# **APPEL 4th-Year Placement Induction and Training Plan**

## **Part 1: Induction**

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| **Student Name:** | | |
| **Preceptor Name:** | | |
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| Housekeeping Checklist | | |
|  | Placement Hours |  |
|  | Daily Lunch Time |  |
|  | Introduce student to members of staff |  |
|  | Assign a “buddy” to the student (if applicable)  Name of “buddy” |  |
|  | Name of contact person other than Preceptor if student is unwell (if applicable) |  |

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| Student-Preceptor Meetings / Training Plan Review Dates:  *Suggested minimum is 1 meeting every 4 weeks and as required. Two of these sessions must be face-to-face (in person or remote video call). Consider more frequent meetings to start. If the student is on placement remotely, regular check-ins are advised.* | | | | | | | |
| Date/Time | Date/Time | Date/Time | Date/Time | Date/Time | Date/Time | Date/Time | Date/Time |
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| Competency Assessment Dates | | | |
| Formative Competency Assessment | Date | Summative Competency Assessment | Date |
| 1. Student Self-Assessment |  | 1. Student Self-Assessment |  |
| 2. Preceptor Assessment |  | 2. Preceptor Assessment |  |
| 3. Feedback Session |  | 3. Feedback Session |  |
| To be completed by week 5 (3rd October 2021) | | To be completed by week 12 (21st November 2021) | |

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| Planned Preceptor Annual Leave Dates  If *Preceptor will be absent for more than 4 weeks of placement, please contact APPEL.* | Whom will the student be supervised by during Preceptor’s absence? |
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| Student Placement Schedule |
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| Placement Expectations | |
| Student: What is important for me for a successful placement? | |
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| Preceptor: What is important for me for a successful placement? | |
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| Student’s personal learning objectives while on placement: | |
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| Self-Directed Learning Opportunities: What can the student do when the team are busy? | |
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| Student’s previous pharmacy or other relevant experience: | |
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| Learning Styles | |
| What is the student’s preferred way to learn? | |
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| How does the Preceptor prefer to support student learning? | |
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| Feedback | |
| How does the student like to receive feedback? | |
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| How will feedback be provided? | |
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| When and how often will feedback be provided? | |
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| Any other items to be included as part of induction | |
|  | SOPs |
|  | Health and Safety |
|  | COVID-19 Protocols |
|  | Training Manual |
|  | Any other placement related paperwork |

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| Accessing APPEL Supports | |
| Name of Practice Educator(s): |  |
| PE(s) email |  |
| PE(s) phone number |  |
| APPEL office email | [ops@appel.ie](mailto:ops@appel.ie) |
| APPEL office phone number | 01 402 5129 |

## **Part 2: Training Plan**

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| The student is responsible for their own training plan and should agree on a training plan relevant to the placement setting with their Preceptor.  This should include a plan for opportunities for the student to practise the 51 behaviours of the PSI Core Competency Framework against which the Preceptor will be assessing the student.  The full list of the behaviours of the PSI Core Competency Framework can be found at <https://www.thepsi.ie/libraries/publications/psi_core_competency_framework_for_pharmacists.sflb.ashx>.  All of the behaviours of Domains 1, 2 and 6 of the PSI’s Core Competency Framework will not be assessed. The 51 behaviours which have been chosen are considered to be appropriate for a 4th-year placement and to be demonstrable in all practice settings.  Please contact your Practice Educator if you would like any support in developing the training plan, or for further information, please see <https://www.appel.ie/>  The student should be appropriately supervised at all times. |

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| 4th-Year Competency Assessment | | |
| Formative Competency Assessment (assessment for learning) | Purpose: to allow the student to identify behaviours that they need to practice and improve upon. | Date: must be completed by the end of week 5 of placement (3rd October 2021) |
| Summative Competency Assessment (assessment of learning) | Purpose: to assess the student’s competency | Date: must be completed by the end of week 12 (21st November 2021) |
| The three steps in the Competency Assessment process are outlined below: | | |

