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| In Training Assessment (ITA)  Activity – health promotion, health services and public health initiatives |
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# List of Abbreviations

| Term | **Meaning** |
| --- | --- |
| APC | Australian Pharmacy Council |
| ITA | In-Training Assessment |
| ITP | Intern training program |

# Who should use this document

This document outlines the In-Training Assessment process and tool developed by the Australian Pharmacy Council for use in the assessment of pharmacy interns in Australia. The tool is intended to assist with the assessment of an intern’s achievement of one or more of the performance outcomes listed in the *Performance Outcomes Framework* which accompanies the *2020 Accreditation Standards for Pharmacy Programs in Australia and New Zealand*. It is therefore of relevance to **interns**, **preceptors**, **supervising pharmacists** and **Intern Training Program providers**.

**Interns** will use the tool and the template for completing a health promotion or public health initiative, or implementing a new health service in the workplace.

**Preceptors and supervising pharmacists** will review and approve the intern’s proposal, provide feedback to the intern before, during and after the project, and use the enclosed rubric to assess the level of performance demonstrated by the intern.

**Intern Training Program (ITP) providers** will incorporate the tool into the Intern Portfolio, which is the compiled record of the intern’s achievements during the intern year, and which is used as the basis for determining whether the intern has achieved many of the performance outcomes. ITP providers may choose to use the completion of this project as part of the formal requirement of the ITP.

# Health promotion, health services and public health initiatives

## The role of pharmacists in promoting health and providing health services

Standard 3.6 of the *National Competency Standards Framework for Pharmacists in Australia* (2016) indicates that the roles of pharmacists include those of health advocacy, health protection, health promotion and disease prevention. Enabling competency 3.6.2 is to “support health promotion activities and health services intended to maintain and improve health”, and enabling competency 3.6.3 is to “support evidence-based public health programs”. Performance Outcome 3.22 of the *Performance Outcomes Framework* requires interns to demonstrate that they are independently competent in and committed to “endorsing and participating in … health promotion activities, health services and public health initiatives intended to maintain and improve health”.

Interns can meet this performance outcome and the associated enabling competencies in a number of ways, including health screening and risk assessment activities, health promotion activities, public health initiatives, programs aimed at promoting healthy lifestyle choices and managing risk factors for disease.

### Purpose

The purpose of this tool is to provide interns with structured guidance and templates on which to base the design, implementation and evaluation of a specific health promotion, service or public health initiative which is intended to maintain and/or improve the health of members of the public.

During the intern year, the intern should take personal responsibility, under the supervision of the preceptor or supervising pharmacist, for:

* identifying a relevant need in the local community for a specific health promotion, service or public health initiative
* discussing with the preceptor or supervising pharmacist how this need could be addressed through a particular activity
* taking the lead in planning how the activity will be carried out and delivered
* taking a prominent role in the delivery of the activity
* evaluating the impact and effectiveness of the activity
* completing a report on the activity.

**Performance Outcome 3.22** specifically requires interns to be able to demonstrate that they “*are independently competent in and committed to … health promotion and harm minimisation, encompassing … endorsing and participating in health promotion activities, health services and public health initiatives intended to maintain and improve health*”. This tool facilitates the demonstration of achievement of this performance outcome. It also can be used as evidence of achievement of other performance outcomes since it involves the application of other skills, attitudes and behaviours necessary for competent professional practice.

### Components of the tool

The tool comprises the following elements:

1. guidance for interns and supervisors on designing, implementing and evaluating a health promotion activity, health service or public health initiative intended to maintain and improve health
2. examples of possible activities or services
3. templates for the design and reporting of the activity
4. suggestions and templates for evaluation
5. template and rubric for assessing and providing feedback on the activity and report

# Implementation of health promotion, service or public health initiative

### Overview

The specific context of the intern’s workplace will be a significant determinant of the nature of the activity that is most appropriate. The intent is to contribute to public or preventative health in a manner that is relevant to the needs of the local community. Interns in community pharmacy may choose to carry out the activity in their workplace; interns in hospital pharmacy may choose to carry out the activity in the hospital setting (eg through outpatient clinics) or may need to consider carrying out the activity outside their immediate workplace, for example in community groups. Interns in community pharmacy may also choose to carry out the activity external to their workplace.

