Alberta College of Pharmacy

SPT
Structured Practical Training

Pharmacy technician logbook

To be reviewed and completed by the preceptor and provisional pharmacy technician

Table of contents

Introduction

This logbook outlines the readings, reflections, and activities that provisional pharmacy technicians, also referred to as learners, will complete in order to demonstrate required competencies as part of the Alberta College of Pharmacy's (ACP) Structured Practical Training (SPT) program. Preceptors and provisional pharmacy technicians must assess and complete the elements listed in the logbook in accordance with the regulatory framework, which includes the acts and regulations that govern the profession, as well as the Code of Ethics, Standards of Practice, and the professionalism framework.

How to use the logbook

The pharmacy technician SPT logbook serves to guide and track progress and completion of learning tasks as documented by both provisional pharmacy technicians and preceptors[1]. The logbook is organized according to the National Association of Pharmacy Regulatory Authorities' (NAPRA) nine Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice.

This logbook outlines a "Read, Reflect, Do" approach to learning, understanding, and demonstrating each of the nine competencies.

The "Read" sections identity legislation, standards, and guidance documents that can be reviewed either independently or collaboratively with preceptors or pharmacy peers.

The "Reflect" sections prompt the learner and preceptor to frequently engage in interactions that guide self-assessment and practice improvement. Preceptors and learners should regularly discuss how learning or practical experience is contributing to the learner's competency and professional identity, and where improvement in skills or understanding is still needed.

The "Do" sections outline activities that allow the learner to practise and objectively demonstrate, under supervision, the core skills and tasks expected of a pharmacy technician. These activities may need to be demonstrated once or numerous times to assure the preceptor of proficiency.

Provisional pharmacy technicians and preceptors may choose additional resources and activities to adequately obtain, demonstrate, and assess competence as determined by SPT level, pharmacy environment, and patient demographics.

ACP recommends that learners and preceptors review and update the logbook electronically. Learners and preceptors should continually review the logbook over the course of SPT to ensure all readings, learning activities, and competencies are being addressed. A formal review of the logbook should be completed by the preceptor and the learner at beginning, the mid-point, and conclusion of SPT.

Once SPT is complete, it is recommended that provisional pharmacy technicians save the logbook in an easily retrievable location, either in an electronic or hard-copy form. The logbook does not need to be submitted to ACP, however, it must be retained by the provisional pharmacy technician for two years following completion of the SPT program, and be available to submit to ACP upon request.

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1 If approved by the preceptor, another individual on the clinical or courtesy pharmacist register, or the pharmacy technician or courtesy pharmacy technician register, may direct or oversee activities as completed on behalf of the preceptor. However, only the ACP approved preceptor and provisional pharmacy technician can complete the Pharmacy Technician SPT Logbook, Assessment Forms, and Completion Form.

1.Ethical, legal, and professional responsibilities

Pharmacy technicians practise within legal requirements, demonstrate professionalism, and uphold professional standards of practice, codes of ethics, and policies.

Key competencies

1.1   Practise within legal requirements

1.2   Uphold ethical principles

1.3   Manage actual and potential illegal, unethical, or unprofessional actions or situations in practice

1.4   Apply principles of professionalism

1.5   Document activities of practice in compliance with federal and provincial/territorial legislation, standards, and policies

1.1 Practise within legal requirements

📖 *Read*

- [Standards of Practice for Pharmacists and Pharmacy Technicians (SPPPT)](#)
- [Standards for the Operation of Licensed Pharmacies (SOLP)](#)
- [Helping Pharmacists and Pharmacy Technicians Understand the Health Information Act](#)
- [OIPC: How to Report a Privacy Breach](#)

💭 *Reflect*

- Review the legislative framework provided at the beginning of this logbook and discuss with your preceptor how this framework guides the pharmacy's practice.
- Throughout SPT, practise finding the applicable sections of standards of practice or guidance documents that guide
    - receipt of prescription,
    - technical assessment of prescription,
    - order entry,
    - medication preparation pursuant to a prescription,
    - product verification of completed prescription, and
    - release of product to patient or patient's agent.

