

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Professional Practices II – Communications and Safety

**CODE NO. :** PTN300 **SEMESTER:** 3

**PROGRAM:** Pharmacy Technician

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**DATE:** June 2016 **PREVIOUS OUTLINE DATED:** June 2015

**APPROVED:** *“Marilyn King”* *June, 2016*

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**CHAIR, HEALTH PROGRAM**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** PTN106

**HOURS/WEEK:** 3

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## I. COURSE DESCRIPTION:

In the second professional practices course, students will build on the skills and knowledge obtained in Professional Practices I with a focus on professional communications and interprofessional education. Expertise will be developed in oral, written and interpersonal communication. Cultural competency, diversity, inclusivity will be covered in this course. Working safely and productively with others will be a core component. Health Informatics, as well as the use of technology in documentation and the practice of pharmacy will be important topics. Teaching learning theory will be explored with respect to addressing patient education.

**This course is designed to enable students to attain competencies specified in the National Association of Pharmacy Regulatory Authorities (NAPRA) Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice (March 2014).**

(Full document available at [www.napra.ca](http://www.napra.ca))

**This course is designed to enable students to attain the educational outcomes specified in the Canadian Pharmacy Technician Educators Association (CPTTEA) Educational Outcomes for Pharmacy Technician Programs in Canada (March 2007).** (Full document available at [www.cpttea.ca](http://www.cpttea.ca))

**This course is designed to enable students to meet and maintain the standards of practice expected within the pharmacy technician's role. The standards are specified in the National Association of Pharmacy Regulatory Authorities (NAPRA) Model Standards of Practice for Canadian Pharmacy Technicians (November 2011).** (Full document available at [www.napra.ca](http://www.napra.ca))

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. use effective communication skills.

### Potential Elements of the Performance:

- Select appropriate verbal, non-verbal and listening skills for use with patients, co-workers and other healthcare professionals
- Discuss how to show sensitivity to and respect for the patient's dignity, values and diversity
- Explain how "empathy" and "sympathy" differ
- Display clear, concise and effective writing skills
- Demonstrate professional email etiquette
- Describe the importance of written communication skills in pharmacy practice

- Describe the elements of nonverbal communication and how they transmit information
- List ways to enhance active listening
- List barriers to communication and consider ways to eliminate these barriers
- Show how to prepare business correspondence including letters and memoranda

2. describe and apply error prevention strategies to enhance patient safety.

Potential Elements of the Performance:

- Explain why it is difficult and unrealistic to report statistics about medication errors
- Explain the rationale for prevention or remediation rather than a punitive approach to practice errors
- Describe the potential consequences to a patient of a medication error
- Suggest strategies and best practices for avoiding practice errors
- Describe the consequences of professional misconduct
- Understand the pharmacy technician's responsibility as a member of the pharmacy team, for preventing errors and reporting misconduct
- Define "negligence" and "malpractice"
- Define the role of the Canadian Patient Safety Institute and the Institute of Safe Medication Practices (Canada) in medication safety

3. describe how to work safely and productively with others.

Potential Elements of the Performance:

- Understand the importance of productive and respectful working relationships
- Explain the role of the pharmacy technician as a member of the pharmacy team and how this may differ between community and institutional practice
- Describe the steps that could be taken to resolve a conflict with a colleague
- Discuss the importance of questioning, reporting and assisting in the resolution of (potential and actual) unsafe, illegal, unethical or unprofessional actions or situation
- Define "discrimination," "harassment" and "workplace violence" and understand a person's rights in a work environment
- Describe criminal activities such as theft, robberies, burglaries and forgeries and understand preventative measures to ensure staff safety
- Describe the legislation that is in place to protect the worker's physical safety on the job
- Understand the employee's role as a member of the occupational health and safety Internal Responsibility System
- State the purpose of WHMIS and discuss its application in the pharmacy environment

- participate effectively in Interprofessional Education opportunities.

Potential Elements of the Performance:

- Understand the pharmacy technician role and its relationship to the roles of other health care providers
- Explore how to cooperate with and show respect for members of other health care professions
- Explain the role and scope of practice of the pharmacy technician and the pharmacist
- Participate in case studies involving a multidisciplinary approach

- discuss the importance of complete, accurate, legible records and documentation.

Potential Elements of the Performance:

- Discuss how standards, policies and procedures guide documentation
- Discuss why documenting information, procedures and actions needs to be done accurately, clearly and in a timely manner
- List the information required when documenting receipt of a verbal prescription

- discuss the theory and practice of effective patient education.

Potential Elements of the Performance:

- Explain the pharmacy technician's role in education
- Outline the information needed before teaching
- List and describe factors that make teaching and learning challenging and how to overcome these challenges
- Discuss strategies for communicating to patients during the grief process
- Prepare an effective teaching and evaluation plan for specific situations
- Describe how to coordinate or participate in health promotion and education for individuals and groups

### **III. TOPICS:**

1. Communication Skills
2. Patient Safety
3. Workplace Safety
4. Team building & productive work relations
5. Interprofessional Education
6. Documentation
7. Patient Education

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- Hosley, J., Molle-Matthews, E. A Practical Guide to Therapeutic Communication for Health Professionals. Elsevier (2006). ISBN: 978-1-41600-000-6
- Sault College Learning Management System (D2L)

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Assignments	40%
2 x 10%	
1 x 20%	
Tests (2 x 15%)	30%
Final Exam	30%
<b>Total</b>	<b>100%</b>

- The pass mark for the course is 60%. The total grade is composed of marks accumulated as indicated above.
- All policies and procedures as outlined in the current Student Success Guide related to submitting assignments, scholarly work/academic honesty, tests and examinations will be followed.
- No supplements** will be provided for texts or the final exam.
- Students missing tests or the final exam because of illness or other serious reason must contact the professor before the test or exam to inform him/her (by phone or email). Those students who have notified the professor of their absence, according to policy, will be eligible to arrange an opportunity to write the test or exam at another time. Students must contact the professor on their first day back at school following a missed test or exam. Those students who do not follow the above procedures will receive a zero for that test or exam. The professor reserves the right to request documentation to support an absence.

***The following semester grades will be assigned to students:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D (Fail)	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

**A minimum of a “C” grade is required to be successful in most PTN coded courses.**

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

#### **VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

#### **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.