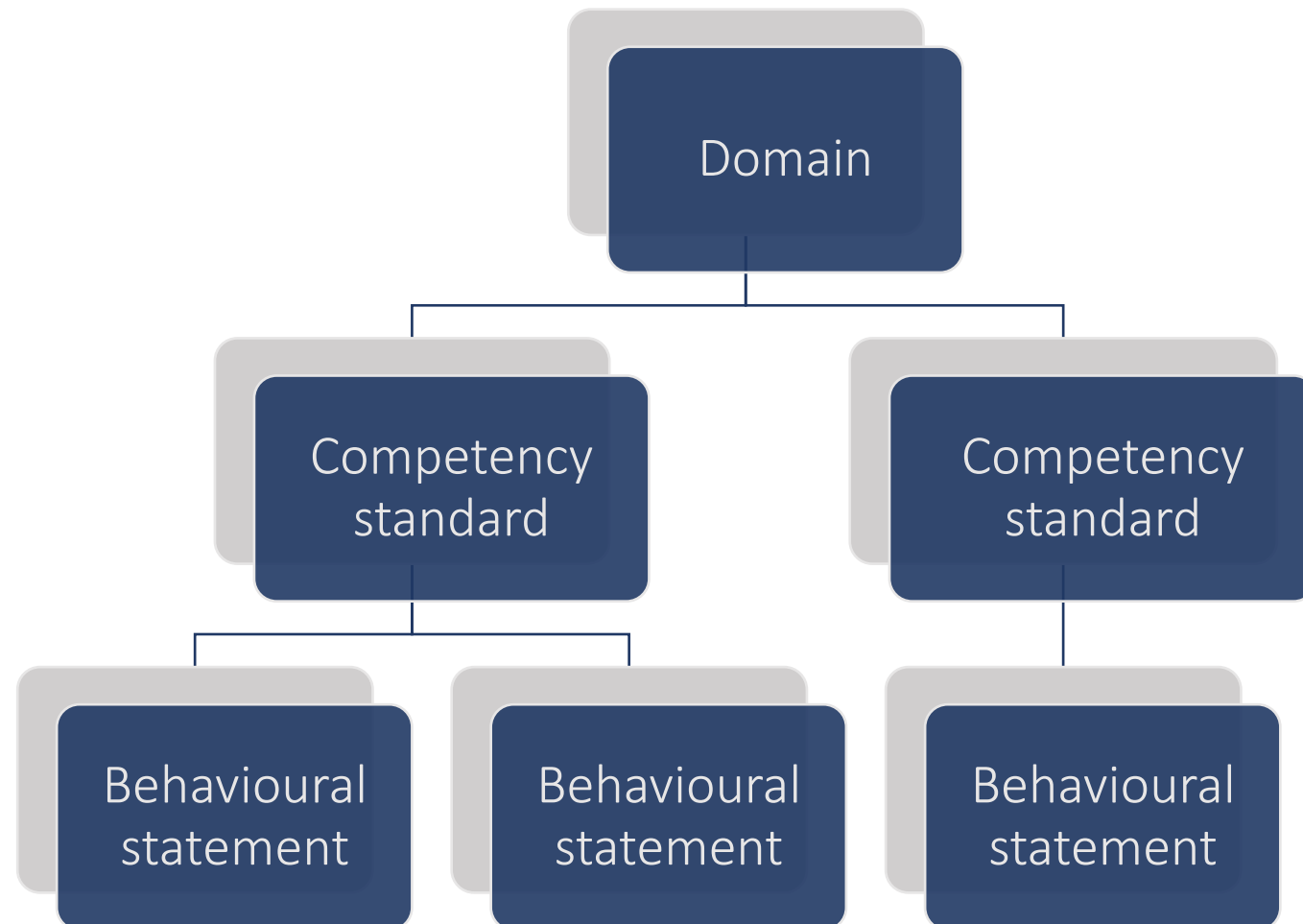
# Six Domains

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  
organized  
clusters of  
competencies

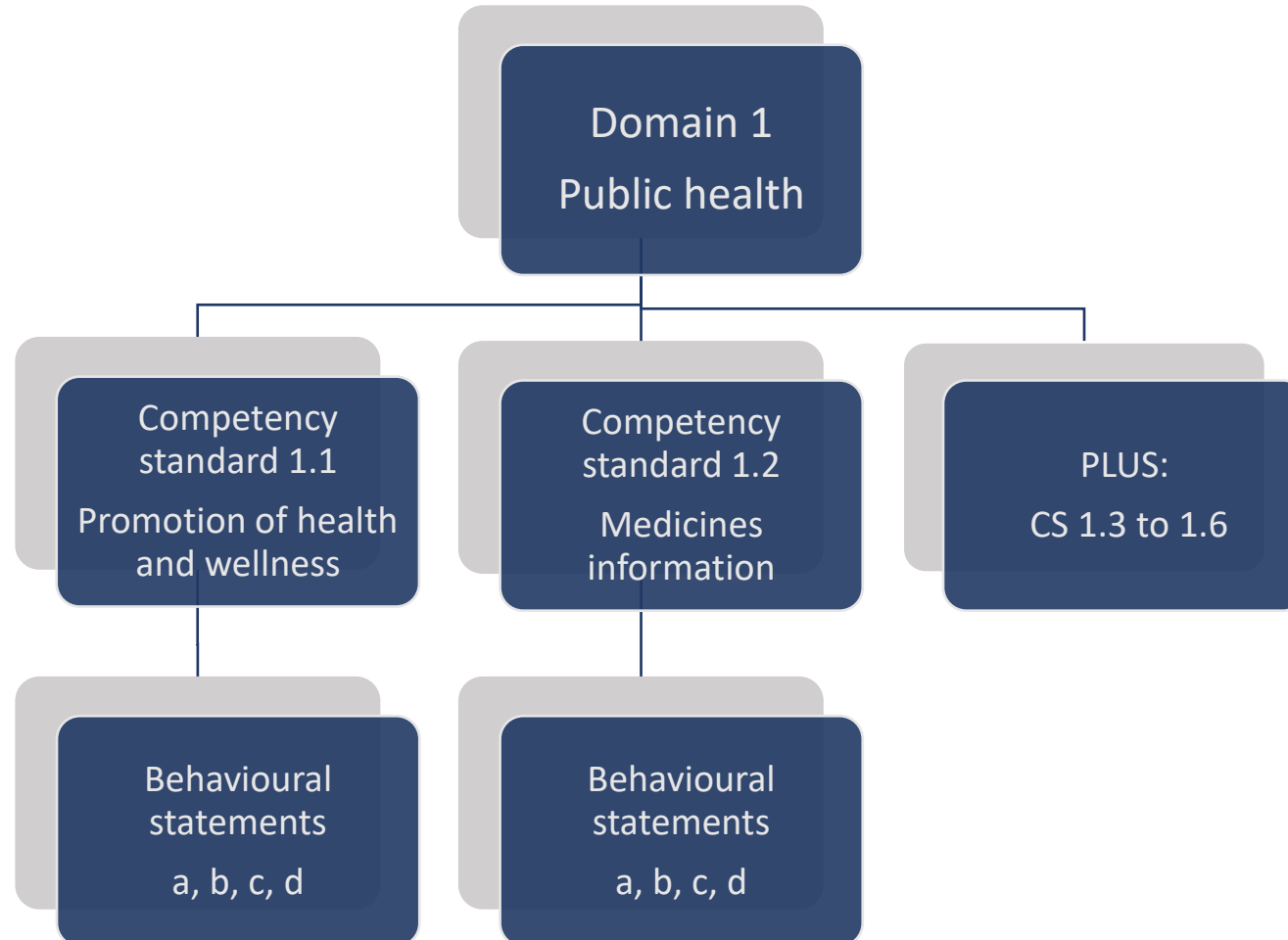


# Competency framework





# Competency framework example





Take note of  
how each CS  
is structured



# Competency Standards

- 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



# Terminology (refer to intern manual CS 2.6)

Competency  
from domain 2  
= 2.6



## 2.6 Pharmacist initiated therapy (PIT)

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 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 pharmaco-economic 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.



