



Australian Government

Department of Education, Employment and Workplace Relations

HLTPH416B Support pharmacists by collecting and providing specific information to/for clients

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to provide appropriate information to meet client education needs and to support the pharmacist's care delivery

Application of the Unit

Application

The application of knowledge and skills take place around standards (particularly the SHPA Standards of Practice for Clinical Pharmacy), guidelines, policies and procedures and under the supervision of a qualified pharmacist
Work performed requires a range of well developed skills where some discretion and judgement is required and individuals may take responsibility for their own outputs
Application of this unit should be contextualised to reflect specific legal and ethical requirements and issues relevant to the workplace, role and function

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Establish relationship with the client

- 1.1 Greet clients courteously and professionally
- 1.2 Identify *special needs* of clients
- 1.3 Use *effective communication* with clients
- 1.4 Take into consideration *cultural and personal factors* when interacting with clients
- 1.5 Define and apply appropriate *boundaries* of the practitioner/client relationship
- 1.6 Maintain professional integrity at all times

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 2. Provide specific information | <ul style="list-style-type: none">2.1 Discuss client information needs and confirm with pharmacist2.2 Where relevant, <i>elicit further necessary information</i> from client or their representative to complete current background2.3 Present <i>relevant information</i> clearly and comprehensively and in sufficient detail to meet the needs of the client2.4 Select appropriate <i>modes of communication</i> to suit the purpose and context of the information being provided2.5 Exercise appropriate discretion and confidentiality and explain boundaries of confidentiality to clients when appropriate or required2.6 Negotiate appointments with client and staff for the provision of information to the client |
| 3. Provide prepared information to promote client education | <ul style="list-style-type: none">3.1 Provide prepared information to clients when requested by the pharmacist3.2 Where appropriate, seek advice and assistance from the pharmacist for unresolved concerns or issues3.3 Ensure communication difficulties are <i>managed appropriately</i>3.4 Refer to the pharmacist problems relating to providing information about services3.5 Record details of information provided to the client according to workplace procedures |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Care of respiratory devices
- Client identification and confirmation of identification
- Documentation of demonstration of respiratory devices
- Documenting that CMI has been issued to client/carer
- Hospital storage systems to be able to elicit information from client's own medicines (with need for pharmacist's review before any medicines are returned to client)
- Knowledge and purpose of compliance aids i.e. dosettes, WebsterPaks
- Knowledge, purpose and selection criteria for respiratory devices including metered dose inhaler, accuhaler, turbuhaler, handihaler, volumatic, breath-a-tech
- Organisation policies, procedures and guidelines
- Principles of effective communication strategies, including recognition of communication and language difficulties and how to overcome these
- Principles of privacy and confidentiality
- Purpose and layout of CMI
- Purpose of client education to aid compliance
- Sources of CMI ie. pharmacy computer system, MIMs online

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Abide by organisation procedures and practices
- Appropriately prepare and present information for a range of enquiries
- Assess client understanding of information provided
- Care for compliance aids and respiratory devices

REQUIRED SKILLS AND KNOWLEDGE

- Collate CMI for identified client
- Communicate effectively including:
 - active listening
 - clarify and ascertain correct meanings from communication
 - clear, concise and correct written and verbal communication
 - communicate on a one-to-one basis
 - correct presentation of correspondence
 - documentation and record keeping
 - elicit information
 - establish rapport
 - passing on verbal and written messages
 - use correct grammar, spelling and punctuation
 - use literacy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Handle difficult situations
- Identify particular issues that require follow-up counselling by the pharmacist
- Locate, access and print CMI
- Make appointments to meet a range of client needs in accordance with established business practice
- Respond appropriately to a range of clients in a range of situations
- Respond appropriately to special needs
- Seek assistance if necessary
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use compliance aids ie dosettes, WebsterPaks
- Use information technology effectively
- Use respiratory devices including metered dose inhaler, accuhaler, turbuhaler, handihaler, volumatic, breath-a-tech

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- Competency is to be demonstrated by performance of all stated criteria, including paying particular attention to the Essential Knowledge and Skills elaborated in this competency unit
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions
- Assessment may be mostly practical and examples covering a range of situations relevant to health services provided in the workplace
- Evidence of workplace performance over time and covering a range of workplace situations must be obtained to inform a judgement of competence
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Context of and specific resources for assessment:

- Resource requirements may include:
 - Participants for role plays
 - Appropriate assessment environment

Method of assessment

- Observation in the workplace
- Simulations and role play
- Oral questioning
- Case studies and scenarios
- Supporting statement of workplace supervisor
- Written assignments/projects or questioning should be used to assess knowledge

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Special needs may include:*
- Disability
 - Communication difficulties
 - Language difficulties
 - Presence of children/spouse
 - Need for uninterrupted privacy
 - Need for communication aids
 - Need for an interpreter

RANGE STATEMENT

Effective communication includes:

- Active listening
- Appropriate language
- Appropriate communication aids
- Appropriate modes of communication
- Appropriate demeanour and body language
- Appropriate tone and presentation
- Observation
- Questioning, clarifying, advising
- Providing appropriate and accurate information
- Honesty and integrity

Elicit further necessary information may include, for example:

- Information needed to ensure complete details of current medications are obtained

Cultural and personal factors may include:

- Religious background
- Racial background
- Gender
- Age
- Disability
- Family or social factors

Boundaries may refer to:

- Confidentiality
- Privacy
- Respect
- Acknowledgement of individual needs
- Practitioner staying within area of expertise

RANGE STATEMENT

Relevant information is limited to:

- Confirmation of appointment date and time
- Medication profiles (under the direct supervision of a pharmacist)
- Information about the use of respiratory devices
- Consumer Medicine Information (CMI)
- Manufacturer Information
- Detecting new client admissions where this involves logistical issues such as checking bed lists (to notify pharmacist)
- Identifying clients requiring communication with community providers, where this does not involve clinical information
- Preparing information for transfer to community practitioners (after final check by pharmacist)
- Medicines supply information communication with internal medical and nursing staff or community providers (according to accepted protocol and method)
- Obtaining planning information e.g. details of community pharmacy, medication administration aids used, immediate discharge destination
- Recording clients medication brought into hospital

Modes of communication may include:

- Verbal/Non-verbal
- Written
- Formal/informal
- Direct/indirect

Managed appropriately may include:

- Managing emotions
- Defusing anger
- Clarifying the issues
- Attending to client needs as appropriate
- Maintaining composure and professional attitude
- Providing support
- Seeking assistance

Unit Sector(s)

Not Applicable