

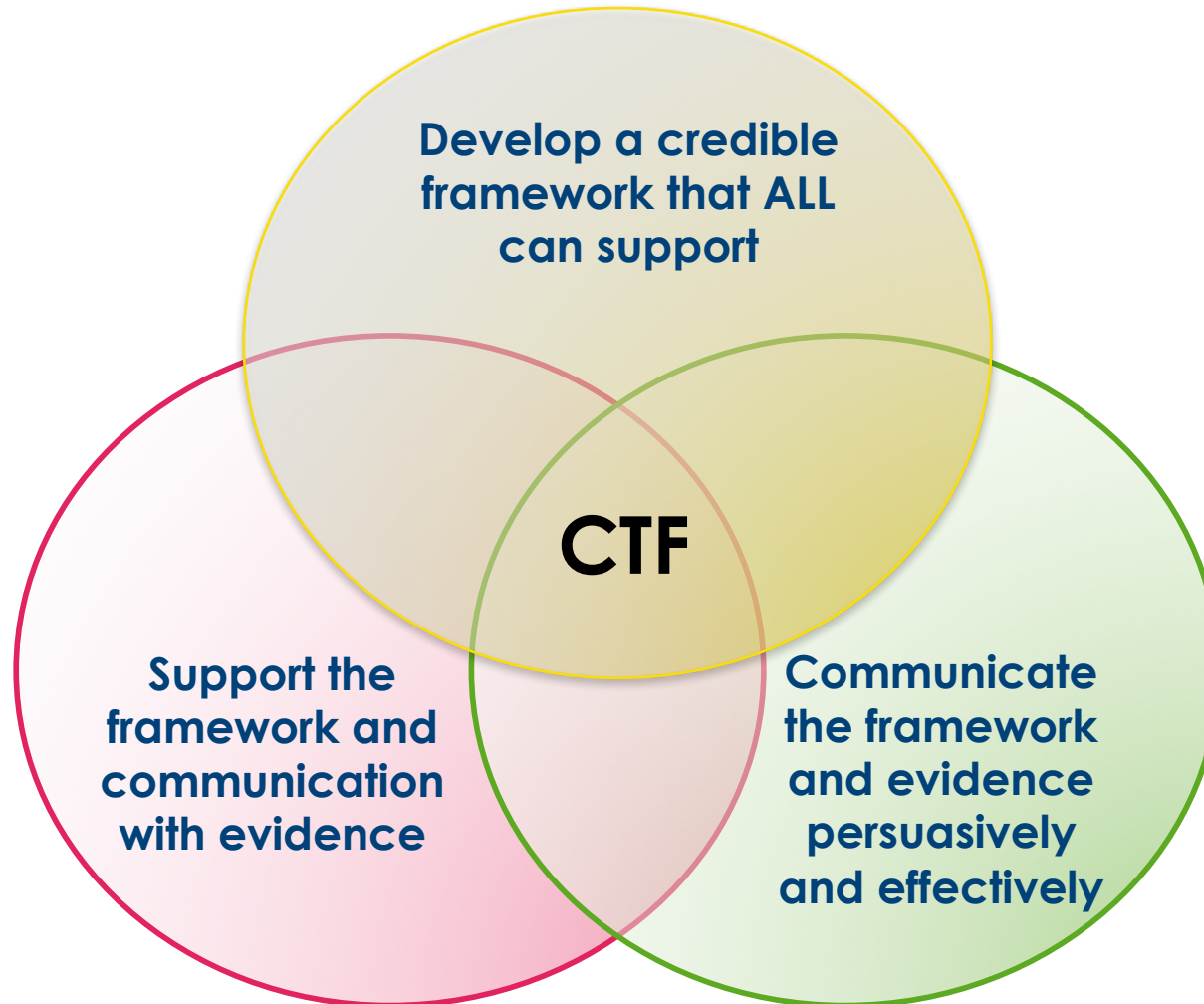


# The EAHP statements and the CTF: How to get the Needed Competencies

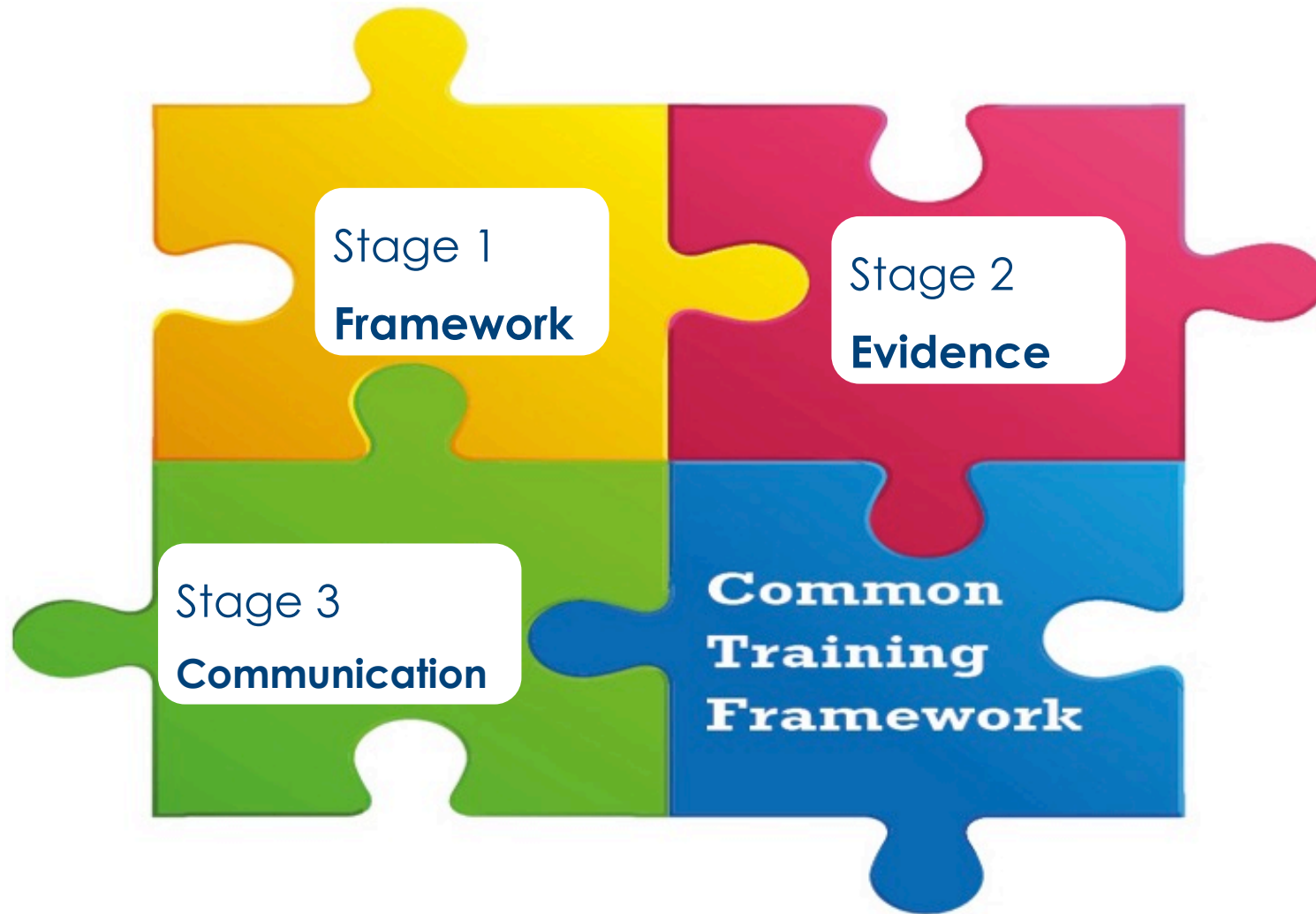
**Andreia Bruno**, BScPharm, PhD

Ordine dei Farmacisti Portoghesi | Lead for Professional Development  
Chair of the Working Group 1 - “Competency Mapping” | CTF

