



# *Pharmacy Technician of the Year* **ENTRY FORM**

**WIN \$1000, plus an all-expense-paid trip\* to the 2018 Pharmacy Awards in Auckland**

**ENTRIES OPEN: 1 MARCH TO 25 MAY 2018**

We know you are already a great performer because you have chosen to reflect on your practice! Now is the time to pitch yourself against other great performing pharmacy technicians in New Zealand. Any qualified (level 5) technician can enter; all you need is a pharmacist to give you a hand and a couple of dedicated hours.

**Fill out Section A yourself, and ask a pharmacist mentor to complete Section B on your behalf. Each section has three parts.**

Once you have finished your award entry, email to [ajacobs@thehealthmedia.co.nz](mailto:ajacobs@thehealthmedia.co.nz) or post to The Health Media, PO Box 31905, Milford, Auckland, 0741.

**Entries close 25 May 2018.**

*The winner will receive \$1000 prize money, plus an all-expense-paid trip to the 2018 Pharmacy Awards in Auckland for two. The runner-up and their partner will also receive an expense-paid-trip to the awards in Auckland.\**

*Big thanks to Annette Lucena and Sally Schnauer, pharmacy technician tutors at NZMA (formerly Academy New Zealand), for developing and judging this award category, and to ProPharma for supporting pharmacy technician development.*

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**PharmacyToday**



\*Rules and conditions of the Pharmacy Awards are available on

**[www.pharmacyawards.co.nz](http://www.pharmacyawards.co.nz)**

## *Pharmacy Technician of the Year*

# SECTION A – Self evaluation

Name of technician/awards candidate:

Pharmacy name:

Contact email address of technician:

Phone number of technician:

Name of pharmacist mentor:

## PART ONE – CAPABILITIES

Pharmacy technicians have busy, varied and valuable jobs. The table below describes the capabilities you may demonstrate under just one of the areas that comprise the technician role – "Assess prescriptions prior to dispensing".

First up, evaluate how you think you perform. Give yourself a score of 1 if you seldom demonstrate the capability; 2 if you mostly display the capability; and 3, if you are consistently capable. Enter these into the table provided and total up the scores. Some capabilities are classed as "power capabilities"; this means they are skills that will likely distinguish a technician working at an advanced level. These will score double and are indicated as in the sample below.

After evaluating yourself, ask a pharmacist you work with often to also evaluate you in Section B. Consider your different responses. Are there any surprises?

<b>SAMPLE TABLE DISPENSING – Assess prescriptions prior to dispensing</b>	<b>Seldom (1)</b>	<b>Mostly (2)</b>	<b>Consistently (3)</b>	
Identify legal requirements of prescriptions			3	
Identify subsidy requirements of prescriptions			3	
Perform checks on prescriptions and identify deficiencies in patient profile information provided, for example age, weight, height, etc.			3	
Check for appropriateness of dose formulation/dose/frequency/route/duration of therapy		2		
Appropriately refer to pharmacist, doctor or other health professional	1			
<b>Perform checks on prescriptions and identify drug allergies, interactions and contraindications</b>		4		x2 Power capability
<b>Display critical thinking when communicating/discussing medicines history of patients with patients and pharmacists/peers</b>		4		x2 Power capability
<b>TOTALS</b>	1	10	9	<b>20</b>

Continued next page

DISPENSING – Assess prescriptions prior to dispensing	Seldom (1)	Mostly (2)	Consistently (3)	
Identify legal requirements of prescriptions				
Identify subsidy requirements of prescriptions				
Perform checks on prescriptions and identify deficiencies in patient profile information provided, for example age, weight, height, etc.				
Check for appropriateness of dose formulation/dose/frequency/route/duration of therapy				
Appropriately refer to pharmacist, doctor or other health professional				
<b>Perform checks on prescriptions and identify drug allergies, interactions and contraindications</b>				x2 Power capability
<b>Display critical thinking when communicating/discussing medicines history of patients with patients and pharmacists/peers</b>				x2 Power capability
<b>TOTALS</b>				

DISPENSING – Process prescriptions	Seldom (1)	Mostly (2)	Consistently (3)	
Efficiently use dispensing software to record the necessary information and produce a label				
Produce grammatically correct and easily understood labels				
Accurately perform pharmaceutical calculations				
Annotate prescriptions				
<b>Prioritise prescriptions, for example, urgency of clinical need/preparation time required</b>				x2 Power capability
<b>TOTALS</b>				

DISPENSING – Dispense medications	Seldom (1)	Mostly (2)	Consistently (3)	
Consistently select/count correct medication				
Check expiry dates				
Select appropriate containers, for example, amber/glass container type				
Use the prescription as the primary source for checking that both label and dispensed medicine correlate to the prescribed medicine				
Ensure all prepared prescriptions are checked by the pharmacist or qualified Pharmacy Accuracy Checking technician (PACT).				
Appropriately and accurately updates patient records related to the dispensing process				
<b>Identify and minimise potential risks of medication errors</b>				x2 Power capability
<b>TOTALS</b>				

