Clinical and Experiential Placements Program: Block Placements

PRECEPTOR INFORMATION PACK
FOURTH YEAR BACHELOR OF PHARMACY, UNIVERSITY OF SYDNEY
Dear Pharmacist,

Thank you for accepting the invitation to supervise a third year pharmacy student for block clinical placements. In this document you will find the same information that has been given to students to guide their learning during the year. Additionally, there is a copy of the insurance document confirming the arrangements for university coverage of students while on placements.

You will note that the student has information provided to them online via the University Learning Management System (LMS) and an online Portfolio. Students will continue to build their portfolios of activities, observations and experiences during the range of placements during their third and fourth years of the curriculum. For more details of the Bachelor of Pharmacy course please go to: http://sydney.edu.au/handbooks/pharmacy/undergraduate/b_pharmacy_tables.shtml

Students should be self-directed (while under your guidance) when completing their portfolio. The portfolio is designed to complement the daily activities of the pharmacy that you may bring to the attention of your student. The activities for block placements are “triggers” for the student to learn and understand practice, and are directly related to the National Competency Standards Framework for Pharmacists in Australia (2010). As a new initiative during block placements (35 hours), students are required to document “achieved goals” in their competency passport (instruction and sample page attached) aligned with National Competency Standards Framework. We ask that you sign and date each goal you feel the student has achieved.

At the end of the semesters (June and October) you will be asked to fill in a brief assessment form regarding the student (this is on the last three pages of this document). This assessment focuses on the professional behaviour of the student during the placement time overall. In addition, to help orientate students to Work Health and Safety information relevant to your pharmacy we have provided a short WHS checklist that needs to be completed and signed by yourself on the student’s first day of placement.

As part of our on-going quality assurance measures, once you have read through the information in this package please confirm your acceptance of this clinical placement by fax or email to our office. The student cannot complete their clinical placement with you until we receive this confirmation.

Please do not hesitate to contact us if you have questions or concerns regarding any aspect of the placements programme. Any queries in the first instance should be directed to the Faculty Placement Officer, Vinnie Xue, on 93518597, or on pharmacy.placement@sydney.edu.au.

Yours sincerely

Professor Jo-anne Brien
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General Information

The overall objective of the Clinical Placements program is to provide introductory professional clinical experience in a variety of pharmacy settings.

Development of knowledge and skills as a health practitioner is a continuing process, from ‘early’ to ‘late’ student placement experiences, and continuing as a novice practitioner intern to more experienced pharmacist. This is a lifelong process!

As you are aware, there are steps in progression in this development as is measured by assessments of student placements, internship and professional practice in your career. You should also become familiar with the pharmacy profession’s practice competency standards: The National Competency Standards Framework for Pharmacists as these will be used to help guide your block Clinical Placement experiences and dictate our profession's standard of practice.

Much like when you become an intern and then registered pharmacist, during your Clinical Placements you will be expected to identify gaps in your knowledge, plan strategies to address these and document your learning using your portfolio. During the BPharm, your Clinical Placements will continue and you will have more opportunities to build your own (unique) personal set of experiences of clinical and professional practice. This portfolio will serve for you to document and reflect on these experiences while on placements and beyond into your professional career. This may be in the form of written text, pictures and videos; be as creative as you like! This portfolio is yours to keep after you finish your degree, you are welcome to keep a record of other relevant activities in your portfolio such as certificates, projects, presentations, workshop attendance, and other CPD activities.

Please note, due to Health Records and Information Privacy Act, patients must remain ANONYMOUS when documenting your experiences - doing otherwise means that you are BREAKING THE LAW. This means that their name, face, and any other identifying information must be excluded from your portfolio and any other form of documentation that is not directly related to patient care. This is also common sense - if this was you, would you want people taking down and sharing/posting your health information without your permission?

During your Clinical Placements you will have observational and hands on experience of professional practice such as communication skills, ethical practice, clinical reasoning and decision making, preparation of pharmaceutical products and dispensing, supply of pharmaceutical products and information, research and education, leadership and management. You will have the privilege to observe and be part of provision of health care to patients. You are encouraged to consider the perspectives of patients, their families and carers, in the way health care is provided and their experiences of illness and health and the difficulties and challenges that may be involved. You will also have the opportunity to consider how health services are organised and delivered, whether this be in community pharmacy practices (primary health care), in specialist hospital settings (tertiary health care), or other fields such as industry or professional organisations. All of your experiences, "good" and "bad", will help you decide the kind of pharmacist you want to be.

