



Pharmacy Board of Australia

The intern training experience from perspective of the intern and preceptor – a large scale study

Final report

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This report has been modified from its original form to remove any personal information that could identify an individual.

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Executive Summary

The Pharmacy Board of Australia (the Board) is a National Board established under the Health Practitioner Regulation National Law, as in force in each state and territory (the National Law). The Board's functions include:

- a. registering suitably qualified and competent persons
- b. deciding the requirements for registration including requirements for supervised practice in the profession
- c. developing or approving standards, codes and guidelines for the profession
- d. approving accredited programs of study as providing qualifications for registration.

To be eligible for general registration as a pharmacist, an individual must be suitably qualified by completing an approved program of study, a period of supervised practice during provisional registration, and a written and an oral examination. The Board's requirements for general registration are further detailed in its registration standards.

Anecdotal feedback had raised concerns about whether there were inconsistencies in the quality of supervision and training during the period of supervised practice. This report presents results of a large-scale survey about the period of supervised practice undertaken by pharmacy interns (i.e. individuals with provisional registration) prior to obtaining general registration. The survey sought information on demographic variables, qualifications, the characteristics of the internship or preceptor background experience, and respondents' perceptions about aspects of the period of supervised practice in preparing interns for independent practice as pharmacists. Information on the survey development and sampling method is also provided.

A sample of approximately 1156 recent pharmacy interns and 955 preceptors was identified from the period 1 November 2016 and 28 February 2017.

A total of 413 surveys were returned via the *Qualtrics* web-based platform. There were 5 responses of "none of the above" to the question asking whether the respondent was a pharmacy intern or a preceptor for pharmacy intern(s) and 15 were blank. These 20 records were excluded from the analysis, leaving 393 records for analysis.

Of the 393 records analysed:

- 315 were 100% completed
- 240 of the surveys were completed (some partially) by current interns or those who had been interns within the last 12 months.
- 153 respondents identified as a "preceptor" or "delegated pharmacist". Of these:
 - 111 respondents identified as a "preceptor who provided day-to-day supervision and training".
 - 39 respondents identified as a "preceptor who delegated day-to-day supervision and training". (Note: These respondents were not able to progress in the survey past this sorting question, although they were requested to forward the survey to their delegated pharmacists)
 - 3 respondents identified as a "delegated pharmacist" (Note: The delegated pharmacist responses were then combined with the day-to-day supervising preceptors due to the privacy and practical considerations of reporting small numbers).

The results of this large-scale survey suggested that:

- the majority of recent interns agreed that the internship period provided them with the necessary skills and knowledge to practise independently as a pharmacist, and
- the majority of preceptors agreed that the internship period provided interns with the necessary skills and knowledge to practise as a competent and an independent pharmacist.

Qualitative responses from interns showed that most of the challenges they faced were a mix of: "*Balancing full time work and full-time study*", "*time management*" or "*work-life balance*" or resultant stress issues.

Of the 34 respondents who took more than 12 months to register after commencing their supervised practice:

- almost a third (n = 11, 32%) stated this was due to not passing their exams at the first attempt, and
- just over a quarter (n = 9, 26%) cited Ahpra bureaucratic delays as the reason for their delayed registration.

Qualitative responses from preceptors showed that:

- common challenges faced as a preceptor included *“Mostly time management including balancing supervision and workload; and, managing the interns, including apparently limited knowledge of interns in some respects of pharmacy practice”*, and
- the most highly rated skills or attributes considered by preceptors to make a good intern were *“Problem solving and decision-making skills; people skills and communication skills, including listening to patients and other health professionals; organisational skills; team work; enthusiasm and motivation to work and learn; attention to detail; willingness to listen and learn; and, showing initiative”*.

1. Introduction

The Pharmacy Board of Australia (the Board) is a National Board established under the Health Practitioner Regulation National Law, as in force in each state and territory (the National Law). The Australian Health Practitioner Regulation Agency (Ahpra) works in partnership with National Boards to implement the National Registration and Accreditation Scheme and administer National Law. The Board's functions include:

- registering suitably qualified and competent persons
- deciding the requirements for registration including requirements for supervised practice in the profession
- developing or approving standards, codes and guidelines for the profession
- approving accredited programs of study as providing qualifications for registration.

In 2018, the Board undertook a large-scale survey of recent interns about their supervised practice experience during the internship which is undertaken prior to obtaining general registration as a pharmacist. The Board also surveyed pharmacists responsible for acting as preceptors for interns during their period of supervised practice. As part of the survey development process, a pilot version of the survey was developed in 2017 and administered to a sample of recent interns and pharmacists, in order to validate proposed questions and obtain preliminary data.

The survey was developed by the Board in conjunction with intern training program staff, community and hospital pharmacists, pharmacy student representatives and staff from the Australian Health Practitioner Regulation Agency (Ahpra).

This report provides background information on requirements for general registration and the role and responsibilities of interns and preceptors which are necessary for an understanding of the intern year experience. The results of the large-scale survey of interns and preceptors are reported, and the implications of the results for future action directed at improving the intern year experience are discussed. The report provides the Board with quantitative and qualitative evidence of the intern training experience the majority of which is positive, although a number of areas for improvement are identified as well. These findings may assist in informing the Board's future supervised practice policy review and the development of information for interns and preceptors.

1.1 Requirements for general registration

To be eligible to apply for general registration as a pharmacist, an individual must be suitably qualified and competent. The Board's requirements for general registration provide assurance that an individual is suitably qualified and competent. The intern year is an integral component of these requirements.

An overview of the requirements for general registration is provided below as background information for consideration of the results and findings of the survey. This is intended to explain how the intern year fits into the requirements and contributes to the process by which graduates progress toward becoming eligible for general registration under the National Law and assists with analysing and interpreting the significance of the results.

Attachment 3 contains a full summary of the requirements for general registration, relevant registration standards, resources and other information to support interns and preceptors during internship. The Board's requirements for general registration are published on its [website](#).

To be eligible to apply for general registration a candidate must have completed the following requirements:

1. Graduated from an approved pharmacy program of study
2. Gained provisional registration approved by the Board to commence their intern year
3. As part of their intern year:
 - a. Completed 1824 hours of supervised practice (internship) under supervised practice arrangements approved by the Board
 - b. Completed an intern training program accredited by the Australian Pharmacy Council including such activities that the provider uses to confirm satisfactory completion of the program

- c. Demonstrated ability to extemporaneously prepare (compound) medicines as assessed by preceptors and confirmed by the intern training provider
- d. Satisfactorily completed the annual continuing professional development (CPD) requirements in accordance with the Board's registration standard and guidelines on CPD and confirmed by the intern training provider
- e. Provided evidence of completion of a current first aid certificate to the intern training provider.
- f. Passed a written examination conducted by the APC on behalf of the Board.
- g. Passed an oral examination conducted by the Board

A provisionally registered candidate who has completed all of the above requirements during their intern year must ensure that they meet the following registration standards for ongoing general registration:

- Registration Standard: Criminal History
- Registration Standard: Professional indemnity insurance arrangements
- Registration Standard: Continuing professional development
- Registration Standard: Recency of practice
- Registration Standard: English language skills

1.2 Resources available for supervised practice

The Board provides numerous information resources to assist interns and preceptors in the intern year. These are published on the Board's website and include the [Registration standard: supervised practice arrangements](#) and resources which give an overview of the pathway to general registration from study to work. There is also information on the requirements and responsibilities of graduates seeking provisional registration to complete an internship, the [Intern pharmacist and preceptor guide](#), and sample intern training plans.

1.3 Preceptor role and responsibilities

The [Intern pharmacist and preceptor guide](#) outlines the roles and responsibilities of preceptors and emphasises the importance of undertaking training for the role as part of continuing professional development. The preceptor role and responsibilities are described as providing their interns with an orientation, a training program supported by regular meetings, and practice exposure. Advice is provided to the preceptor on the learning process, motivating interns, assessment and feedback, assessing extemporaneous prepared medicines, CPD during internship and managing performance issues. Additionally, preceptors are advised to undertake a preceptor training program as part of their own preparation for the role.

The requirements for general registration, the Board's supporting resources and the expected roles of preceptors outlined above demonstrate the importance of the intern year from educational, professional and regulatory perspectives. The intern experience may have a lasting effect on their attitudes to professional practice and the way in which they practise. From the Board's perspective, evidence-based understanding of the intern year experience is a critical measure of achieving the outcomes of the internship year and is essential in the Board exercising its functions as effectively as possible under the law. A key element is to reflect the regulatory principle of protecting the health and safety of the public by ensuring that only practitioners who are suitably trained and qualified to practise in a competent and ethical manner are registered.

1.4 Pilot survey

Anecdotal evidence suggested that there were problematic aspects associated with the intern period. A commonly expressed concern related to inconsistencies in the quality of the training and supervision experience. Preceptors are not remunerated for the supervision they provide interns, which means that a decision to take on an intern may be motivated by a sense of professional responsibility, or commercial and/or other considerations. On the other hand, preceptor comments focused on the variable quality of graduates in terms of the adequacy of their knowledge and skills, the quality of their communication with colleagues and patients and their general readiness to practise.

In order to establish the extent and nature of these concerns and issues, in 2017 the Board undertook a pilot survey of recent interns and preceptors about the intern year with particular reference to their experience of supervised practice.

The pilot survey was administered to a sample of approximately 200 recent pharmacy interns and 200 preceptors. The purposes of this pilot survey were:

- to validate items in each of the questionnaires to lay the foundation for the large-scale survey, and
- to gather preliminary data which may be useful to further refine the items used in future surveys.

The results of the pilot survey also were used to illustrate examples of what statistics and tables could be generated after administering the survey to a larger sample.

2. Survey development

The development of the large-scale survey was commissioned and overseen by the Registration and Examinations Committee (REC) of the Board and undertaken by independent pharmacist consultant Sally Yeung.

A Key Informants Group of relevant stakeholders from the pilot survey was re-established in conjunction with Ahpra Pharmacy staff, and a brief literature review was undertaken by Ms Yeung.

2.1 Key Informants Group

The Key Informants Group (KiG) comprised members representing the following:

- Pharmacy Guild of Australia
- Society of Hospital Pharmacists of Australia
- Preceptors (Hospital)
- Preceptors (Community pharmacy)
- Ahpra
- National Australian Pharmacy Students' Association
- Pharmaceutical Society of Australia
- University of Sydney
- Australian Pharmacy Council
- Monash University

The Key Informants Group was supported by:

- Joe Brizzi Executive Officer, Pharmacy, Ahpra
- Richard Clark Research Unit, Ahpra
- Michelle Pirpinias Senior Policy Officer, Pharmacy, Ahpra
- Rod Wellard Chair, Registration and Examinations Committee, Pharmacy Board of Australia
- Sally Yeung Consultant

The role of the Key Informants Group (KiG) for the large-scale survey was to provide domain-specific expertise to the re-development of the survey. The KiG met by teleconference twice in January 2018 and twice in February 2018.

2.2 Literature search

A title search of relevant OVID databases for peer-reviewed literature relating to pharmacy interns/residents and preceptors was undertaken in October 2016 (for the pilot survey) using the search terms (pharmacy or pharmacist*) and (interns or residency or residencies or residents or preceptor*). The purpose of the literature search was to identify papers that discussed issues relating to the quality of pharmacy internships, clerkships or residencies, or included suitable questionnaires or items that could be adapted to develop this survey. The search returned 765 papers, a relevant subset of which is described below, and linked to survey items they engendered.

In January 2018, a second literature search using the identical search terms was undertaken (limited to English language and Human), with the search returning 604 papers. Of the new papers returned, none provided any additional insights to the issues being investigated in the survey.

2.2.1 *Relevant papers*

Bochenek and colleagues (2016) [1] surveyed US pharmacy residents about the importance of selected characteristics in current and ideal preceptors. Buna and colleagues [2] surveyed Canadian pharmacy graduates about their residency training and how well it had prepared them for hospital pharmacy practice. Cerulli and Briceland (2004) [3] developed and evaluated training planning for US preceptors, including obtaining student evaluations of internships. Dornblaser and colleagues [4] reviewed preceptor responsibilities and desired characteristics. Kairuz and colleagues [5] surveyed NZ pharmacy interns and newly registered pharmacies about their perceptions of their preparedness to enter practice, with a particular focus on achievement of established competency standards for profession. Kassam[6] surveyed Canadian pharmacy students about their experiences with a senior year community pharmacy clerkship. Kirschenbaum and Zerilli[7] surveyed US and Puerto Rico schools of pharmacy to identify characteristics by which they assessed preceptors. Marriott and colleagues (2006)[8] surveyed Australian rural pharmacists before they undertook a preceptor education program about their attitudes and abilities as preceptors. Melaku and colleagues[9] surveyed Ethiopian pharmacy students and preceptors about preceptor teaching behaviours. Noble and colleagues[10] interviewed Australian pharmacy interns about their intern roles, their university experiences, how they saw themselves as pharmacists and their perceptions of the transition to practice. O'Sullivan and colleagues[11] conducted a thematic analysis of comments about excellent preceptors on US pharmacy student evaluation forms to identify behaviours exhibited by those preceptors. Smith and Romanelli[12] surveyed recent US pharmacy resident graduates about their career paths and experiences with their residency training programs. Sonthisombat[13] surveyed Thai pharmacy students' and preceptors' perceptions of preceptors' teaching behaviours. Stupans and colleagues[14] conducted interviews and focus groups with Australian interns, academics and preceptors to determine the skills required to adhere to the National Competency Standards for pharmacists. Taylor and colleagues[15] used surveys and focus groups of Australian pharmacy students to identify factors that undergraduate pharmacy students valued most highly in a rural clinical placement experience. Truong and colleagues[16] conducted surveys, interviews and focus group discussions to determine the educational / skills development needs of Canadian pharmacy residency preceptors. Wallman et al[17] conducted interviews with Swedish students and preceptors to determine what skills students acquire during their advanced pharmacy practice experience. Young and colleagues[18] analysed US student pharmacist evaluations of preceptors to determine factors associated with preceptor excellence.