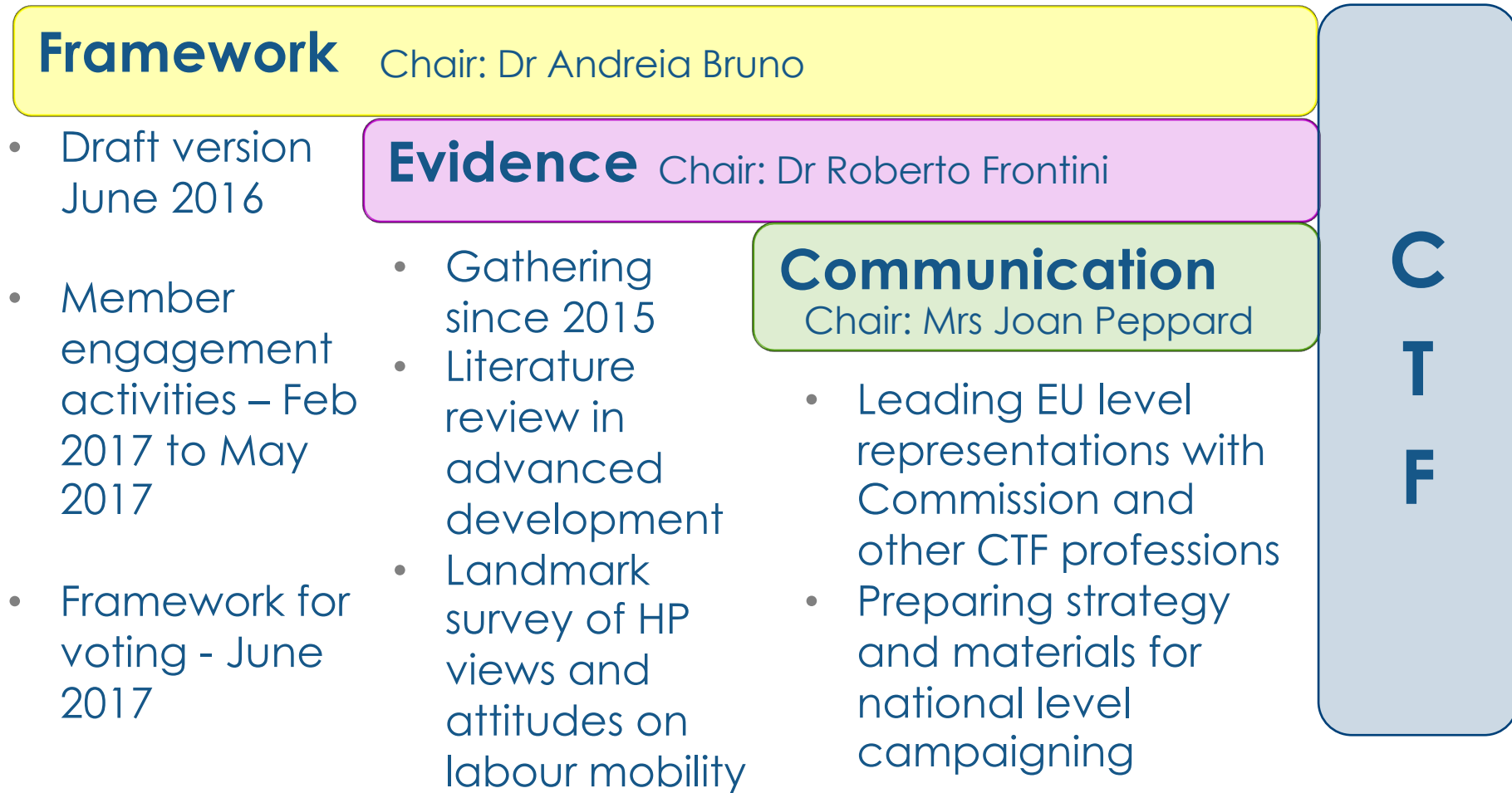
# 3 PRIMARY NEEDS TO DELIVER THE CTF PROJECT



# PATHWAY TO THE COMMON TRAINING FRAMEWORK



# PATHWAY TO THE COMMON TRAINING FRAMEWORK



# CAR BREAK



# WORKING GROUP 1 | COMPETENCY MAPPING

*“the creation of a strong agreement on the knowledge, skills and competencies required to practice hospital pharmacy at an advanced level in Europe.”*

Phases:

1. **Consolidate information** and understanding on the current status of specialisation and HP education across Europe;
2. **Review and make analysis** about the hospital pharmacist competencies provided by national programmes;
3. **Propose** the core knowledge, skills and competencies that should form **a draft** CTF for hospital pharmacist in Europe.