1.2 Uphold ethical principles

📖 *Read*

- [Code of Ethics (CoE)](#)

💬 *Reflect*

- Review each of the 12 principles of the CoE and discuss with your preceptor various situations that could arise and how you would aim to uphold your obligation to the CoE for each.

1.3 Manage actual and potential illegal, unethical, or unprofessional actions or situations in practice

📖 *Read*

- [Standards of Practice: Sexual abuse and sexual misconduct](#)

- [Lessons Learned: Honesty, integrity and record keeping are fundamental for dealings with third party insurers](#)

💭 *Reflect*

- Discuss with your preceptor instances of inappropriate behavior you might observe that would require you to report, and who you would report them to (e.g., incompetence or incapacity of registrants, abuse of vulnerable populations, illegal activity, etc.)

1.4 Apply principles of professionalism

- 1.4.1 Apply principles of self-regulation

- 1.4.2 Accept responsibility and accountability for own actions and decisions

- 1.4.3 Seek guidance when uncertain about own knowledge, skills, abilities and scope of practice

📖 Read

- [Regulated health professions and colleges](#)

- [*Health Professions Act*, schedule 19](#)

- [Scope of Practice for Pharmacy Technicians](#)

- [Tenets of professionalism](#)

- [Professional declaration audit – pharmacy technicians](#)

💭 Reflect

- How would you describe your unique role as a pharmacy technician to a patient?

- What does it mean to be a professional?

- Discuss the requirement for professional liability insurance and why this is a responsibility for health professionals.

📋 Do

- Document how you personally demonstrate each of the tenets of professionalism's six principles in your practice as a provisional pharmacy technician.

1.4 Apply principles of professionalism (cont.)

- 1.4.4 Apply principles of continuing professional development including assessing own learning needs and developing a plan to meet these needs

📖 *Read*

- [Continuing Competence Program (CCP) requirements](#)
- [Continuing Competence Program for pharmacy technicians](#)

💭 *Reflect*

- What are the continuing education (CE) requirements once you become registered as pharmacy technician?
    - What is the difference between accredited and non-accredited learning?
    - How do you document your learning?
    - What is a SMART goal?
    - Who reviews your professional development and how often?
- Why is it a requirement to complete professional learning or development? What does this mean and why is it important for a professional to maintain learning through their career?

☑️ *Do*

- In collaboration with your preceptor, set a learning goal for a newly acquired skill or area of knowledge during your time in this level of SPT, ensuring it is written in the SMART format.
- At the end of the SPT level, document an implementation record that outlines the process undertaken to achieve completion of the above learning goal and how the learning will be implemented into your practice.

1.4 Apply principles of professionalism (cont.)

- 1.4.5 Maintain appropriate professional boundaries

- 1.4.6 Protect the privacy and confidentiality of the patient

- 1.4.7 Manage situations of actual and perceived conflict of interest

📖 *Read*

- [Privacy, pharmacy, and social media](#)

- [Lessons Learned: Personal boundaries must be respected and consent obtained](#)

💭 *Reflect*

- Why is it important to maintain appropriate professional boundaries?

- What physical structures and patient care processes at your practice site ensure patient confidentiality?

1.5 Document activities of practice in compliance with federal and provincial/territorial legislation, standards, and policies

📖 *Read*

- [Record retention chart](#)

💭 *Reflect*

- Familiarize yourself with the record retention policy at the pharmacy.
  - Where are records stored, for how long, and who has access to them?

Learner notes

Preceptor notes

2.Patient care

Pharmacy technicians participate in meeting the patient's health and drug-related needs, through collaboration with the patient, pharmacist, and other health professionals, to achieve the patient's health goals.

Key competencies

2.1   Develop a professional relationship with the patient

2.2   Obtain patient information for pharmacist review

2.3   Collaborate with the pharmacist to support care plan activities

2.1 Develop a professional relationship with the patient

📖 *Read*

- [Empathy on the frontline in Edmonton's inner city](#)

💭 *Reflect*

- Recall a situation where you built rapport with a patient and gained their trust. What skills did you demonstrate to form this connection with the patient?

- Reflect on a situation where the interaction between you and a patient was not ideal. What needed to be addressed under this circumstance? How would you have handled it differently?