2.2.2 *Issues raised by the literature search*

The pilot survey literature review identified the following critical areas that relate to the quality of internships for inclusion in/consideration by the survey:

- The location of the internship – community vs hospital pharmacies (different activities and perceived level of support reported by interns at community pharmacies)[10]
- The age/length of experience of preceptors (preceptors with less than 10 years' experience were perceived to have better teaching and clinical skills and to be more effective than more experienced preceptors)[1]
- The clinical skills and practice experience of preceptors[1, 3, 7-9, 11, 13, 15, 16]
- Preceptors' ability to act as role models[1, 4, 6, 7, 9, 13, 15, 18]
- Leadership skills of preceptors[1, 4, 18]
- Confidence of preceptors[1, 8, 15]
- Preceptors' ability to explain the basis of their decision-making to interns[1, 4, 6, 9, 13, 16] and answer questions clearly and precisely[9, 13]
- Opportunities for interns to participate in discussions and problem-solving activities[4, 6, 9, 11, 13, 18]
- Opportunities for interns to apply what they learned at university[6, 10, 17] and to build confidence through exposure to appropriately challenging tasks[15]
- Preceptors' encouragement of interns to use resource material and learn independently[4, 6, 9, 13, 15, 17, 18]

- Preceptors' use of a range of learning tools[1, 9, 13] and ability to tailor their instruction to a range of learning styles[1, 11, 15, 16]
- Preceptors' ability to directly observe performance[6, 9, 13] and provide constructive feedback[1, 3, 4, 7-9, 11, 16-18]
- Preceptors' ability to establish and maintain a good rapport with interns[1, 8, 15, 17] and help them stay motivated throughout their internships[8, 16]
- Preceptors' ability to provide interns with an appropriate degree of autonomy[3, 4, 7, 8, 11]
- Preceptors' enthusiasm for teaching[1, 4, 7, 9, 11, 13, 15, 18]
- Preceptors' support of and respect for interns[4, 7, 9, 13, 15]
- Preceptors spending adequate time with interns to answer questions and provide supervision[1, 3, 4, 6, 9, 11, 13, 15, 18] and discuss goals/training plans[4]
- Preceptors' knowledge of training body / university requirements and/or the purpose of the internships[4, 8, 15]
- Preceptors providing an adequate orientation to the internship setting[4, 6, 15]
- Preceptors establishing interns' current knowledge and strengths and weaknesses[1, 8, 18]
- The setting of the internship being friendly and welcoming[11] and having adequate space and resources[15]
- Other staff in the settings understanding the interns' roles and the goals/objectives of the internship[3]
- Liaison with relevant training bodies / universities for both intern and preceptors[8]
- That training plans were followed and useful, were integrated well with requirements of training bodies/universities[6, 9, 13, 15] and covered all aspects of established competency standards for pharmacists[5, 14]
- The provision of a broad range of activities as part of the internship[8, 11, 15]
- Preceptors' ability to incorporate interns into the settings' patient care activities[9, 13], including interaction with patients[3, 6, 7, 12, 15, 17] and with other health care providers[2, 3, 6, 10, 12, 15, 17]
- Intern skills improvements in dealing with challenging interpersonal situations[10, 17], counseling patients[3, 6], critical thinking and evidence-based decision making[3, 6, 7], time management[12, 17] and professional maturity and responsibility[6]
- Having a well-organised and structured internship[1, 4, 6, 11, 15, 18]
- Preceptor motivations, including satisfaction from watching interns grow in confidence and competence[8, 16], facilitation of professional development[8, 16], "giving something back" to the profession[8], attracting prospective employees[8] or simply because they were requested to do so[8]
- Workload issues[8, 16] and employer support for preceptors[16]
- Preceptor relationship with training bodies/universities, including the provision of appropriate guidance[8, 16] and contact details[4]
- Issues concerning the variability among interns, including level of skills and/or preparedness[8, 16], and enthusiasm and self-motivation[8, 16]
- Access to and usefulness of preceptor-related continuing professional development opportunities[4]

2.3 The large-scale survey

Two versions of the large-scale survey were developed and refined from the pilot survey, one for recent interns and the other for preceptors who had supervised interns in the last 12 months. An initial question asked respondents to identify themselves as either recent interns, Board-approved preceptors who did not delegate the responsibility for directly supervising interns to other pharmacists, Board-approved preceptors who did delegate responsibility to other pharmacists, or delegated pharmacists. Those who identified themselves as Board-approved preceptors but who delegated direct supervision of interns to other pharmacists were requested to forward the survey onto a pharmacist to whom they had delegated this responsibility (i.e. a delegated pharmacist).

For the purposes of this survey, "preceptor" refers to the pharmacist approved by the Board to be responsible for an intern's overall supervision during the internship period at an approved training site. "Delegated pharmacist" refers to any other pharmacist holding general registration who was responsible for an intern's 'day-to-day' supervision, training and/or mentoring during their internship

period. Such a pharmacist may be known as a supervising pharmacist, an intern coordinator, or a training pharmacist.

Because only 3 out of 153 preceptor respondents identified themselves as “delegated pharmacists”, the title “preceptor” in this report refers to both preceptors and delegated pharmacists except where otherwise indicated.

For recent interns, the survey was split into four sections:

Part A - About you

This section of the survey sought information about respondent demographics, such as gender, age, ethnicity, first language spoken and prior pharmacy work experience.

Part B - About your qualifications

This section of the survey sought information about the country and type of pharmacy qualification obtained.

Part C - About your period of supervised practice

This section of the survey sought information about the location, duration and setting of supervised practice, reason for undertaking supervised practice, current registration status, oral and written examination status and results, intern training program completed, supervision arrangements (preceptor vs delegated pharmacist) and hours of direct supervision or training.

Part D - About your experience of your period of supervised practice

This section of the survey comprised Likert-style questions that asked recent interns to rate their preceptor or supervised practice experience on a range of topics, including preceptor clinical skills and experience, leadership qualities, teaching skills, ability to provide constructive feedback, ability to tailor supervision to the interns’ backgrounds and learning styles and general qualities; the relationship between the intern and the preceptor; orientation to the internship setting; liaison with their intern training program; range of activities experienced during the internship; skills development and the success of the period of supervised practice overall in preparing them for independent practice. This section also contained a number of open-ended questions.

For preceptors or delegated pharmacists, the survey was split into five sections:

Part A - About you

This section of the survey sought information about respondent demographics, such as gender, age, ethnicity, and first language spoken.

Part B - About your qualifications

This section of the survey sought information about the country and type of pharmacy qualification obtained.

Part C - About your role as a preceptor

This section of the survey sought information about the location in which the pharmacist worked as a preceptor, their experience as a preceptor (number of interns supervised, years acting in this role), registration duration and status, and any continuing professional development training undertaken in relation to being a preceptor.

Part D - About your current practice setting

This section of the survey sought information about the setting in which the pharmacist worked as a preceptor, and the workload and staffing arrangements in this setting.

Part E - About your experience as a preceptor or delegated pharmacist

This section of the survey comprised Likert-style questions that asked preceptors to rate themselves or their interns' supervised practice experience on a range of topics, including preceptor clinical skills and experience, leadership qualities, teaching skills, ability to provide constructive feedback, ability to tailor supervision to the interns' backgrounds and learning styles and general qualities; the relationship between the intern and the preceptor; orientation to the internship setting; liaison with their intern training program; range of activities experienced during the internship; skills development and the success of the period of supervised practice overall in preparing them for independent practice. This section also contained a number of questions specific to preceptors as well as open-ended questions.

The survey was run using Qualtrics online survey software between 19 March 2018 and 9 April 2018. This online survey platform has been trialled by Ahpra for numerous board surveys. This platform is well suited for small to moderate-sized surveys such as this Pharmacy intern/preceptor survey.

The full survey is included in Appendix 2 to this report.

3. Sampling and promotion of survey

3.1 Intern and preceptor frame

The population frame for the interns consisted of pharmacists who were first registered as provisional pharmacists between 1 November 2016 and 28 February 2017. The relevant data were extracted by Ahpra's Business Services team in March 2018.

This frame included 1156 pharmacists from all eight Australian states and territories.

The population frame for the supervising pharmacists was defined as all pharmacists who were listed as having been a Board-approved preceptor to any of these 1156 interns. As some preceptors were listed as supervising multiple interns, there were a total of 955 preceptors.

3.2 Active promotion of large-scale survey

The pilot survey response rate was 14%. This low response rate occurred in the context of no specific active promotion.

To increase the response rate and improve the quality of responses, Ahpra Communications department were consulted to develop a range of promotional strategies. These strategies were:

- respondent specific email invitations to the participants – 19 March 2018,
- two reminder emails to complete the survey during the survey period - 26 March 2018 and 3 April 2018,
- Pharmacy Board of Australia website news item at the time the survey invitations were sent - 19 March 2018,
- Pharmacy Board of Australia website news item when the survey response period was extended due to the Easter public holiday – 3 April 2018,
- notifications of the large-scale survey to pharmacy organisation stakeholders (e.g. Australian Pharmacy Council (APC), Pharmaceutical Society of Australia (PSA), Pharmacy Guild of Australia (PGA) etc.,
- media releases to pharmacy media such as Pharmacy Daily, and
- a prize draw of one of four \$80 AUD Myer vouchers on completion of the survey.

4. Results – Quantitative Data

The Ahpra Research Unit performed the analysis of results from the large-scale survey. A summary of key findings and relevant information are described below.

4.1 Demographics and setting characteristics of recent interns

Of the 1156 recent pharmacy interns, 240 of the surveys (20.8%) were completed (some partially). To minimise data loss, questions answered from incomplete surveys have been included in the data analysis, with the denominator for percentages based on the number who answered each question.

4.1.1 Demographics

From the almost 238 completed responses from individuals with either provisional or general registration, who had undertaken their period of supervised practice within the 12-month period prior to the survey, of these, 190 (80%) were female and 48 (20%) were male. The median age of intern respondents was 24 years and 5 months. One hundred and eighty-five (78%) respondents nominated English as their first language. One hundred and ninety-eight (84%) respondents reported working in a pharmacy setting prior to undertaking their period of supervised practice. Two hundred and two (86%) respondents had obtained a Bachelor's Degree in pharmacy, and thirty-four (14%) had obtained a Master's Degree.

All respondents completed the year of supervised practice because they had just completed a Board-approved university pharmacy program in Australia or New Zealand, i.e. none were overseas-qualified pharmacists seeking to obtain general registration in Australia.

Table 1: Intern's gender (n = 238)

Gender		
	No.	%
Female	190	80
Male	48	20
Total	238	100

Table 2: Intern's English as a first language (n = 237)

English as first language		
	No.	%
Yes	185	78
No	52	22
Total	237	100

Table 3: Intern's pharmacy experience prior to undertaking their supervised practice (n = 237)

Did you work in a pharmacy setting prior to undertaking your period of supervised practice		
	No.	%
Yes	198	84
No	39	16
Total	237	100

Table 4: Intern's qualifications (n = 236)

Degree type		
	No.	%
Bachelor degree	202	86
Master's degree	34	14
Total	236	100

4.1.2 Pathway to general registration

At the time of the survey, 173 (80%) respondents had obtained general registration. Thirty-four respondents (20%) took more than 12 months since commencement of their internship to gain general registration; reasons given were failure to pass exam at first attempt (11 respondents), and 23 "other reasons" which included a range of reasons such as personal circumstances and experiences and delayed general registration. Over 90% of those registered respondents reported passing both the oral and written exams on their first attempt.

Table 5: Registrations of intern respondents at the time of survey (n = 217)

Registered at time of survey (n = 217)

I have obtained general registration as a pharmacist		
	No.	%
Yes	173	80
No	44	20
Total	217	100

Time to general registration from supervision commencing

(n = 173)

Did you take more than 12 months since the commencement of your internship to gain general registration?		
	No.	%
Yes	34	20
No	139	80
Total	173	100

No. attempts – written exam:

Number of times written exam attempted		
	No.	%
1	164	95
2 or more	9	6
Total	173	100

No. attempts – oral exam:

Number of times oral exam attempted		
	No.	%
1	160	93
2 or more	13	8
Total	173	100

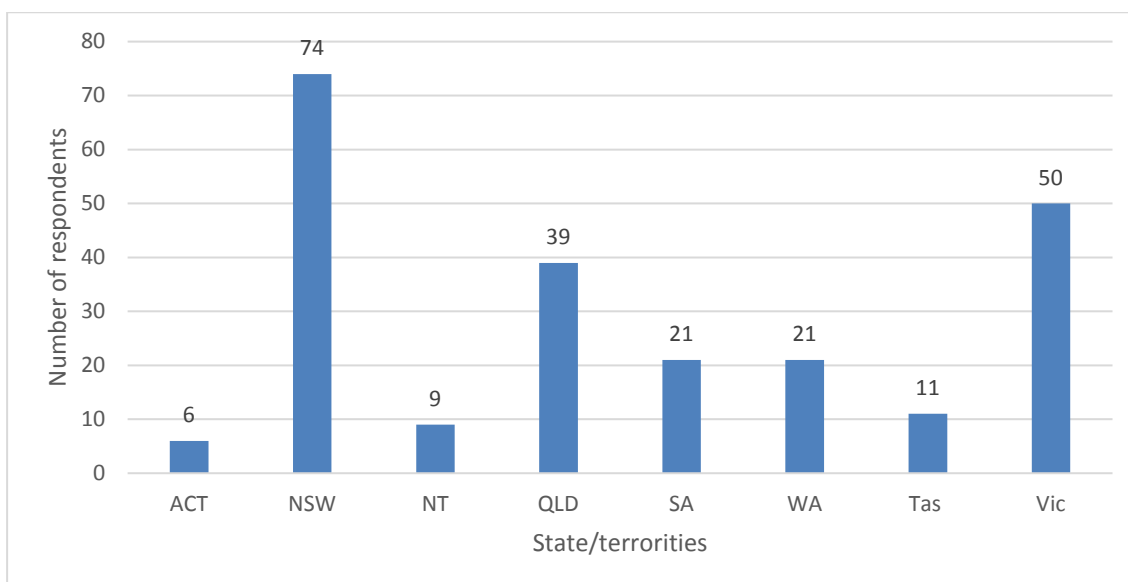
Table 6: Reasons for taking >12 months to complete internship (n = 34)

Why did you take more than 12 months to complete your internship?		
	No.	%
Did not pass exams at first attempt/within time frame	11	32
Other	23	68
Total	34	100

4.1.3 Supervised practice site and intern training program

The frequencies of respondents by state/territories where supervised practice (>50%) was undertaken is shown in Figure 1.