# WORKING GROUP 1 | COMPETENCY MAPPING

Its members are:

Andreia Bruno | Portugal, Chair  
Alfons Verbruggen | **Belgium**  
Ana Lozano | **Spain**  
Antonio Gouveia | **Portugal**  
Aurelie Guerin | **France**  
Evgeni Evgeniev Grigorov |  
**Bulgaria**  
Gyöngyver Soos | **Hungary**  
Hanna Kortejärvi | **Finland**  
Inese Sviestina | **Latvia**

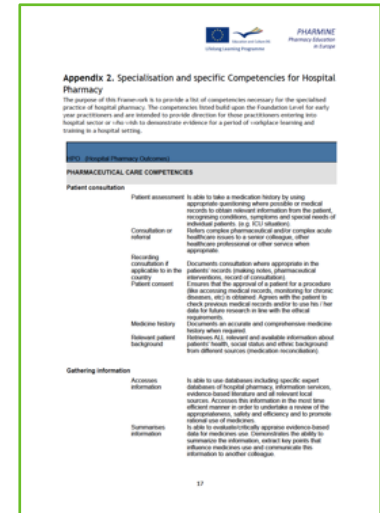
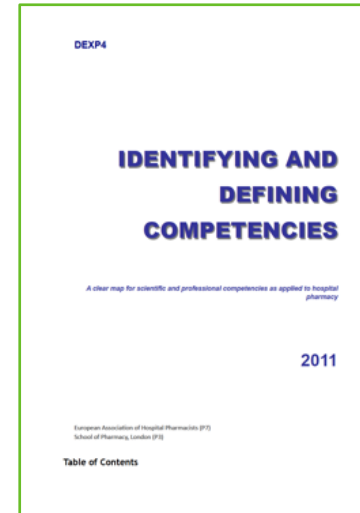
Kees Neef | **The Netherlands**  
Kersti Teder | **Estonia**  
Marcela Heislerova | **Czech  
Republic**  
Natasa Faganeli | **Slovenia**  
Paolo Serra | **Italy**  
Petur S. Gunnarsson | **Iceland**  
Pierre Voirol | **Switzerland**  
Steffen Amann | **Germany**



# POST GRADUATE EDUCATION NEEDS FOR HOSPITAL PHARMACY

## Background

- PHARMINE (2011)
- European Statements of Hospital Pharmacy
- Existing post graduate Hospital Pharmacists programmes (e.g. ELOZ III)





# THE 44 EUROPEAN STATEMENTS OF HOSPITAL PHARMACY

On the basis of FIP Basel statements 2008 EAHP aimed to create a European practice model

Concise statements in 6 Hospital Pharmacy practice fields (sections) were agreed by patients, HCPs and HPs in May 2014

Published in October 2014



# THE VISION: THE EUROPEAN STATEMENTS OF HOSPITAL PHARMACY

44 statements - 6 sections

- 1. Introductory Statements and Governance
- 2. Selection, Procurement and Distribution
- 3. Production and Compounding
- 4. Clinical Services
- 5. Patient Safety and Quality Assurance
- 6. Education and Research