- What is empathy? Discuss with your preceptor a situation where you showed empathy to a patient. How did they respond? How did you determine the patient's needs and desired outcome(s)? How did you maintain professionalism while showing care and empathy for the patient?

- Discuss with your preceptor the patients with which they have formed strong professional relationships. How did your preceptor build this relationship with the patient?

✅ *Do*

- In your interactions with patients, practise demonstrating empathy and patient-centered care.

- If your practice setting is not regularly patient-facing, shadow a pharmacy technician, pharmacist, or other health professional in their role as they interact directly with a patient and observe how they develop and maintain a professional relationship.

2.2 Obtain patient information for pharmacist review

📖 *Read*

- [University of Alberta Patient Care Process: Create a Patient Database; p. 3-8](#)
- [Opioid assessment: Resources for pharmacists and pharmacy technicians](#)
- [Standards of Practice for Virtual Care](#)

💭 *Reflect*

- Review the process of creating patient health care records and confirming patient information with your preceptor.
- How do you handle gathering information that may be sensitive in nature from patients?
- Observe how incoming prescriptions or orders are reviewed with the patient and what information is gathered (e.g., indication, patient weight, etc.). Identify challenges that you have encountered and how they were resolved.
- How and when should information in the patient's chart or record be verified using Netcare?
- Identify the seven different types of drug related problems and discuss the implications of each with your preceptor.
- In hospitals or pharmacies that support assisted living settings, discuss how external staff administer medications. How do they verify patients, dispense medications, and document their practices? How does the pharmacy collaborate with these individuals?
- Identify challenges that you have encountered when interviewing patients (e.g., cultural or language barriers, vision or hearing difficulties) and how they were resolved.

✅ *Do*

- Practise interacting with patients to create and/or update their comprehensive patient record.
- If applicable in your practice setting, collect information that supports the pharmacist's clinical assessment (e.g., a patients' blood pressures or pediatric weights) and record the values in the patient record.
- If your practice setting is not regularly patient-facing, shadow a pharmacy technician, pharmacist, or other health professional in their role as they interact directly with a patient, and assist them in obtaining information to create or update a patient record.

2.3 Collaborate with the pharmacist to support care plan activities

📖 *Read*

- [Standards of Practice: Laboratory and Point-of-Care Testing (POCT)](#)

- [Guidance for Laboratory and Point-of-Care Testing (POCT)](#)

- [Chat, Check, and Chart: Pharmacy Technicians, Partners in Care](#)

💭 *Reflect*

- What special advice or precautions specific to medical devices should be highlighted during demonstrations? What types of patient questions would need to be referred to the pharmacist regarding medical devices? Examples of devices include
    - medication inhalers and spacers,
    - home blood pressure monitors,
    - glucose meters,
    - home health care devices, or
    - eye droppers.

- Observe point of care testing. What information did you gather? How did the pharmacist determine the test was appropriate? How did you obtain patient consent? How did the pharmacist assess the results and next steps? What did documentation look like?

✅ *Do*

- Demonstrate and document the use of medical devices and point-of-care tests to patients. If your practice setting is not regularly patient-facing, shadow a pharmacy technician, pharmacist, or other health professional in their role as they perform this activity.

- Gather and document a monitoring parameter from patients or other sources (Netcare) for a common class of medications for a day (e.g., TSH, glucose, blood pressure) and alert the pharmacist when necessary. If your practice setting is not regularly patient-facing, shadow a pharmacy technician, pharmacist, or other health professional in their role as they perform this activity.

Learner notes

Preceptor notes

3.Product distribution

Pharmacy technicians implement safe and effective product distribution to ensure the safety and accuracy of released products.

Key competencies

3.1   Receive, interpret and process a prescription

3.2   Prepare products for dispensing

3.3   Prepare and compound non-sterile and sterile products

3.4   Verify the technical aspects of the prescription to ensure accuracy and quality of products

3.5   Collaborate with the pharmacist in the release of the product

3.1 Receive, interpret and process a prescription

📖 *Read*

- SPPPT 6: Determine the appropriateness of each prescription
- [TPP Alberta Program Guide](#)
- [Transmission of prescriptions](#)
- [Electronic fax prescriptions from Connect Care](#)

💭 *Reflect*

- Describe situations when prescriptions did not meet legislative requirements or needed further clarification. How do you verify if a prescription is current, authentic, and complete?
- Discuss and review the dispensing requirements of the different categories of medications on the TPP Alberta medications list.