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# Continuing Professional Development





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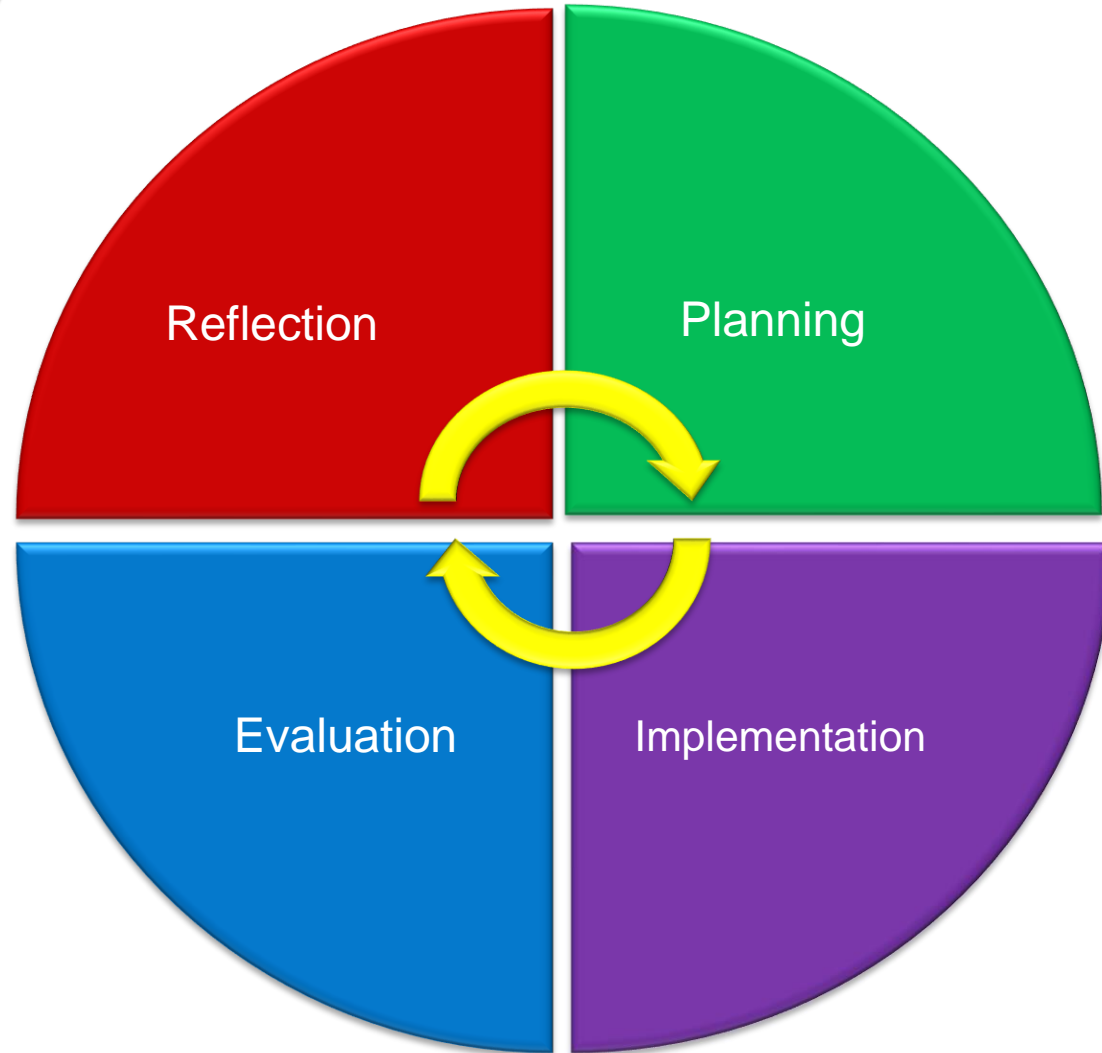
# Continuing Professional Development

- 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





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# First step: Reflection

What do I need to  
know/learn to  
do?





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Reflection

# 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





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# 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
<b>TITLE</b>		
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)?		
<b>REFLECTION</b>		
Have I clearly stated what <b>I need to know or learn</b> ?		
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?		

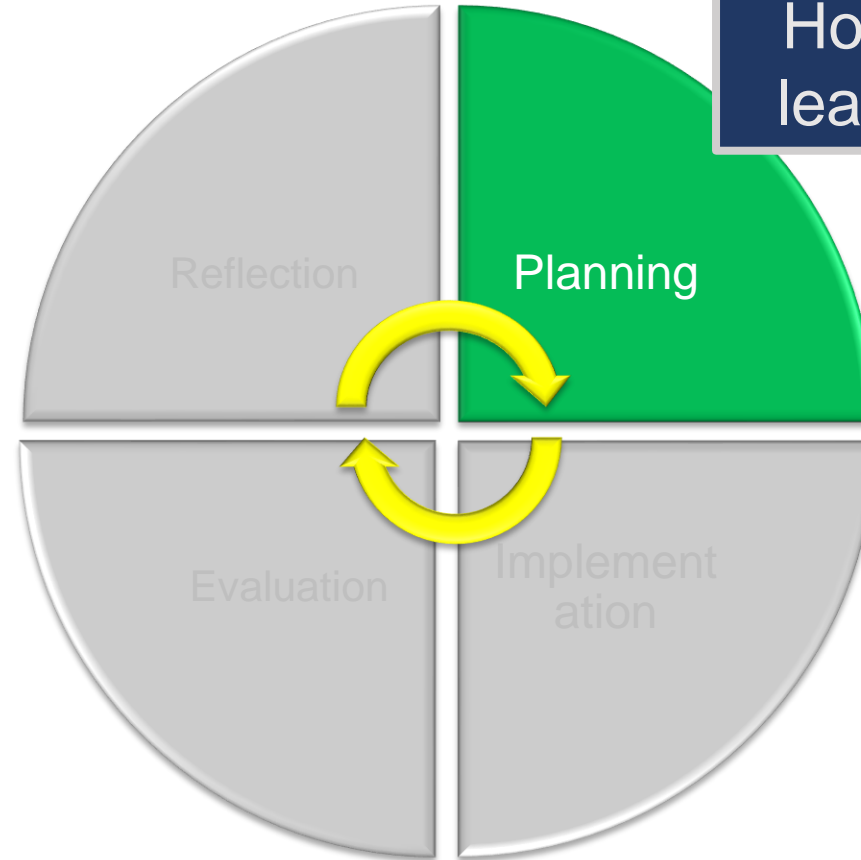


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# Second step: Planning

How can I  
learn this?

Use  
behavioural  
statements to  
guide your  
planning





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# 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 future tense (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.



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# Planning

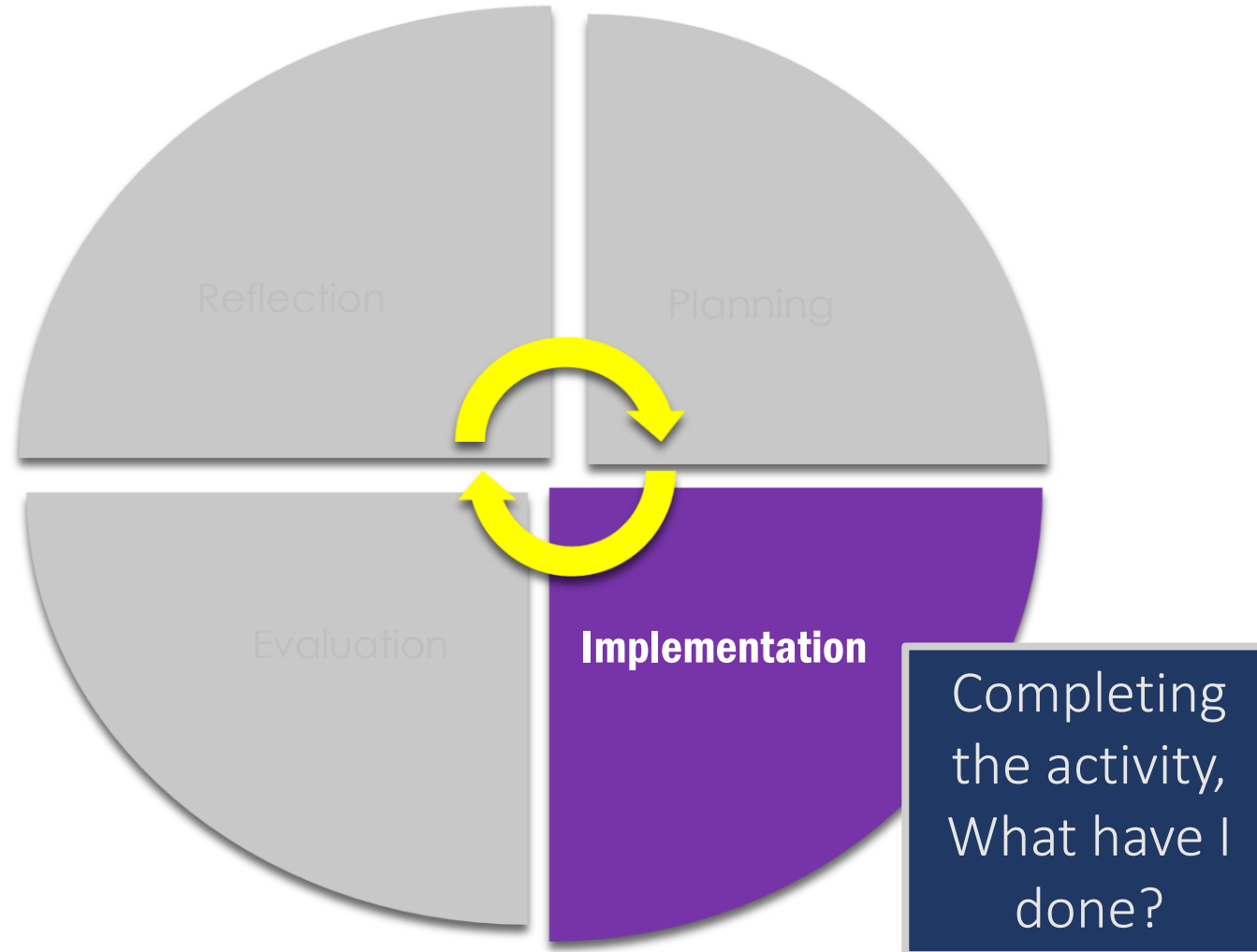
CHECKLIST	YES	NO
<b>PLANNING</b>		
Have I clearly stated <b>how</b> I am going to learn?		
Have I identified which resources I will be using?		
Have I explained how I will be using the resources?		
Have I made sure NOT to just write what I intend to do (which is implementation)?		
Have I written this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





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# Third step: Implementation





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# 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!