The intern and preceptor or supervising pharmacist should jointly determine an important need in the community for public or preventative health. Some examples of activities are suggested in a later section, but the list is by no means exhaustive. While the activity is intended to provide evidence of the intern’s performance, it should also be useful and lead to the potential for improved health outcomes. **An activity designed simply for the purposes of demonstrating the achievement of Performance Outcome 3.22 is inappropriate**.

Activities should be planned and implemented in accordance with the principles outlined in the *Clinical Governance Principles for pharmacy services*[[1]](#footnote-2). In particular, activities should take account of the following:

* person-centredness
* empowering consumers to participate in their own care
* using consumer feedback to improve services
* using appropriate evidence-based guidance, indicators, models-of-care, and data
* maintaining transparency and accountability
* managing risk
* ensuring the service environment is fit for purpose
* maintaining a culturally safe environment.

### Outcomes

In general, on completion of the activity, the intern is expected to have provided evidence of achievement of Performance Outcome 3.22. A more fine-grained description of this performance outcome includes aspects such as those outlined in Enabling Competencies 3.6.2 and 3.6.3.

Enabling Competency 3.6.2 includes:

* identifies and supports national and local health priorities and initiatives, including health screening programs, targeted at reducing health inequities consistent with the role of the pharmacist
* engages the community, including Aboriginal and Torres Strait Islander peoples, to plan and deliver culturally responsive health promotion activities and health services
* promotes and supports improved self-sufficiency and well-being in patients and the community as a whole
* Integrates health promotion activities or health services into practice consistent with the role of a pharmacist
* builds awareness of and provides information on other health promotion and health service opportunities.

Enabling Competency 3.6.3 includes:

* communicates public health messages to communities and the general public using supporting resources where available.
* incorporates public health programs into practice where they are consistent with the role of a pharmacist.

### Process

There are a number of key parts to the process, and the following section outlines some of the expectations of the level of involvement of the intern.

**Target audience**

The activity should involve direct contact with the public and deliver outcomes directly to individuals or groups within the community or broader society. In other words, **activities which involve only staff training are not appropriate for demonstrating the achievement of Performance Outcome 3.22**. Staff training activities are more appropriately associated with demonstration of the achievement of Performance Outcome 5.2.

**Needs analysis**

The intern should already be familiar with Australian national health priorities, and should also undertake some form of research into the health and/or disease demographics of the target audience of the activity. This research does not have to be formal, but could involve observations of the pharmacy’s patient base and general demographic. Alternatively, interns could choose to use formal research methods to identify age and disease profiles of the local area or community. Interns are encouraged to familiarise themselves with resources such as department of health events calendars within their jurisdiction which list significant health awareness days/weeks and months, functions and national events with which they may choose to align their activity.

**Choice of activity**

Interns may choose from a number of types of activities including:

* activities designed to reduce risks of disease or slowing the progression of already developed disease (e.g. smoking cessation, diet and exercise, self-management)
* introduction of a new service (e.g. management of sleep apnoea, chronic pain, weight loss, mental health)
* public health initiative (e.g. vaccination awareness, medication awareness/safety, travel health)

Please note that this list is not exhaustive. Some useful resources to support the choice of activity include:

* Australian Government Department of Health (<https://www.health.gov.au/resources>)
* NPS Medicinewise (<https://www.nps.org.au/>)
* Consumer organisations such as Asthma Australia, Beyond Blue, Diabetes Australia etc

Once the activity has been chosen, the intern is expected to take a lead role in the design, implementation and evaluation. The intern is **NOT** expected to run the activity alone, but should act with responsibility and a degree of autonomy in ensuring it is appropriately delivered.