📋 *Do*

- Review and confirm that new or refill prescriptions are current, authentic, and complete, documenting your process.
- Complete clarification of confusing, incorrect, or incomplete prescriptions, in collaboration with the pharmacist, physician, patient, etc., including your documentation in the patient record.

3.1 Receive, interpret, and process a prescription (cont.)

- 3.1.2 Transcribe verbal orders and ensure their accuracy.

- 3.1.3 Transfer a prescription and receive a transferred prescription

📖 *Read*

- [Guidance for requests to transfer patient care](#)

💭 *Reflect*

- Discuss with your preceptor which types of medications can and cannot be received by pharmacy technicians as verbal orders.

- Discuss with your preceptor tips and techniques that ensure accuracy in receiving a verbal order.

✅ *Do*

- If applicable in your practice setting, receive verbal orders from a prescriber for a schedule 1 drug and reduce it to writing.

- If applicable in your practice setting, transfer/receive verbal/fax prescriptions to and from another pharmacy.

3.1 Receive, interpret and process a prescription (cont.)

- 3.1.4 Interpret numerals, symbols, measurement systems and Latin abbreviations

📖 *Read*

- ISMP List of Error-Prone Abbreviations, Symbols, and Dose Designations

💭 *Reflect*

- Discuss prescriptions you have received that you found confusing or difficult to interpret. What common factors contribute to these difficult prescriptions? How are these difficult prescriptions handled?

3.1 Receive, interpret and process a prescription (cont.)

- 3.1.5 Perform pharmaceutical calculations

📖 *Read*

- [Simple math still needs checking: tips for avoiding medication errors](Simple%20math%20still%20needs%20checking:%20tips%20for%20avoiding%20medication%20errors)

💭 *Reflect*

- Review the types of pharmaceutical calculations completed at your practice site. What are best practices for ensuring accuracy of calculations?

✅ *Do*

- Review processes, perform, and document different types of calculations with your preceptor (e.g., compounding, weight-based pediatric dosages, methadone dispensing, etc.).

3.1 Receive, interpret and process a prescription (cont.)

- 3.1.6 Identify patterns of unusual drug prescribing and usage including possible diversion or drug misuse and report relevant findings to the pharmacist or appropriate authority

📖 *Read*

- [Abuse and Diversion of Controlled Substances: A Guide for Health Professionals](#)
- [Forgery alerts](#)

💭 *Reflect*

- Discuss with your preceptor behaviors, prescription characteristics, or workflow considerations that may indicate or predispose drug seeking, forgery, or diversion tactics from patients or staff. How should pharmacy staff manage the referral of these issues?

3.1 Receive, interpret and process a prescription (cont.)

- 3.1.7 Process the adjudication for payment of prescriptions and other pharmacy services using knowledge of third-party payer policies and formularies

📖 *Read*

- [Lessons Learned: Honesty and integrity are required in dealings with third-party insurers](#)

- [Alberta: Drug Benefit List and Drug Review Process](#)

💬 *Reflect*

- Define the following: formulary, co-payment, deductible, early fill, special authorization, and dispensing fee.

- Where can you find information on plans that are publicly funded by the Alberta government?

- What processes are in place to ensure accurate records are kept, and how does the pharmacy respond to audits from third-party payers?

- If applicable in your practice setting, what considerations enable or prevent a medication from being included on the hospital formulary? How can a non-formulary medication be used in the hospital? What are the limitations and distribution challenges of using a patient's own medications?

✅ *Do*

- If applicable in your practice setting, enter different third-party plans in the system under the supervision of a pharmacy staff member.

- Interact with third-party payers or stakeholders (e.g., physicians, drug company representatives, Alberta Health, hospital discharge processes) to resolve payment as a barrier to medication access issues.

3.2 Prepare products for dispensing

- 3.2.1 Select appropriate products by applying knowledge of brand and generic names, dosages and dosage forms

- 3.2.2 Apply drug interchangeability principles in accordance with applicable formularies, policies, or legislation

📖 *Read*

- [Understanding Alberta's drug schedules](#)

💭 *Reflect*

- Summarize the four different drug schedules and explain how this impacts patient access, pharmacist assessment, and medication location.