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# Implementation

CHECKLIST	YES	NO
<b>IMPLEMENTATION</b>		
Have I described exactly <b>what</b> I did?		
Have I included <b>where, when, what</b> and <b>how</b> ?		
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!





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# Evidence

CHECKLIST	YES	NO
<b>EVIDENCE</b>		
Have I checked that I have <b>sufficient</b> evidence i.e. have I covered at least 75% of the behavioural statements of the CS?		
Have I <b>annotated</b> my evidence so that it is clear why I have included each piece?		
Have I <b>annotated</b> my evidence with the <b>behavioural statements</b> , 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!



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# Fourth step: Evaluation



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



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# 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



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# Evaluation

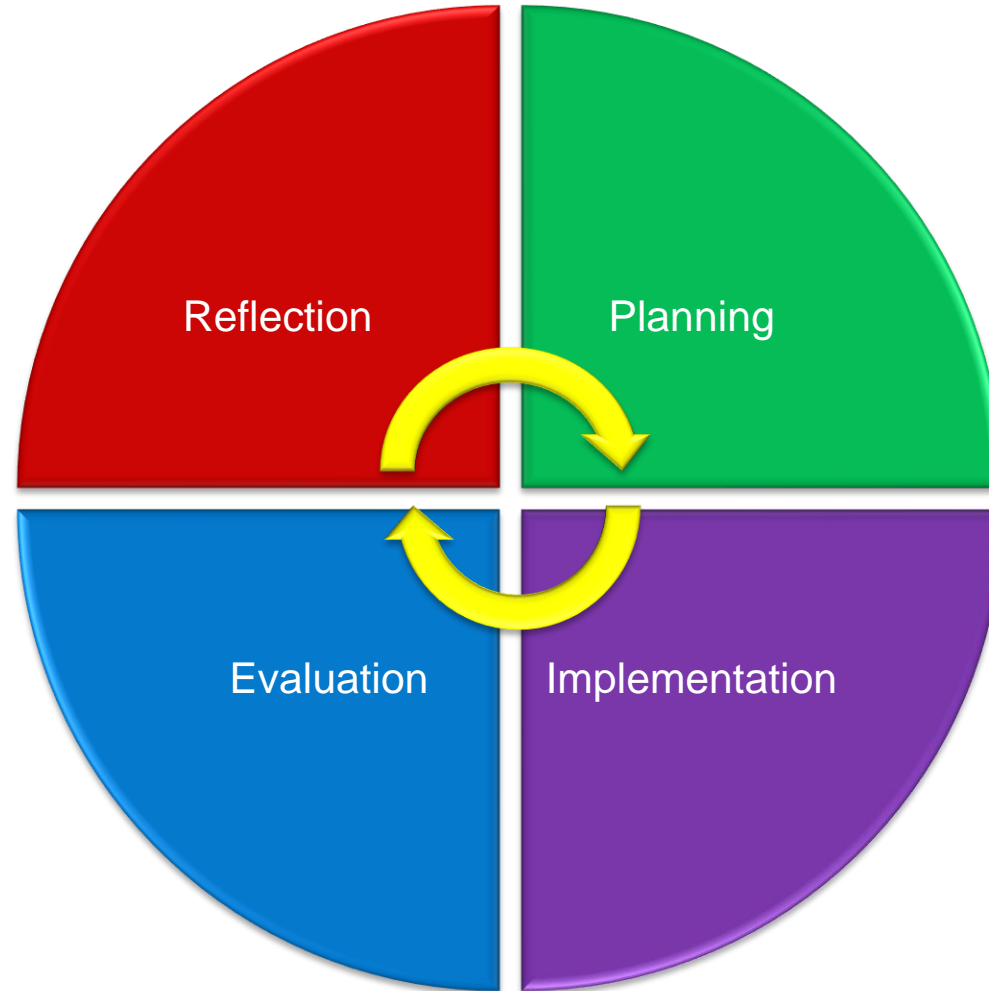
CHECKLIST	YES	NO
<b>EVALUATION</b>		
Have I clearly stated what I learnt from the action described under Implementation?		
Have I checked that my learning matches my learning need and is relevant to the CS?		
Have I clearly described how this learning has impacted on the way I practice?		
Have I given 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?		



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# CPD Cycle

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





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# Stepwise approach to completing CPD entries

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

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!



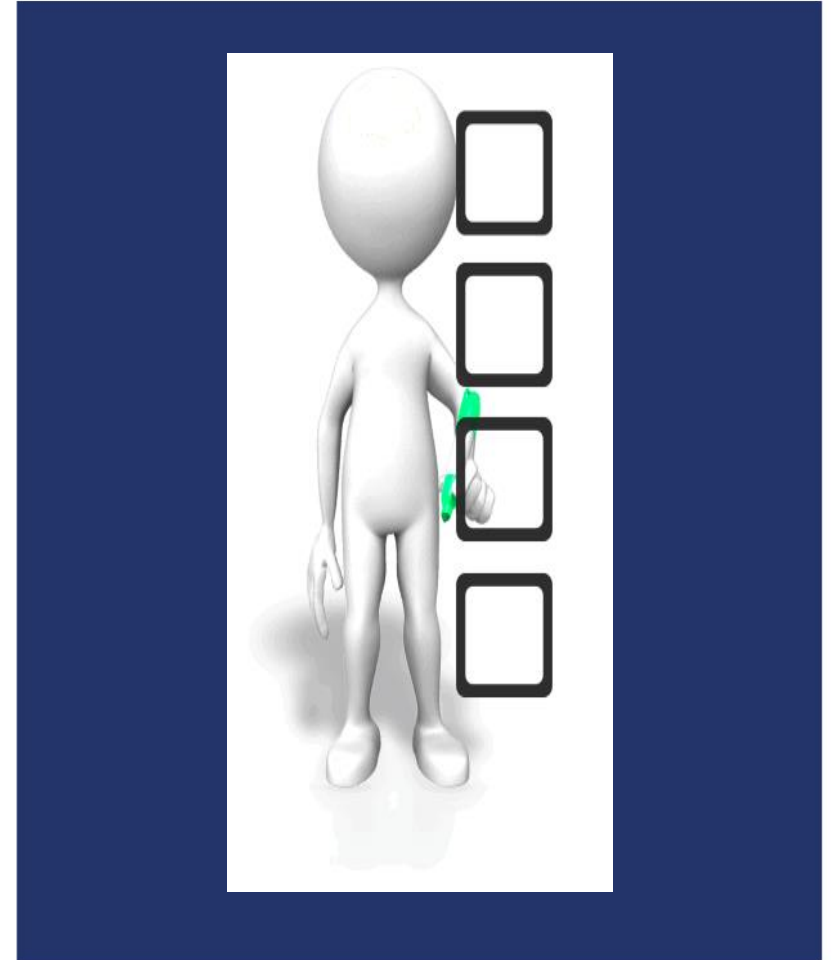


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# Once you have chosen a Competency Standard

- 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!**





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# Requirements

- You need to submit 6 CPD entries
  - One from each domain
  - And be successful in all 6 CPD entries
- For each Domain choose one competency standard
  - Read all the behavioural statements carefully
  - 1-3 behavioural statements = evidence needed for all the statements (100%)
  - If there are  $\geq 4$  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