What will be your role in provision of health services as a pharmacist in the future?

If you have any questions or concerns about your learning about pharmacy during Clinical Residencies please contact your Unit of Study Co-ordinator as soon as possible.

In the BPharm you must complete

1. Weekly Placements
2. Block

- 2 hours x 10 weeks
  - Will occur in Semester 1 and Semester 2 of Third year BPharm

- 35 hrs per block x 5
  - ONE block in Third year (all students)
  - ONE block at the beginning of Semester 1 4th year (all students)
  - ONE block at the end of Semester 1 4th year (all students)
  - ONE block at the beginning of Semester 2 4th year (non-honours or industrial major students)
  - ONE block at the end of Semester 2 4th year (non-honours or industrial major students)
Rules During Clinical Placements

Failure to adhere to these standards may result in a fail.

General points on conduct and dress

You should remember that the preceptor/supervising pharmacist and other staff are voluntarily devoting time and effort to aid you in the learning process. It is expected that you behave in a courteous and professional manner at all times.

You MUST adhere to the following guidelines and rules:

- You should wear professional dress, be well groomed and neatly attired.
- Closed toe shoes are the only acceptable form of footwear.
- You should wear a name badge (the university student card is a suitable badge)
- You should produce your student card on arrival at the pharmacy for identification and security purposes.

Confidentiality

You must always ask your pharmacist/preceptor for permission before discussing a patient's medications. You should respect patient confidentiality at all times. You must delete the names and addresses of patients, prescribers, pharmacists and all other persons from any material associated with the placement visit. No identifying information should ever be recorded or presented. Professional and business matters discussed at the workplace are also confidential and cannot be discussed outside the placement.

You should be mindful of the fact you are representing the University while on placements, and you are expected to adhere to the University Student Code of Conduct at all times.

You must sign and submit the Confidentiality Form prior to commencing your Clinical Placements.

Vaccine Requirements and Clearance

The Clinical Placements website (http://sydney.edu.au/pharmacy/current-students/clinical-placements/) provides information about the mandatory work, health and safety requirement for vaccinations and confirmation of your immunisation status before clinical placements. Read this file, and follow directions to the NSW Health website for instructions about vaccinations and the necessary documentation.

You are responsible for this and cannot undertake any clinical placements without it. If you are unsure about your compliance status, please contact the Student Services Officer (Clinical Placement).

Work Health and Safety

While on placement you should be aware of your health and safety responsibilities and follow the directions of your preceptor/supervising pharmacist. In the event of any emergency you should follow the directions of the preceptor/supervising pharmacist. The University Health and Safety policy relating to clinical fieldwork is found at:
Please consult this for further information regarding your placement.

Also, for your safety while on placement, it is important you familiarise yourself with the Clinical placement Risk Assessment.

During your residency the University of Sydney provides you with insurance that covers you for the purposes stated in the Insurance Policy.

For any concerns, contact the one of the people found on the "University Contact Details" tab.
Placement Checklist

Before the beginning of placements I have:

- Compliance checks met
- Completed the pre-placement quiz
- Signed the confidentiality forms
- Filled out the relevant site forms to inform the faculty where I will be completing my weekly/block placement
- Completed at the recommended (optional) pre-work to help orientate myself to your placement site type

A week before attending a new site I have:

- Contacted the preceptor to:
  - Remind them you are coming
  - Ask what time I should arrive and where to park/catch transport etc...
  - Find out what to bring (pen, paper, laptop/tablet, AMH, APF, etc...?)
  - Come up with a list of potential goals I could focus on while on placement

On the first day at a new site I have:

- Completed the WHS Checklist
- Discussed my potential goals with my preceptor

By the due date for my portfolio:

- Placed the completed the WHS Checklist in my LabArchives portfolio (completed on one day 1 of each new placement site)
- Completed the other required assessment components of the portfolio
- Created a pdf of my portfolio for submission
Pre-placement work: Orientating yourself to different site types

**Community Pharmacy**

**Background**

The majority of registered pharmacists practise in the primary care setting, in a community pharmacy.