- How do you select the most appropriate brand, size, and dosage form when filling a prescription?

✅ *Do*

- Ask your preceptor to identify different medications for you to find and document the

  ○ classification under NAPRA's National Drug Schedules or Alberta's Exceptions List,

  ○ automatic therapeutic interchanges (in institutional settings), and

  ○ appropriate packaging and auxiliary labels.

3.2 Prepare products for dispensing (cont.)

- 3.2.3 Verify the integrity of a product by considering stability, and where applicable, sterility, including checking expiry dates, physical appearance, and odour

- 3.2.4 Measure products by counting, pouring or weighing using the appropriate equipment and technology

📖 *Read*

- [Opioid Agonist Therapy (OAT) guidelines - Part B](#)

💭 *Reflect*

- What procedures does your practice site follow to ensure medication integrity and avoid expiries?

- Discuss the various measuring or dispensing devices (e.g., scale, pill counter, automated medication dispensing system) at your practice site with your preceptor and discuss the benefits and limitations in their use. What may affect their accuracy and precision?

- Discuss how the pharmacy serves individuals receiving treatment for opioid use disorder. What role does the pharmacy technician play in product preparation for this group?

3.2 Prepare products for dispensing (cont.)

- 3.2.5 Package products in a suitable container to maintain product integrity, stability, and, where applicable, sterility

- 3.2.6 Use packaging that is safe and appropriate for the patient, including pre-packaging, multi-dose or unit dose packaging and child-resistant vials

- 3.2.7 Label products according to legislative requirements, best safety practices, established protocols, and patient-specific needs

📖 *Read*

- [Mandatory stickers and brochures when dispensing opioids](#)

💭 *Reflect*

- Discuss with your preceptor the medications that require specific storage conditions and why.

- What are examples of medications classes that have risks in handling them? What special precautions need to be taken when handling, packaging, and labelling them?

- Discuss with your preceptor on the use of auxiliary labels, using specific medication classes as examples.

- What legally must appear on the label of a medication before it is dispensed? What must appear on the label for pass medication from a hospital?

✅ *Do*

- Participate in the full variety of preparation, packaging, and labelling of medications that occurs at your practice site.

3.3 Prepare and compound non-sterile and sterile products

📖 *Read*

- [Standards for Pharmacy Compounding of Non-sterile Preparations](#)

- [Guidance for Pharmacy Compounding of Non-Sterile Preparations](#)

- [Model Standards for Pharmacy Compounding of Non-Hazardous Sterile Preparations](#)

- [Model Standards for Pharmacy Compounding of Hazardous Sterile Preparations](#)

- [NIOSH List of Anti-Neoplastic and other Hazardous Drugs in Healthcare Settings](#)

💭 *Reflect*

- Under what circumstances should a pharmacy compound a product? What is the difference between compounding and manufacturing? If you are unable to compound a product for a patient, how do you ensure continuity of care?

- How are beyond use dates (BUDs) determined and applied for compounded products?

✅ *Do*

- Perform a risk assessment for sterile or non-sterile compounds.

- If available, review a master formulation.

- If applicable in your practice setting, participate in compounding medication products for patients. This may include:

  ○ entry into a patient's chart ,

  ○ workspace preparation,

  ○ donning and doffing of appropriate PPE (personal protective equipment),

  ○ demonstrating appropriate compounding techniques,

  ○ ensuring correct labelling and packaging requirements,

  ○ obtain appropriate ingredient and final product verification, and

  ○ appropriate workspace and equipment cleaning.

3.4 Verify the technical aspects of the prescription to ensure accuracy and quality of products

💭 *Reflect*

- Observe and review the technical check process of pharmacy technician or pharmacist colleagues. What are their processes to ensure consistency and accuracy? In Levels I and II, practise checking a variety of prescriptions, with a final check completed by a pharmacist or pharmacy technician.

- In Level III, complete the Demonstration of Proficiency of Product Release as per Standard 7.14 of the Standards of Practice for Pharmacists and Pharmacy Technicians.

- Use the Demonstration of Proficiency of Product Release Daily Tracking Log and Completion Form to document this process and communicate completion.