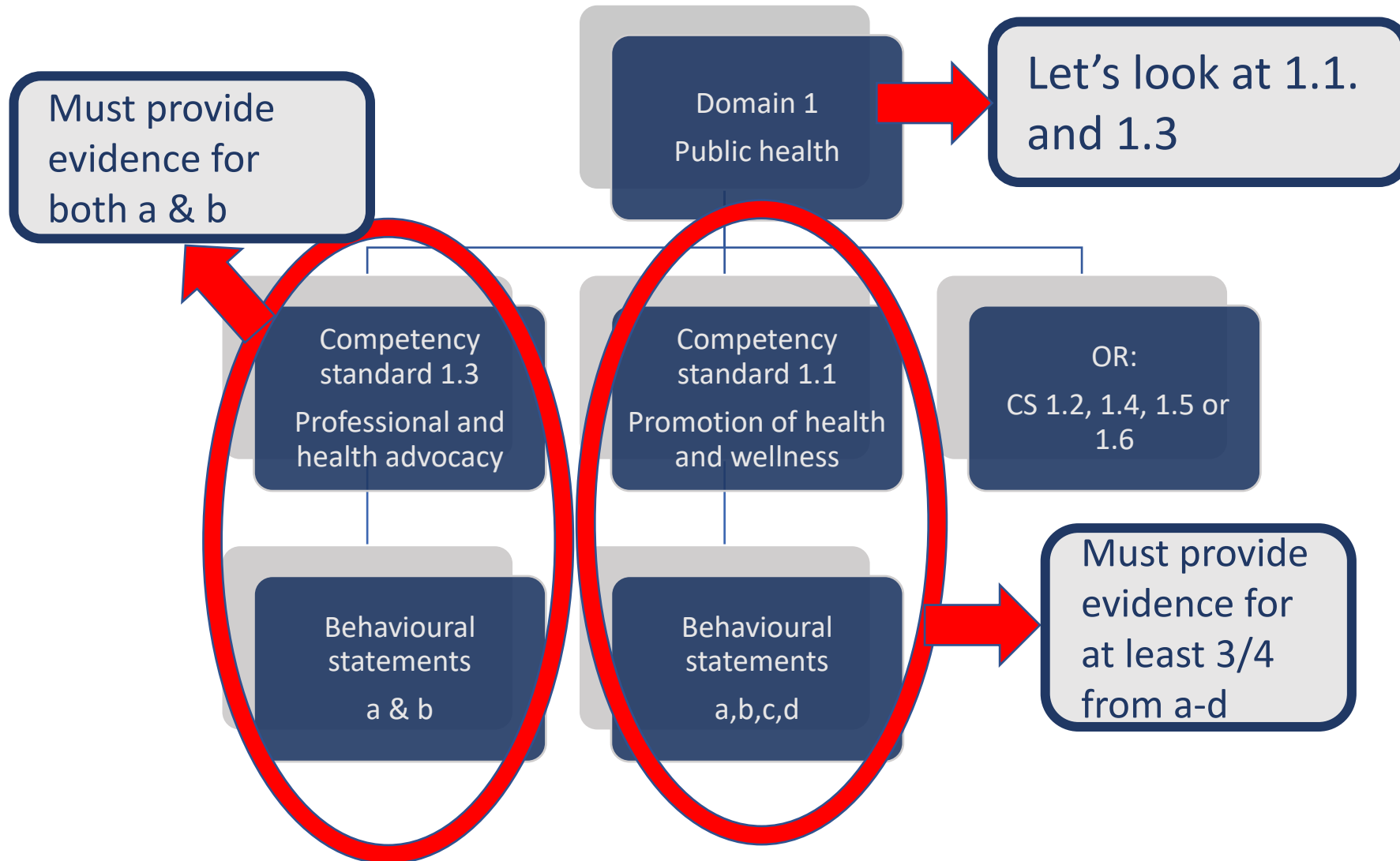
**No group activities are acceptable**

Each entry must be accompanied by suitable evidence





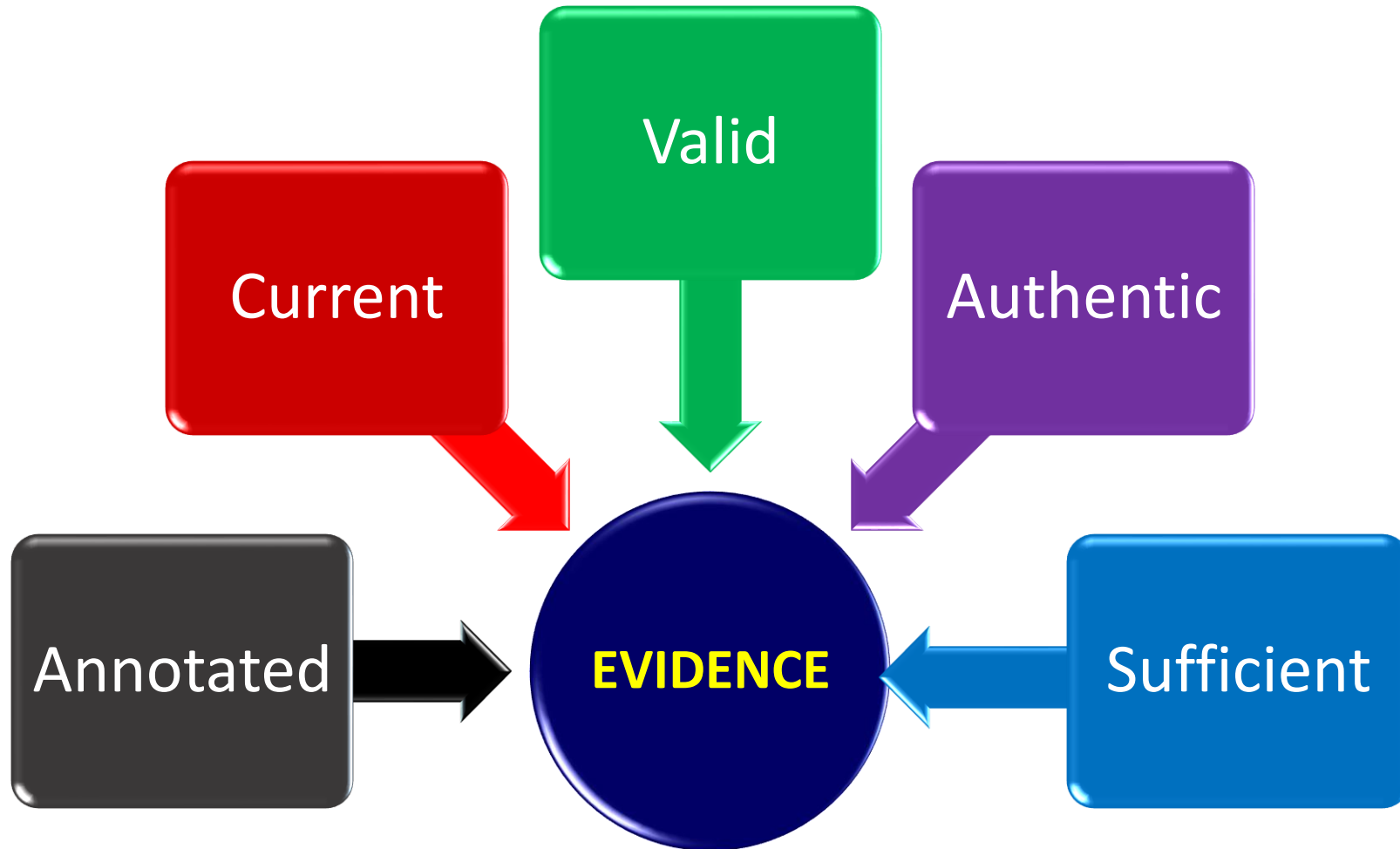
# Requirements example





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# Evidence criteria



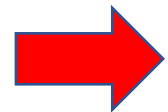


## What it is

- 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”



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# Annotation of the date on a prescription

- Meaningful annotation

- 20/02/2022



*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

- 20/02/2022





*This is the date of the prescription*



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# Annotation of evidence

DELIVER TO : 1303002 MO-KEM PHARMACY 34 HIGH ROAD AIRPORT MALL CAPE TOWN		 WE BELIEVE 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 Route : 2111		Inv. No : 33884720 Cut Off : 18:00								
				<b>TAX INVOICE</b>								
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	08/2019	480.30 M
Total Chemist Cost Value						307.89						
Discount Total						0.00						
Subtotal						307.89						
Vat Total							46.18					
ZAR TOTAL						354.07						
INVOICE TO : MO-KEM PHARMACY 34 HIGH ROAD AIRPORT MALL CAPE TOWN Vat Reg: 4210197349		Acc: 1303002		CHECKED BY:								
MTD PURCH:	SCHED 0	SCHED 1 -	PATENTS	DELIVER	PROCESSED BY	INVOICE #	TIME OF ORDER					
	0.00	19213.31	580.50		REP ORDERS O/W	33884720	15:52					

How to annotate?