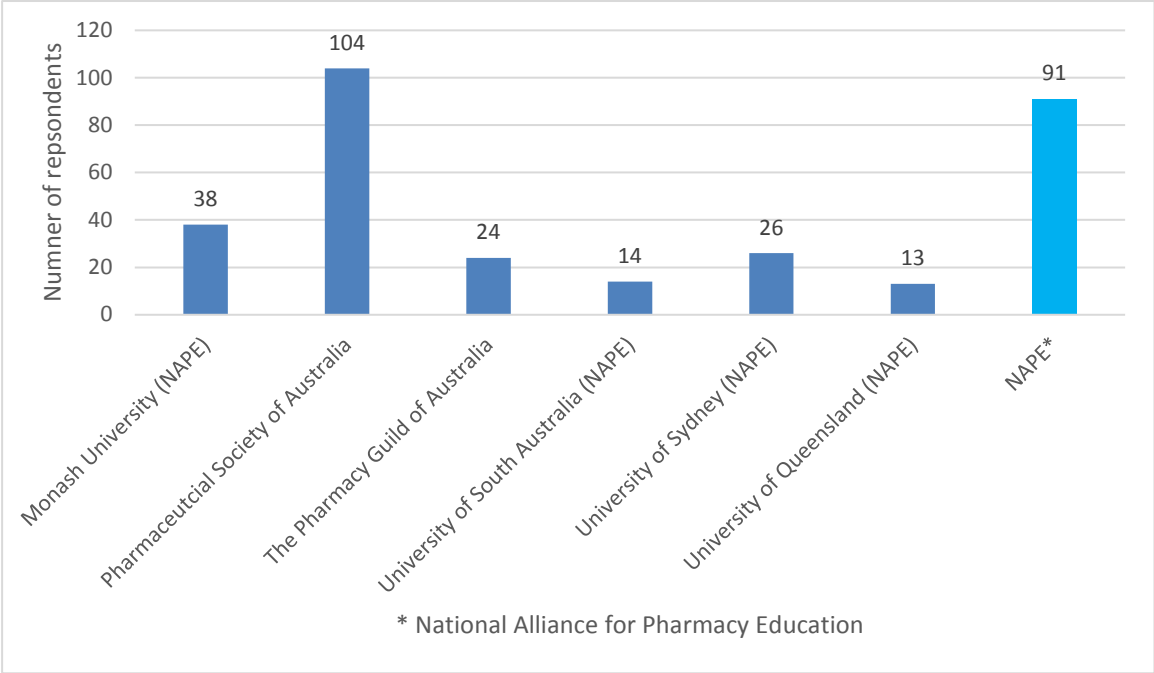
Figure 1: Respondents by state/territories where supervised practice (>50%) was undertaken (n = 231)



One hundred and four respondents (48%) to the survey participated in the Pharmaceutical Society of Australia (PSA) intern program, followed by Monash University* (17%) and University of Sydney* (12%).

**University of Sydney, Monash University, University of South Australia and University of Queensland have formed the National Alliance for Pharmacy Education (NAPE), where they deliver the NAPE Pharmacy Intern Training Program.*

Figure 2: Respondents by intern training program (n = 219)



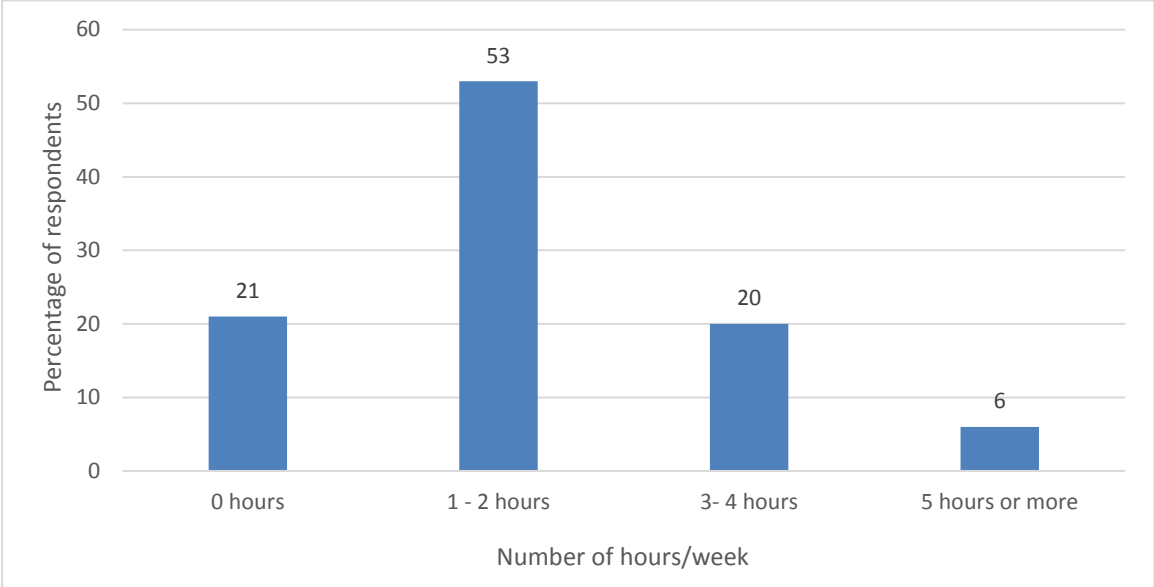
4.1.4 Preceptor

Of the 219 respondents, 128 interns (58%) had preceptors who were the pharmacists responsible for both day-to-day training and overall intern training at the approved supervised practice. The remaining 91 interns (42%) responded that their preceptors had delegated responsibility to one or more other pharmacists.

4.1.5 Training activities

Of the 219 respondents, 116 interns (53%) reported spending an average of 1-2 hours per week doing structured training activities with their preceptor during their period of supervised practice. Forty-seven (21%) respondents did not spend any time in structured learning activities and the remaining 56 (26%) respondents reported spending 3 or more hours per week in some sort of structured learning activities.

Figure 3: Number of hours spent per week in structured learning activities (n = 219)



4.2 Demographics and setting characteristics of preceptors

4.2.1 Demographics

There were 153 responses from pharmacist preceptors. Of these 111 were from pharmacists who identified themselves as providing day-to-day supervision and training of interns. Another 39 responses were from pharmacists who delegated day-to-day supervision of interns to other pharmacists. These respondents were not asked any further questions, although they were requested to forward the survey to their delegated pharmacists. Despite this request, only 3 respondents identified themselves as pharmacists who were delegated responsibility for interns. Thus, in total, only 114 responses received from pharmacists who had acted either as preceptors or delegated pharmacists in the last 12 months were included in the data analysis. Of these respondents, 67 (59%) were female and 47 (41%) were male, and the median age of respondents was 37 years. Sixty-six (58%) respondents were born in Australia, 48 (42%) were born overseas. Ninety-six (84%) respondents obtained their pharmacy qualification in Australia; the other eighteen respondents received their qualifications in countries other than Australia. One hundred and two (89%) respondents had a Bachelor's degree in pharmacy and 12 (11%) had a degree other than a Bachelor's degree.

Table 7: Breakdown of preceptor responses by delegation and supervision (n =153)

(Due to the privacy and practical considerations of reporting small numbers, the delegated pharmacist responses (n = 3) were combined with the day-to-day supervising preceptors)

Preceptor type	%	No.
Preceptor who provided day-to-day supervision and training - I am/was a preceptor who routinely supervised intern(s) during the last 12 months, and am/was responsible for the training and/or mentoring of these intern(s) (i.e. I do not/did not delegate this responsibility to another pharmacist).	73	111
Preceptor who delegated day-to-day supervision and training - I am/was a pharmacist and preceptor who delegated the day-to-day supervision, training and/or mentoring of these intern(s) to another pharmacist.*	25	39
Delegated pharmacist - I am a pharmacist who has not been an official preceptor in the last 12 months, but I have been delegated responsibility for the day-to-day supervision, training and/or mentoring of intern(s) in the last 12 months.	2	3
Total	100	153

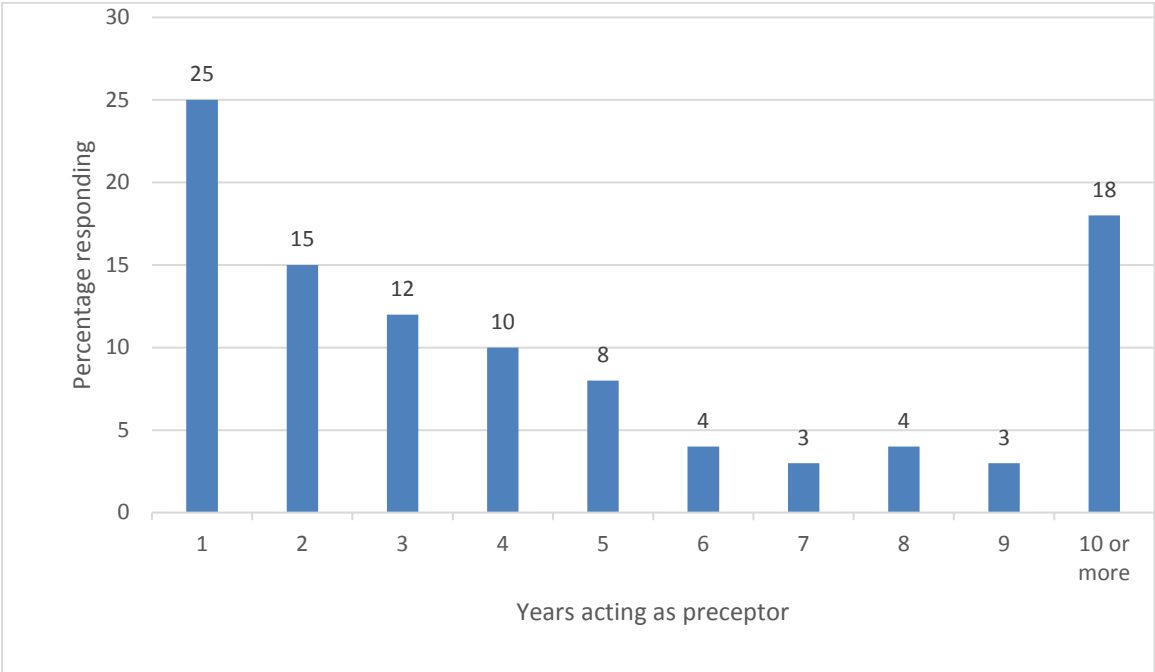
*N.B. These respondents were not able to progress in the survey past this sorting question.

4.2.3 Preceptor experience

Responses showed that 80% of preceptors had supervised one or two interns in the previous 12 months; while 3 respondents reported supervising 10 or more. The number of years that respondents had been acting in a preceptor role is bimodal, with 25% reporting just one year and 18% reporting greater or equal to 10 years in the role.

Half of the preceptors had been registered for 10 years or more and about a quarter had been registered for more than 15 years.

