

Implementation of specialty specific toolkits to support pharmacist orientation, training and development

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Background

Orientation of staff to new practice areas can be challenging and time consuming. Orientation processes vary between different health services and specialities. A centrally managed, standardised, and adaptable resource, such as a *toolkit* may help expedite a learners progress and assist with the translation of evidence into practice.¹ Toolkits provide access to carefully curated resources, that together guide users to follow evidence-based recommendations or meet specific practice standards.² Customised to the specific specialty, utilisation of toolkits by front-line staff facilitate learning and application of evidence-based practice.¹

Aim

To describe the implementation and use of speciality specific toolkits to standardise orientation as well as support pharmacist training and professional development.

Methods

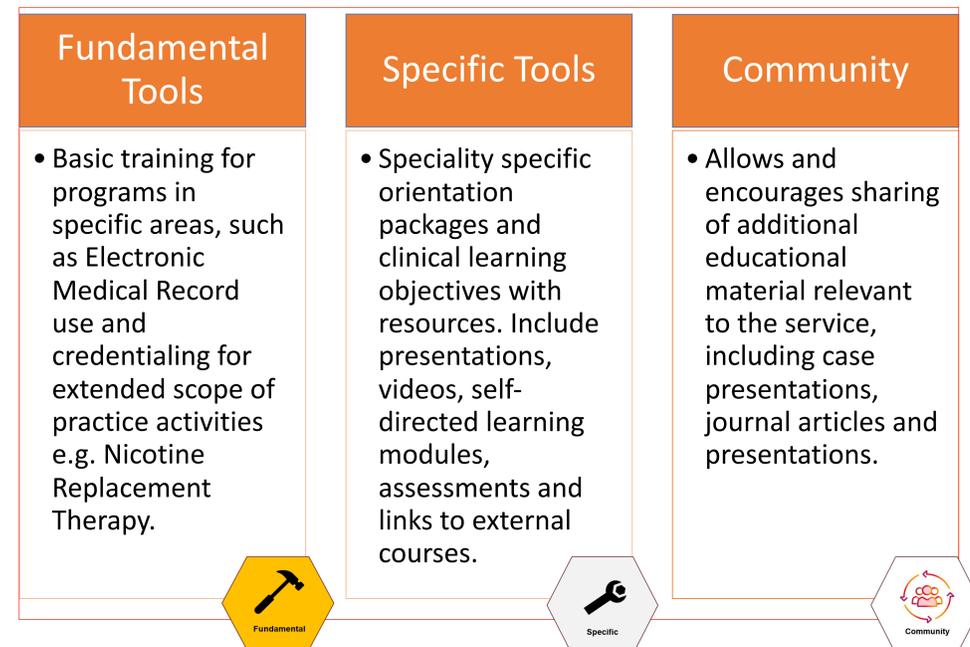


Figure 1. Three sections incorporated into each toolkit

The Pharmacy Workforce and Development Team at Alfred Health, a large, multi-site hospital, designed and implemented *toolkits* for each clinical and operational speciality. The resources and educational material of each toolkit were structured with a learning framework, established by the Workforce and Development Team, comprised of three components (Figure 1):

Fundamental Tools: essential for all pharmacy department staff, these tools are transferable across all specialties and rotations. Fundamental tools include the department's My Health Record and Safescript procedures and compulsory ClinCAT requirements.

Specific Tools: aligned with the National Competency Standards Framework, with 'General' and 'Transition/Consolidation' level components. *General level* resources support foundation level knowledge, required of a new starter prior to commencing a rotation, and include key clinical topics commonly seen in the service. *Transitional* and *Consolidation* includes articles and resources relevant to those levels of practice, typically pharmacists with >3 years of practice.

Community: for sharing routine presentations and teachings created about the speciality, with the intention for it having evolving content.

Incorporation of adult learning principles into each toolkit saw the use of learning objectives, providing the learner with what they should **know**, **discuss** and **do** by the end of their rotation in that speciality. Multiple choice and short answer questions were also used to consolidate learner knowledge.