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# Annotation of evidence

INVOICE

*Name of pharmacy* →

DELIVER TO:

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

*SN*

**UPD**  
REGULATED BUSINESS  
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 37118, Champet 7442  
Tel: (021) 550-1411 Fax: (021) 551-2934  
Contact Centre: 0860 873 278  
customerservices@upd.co.za  
Val Reg. No. 4850155177

Barcode

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

TAX INVOICE

Date: 05 February 2021      *Date*      Customer Acc 1453347

PRODUCT CODE	DESCRIPTION	QTY + BOXES	CHEM COST UNIT PRC	DIS. COUNT	NETT UNIT PRC	NETT TOTAL PRC	VAT	SEP / UNIT PRC	VAT CAT	BATCH NUMBER	EXPIRY DATE	LABEL SEP + DES / 111
1453121	BIOTECH TRAZODONE 50MG CAPS 100	1	307.89	NETT	307.89	307.89	46.18	354.07		162074	08/2019	480.3514
<i>Medicine ordered</i>												
Total Chemist Cost Value						307.89						
Discount Total						0.00						
Subtotal						307.89						
Val Total							46.18					
ZAR TOTAL						354.07						

*Batch number* →

*Account number* →

INVOICE TO:

MO-KEM PHARMACY  
34 HIGH ROAD  
AIRPORT MALL  
CAPE TOWN  
Val Reg 4210197349      ACC 1303002

MO-KEM PHARMACY  
34 HIGH ROAD  
AIRPORT MALL  
CAPE TOWN  
Val Reg 4210197349      ACC 1303002

MTD PURCH SCHED 0 0.00      SCHED 1- 19213.31      PATIENTS 580.50      DELIVER      PROCESSED BY REP ORDERS DMW      INVOICE # 33884720      TIME OF ORDER 15:52

CHECKED BY:

How to annotate?



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# Annotation of evidence

Invoice from the wholesaler

DELIVER TO:

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

**UPD**  
Reg. No. 1995/009987/07  
Cape Town  
United Pharmaceutical Distributors  
a division of New Clicks South Africa (Pty) Ltd.

20 Bolt Ave, Montague Gardens, Cape Town  
P.O. Box 37118, 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  
Route : 2111

Inv. No : 33884720  
Cut Off : 18:00

**TAX INVOICE**

Date: 05 February 2021

Customer Acc 1453347

PRODUCT CODE	DESCRIPTION	QTY + Bonus	CHEM COST UNIT PRIC	DIS COUNT	NETT UNIT PRIC	NETT TOTAL PRIC	VAT	SEP / UNIT PRIC INC VAT	VAT CAT	BATCH NUMBER	EXPIRY DATE	LABEL SEP + DISP FEE
1490121	BIOTECH TRAZODONE 50MG CAPS 100	1	307.89	NETT	307.89	307.89	46.18	354.07	1	152074	09-2019	480.30 M

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

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

CHECKED BY:

MTD PURCH: SCHED 0 0.00 SCHED 1- 19213.31 PATENTS 580.50 DELIVER PROCESSED BY REP ORDERS 01W INVOICE # 33884720 TIME OF ORDER 15.52

Name of medicine

Batch number

Expiry date:

The medicine was stored after it was received

Annotation good?



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# Annotation of evidence

I checked the name of the pharmacy on the parcel to confirm that it is indeed for my

CS 3.2 e The end phase of the procurement of medicine

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

UPD  
Reg. No. 1995/000967/07  
Cape Town  
United Pharmaceutical Distributors  
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20 Bolt Ave, Montague Gardens, Cape Town  
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customerservices@upd.co.za  
Vat Reg. No. 4860155177

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

**TAX INVOICE**

Date: 05 February 2021  
Customer Acc 1453347

PRODUCT CODE	DESCRIPTION	QTY - ROWS	CHEM COST UNIT PRC	DIS. COUPT	NETT UNIT PRC	NETT TOTAL PRC	VAT	SEP / UNIT PRC INC VAT	VAT CAT	BATCH NUMBER	EXPIRY DATE	LABELL SEP - DISP.PSE
1480121	BIOTECH TRAZODONE 50MG CAPS 100	1	307.89	NETT	307.89	307.89	46.18	354.07	1	8E2074	09-2019	450.30 M

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

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

CHECKED BY:

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

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

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

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

The parcel was received in good order. The medicine was not damaged or short dated. The medicine was captured onto the system to update the stock levels. The medicine was stored on the shelf below 25-C in alphabetical order with the other S5 medicine as per SOP

Quality of annotation?





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





- Evidence must pertain to the specific competency being addressed
- 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**



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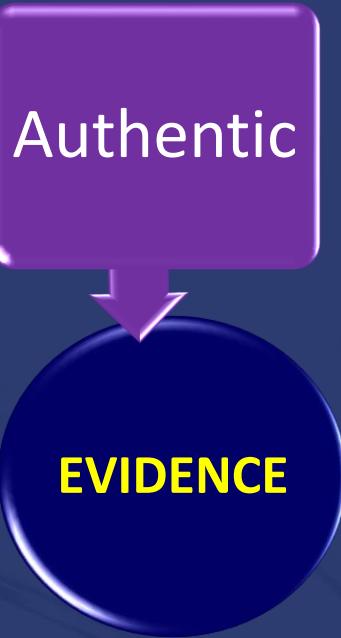


- For example...

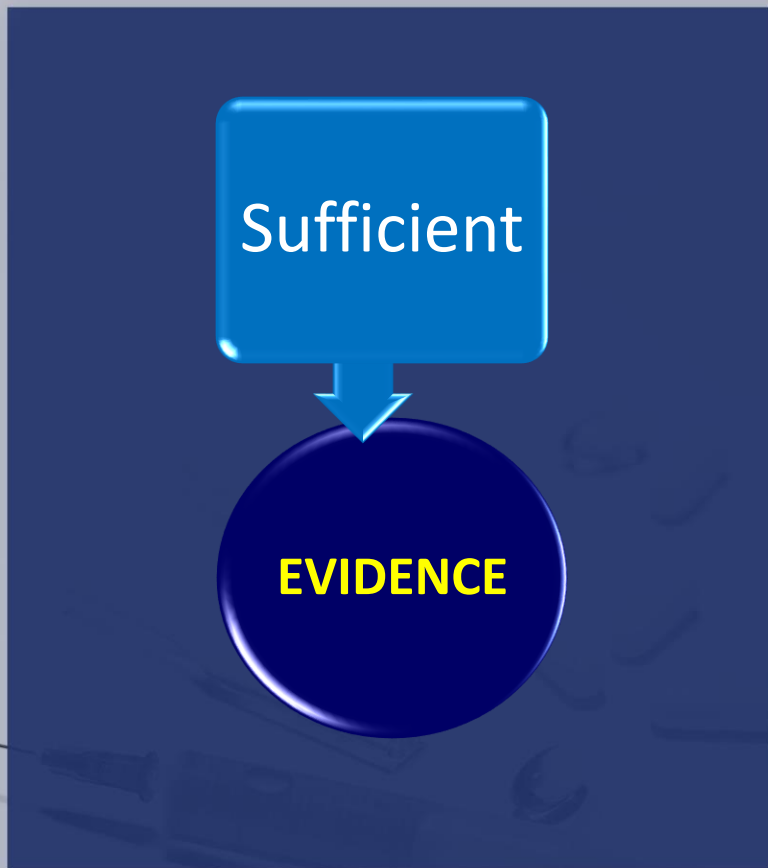
If the competency is about how to fry an egg and your evidence is about how crispy the bacon is, it is of no value



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- 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



- 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



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# 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



Add date stamp!  
Meaningless UNLESS authenticated AND you identify yourself  
Can be anyone in the photo!  
Maintain patient confidentiality

## Pages from SAMF



Reference name, edition, page number, etc  
What does this show?  
That you can use a scanner or photocopier?

## Delivery notes



What does this show?  
Stock was delivered, but received by whom?  
Signatures not annotated are meaningless



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# 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





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# 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)





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# 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

- References – scientific, not Wikipedia
  - Must also be annotated
  - Include page, edition e.g. for SAMF



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# What kind of evidence?

Sometimes I  
attend a  
meeting ...



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



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# 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
<b>EVIDENCE</b>		
Have I checked that I have <b>sufficient</b> evidence i.e. have I covered at least 75% of the behavioural statements of the CS?		
Have I <b>annotated</b> my evidence so that it is clear why I have included each piece?		
Have I <b>annotated</b> my evidence with the <b>behavioural statements</b> , 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?		





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# 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!





