

## EXAMPLE: COMPLETED FORM FOR ASSESSMENT OF EPA-3 PROVIDING COUNSELLING – METFORMIN SCENARIO

|   |   |                                 |              |
|---|---|---------------------------------|--------------|
| <b>Intern name</b>  | Intern EPA-3A   | <b>Ahpra registration</b>       | PHA000XYZ123 |
| <b>Practice setting</b>   | <input checked="" type="checkbox"/> Hospital <input type="checkbox"/> Community <input type="checkbox"/> Other (describe): Click or tap here to enter text. |                                 |              |
| <b>Summary patient details (Example: Initials, age, medicines, health conditions)</b>   |   | <b>SPO Date</b>                 |              |
| PM, 58 years old, 82kg. Medical conditions – seasonal hayfever, recurrent cold sores, gestational diabetes (1991), nil known drug allergies. Medicines – Famiciclovir 500mg – 3 capsules at once as needed for cold sore outbreak; Mometasone furorate 50mcg/spray – 1 spray as needed for hayfever symptoms. |   | 20/03/2023                      |              |
|   |   | <b>Provided counselling on:</b> |              |
|   |   | Metformin 500mg (new medicine)  |              |

### Instructions for interns

Ask your supervisor to observe you counselling patients. This is referred to as a short practice observation (SPO). SPOs should be spaced out throughout the period of supervised practice to allow for observation of improvement as you progress towards independent practice. Complete section 2 of this form after the SPO and schedule time for feedback and discussion. Use the feedback to document your development plan (Section 5) and check that your supervisor agrees with it.

### Instructions for supervisors

Observe the intern counselling patients. This is referred to as a short practice observation (SPO). SPOs provide opportunity for formal observation of intern practice and your feedback helps their development towards independent practice. SPOs should be spaced throughout the period of supervised practice to allow for observation of improvements in performance. Help the intern seek feedback from some of the patients they have counselled (*EPA – 3 Patient counselling Patient/carer feedback form*). Ask the intern to complete Section 2 after the SPO and schedule time for discussion and feedback. The discussion does not have to occur immediately after the SPO but should be scheduled within a reasonable time period to maximise opportunity for learning and development. Document your feedback (Section 3). Record your entrustment decision (Section 4) and ensure intern understands what this means. Provide guidance on what their development plan should look like (Section 5). It is useful to have a quick check in with your intern on the development plan they have created.

### Section 1: Expected outcome

Patients, carers, and other customers are provided with, and are able to understand accurate, relevant, contemporary, and tailored advice and education on the use of their medicines and on non-pharmacological and lifestyle measures designed to improve and maintain their health; adherence and quality use of medicines are promoted. The counselling SPOs should cover a range of scenarios from simple counselling where few barriers are present, through to more complex situations requiring the intern to be critically aware of and responsive to cultural or other diversity, or where the scenario is more complex as a result of polypharmacy, co-morbidities and other factors.

### Section 2: Intern reflection

| What I did well  | What I could improve   |
|--|--|
| <ul style="list-style-type: none"> <li>I talked to the patient in a quiet place</li> <li>I explained everything, like side effects, how to take the medicine, when to take it</li> <li>The patient asked a lot of questions, and I was able to answer all of them</li> <li>I double checked everything I said against the Australian Medicines Handbook (AMH)</li> </ul> | <ul style="list-style-type: none"> <li>It seems that even though I was in a quiet place, the pharmacy staff could hear me. I could try and speak in a lower voice.</li> <li>It's hard for me to ask the patient to repeat what I said. While I think I answered all her questions, I really do not know if she actually understood.</li> <li>I may have appeared not very confident, but I wanted to make sure I was accurate, so I was checking the AMH</li> <li>Offer printed consumer medicine information</li> </ul> |

### Section 3: Entrustment discussion

The discussion should encompass more than simply providing feedback about the SPO. Discuss the intern reflection and any patient feedback received. The supervisor should also seek to understand the intern's ability to perform in future scenarios when the context, patient and parameters may be different to what has been observed. 'What-if' questions are a useful technique designed to evaluate the intern's ability to adapt and use their knowledge and skills in different contexts. Guide the intern on what their development plan should look like and ask them to check in with after they have created the plan (Section 6).