Continued next page

DISPENSING – Administration tasks	Seldom (1)	Mostly (2)	Consistently (3)	
Accurately and timely file prescriptions/reconciliation of fax prescriptions with originals				
Liaise with medical professionals about prescription amendments as necessary				
Competently process prescription claims				
Check and record fridge and dispensary temperatures				
<b>TOTALS</b>				

DISPENSING – Stock control (inventory and storage)	Seldom (1)	Mostly (2)	Consistently (3)	
Order pharmacy stock ensuring that stock levels are appropriate for dispensary efficiency				
Check stock delivered matches invoice				
Check expiry dates and rotate stock as necessary				
Identify and manage items requiring special handling and storage, for example, CDs, cold chain products, cytotoxics				
Dispose of products in accordance with legal and safety requirements, including any reporting required				
<b>Understand requirements and implements product recalls. Plans for and manages stock with Pharmac funding changes</b>				x2 Power capability
<b>TOTALS</b>				

DISPENSING – Support optimal use of medicines using basic pharmacotherapy knowledge	Seldom (1)	Mostly (2)	Consistently (3)	
Demonstrate techniques for commonly used devices such as spacers, eye drops and blood pressure monitors				
Explain appropriate, relevant details of medicines to patients				
Communicate any special storage and handling conditions				
<b>Counsel patients on the purpose of their medicines, signs and symptoms of side effects and when to seek medical attention</b>				x2 Power capability
<b>Know where to find the necessary information and give additional information resources if appropriate</b>				x2 Power capability
<b>Use effective communication techniques to check with the patient for understanding</b>				x2 Power capability
<b>TOTALS</b>				

Continued next page

Professionalism, law and ethics	Seldom (1)	Mostly (2)	Consistently (3)	
Describe and identify the legal requirements applicable for supply of medicines, for example, pharmacist-only medicines				
Handle complaints professionally				
Protect patient privacy and confidentiality of patient information				
Act in accordance with the Pharmacy Council of NZ Code of Ethics				
Display professional behaviour towards patients, colleagues and other healthcare professionals				
<b>Keep up-to-date with your own pharmaceutical and health knowledge to maintain highest levels of professional competence</b>				x2 Power capability
<b>Work within the limitations of your knowledge and appropriately refer to resources and/or others when necessary</b>				x2 Power capability
<b>Exercise judgement when supplying medicines with the potential for abuse</b>				x2 Power capability
<b>Work to improve the quality of services offered by identifying and/or addressing areas for team quality or knowledge improvement</b>				x2 Power capability
<b>TOTALS</b>				

Communication	Seldom (1)	Mostly (2)	Consistently (3)	
Understand, speak and write clearly in English				
Demonstrate effective non-verbal skills in face-to-face communication				
Communicate effectively over the telephone				
<b>Recognise and address barriers to communication, for example, cultural, health literacy, deafness</b>				x2 Power capability
<b>Use active listening and reflection</b>				x2 Power capability
<b>TOTALS</b>				

Promote teamwork	Seldom (1)	Mostly (2)	Consistently (3)	
Maintain respectful and cooperative relationships with co-workers and health professionals				
Promote and demonstrate teamwork with others in the workplace				
<b>Prepare for, participate and contribute in meetings</b>				x2 Power capability
<b>TOTALS</b>				

Continued next page

Workplace health and safety	Seldom (1)	Mostly (2)	Consistently (3)	
Comply with workplace health and safety policies and procedures				
Be familiar with emergency protocols				
Understand safe handling of medicines and correct disposal of hazardous waste				
Identify issues, such as signs of infectious disease and unsafe working conditions				
<b>Be proactive about potential hazards within the pharmacy</b>				x2 Power capability
<b>TOTALS</b>				

Public health	Seldom (1)	Mostly (2)	Consistently (3)	
<b>Provide evidence-based lifestyle advice to individuals to promote health and wellness and disease prevention and control</b>				x2 Power capability
<b>TOTALS</b>				

**SELF EVALUATION – CAPABILITIES – Total bold boxes from pages 3, 4, 5, 6**

*Continued next page*

## PART TWO – POWER CAPABILITIES

Choose three of your strongest power capabilities. For each capability, in less than 250 words, describe a situation in the previous 12 months that illustrates why you gave yourself the rating you did.

Be SMART in your response. Write about Specific examples, try and provide a Measure, and show how it was Achievable and Realistic within a Time frame.

Your evaluation will be marked by a panel of judges and awarded a mark out of 15. They are looking for a clear description of the situation in which the capability is demonstrated and the impact that this has on the service delivered.