**Nature of activity**

Depending on the details of the activity, interns may choose to implement activities such as:

* health promotion days/weeks within the pharmacy
* participation in outpatient clinics
* oral presentations to community groups
* introduction of a new ongoing service

Other types of activity may also be appropriate. It is important to note that activities which involve the collection and/or storage of sensitive details from individual patients may need formal ethics approval, and thus may fall outside the scope of this activity. Health screening activities, such as those which collect patient health data (e.g. blood pressure, blood sugar levels, bone densities), and which may lead to referral to other health care professionals, MAY fall into this category, particularly if the collection of data is undertaken primarily for the purpose of intern workplace assessment rather than as a normal part of pharmacy services. If in doubt, expert advice should be sought. A detailed risk management plan for the proposed activity should be undertaken, focusing on potential risks to the health and safety of participants in the activity.

If the activity is to be included as a formal part of an ITP, the ITP provider may choose to require submission of a detailed plan for the activity prior to its commencement.

**Design of activity**

In conjunction with the preceptor or supervising pharmacist, the intern should plan and design the activity from preparatory stages through to evaluation. Aspects which could be considered in the planning phase include:

* goals of the activity
* when to hold the activity, and its duration
* target audience (e.g. patients, carers, the wider public, specific demographic etc)
* cultural considerations (e.g. Indigenous, CALD, disability etc)
* resources needed (e.g. personnel, financial, space, collateral etc)
* other individuals (e.g. local health care professionals), organisations or groups with a potential interest in the activity
* advertising and marketing of the activity
* follow-up (e.g. subsequent contact with participants, referral to other health care professionals, etc)
* evaluation of the impact of the activity

**Implementation of the activity**

The intern should undertake a significant role in the implementation of the activity. This may or may not encompass “hands-on” involvement, but the intern should take responsibility for the conduct of the activity.

**Evaluation of the activity**

Evaluation of the impact of the activity is an essential part of the process and the intern should take primary responsibility for ensuring this is completed. The evaluation should be designed to address relevant aspects of the activity, including:

* extent of achievement of the goals of the activity
* participants’ experiences of the activity
* actual and/or potential impacts on health, whether of individual and/or groups and/or the public
* areas of strength
* areas where future improvements could be made.

The evaluation could be carried out using surveys, written feedback, verbal feedback and/or other measures of relevance. An essential part of the evaluation process is a written reflection by the intern on the activity.

# Templates – for intern use

In order to assist the intern in completing and documenting the activity, a number of templates are provided. They are designed to be flexible in the sense that they are applicable to a wide range of activities, and interns are encouraged to complete them according to the needs of their specific activity.

### Design template

**Purpose of the template**

This template is designed to support and guide interns through the process of deciding upon an appropriate and relevant activity (health promotion, health service, public health initiative) to undertake. It guides interns through a series of questions to prompt them to consider significant aspects and decisions which need to be made in order to create an effective activity.

**When it should be used**

Interns should work through this template as they consider which activity to undertake. It may be used iteratively to identify both positive reasons for a particular activity as well as any constraints that may make it unviable.

**Completing the template**

Interns do not need to complete the template in order of the sections, but should use them to guide the research and reflection which leads to choice of the final activity. Interns should share their findings from use of this template with their supervisor as a means of structuring discussions and refining the proposed activity. The template should include information relevant to the activity but does not need to be overly detailed.

### Report template

**Purpose of the template**

This template is intended to structure the summary of the activity as it was implemented. In addition to providing a summary of the activity itself, it should also serve as the basis for reflection by the intern.

**When it should be used**

Completion of the template can be started before the activity occurs, and should be completed soon after the activity concludes.

**Completing the template**

Interns do not need to complete the template in order of the sections, but should use it to structure the key aspects of implementation of the activity. Again, the template should include information relevant to the activity but does not need to be overly detailed.

Interns should share and discuss the activity report with their supervisor.