No two community pharmacies are the same: some are busy, some are quiet, some have affiliations with nursing homes, and many will provide a range of services. It is an aim of this degree for you to have the opportunity to undertake placements in different pharmacy settings. This enables you to have the chance to benefit from seeing different professional role models.

**Aim**

The aim of this placement is to provide students with a more in-depth insight into aspects of community pharmacy.

**Pre-Placement Work (Optional)**


"PBS for Pharmacy Students": [http://www.medicareaust.com/PBS/PBSForStudents/Welcome/index.html](http://www.medicareaust.com/PBS/PBSForStudents/Welcome/index.html)

Familiarise yourself with all sections of the APF. In particular, please read:

- Section H: Policies and professional practice
- Section A: Compounding and dispensing
- Section F: Counselling guides for common ailments
- Section G: Provision of Pharmacist Only medicines
Compounding Pharmacy

Background

It is recognised that pharmacists are now engaging in specialised extemporaneous compounding to meet the “unmet” medical needs of patients. This is achieved through the production of individualised doses and dose forms.

Aim

The aim of this placement is to provide students with an insight into aspects of compounding including the:

- types of products that are formulated;
- following good compounding practice;
- pharmacy practice issues and counselling that are specific to the use of such products;
- ethical and legal requirements with respect to compounding;
- pharmaceutical issues such as the source of materials;
- use and maintenance of specialised equipment;
- appropriate staff training;
- occupational health and safety issues pertinent to compounding;
- aspects of product suitability and ingredients;
- standards needed to inform compounding activities in community pharmacy;
- procedures for handling complaints

Project Activity (BLOCK PLACEMENTS)

Students will be required to submit a portfolio of all preparations completed while on BLOCK placement.

Students should include in their portfolio:

1. A summary of extemporaneous compounded products that are dispensed in the pharmacy with a brief description of their content, method of preparation and how the product meets the individual needs of the patient (i.e. the clinical utility of the product).

2. Students should be directly involved in the preparation of specific products (under the direct supervision of a pharmacist). Students should discuss the following for each preparation they are involved in preparing:
   - Details of preparation of the product including:
     - Names, strengths and quantities of all ingredients used
     - Explanation of the actual preparation technique and the reasoning behind each step
     - Special preparation instructions
   - Indications for use of the product:
     - In this patient
     - Broadly
     - Appropriateness of dosing with respect to the individual ingredients and the indication
     - Reasons for special preparation of this product
     - Discuss alternatives available commercially (and why they are unsuitable for this patient)
   - Discuss special patient needs and any other issues requiring the use of an extemporaneous preparation rather than the aforementioned alternatives
   - Stability and storage issues for this product
Specifically, how this expiry dates are assigned and stability is assessed
- Information given to the patient about this product
- Costs associated with this product and options for the pharmacy to be remunerated

3. Comment on the need for standards in this area.

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**Pre-Placement Work (Optional)**

Please read the Pharmacy Board of Australia's "Guidelines on Compounding of Medicines"

Familiarise yourself with the process of taking a Best Possible Medication History (BPMH):

- Familiarise yourself with the sections of the APF Please read:
  - Section H: Policies and professional practice
  - Section A: Compounding and dispensing - Please focus on the "Extemporaneous dispensing" and "Crushing, dispersing or repackaging medicines" sections.
  - Section F: Counselling guides for common ailments
  - Section G: Provision of Pharmacist Only medicines

"PBS for Pharmacy Students":
[http://www.medicareaust.com/PBS/PBSForStudents/Welcome/index.html](http://www.medicareaust.com/PBS/PBSForStudents/Welcome/index.html)
Hospital Pharmacy

Background

The second most common sector of employment for registered pharmacists practice is in a hospital setting. Even if you are not planning on becoming a hospital pharmacist, you need to appreciate different aspects of the profession and health care services. This will assist you in providing your patients with the best possible care.

Hospital pharmacy provides a number of career options for registered pharmacists from generalist and niche clinical pharmacy, clinical trials, drug information, sterile and chemotherapeutic manufacturing, to stewardships and community outreach.

Aim

The aim of this placement is to provide students with an insight into aspects of hospital pharmacy.