3.5 Collaborate with the pharmacist in the release of the product

📖 *Read*

- [Scope of practice for Alberta pharmacy technicians](#)

💬 *Reflect*

- What processes are in place to confirm that the pharmacist has reviewed the prescription and patient record to determine appropriateness of therapy and that the requirements for counselling have been met? How is this confirmed with the patient?

- What processes are in place to ensure that prescriptions are released to the correct patient or patient's agent?

✅ *Do*

- If applicable to your practice setting, practise and document interactions with patients about schedule 2, 3 and unscheduled drugs, health care products, aids, or devices (that do not require therapeutic knowledge or clinical assessment).

Learner notes

Preceptor notes

4.Practice setting

Pharmacy technicians contribute to the management of the practice setting with the goal of ensuring safe, effective and efficient product distribution.

Key competencies

4.1   Optimize the safety, efficacy and efficiency of operations in the practice setting

4.2   Contribute to the management of pharmacy inventory to ensure safe, effective, and efficient product distribution

4.3   Contribute to the management of record keeping activities within the practice setting

4.1 Optimize the safety, efficacy and efficiency of operations in the practice setting

📖 *Read*

- [Tips for lean management](#)
- [Supervision](#)

💭 *Reflect*

- Describe some of the tasks or projects the pharmacy technicians lead at your practice site, like
    - managing workflow,
    - supervising personnel,
    - maintenance of equipment,
    - preparing reports/documents,
    - organizing and filing,
    - record maintenance and retention,
    - staff scheduling,
    - medication procurement and ordering systems, and
    - meeting with pharmaceutical representatives .
- Discuss with your preceptor how incoming prescriptions/orders, patient questions, patient care activities, etc. are prioritized. What are the various considerations?
- Identify some sources of stress in the pharmacy. How are those stressors mitigated?
- Observe the product distribution and patient care workflow of the pharmacy and identify one area where you could improve the pharmacy's current processes by focusing on efficiency or standardization.
- How are various pharmacy staff members supervised and by whom? Discuss with your preceptor the differences between indirect and direct supervision and apply these principles to activities conducted by pharmacy assistants, students, provisional registrants, pharmacy technicians, and pharmacists.

4.2 Contribute to the management of pharmacy inventory to ensure safe, effective, and efficient product distribution

📖 *Read*

- [Guidance on reporting loss or theft of controlled substances and precursors](#)
- [Guidelines for destruction of controlled substances and cannabis](#)
- [Lessons Learned: Diversion of drugs and failing to cooperate with an investigation are not tolerated](#)

💭 *Reflect*

- Review your pharmacy's ordering and product inventory tracking system, including the security measures for controlled drugs and substances in place.
- How do you communicate with and inform patients and other health care professionals of medication supply issues? What options are offered?
- When would a pharmacy-to-pharmacy transfer of stock be appropriate? How would this need to be documented?
- What is the procedure for handling expired medications found in inventory or returned to the pharmacy from patients (if applicable)?
- Discuss with your preceptor the legislation and processes for completing narcotic counts and reporting discrepancies to Health Canada.
- Discuss with your preceptor how returned or expired narcotics and controlled substances at your practice site are monitored, accounted for, and eventually destroyed.

✅ *Do*

- Participate in your pharmacy's inventory ordering and management systems.
- Participate in an inventory count for controlled drugs and substances, including investigation or count reconciliation processes, if necessary.

4.3 Contribute to the management of record keeping activities within the practice setting

💭 *Reflect*

- Observe how documentation of individuals involved in the various aspects of medication distribution are auditable and traceable. Could any changes be made to improve the process?
  - Receiving a prescription
  - Entering the prescription into the pharmacy computer system
  - Preparing the prescription (including all steps involved in compliance or unit dose packaging)
  - Recording lot numbers and expiries of all medications used for a patient
  - Assessing the prescription for therapeutic appropriateness
  - Verification of the technical accuracy of the completed prescription
  - Patient counselling
  - Medical device teaching
  - Any follow up or monitoring activities
- How do you, as a provisional pharmacy technician, clearly document your participation in the above applicable activities?