### Evaluation template

**Purpose of the template**

This template is designed to summarise the feedback received about the activity, particularly from participants. It also serves as a structure for the intern’s reflection on the activity; this reflection should be based on the feedback as well as the intern’s own perceptions of the activity.

**When it should be used**

This template should be completed as soon as feasible after receiving and compiling the feedback received.

**Completing the template**

Interns do not need to complete the template in order of the sections, but should use it to structure the key aspects of the evaluation and reflection process.

Interns should share and discuss the evaluation report with their supervisor.

# Providing feedback – for supervisors and interns

There are two types of feedback which should be provided as part of the process of using this tool.

Firstly, the supervisor should provide feedback to the intern on how they designed, implemented and evaluated the activity. This feedback should be provided during the lead-up to the activity and potentially during the activity. Some feedback may be formally documented but informal, verbal feedback and guidance should also be provided as appropriate.

Secondly, the supervisor should give formalised feedback to the intern after the activity concludes. An assessment and feedback template is included to structure this process.

# Assessment and feedback template – for supervisor use

**Purpose of the template**

This template is designed to structure the assessment of intern performance by the supervisor (preceptor or supervising pharmacist).

**When it should be used**

The intern is expected to complete both a report on the activity itself and a report outlining the results of its evaluation, using the templates supplied. Following completion of these two reports, the intern and supervisor should discuss these reports, in addition to any comments that the supervisor might have about the performance of the intern and the implementation of the activity more generally.

An assessment and feedback rubric is provided as a means of structuring the discussion and debrief following the activity. The rubric requires supervisors to determine the extent to which the intern has demonstrated a number of elements of performance, using the categories of ***Demonstrated*** and ***Poorly or not demonstrated***. It should be noted that the assessment of a small number of elements as ***Poorly or not demonstrated*** does not automatically preclude the intern from demonstrating achievement of the overall performance outcome.

**Completing the template**

The template is designed to be completed by assessing each element as ***Demonstrated*** or ***Poorly or not demonstrated***, and ticking the box in the relevant column. The final section should be used to provide more detailed feedback, including both aspects where the intern’s performance was appropriate and reasons why the supervisor assessed particular elements as ***Poorly or not demonstrated***. The focus is to guide the intern towards more effective performance on subsequent occasions.

Flowchart

The flowchart details the steps which comprise the activity.

Figure : ITA health promotion steps

## Design template

|  |  |
| --- | --- |
| **Intern name** |  |
| **1** Target audience (who is this activity intended for?) | |
|  | |
| **2** Needs analysis (what did research suggest about the needs of my target audience?) | |
|  | |
| **3** Choice of activity, and rationale (what activity have I chosen and why?) | |
|  | |
| **4** Cultural considerations (what do I need to be aware of in relation to my target audience e.g. Indigenous, CALD, disability etc?) Are there any aspects which might require ethics approval? | |
|  | |
| **5** Goals of the activity (what do I want to achieve?) | |
|  | |
| **6** Timing and duration of activity (when will it run and how long will it last?) | |
|  | |
| **7** Resources needed, including an estimated budget (what do I need to make this activity happen?) | |
|  | |
| **8** Activity details (how will the activity run?) | |
|  | |
| **9** Other interested parties (what individual, groups or organisations could be interested in participating?) | |
|  | |
| **10** Marketing and advertising (to whom will I advertise the activity and how?) | |
|  | |
| **11** Follow-up (how will I follow up participants? When should I refer participants and to whom?) | |
|  | |
| **12** Any other notes or comments relating to this activity | |
|  | |