Pre-Placement Work (Optional)

Please watch these videos regarding what a hospital pharmacists does
(https://www.youtube.com/watch?v=5Qt3cEyc3-k, https://www.youtube.com/watch?v=FtxqYFchQpcO)

Familiarise yourself with the Best Possible Medication History (BPMH) and Medication Reconciliation process by completing the National Medication Management Plan (MMP) training: http://www.safetyandquality.gov.au/our-work/medication-safety/medication-reconciliation/nmmp/

Familiarise yourself with ISBAR, a method for communicating about a patient with other health professionals: https://www.youtube.com/watch?v=h0Ol6CiJAZw; watch a few of the ISBAR Case studies: https://www.youtube.com/watch?v=1Wl9qogPw1E

A fundamental skill of the hospital pharmacist involves inpatient chart review. Please complete the NPS inpatient chart training to begin your understanding of this process: http://learn.nps.org.au/course/view.php?id=307

Hand hygiene is important everywhere, and even more so in hospital due to the presence of sicker people than in the community, close proximity of patients and increased number of antibiotic resistant bacteria. Please complete the hand hygiene training prior to your hospital placement: http://www.hha.org.au/221/section.aspx/SectionInstructions/35

The SHPA (http://www.shpa.org.au/About) provides a number of practice standards for hospital pharmacists; read the "SHPA Standards of Practice for Clinical Pharmacy" and "Definitions for Hospital Pharmacy Services" document to gain insight into what services are provided by hospital pharmacists.
Block Placement Information
Duration: 35 hrs in one block

You will also have an opportunity to debrief about your placement experience during your scheduled on-campus debrief session.

Finding a Placement Site
1. Go to the "block placement information" tab and sign up to a block week in the "available block dates" link.

Non Community Sites
2. The Student Services Officer (SSO) for Clinical Placements will let you know which rural sites (community and non-community) are available for each block via an announcement. Please inform the SSO know of your site preferences.

3. You may receive an email regarding offering a position at a metro hospital placement. You must confirm your acceptance to this within a week by email.

Please note that if you do not receive an offer for a hospital placement in third year you will be a priority in fourth year.

Community Sites
2. Once you have signed up for a block placement date, a group folder will appear in the "block placement information" tab. To find a community pharmacy site, go into the group folder, to find the "Available Community Sites" and follow the instructions.
Block Placement Assessment Components

You will complete a portfolio for each Block placement you undertake in third year and fourth year.

There are two main components you need to complete during your block placements

1. National Competency Standards Framework
   - During placement:
     - Competency passport (compulsory);
     - Additional written documentation (optional)
   - After Placement:
     - Self reflection (compulsory);
     - Potential goals for next placement (compulsory)

2. Reflective diary (compulsory)


The practice standards for pharmacists are regularly reviewed and updated. The Pharmaceutical Society of Australia (PSA) as the custodian of the Standards facilitates the review, development and consultative process. The National Competency Standards Framework for Pharmacists in Australia 2010 was published in November 2010.

As pharmacists, you will be responsible to demonstrate competency in your knowledge and practice of pharmacy as defined by these standards.

During the Block Placements, you are to become familiar with this document and the standards as described, by seeking opportunities to see these practice standards in action in your placement sites and thinking about how YOU will need to practice to be a pharmacist. In doing so, you are developing your essential practice skills as a pharmacist.


For your Portfolio, for EVERY placement, you are to look for examples of EACH DOMAIN being demonstrated, and consider specifically:

1. Competency Standard:
2. Performance Criteria:
3. Evidence Examples:

In your Portfolio you are to document, in writing, your activities: these may include observations of practice, including pharmacists and pharmacy staff and health professional colleagues, and patients and their carers. Your Portfolio activities may include specific roles that you have undertaken under the guidance of the supervising pharmacist or preceptor, and will also include self-directed activities where you are responsible for using your time appropriately to consider products that are available in the pharmacy.

Note: your observations may include noting communication between staff, and patients/customers and carers, counselling, dispensing, advice re product selection and all activities that are ongoing in the placement setting. Specific roles you have undertaken may include dispensing under supervision,
counselling under supervision, stock management and other tasks. Self-directed activities include learning about products and services that may be available in the pharmacy/placement site.

Everything you observe and do during your placement, should be documented in your portfolio and in your competency passport. In your notes for each activity you should include which Domain of the National Competency Standards Framework is most relevant. You should also seek out examples all of the Standards in the eight Domains for each placement opportunity.