Figure 4: Number of years acting as preceptor (n = 110)

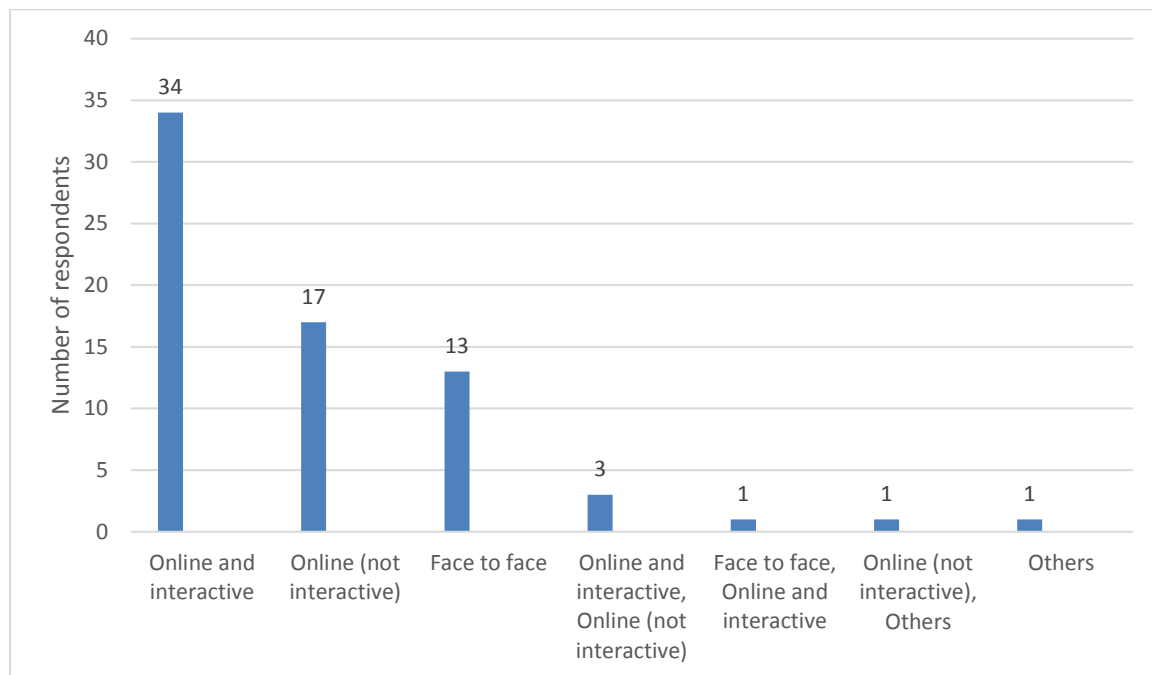


4.2.4 Preceptor training and CPD

Seventy respondents (64%) reported having undertaken continuing professional development (CPD) or other training in relation to being a preceptor; just over half reported completing a PSA course while a fifth reported taking part in Monash University training. Over half of the respondents reported last undertaking training/CPD in the previous 12 months and almost three quarters in the past two years. Frequencies of the mode of delivery for the CPD/training are shown in Figure 5, indicating that the majority of training undertaken was online in nature.

Figure 5: Mode of delivery* of CPD/training in relation to being a preceptor (n = 70)

*respondents can select more than one mode of delivery of CPD/training



4.3 Likert-style questions

Both intern and preceptor respondents were asked a series of questions with Likert-style answer options, grouped under a number of headings (see below). Interns were asked to rate characteristics of their preceptors or the usefulness of their period of supervised practice. Preceptors were asked how they perceive their own characteristics and asked to rate the usefulness of the period of supervised practice.

Preceptors were also asked to rate their agreement with statements specific to their roles.

A summary of principle aspects of both intern and preceptor responses are tabled below. For the purposes of this summary, agreed is a summary of strongly agreed and somewhat agreed responses, and disagreed is a summary of strongly disagreed and somewhat disagreed responses. Both intern results and preceptor results are completely independent responses, the results are presented together in a table for ease of comparison and do not reflect specific intern-preceptor relationships. In general, intern responses highlighted more areas for improvement than preceptor responses.

Technical Note:

This distribution of both intern and preceptor responses suggests a possible response bias (more so with preceptor), such as a so-called acquiescence or "yes-bias".¹

This kind of response bias can occur when respondents wishing to appear agreeable and polite avoid saying "no". They generally tend to agree to a statement or opinion regardless of how they may feel about the leading question. This kind of bias is known to be prevalent in yes/no and agree/disagree-type questions.² This effect may also be the result of the form of the introductory, proposition sentence or when respondents answer a series of questions set out in blocks using the same format requiring effortful cognitive processing of the proposition. Hence there is the potential that data quality may be affected. Therefore, these results may be treated with some degree of caution.³

References:

1 Vannette D. Avoiding the 'Yes' Bias. Qualtrics®. [Internet] Available from: <https://www.qualtrics.com/blog/avoiding-the-yes-bias/>. Accessed 18 June 2018.

2 Krosnick, Jon A., and Stanley Presser. 2010. "Question and Questionnaire Design." In *Handbook of Survey Research (Second Edition)*, eds. James D. Wright and Peter V. Marsden (Eds.), West Yorkshire, England: Emerald Group, 263-313.

4.3.1 Preceptor clinical skills and experience

A large majority (90%) of interns agreed that their preceptors had sufficient clinical skills and experience to supervise them

A large majority (>90%) preceptors rated themselves as having sufficient clinical skills and experience to supervise intern/s

4.3.2 Preceptor leadership qualities

A large majority (>80%) of interns agreed that their preceptor displayed leadership qualities

A large majority (>90%) of preceptors agreed on reflection that their intern/s would regard them as having good leadership and management skills and that they were confident in their role as a preceptor

4.3.3 Preceptor teaching skills

Just over half (55%) of the interns rated their preceptor as encouraging them to actively participate in discussion and problem-solving activities

A large majority (>90%) of preceptors agreed that they encourage their intern/s to actively participate in discussion and problem-solving activities

Less than half (46%) of interns agreed that their preceptor tailored their instruction to their backgrounds and learning styles

The majority (>70%) of preceptors agreed that they tailored their teaching styles to their interns' background and learning styles

4.3.4 Preceptor ability to provide feedback

Almost half (45%) of interns agreed that their preceptor directly observed their performance in order to provide feedback

A large majority (>80%) of preceptors agreed they directly observed their intern performance in order to provide feedback

Almost half (46%) of interns rated their preceptor as providing constructive feedback

A large majority (>80%) of preceptors agreed that they provide their intern/s with constructive feedback about their performance

4.3.5 Relationship between intern and preceptor

A large majority (>80%) of interns agreed that their preceptor maintained a good rapport with them

A large majority (>90%) of preceptors agreed that they maintained a good rapport with their interns

The majority (>70%) of interns agreed that their preceptor helped them stay motivated throughout their internship

A large majority (>90%) of preceptors agreed that they helped their interns to stay motivated throughout their internship

4.3.6 General qualities of preceptors

A majority (>70%) of interns agreed that their preceptor showed interest and enthusiasm for teaching
A large majority (>90%) of preceptors agreed on reflection that they showed interest and enthusiasm for teaching
The majority (>70%) of interns agreed that their preceptor spent enough time with them during their internships
A large majority (>90%) of preceptors agreed on reflection that they spent enough time with their intern/s during their internships to answer their questions and provide training/supervision
The majority (>70%) of interns agreed that their preceptor was knowledgeable about their ITPs requirements and the purpose of the period of supervised practice
A large majority (>90%) of preceptors agreed that they were knowledgeable about their ITPs requirements and the purpose of the period of supervised practice

4.3.7 Orientation to the internship setting

The majority (>70%) of interns agreed that they had been adequately oriented to the setting of their period of supervised practice
A large majority (>90%) of preceptors agreed that they had provided their intern/s with a helpful orientation to the supervised practice setting/s
A large majority (80%) of interns agreed that the setting where they undertook their period of supervised practice was a friendly and welcoming environment
A large majority (90%) of preceptors agreed that the setting where their intern/s undertook their period of supervised practice was a friendly and welcoming environment

4.3.8 Liaison with Intern Training Program (ITP)

A large majority (>80%) of interns felt well supported by their ITP provider throughout their period of supervised practice
The large majority (>80%) of preceptors felt that their intern/s were well supported by their ITP provider throughout their period of supervised practice
A large majority (>80%) of interns agreed their ITP scheduled of activities integrated well with their training plan and learning activities in the practice settings
The large majority (>80%) of preceptors agreed their interns' ITP scheduled of activities was useful in complementing their interns' learning

4.3.9 Range of activities experienced during internship

A large majority (>80%) of interns agreed that they had been exposed to a broad range of activities during their period of supervised practice
A large majority (>80%) of preceptors agreed that they provide a broad range of activities for their interns to experience as part of their period of supervised practice
A large majority (>80%) of interns agreed that their training plans had covered all aspects of the National Competency Standards Framework; however, only 65% agreed that they were useful and 68% agreed that they were followed and implemented.
The large majority (>80%) of preceptors agreed that their interns' training plans had covered all aspects of the National Competency Standards Framework, 91% agreed that the training plans were useful and 93% agreed that they were followed and implemented.

4.3.10 Intern skills development

A large majority (>90%) of interns agreed that their period of supervised practice improved their ability in dealing with challenging interpersonal situations
A large majority (>95%) of preceptors agreed that their interns' period of supervised practice improved their ability in dealing with challenging interpersonal situations
A large majority (>80%) of interns agreed that their period of supervised practice helped prepare them for the oral examination and provided them with sufficient opportunity to complete the extemporaneous dispensing assessment
A large majority (>90%) of preceptors agreed that their interns' period of supervised practice helped prepare them for their oral examination and that they provided their intern/s with sufficient opportunity to complete the extemporaneous dispensing assessment

4.3.11 Intern's time management/stress

The majority (70%) of interns agreed they were allowed sufficient time to complete any structured training activities with their preceptor
The majority (>70%) of interns agreed they effectively able to manage their stress levels

4.3.12 Preceptor-specific questions

A large majority (>90%) of preceptors agreed that they derived satisfaction from acting in that role
Less than half (40%) of preceptors agreed that they took on the role only because they'd been approached to do so
A large majority (80%) of preceptors agreed that they could manage their workloads in conjunction with their preceptor responsibilities, about half (56%) reported having an intern significantly increased the workload, and only 68% of preceptors agreed that they felt supported by their employer to act in this role
A large majority (>90%) of preceptors agreed that they were provided with information by the ITP provider about the aims of the intern year and their responsibilities, and 88% knew who to contact at the ITP provider if an intern was having difficulties, and 79% of preceptors accessed the ITP provider resources during the year
A large majority (>80%) of preceptors agreed that they were provided with information about the aims of the intern year and their responsibilities by the Pharmacy Board of Australia
A large majority (>80%) of preceptors agreed that interns vary in the level of preparation for the internship and 91% agreed that it is important for interns to have a good level of exposure to pharmacy practice at the start of the internship

4.3.13 Overall quality of the intern year

A large majority (>90%) of interns agreed that their period of supervised practice enabled them to gain the necessary skills and knowledge to practise as a pharmacist independently (i.e. practise as a pharmacist with general registration)
A large majority (>90%) of preceptors agreed that their interns' internship period provided them with necessary skills and knowledge to practise as a pharmacist independently (i.e. practice as a pharmacist with general registration)
A large majority (>90%) of interns agreed that their period of supervised practice enabled them to successfully apply what they learned during their pharmacy degree in practice

5. Results – Qualitative Data

5.1 Recent interns

The following free-text questions were asked of recent interns at the end of the survey:

- What were the main challenges you faced as an intern while undertaking supervised practice (list up to three)?
- What skills or attributes do you think make a good preceptor/delegated pharmacist?
- What are the most important things that contribute to a good supervised practice experience (list up to three)?
- What changes (personal or other) would have improved your supervised practice experience (list up to three)?

The summary from the analysis identified:

- the most often reported challenges faced by interns concerned a mix of: *“Balancing full time work and full-time study”, “time management”* or *“work-life balance”* or resultant stress issues.
- the characteristics sought in preceptors by interns included being: *“patient; knowledgeable; understanding of or empathetic to interns; up to date; good communicators; good teachers; and, supportive”*.
- the most important things judged by interns to contribute to a good supervised practice experience, included *“a supportive environment and staff; structured roles and responsibilities of the intern; a variety of patients and workplace experiences”*, although there was a range of other responses.
- suggested changes that would have improved the interns’ supervised practice experience were *“reduced workload/assignments from ITP”* and *“spending more time with preceptors”*.

5.1.1 Main challenges faced by interns while undertaking supervised practice

Some examples of the main challenges faced by interns while undertaking supervised practice are:

- *“Balancing/work/study/home life”*
- *“I was not given instruction or guidance when I made mistakes or handling problems”*
- *“coping with both work and study”*
- *“Studying after work”*

5.1.2 Skills or attributes that interns think will make a good preceptor

Some examples of skills or attributes that interns think will make a good preceptor are:

- *“ability to provide feedback”*
- *“ability to communicate with patient and staff, as well as the ability to lead”*
- *“patience, dedication, time-orientated, understanding”*
- *“someone who has the time to invest in your education and who is motivated to do so”*
- *“someone who is excited about the pharmacy profession and has a passion for passing on their knowledge”*
- *“the ability to adapt your teaching skills to suit the intern you are supervising”*

5.1.3 The most important things that contribute to a good supervised practice experience

Some examples of important things that contribute to a good supervised practice experience are:

- *“A good team environment that is supportive and understands the role of an intern”*
- *“Being exposed to a broad range of clinical areas”*
- *“positive and supportive working environment”*
- *“Being respected by your staff members and having your role as intern recognised”*
- *“Regular catch-up meetings to ensure the intern is on track”*

- *“Having a good relationship with fellow staff, effective time and stress management, and plenty of practice for the written and oral exams”*

5.1.4 *Changes (personal or other) that would have improved the interns’ supervised practice experience*

Some examples of suggested changes that interns think would have improved their supervised practice experience are:

- *“more time spent with other students or preceptors to study”*
- *“better time management with assessments and studies”*
- *“Be more proactive and take in charge of my own career”*
- *“More time to do the ITP”*
- *“A more involved preceptor with my learning”*
- *“Less hours and less assignments and more opportunity to explore different fields in pharmacy”*

5.2 Preceptors

The following free-text questions were asked of preceptors at the end of the survey:

- What are the main challenges you faced in being a preceptor (list up to three)?
- What skills and attributes do you think make a good intern?
- What are the most important things that contribute to a good supervised practice experience (list up to three)?
- What changes (personal or other) would have improved your experience as a preceptor?