***Example response for power capability:***

***Identify discrepancies based on patient medication history.***

*Over the past 12 months, I have been working to improve how we handle discharge scripts from our local hospital outpatient department. I noted that outpatient discharge letters did not have the full information regarding the patient's medicine history. I implemented a new procedure within the dispensary to ensure that we asked to see discharge letters when patients bring in prescriptions after being in hospital. I developed an SOP to ensure the medicines reconciliation was robust. This resulted in at least 10 near-miss scripts being identified.*

**Response: power capability 1:**

Judges  
evaluation

*Continued next page*

**Response: power capability 2:**

Judges  
evaluation

**Response: power capability 3:**

Judges  
evaluation

*Continued next page*



## PART THREE – PLANNING FOR IMPROVEMENT

After reviewing your capabilities, working with the pharmacist, outline two development goals for yourself for the next 12 month, in 250 words or less, and the reasons you have chosen these goals. Your evaluation will be marked by a panel of judges and awarded a mark out of 6. They are looking for evidence that you have accurately identified areas of professional development after reviewing practice.

**Response: planning for improvement**

Judges  
evaluation

**SELF EVALUATION – JUDGES MARKS – Total bold boxes from pages 7, 8, 9**

*Continued next page*

## *Pharmacy Technician of the Year*

# SECTION B – Pharmacist's evaluation

Name of technician/awards candidate:

Name of pharmacist:

Contact email address of pharmacist:

Phone number of pharmacist:

This form has been designed to assist pharmacists to undertake a quantitative and qualitative assessment of a technician's practice and could be used as the basis of an annual performance appraisal for the technician. Remember to use the SMART (specific, measurable, achievable, realistic and time bound) acronym when discussing your technician's entry and setting performance goals. Undertaking this activity, in combination with other self-directed learning, may assist you to demonstrate your professional capabilities in O4.3 Manage and Develop Personnel.

## PART ONE – CAPABILITIES

First up, evaluate how you think the technician you work with performs, demonstrating the various capabilities indicated on the tables below. Give them a score of 1 if they seldom demonstrate the capability; 2 if they mostly display the capability; and 3, if they are consistently capable. Enter these into the table provided and total up the scores. Some capabilities are classed as "power capabilities"; this means they are skills that will likely distinguish a technician working at an advanced level. These will score double and are indicated as in the sample below.

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<b>TOTALS</b>				

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<b>TOTALS</b>				

Continued next page

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<b>Prepare for, participate and contribute in meetings</b>				x2 Power capability
<b>TOTALS</b>				

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<b>TOTALS</b>				

PHARMACIST'S EVALUATION – CAPABILITIES – Total bold boxes from pages 11, 12, 13, 14

Continued next page

## PART TWO – POWER CAPABILITIES

Choose three power capabilities where you have evaluated your technician as scoring 2 or above and indicate, using examples of your observations, how you know that your technician practises consistently in this manner. Word limit 250.

Your evaluation will be marked by a panel of judges and awarded a mark out of 15. They are looking for a clear description of the situation in which the capability is demonstrated and the impact that this has on the service delivered. Don't forget your SMART approach!

***Example response for power capability: Keep up to date with pharmaceutical knowledge to maintain highest levels of professional competence.***

*Katherine is very diligent with professional development. Over the last 12 months, she has completed seven online training modules with ELearning and organised two in-pharmacy training sessions for all staff; these improved team knowledge on ECP and wound treatment. She self-identified that she needed more knowledge of nicotine replacement therapy in view of the widened access through pharmacy, and organised training for herself. These initiatives have resulted in two young women, who would otherwise have missed out on the chance to take the ECP, being referred to me for an ECP consultation. Regarding the NRT learning, we have begun a pharmacy-wide initiative to open conversations with patients about their smoking. This has led to an upsurge in patients coming to our pharmacy to talk about the possibility of stopping smoking. As we are one of only a few pharmacies in a small town, word has got around and the number of opportunities to talk about smoking cessation has been exponential.*

**Response: power capability 1:**

Judges  
evaluation

*Continued next page*

**Response: power capability 2:**

Judges  
evaluation

**Response: power capability 3:**

Judges  
evaluation

*Continued next page*



## PART THREE – FINAL COMMENT

Tell us why, in 200 words or less, your technician is the best in New Zealand.

Your evaluation will be marked by a panel of judges and awarded a mark out of 4. They are looking for distinguishing factors that identify your technician as operating at the highest level of practice.

**RESPONSE: final comment**

Judges  
evaluation

**PHARMACIST'S EVALUATION – JUDGES MARKS – Total bold boxes from pages 15, 16, 17**

## OFFICE USE ONLY

SELF EVALUATION – TOTAL CAPABILITIES – from page 6	
SELF EVALUATION – TOTAL JUDGES MARKS – from page 9	
PHARMACIST'S EVALUATION – TOTAL CAPABILITIES – from page 14	
PHARMACIST'S EVALUATION – TOTAL JUDGES MARKS – from page 17 (above)	
<b>GRAND TOTAL</b>	