TIP: Remember to use the definitions of ‘Competency Standard’, ‘Performance Criteria’, ‘Element’ and ‘Evidence Examples’ from the Competency documents to write your activities and future plans under each domain.

During Placement: Competency Passport:
You will need to print your Competency Passport (available on Blackboard) to use while on placement. As you achieve certain “goals” during placement, make sure you document this in your passport and get it stamped, signed and dated by your preceptor. You will need to keep this passport for both 3rd and 4th year clinical placement so keep it safe! This also means you can look back on your passport to help you identify goals for the future.

You will need to scan and upload your "achieved goals" for the domain at the end of each Block Placement. You can also write up any additional activities in your portfolio.

After Placement: Self-assessment and Potential Goals for the future
After your block placement you self assess your abilities with regard to that domain. This, along with your experiences during placement, will help you identify your gaps in knowledge and therefore potential goals for the future.

For submission as part of your portfolio:
1. Minimum FIVE domains per placement
2. Maximum FOUR pages of additional examples per domain

2. Reflective Diary
A critical step in learning is the reflective process. You are to write a reflective diary about your placement. This is for you to demonstrate that you are reflective and thoughtful about your learnings during the Residency period. This is not a list of what you have done, but your commentary how the experiences during the placement will affect your learning.

What has triggered your thinking about professional practice, your own skills development and progress towards being a qualified pharmacist? In particular, it is an opportunity to be thoughtful about your observations of practice, practitioners and our patients and their carers, and their perspectives on health and health services.
A reflective diary is not simply a logbook outlining your day-by-day activities. Whilst it requires some description of events/activities/undertakings by the individual, a reflective diary necessarily requires you to express your thoughts and, interpretations about, and understanding of, experiences and concepts, etc. It is not a review of other people's thoughts on a topic, nor is determining what the correct viewpoint, but rather reflecting upon your own understanding of what has arisen. Importantly, these reflections facilitate your identification of future goals, objectives, learning needs, action plans etc, for your professional development and future practice.

For each Block, you are to write a brief reflective diary. This reflective statement demonstrates you have been thoughtful about the experience and are considering how this experience contributes to your learning about and understanding of real-world practice issues. Your reflective diary should be a brief summary of event/s, followed by:

- description of how you have interpreted the event, your personal reaction to it (positive or negative);
- description of how the event relates to what you have previously experienced or known; and
- identification of issues that remain to be resolved, or questions that you need answered, or future goals, objectives, plans etc

**You will have several brief ‘entries’ in your diary, each relating to separate events/ experiences on different days throughout your placement**

Do's

A good reflection covers what you've learnt, how this relates to your previous knowledge, how you can apply it, and how the questions it raises can direct further learning. The following are features which demonstrate good reflective practice:

- Association: relating your placement experiences to practical and theoretical knowledge that you have previously acquired;
- Integration: identifying relationships among your experiences and knowledge
- Validation: looking for ways to test your conclusions and make further enquiries, using your experiences as a catalyst for further learning
- Appropriation: making knowledge your own, and applying it in new situations

Dont's

The following will only contribute to your reflections if they relate to your wider knowledge in the ways listed above:

- narrative accounts of your experiences
- lists of actions or events
- anecdotes about patients or preceptors

This is your commentary about how your experiences during the placement have influenced your learning and understanding of being a pharmacist/ health care professional.
The following questions may stimulate your reflection:

1. What happened?
2. How did you feel about the situation?
3. What did you learn from the situation?
4. What you would do differently next time?

For submission as part of your portfolio:

1. Maximum TWO pages per Block Placement
Passport Aim

Your passport is intended to supplement your portfolio learning while on clinical placements, and beyond. If your preceptor feels you are “competent” a skill, get them to stamp your passport. These skills may fit into the National Competency Standards Framework or be something pharmacy related outside of the framework.

You should aim to get as many skills stamped off each placement period. These may be new skills or, as learning is an iterative process, repeat ones as opportunities arise. Your passport will also help you identify areas you can focus on in the future.

How to use the passport

1. Identify a number of skills you would like to achieve during your placement and ask your preceptor to help you find opportunities to practice this skill;
2. Once your preceptor feels has seen you perform the skill, get them to stamp and annotate this on the appropriate domain page as shown below.