**APPEL 4th-Year Placement Overview**

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| **Placement Week** | **Week Commencing** | **Suggested Weekly Activities** |
| **1** | **August 30th** | **Induction** |
| **2** | **September 6th** |  |
| **3** | **September 13th** |  |
| **4** | **September 20th** | **Formative Competency assessment opens on September 20th** |
| **5** | **September 27th** | **Formative Competency assessment to be completed by October 3rd** |
| **6** | **October 4th** |  |
| **7** | **October 11th** |  |
| **8** | **October 18th** |  |
| **9** | **October 25th** | **October 25th Bank Holiday Monday: No Placement** |
| **10** | **November 1st** |  |
| **11** | **November 8th** | **Summative Competency Assessment opens on November 8th** |
| **12** | **November 15th** | **Summative Competency Assessment to be completed by November 21st** |
| **13** | **November 22nd** |  |
| **14** | **November 29th** |  |
| **15** | **December 6th** |  |
| **16** | **December 13th** | **Last day of placement Friday, December 17th** |

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| **Domain 1: Professional Practice** | | | | | | |
| **Behaviours** | | | **Suggested Activities** | **Time Frame** | **Comments** | |
| **Competency: Practises “patient-centred” care** | | | | | | |
| 1.1.1 | Demonstrates a “patient-centred” approach to practice. | |  |  |  |
| 1.1.2 | Ensures patient safety and quality are at the centre of the pharmacy practice. | |  |  |  |
| **Competency: Practises professionally** | | | | | | |
| 1.2.2 | Demonstrates awareness of the position of trust in which the profession is held and practises in a manner that upholds that trust. | |  |  |  |
| 1.2.3 | Treats others with sensitivity, empathy, respect, and dignity. | |  |  |  |
| 1.2.4 | Takes responsibility for their own actions and for patient care. | |  |  |  |
| 1.2.7 | Recognises their scope of practice and the extent of their current competency and expertise, and works accordingly. | |  |  |  |
| 1.2.8 | Maintains a consistently high standard of work. | |  |  |  |
| **Competency: Practises legally** | | | | | | |
| 1.3.2 | Understands and applies the requirements of both Irish and European pharmacy and medicines law. | |  |  |  |
| 1.3.3 | Demonstrates an awareness of other legislation relevant to their practice setting, including, as appropriate, data protection law, health and safety law, employment law, consumer law, equality law, and intellectual property rights. | |  |  |  |
| 1.3.4 | Demonstrates an understanding of the requirements of the regulatory framework to authorise a medicinal product, including the quality, safety, and efficacy requirements. | |  |  |  |
| **Competency: Practises ethically** | | | | | | |
| 1.4.1 | Understands their obligations under the principles of the statutory Code of Conduct for Pharmacists and acts accordingly. | |  |  |  |
| 1.4.2 | Makes and justifies decisions in a manner that reflects the statutory Code of Conduct for Pharmacists, and pharmacy and medicine law. | |  |  |  |
| 1.4.3 | Recognises ethical dilemmas in practice scenarios and reasons through dilemmas in a structured manner. | |  |  |  |
| **Competency: Engages in appropriate Continuing Professional Development (CPD)** | | | | | | |
| 1.5.1 | Understands and accepts the importance of life-long learning for pharmacists. | |  |  |  |
| 1.5.2 | Demonstrates the ability to critically reflect on their own practice and skills, to identify learning and development needs. | |  |  |  |
| 1.5.3 | Takes personal responsibility for engaging in CPD and achieving learning and professional development goals. | |  |  |  |
| 1.5.4 | Identifies and undertakes appropriate learning activities and programmes that meet identified learning needs. | |  |  |  |
| 1.5.5 | Keeps knowledge and skills up to date. | |  |  |  |
| **Domain 2: Personal Skills** | | | | | | |
| **Behaviours** | | | **Suggested Activities** | **Time Frame** | **Comments** | |
| **Competency: Leadership skills** | | | | | | |
| 2.1.1 | | Inspires confidence and applies assertiveness skills as appropriate. |  |  |  |