Intern signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Report template

|  |  |  |  |
| --- | --- | --- | --- |
| **Intern name** |  | **Location of activity** |  |
| **Date of activity** |  | **Type of activity** |  |
| **1** Participants (who attended and how many?) | | | |
|  | | | |
| **2** Details of activity (what was implemented?) | | | |
|  | | | |
| **3** Intern’s role (what did you do in relation to the activity?) | | | |
|  | | | |
| **4** Other participants (were there any other individuals, groups or organisations involved; if so, who, and what did they contribute?) | | | |
|  | | | |
| **5** Marketing and advertising (what did you do, and how successful were your efforts to promote the activity? | | | |
|  | | | |
| **6** Collateral (what materials did you use/develop to support the activity (e.g. brochures, posters, presentations etc)?) | | | |
|  | | | |
| **7** Outcomes (what were the major results of the activity?) | | | |
|  | | | |
| **8** Follow-up (what follow-up (e.g. referrals, subsequent sessions etc) occurred after the activity?) | | | |
|  | | | |
| **9** Any other notes or comments (e.g. were other performance outcomes addressed, and if so which ones?) | | | |
|  | | | |

Intern signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Evaluation and reflection template

|  |  |  |  |
| --- | --- | --- | --- |
| **Intern name** |  | **Location of activity** |  |
| **Date of activity** |  | **Type of activity** |  |
| **1** Nature of feedback (what method(s) did you use to gain feedback from participants?) | | | |
|  | | | |
| **2** Number of responses (how many participants gave feedback?) | | | |
|  | | | |
| **3** Major findings (what were the most significant points identified from feedback?) | | | |
|  | | | |
| **4** Areas of strength (what worked well and why?) | | | |
|  | | | |
| **5** Areas for improvement (what could have been done better and why?) | | | |
|  | | | |
| **6** What did I learn from this experience? | | | |
|  | | | |
| **7** Any other notes or comments | | | |
|  | | | |

Intern signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Assessment and feedback rubric

For assessment of the level of the intern’s performance in relation to this activity, please use the following rubric to guide both assessment and the feedback. There is no numerical grade associated with this assessment. Please assess the intern’s performance as ***Demonstrated*** or ***Poorly or not demonstrated*** (or ***Not applicable***) by ticking the relevant column for each element in the rubric. Please also provide feedback in the Comments section about why you assessed the intern’s performance as you did.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect of activity** | **Elements: Assessment of your intern’s ability to** | **Demonstrated** | **Poorly or not demonstrated** | **N/A** |
| **Intern’s rationale for choice of activity** | * identify and recognise local needs |  |  |  |
| * choose appropriate activity based on local needs |  |  |  |
| * undertake risk assessment |  |  |  |
| * explain rationale to others |  |  |  |
| **Intern’s preparation for activity** | * take relevant cultural considerations into account |  |  |  |
| * set relevant and achievable goals |  |  |  |
| * identify appropriate collaborations |  |  |  |
| * identify and acquire required resources |  |  |  |
| * create workable logistics |  |  |  |
| * explain activity to co-workers |  |  |  |
| * market the activity to potential participants |  |  |  |
| **Intern’s contribution to implementation of activity** | * oversee activity in line with designated responsibility |  |  |  |
| * deal with unexpected issues |  |  |  |
| * manage expectations of patients and other participants |  |  |  |
| * manage logistics |  |  |  |
| * identify when to seek assistance |  |  |  |
| * develop appropriate collateral and resources to support the activity |  |  |  |
| * engage others in the activity (eg staff) |  |  |  |
| * manage staffing of the activity |  |  |  |
| * refer patients to other HCPS as required |  |  |  |
| * oversee effective follow-up |  |  |  |
| **Intern’s evaluation and reflection on the activity** | * design an appropriate evaluation strategy |  |  |  |
| * gain relevant feedback from participants |  |  |  |
| * identify key strengths and areas for improvement |  |  |  |
| * engage in insightful reflection about experience |  |  |  |
| **Overall feedback and comments, including reasons for the ratings you gave. Please focus on how to improve performance in the future.** |  | | | |
| **Signatures/Date** | Intern:  Date: | Supervisor:  Date: | | |

1. PSA (2018) *Clinical Governance Principles for pharmacy services*. Available at <https://my.psa.org.au/servlet/fileField?entityId=ka10o0000001DZtAAM&field=PDF_File_Member_Content__Body__s> [↑](#footnote-ref-2)