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# CPD Entry Example

- I was asked to participate in a public health campaign
- Relevant Domain:
  - Domain 1 Public Health
- Relevant Competency:
  - Competency standard 1.1  
Promotion of health and wellness





# 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

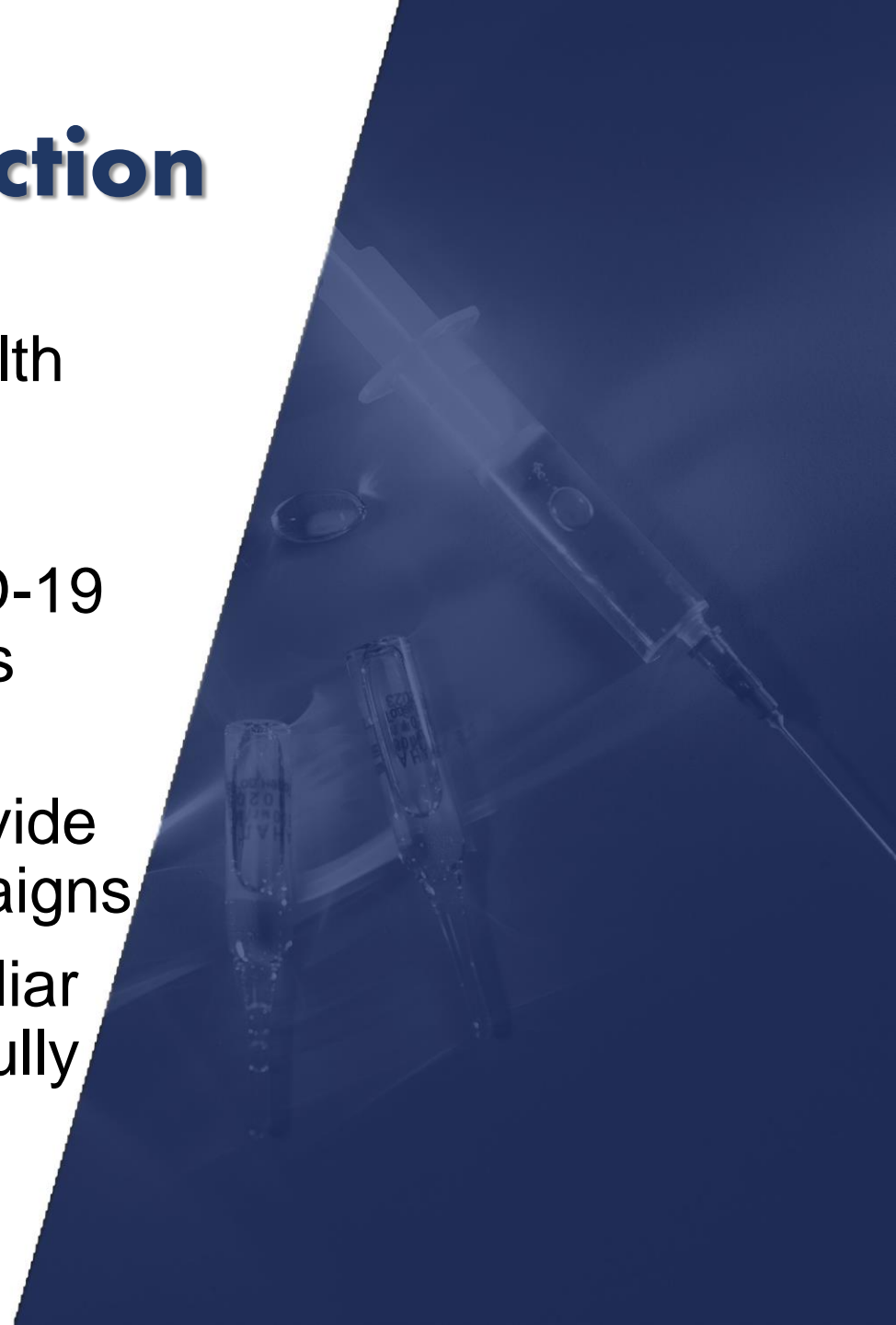
**IF YES,** on the basis of the evidence I have identified I can do this.



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# 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



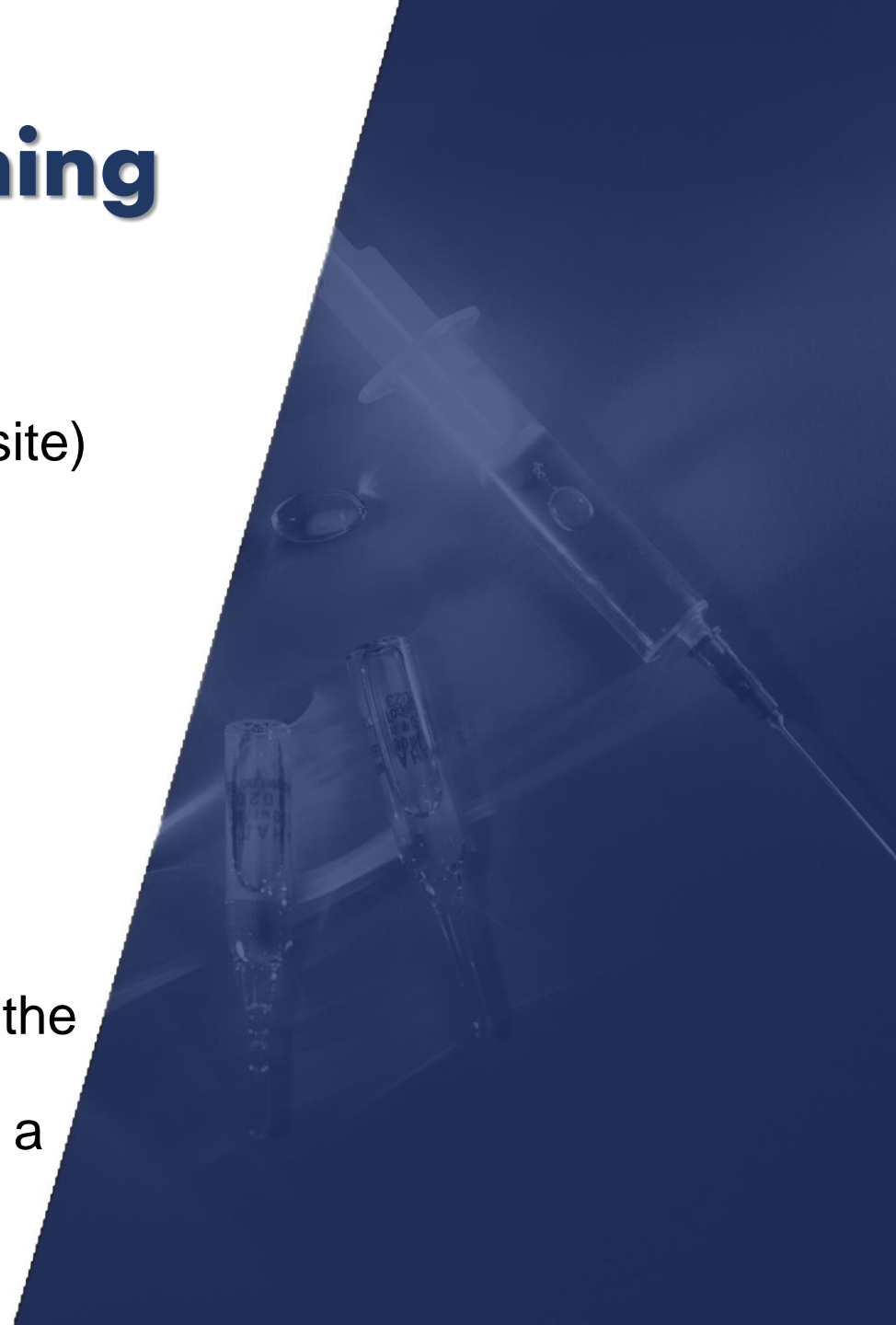




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# CPD Entry Example: Planning

- Plan to make a poster using relevant (Valid, current, authentic, sufficient) sources (National Department of Health and WHO policies and guidelines, SAPC website)
- 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 did all this in order to be able to participate in a public health campaign





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# CPD Entry Example: 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 maintain 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)





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# CPD Entry Example: Possible evidence

- 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?