| 2.1.2 | | Leads by example by acting to ensure patient safety and quality within the pharmacy environment. |  |  |  |
| 2.1.3 | | Builds credibility and portrays the profession in a positive light by being professional and well informed. |  |  |  |
| **Competency: Decision-making skills** | | | | | | |
| 2.2.2 | | Makes decisions and solves problems in a timely manner. |  |  |  |
| 2.2.3 | | Gathers information from a number of reliable sources and people to enable them to make well-founded decisions. |  |  |  |
| 2.2.4 | | Communicates decisions comprehensively, including the rationale behind decisions. |  |  |  |
| 2.2.5 | | Ensures that relevant professional, ethical, and patient safety factors are fully considered in decisions into which they have an input. |  |  |  |
| 2.2.6 | | Distinguishes between important and unimportant issues. |  |  |  |
| 2.2.7 | | Demonstrates attention to detail and accuracy in decision-making. |  |  |  |
| 2.2.8 | | Recognises when it is appropriate to seek advice from experienced colleagues, refer decisions to a higher level of authority, or to include other colleagues in the decision. |  |  |  |
| **Competency: Team-working skills** | | | | | | |
| 2.3.1 | | Recognises the value and structure of the pharmacy team and of a multi-professional team. |  |  |  |
| 2.3.5 | | Demonstrates a broad understanding of the services delivered by other healthcare professionals and disciplines. |  |  |  |
| **Competency: Communication skills** | | | | | | |
| 2.4.1 | | Uses effective verbal, non-verbal, listening and written communication skills to communicate clearly, precisely and appropriately. |  |  |  |
| 2.4.3 | | Uses appropriate language and checks understanding. |  |  |  |
| 2.4.4 | | Demonstrates respect, cultural awareness, sensitivity and empathy when communicating. |  |  |  |
| 2.4.5 | | Demonstrates influencing and negotiation skills to resolve conflicts and problems. |  |  |  |
| **Domain 6: Organisation and Management Skills** | | | | | | |
| **Behaviours** | | | **Suggested Activities** | **Time Frame** | **Comments** | |
| **Competency: Self-management skills** | | | | | | |
| 6.1.1 | | Demonstrates organisation and efficiency in carrying out their work |  |  |  |
| 6.1.2 | | Ensures their work time and processes are appropriately planned and managed |  |  |  |
| 6.1.3 | | Demonstrates the ability to prioritise work appropriately |  |  |  |
| 6.1.4 | | Takes responsibility as appropriate in the workplace |  |  |  |
| 6.1.5 | | Demonstrates awareness of the responsibility of their position |  |  |  |
| 6.1.6 | | Ensures punctuality and reliability |  |  |  |
| 6.1.7 | | Reflects on and demonstrates learning from critical incidents |  |  |  |
| **Competency: Workplace management skills** | | | | | | |
| 6.2.1 | | Demonstrates an understanding of the principles of organisation and management |  |  |  |
| 6.2.2 | | Works effectively with the documented procedures and policies within the workplace |  |  |  |
| 6.2.3 | | Understands their role in the organisational structure and works effectively within the management structure of the organisation |  |  |  |
| 6.2.5 | | Addresses and manages day to day management issues as required in their position of responsibility |  |  |  |
| **Competency: Human Resources management skills** | | | | | | |
| 6.3.3 | | Engages with systems and procedures for performance management |  |  |  |
| 6.3.4 | | Supports and contributes to staff training and continuing professional development |  |  |  |
| **Competency: Quality assurance** | | | | | | |
| 6.5.1 | | Recognises quality as a core principle of medicines management and healthcare provision |  |  |  |
| 6.5.2 | | Understands the role of policies and procedures in the organisational structure and in the provision of healthcare |  |  |  |
| 6.5.3 | | Contributes to the development, implementation, maintenance and training of staff on standard operating procedures, as appropriate to their level of responsibility |  |  |  |
| 6.5.4 | | Contributes to regular audit activities and reports and acts upon findings |  |  |  |