Results

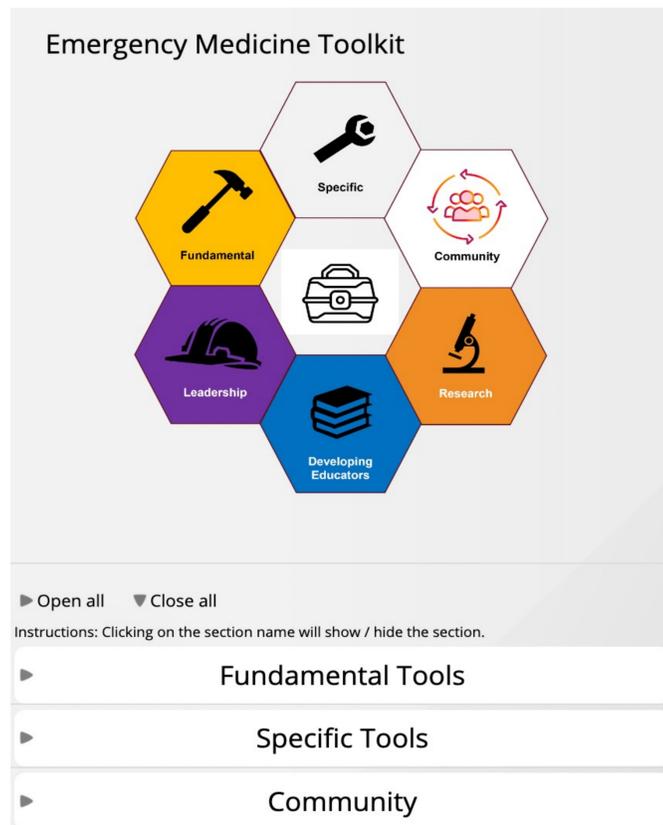


Figure 2. Emergency Medicine toolkit in Alfred Health's LMS

To date, 19 toolkits have been developed on the hospitals digital Learning Management System (LMS) and implemented across the department. All toolkits followed the specified structure (Figure 2). Active toolkits include: Cardiology, Surgery, Inpatient Pharmacy Dispensary and Smokefree Services (Figure 3).

All staff in the department have access to the toolkits. At the commencement of a new rotation, each staff member is enrolled into the toolkit specific to their team. Pharmacists completing the SHPA Foundation residency program rotate every six months, with the remainder of rotation staff moving to a new team every twelve months.

Expert pharmacists in each speciality developed the toolkits to align with the 2016 National Competency Standards Framework (NCSS) and together with the Workforce and Development team, are responsible for the maintenance and regular updating of each toolkit.

Feedback from staff who have used the toolkits state they provide 'ease of access to information and resources' and contain a 'wealth of relevant, valuable and insightful information'. Additionally users have stated the sequencing of information is 'easy to follow and formatted systematically.'



Figure 3. 19 toolkits developed for the Alfred Health pharmacy department

Discussion

Development of the toolkits ensures each pharmacist has access to essential resources and content when rotating to a new specialty or clinical area. Access to purposefully curated resources increases ease of orientation to clinical and operational areas for new and existing staff at Alfred Health. Incorporation of adult learning principles into the toolkit structure allows consolidation of learner knowledge and supports staff practicing at varying levels within the NCSS. By aligning the toolkit to the framework, the learner is provided with *general level* resources and may demonstrate progression towards *transition* and *consolidation level* practice. Additionally, the use of multiple choice and short answer questions, allows the learner to consolidate the knowledge they had developed from the toolkit, and implement this knowledge into practice.

Development of toolkits on the hospital's LMS has facilitated centralisation of educational resources and streamlined delivery of clinical content to members of the pharmacy department. Utilising the LMS will also allow senior staff and the Workforce and Development team to update the toolkits frequently and with ease. Future plans are to evaluate the impact of the toolkits, assessing accessibility, impact on orientation processes and practitioner development. Future expansion of the toolkits aims to incorporate leadership, research and educator development, extending the scop of the toolkits.

References

1. Thoele, K. et al. (2020) Development and use of a toolkit to facilitate implementation of an evidence-based intervention: A descriptive case study. *Implementation Science Communications*, 1(1). Available at: <https://doi.org/10.1186/s43058-020-00081-x>. (Accessed: October 23, 2022).
2. Evidence for Learning. (2022) Using the toolkits. Available at: <https://evidenceforlearning.org.au/education-evidence/using-the-toolkits> (Accessed: October 23, 2022).