

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Professional Practices II - Institutional

CODE NO. : PTN304 **SEMESTER:** 3

PROGRAM: Pharmacy Technician

AUTHOR: Shannon Love BScPharm. RPh.

DATE: June, 2012 **PREVIOUS OUTLINE DATED:** N/A

APPROVED:

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	CHAIR	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	PHN104	
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 through application within an institutional setting. Business communications and customer service skills will continue to be emphasized. Professionalism; cultural competency; diversity; inclusivity; research; evidence-based practice; reflection and self-evaluation will be covered in this course. Health Informatics, as well as the use of technology in documentation and the pharmaceutical industry will be important topics. Students will also learn about the Canadian Patient Safety Institute and the Institute for Safe Medication Practices (Canada). Interpretation and the legalities surrounding prescriptions from physicians and other health care providers will be studied.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Build a framework for the operation of an institutional pharmacy setting.

Potential Elements of the Performance:

- Discuss technology in the hospital setting
- Review types of customers and customer interactions
- Contrast the role of the pharmacy technician in the hospital setting with that already discussed in the retail setting
- Discuss types of medication orders and how to prioritize workflow
- Discuss medication management as it relates to the pharmacy technician's responsibilities
- Describe IV compounding, infusion devices, unit-dose packaging equipment and compounding devices

2. Use advanced communication skills in documentation, research and developing working relationships within a healthcare team.

Potential Elements of the Performance:

- Prepare business correspondence including letters and memoranda as required
- Complete accurate, legible records and documentation including patient medication records that meet standards, policies and procedures

- Document information, procedures, and actions accurately, clearly and in a timely manner
 - List the information required when documenting a verbal prescription
 - Describe guidelines for charting in a medical record and apply them to entering information in pharmacy patient profiles
 - Explain the concept of professional etiquette
 - Maintain appropriate professional boundaries
 - Establish and maintain positive working relationships
 - Describe the common communication challenges and the strategies to overcome them when communicating with coworkers, physicians and managers
 - Define the term *interdisciplinary* communication
 - Participate effectively as a professional healthcare team member
 - Cooperate with and show respect for all members of the inter-professional team
 - Question, report, and assist in the resolution of potential and actual unsafe, illegal, unethical or unprofessional actions or situations
 - Seek out and use appropriate information and/or resources
 - Seek guidance from another pharmacy technician or a pharmacist when uncertain about own knowledge, skills and abilities
 - List the pharmacy's required reference library and how to use the reference material
3. Use advanced communication skills to enhance customer service in all patient populations and situations.

Potential Elements of the Performance:

- Maintain confidentiality of all patient, corporate and workplace information
- Provide prescription and personal health information upon request based on the confines of confidentiality
- Respect cultural diversity
- Describe how differences in cultural perspectives affect communication and explain methods to prevent this barrier
- Show sensitivity to and respect for the patient's dignity, values and diversity
- Demonstrate sensitivity, respect and empathy when communicating

- Explain how empathy and sympathy differ
- Demonstrate an understanding of the impact that individual differences have on communication
- Conduct interpersonal interactions and manage conflict in a professional manner
- Demonstrate knowledge of appropriate and effective communication and listening skills
- List ways to establish and maintain rapport with customers
- Explain how barriers to communication interfere with establishing rapport
- Explain how to approach communication with patients who have impairments in hearing, vision, language or cognition or who are too ill to communicate
- Define Accessibility for Ontarians with Disabilities Act and explain how it affects customer service
- Give examples of how stress and anger interfere with communication and how to relieve the situation
- Give examples of age-related barriers and list ways to work within the age groups
- Explain how personal biases interfere with interaction and list ways to overcome the barriers
- List ways to enhance active listening
- Explain your role in patient education
- Outline the information you need before you begin to teach
- List and describe factors that make teaching and learning challenging and how to overcome these challenges
- Communicate wellness to patients
- Communicate to patients through the grief process
- Read customer service articles and discuss the challenges to overcome in various situations
- Prepare an effective teaching and evaluation plan for specific situations
- Identify and respond to the learning needs of participants
- Coordinate or participate in health promotion and education for individuals and groups

4. List the functions of various health informatics.

Potential Elements of the Performance:

- Define ePrescribing and list the advantages of this practice
- List advances in automated dispensing technology and their place in pharmacy workflow
- Comply with guidelines for safe and correct use of automated distribution devices

- Recognize that on the job, the pharmacy technician will be responsible for routine equipment maintenance tasks and resolution of minor mechanical breakdowns
- Demonstrate data management skills to enter, update, access, retrieve, and store electronic records
- Be able to operate a pharmacy software system competently

5. List elements of patient and workplace safety.

Potential Elements of the Performance:

- Explore the Canadian Patient Safety Institute website and define its role in ensuring patient safety
- Explore the Institute for Safe Medication Practices (Canada) website and define the organization's role in medication safety
- Understand, participate in , and promote patient safety initiatives
- Participate as a team member in organized initiatives for disaster and emergency preparedness
- Contribute to the creation and maintenance of a safe working environment and conditions
- Comply with applicable federal and provincial/territorial workplace and occupational health and safety legislation
- State the purpose of WHMIS
- List the nine categories of information that are required on a MSDS
- List the kinds of hazardous chemicals that you may be exposed to in a pharmacy

6. Explore the legalities surrounding prescriptions from physicians and other health care providers.

Potential Elements of the Performance:

- Define *prescriber*
- List all health care providers with legal prescription rights
- Verify the identity and legitimacy of the prescriber upon the intake of each prescription
- Determine the limitations of each prescriber's prescribing rights
- Discuss the concept of self-prescribing

III. TOPICS:

1. Institutional Setting and Pharmacy Technician Responsibilities
2. Communication Skills as part of a healthcare team
3. Advanced Customer Service
4. Health Informatics
5. Patient and Workplace Safety
6. Prescriber Legalities

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Atlas, Marie and Faris, Audrey. *Community Pharmacy Practices For Pharmacy Technicians*, 23rd Edition. Pharmacy Tech Consultants, 2011. ISBN: 978-0-9810411-7-9

Hosley, Julie and Molle, Elizabeth. *A Practical Guide to Therapeutic Communication for Health Professionals*. Elsevier, 2006. ISBN: 978-1-4160-0000-6

V. EVALUATION PROCESS/GRADING SYSTEM:

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

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 on the portal form part of this course outline.