Domain 4: Review and supply prescribed medicines

<table>
<thead>
<tr>
<th>Goal Achieved</th>
<th>Preceptor stamp</th>
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<tbody>
<tr>
<td>Warfarin counselling</td>
<td>Paulina Stehlik 15/12/2015</td>
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</table>

What was achieved? Pharmacy or organisation stamp Preceptor name, initials and Date

Page 2 of 57
How many goals did you achieve?

<table>
<thead>
<tr>
<th>Domain</th>
<th>3rd year</th>
<th>4th year Sem 1</th>
<th>4th year Sem 2</th>
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<td>Other</td>
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Domain 1: Professional and ethical practice

Standard 1.1 Practise legally: *comply with statute law; respond to Common Law; respect consumer confidentiality and privacy; assist consumer consent*

Standard 1.2 Practise to accepted standards: *personal/professional integrity; contribute to enhanced quality*

Standard 1.3 Deliver 'patient-centred' care: *focus on consumer; address consumer needs*

Standard 1.4 Manage quality and safety: *protect and enhance consumer safety; respond to identified risk*

Standard 1.5 Maintain and extend professional competence: *lifelong learning, undertake self-directed learning*

Examples: identified potential issue with prescribed medication due patient preferences, drug entry into DD book, identified and addressed patient concerns regarding inhaled steroid use, identified area of self-improvement (pediatric care) and developed plan to address this, developed patient information leaflet in accordance to Medicines Australia Code of Conduct, etc.

*This domain is MANATORY for every block placement*
### Block 1: 3rd year

<table>
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<tr>
<th>Goal Achieved</th>
<th>Preceptor stamp (signed and dated)</th>
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</table>
Domain 1: Professional and ethical practice
Standard 1.1 Practise legally: comply with statute law; respond to Common Law; respect consumer confidentiality and privacy; assist consumer consent
Standard 1.2 Practise to accepted standards: personal/professional integrity; contribute to enhanced quality
Standard 1.3 Deliver 'patient-centred' care: focus on consumer; address consumer needs
Standard 1.4 Manage quality and safety: protect and enhance consumer safety; respond to identified risk
Standard 1.5 Maintain and extend professional competence: lifelong learning, undertake self-directed learning

What did you achieve during placement?

Upload a photo/ scan of your passport page from this placement block
You may also write about any additional experiences you wish to document

Self-Assessment

Annotate the self assessment at the end of each block placement by clicking on the picture

Potential goals for next placement

Comment on your experience during block placement for this domain including any discrepancies, areas of particular strength, future action/ goals.
Work Health and Safety

Work Health and Safety (WHS) should be a concern to all in the workplace, including students, whether on campus at the University or off-campus at an external site whilst on placement.

The Work Health and Safety Act 2011 identifies the general requirements necessary to promote and ensure a safe and healthy workplace. It is designed to minimise injuries sustained in the workplace by requiring responsibilities of individuals and corporations and any person conducting a business or undertaking. This includes responsibilities of management, staff, preceptors and students.

To comply with the WHS Act 2011, the students must:
1. Take reasonable care for their own health and safety; and
2. Take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons; and
3. Comply with any reasonable instruction that is given by the person supervising them; and
4. Co-operate with any reasonable policy or procedure of the establishment or business

Pre-placement WHS Information

The Work Health and Safety in the Faculty of Pharmacy Placement Program is managed by the Faculty Placement Committee, with shared responsibility with placement organisations. Any incidents or hazardous reports or any WHS issues in the placement should be reported to preceptors and the Faculty Placement Officer (pharmacy.placement@sydney.edu.au). The information on safety in placement is available on from NSW Health Department, Safe Work Australia and the University.

Students are required to complete WHS checklist (on the Placement Blackboard site [Supplementary Materials]) issues as a part of mandatory requirements for the placement.