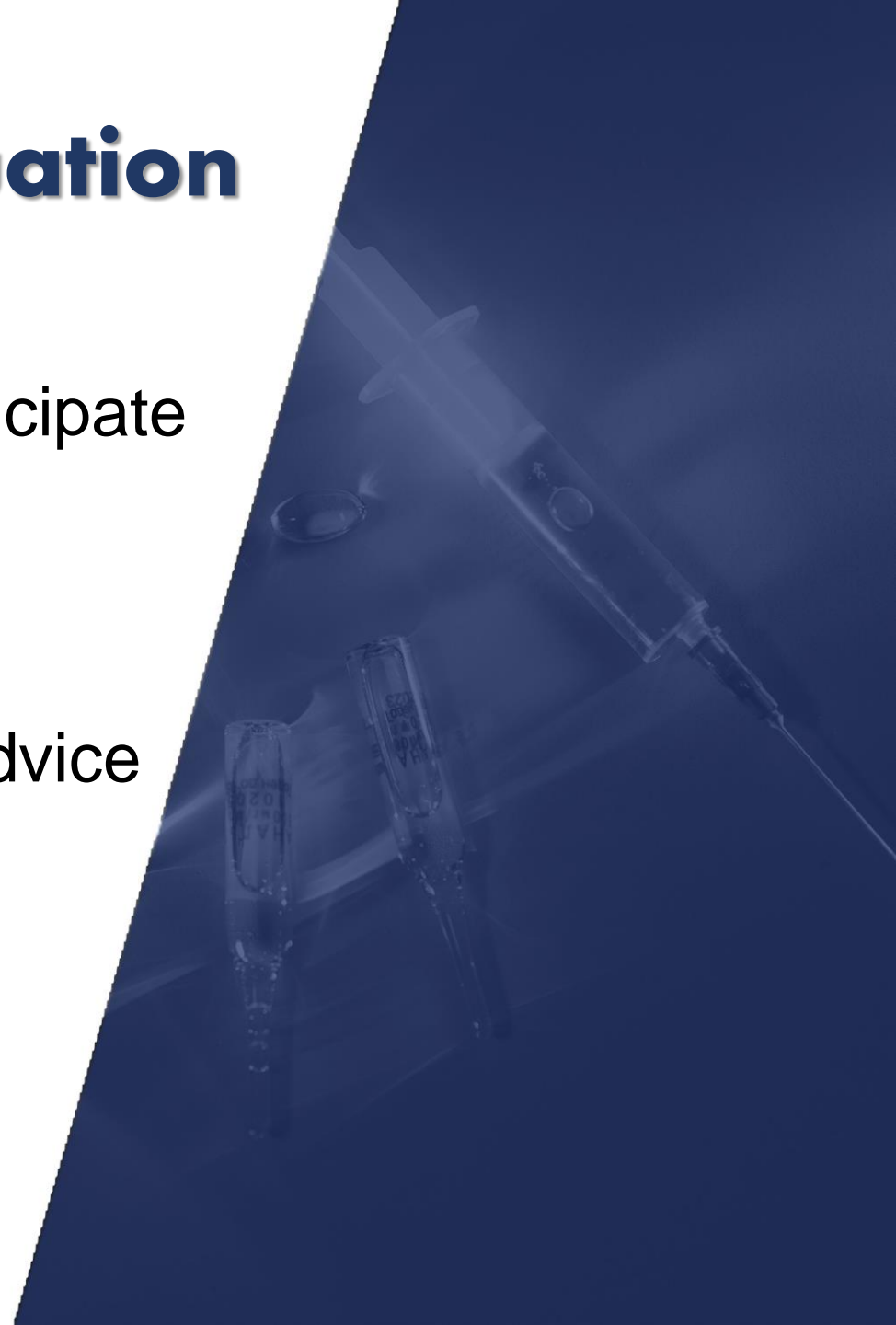




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# CPD Entry Example: Evaluation

- 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





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# 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 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  
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 <b>OR</b> similar to the behavioural statement <b>OR</b> competency standard title <b>OR</b> 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 <b>OR</b> learning need not linked to the behavioural statement <b>OR</b> 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), <b>AND</b> indication of what the intern hopes to achieve after completion of the competency.
<b>Total</b>	<b>4</b>	
<b>Assessor Comments:</b>		<b>Moderator Comments:</b>

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 <b>OR</b> planning not related to learning need <b>OR</b> the learning need is provided
	1	Planning is provided with reasoning behind the planning <b>NO</b> specific details of resources to be used provided and <b>NO</b> linking to behavioural statement/s
	2	Planning is provided with reasoning behind the planning <b>AND</b> with specific details of resources to be used provided <b>BUT</b> not linking to at least 75% of the behavioural statements
	3	Detailed plan provided with reasoning behind the planning <b>AND</b> with specific details of resources to be used <b>AND</b> linking to at least 75% of behavioural statements
<b>Total</b>	<b>4</b>	
<b>Assessor Comments:</b>		<b>Moderator Comments:</b>



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**Remember:** Feedback  
sessions later in the  
year

# 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 evidence annotation
  - Comments = guidelines for next entries, even if attached to entry assesses as Competent



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# 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 recommend this
  - If necessary, remove incorrect evidence
- See Guidelines for:
  - Conditions
  - Application procedure
  - Timeline

To minimize need  
for resubmission:

- Submit early
- Submit regularly  
on a monthly  
basis

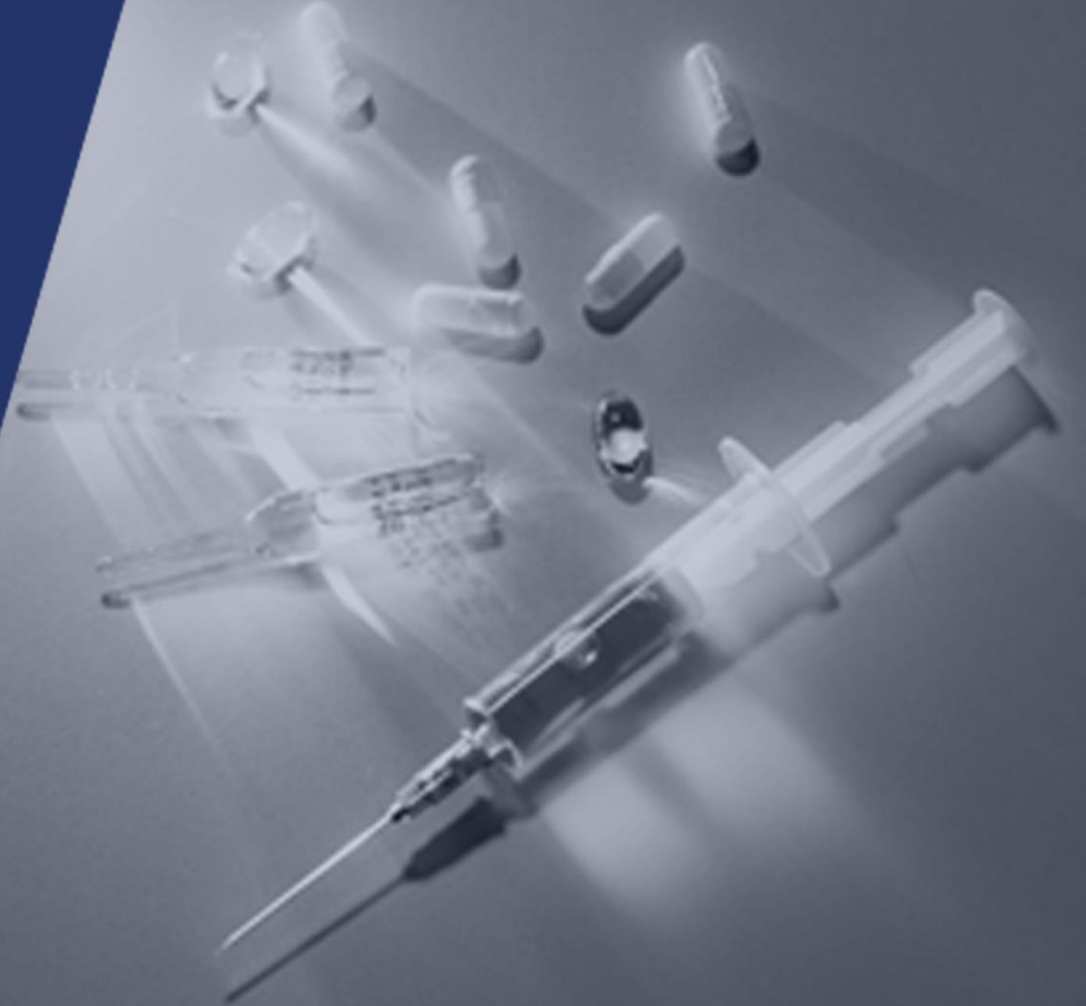




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# Re-assessment

- To prevent the 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





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# 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

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





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# Confidentiality

- Must be maintained at all times
  - Rxs, trailer labels, S6 registers
- Automatically not yet competent if confidentiality breached
- Confidentiality applies only to patients
  - Not doctors, hospitals or other facilities
  - Not to staff attendance registers
  - Careful not to blank out all your evidence

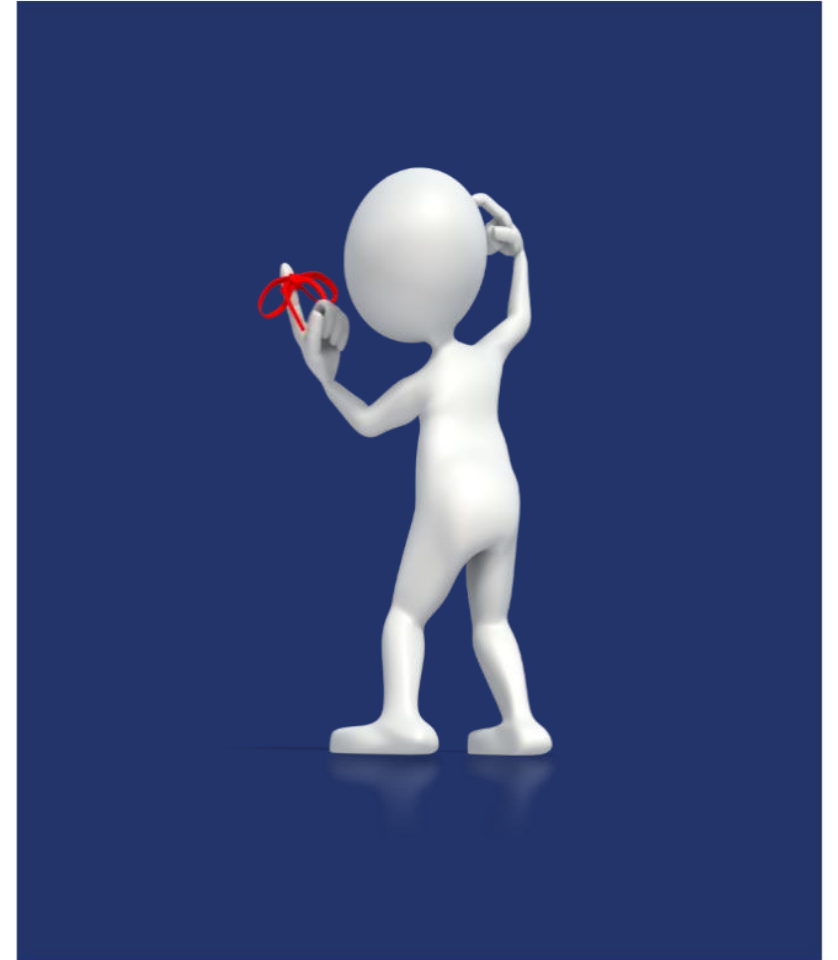
Make sure the name is completely obscured. Untidy scribbles are not effective.



# 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





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# Decision-making aid



**RECOMMENDED**

**POSSIBLE**

**CHALLENGING**

A good choice  
Should present  
no problems for  
any intern

Consider very  
carefully Only choose  
if you are able to  
collect valid and  
sufficient evidence

**Avoid!**  
Will be extremely difficult  
to complete with  
sufficient evidence



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# Domain 1

Competency standard	Decision-making aid	Comment/s
1.1	Recommended	Remember this is about <b>Public</b> Health
1.2	Challenging	Only applicable for <b>active</b> 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 (use CS 4.2)
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



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# Domain 3

Competency standard	Decicion-making aid	Comment/s
3.1	Possible	<b>Only</b> 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	Use this CS for internal SOPs, not 1.3



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# 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	



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# 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
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



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# Now you are ready to complete the CPD cycle

- Remember...
  - Step 4: Complete the CPD cycle

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





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# Domain 1

Competency standard	Decision-making aid	Guideline/s re Evidence required
1.1	Recommended	Show how 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



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# 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)



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# Domain 3

Competency standard	Decision-making aid	Guideline/s re Evidence required
3.1	Possible	Include quality assurance documents
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
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 or SOPs to achieve policy development





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# Domain 5

Competency standard	Decision-making aid	Guideline/s re Evidence required
5.1 and 5.2	Not allowed	
5.3	Compulsory	<p>Must include annotated extracts of applicable Acts/legislation/Code of conduct</p> <p>“Keeping abreast” means using current and/or recently amended legislation</p> <p>Remember annotated professional indemnity certificate</p>
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



# 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

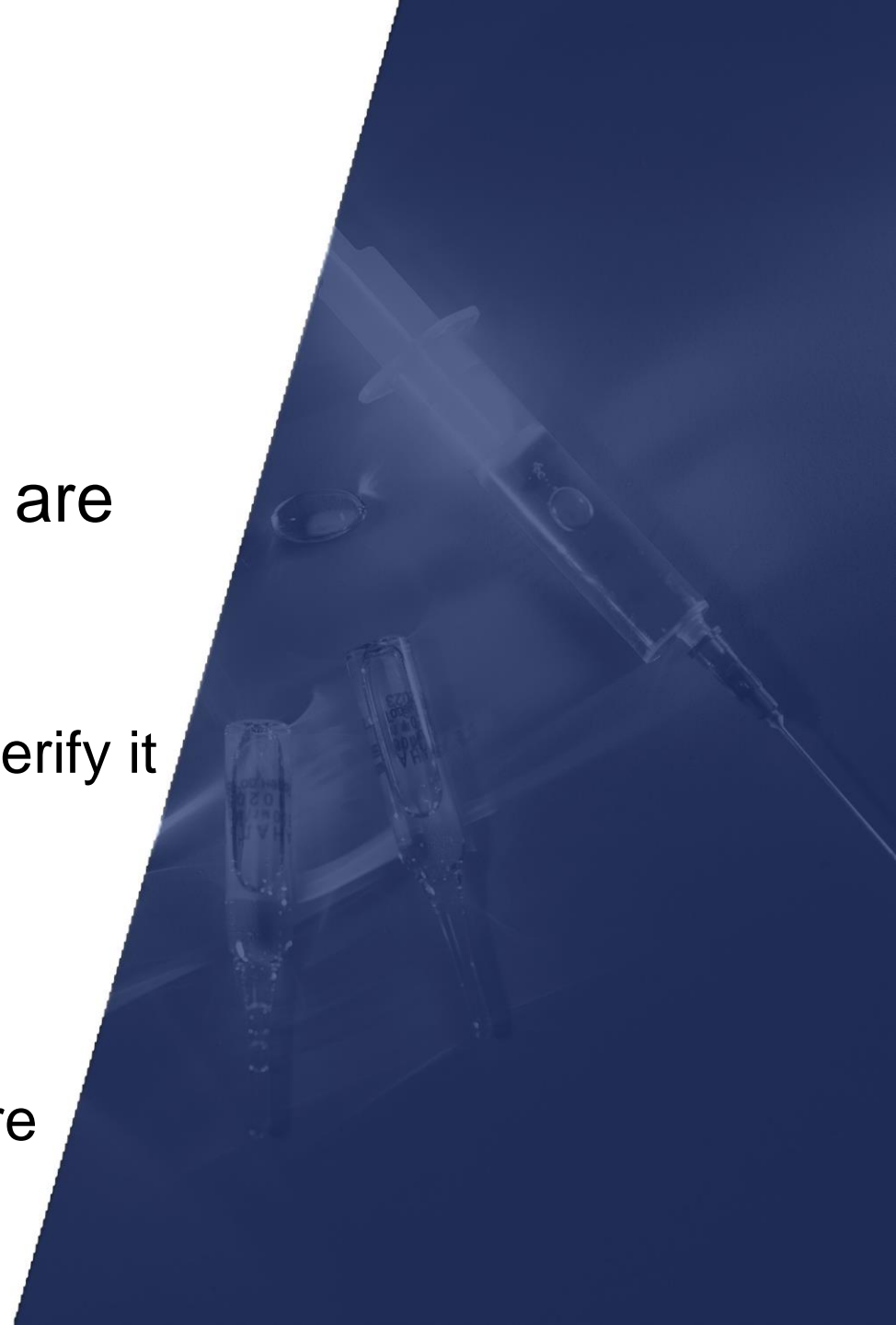




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# Tutor Verification

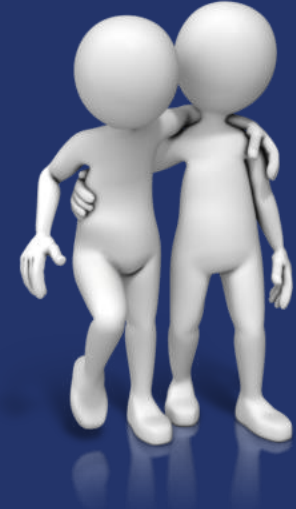
- Evaluate the entire CPD entry
- Make sure all elements of authentication are present
- Most VIP:
  - When intern completes an entry, you must verify it online
  - Either accept – will release entry to Council
  - Or suggest to intern how to improve
  - Then verify and release
  - Assist the intern with assessor comments are assessment



# Role of the Tutor

- Ultimate responsibility for completion of internship requirements lies with intern
- You have a responsibility to familiarize 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



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# And finally...



Learn

Experience

Develop

Succeed

Become a true  
Life Long  
Learner



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# Thank you!