Learner notes

Preceptor notes

5. Health promotion

Pharmacy technicians support health promotion activities for patients, communities, and populations in collaboration with the pharmacist.

Key competencies

5.1	Support patient specific health promotion activities in collaboration with the pharmacist
5.2	Support public health activities in collaboration with the pharmacist
5.3	Contribute to the maintenance of a healthy environment for the public

5.1 Support patient specific health promotion activities in collaboration with the pharmacist

📖 *Read*

- Opioid Agonist Therapy (OAT) Guidelines – Part A

- Providing naloxone as an unscheduled drug: Guidelines for pharmacy teams

- Canadian Center for Diversity and Inclusion: Educational Guides

💭 *Reflect*

- If applicable in your practice setting, discuss how the pharmacy serves individuals receiving treatment for opioid use disorder and how the principles of harm reduction, stigma, and trauma informed care are considered. Discuss the procedures around provision of naloxone in the pharmacy with your preceptor.

- Identify types of diversity that can impact access to health care, such as culture, religion, race, age, gender, sexual orientation, disability, or economic status. How do you and the pharmacy team model respect and inclusion?

✅ *Do*

- Prepare or gather information for a health promotion event or topic (e.g., Pharmacy Appreciation Month, Naloxone Awareness, World Diabetes Day, Breast Cancer Awareness Month). Present awareness materials or plan an event in the pharmacy for your colleagues and/or patients.

5.2 Support public health activities in collaboration with the pharmacist

💭 *Reflect*

- Describe the concept of public health and how the practice setting, or pharmacies in general, contribute to the principle.

- Describe where to access, and the role and importance of, an immunization record for a patient.

✅ *Do*

- Develop an information hand-out or implement a procedure that informs on or identifies patients or colleagues that could benefit from a public health initiative (e.g., influenza, COVID or shingles vaccines, preventative screening, travel health consult, HIV Pre-Exposure Prophylaxis (PrEP), harm reduction knowledge translation, etc.)

5.3 Contribute to the maintenance of a healthy environment for the public

📖 *Read*

- [Routine Practices and Additional Precautions for Preventing the Transmission of Infection in Healthcare Settings](#)

- [Guidelines for hand hygiene](#)

💭 *Reflect*

- Discuss with your preceptor how staff and patients could be at risk from exposure to microorganisms (e.g., sharps, respiratory infection transmission, biohazard waste, etc.).

- Review the pharmacy's structural, procedural, and PPE measures (hierarchy of control) when mitigating exposure to microorganisms or hazardous material in the workplace.

Learner notes

Preceptor notes

6.Knowledge and research application

Pharmacy technicians access, retrieve and apply relevant information to make evidence-informed decisions within their practice with the goal of ensuring safe and effective product distribution.

Key competencies

6.1   Respond to questions that do not require pharmacist referral using appropriate strategies

6.2   Apply relevant information to practice.

6.1 Respond to questions that do not require pharmacist referral using appropriate strategies

6.2 Apply relevant information to practice

📖 *Read*

- [Critical Reflective Pathway](#)

💭 *Reflect*

- When would you refer a question to the pharmacist?

- Review the pharmacy software's different levels of drug-drug interactions or warnings. What do each of these levels mean and how do you respond?

☑️ *Do*

- Document questions that are common in your practice site that the pharmacy technician can answer, from patients, staff members, or other health care professionals. Provide detailed written answers to these questions using evidence from a variety of reliable and evidence-based resources, maintaining a list of references you used in developing your responses.

Learner notes

Preceptor notes

7.Communication and education

Pharmacy technicians communicate effectively with patients, the pharmacy team, other health professionals and the public, providing education when required.

Key competencies

7.1   Establish and maintain effective communication skills

7.2   Use safe, effective and consistent communication systems

7.1 Establish and maintain effective communication skills

💬 *Reflect*

- Discuss with your preceptor the importance of good communication between members of the health care team and patients.

- Reflect on open-ended questioning styles, active listening skills, appropriateness of complexity, and demonstration of empathy with patients. How do you ensure patient understanding?

- Discuss with your preceptor situations where there was conflict between co-workers, or between a health care provider and a patient. What happened and why? What was done well and what could be done differently looking back on the situation?