**Example What if questions: What would you do if...** patient/carer becomes alarmed or concerned by advice or information received; dispensing error, drug interaction, contraindication or other issue identified during counselling; communication barriers unable to be resolved; patient/carer reluctant to receive counselling; patient/carer disagrees with intern; breach of privacy/confidentiality occurs; new medication which intern has never encountered?

| Supervisor feedback following discussion  |
|---|
| <p><b>KEEP:</b> <i>(focuses on actions or behaviours an intern should continue doing which are having positive effect on task performance)</i><br/>Keep using references such as the AMH to double check the information you are providing to consumers. It is a good practice. You also took the patient to quiet place and spent time answering her questions. That was really good. She had a lot of questions and you re-assured her.</p> |
| <p><b>START:</b> <i>(focuses on actions or behaviours an intern should commence to improve task performance)</i><br/>Remember to check for other co-morbidities and talk about lifestyle management as part of your counselling. This will help you provide additional advice that could be very useful for patients. I have found that it helps to print the CMI ahead of time and I use it and refer to it when counselling patients.</p>   |
| <p><b>STOP:</b> <i>(focuses on actions or behaviours an intern should reduce or stop which are, or may have, a negative effect on task performance)</i><br/>You are not doing anything that concerns me in the way you counsel patients., so keep offering to counsel patients so that you build your confidence.</p>   |

#### Section 4: Entrustment decision

Entrustment decisions are NOT a rating of the intern's performance. Entrustment involves making a holistic decision about the level of supervision the intern will need to continue to practice based on triangulation of all the information gathered about the intern's capability to safely and effectively counsel patients. This information is based on the supervisor's professional judgement on the SPO(s), intern reflection, patient feedback and the entrustment discussion. Simply put, an entrustment decision answers the question "What level of supervision will this intern require going forward, based on what I have gathered about their performance and abilities?"

|  |                            |                            |                                       |                            |
|--|----------------------------|----------------------------|---------------------------------------|----------------------------|
| Entrustment decision (to be completed by supervisor) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 4 |
|--|----------------------------|----------------------------|---------------------------------------|----------------------------|

|                |   |
|----------------|---|
| <b>Level 1</b> | Observe only, even with direct supervision  |
| <b>Level 2</b> | Perform with direct, proactive supervision and intervention   |
| <b>Level 3</b> | Perform with indirect proximal (nearby) supervision, on request and quickly available   |
| <b>Level 4</b> | Perform with minimal supervision, available if needed, essentially independent performance  |
|                | <i>It is critical to note, however, that even when an intern has been deemed entrustable at level 4, the Pharmacy Board requirements for supervision while the intern is provisionally registered still apply. In addition, at least one pharmacist with general registration must be physically present on the premises in accordance with legal requirements under the Health Practitioner Regulation National Law.</i> |

#### Section 5: Development Plan

Even if the intern meets all expectations, it is likely that further improvements to some aspects of the activity are still possible. The intern should create a SMART development plan based on feedback and discussion. Interns are encouraged to check in with their supervisors within a reasonable time on the plan. This plan can be maintained in the Intern's individualised development/learning plan. An excel template for Intern individualised learning/development plan is available at [www.pharmacycouncil.org.au/workplace-based-assessment/](http://www.pharmacycouncil.org.au/workplace-based-assessment/).

#### A SMART development plan is: Specific-Measurable-Achievable-Relevant-Timebound.

**S:** I am going to ensure to check for other comorbidities and talk about lifestyle management for every patient that I encounter. I am going to be especially mindful of including these questions and providing non-pharmacological advice when talking to diabetic patients.  
**M:** I am going to create a template of routine questions that I will ask patients/investigate when I review a prescription. I will also reflect on my next encounter with a diabetic prescription and ask my preceptor/supervisor to perform an ad hoc SPO  
**A:** We see a lot of diabetic patients so this will give me a lot of practice  
**R:** This will prepare me for the oral examination especially  
**T:** I will do this for the next one month.

Supervising pharmacist name: Name

Date: 31/06/2023