The summary from the analysis identified:

- that the common themes encountered amongst the main challenges faced as a preceptor included: *“Mostly time management including balancing supervision and workload; and, managing the interns, including apparently limited knowledge of interns in some respects of pharmacy practice.”*
- that the most highly rated skills or attributes considered by preceptors to make a good intern were: *“Problem solving and decision-making skills; initiative; people skills and communication skills, including listening, with patients and other health professionals; organisational skills; team work; enthusiasm and motivation to work and learn; attention to detail; willingness to listen and learn; and, showing initiative”*
- that the most important things considered by preceptors that contribute to a good supervised practice experience spanned a wide diversity of opinion. The main features reported comprise:
 - setting-based factors: e.g. *“a motivated, compassionate preceptor and staff with a broad base of pharmacy knowledge and skills; broad exposure to different aspects of pharmacy as appropriate and practicable; strong, broad-based clinical exposure with patient centred care; active involvement and delivery of patient centred care and education; positive interactions with peers and other health professionals”* and,
 - intern-focused factors e.g. *“an intern that respects all the other fellow pharmacists and staff; an intern that contributes with their knowledge and takes the challenge of finding the correct answer; an intern that respects the customers/patients; an intern that will freely develop relationships with other health professionals; and, an intern who is a team player.”*
- suggested changes that would have improved the experience as a preceptor were: *“more time generally; peer interactions e.g. meeting other preceptors; more resources; greater incentives”*.

5.2.1 *Main challenges faced as a preceptor*

Some examples of main challenges faced as a preceptor are:

- *“Not enough time with each intern”*
- *“Lack of time and staff ratios during work hours to allow private time with the intern to reflect on their performance and provide tutorials”*
- *“Intern attitude and expectation of having information provided to them, rather than being self-directed adult learners”*

- *“Time management to spend quality time with students”*

5.2.2 Skills or attributes considered by preceptors to make a good intern

Some examples of skills or attributes considered by the preceptor to make a good intern are:

- *“Sound professional knowledge. Excellent people and communication skills. A passion to be in the industry, and enjoyment at developing new skills and learning new information”*
- *“Problem solving and decision-making skills”*
- *“Attention to detail”*
- *“Communication skills with patients, staff and other health professionals”*
- *“Time management and self-directive”*
- *“Keen and ready to learn”*

5.2.3 The most important things that contribute to a good supervised practice experience

Some examples of the most important things that contribute to a good supervised practice experience are:

- *“A motivated, compassionate preceptor with a broad base of pharmacy knowledge and skills”*
- *“an environment which allows the intern to learn from more than one pharmacist”*
- *“build a good relationship with the intern”*
- *“Ability to take constructive criticism well (of interns)”*
- *“Intern who is willing to learn”*
- *“Spending quality time with intern”*
- *“To be not too busy so still allow intern enough time to interact with the patient”*

5.2.4 Changes that would have improved preceptors' experience

Some examples of changes that would have improved preceptors' experience are:

- *“To be not too busy so still allow intern enough time to interact with the patient”*
- *“I could have been more involved, as I was frequently caught up with the daily workload. Being a preceptor is sometimes like another job on its own, however there are time constraints [sic]”*
- *“Meeting other preceptors in a similar role to see what things they do with their students”*
- *“More interactions with other mentors or other intern and use that as benchmarks”*
- *“More incentive to do so”*

6. Summary and Conclusions

To be eligible for general registration as a pharmacist, an individual must be suitably qualified by completing an approved program of study, a period of supervised practice during provisional registration and examinations. The period of supervised practice in the intern year is a core component of the requirements for general registration. The aim of this survey was to identify the intern and preceptor perceptions of the quality of supervision and training which occurs as part of the intern year.

Anecdotal evidence had suggested inconsistencies existed in the quality of the period of supervised practice undertaken by pharmacists with provisional registration prior to obtaining general registration. The Board set out to investigate the nature and extent of these experiences, with a view to informing policy development and providing information, and advice to interns and preceptors to facilitate positive internship experiences that contribute to the preparation of interns for independent practice as pharmacists.

This project involved the development of a large-scale survey to explore potential issues relevant to the quality of the intern training experience. It was administered to a sample of 1156 recent interns and 955 preceptors over a 4-week period. The results included in this report are a summary of Ahpra Research Unit's descriptive analysis.

Both intern results and preceptor results are completely independent responses and do not reflect specific intern-preceptor relationships.

Overall, the results provided evidence of strong agreement between interns and preceptors that:

- preceptors had sufficient clinical skills and experience to supervise interns
- preceptors displayed good leadership qualities
- there was good rapport maintained between interns and preceptors
- preceptors helped interns to stay motivated
- preceptors showed interest and enthusiasm for teaching
- preceptors spent enough time with their interns
- preceptors were knowledgeable about ITP requirements and the purpose of supervised practice
- there was an adequate orientation to the practice setting
- the practice setting was friendly and welcoming
- interns were well supported by their ITPs
- the ITP schedule of activities was useful in complementing interns' learning
- interns had been exposed to a broad range of activities
- interns' training plans had covered the National Competency Standards Framework
- the period of supervised practice improved interns' ability to deal with challenging interpersonal situations, and
- the period of supervised practice helped interns prepare for the oral exam and provided sufficient opportunity to complete the extemporaneous dispensing assessment.

It is not surprising therefore that a large majority of both preceptors and interns agreed that the internship period provided interns with the necessary skills and knowledge to practise independently as a pharmacist. Interns also agreed that their period of supervised practice enabled them to successfully apply in practice what they had learned during their pharmacy degree program.

On the other hand, preceptor teaching skills, and preceptor feedback, were areas where the level of agreement between interns and preceptors was substantially lower:

- preceptors encourage interns to actively participate in discussion and problem-solving activities (interns 55%; preceptors >90%)
- preceptors tailored their teaching to intern's/s' backgrounds and learning styles (interns 46%; preceptors >70%)
- preceptors directly observed their intern's/s' performance in order to provide feedback (interns 45%; preceptors >80%)
- preceptors gave constructive feedback to their feedback about performance (interns 46%; preceptors >80%)

(Percentages indicate to what extent different groups agreed with the statement above.)

These results identify potential themes which point to a need for consideration of further guidance and policy development. Qualitative data in the form of free text responses provided opportunities for respondents to further clarify their perspectives. In the following sections, Pharmacy Board of Australia requirements for general registration, relevant registration standards, guidelines and other relevant information (see Appendix 1) provided a useful framework for analysis and interpretation of the quantitative and qualitative results of the survey.

6.1 Preceptor – clinical skills and experience

The Board's *Registration Standard: Supervised practice arrangements* states that the preceptor must have held general registration as a pharmacist in Australia for a minimum of 12 months in the area of practice where the supervised practice is to be conducted.

The majority of interns (>80%) agreed that their preceptor had sufficient clinical skills and experience to supervise them. Most (>90%) preceptors also agreed that they had sufficient clinical skills and experience to supervise interns.

Free text answers from interns also indicated that it was desirable for their preceptor to have sufficient clinical skills and experience. Comments included:

- "having a broad range of clinical knowledge"
- "clinical knowledge"

- *“able to provide critical and clinical information and perspective”.*

Survey responses showed that many (75%) preceptors had been registered for more than five years and had been acting in a preceptor role for more than one year. There is limited data available to establish the views of interns and preceptors about the impact on the internship experience of preceptors who had only achieved the minimum 12 months period of general registration before accepting the role as preceptor. Consequently, the Board could consider further exploring this issue with preceptors and their interns. For example, the Board could highlight this issue during its next consultation on a revised *Registration Standard: Supervised practice arrangements* and seek specific feedback on the minimum general registration period that should be required of preceptors.

6.2 Preceptors – teaching skills and ability to provide feedback

The Board’s *Intern pharmacist and preceptor guide* addresses the learning process and states that “it is the preceptor’s responsibility to adapt his or her teaching style to one most suited to the learning style of the intern” and includes a number of links to published resources providing information on learning styles.

The *Intern pharmacist and preceptor guide* states that feedback sessions can assist the intern to achieve better learning outcomes and provides information to assist the preceptor in giving feedback.

When completing an application for approval of supervised practice, preceptors are required to indicate if they have accessed the Board’s *Intern pharmacist and preceptor guide* which addresses teaching and feedback skills. Additionally, preceptors are required to address any continuing professional development needs in relation to the competencies in the *National Competency Standards Framework for Pharmacists in Australia* which may include those that are relevant to precepting.

Many preceptors agreed that they encourage their intern/s to participate in discussion and problem-solving activities (>90%) and that they tailor their teaching skills to their interns’ background and learning styles (>70%). However only 55% of interns responded that their preceptor encouraged them to actively participate in discussion and problem-solving activities and less than half (46%) of interns agreed that their preceptor tailored their instruction to their background and learning style.

A large majority (>80%) of preceptors agreed that they directly observe the interns’ performance in order to provide feedback and provide the interns with constructive feedback about their performance. Less than half (45%) of interns agreed that their preceptor directly observed their performance in order to provide feedback and less than half (46%) of interns agreed that their preceptor provided constructive feedback.

Free text answers also indicated that preceptor’s teaching skills and feedback were considered an issue by some interns. Intern comments included:

- *“my preceptor was unable to relate her teaching to my learning style and strayed from the ITP learning plan...”*
- *“More involvement with daily questioning/quizzing on clinical and drug knowledge whilst in the working environment from preceptor and supervising pharmacists”*
- *“...The second preceptor is much more casual about the learning plan but I would have liked more structure, specific feedback and discussions about clinical pharmaceutical issues”.*
- *“Appropriately matching a preceptor/supervisor to the intern’s personality and learning style - Developing a more structured learning schedule especially at the start of the year where interns are learning what their role is and how their workplace operates”*

Interns’ and preceptors’ responses indicated that good teaching skills contribute to making a good preceptor. Comments included:

- *“Able to adapt a teaching style relevant to the student/intern learning style. Regularly, weekly or fortnightly, makes time to touch base with their student/intern to identify learning needs and reflect on experiences”*
- *“Taking time to give you constructive feedback”*

- “Frequent support and feedback”
- “provide feedback of performance and development”

This is one of the few but important areas in survey responses where the views of preceptors and interns were not in agreement. The survey responses indicated that both preceptors and interns felt that active participation in learning, adapting to different learning styles, and providing constructive feedback was important. However, intern responses indicated that this is not always put into practice by preceptors. This suggests that for some preceptors, their teaching skills and ability to provide feedback may need to improve. Addressing the importance of teaching skills and providing development feedback through continuing professional development may be required. The development of additional tools for preceptors may also be helpful. Some preceptors may also benefit from additional peer support.

6.3 Preceptors – qualities

6.3.1 Preceptors’ leadership/management qualities

The Board’s *Registration Standard: Supervised practice arrangements* states that the preceptor must have suitable relevant training or experience to act in this role.

The majority of interns (>80%) agreed that their preceptor displayed leadership qualities. Most (>90%) preceptors also agreed that their intern/s would regard them as having good leadership and management skills and that they were confident in their role as preceptors.

Survey responses showed that many (75%) preceptors had been registered for more than five years and had been acting in a preceptor role for more than one year.

Free text answers from some intern respondents also indicated that preceptor’s leadership/management qualities are a desirable attribute that makes a good preceptor. Interns comments included;

- “Strong leadership skills and ample experience”
- “Leadership skills...”
- “good management skills”
- “Good leadership”
- “Strong communication skills”

As preceptor leadership and management skills are considered to contribute to a satisfactory supervised practice experience, the requirement for a minimum of 12 months of general registration before taking on the role as a preceptor may need to be explored further. Further discussion with relevant stakeholders such as continuing professional development providers and intern training program providers may assist to identify opportunities to support preceptors to enhance and further develop leadership and management skills, and address the competencies that need to be demonstrated subsequent to gaining initial general registration.

6.3.2 Preceptors’ rapport, interest and enthusiasm for teaching

The *Intern pharmacist and preceptor guide* lists the responsibilities of accepting the role of preceptor including to “serve as a role model, instilling professional values and attitudes” and to “serve as a learning resource for the intern”. The guide also notes that the preceptor assumes the role of the teacher during the practical training period and provides links to resources providing information on learning styles.

The majority of interns (>80%) agreed that their preceptor maintained a good rapport with them. Most (>90%) preceptors also agreed that they maintained good rapport with their intern/s.

Although a large majority (>90%) of preceptors would say that they showed interest and enthusiasm for teaching, responses from interns surveyed indicated that some preceptors may require more support in this area. Of the interns surveyed, less than three quarters (>70%) agreed that their preceptor showed interest and enthusiasm for teaching.

Free text answers from interns indicated that preceptor rapport, interest and enthusiasm for teaching is a desirable attribute for a good preceptor. Intern comments included:

- “interested in teaching”

- “*keen to be involved in my learning*”
- “*willingness to teach*”
- “*enthusiasm*”
- “*interest in students learning*”

The *Intern pharmacist and preceptor guide* does not specifically mention a preceptors' rapport with the intern, or their interest and enthusiasm for teaching. This could be further explored in future updates of the *Intern pharmacist and preceptor guide* or potentially be dealt with by stakeholders such as continuing professional development providers and intern training program providers through preceptor training.

6.3.3 *Preceptors' knowledge about the ITPs requirements and the purpose of the supervised period*

Currently the Board's *Intern pharmacist and preceptor guide* states that “The supervised practice period is intended to be one of professional and personal maturation, leading to a level of competence that will allow independent professional practice after gaining general registration.” The *guide* also includes a section on the ITP which confirms that “The ITP is competency-based training where the intern builds on academic knowledge with practical experience gained at the supervised practice site to progress from student to competent pharmacist.”