☑ *Do*

- Practise clear, professional verbal communication in all interactions with patients, healthcare professionals, and other members of the pharmacy team.

- Practise written communication with other health care providers that is relevant, organized, and professional.

- Role play patient/health care professional scenarios that may result in conflict between the participating members and how this conflict can be mitigated.

7.2 Use safe, effective and consistent communication systems

💭 *Reflect*

- Describe how clear, accurate, and timely documentation contributes to quality patient care, either directly in patient records or in communication methods between pharmacy colleagues.

Learner notes

Preceptor notes

8. Intra- and inter-professional collaboration

Pharmacy technicians work in collaboration with the pharmacy team and other health professionals to support the delivery of comprehensive services, make best use of resources and ensure continuity of care in order to achieve the patient's health goals.

Key competencies

8.1   Create and maintain collaborative professional relationships

8.2   Contribute to the effectiveness of working relationships in collaborative teams

8.3   Participate in the delivery of collaborative health services in collaboration with the pharmacist

8.4   Accept referrals from and make referrals to the pharmacist

8.1 Create and maintain collaborative professional relationships

8.2 Contribute to the effectiveness of working relationships in collaborative teams

8.3 Participate in the delivery of collaborative health services in collaboration with the pharmacist

📖 *Read*

- [Learn about the *Health Professions Act* (HPA) and the regulatory colleges that govern health professions and health professionals in Alberta](#)

💬 *Reflect*

- Define and differentiate between inter- and intra-collaboration.

- List the types of healthcare professionals that your pharmacy team interacts with and describe the nature of these interactions. What are each professional's roles and responsibilities?

📋 *Do*

- Document examples where you effectively collaborated with a colleague or other healthcare professional for patient benefit.

8.4 Accept referrals from and make referrals to the pharmacist

💭 *Reflect*

- Discuss with your preceptor different situations where you needed to make referrals to, or seek clarification from, the pharmacists at your practice site or to other health care professionals. Why was a referral to another health care professional necessary in each of these circumstances?

- In these situations, describe what information you gathered from the patient, the patient chart, or the prescription order to facilitate an efficient and comprehensive referral?

Learner notes

Preceptor notes

9. Quality and safety

Pharmacy technicians collaborate in developing, implementing and evaluating policies, procedures and activities that promote quality and safety.

Key competencies

9.1   Contribute to a culture of patient safety

9.2   Contribute to continuous quality improvement and risk management activities related to the drug distribution system

9.3   Ensure the quality, safety and integrity of products

9.4   Create and maintain a working environment that promotes safety

9.1 Contribute to a culture of patient safety

9.2 Contribute to continuous quality improvement and risk management activities related to the drug distribution system

📖 *Read*

- [The Systems Approach to Quality Assurance](#)

💭 *Reflect*

- Discuss with your preceptor how errors are handled at the practice site, both those that have reached the patient and those that are identified before reaching the patient (near miss). How is information about medications errors communicated to patients, other health care professionals, and pharmacy staff? How do errors inform pharmacy processes going forward?

- Discuss with your preceptor how you inform and follow-up on a patient who experienced a medication error.

✅ *Do*

- Analyze, document (using either ACP-provided tools or site-specific forms), and participate in quality improvement initiatives for a medication error or near miss that you encountered at your practice site. Formally share the documentation, improvement process, and resulting changes with your colleagues.

9.3 Ensure the quality, safety and integrity of products

📖 *Read*

- [Health Canada: National Vaccine Storage and Handling Guidelines for Immunization Providers 2015](#)

- [Guidelines for medication and vaccine injection safety](#)

💭 *Reflect*

- What does cold chain management mean and entail? What do you do if a product that requires refrigeration or freezing has been left at room temperature for an undetermined time?

✅ *Do*

- Document a situation where you participated in maintenance, calibration, or quality control of equipment (e.g., calibration of scales, automated pill counters, compounding primary engineering controls or other equipment, temperature verification of drug storage).

9.4 Create and maintain a working environment that promotes safety

💭 *Reflect*

- Describe the measures and initiatives that are in place at your practice site to ensure workplace safety and wellness. Are there any factors that can be improved?

- Where can you find information and standards regarding workplace safety at your practice site and online?

Learner notes

Preceptor notes