Work Health and Safety Site Checklist

Instructions: the WHS Site Induction Checklist should be completed by each student in consultation with their supervisor in placement within the first week of their placement. The completed checklist is to be completed online after the first day of attending a placement site. This is required for the UoS assessment to be complete.
<table>
<thead>
<tr>
<th>Yes / No / N/A</th>
<th>Mandatory requirement in the Faculty—prior to placement</th>
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<td>• WHS Information online</td>
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<td>I understand who to discuss health and safety within this workplace, I was introduced to health and safety representative for the work area (where relevant)</td>
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<td></td>
<td>I have completed the induction for emergency and evacuation procedures in this workplace, including emergency numbers, I am familiar with what to do in case of an emergency whilst working on or off site</td>
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<td></td>
<td>• location of nearest fire exits</td>
</tr>
<tr>
<td></td>
<td>• explain alarm system for the area/building</td>
</tr>
<tr>
<td></td>
<td>• emergency assembly points</td>
</tr>
<tr>
<td></td>
<td>• who to report to in event of an emergency</td>
</tr>
<tr>
<td></td>
<td>• location of the emergency button (if applicable)</td>
</tr>
<tr>
<td></td>
<td>• occupational violence prevention (if applicable)</td>
</tr>
<tr>
<td></td>
<td>I am familiar with the location of the first aid kit and first aid arrangement including the names and phone numbers of first aid officers (or preceptor)</td>
</tr>
<tr>
<td></td>
<td>I know how to report incidents or injuries</td>
</tr>
<tr>
<td></td>
<td>• who to report to in the placement site (preceptor)</td>
</tr>
<tr>
<td></td>
<td>• incident reports forms for the site/organization</td>
</tr>
<tr>
<td></td>
<td>I am aware of the hazards in this workplace and have received training in appropriate risk control measures and safe work procedures (if applicable)</td>
</tr>
<tr>
<td></td>
<td>I am familiar with the procedures for the safe use, storage and disposal of chemicals and biologicals</td>
</tr>
<tr>
<td></td>
<td>• safe work procedures for the substance, I the student, will be working with</td>
</tr>
<tr>
<td></td>
<td>• location of material safety data sheets (where relevant)</td>
</tr>
<tr>
<td></td>
<td>I understand the rules at this workplace for equipment (if applicable)</td>
</tr>
<tr>
<td></td>
<td>• main hazards associated with equipment the person will be operating</td>
</tr>
<tr>
<td></td>
<td>• how to do a risk assessment and use existing RA prior to operating the equipment</td>
</tr>
<tr>
<td></td>
<td>• safe working methods including location of the emergency stop buttons</td>
</tr>
<tr>
<td></td>
<td>• where to access induction manuals for equipment</td>
</tr>
<tr>
<td></td>
<td>• protective clothing if relevant</td>
</tr>
<tr>
<td></td>
<td>I understand the manual handling policies of this workplace (if applicable)</td>
</tr>
<tr>
<td></td>
<td>• areas that pose a potential risk</td>
</tr>
<tr>
<td></td>
<td>• manual handling safe practice e.g. lifting, use of equipment, sitting position at computer etc.</td>
</tr>
<tr>
<td></td>
<td>I understand the procedures for infection control in this workplace</td>
</tr>
<tr>
<td></td>
<td>• location of hand washing facilities and procedures for hand washing</td>
</tr>
<tr>
<td></td>
<td>• procedures for cleaning equipment after use</td>
</tr>
<tr>
<td></td>
<td>• procedures for use of and disposal consumables</td>
</tr>
<tr>
<td></td>
<td>• vaccination requirements</td>
</tr>
<tr>
<td></td>
<td>I understand that I need to disclose any pre-existing health conditions that may affect my health and safety or impact my work</td>
</tr>
<tr>
<td></td>
<td>I understand that personal protective equipment (PPE) is to be provided, its use, maintenance and storage</td>
</tr>
</tbody>
</table>
I understand the principles of radiation safety and radiation protection as applicable to my workplace (if applicable)

I know where the workplace amenities (toilets) are located

I have prepared the skills and background knowledge required to do this placement

I (the student) hereby declare that I have I had the site specific health and safety rules and procedures explained to me and I have been provided with relevant training in the procedures (where applicable) associated with my placement.

I understand the standards expected of me and I agree to work safely and comply with these standards and procedures at all times.