# CAR BREAK



# PROCESS

## Step 1 EAHP Hospital Statements

**44 Statements** analysed  
**15 countries** surveyed

**Visual Map** developed  
– current practice; not  
completely clear; not  
current practice or not  
applicable.

CTF Working Group 1   Competency Mapping   Country Outcomes											Current practice		Not completely clear		Not current practice or not applicable		
EAHP	Belgium	Bulgaria	Czech	Estonia	Finland	France	Germany	Hungary	Iceland	Italy	Latvia	Portugal	Slovenia	Spain	The Netherlands		
<b>Section 1: Introductory Statements And Governance</b>																	
1.1																	
1.3																	
1.4																	
1.5																	
1.6																	
1.7																	
<b>Section 2: Selection, Procurement And Distribution</b>																	
2.1																	
2.2																	
2.3																	
2.4																	
2.5																	
2.6																	
2.7																	
<b>Section 3: Production And Compounding</b>																	
3.1																	
3.2																	
3.3																	
3.4																	
3.5																	
3.6																	
<b>Section 4: Clinical Pharmacy Services</b>																	
4.1																	
4.2																	
4.3																	
4.4																	
4.5																	
4.6																	
4.7																	
4.8																	
<b>Section 5: Patient Safety And Quality Assurance</b>																	
5.1																	
5.2																	
5.3																	
5.4																	
5.5																	
5.6																	
5.7																	
5.8																	
5.9																	
5.10																	
5.11																	
<b>Section 6: Education And Research</b>																	
6.1																	
6.2																	
6.3																	
6.4																	
6.5																	
<b>Missing Competencies</b>																	
extra																	

# PROCESS

## Step 2

21 Overall Themes identified

45 Competencies identified

Initial identification of the competencies in the PHARMINE framework

Competencies			
<p><b>1   Clinical</b></p> <ul style="list-style-type: none"> <li>- Pharmacotherapy</li> <li>- Pharmacology</li> <li>- Pharmacokinetics</li> <li>- Pharmacoeconomics</li> <li>- Pharmaceutics</li> <li>- Governance</li> <li>- Skills</li> <li>- Data</li> <li>- Review of patients</li> <li>- Trials</li> </ul> <p><b>Practical knowledge</b></p> <ul style="list-style-type: none"> <li>- IT</li> <li>- Basic</li> <li>- Advanced</li> </ul> <p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>- Healthcare professionals</li> <li>- Patients/cases</li> <li>- Staff</li> </ul> <p><b>Management (General)</b></p> <p><b>Budget</b></p> <p><b>Professionalism</b></p> <p><b>Judgment</b></p>	<p><b>2   Staff</b></p> <ul style="list-style-type: none"> <li>- Human resources</li> <li>- Planning</li> <li>- Management</li> <li>- Development</li> <li>- Monitoring for contamination</li> </ul> <p><b>Procurement</b></p> <ul style="list-style-type: none"> <li>- Process design</li> <li>- Mapping</li> <li>- Regulatory requirements</li> </ul> <p><b>Tutor mentoring</b></p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- Organisational skills</li> </ul> <p><b>Information</b></p> <ul style="list-style-type: none"> <li>- Gathering</li> <li>- Analysis/evaluation</li> <li>- Providing</li> <li>- Evidence base</li> <li>- Databases</li> </ul> <p><b>Team work</b></p> <ul style="list-style-type: none"> <li>- Transfer of care</li> <li>- Education and training</li> </ul>	<p><b>Quality control/management</b></p> <ul style="list-style-type: none"> <li>- <del>cases</del> resolution of problems (page 19)</li> <li>- identification of medicines management problems (page 20)</li> <li>- assessing outcomes of contributors (page 21)</li> <li>- quality management systems (page 21)</li> <li>- <del>department</del>-s SOP-s (page 23)</li> <li>- quality of service (page 23)</li> </ul> <p><b>Risk</b></p> <ul style="list-style-type: none"> <li>- Assessment</li> <li>- Related to medicines                             <ul style="list-style-type: none"> <li>- Prevention (page 21)</li> </ul> </li> <li>- <del>Minimisation</del> <ul style="list-style-type: none"> <li>- Training (page 23)</li> </ul> </li> <li>- Risk management (page 23)</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Knows the programs of risk management</li> <li>- Knows the pharmacovigilance and legislation about that</li> <li>- Knows the risks and how identify and prevent them</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Is able to identify the risks</li> <li>Is able to implement the prevention plan</li> <li>Is able to notify the programs about the adverse drug reactions and medications related errors</li> <li>Is able to notify the professionals about risks and prevention methods</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>- Takes responsibility to identify and report of the risks</li> </ul> <p><b>Learning objects</b></p> <ul style="list-style-type: none"> <li>- Knows the risks, the methods to identify and prevent these</li> </ul> <p><b>Good Manufacturing Practice (GMP)</b></p> <ul style="list-style-type: none"> <li>- Quality (page 19)</li> <li>- Quality controlling medicines for public health (page 20)</li> <li>- Analysis and control of medicines (page 21)</li> <li>- Large scale manufacturing (page 25)</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>- Professionalism (page 22)</li> </ul> <p><b>Public Health</b></p> <ul style="list-style-type: none"> <li>- Public health (page 20)</li> <li>- Health needs (page 20)</li> <li>- Need for information is identified (page 20)</li> <li>- Medicines information (page 20)</li> </ul>	<p><b>4   Medicines</b></p> <ul style="list-style-type: none"> <li>- Safety</li> <li>- Monitoring</li> <li>- Information</li> <li>- Ergonomics (how to store effectively)</li> <li>- Stock management</li> <li>- Interactions</li> <li>- Therapeutic decisions</li> <li>- Medication change</li> </ul> <p><b>Medical</b></p> <ul style="list-style-type: none"> <li>- devices</li> <li>- language</li> <li>- disease knowledge</li> </ul> <p><b>Research Projects</b></p> <p><b>Reimbursement</b></p> <p><b>Service provision</b></p>

# PROCESS

## Step 3

### Framework Template

3 options provided

One chosen as a structure for the draft framework (Option 2).

OPTION 1 | Example

Pharmaceutical Care			
Competencies		Behaviours	
1.1	Monitor medicines therapy	1.1.1	Apply guidelines, medicines formulary system, protocols and treatment pathways
		1.1.2	Ensure therapeutic medicines monitoring, impact and outcomes (including objective and subjective measures)
		1.1.3	Identify, prioritise and resolve medicines management problems (including errors)
1.2	XXX	1.2.1	X
		1.2.2	X
1.3	XXX	1.3.1	X

Context taken from the source:

This competency framework can be a starting point to provide guidance, it can be an aid in providing an overview of how practice can be translated into 'what' and 'how' pharmacists should learn and interact with pharmaceutical care skills during their hospital training, always with country specifications in mind (this option does not imply that there should be a 'single' global curriculum that would fit all countries). Acting as a mapping tool for the creation of country specific needs for the development of practice and practitioner professional development, this option can be attached to an assessment grid and, together with appropriate assessment tools. By creating a portfolio, in synergy with other assessment tools, countries can implement the CTF into practice, developing education and training infrastructures for their hospital pharmacists.

OPTION 2 | Example

Therapeutic Management				
Competencies		Knowledge	Skills	Attitudes
1.1	Follow up with patients	The barriers to concordance in patients	Personalise treatment goals based upon national therapeutic targets whilst recognising the individual patient's circumstances	Multi-professional approach to effective team-working
1.2	XXX	XXX	XXX	XXX
1.3	XXX	XXX	XXX	XXX

Context taken from the source:

The competency framework is designed to help pharmacists understand and develop the extended knowledge and skills they will require to provide services beyond the scope of their roles. Such developments are expected to occur within a negotiated local framework.

OPTION 3 | Example

Medicines Related Competencies			
Monitoring medicine therapy			
Behavioural Indicator		Behaviours	
Level 1	Identifies medicines management problems	Identifies patients for which ongoing monitoring is required.	
		Identifies monitoring parameters and potential adverse effects.	
		Establishes a plan for review of objectives and treatment outcomes.	
		Ensures medicines are appropriately monitored when required.	
Level 2	Prioritises medicines management issues	Prioritises medicines management issues of individuals and patient groups that one works with.	
		Applies current clinical guidelines, recognising their limitations.	
Analysis and control of medicines			
Behavioural Indicator		Behaviours	
Level 1	XXX	X	
		X	
		X	

Context taken from the source:

This structure, with competency clusters as the highest elements of the behavioural indicator as the most detailed elements, remains one of the most common layouts for a competency framework.



# CTF | DRAFT VERSION | EXAMPLE

## Pharmaceutical care and clinical pharmacy skills competencies

Competencies		Attitude	Knowledge		Behaviour Competencies
1.	Patient consultation	Patient oriented and safety attentive, reliable and confident	1.1	Patient Assessment	Is able to take a health status and medication history by using appropriate questioning where possible or medical records to obtain relevant information from the patient, recognising conditions, symptoms and special needs of individual patients. (...)
			1.2	Patient consent <i>(if applicable)</i>	Ensures that the informed consent of a patient is obtained when required (procedures/treatment/research).
			1.3	Consultation or referral	Refers complex pharmaceutical and/or complex acute healthcare issues to a senior colleague, other healthcare professional or other service when appropriate. Ensures that the standard operating procedures and guidelines are always met, especially for complex situations.
2.	Medicine, medication safety and medical devices issues	Safety attentive, reliable and confident	2.1	Interactions: medicine – medicine; medicine – patient; (...)	Is able to identify, priorities and act upon and document interactions. Is able to describe the different mechanisms of medicines interactions and identify which type of interaction applies.



# CTF | DRAFT VERSION | IN CURRENT NUMBERS

## 4 Clusters:

Patient care and clinical pharmacy skills competencies

Medicines and their use related competencies

Management competencies

Professional competencies

- **26 Competencies**
- **102 Knowledge items identified**
- **221 Behaviour competencies**

# CAR BREAK



# CTF | DRAFT VERSION | OVERVIEW

Scientific knowledge			
Patient focus		Medicines focus	
Patient care and clinical pharmacy skills competencies		Medicines and their use related competencies	
1.	Patient consultation	7.	Development, production, analyses and control of medicines
2.	Medicine, medication safety and medical devices issues	8.	Provision of medicine and medical devices
3.	Gathering information	9.	Medicines and medical devices information and patient education
4.	Analysing and applying information	10.	Monitoring medicines therapy and medical devices
5.	Providing information	11.	Interface management
6.	Information expertise	12.	Evaluation of outcomes
Management knowledge			
System focus		Practice focus	
Management competencies		Professional competencies	
13.	Procurement – and management of medicines and medical devices	19.	Professionalism
14.	Hospital and medication safety management	20.	Effective communication skills
15.	Collaborative work	21.	Team work
16.	Clinical Governance	22.	Organisation
17.	Staff management	23.	Service Provision
18.	Development and research	24.	Costs systems
		25.	Training other healthcare professionals
		26.	Leadership development

# FRAMEWORK & EAHP STATEMENTS

## Patient Focus

### Pharmaceutical care and clinical pharmacy skills competencies

- |    |                                                        |
|----|--------------------------------------------------------|
| 1. | Patient consultation                                   |
| 2. | Medicine, medication safety and medical devices issues |
| 3. | Gathering information                                  |
| 4. | Analysing and applying information                     |
| 5. | Providing information                                  |
| 6. | Information expertise                                  |

4. Clinical Services

5. Patient Safety and Quality Assurance

# FRAMEWORK & EAHP STATEMENTS

## Medicines Focus

### Medicines and their use related competencies

7.	Development, production, analyses and control of medicines
8.	Provision of medicines and medical devices
9.	Medicines and medical devices information and patient education
10.	Monitoring medicines therapy and medical devices
11.	Interface management
12.	Evaluation of outcomes

2. Selection, Procurement and Distribution

3. Production and Compounding

4. Clinical Services

5. Patient Safety and Quality Assurance

# FRAMEWORK & EAHP STATEMENTS

System Focus	
Management competencies	
13.	Procurement – and management of medicines and medical devices
14.	Hospital and medication safety management
15.	Collaborative work
16.	Clinical Governance
17.	Self management
18.	Development and research

1. Introductory Statements and Governance
2. Selection, Procurement and Distribution
3. Clinical Services
4. Clinical Services
5. Patient Safety and Quality Assurance
6. Education and Research

# FRAMEWORK & EAHP STATEMENTS

1. Introductory Statements and Governance

Practice Focus	
Professional competencies	
19.	Professionalism
20.	Effective communication skills
21.	Team work
22.	Organisation
23.	Service Provision
24.	Costs systems
25.	Training other healthcare professionals
26.	Leadership development

4. Clinical Services

5. Patient Safety and Quality Assurance

6. Education and Research



# WHAT IS THEIR ESSENCE? THEY ARE ALL...



- Cars
- Red
- With 4 tires
- With a motor
- With side mirrors
- With front lights
- In the same perspective

Their **purpose** in essence is to protect the drivers while providing the best experience...

# CTF | DRAFT VERSION | EXAMPLE

## Pharmaceutical care and clinical pharmacy skills competencies

Competencies		Attitude	Knowledge		Behaviour Competencies
1.	Patient consultation	Patient oriented and safety attentive, reliable and confident	1.1	Patient Assessment	Is able to take a health status and medication history by using appropriate questioning where possible or medical records to obtain relevant information from the patient, recognising conditions, symptoms and special needs of individual patients. (...)
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## NEXT STEPS...



Final framework to be approved by EAHP General Assembly in June 17:

- Discuss with Professional Bodies
- Discuss with European Commission
- Discuss with Regulatory Bodies

Then – identify the quality assurance framework

Finally – seek mutual recognition

# GAINING THE AGREEMENT...TAKE PART IN THE CONSULTATION!

Register for the February 2017 consultation at:  
[www.hospitalpharmacy.eu/ctf-consultation/](http://www.hospitalpharmacy.eu/ctf-consultation/)



About

GENERAL  
INFORMATION

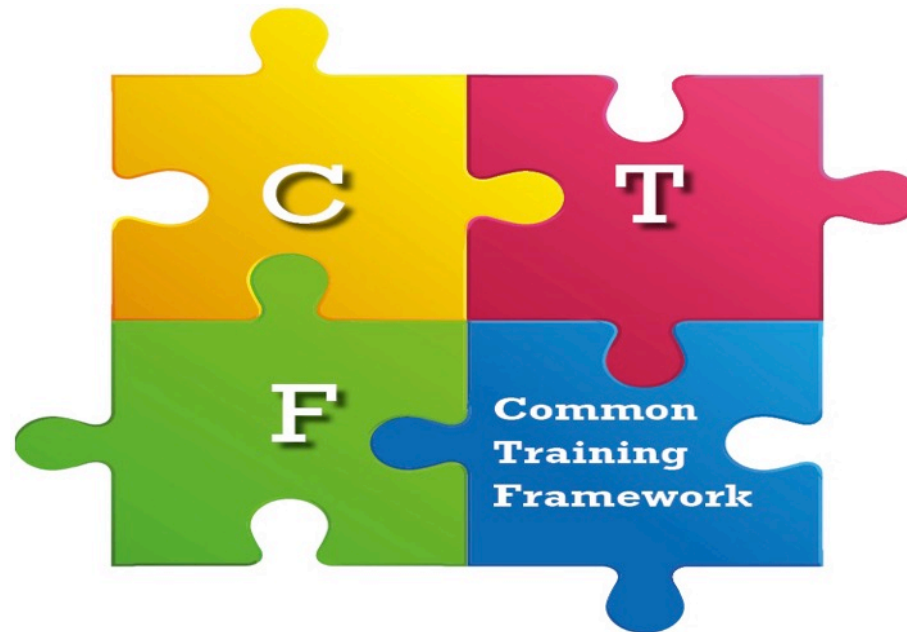
WHAT IS A CTF

BENEFITS OF A CTF

WHAT CONSTITUTES ADVANCED PRACTICE  
HOSPITAL PHARMACY IN EUROPE? HAVE  
YOUR SAY!

# MANIFESTO...

A focus on humans, through medicines and pharmaceutical care, empowered by a transformed workforce.







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**GRAZIE MILLE**