It is the responsibility of the intern to enrol in an ITP that best suits his or her needs. At the time of the survey, there were three accredited ITPs available for interns to choose from (The Pharmaceutical Society of Australia program, The Pharmacy Guild of Australia program, and the National Alliance Pharmacy Education program). Each of these programs may differ in content and mode of delivery (e.g. face-to-face tutorials, online discussions) and timelines for completion of course components. This may pose challenges for preceptors to be familiar with the requirements of their current interns who may be undertaking different ITPs.

A large majority (>90%) of preceptors would say that they were knowledgeable about their interns' ITPs requirements and the purpose of the period of supervised practice. Approximately three quarters (>70%) of interns surveyed agreed that their preceptor was aware of the requirements of the ITP and the purpose of the supervised practice period.

Free text answers from preceptors indicated that the experience as a preceptor could have been improved by having more knowledge of the ITP. Responses included:

- “*At the start - better familiarity with the ITP*”
- “*More information from ITP – i.e. what do they do during contact days?*”
- “*without any prior knowledge of the process of having and [sic] intern and the processes involved from the ITP*”

Free text answer from interns also indicated the having a preceptor who was knowledgeable about the ITP is desirable. Responses included:

- “*She did not understand the requirements of the ITP and its assignments*”
- “*be familiar with the ITP*”
- “*Ensures they are aware of the ITP material*”
- “*Understanding of the requirements of the ITP*”

Currently the Australian Pharmacy Council (APC) accredits intern training programs. The *Accreditation Standards for Australian Pharmacy Intern Training Programs 2010* state that an ITP agreement is required between an ITP provider and the intern, and must be provided to the preceptor and the employer. The agreement must include a clear outline of the objectives of the ITP and the expectations, roles and responsibilities of the ITP provider and the intern. Survey responses indicate that some preceptors may be unaware of the ITP requirements and purpose of the supervised practice period. Engagement with stakeholders such as the APC and ITPs may assist with addressing this issue.

6.3.4 *Preceptor time spent with interns*

The Board's *Intern pharmacist and preceptor guide* outlines the responsibilities inherent in accepting the role of preceptor. The guide states that the preceptor should meet on a regular basis to discuss issues, review progress and discuss learning topics in the training plan. The guide recommends that meetings should run weekly and for one hour, uninterrupted.

A large majority (>90%) of preceptors indicated that they spent enough time with their intern/s during the internship/s to answer their questions and provide training/supervision. Approximately three quarters (77%) of the interns agreed that their preceptor spent enough time with them during the internship to answer their questions and provide training/supervision. Intern responses indicated that some preceptors may require additional support/information in this area.

Free text answers from interns that supported their response included:

- *“Finding time to meet with my preceptor in a busy pharmacy”*
- *“Finding time to meet with busy preceptor”*
- *“preceptor not always being there...”*
- *“I hope the preceptor can spend more time in teaching and guiding me throughout the whole internship year”*
- *“A more involved preceptor with my learning”*

Survey response to number of hours spent per week on structured training activities showed that 53% of intern respondents indicated their preceptor spent an average of 1-2 hours per week doing structured training activities with them during their period of supervised practice, while 21% of intern respondents did not spend any time at all with their preceptor doing structured training activities. The remaining 26% reported spending 3 or more hours per week in some sort of structured training activities.

Intern responses indicated that not all preceptors are conducting structured training activities with the intern. This may indicate that the person taking on the role of the preceptor does not have sufficient time to commit to the role of the preceptor. It may also indicate that the recommendation for regular structured training activities needs to be further highlighted with preceptors.

6.4 Internship setting and intern training program

6.4.1 Orientation to the supervised practice setting/s

A large majority (>90%) of preceptors agreed that they had provided their intern/s with a helpful orientation to the supervised practice setting/s and many (>70%) interns agreed that they had been provided with an orientation to the setting of their period of supervised practice.

The *Intern pharmacist and preceptor guide* states that one of the roles of the preceptor was to “provide an orientation into the workplace for the intern” and that “time and effort invested in orientation and practical education results in a faster integration and greater contribution by the intern to their workplace”. When completing an application for approval of supervised practice, preceptors are required to indicate if they have accessed the *Intern pharmacist and preceptor guide*, however the importance of orientation may need to be enhanced.

6.4.2 Liaison with Intern Training Program (ITP)

A large majority (>80%) of interns felt well supported by their ITP provider throughout their period of supervised practice and that their ITP schedule of activities integrated well with their training plan and learning activities in the practice settings. The large majority (>80%) of preceptors also felt that their intern/s were well supported by their ITP provider throughout their period of supervised practice and that their ITP schedule of activities integrated well with their training plan and learning activities in the practice settings.

6.4.3 Range of activities experienced during internship.

A large majority (>80%) of interns agreed that they had been exposed to a broad range of activities during their period of supervised practice. A large majority (>80%) of preceptors also agreed that they provide a broad range of activities for their intern/s to experience as part of their period of supervised practice.

Free text answers indicated that an exposure to a broad range of activities during their internship is something that is valued by interns. Comments included;

- *“ample opportunities”*
- *“Exposure to variety of scenarios”*
- *“being about to experience all aspects of pharmacy life”*
- *“variation in responsibilities and role at work”*

- “Able to hand on as many different scopes of pharmacy as possible”
- “Wide exposure to areas of practice within the site”

The *Intern pharmacist and preceptor guide* states that “if interns are to learn and retain the knowledge, concepts and skills acquired at university, they must have the opportunity to apply these and exhibit the required attitudes and behaviours. The preceptor should attempt to provide a full range of professional services”. Results from the survey appears to support this advice.

6.5 Interns – skills development

A large majority (>90%) of interns agreed that their period of supervised practice improved their ability to deal with challenging interpersonal situations. A large majority (>95%) of preceptors also agreed that their interns’ period of supervised practice improved their ability to deal with challenging interpersonal situations.

A large majority (>80%) of interns agreed that their period of supervised practice helped prepare them for the oral examination and provided them with sufficient opportunity to complete the extemporaneous dispensing assessment. A large majority (>90%) of preceptors also agreed that their interns’ period of supervised practice helped prepare them for their oral examination and that they provided their intern/s with sufficient opportunity to complete the extemporaneous dispensing assessment.

The *Intern pharmacist and preceptor guide* includes a section on the assessment of extemporaneously prepared (compounded) medicines that states “The Board requires that interns are assessed on their ability to prepare extemporaneous products (compound) in the supervised practice site as part of the ITP. This will be assessed by the preceptor (or his/her designate) and the required paperwork is then provided to the ITP coordinator so that this component of the ITP can be met”. The Board’s website also has a list of resources for preceptors and interns to assist them with this requirement. Results from the survey provide evidence that the resources to support the assessment of extemporaneously prepared (compounded) medicines are adequate.

6.6 Intern specific questions - time management/stress

A majority (70%) of interns agreed they were allowed sufficient time to complete any structured training activities with their preceptor as well as effectively able to manage their stress levels.

As stated in the *Intern pharmacist and preceptor guide*, “the supervised practice period is intended to be one of professional and personal maturation, leading to a level of competence that will allow independent professional practice after gaining general registration”. Effective stress and time management are skills that will be gained as the internship progresses. From the survey results, it appears that most respondents do gain these skills, but for those respondents that don’t, this is an area that can be improved.

Free text answers indicated that time and stress management skills was an issue for some of the interns. Comments included;

- “Time management”
- “Managing stress about exams and assessments”
- “Balancing work, intern program and family life”.

The *National Stress and Wellbeing Survey of Pharmacists, Intern Pharmacists and Pharmacy Students* conducted in 2016-17, revealed that pharmacists entering into the workplace for the first time (students and interns) are mostly unprepared to deal with stress-related issues in their workplaces. Engaging with ITPs and universities about this issue may be helpful.

6.7 Preceptor specific questions – preceptor experience

A large majority (>90%) of preceptors agreed that they derived satisfaction from acting in that role.

A large majority (80%) of preceptors agreed that they could manage their workloads in conjunction with their preceptor responsibilities, about half (56%) reported having an intern significantly increased the workload, and only 68% of preceptors agreed that they felt supported by their employer to act in this role.

Free text answers from preceptors that indicated having an intern significantly increased their workload and the need to feel supported by their employer to act in this role included;

- “workload/rostering conflicts with ability to adequately supervised interns”
- “Interns and preceptors unsupported by department’s management”
- “not allocated worktime for preparation/teaching activities for interns”
- “Limited staff support to spend enough time teaching interns while providing patient care”
- “minimal recognition by the employee”
- “Management support”
- “time with interns due to my own clinical and managerial load”

Opportunities to improve the experience of preceptors may need to be further explored through actions such as increased stakeholder engagement and published information for participants of internships, including employers. The Board’s *Intern pharmacist and preceptor guide* could be further expanded to include more detail on the impact an intern may have on the workload of the preceptor to ensure that a pharmacist is aware of the additional responsibility that the role of the preceptor brings.

6.8 Overall quality of the intern year

From the results of this large-scale survey, it appears that a large majority (>90%) of interns agreed that their period of supervised practice enabled them to gain the skills and knowledge to practise as a pharmacist independently (i.e. practise as a pharmacist with general registration). A large majority (>90%) of interns also agreed that their period of supervised practice enabled them to successfully apply what they learned during their pharmacy degree to their practice.

Results of this large-scale survey indicated that a large majority (>90%) of preceptors agreed that their interns’ internship period provided them with necessary skills and knowledge to practise as a pharmacist independently (i.e. practice as a pharmacist with general registration).

To determine the range of issues that may adversely impact the internship experience or facilitate a better internship experience that may require further consideration and/or action, a summary of the issues highlighted by interns and preceptors is outlined in the following tables.

Table 8: Areas of success and concern identified by preceptors

Areas of success identified by preceptors about the supervised practice experience	Areas of concern identified by preceptors about the supervised practice experience
<ol style="list-style-type: none"> 1. Preceptors’ clinical skills and experience 2. Preceptors’ leadership/management skills 3. Preceptors’ time spent with interns 4. Interns’ range of activities experienced during internship 5. Interns’ skills development 6. Overall quality of the intern year 	<ol style="list-style-type: none"> 1. Preceptors’ workloads and support

Table 9: Areas of success and concern identified by interns

Areas of success identified by interns about their supervised practice experience	Areas of concern identified by interns about their supervised practice experience
<ol style="list-style-type: none"> 1. Preceptors' clinical skills and experience 2. Preceptors' leadership/management skills 3. Interns' liaison with ITP 4. Interns' skill development 5. Overall quality of the intern year 	<ol style="list-style-type: none"> 1. Preceptors' teaching skill and ability to provide feedback 2. Preceptors' knowledge about the ITPs requirements and the purpose of the supervised period 3. Preceptors' time spent with interns 4. Preceptors' rapport, interest and enthusiasm for teaching 5. Interns' time management/stress 6. Orientation to the workplace setting

The tables above outline a range of issues raised in the responses of both intern and preceptor cohorts that are considered to be areas for potential improvement. Actions and resources may be required to assist in in improving the quality of the supervised practice experience for interns. It may be suitable for the Board to explore these issues further in collaboration with relevant stakeholders with a view to supporting better outcomes for interns and preceptors.

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Appendix 1 Pharmacy Board Requirements for General Registration, Resources for Supervision and Preceptor Role and Responsibilities

To be eligible to apply for general registration as a pharmacist, an individual must be suitably qualified and competent. The Board has set out the requirements for general registration in its registration standards and information published on its website.

1.1 Provisional registration and commencement of internship

Upon successful completion of an approved program of study, graduates must gain provisional registration and complete 1824 hours of supervised practice (internship) in accordance with the requirements set out in the Board's *Registration standard: Supervised practice arrangements*.

Before any supervised practice can take place, interns are required to:

- hold provisional registration granted by the Board, and
- have their supervised practice arrangements approved by the Board.

1.2 Intern training program (ITP)

The Board's *Registration standard: Supervised practice arrangements* provides that the period of supervised practice includes satisfactory completion of an intern training program (ITP) accredited by the Australian Pharmacy Council (APC). A list of the accredited programs can be found on the APC website.

In addition to required program components, ITP providers collect evidence of satisfactory completion by interns of additional activities before confirming satisfactory completion of an ITP.

Assessment of extemporaneously prepared (compounded) medicines

A preceptor or delegated pharmacist is required to assess an intern's ability to extemporaneously prepare (compound) medicines in a workplace setting. The Board has published the following documents and tools on its website:

- an explanatory letter for preceptors outlining the requirements for this activity
- an extemporaneous dispensing procedures document to guide interns and preceptors
- a standard report form which is completed for each medicine compounded by the intern and assessed by the preceptor or delegated pharmacist, and
- a statutory declaration to be completed by the preceptor or delegated pharmacist on completion of the assessment.

ITPs assess the evidence to confirm satisfactory completion of the assessment.

Assessment of records of completion of continuing professional development activities

ITPs assess the evidence of planning and records of completion of continuing professional development (CPD) activities in accordance with the annual requirements set out in the Board's *Registration standard: Continuing professional development and Guidelines on continuing professional development*.

Confirmation of completion of a first aid course

Interns are required to provide evidence of a current first aid certificate to ITPs.

1.3 Examinations

The *Registration standard: Examinations for eligibility for general registration* provides that the registration examination for general registration comprises a written examination and an oral examination.

Written examination

The written examination is conducted by APC on behalf of the Board. The following resources to assist interns with preparation and performance on the exam are published on the APC website:

- a *Guide for the Intern Written Exam*; the guide assists candidates to prepare for the Intern Written Exam and outlines the subject areas that will be assessed.
- sample examination questions.

Oral examination

The oral examination is held in each jurisdiction according to the *Schedule of Oral Examinations*, which is available on the Board's website. The following resource is also published on the website:

- *Pharmacy oral examination (practice) candidate guide*; the guide covers important information such as the philosophy and structure of the oral examination and includes advice to aid candidate preparation. Candidates are strongly advised to read the candidate guide as part of their preparation for the oral examination.

1.4 Applying for general registration

To be eligible to apply for general registration an intern with provisional registration must have:

- completed an intern training program
- passed the written examination
- passed the oral examination, and
- completed 1,824 hours of Board-approved supervised practice.

Applicants for general registration may apply online or by lodging a hard copy application form

1.5 Registration Standards

The Board's *Registration standard: Supervised practice arrangements* outlines:

- that graduates must gain provisional registration and complete 1824 hours of supervised practice (internship) in accordance with the requirements set out in the standard
- the period of supervised practice includes satisfactory completion of an intern training program (ITP) accredited by the Australian Pharmacy Council (APC)
- supervised practice must be completed under the direct supervision of a pharmacist who holds general registration (the supervising pharmacist, who is not necessarily the approved preceptor) and can be undertaken across multiple training sites
- at least 50 per cent of the required supervised practice hours must be undertaken in a community pharmacy or a hospital pharmacy department, unless otherwise approved by the Board
- interns may only undertake supervised practice hours in premises where the total number of interns does not exceed the total number of supervising pharmacists at any time
- for any supervised practice undertaken, the number of hours, preceptor and premises for the supervised practice must be specified in an application to be approved by the Board or its delegate prior to commencement
- preceptors must have held general registration and practised as a pharmacist in Australia for a minimum of 12 months in the area of practice where the supervised practice is to be conducted (unless otherwise approved by the Board)
- preceptors be practising in pharmacy premises, or in other premises suitable for conducting supervised practice as determined by the Board
- preceptors must not have conditions placed on their general registration that would impact on their ability to conduct the supervised practice of the individual
- preceptors must have suitable relevant training or experience
- that preceptors should refer to the Board's published guidance for preceptors, which outlines the Board's expectations of preceptors conducting supervised practice, including their responsibilities and how they should prepare adequately for their role

The Board's *Registration standard: Continuing professional development* outlines:

The annual continuing professional development requirements to gain general registration and to renew registration. To comply with this standard, preceptor pharmacists are expected to address any learning needs to ensure they meet the competencies relevant to precepting that are outlined in the *National Competency Standards Framework for Pharmacists in Australia*.

Further eligibility requirements are set out in the following Board registration standards, which are on the Board's website:

- Registration Standard: Criminal History
- Registration Standard: Professional indemnity insurance arrangements
- Registration Standard: Continuing professional development
- Registration Standard: Recency of practice
- Registration: English language skills

1.5 Resources available for supervised practice

The *Registration standard: supervised practice arrangement* is published on the Board's website and can be accessed by interns and/or preceptors along with other valuable resources. These resources give an overview of how graduates can smooth the path from study to work. They outline the requirements and responsibilities of graduates seeking provisional registration to complete an internship. It is the responsibility of interns and preceptor's to regularly check for updates to these resources over the course of the supervised practice period. Resources on the Board's website include:

- a diagram on the pathway to general registration
- an information video for pharmacy students and graduates to assist them when applying for provisional registration as a pharmacist.
- a webinar presentation for graduating students explaining the requirements and responsibilities of graduates seeking provisional registration to complete an internship.
- online and hard copy applications for provisional registration and approval of supervised practice
- the *Intern pharmacist and preceptor guide*; that provides information on the roles and responsibilities of interns and preceptors, the learning process, the ITP, assessment of extemporaneously prepared (compounded) medicines, and other useful information for the supervised practice period.
- frequently asked questions (FAQ) for pharmacy interns and preceptors providing clarification to pharmacy interns and preceptors about their roles and responsibilities in relation to supervised practice.
- sample intern training plans for community practice and hospital practice settings as a guide for preceptors and interns to address the competencies that interns must meet to practise as a pharmacist.

The intern year is thus a very important year for graduates because it is the pathway from completion of a pharmacy program through to general registration as a practitioner. The intern experience will have a lasting effect on their attitudes to professional practice and the way in which they practise. From the Board's perspective, evidence-based understanding of the intern year experience is essential in the exercise of its functions as effectively as possible under the law. A key element of which is to reflect the regulatory principle of protecting the health and safety of the public by ensuring that only practitioners who are suitably trained and qualified to practise in a competent and ethical manner are registered.

1.6 Preceptor role and responsibilities

The Board's *Intern pharmacist and preceptor guide* has been published on its website to assist interns, pharmacists in the role of preceptor, and other supervising pharmacists, during the supervised practice period. It includes advice on:

- the role and responsibilities of intern pharmacists
- the role and responsibilities of preceptors including providing orientation, a training program supported by regular meetings, practice exposure,

- the learning process, motivating interns providing formative assessment and feedback
- the intern training program component of supervised practice
- the assessment of extemporaneously prepared (compounded) medicines at the workplace
- completion of continuing professional development during the internship
- managing performance issues.

Additionally, the *Intern pharmacist and preceptor guide* emphasises the importance of undertaking training for the role as part of continuing professional development. The guide states:

“As part of their continuing professional development obligations under the Board’s *Registration standard: Continuing professional development*, pharmacists seeking approval to conduct supervised practice are advised to undertake a preceptor training program as part of their preparation for the role. Further information on training options is available from the Intern Training Program (ITP) providers (available at www.pharmacycouncil.org.au) and continuing professional development (CPD) providers.”

The Board’s *Registration standard: Continuing professional development* outlines the annual continuing professional development requirements to gain general registration and to renew registration. Compliance with the standard requires a pharmacist to:

- a. reflect on their role and the services you provided against the current *National Competency Standards Framework for Pharmacists in Australia* to identify relevant competencies
- b. identify professional development needs relevant to these identified competencies, and
- c. identify suitable CPD activities which address your professional development needs.

The *National Competency Standards Framework for Pharmacists in Australia* includes competencies that are relevant to precepting which are to be achieved either at initial general registration or subsequently, and are an area of focus in preparing for the preceptor role. These include:

- Standard 4.1 – Show leadership of self
- Standard 4.2 – Manage professional contribution
- Standard 4.3 – Show leadership in practice
- Standard 4.6 - Plan, manage and build human resource capability, and
- Standard 5.1 - Deliver education and training.

Appendix 2 – Survey items

1. Before we begin

We need to know if you're a pharmacy intern or a preceptor for pharmacy intern(s) and, if the latter, the degree of your involvement with the day-to-day supervision of intern(s). Select the description that applies to you:

- Intern pharmacist** - I was an intern recently (within the last 12 months) or am a current intern.
- Preceptor who provided day-to-day supervision and training** - I am/was a preceptor who routinely supervised intern(s) during the last 12 months, and am/was responsible for the training and/or mentoring of these intern(s) (i.e. I do not/did not delegate this responsibility to another pharmacist).
- Preceptor who delegated day-to-day supervision and training** - I am/was a pharmacist and preceptor who delegated the day-to-day supervision, training and/or mentoring of these intern(s) to another pharmacist.
- Delegated pharmacist** - I am a pharmacist who has not been an official preceptor in the last 12 months, but I have been delegated responsibility for the day-to-day supervision, training and/or mentoring of intern(s) in the last 12 months.
- None of the above

A1.1 Intern survey

A1.1.1 Part A: About you

2. Gender:

- Male
- Female
- Other

3. Year of birth:

- Select year

4. I was born in Australia:

- Yes
- No

(If 'No', go to 4a - In what year did you arrive in Australia)

4a. In what year did you arrive in Australia?

- Select year

5. English is my first language:

- Yes
- No

6. Did you work in a pharmacy setting prior to undertaking your internship (not including placements undertaken as part of your pharmacy degree), e.g. as a pharmacy assistant?

- Yes
- No

A1.1.2 Part B: About your qualifications

7. Country where pharmacy qualification was obtained:

8. Type of pharmacy qualification:

- Bachelor's degree
- Master's degree
- Doctorate

A1.1.3 Part C: About your period of supervised practice

'Period of supervised practice' refers to the 1,824 hours of supervised practice you undertook under direct supervision of a pharmacist, where pharmacy services are provided in either a community or hospital setting or in other premises and circumstances approved by the Board, in order to qualify for general registration.

9. The state or territory in which the majority (> 50%) of your supervised practice was undertaken:

- ACT
- NSW
- NT
- QLD
- SA
- TAS
- VIC
- WA

10. Postcode of supervised practice site where the majority (>50%) of your supervised practice was undertaken:

11. Did you read published information about the aims of the intern year and the requirements of interns and preceptors on the Board's website (e.g. the Board's *Intern pharmacist and preceptor guide*)?

- Yes
- No

(If 'Yes' go to 11a. Was this published information useful? If 'No' go to 12. Did you access information about the requirements of interns and preceptors provided by the ITP?)

11a. Please rate your agreement with the following statement.

	Strongly agree	Somewhat agree	Neither agree or disagree	Somewhat agree	Strongly agree
The Board's published information about the aims of the intern year and the requirements of interns and preceptors was useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Did you access information from the ITP about the aims of the intern year and the requirements of interns and preceptors?

- Yes
- No

(If 'Yes' go to 12a. Was this information useful? If 'No' go to 13. For what reason did you undertake a period of supervised practice?)

12a Please rate your agreement with the following statement.

	Strongly agree	Somewhat agree	Neither agree or disagree	Somewhat disagree	Strongly disagree
The ITP information about the aims of the intern year and the requirements of interns and preceptors was useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. For what reason did you undertake a period of supervised practice?

- I had provisional registration and had just completed a Board-approved university pharmacy program in Australia or New Zealand
- I am an overseas qualified pharmacist and was required to complete a period of supervised practice to obtain full registration as a pharmacist in Australia

14. I have completed my period of supervised practice

- Yes
- No

(If 'Yes', go to 15. I have obtained general registration as a pharmacist. If 'No', go to 15 (2). What proportion of my period of supervised practice have you completed?)

15. I have obtained general registration as a pharmacist

- Yes
- No

(If 'Yes', go to 15a. Did you take more than 12 months since the commencement of your internship to gain general registration? If 'No', go to 16. Have you passed your written exam for pharmacy registration?)

15 (2) What proportion of your period of supervised practice have you completed?

15a. Did you take more than 12 months since the commencement of your internship to gain general registration?

- Yes
- No

(If 'Yes', go to 13b. Why did you take more than 12 months to complete your internship? If 'No', go to 14. Number of times written exam attempted)

15b. Why did you take more than 12 months to complete your internship?

- Undertook period of supervised training part-time
- Issues at supervised practice site(s)
- Illness/other personal reasons
- Did not pass exams at first attempt/within time frame
- Other (Please specify) _____

16. Have you passed your written exam for pharmacy registration?

- Yes
- No

16a. Number of times written exam attempted

- 0
- 1
- 2
- 3 or more

17. Have you passed your oral exam for pharmacy registration?

- Yes
- No

17a. Number of times oral exam attempted:

- 0
- 1
- 2
- 3 or more

(Go to 18. Which intern training program did you complete/are you completing as part of your period of supervised practice)

18. Which intern training program did you complete/are you completing as part of your internship?

- Monash University
- The Pharmacy Guild of Australia
- Pharmaceutical Society of Australia
- University of South Australia
- University of Sydney
- University of Queensland

19. Where did you undertake/are you undertaking your period of supervised practice? Estimate on the scales below the percentage of your total period of supervised practice you spent in each setting:

_____ Hospital pharmacy
_____ Community pharmacy
_____ Other

20. Approximate number of equivalent full time (EFT) pharmacists (not including intern pharmacists) employed at this pharmacy:

- 1
- 2-3
- 4-9
- 10-49
- 50+

21. Approximate number of equivalent full time (EFT) of other staff (intern pharmacists and non-pharmacist staff) employed at this pharmacy:

- 1
- 2-3
- 4-9
- 10-49
- 50+

'Preceptor' refers to the pharmacist approved by the Board to be responsible for your overall supervision during your period of supervised practice. 'Delegated pharmacist' refers to any other pharmacist holding general registration who was responsible for your 'day to day' supervision during your period of supervised practice. Such a pharmacist may be referred to as a supervising pharmacist, an intern co-ordinator, or a training pharmacist

22. Please select one of the following options:

- My preceptor was/is the pharmacist responsible for my day-to-day training and overall intern training/mentoring at the approved supervised practice site(s)
- My preceptor delegated responsibility to one or more other pharmacists for my day-to-day training and overall intern training/mentoring at the approved supervised practice site(s) ("the delegated pharmacist")

23. Throughout your period of supervised practice, on average how many hours were/are spent each week doing structured training activities with your preceptor or delegated pharmacist(s), e.g. specific skill developments (e.g. sterile compounding), tutorials on clinical topics, weekly meetings to discuss your training plan, etc?

- 0 hour
- 1-2 hours
- 3- 4 hours
- 5 hours or more

A1.1.4 Part D: About your experience as an intern

Clinical skills and experience

24. Please rate your agreement with the following statements. My preceptor/delegated pharmacist...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Had sufficient clinical skills to supervise me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had sufficient practice experience to supervise me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership qualities

25. Please rate your agreement with the following statements. My preceptor/delegated pharmacist...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Was an appropriate role model for my development as a pharmacist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed good leadership and management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching skills

26. Please rate your agreement with the following statements. My preceptor/delegated pharmacist...

	Very frequently	Frequently	Sometimes	Rarely	Very rarely
Explained to me the basis for their actions and decision-making in the supervised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

practice setting						
Answered my questions clearly and precisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged me to actively participate in discussions and problem-solving activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me apply what I learned during my pharmacy degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped build my confidence gradually through exposure to challenging tasks and situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged me to use resource materials and learn independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employed a range of learning tools, e.g. role-plays and quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was able to tailor his/her teaching style to my learning style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided me with the right amount of autonomy throughout my internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Constructive feedback

27. Please rate your agreement with the following statements. My preceptor/delegated pharmacist...

	Very frequently	Frequently	Sometimes	Rarely	Very rarely
Directly observed my performance in order to provide feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided constructive feedback about my performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relationship between intern and preceptor/delegated pharmacist

28. Please rate your agreement with the following statements. My preceptor/delegated pharmacist...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Maintained a good rapport with me throughout my internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me stay motivated throughout my internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General qualities of preceptor/delegated pharmacist

29. Please rate your agreement with the following statements. My preceptor/delegated pharmacist...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Showed interest and enthusiasm for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed support and respect for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spent enough time with me during my internship to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>answer my questions and provide training/supervision</p> <p>Was knowledgeable about Intern Training Program (ITP) requirements and the purpose of the period of supervised practice</p> <p>Met with me regularly to discuss my training plan</p>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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Orientation to the internship setting

30. Please rate your agreement with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
My preceptor/delegated pharmacist provided me with a helpful orientation to the supervised practice setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor/delegated pharmacist spent enough time at the beginning of my period of supervised practice establishing my current knowledge and experience and strengths and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The supervised practice setting was a friendly and welcoming environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate physical space and resources were available at the supervised practice setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other pharmacists and employees at the setting understood my role as an intern and the goals/objectives of the period of supervised practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Liaison with Intern Training Program (ITP)

31. Please rate your agreement with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
My ITP provider remained in regular contact with me throughout my internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt well supported by my ITP provider throughout my internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ITP schedule of activities integrated well with my training plan and learning activities in the practice setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Range of activities experienced during internship

32. Please rate your agreement with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
My preceptor/delegated pharmacist provided a broad range of activities for me to experience as part of my period of supervised practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My preceptor/delegated pharmacist gave me ample opportunity to interact with patients to improve my clinical skills and increase my confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor/delegated pharmacist gave me ample opportunity to interact with other health practitioners to improve my clinical skills and increase my confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My training plan was followed and implemented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My training plan was useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My training plan covered all relevant aspects of the National Competency Standards Framework for pharmacists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before discussions with my preceptor/delegated pharmacist, I undertook pre-reading on scheduled topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Skills development

33. Please rate your agreement with the following statements. My period of supervised practice...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Improved my ability in dealing with challenging interpersonal situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Improved my ability to counsel patients to obtain and impart relevant information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my critical thinking skills and sound reasoning and justification of my decisions in my approach to pharmacy practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me improve my professional maturity and responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided me with sufficient opportunity to complete the extemporaneous dispensing assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped prepare me for the oral examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Time Management / Stress

34. Please rate your agreement with the following statements. During my period of supervised practice...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I was allowed sufficient time to complete any structured training activities with my preceptor/delegated pharmacist as well as my delegated work activities and tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was effectively able to manage my stress levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Overall

35. Please rate your agreement with the following statements. My internship period...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Enabled me to gain the necessary skills and knowledge to practise as a pharmacist independently (i.e. practise as a pharmacist with general registration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enabled me to successfully apply what I learnt during my pharmacy degree in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. What were the main challenges you faced as an intern while undertaking supervised practice (list up to three)?

37. What skills or attributes do you think make a good preceptor/delegated pharmacist?

38. What are the most important things that contribute to a good supervised practice experience (list up to three)?

39. What changes (personal or other) would have improved your supervised practice experience (list up to three)?

A1.2 Preceptor/delegated pharmacist survey

A1.2.1 Part A: About you

2. Gender:

- Male
- Female
- Other

3. Year of birth:

4. I was born in Australia:

- Yes
- No

(If 'No', go to 4a - In what year did you arrive in Australia)

4a. In what year did you arrive in Australia?

- Select year

5. English is my first language:

- Yes
- No

A1.2.2 Part B: About your qualifications

6. Country where pharmacy qualification was obtained:

7. Type of pharmacy qualification:

- Bachelor's degree
- Master's degree
- Doctorate

A1.2.3 Part C: About your role as a preceptor or delegated pharmacist

'Preceptor' refers to the pharmacist approved by the Board to be responsible for an intern's overall supervision during their period of supervised practice at an approved training site.

'Delegated pharmacist' refers to any other pharmacist holding general registration who was responsible for an intern's 'day to day' supervision, training and/or mentoring during their period of supervised practice. Such a pharmacist may be known as a supervising pharmacist, an intern co-ordinator, or a training pharmacist

8. Number of interns supervised as a preceptor/delegated pharmacist during the last 12 months:

9. Number of years (in total) acting as a preceptor/delegated pharmacist

10. The state or territory where acted as a preceptor/delegated pharmacist during the last 12 months:(If you have acted as a preceptor/delegated pharmacist in more than one state, select the state where you spent the majority (>50%) of your time doing so)

- ACT
- NSW
- NT
- QLD
- SA
- TAS
- VIC
- WA

11. Postcode of supervised practice site:(If you have acted as a preceptor/delegated pharmacist in more than one postcode, select the postcode where you spent the majority (>50%) of your time doing so)

12. Year first granted general registration in Australia:

13. Have you done preceptor training (i.e. a training program, course or module (e.g. clinical supervision training program, preceptor training course delivered by an ITP provider, certificate course in training and assessment, etc.)) in relation to the responsibility and skills required of a preceptor?

- Yes
- No

(If 'Yes', go to 13a. Year of most recent training in relation to being a preceptor/delegated pharmacist? If 'No', go to 14. Did you read published information about the aims of the intern year and the requirements of interns and preceptors on the Board's website)

13a. Year of most recent training in relation to being a preceptor or delegated pharmacist:

13b. Training provider:

13c. What was the mode of delivery of this training?

- Face to face
- Online and interactive
- Online (not interactive)
- Other, please specify...

13d. Please rate your agreement with the following statement.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat agree	Strongly agree
The preceptor training I received was useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Did you read published information about the aims of the intern year and the requirements of interns and preceptors on the Board's website (e.g. the Board's *Intern pharmacist and preceptor guide*)?

- Yes
- No

(If 'Yes', go to 14a. Was this information useful? If 'No', go to 15. Did you access information about the requirements of interns and preceptors provided by the ITP?)

14a. Please rate your agreement with the following statement.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The Board's published information about the aims of the intern year and the requirements of interns and preceptors was useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Did you access information from the ITP about the aims of the intern year and the requirements of interns and preceptors?

- Yes
- No

(If 'Yes', go to 15a. Was this information useful? If 'No', go to 16. I acted as a preceptor/delegated pharmacist at a:)

15a. Please rate your agreement with the following statement.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The ITP information about the aims of the intern year and the requirements of interns and preceptors was useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A1.2.4 Part D: About your current practice setting

16. I acted as a preceptor/delegated pharmacist at a:

- Hospital pharmacy
- Community pharmacy
- Other

17. I am the proprietor/director of this pharmacy

- Yes
- No

18. Approximate number of equivalent full time (EFT) pharmacists (not including intern pharmacists) employed at this pharmacy:

- 1
- 2-3
- 4-9
- 10-49
- 50+

19. Approximate number equivalent full time (EFT) of other staff (intern pharmacists and non-pharmacist staff) employed at this pharmacy:

- 1
- 2-3
- 4-9
- 10-49
- 50+

A1.2.5 Part E: About your experience as preceptor or delegated pharmacist

Please answer the following questions in relation to your experience as a preceptor or delegated pharmacist over the last 12 months.

Clinical skills and experience

20. Please rate your agreement with the following statements. Upon reflection, I would say that I have...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Sufficient clinical skills to supervise my intern(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient practice experience to supervise my intern(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership qualities

21. Please rate your agreement with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Upon reflection, I would say that my intern(s) regarded me as being an appropriate role model for their development as pharmacists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upon reflection, I would say that my intern(s) regarded me as having good leadership and management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was confident in my role as a preceptor / delegated pharmacist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching skills

22. Please rate your agreement with the following statements. Upon reflection, I would say that...

	Very frequently	Frequently	Sometimes	Rarely	Very rarely
I explain the basis for my actions and decision-making in the supervised practice setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I answer my intern(s)' questions clearly and precisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage my intern(s) to actively participate in discussions and problem-solving activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help my intern(s) apply what they had learned during their pharmacy degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I build my intern(s)' confidence gradually through exposure to challenging tasks and situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage my intern(s) to use resource materials and learn independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to tailor my teaching style to my intern(s)' learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I provide my intern(s) with the right amount of autonomy throughout their internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Constructive feedback

23. Please rate your agreement with the following statements.

	Very frequently	Frequently	Sometimes	Rarely	Very rarely
I directly observe my intern(s)' performance in order to provide feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upon reflection, I would say that I provided my intern(s) with constructive feedback about their performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relationship between intern and preceptor/delegated pharmacist

24. Please rate your agreement with the following statements. Upon reflection, I would say that...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I maintain a good rapport with my intern(s) throughout their internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help my intern(s) stay motivated throughout their internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General qualities of preceptor/delegated pharmacist

25. Please rate your agreement with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Upon reflection, I would say that I show interest and enthusiasm for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upon reflection, I would say that I show support and respect for my intern(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upon reflection, I would say that I spend enough time with my intern(s) during their internship to answer their questions and provide training/supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am knowledgeable about the intern training program (ITP) requirements and the purpose of the period of supervised practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet with my intern(s) regularly to discuss their training plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Orientation to the internship setting

26. Please rate your agreement with the following statements. Upon reflection, I would say that...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	
I provided my intern(s) with a helpful orientation to the supervised practice setting		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spent enough time at the beginning of my intern(s)' period of supervised practice establishing their current knowledge and experience and strengths and weaknesses		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The setting where I work was a friendly and welcoming environment for my intern(s)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate physical space and resources were available for my intern(s) in the setting where I work		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other personnel at the setting where I work understood my intern(s)' role and the goals/objectives of their period of supervised practice		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Liaison with Intern Training Program (ITP)

27. Please rate your agreement with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The amount of contact I (or the official preceptor) had with the ITP for the internship was sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My intern(s) felt well supported by their ITP provider during their internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ITP schedule of activities was useful in complementing the intern's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Range of activities experienced during internship

28. Please rate your agreement with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Upon reflection, I would say that I provided a broad range of activities for my intern(s) to experience as part of their period of supervised practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upon reflection, I would say that I gave my intern(s) ample opportunity to interact with patients to improve their clinical skills and increase their confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upon reflection, I would say that I gave my intern(s) ample opportunity to interact with other health practitioners to improve their clinical skills and increase their confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my intern(s)' training plans were followed and implemented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my intern(s)' training plans were useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>My intern(s) undertook pre-reading on scheduled topics to prior to our discussion</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>My intern(s)' training plans covered all relevant aspects of the National Competency Standards Framework for pharmacists</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Skills development

29. Please rate your agreement with the following statements. My intern(s)' period of supervised practice...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Improved their ability in dealing with challenging interpersonal situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved their ability to counsel patients to obtain and impart relevant information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved their understanding of how their role as pharmacists relates to the roles of other members of the health care team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved their critical thinking skills and sound reasoning and justification of their decisions in their approach to pharmacy practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved their professional maturity and responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave them sufficient opportunity to complete the extemporaneous dispensing assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped prepare them well for the oral examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preceptor/delegated pharmacist-specific questions

30. Please rate your agreement with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I derive satisfaction from acting as a preceptor/delegated pharmacist and watching interns grow in confidence and competence		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acting as a preceptor/delegated pharmacist facilitates my own professional development		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I became a preceptor/delegated pharmacist simply because I was approached to do so		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a responsibility to “give something back” to my profession though acting as a preceptor/delegated pharmacist		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having an intern is a good opportunity to attract prospective employees to work in my pharmacy/workplace		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to manage my everyday workload as a pharmacist in conjunction with my preceptor/delegated pharmacist responsibilities		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by my employer (where applicable) to act as a preceptor/delegated pharmacist to interns		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>Having an intern significantly increased my workload or the workload of others at my pharmacy/workplace</p>					
<p>There are sufficient staff at my pharmacy to allow me to spend time acting as a preceptor/delegated pharmacist to interns</p>					
<p>I was provided with information by the ITP provider (either directly or via the official preceptor) about the aims of the intern year and my responsibilities</p>					
<p>I was provided with information about the aims of the intern year and my responsibilities by the Pharmacy Board of Australia</p>					
<p>I know (or the official preceptor knows) who to contact at the ITP provider if an intern is having difficulties</p>					
<p>The interns I have acted as a preceptor/delegated pharmacist for have varied in their level of preparedness for the internship</p>					
<p>It is important for interns to have had a good level of exposure to pharmacy practice at the start of the internship</p>					

I am able to access CPD/training to become a better preceptor/delegated pharmacist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I accessed the ITP provider resources during the year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall 31. Please rate your agreement with the following statement.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The internship period provides interns with the necessary skills and knowledge to practise as an independent and competent pharmacist (i.e. as a pharmacist with general registration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. What were the main challenges you faced being a preceptor or delegated pharmacist (list up to three)?
33. What skills or attributes do you think make a good intern?
34. What are the most important things that contribute to a good supervised practice experience (list up to three)?
35. What changes (personal or other) would have improved your experience as a preceptor/delegated pharmacist?