Name and Address of Site/ Organisation: _____________________________________

Student Name ____________________________ SID ____________________________

Dates of Placement _________________________ Signature and Date__________________

Course and Year of Course ____________________________________

Name of Preceptor ________________________ Contact Number: ______________

Signature and Date ______________________________

References:

1. University Work Safety Heath and Wellbeing website
2. Work Health and Safety Act 2011 (NSW)
3. Work Health and Safety Regulation 2011 (NSW)
4. NSW Government Health Department Policy Directives and Guidelines
TO WHOM IT MAY CONCERN

INSURANCE FOR STUDENTS ON WORK EXPERIENCE

Stated below are the insurance details which currently cover students of the University of Sydney whilst on work experience/placement. These policies apply to:

a) activities that are a course requirement or are sanctioned by the Dean of the Faculty, authorised officer for the Faculty, or Head of School concerned, and:
b) students who are not employees or workers of the organisation they are placed with for the purposes of or Workers compensation legislation.

INSURED:  THE UNIVERSITY OF SYDNEY

Policy: Public Liability Insurance
Insurers: LLOYD’S SYNDICATES & OTHERS
Sum Insured: In excess of $10 Million
Policy No: PC0230915

Policy: Professional Indemnity
Insurers: Vero
Sum Insured: In excess of $10 million (per claim),
Policy No: LPP01248346

Policy: Personal Accident
The University has in place personal accident cover for students whilst on authorised Work Experience activities and who are not employees or workers for the purposes of the Workers’ Compensation legislation.

Subject to the terms, conditions, limitations and exclusions contained in the relevant policy wording this policy provides the following benefits:
- Death & Capital benefits
- Weekly benefits
- Non Medicare medical expenses

Please note that this is a summary only. All insurance cover referred to in this advice is subject to the terms, conditions, limitations and exclusions contained in the relevant policy wording.
**Preceptors Assessment**

For each criteria preceptors will assign a grade of:

- **5** = Student demonstrated **excellent** skills in this area; was **extremely effective** and/or very consistent,
- **4** = Student demonstrated **very good** skills in this area; was **above average in effectiveness** and/or consistency,
- **3** = Student demonstrated **satisfactory** skills in this area; was **generally effective** and/or consistent,
- **2** = Student needs some improvement in this area; was **somewhat ineffective** and/or **inconsistent**, 
- **1** = Student needs significant improvement in this area; was **ineffective** and/or **inconsistent** (performance was unsatisfactory),
- **N** = Not enough evidence to evaluate,

For each individual placement, students must receive an average minimum total preceptor assessment of 3/5 corresponding to “satisfactory”. Students must receive an average preceptor assessment mark of 3.25/5 for their three placements. Any student who does not receive an average preceptor evaluation of 3.25 for the three placements or receives less than 3/5 for any individual placement will be required to undertake remediation and successfully complete an additional placement in order to meet requirements.
PROFESSIONAL BEHAVIOUR

1. Student is punctual
   i.e., arrives at practice site and meetings early or on time; meets
deadlines

2. Student wears appropriate attire
   i.e., adheres to dress code (written or unwritten); attire is acceptable to
practice setting.

3. Student behaves in an appropriate, polite, professional manner
   i.e., student is courteous, appropriately behaved, follows instructions

4. Student behaves in an ethical manner
   i.e., acts in patients’ best interests; respects patient privacy;
acts in accord with the profession’s and/or practice site’s code of
ethics

5. Student follows directions; is self-directed in undertaking and
completing tasks
   i.e., after initial instruction completes the task, self-motivated;
functions independently

COMMUNICATION AND TIME MANAGEMENT

1. Student communicates articulately
   i.e., clearly communicates thoughts; uses appropriate terminology and
vocabulary

2. Student demonstrates confidence
   i.e., communicates in a self-assured but unassuming manner

3. Student accepts and applies constructive criticism
   i.e., responds openly and positively to feedback; modifies behaviour if necessary

4. Student is an active learner and willing participant
   i.e., seeks knowledge; asks questions; searches for information; takes
responsibility for own learning, keen to participate in team effort if required

5. Student uses time efficiently
   i.e., allocates and utilises appropriate amounts of time to fulfil responsibilities
FEEDBACK (OPTIONAL)
We greatly value your comments and feedback, both about individual students and the Experiential Placements programme overall. Please use this page to provide any comments to us, or, we invite you to contact the Faculty directly to discuss with us. In the first instance, please contact Ms Vinnie Xue the Placements Officer for the Faculty on 93518957 or email to pharmacy.placement@sydney.edu.au, and we would be delighted to speak with you.

Feedback on Student:

Feedback on Placements Program: