School of Pharmacy (SOP) Bachelor of Pharmacy (BPharm) COVID Playbook* 2021

PREPARED FOR
University of Auckland Faculty of Medical and Health Sciences

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DATE*
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*This SOP COVID “Playbook” guide has been produced based on current Ministry of Health (MOH), Ministry of Education (MOE) and Tertiary Education Commission recommendations and has been guided by COVID teaching, learning and assessment policies enacted last in semester two in the University of Auckland. These recommendations and guidelines, including this Playbook are subject to review, and change, based on updated external and internal guidance received.
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1) INTRODUCTION

All of our students in the Bachelor of Pharmacy (BPharm) programme must follow a standardised timetable and as such, complete a set of standardised courses that are all compulsory and overseen by our School of Pharmacy staff as per our accreditation requirements*.

As a provider of a four-year clinical accredited BPharm programme** this document first sets out the risks we face due to the continuing impact of the global COVID pandemic. This document then outlines the ongoing requirements that we have for on-campus access to conduct required clinical small-group pharmacy teaching and assessments in compulsory ‘must pass’ clinical modules.*** Finally, it outlines our risk-mitigation strategies, hygiene and safety protocols developed, and includes supplementary detailed documentation about our standard operating procedures established for our BPharm courses, teachers, and students to ensure the safety and wellbeing of everyone at the varied COVID levels.

Given the likelihood of further disruptions to teaching/learning due to the global COVID-pandemic, this document outlines our risks and needs in 2021, to ensure we are able to deliver our accredited pharmacy undergraduate programme and to be able to graduate, in particular, our current Part IV students in November 2021 to meet health workforce needs in the pharmacy sector. However, in Part II and Part III there are also critical elements of our teaching that are required to ensure our students are ready for the subsequent clinical competency elements of our programme. Our recommended protocols below outline our on-campus teaching/assessment needs and safety procedures to be implemented throughout all COVID-pandemic levels between Levels 1-3 inclusive.

Our working assumption as a programme is that we require specific access to on-campus small-group clinical teaching/assessments between COVID levels 1-3 as indicated below to assure our ability to graduate students this year and assure the future pharmacy workforce needs. Most of the activities outlined below were approved last year as “one off” individual applications during COVID level 2 and 2.5 Auckland lockdowns. At COVID level 4, our position is that all clinical teaching/assessment activities would be fully online, apart from work-based learning placements that may potentially still proceed, dependent on pharmacy site preceptor partners assessing the safety of such work-based learning activities.

The small-group and individualised clinical teaching and assessment needs outlined below will occur on Grafton campus in buildings 501, 502, and 503 in our bespoke Model Pharmacy, Model Pharmacy Dispensary, Aseptic and Pharmaceutical Compounding rooms and small-class teaching rooms and/or lecture rooms as required for physical distancing.

Our experience this past year has revealed that enacting fully online teaching and assessment for our clinical programme is not possible in all areas for us to
assure all of our BPharm students can achieve required mastery of mandated clinical competencies within our programme.

*In order to graduate our BPharm students and enable them to register in the scope of “intern pharmacist scope of practice”, we must successfully meet not only our University of Auckland embedded graduate profile outcomes but also our externally set New Zealand Competence Standards for intern pharmacists (by the Pharmacy Council of New Zealand – PCNZ Refer to Appendices 7 and 8 for PCNZ documentation re: competence standards and intern scope of practice. Additionally, we must be able to deliver our curriculum and assessments to meet our accreditation obligations to the Pharmacy Council of New Zealand which delegates accreditation reviews to the Australian Pharmacy Council and who oversee the registration of all pharmacy education providers in Australia and New Zealand.

**Enrolments numbers in the BPharm for 2021 are:

- Year 1 - Our programme is a second-year entry programme where students must first complete a common first year with other students applying to clinical programmes. Therefore, year one courses are not in scope for the requests and details made below.
- Year 2 – Maximum of 85 students (enrolments not final at time of writing)
- Year 3 – Maximum of 92 students
- Year 4 – Maximum of 70 students

TOTAL number of BPharm students in 2021: 247

***Refer to Appendix 1 for visual overview of the BPharm programme compulsory course structure. Courses in scope for the requirements described in this document are:

- SEMESTER 1: PHARMACY 211, 212, 311, 410A, 411
- SEMESTER 2: PHARMACY 213, 312, 410B, 412

2) RISKS

Students in our BPharm who are entering Year IV (final year of the BPharm) in 2021 are at particular risk of not being able to meet their graduate outcomes as set by our Pharmacy Council of New Zealand.

This cohort of students (n = 70) has been the most severely impacted in 2020 due to their scheduled work integrated learning placement modules not being able to be undertaken in practice settings, and a very limited amount of face-to-face clinical teaching being undertaken in our bespoke on campus teaching rooms (due to National lockdown and Auckland lockdown). Furthermore, a very limited amount of face to face clinical teaching and assessment was able to be
undertaken on-campus in our bespoke clinical skills centre/pharmacy dispensing teaching/clinical assessment rooms (Refer to Appendix 2 for detail of specific gaps for this cohort relating to their clinical skills building and application in simulated and real-world settings).

Resultingly, the incoming 2021 Year IV students have missed at least 10 clinical skills-building and application labs and workshops (30 hours) in semester one and two due to 2020 COVID lockdowns. Our incoming Year III students missed at least eight foundational clinical skills-building labs (24 hours). As such, particularly our Year IV students, and to a slightly less degree our Year III students, currently have identified gaps in relation to our required graduate outcomes that measure graduates’ ability to apply clinical knowledge in simulated and real-world settings. We will not be able to address these gaps without sufficient additional on-campus small-group clinical teaching and assessments occurring in workshops and labs in 2021 in our specialist pharmacy dispensing and model pharmacy teaching rooms, in the clinical skills teaching rooms, in the pharmaceutical sciences/aseptic labs and in work-based placements.

To mitigate against risks due to the missed work-based learning placement opportunities last year, over this past summer from 2020-2021, we were able to offer a series of additional optional placements for the Year III cohort from 2020 (now our Year IV students in 2021). The optional placements were of a duration of half of what would normally have been experienced. (i.e. instead of 20 days of placement learning, they experienced two x five-day placements, with five days in a hospital setting and five days in a community setting throughout pharmacies across New Zealand).

However, not all students were able to take up these optional placements over summer. Of the cohort of 71 students from Year III in 2020, the following did participate in the optional work-based learning placements over summer December 2020 - January 2021:

- 35/71 students participated only in Hospital Pharmacy placement
- 9/71 students participated only in Community Pharmacy placement
- 8/71 students participated in both placements.

This means half of this cohort (51.7%) have not participated in any placements in community-based workplace settings at all in 2020. With approximately 85% of our graduates continue into community-based internships after graduation this work-based learning experience in this setting is essential. 38% of the incoming Part IV cohort have experienced no work based-placements at all. To mitigate against these risks, we are altering planned existing teaching and assessments in our Clinical & Professional Skills Module in PHARMACY 411 as well as changing our Placements Programme in PHARMACY 411 to try to address these gaps and provide equity of opportunity to meet graduate outcomes across the whole cohort. Nevertheless, this remains a significant risk for our
programme in relation to our graduate’s ability to fulfil all graduate outcomes as required by at end of Year IV (this November 2021).

Refer to Appendix 2 for further detail of risks and gaps in clinical development and assessments for Year IV and Year III students in our programme in 2021.

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3) REQUIRED TYPES OF ON-CAMPUS CLINICAL TEACHING AND ASSESSMENTS IN ORDER TO FULFIL PHARMACY ACCREDITATION REQUIREMENTS

3.1 Detail and types of required on-campus clinical teaching and assessments

Below is a list of the required types of on-campus small-group pharmacy clinical teaching and assessments that we are accredited to deliver and which need to occur in 2021 to ensure we can have students fulfil mastery of required pharmacy skills/competence development and to assure accreditation requirements.

All clinical teaching/assessment sessions listed below are always conducted with less than 25 students at any time due to the small group nature of the teaching/assessment. In 2020 Auckland lockdown we received on-campus approvals for a number of these sessions and implemented requisite safety, hygiene and wellbeing protocols and guidelines for staff and students.

In the case of 2021 Year IV students, there will be group sizes of no more than 18 students per small-group clinical teaching/assessment session. In the case of Year III students in 2021, there will be group sizes of no more than 24 students per small-group clinical teaching/assessment session. In the case of Year II students in 2021, there will be group sizes of no more than 22 students per small-group clinical teaching/assessment session. All of these groups can be sub-divided into much smaller bubbles of minimum students-staff to ensure very limited contact risks across the cohort. The students always remain in their stream of less than 25 (and in many cases less than 20) and each stream can be sub-divided in half, or quarter as required by the COVID level to assure safety. We established these protocols last year in the Dispensing labs, OSCEs and Clinical case workshops we were approved to conduct on campus when we requested access at Levels 2 and 2.5.

These small-group clinical teaching/assessment sessions will be conducted employing strict hygiene and safety protocols, outlined below. Additionally, at COVID Level 2, 2.5 and 3, for on-campus small-group clinical teaching/assessment sessions we ill implement mandatory mask-wearing, pre-entry COVID screening, contact information recording of staff/students, strict hygiene, cleaning and handwashing protocols and ‘staff-student bubbles’ of no
more than 6-8 students in contact with each other and their assigned staff member.

Because the majority of our teaching staff are trained in aseptic techniques as pharmacists and pharmaceutical scientists, they are intimately experienced in hygiene and safety protocols in labs. Throughout on-campus clinical teaching and assessments we were allowed to conduct in 2020 at COVID levels 2 and 2.5, staff demonstrated their strict adherence to outlined protocols from the Faculty-developed Clinical Teaching Protocol (refer Section 4 and Appendix 4 for more detail) and from approved requests for on-site access at Grafton.

Required types of small-group clinical teaching sessions and location of teaching:

- Pharmacy Dispensing Room labs (in 502-005)
- Pharmacy primary healthcare workshops in Model Pharmacy (in 502-004)
- Clinical Skills workshops in the FMHS Clinical Skills Centre (in 502-022/034)
- Case management workshops and case resolution workshops with clinical experts (in small teaching rooms such as 503-024/028 and/or in lecture rooms)
- Aseptic laboratory technique workshops (in 502-350N/S)
- Pharmaceutical sciences laboratory workshops (in 502-350N/S)
- Compounding laboratory tutorials (in 502-350N/S)
- Practise OSCEs (practice clinical exams) and feedback workshops for final clinical exam OSCE preparation (in 502-004/005/001/003)
- Work-based learning placements (experiential learning at hospital and community pharmacy sites) - generally as 10 consecutive days (2 consecutive weeks in offsite pharmacy education partner providers’ pharmacies).

Required small-group clinical assessment sessions and location of assessment:

- Final OSCEs (final clinical examinations assessing application of knowledge learning in simulated workforce conditions/settings) (in 502-004/005/001/003)
- Invigilated, time-bound, on-campus Module Exit Tests (final module tests run under exam conditions) (in large lecture theatres such as 505-007).
3.2 Number and frequency of clinical teaching/assessment sessions

The number and frequency of required on-campus pharmacy clinical teaching and assessments by semester, by course in 2021, are noted in Appendix 3. Many of the on-campus sessions/assessments being requested were conducted safely last year at Levels 2 and 2.5. Last year we made no requests for on-campus access at Level 3. This year due to the clinical gaps in our students we have requested discrete instances of on-campus access up to and including COVID Level 3.

Note, only semester one details are provided at this stage. Semester two details will be provided in an updated document for semester two risk-management as the programme gains more detail about specific gaps and risks as we determine what is able to be offered on-campus in semester one, 2021.

SEMESTER ONE – REFER TO APPENDIX 3

- PHARMACY 211
- PHARMACY 212
- PHARMACY 311
- PHARMACY 410A
- PHARMACY 411

SEMESTER TWO

Detail to be completed for Semester 2 BPharm courses listed below prior to Semester 2 start. This cannot be completed until we know what has occurred nationally and in Auckland during Semester 1 with regards to COVID-disruptions to clinical teaching and assessments in the BPharm.

- PHARMACY 213
- PHARMACY 312
- PHARMACY 410B
- PHARMACY 412
### 3.3 Summary of Required On-Campus Level 3 Clinical Teaching & Assessment Activities in BPharm Semester 1 courses 2021

<table>
<thead>
<tr>
<th>BPharm Course</th>
<th>On-Campus Level 3 requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHARMACY 211</td>
<td>none</td>
</tr>
<tr>
<td>PHARMACY 212</td>
<td>none</td>
</tr>
</tbody>
</table>
| PHARMACY 311  | • Practice OSCE (in 502-005/004)  
                (Objective Structured Clinical Examination)  
                Following COVID Clinical Teaching Protocols with small bubbles of students/staff (bubbles of 6-8) and strict hygiene, cleaning and safety protocols  
                • Final OSCE (in 502-005/004)  
                Following COVID Clinical Teaching Protocols with small bubbles of students/staff (bubbles of 6-8) and strict hygiene, cleaning and safety protocols |
| PHARMACY 411  | • Clinical Dispensing Laboratories (in 502-005/004)  
                Face-to-face with enhanced cleaning protocols and limited students (8) per session to allow social distancing - onsite time will be reduced to 1.5h instead of 3h  
                • Simulated Dispensing Assignment (in 502-005/004)  
                Face-to-face with enhanced cleaning protocols and limited students (8) per session to allow social distancing  
                Labels only no physical dispensing  
                Assignments placed in plastic bag for checking by learning partner  
                • Practice OSCE (in 502-005/004)  
                (Objective Structured Clinical Examination)  
                Following COVID Clinical Teaching Protocols with small bubbles of students/staff (bubbles of 6-8) and strict hygiene, cleaning and safety protocols  
                • Final OSCE (in 502-005/004)  
                Following COVID Clinical Teaching Protocols with small bubbles of students/staff (bubbles of 6-8) and strict hygiene, cleaning and safety protocols |
| PHARMACY 410A | none                           |

Refer to *Appendix 3, 4 and 5* for specific details of course requirements and risk-mitigation strategies and protocols.
4) HEALTH, SAFETY AND HYGIENE PROTOCOLS

Consistent protocols have been established, and implemented in 2020, across the Faculty of Medical & Health Sciences for all clinical programmes teaching on-campus during COVID-levels 1-4. Our Director of Experiential Placements, Ms Lynne Bye, has been part of the working group establishing the protocols. The COVID Teaching Protocol has been approved by the Pharmacy Board of Education in Semester one, 2020 and implemented from that point in April 2020 onwards in all on-campus teaching and assessments in the BPharm. (Refer to Appendix 4 for the latest version of the FMHS Clinical Teaching Protocol from 2020, semester two.) The FMHS Clinical Teaching Protocol is based on best practices in relation to the COVID pandemic and public health guidance as received by the Ministry of Health, Ministry of Education and Tertiary Education Commission.

Principles and protocols are strictly followed by all Bachelor of Pharmacy staff and students in all small-group on-campus clinical teaching and assessment during COVID-impacted sessions.

Refer to Appendix 4 FMHS Clinical Teaching Protocol and Appendix 5 which provide further specific detail about BPharm-specific practices and implementation of the FMHS protocol in dispensing labs, clinical workshops and OSCE assessments.
5) APPENDICES

Appendix 1
• Visual Overview of BPharm courses Parts 2, 3 and 4 (2021)

Appendix 2
• Further detail - risks and gaps for Year IV and Year II students in 2021

Appendix 3
• BPharm course details for required on-campus clinical teaching and assessment activities at COVID Levels 1.5+

Appendix 4
• FMHS COVID Clinical Teaching Protocol

Appendix 5
• Hygiene and safety protocols specific to clinical OSCEs and Dispensing Labs

Appendix 6
• COVID-related FAQs for BPharm Teaching Staff

Appendix 7
• Competence Standards for the Pharmacy Profession (PCNZ)

Appendix 8
• Pharmacy Council of New Zealand (PCNZ) Intern Policy
APPENDICES
Appendix 1 Visual Overview of courses and modules in Parts 2, 3 and 4 of the BPharm 2021
Appendix 2 Further detail

Risks and gaps for Year IV and Year III students in 2021

Our BPharm is accredited to deliver experiential learning placements in the form of 50 days of work-based learning placements in partnership with our hospital and community pharmacy providers to our students as a core part of their competence development as future pharmacy interns. (These occur across all District Health Boards and across hundreds of community pharmacies across New Zealand.) This is in addition to the on campus experiential learning and clinical teaching our students undertake to develop the core pharmacy practice competencies.

2020 saw us having to postpone a number of the on-campus clinical skills and competence development for our (then) Year III students (these are now our Year IV students). This was with the approval of our accreditation bodies (Pharmacy Council of New Zealand and Australian Pharmacy Council). We were able to meet all of the broad learning outcomes of our pharmacy courses through virtual and simulation learning created through online tools such as KuraCloud, MyDispense and Chalk’nWire, to name a few. However, our 2021 Year IV students especially are at serious risk if they are unable to attend on-campus simulation learning and assessments in our Grafton campus (Model Pharmacy, Model Pharmacy Dispensary, Aseptic and Pharmaceutical Compounding rooms). Without this core teaching, one-to-one feedback and assessment, our students will not be eligible to attend, nor be successful in completing, their mandatory work-based placements (2 x two weeks in Year IV). This in turn will see us unable to graduate our Year IV students in November of 2021. This has concomitant negative implications for the future security of the pharmacy workforce. This will be of huge concern to Health Workforce New Zealand, the Tertiary Education Commission who funds us with additional resource for our undergraduate pharmacy courses, the Pharmacy Council of NZ and the pharmacy profession at large who partner with us to secure this future professional pipeline.

It also remains a challenge for us to ensure all of our students are able to fulfil their 50 days of work-based learning placements in hospital and community pharmacies. Last year, whilst many DHBs recognised the need to continue to allow medicine and nursing students to attend their clinical placements, other allied health professionals (such as pharmacy, audiology, nutrition and dietetics) did not receive the same overall common support of these health students to remain in their work-based learning placements and clinical attachments during COVID levels above 1.

The Heads of the BPharm programmes from University of Auckland and Otago have been liaising with the Ministry of Health Chief Allied Health Professions Officer to seek high level agreements of the security of work-based learning placements for our pharmacy students even if we move to Levels 1, 2 or 3 in Auckland and/or nationally in 2021.
Appendix 3 BPharm course details for required on-campus clinical teaching and assessment activities at COVID Levels 1.5+

Requirements and on-campus session prioritisation overviews are indicated by each BPharm course director and team for Semester 1 for onsite teaching delivery at COVID levels 1.5-4. See further details below in regards to:

- PHARMACY 211
- PHARMACY 212
- PHARMACY 311
- PHARMACY 411
- PHARMACY PLACEMENT MODULES AS MUST-PAST COMPONENTS ASSURING CLINICAL COMPETENCY IN PHARMACY 311 & PHARMACY 411
- PHARMACY 410A

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PHARMACY 211 OVERVIEW

(This is a non-clinical course therefore less requirements for on-campus delivery during COVID as learning can be taught, learned and assessed mostly online where required.)

All activities above Level 1 will be delivered remotely.

Chemistry Module

- Lectures: 12 x 2 hour sessions
- Laboratories: 4 x 3 hour sessions (4 streams of each)
- Exit test: 1 x 2 hour session

Patho-Physiology Module

- Lectures: 10 x 2 hour sessions
- Laboratories: 1 x 3 hour sessions (4 streams of each)
- Workshop: 1 3 hour session
- Exit test: 1 x 2 hour session

Pharmacology Module

- Lectures: 11 x 2 hour sessions
- Workshops: 4 x 3 hour sessions (4 streams of each)
- Exit test: 1 x 2 hour session
## PHARMACY 211 OVERVIEW

<table>
<thead>
<tr>
<th>All modules</th>
<th>Level 1-1.5</th>
<th>Level 2-2.5</th>
<th>Level 3-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>On campus, live delivery</td>
<td>On-line, live delivery</td>
<td>On-line, live delivery</td>
</tr>
<tr>
<td>Laboratories</td>
<td>On campus, live delivery</td>
<td>On-line, live delivery</td>
<td>On-line, live delivery</td>
</tr>
<tr>
<td>Workshops</td>
<td>On campus, live delivery</td>
<td>On-line, live delivery</td>
<td>On-line, live delivery</td>
</tr>
<tr>
<td>Tests</td>
<td>On-line delivery</td>
<td>On-line delivery</td>
<td>On-line delivery</td>
</tr>
</tbody>
</table>
### PHARMACY 212 OVERVIEW

(This is a course with some clinical competency development therefore some requirements for on-campus delivery during COVID as learning **cannot** always be taught, learned and assessed fully online.)

<table>
<thead>
<tr>
<th>PHARMACY 212 MODULE SPECIFIC DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PPP = Principles of Pharmacy Practice Module; PS = Pharmaceutical Science Module;</strong></td>
</tr>
<tr>
<td><strong>PPP Module</strong></td>
</tr>
<tr>
<td><strong>Lectures</strong></td>
</tr>
<tr>
<td>Majority of Lectures</td>
</tr>
<tr>
<td>Didactic necessarily content heavy lectures</td>
</tr>
<tr>
<td><strong>Laboratories</strong></td>
</tr>
<tr>
<td>Clinical Skill-building Laboratories</td>
</tr>
<tr>
<td><strong>16 x 3h</strong> in 502-350N and S</td>
</tr>
<tr>
<td><strong>Workshops</strong></td>
</tr>
<tr>
<td>Professionalism</td>
</tr>
<tr>
<td>Communication for OSCE Preparation</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Calculations and Med Info</strong></td>
</tr>
<tr>
<td><strong>Law and ethics</strong></td>
</tr>
<tr>
<td><strong>PPP Module cont.</strong></td>
</tr>
<tr>
<td>BaFa &amp; Poverty simulation</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
</tr>
<tr>
<td>Compounding Tests 2 x 2h in 502-350N and S</td>
</tr>
<tr>
<td>Calculation skills</td>
</tr>
<tr>
<td>Exit test integrating pharmacy practice knowledge 1 x 3h</td>
</tr>
<tr>
<td>PS Module</td>
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<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Lectures</td>
</tr>
<tr>
<td>Clinical Skill-building Laboratories</td>
</tr>
<tr>
<td>16 x 3h in 502-350N and S</td>
</tr>
<tr>
<td>Workshops</td>
</tr>
<tr>
<td>Knowledge-building Tests 2 x 3h</td>
</tr>
</tbody>
</table>

**PHARMACY 212 Prioritised Teaching and Assessment On-campus sessions at Level 1.5+**

**Principles of Pharmacy Practice Module**
- Clinical Laboratories – 16 x 3 hours
- Clinical Workshops – 8 x 2 hours; 1 x 1 hour
- Clinical Compounding Assessments – 2 x 2 hours
- Calculations invigilated test – 1 x 1 hour
- Module invigilated exit test – 1 x 3 hours

**Pharmaceutical Sciences Module**
- Clinical Skill-building Laboratories – 16 x 3 hours
- Clinical Skill-building Workshops – 8 x 2 hours
- Module invigilated exit test – 2 x 3 hours
PHARMACY 311 OVERVIEW

(This is a course with some clinical competency development therefore some requirements for on-campus delivery during COVID as learning cannot always be taught, learned and assessed fully online.)

<table>
<thead>
<tr>
<th>PHARMACY 311 MODULE SPECIFIC DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resp = Respiratory Module; CV = Cardiovascular Module; Renal/Hep = Renal/Hepatic Module; C&amp;P = Clinical &amp; Professional Skills Module; PM2 = Placement Module 2</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resp Module</th>
<th>Level 1-1.5</th>
<th>Level 2-2.5</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>Face to face</td>
<td>Pre-recorded lectures (new/ from previous year)</td>
<td></td>
<td></td>
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<tr>
<td>Laboratories</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Particle size analysis 2x 3 hrs (502-350N/S)</td>
<td>Face to face – split class in half and run as 2 x 3 hr sessions</td>
<td>Via Zoom, Canvas and kuraCloud activities</td>
<td>Via Zoom, Canvas and kuraCloud activities</td>
<td></td>
</tr>
<tr>
<td>Spirometry/peak flow 2x 2 hrs (502-250N)</td>
<td>Face to face – split class in half and run as 2 x 2 hr sessions</td>
<td>Via Zoom, Canvas and kuraCloud activities</td>
<td></td>
<td></td>
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<tr>
<td>Analysis of salbutamol 2 x 3hrs (502-350N/S)</td>
<td>Face to face – split class in half and run as 2 x 3 hr sessions</td>
<td>Via Zoom, Canvas and kuraCloud activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispensing Resp medications 4 x 3 hrs (502-005)</td>
<td>Face to face – split class into 4 streams and run as 4x3hr sessions</td>
<td>Via Zoom, Canvas and kuraCloud activities</td>
<td></td>
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</tbody>
</table>

Workshops
<table>
<thead>
<tr>
<th>Clinical Case management workshops</th>
<th>Face to face – split class in 4 subgroups (4/5 students in each group) and run as 12 x 3 hr workshops</th>
<th>Via Zoom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests</strong></td>
<td><strong>CV Module</strong> Level 1-1.5 Level 2-2.5 Level 3 Level 4</td>
<td></td>
</tr>
<tr>
<td>Exit test x 2 hr</td>
<td>Face to face</td>
<td>Online</td>
</tr>
<tr>
<td><strong>Lectures</strong></td>
<td><strong>Laboratories</strong></td>
<td></td>
</tr>
<tr>
<td>Majority of Lectures</td>
<td>Pre-recorded lectures (new/ from previous year)</td>
<td></td>
</tr>
<tr>
<td>Face to face</td>
<td><strong>Formulation of CV medicines 2x 3 hrs (502-350N, and S);</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Workshops</strong></td>
<td><strong>Administration of medicines via NG tube 2x 3 hrs (502-350N, and S)</strong></td>
<td></td>
</tr>
<tr>
<td>Clinical Case management workshops 16 x 3 hrs</td>
<td>Face to face – split class in 4 subgroups (4/5 students in each group) and run as 4 x 3 hr workshops</td>
<td>Face to face – split class in 4 subgroups (4/5 students in each group) and run as 4 x 3 hr workshops</td>
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<tr>
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</tr>
<tr>
<td>Tests</td>
<td>Exit test 1x 2.5 h</td>
<td>Face to face</td>
</tr>
<tr>
<td><strong>Renal/Hep Module</strong></td>
<td><strong>Level 1-1.5</strong></td>
<td><strong>Level 2-2.5</strong></td>
</tr>
<tr>
<td>Lectures</td>
<td>Majority of Lectures</td>
<td>Face to face</td>
</tr>
<tr>
<td><strong>Laboratories N/A</strong></td>
<td></td>
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<tr>
<td><strong>Workshops</strong></td>
<td></td>
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</tr>
<tr>
<td>Clinical Case management workshops 8 x 3 hrs</td>
<td>Face to face – split class in 4 subgroups (4/5 students in each group) and run as 8 x 3 hr workshops</td>
<td>Face to face – split class in 4 subgroups (4/5 students in each group) and run as 8 x 3 hr workshops</td>
</tr>
<tr>
<td>Pharmacokinetic workshops 4 x 2 hrs</td>
<td>Face to face – split class in 4 subgroups (4/5 students in each group) and run as 4 x 2 hr workshops</td>
<td>Face to face – split class in 4 subgroups (4/5 students in each group) and run as 4 x 2 hr workshops</td>
</tr>
<tr>
<td>Tests</td>
<td>Exit test 1x 1.5 h</td>
<td>Face to face</td>
</tr>
<tr>
<td>C&amp;P Skills</td>
<td>Level 1-1.5</td>
<td>Level 2-2.5</td>
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</tr>
<tr>
<td>Lectures</td>
<td></td>
<td></td>
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<tr>
<td>Law &amp; Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C&amp;P Lectures</td>
<td></td>
<td>Pre-recorded – online at all levels</td>
</tr>
<tr>
<td>Laboratories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispensing labs</td>
<td>Face to face</td>
<td>Face to face with physical distancing/cleaning protocols</td>
</tr>
<tr>
<td>Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary healthcare</td>
<td>Face to face</td>
<td>In person with physical distancing/cleaning protocols</td>
</tr>
<tr>
<td>Medicines Information</td>
<td>Face to face</td>
<td></td>
</tr>
<tr>
<td>Prep &amp; Process</td>
<td>Face to face</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Face to face</td>
<td></td>
</tr>
<tr>
<td>Clinical Skills</td>
<td>Face to face</td>
<td>Face to face with physical distancing/cleaning protocols</td>
</tr>
<tr>
<td>Inhalers</td>
<td>Face to face</td>
<td>Face to face with physical distancing/cleaning protocols</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Face to face</td>
<td></td>
</tr>
<tr>
<td>Hauora Māori</td>
<td>Face to face</td>
<td>Face to face with physical distancing/cleaning protocols</td>
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<tr>
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<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice OSCE</td>
<td>Face to face</td>
<td>Face to face with physical distancing/cleaning protocols</td>
</tr>
<tr>
<td>Final OSCE</td>
<td>Face to face</td>
<td>Face to face with physical distancing/cleaning protocols</td>
</tr>
<tr>
<td><strong>PM2</strong></td>
<td><strong>Level 1-1.5</strong></td>
<td><strong>Level 2-2.5</strong></td>
</tr>
<tr>
<td><strong>Placements on site at community and hospital pharmacy settings across New Zealand</strong></td>
<td>Proceeds onsite at pharmacy placement sites.</td>
<td>Proceeds onsite at pharmacy placement sites.*</td>
</tr>
</tbody>
</table>

*Refer to Placement-specific information further below for further detail of COVID contingency planning for Placements learning from Placements 1 – 5 (PM1-PM5) across the year.*
### Respiratory Module
- Lectures
- Clinical Case management workshops x 12 (3 sessions x 4 streams) x 3 hrs
- C&P skills workshops x 24 (6 sessions x 4 streams) x 2 hrs
- C&P skills lab x 4 (1 session x 4 streams) x 3 hrs
- Clinical skills workshop x 4 (1 session x 4 streams) x 1.5 hrs
- Physiology lab x 2 (1 session x 2 combined streams) x 2 hrs
- Pharmaceutics lab x 4 (1 session x 4 streams) x 3 hrs
- Chemistry lab x 4 (1 session x 4 streams) x 3 hrs
- Exit test x 2 hrs

### Cardiovascular Module
- Lectures
- Clinical Case management Workshops – 16 (4 sessions x 4 streams) x 3 hrs
- C&P skills workshops – Dispensing- 8 (2 sessions x 4 streams) x 3 hrs
- C&P skills workshops –Primary health care- 4(1 session x 4 streams) x 2 hrs
- C&P skills workshops –Medicine information- 4(1 session x 4 streams) x 2 hrs
- C&P skills workshops –Nutrition- 4 (1 session x 4 streams) x 2 hrs
- Pharmaceutics lab – 8 (2 sessions x 4 streams) x 3 hrs
- Module invigilated exit test – 1 x 2.5 hours

### Renal/Hepatic Module
- Lectures 15 X 1 Hour
- Clinical Case management Workshops – 8 (2 sessions x 4 streams) x 3 hrs
- C&P skills workshops –Dispensing- 4 (1 session x 4 streams) x 3 hrs
- C&P skills workshops –Primary health care- 4 (1 session x 4 streams) x 2 hrs
- C&P skills workshops –Genetics and Privacy- 4 (1 session x 4 streams) x 2 hrs
- C&P skills workshops –Medicine information- 4 (1 session x 4 streams) x 2 hrs
- Case Resolution 2 (2 sessions X 1 Stream) x 1 hour
- Pharmaceutics lab – 4 (2 sessions x 4 streams) x 2 hrs
- Module invigilated exit test – 1 x 1.5 hours
PHARMACY 411 OVERVIEW

(This is a course with some clinical competency development therefore some requirements for on-campus delivery during COVID as learning cannot always be taught, learned and assessed fully online.)

<table>
<thead>
<tr>
<th>PHARMACY 311 MODULE SPECIFIC DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td><strong>Level 1-1.5</strong></td>
</tr>
<tr>
<td><strong>Lectures</strong></td>
</tr>
<tr>
<td>Face-to-face and recordings made available where appropriate (not for patient lectures)</td>
</tr>
<tr>
<td><strong>Laboratories</strong></td>
</tr>
<tr>
<td><strong>Clinical Dispensing Laboratories</strong></td>
</tr>
<tr>
<td><strong>Aseptic Clinical Skill-building laboratory sessions</strong></td>
</tr>
<tr>
<td>Workshops</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Clinical primary healthcare</td>
</tr>
<tr>
<td>Clinical and professional skills workshops</td>
</tr>
<tr>
<td>Clinical Case management workshops</td>
</tr>
<tr>
<td>Tests</td>
</tr>
<tr>
<td>Exit test</td>
</tr>
<tr>
<td>Law test</td>
</tr>
<tr>
<td>Assignment</td>
</tr>
<tr>
<td>Simulated Dispensing</td>
</tr>
<tr>
<td>(Creating labels and dispensing from a prescription)</td>
</tr>
<tr>
<td>Practice OSCE</td>
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<tr>
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</tr>
<tr>
<td>Final OSCE</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PM4</th>
<th>Level 1-1.5</th>
<th>Level 2-2.5</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placements onsite at community and hospital pharmacy settings across New Zealand</td>
<td>Proceeds onsite at pharmacy placement sites.</td>
<td>Proceeds onsite at pharmacy placement sites.*</td>
<td>Proceeds onsite at pharmacy placement sites. *</td>
<td>No placements at pharmacy sites. Online replacement.</td>
</tr>
</tbody>
</table>

*Refer to Placement-specific information further below for further detail of COVID contingency planning for Placements learning from Placements 1 – 5 (PM1-PM5) across the year.
### PHARM 411 Prioritised Teaching and Assessment On-campus sessions at Level 1.5+

<table>
<thead>
<tr>
<th>Oncology Module</th>
<th>Neurology Module</th>
<th>Psychiatry Module</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laboratory sessions</strong></td>
<td><strong>Laboratory sessions</strong></td>
<td><strong>Laboratory sessions</strong></td>
</tr>
<tr>
<td>• Clinical dispensing Laboratories – 4 x 3 hours</td>
<td>• Clinical dispensing Laboratories – 4 x 3 hours</td>
<td>• Clinical dispensing Laboratories – 4 x 3 hours</td>
</tr>
<tr>
<td>• Aseptic laboratory sessions – 8 x 3 hours</td>
<td>• Aseptic laboratory sessions – 8 x 3 hours</td>
<td>• Aseptic laboratory sessions – 8 x 3 hours</td>
</tr>
<tr>
<td><strong>Workshops</strong></td>
<td><strong>Workshops</strong></td>
<td><strong>Workshops</strong></td>
</tr>
<tr>
<td>• Clinical primary healthcare workshops – 4 x 2 hours</td>
<td>• Clinical primary healthcare workshops – 4 x 2 hours</td>
<td>• Clinical primary healthcare workshops – 4 x 2 hours</td>
</tr>
<tr>
<td>• Clinical and professional skills workshops – 8 x 2 hours</td>
<td>• Clinical and professional skills workshops – 8 x 2 hours</td>
<td>• Clinical and professional skills workshops – 8 x 2 hours</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>• Module invigilated exit test – 1 x 2 hours</td>
<td>• Clinical OSCE assessment 2 x 9 hours</td>
<td>• Clinical OSCE assessment 2 x 9 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Law test 1 x 3 hour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Integrated dispensing assignment. Assignment 2 is a dispensing and checking assessment 18 x 2 hour sessions to allow for students to book a registered slot and complete</td>
</tr>
</tbody>
</table>
PHARMACY 410A&B OVERVIEW

(This is a non-clinical course therefore less requirements for on-campus delivery during COVID as learning can be taught, learned and assessed mostly online where required apart from labs-based workshops and research projects that involve lab-based experiments.)

<table>
<thead>
<tr>
<th>PHARMACY 410 SPECIFIC DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P410 Research Dissertation</strong></td>
</tr>
<tr>
<td>Lectures</td>
</tr>
<tr>
<td>Laboratories</td>
</tr>
<tr>
<td>Workshops</td>
</tr>
<tr>
<td>Research Projects</td>
</tr>
</tbody>
</table>
*FURTHER DETAIL: PHARMACY PLACEMENTS MODULES 1-5
Pharmacy Placement Programme Contingency Planning as at 02.02.2021

The purpose of this document is to outline the 2021 Pharmacy Placement Programme and provisional contingency plans should scheduled placement modules be disrupted due to the COVID pandemic.

The work-based learning component of placement modules can proceed if NZ is at COVID Alert level 1 or 2. If different regions in NZ are at different COVID Alert levels and travelling between regions is comprised, then the placement module format may have to be revised.

Unfortunately due to the disruptions caused by COVID the 2021 cohort of Part IV students had no work-based learning placements last year and the two placement modules they undertook in 2020 were all online and simulation based learning. The application of core pharmacy practice skills may not be as advanced as previous Part IV cohorts so for 2021 a revised Placement Module 4 will be implemented to enable all final year students to develop their core pharmacy practice skills in the practice setting.

Part IV 2021 Placements

Placement Module 4 (PM4); semester 1
Focus is to be on the development of core pharmacy practice skills.
- Medicine history taking
- Medicine reconciliation
- Chart/prescription screening
- Medicine supply (dispensing)
- Patient education
- Over the Counter medicine consultations, (primary health care) if student is undertaking placement in community pharmacy setting.
- Medicine information query if student is undertaking placement in hospital pharmacy setting.

Format to follow the usual placement programme structure.
- Placement preparation: Mixture of face to face and online sessions/activities.
- Placement days: 9 placement days in either a community or hospital pharmacy setting. (Due to statutory holiday)
- Post placement: Student completion of ePortfolio required tasks and participation in post placement workshop.

Placement Module 5 (PM5); semester 2
Focus is to be on consolidation and extension of core pharmacy practice skills in the areas of;
- Medicine management
- Medication safety
- Providing patient care
• Developing as a medicine expert.

**Format** to follow the usual Part IV placement structure where students apply for a placement opportunity provided by a placement site.

- Placement preparation: Mixture of face to face and online sessions/activities.
- Placement days: 10 placement days in a School of Pharmacy recognised training placement site.
- Post placement: Student completion of ePortfolio required tasks and participation in post placement workshop.

**Contingency**

If PM4 is unable to proceed as planned due to the COVID pandemic then PM4 would become an online placement module utilising online /simulation resources and activities developed in 2020 and the planned 2021 PM4 module would be implemented as PM5 in semester 2, 2021.

If students are unable to undertake any work-based learning as part of their placement modules in practice settings in either semester 1 or semester 2 during 2021 then discussions would be held with PCNZ and the internship training programme as to any anticipated gaps in relation to graduate outcomes.

**Part III 2021 Placements**

**Placement Module 2 (PM2); semester 1**

**Focus** is on the development of core pharmacy practice skills.

- Medicine history taking
- Medicine reconciliation
- Chart/prescription screening
- Medicine supply (dispensing)
- Patient education
- Over the Counter medication consultations, (primary health care) if student is undertaking placement in community pharmacy setting.
- Medicine information query if student is undertaking placement in hospital pharmacy setting.

**Format** to follow the usual placement programme structure.

- Placement preparation: Mixture of face to face and online sessions/activities.
- Placement days: 10 placement days. Half the cohort undertake a placement in a community pharmacy and the other half in a hospital pharmacy setting.
- Post placement: Student completion of ePortfolio required tasks and participation in post placement workshop.

**Placement Module 3 (PM3); semester 2**

**Focus** to be on the development of core pharmacy practice skills.

- Medicine history taking
- Medicine reconciliation
- Chart/prescription screening
• Medicine supply (dispensing)
• Patient education
• Over the Counter medicine consultations, (primary health care) if student is undertaking placement in community pharmacy setting.
• Medicine information query if student is undertaking placement in hospital pharmacy setting.

**Format** to follow the usual placement programme structure.
• Placement preparation: Mixture of face to face and online sessions/activities.
• Placement days: 10 placement days. Half the cohort undertake a placement in a community pharmacy and the other half in a hospital pharmacy setting.
• Post placement: Student completion of ePortfolio required tasks and participation in post placement workshop.

**Contingency**
If PM2 and/or PM3 are unable to proceed as planned due to the COVID pandemic then these placement modules would become an online placement module utilising resources and activities developed in 2020.

**Part II 2021 Placements**
**Placement Module 1 (PM1); semester 2**

**Focus** is on ‘socialisation’ into pharmacy practice and the pharmacy profession.
• An understanding of the medicines pathway from manufacture through procurement to administration.
• An overview of the role of pharmacy and pharmacist in a variety of settings.
• An understanding of the ‘patient experience’ from both the patient’s and pharmacist’s perspectives, including observations of interactions with patients.

**Format** to follow the usual placement programme structure.
• Placement preparation: Mixture of face to face and online sessions/activities.
• Placement days:
  o 1 Industry placement day.
  o 3 Community pharmacy placement days.
  o 3 Hospital pharmacy placement days.
• Post placement: Student completion of ePortfolio required tasks and participation in post placement workshop.

**Contingency**
If PM1 is unable to proceed as planned due to the COVID pandemic then this placement module would become an online placement module utilising resources and activities developed in 2020.
Appendix 4 COVID FMHS Clinical Teaching Protocol

- Refer to enclosed FMHS Clinical Teaching Protocol
Appendix 5 Hygiene and safety protocols specific to clinical OSCEs and Dispensing Labs

5.1 Infection Control Screening

It is the responsibility of each BPharm Course Director in communication with the BPharm Academic Programme Director to ensure all persons attending our campuses/sites are assessed for suitability and staff are adequately trained on how to do this. Any staff or students conducting clinical or teaching and learning activities should not attend or perform clinical work if they are unwell. It is important to ensure that those who are essential for the teaching and assessment activities follow our screening procedure.

For any activity, there should be appropriate numbers per room (e.g. examiner, student and actor) and social-distancing requirements should be met. The wearing of face coverings will depend upon national and local guidance in place at the time. Actors, instead of patients with actual medical conditions, will be used until national and DHB alert levels allow otherwise. For the end of year whole class assessments, it has already been decided to use no real patients, irrespective of level. It is essential that BPharm Course Directors screen actors when offering the role for that specific exam (following national guidance on vulnerable workers). During teaching groups, the students will use seminar rooms big enough for the students to be at least one metre apart.

Screening Questions

COVID pre-campus screening questions are derived from the UoA Check-In App questions, adapted, plus a vulnerability question. They are to be used as a guide, but for up to date guidelines staff, guided by the Academic Programme Director will regularly check MOH, University of Auckland SLTeam and CANVAS updates to keep up to date on any changes. Pre-screening questions will be provided at entry of the room on laminated cards for all clinical teaching and assessment involving small-group sessions.

- I do not currently have symptoms of fever, shortness of breath, sore throat, cough, symptoms of a cold or loss of smell
- I have not been in contact with a known positive Covid-19 case within the last 2 weeks
- I have not been in contact with someone who has returned from overseas in the last 2 weeks.
- I have not been asked to self-isolate due to medical conditions under Alert Level 2 by my GP or healthcare provider
If any staff, students, actors answer “yes” to any of the above, they will not be permitted on site. Persons with symptoms should consult their GP or Healthline. Their details need to be immediately notified to the BPharm Academic Programme Director.

5.2 Contact Tracing Information

Contact tracing requirements will vary by Alert level and may also change over time. BPharm Course Directors and Module Leaders will ensure that they meet government, University of Auckland and DHB requirements. In order to comply with the Government’s guidelines, the School of Pharmacy will comply with requirements to have current contact details for all staff, students and actors who attend the campus or sites.

Staff and students can use the government tracker QR codes and are required to register using the university Check-in app (for Grafton site) as well as using their swipe card access. If these options are not available for any reason, a paper form sign-in will be kept for reporting for any such case where the university requires this information. The BPharm Course Director/course team will supply sign in lists of all staff, students and actors to the IMT team (incidentmanagementteam@auckland.ac.nz) as required and if, and when, requested by the FMHS Director of Faculty Operations.

**UoA Check-In App:**

5.3 Cleaning and Disinfection Protocols

Cleaning/Disinfection requirements will vary by Alert level and may also change over time. BPharm Course Directors, Module Leaders and Pharmacy Technician Manager need to ensure that they meet government and University of Auckland requirements.

Prior to staff, students and actors arriving at the campus/sites, and at the completion of teaching and/or exams, the following hygiene/disinfectant protocols will be undertaken. Students, pharmacy technicians and teaching staff will be provided a checklist of all areas needing disinfecting/cleaning and BPharm Course Directors, Module Leaders and Pharmacy Technical Manager will be responsible for overseeing this being done appropriately.

**5.3.1 Basic Disinfection Requirements**
- High contact areas are regularly cleaned across the day, such as door handles and light switches (Mediwipes)
● All work surfaces (i.e. tables, door handles / light switches / taps /chair handles) and all generic equipment (computers, keyboards, mouse, telephones etc) are disinfected after each activity (Mediwipes)
● All specialist equipment is disinfected before and after use by each student/staff (70% ethanol wipes)
● Ensure all waste bins are emptied daily

5.3.2 Basic Hygiene Protocols

● Hand washing/sanitising should be undertaken at all appropriate times (beginning, end, before/after physical contact)
  - Hands should be washed with soap and water (for at least 20 seconds) or disinfectant grade hand sanitizer used
● Cough or sneeze into your elbow or by covering your mouth and nose with tissues
● Place used tissues in the bin or a bag immediately and wash your hands
● Avoid touching your eyes, nose or mouth
● Ensure all staff/students know how to properly use and apply PPE (e.g. face masks only – where there is <1m distancing) when required and are able to explain proper use to students, staff and actors, as required
  - Disposal of items that contain body fluids or discarded PPE should be placed in a yellow biowaste bag if and as required
  - Disposable face masks to go into general rubbish bin not recycling bin

Small-group clinical teaching will operate using a maximum 25:1 student:supervisor ratio, in a room designated for twice that number to ensure maintenance of appropriate physical distancing and infection control measures. With the smaller student to supervisor ratio in place, this also ensures that our occupancy does not exceed a level in which we can adhere to the 1m physical distancing.

If the Course Director, Module Leader or Technical Pharmacy Manager has any concerns regarding cleaning/disinfectant protocols, the student/staff may be asked to perform this again. Teaching and/or examination will not start until this has been completed and all hygiene protocols followed.

5.4 Appropriate Use of PPE

PPE requirements will vary by Alert level and may also change over time. Teaching staff will ensure that they meet government and University of Auckland requirements.

Staff, students and actors will be responsible for wearing and removing face masks and other PPE, where appropriate. In general, distancing +/- a face mask
will be sufficient. Group Services team and Technical Manager will ensure that all campus/sites are appropriately stocked to ensure safety but will ensure that reasonable ordering measures are in place to not detrimentally impact PPE supply chain.

Actors and teaching staff will be advised at the time of arranging teaching or clinical examinations that they will be asked to wear a mask (and other appropriate PPE) during some stations.

Guidance provided here:


WHO poster:

https://www.who.int/csr/resources/publications/EPR_AM2_E7.pdf?ua=1

5.5 Use of small student-staff “bubbles”

The following is an example set of guidance implemented in semester two, September 2020 in a Pharmacy Dispensing Room Practice OSCE to illustrate: how students and staff are kept divided into small bubbles of less than 8; how they have access to with reduced physical resources in the lab throughout the dispensing lab/practice OSCE session to minimise contact risks and so as to facilitate contact tracing if any individual were found to have contracted COVID.

**OSCE Room location will occur in Pharmacy Dispensing rooms and rooms in 503 and 507 area to maintain reduced student-staff ‘bubbles’**

95 students in total are divided into four streams across four different sessions (two streams in week one - 22 and 25 students on 23 Sept and two streams in week two - 25 and 23 students on 28 Sept).

Each stream of students is divided from their 22-25 student group into ‘pods’ of two-four students. This pod of two-four students remains together for the duration of the session and does not interact with other students. i.e. there will be 6-7 “pods” of two-four students + two staff members per pod to be onsite.

Each student+staff grouping will stay and move in their “pod” for the duration of their session. Each group of two-four students is allocated a separate arrival room from the list of rooms requested to reduce any risk of groups of students interacting in hallways etc.

Room requests are made across building 502, 503 and 507 to meet the requirements to keep the pods of four-five students separated and in rooms
where there is enough room for physical distancing of 1 metre from each other.

**Arrival protocol**
- Students will arrive to their assigned "pod" room at the allocated time in their group of two-four students and be met by their assigned staff member.
- Students will declare to the staff member that they are healthy when signing in as per the COVID pre-screen questions required. If they cannot answer “no” to all pre-screening questions, they will be asked to leave campus and contact their GP/Healthline immediately.

**Dispensing and communication lab protocol**
- Masks will be required to be worn by everyone, staff and students, in both parts of the lab class. Social distancing will be practiced wherever possible and generally can be achieved at a distance of at least 1m.
- Strict hygiene measures will always be practiced.
- Students will use hand sanitiser as they enter the dispensing lab room 502-005. Hand sanitiser will always be available during the lab.
- Work surfaces and high-touch areas desktops, keyboards and mice are to be wiped with Medi-Wipes, Clinell wipes or 70% alcohol equivalent formulations or with preparations as advised by Property Services at the end of each part of the session.
- Students have 70 minutes in 502-005 (Dispensing part) & 70 minutes in small groups of 2 & 4 people located in building 507 and 503, in rooms designated in size for 6 - 8 people (Communication part). All areas will be cleaned with disinfectant cleaner before the swap over from Dispensing labs to Communication labs and vice versa.
- Staff member will escort student "pod" at finish of their lab to the final room for their second-half of lab where they will be met by the second staff member.
- Dispensing Lab room 502-005 will have between two-four students per desk pod (No more than one student per section of the desk pod and the two classes that day will have students sitting in different seats in the pod so no students will be sitting in the same desk pod area on any one day).
- Prescriptions will be pinned on the boards in the pods rather than being handled.
- Scenarios will be laminated & on the computer desktop
- All student pharmacy prescription checking work and their annotations will be entered into a Canvas Quiz. No actual dispensing of products (i.e. pills into bottles) will occur to reduce risk of cross-contamination.
- Labels will be produced in Toniq online system & photographed by students (or a staff member if students don’t have a smart phone) and uploaded to Canvas for marking End of lab protocol
- Rooms will be wiped down with alcohol-based disinfectant after each pod group of two-four students has completed their task.

Groups will be escorted out of rooms and asked to leave campus immediately upon finishing their lab.
Appendix 6 COVID-related FAQs for BPharm Teaching Staff

COVID-RELATED FAQS BPHARM STAFF GUIDANCE

The following standardised answers have been written to assist BPharm staff in addressing student (and casual staff) queries along with potential issues arising relating to COVID impact on compulsory teaching sessions, risk management strategies and assessments impacted by COVID in Semester 2, 2020. At time of writing, Auckland was at COVID level 2 (September 2020).

The FAQs will be updated as required when Auckland and New Zealand moves to different COVID levels in 2021.

FAQ 1: What should teaching staff do if a student emails/contacts saying they need to miss a compulsory online or face-to-face on-campus workshop or lab due to being sick (but not meeting the threshold for an aegrotat application? (E.g., since MOH guidance is to stay home when sick regardless of whether it is COVID or not some students who have a cold/cough will decide they need to stay home and/or miss online teaching sessions while unwell.)

- Teaching staff should refer the student to their GP and/or Healthline for guidance if they have any symptoms consistent with COVID and/or risks in relation to contact with a known/close contact who may have been exposed to COVID.
- If it is a compulsory lab/workshop, let them know they should do their best to catch up on/discuss missed learning with a peer. Ask if they have someone who they can do this with, or do they need support in asking on their behalf for a peer who might be willing to meet with them online to ‘catch them up’.
- There is no ability/guarantee that we can provide any follow up/individualised make-up session for them; but we will do our best to support any student who misses a compulsory session due to illness/suspected COVID to provide follow up support with contact and/or a make-up session where feasible.

FAQ 2: What should teaching staff do if a student emails/contacts saying they need to miss an Exit Test, Final Assessment such as an OSCE or Oral Test or a Placement day due to being sick? (E.g. since MOH guidance is to stay home when sick regardless of whether it is COVID or not, some students who have a cold/cough will decide they need to stay home and/or miss assessments while unwell.)
• Teaching staff should refer the student to their GP and/or Healthline for guidance if they have any symptoms consistent with COVID and/or risks in relation to contact with a known/close contact who may have been exposed to COVID.

• In this instance, because it is a missed test or assessment they will need to speak with their GP and they will need to apply for Aegrotat/Compassionate Consideration because it is a summative course assessment that is missed. The rationale for this is that they are following MOH guidance and therefore, are forced to stay home/not come onto campus due to illness. However, as a result, they will miss their compulsory/must-pass assessment. As such, they will need a medical professional to attest to that and they will be required to apply for Aegrotat/Compassionate Consideration through the Student Health & Counselling team process which will require some form of evidence to be submitted with their application.

• They can seek support for this process through our BPharm Student Advisor Daniel Heke email: fmhssupport@auckland.ac.nz

• For missed Placement Days, the student will need to immediately notify the Pharmacy Placements team for specific guidance and if given approval to miss the Placement day, they will need to immediately notify their Placement Preceptor / pharmacy site. They will need to supply a medical certificate to the Pharmacy Placements team. pharmacyplacements@auckland.ac.nz

• An alternative assessment may need to be run for that student – to be discussed as a teaching team/delegated BOE group with input from Academic Programme Director as required.

FAQ 3: What should teaching staff do if a student adamantly refuses to wear a mask in a session deemed compulsory for mask wearing (e.g. in Dispensing Lab, Pharm Sci or Aseptic lab, for a Practice or Final OSCE)?

• Teaching staff should refer the student to the announcement made by the Academic Programme Director (AD) regarding COVID and requirements at Levels 2, 2.5 and 3. The AD has outlined to all students that in line with Ministry of Health and Ministry of Education recommendations and FMHS guidance, it has been deemed that masks are mandatory in some clinical teaching/assessing settings to manage risks in relation to COVID and ensure student and staff safety.

• If the student continues to refuse, staff should refer them to Building 505, Level 3 to the School of Pharmacy to Lynne Petersen (AD BPharm), Jeff Harrison (HOS), Jo Barnes (Deputy HOS) if they wish to lodge a formal complaint.

• They are not allowed to participate in the session if they do not comply with the requirements as outlined by the School and the AD.
FAQ 4: What should staff do if a student presents for a teaching class session appearing unwell, with cold-type symptoms?

- Teaching staff should refer the student to the COVID Pre-screening questions available on laminated cards in their Canvas course site in the first Module. They should be referred to their GP and/or Healthline for guidance if they have any symptoms consistent with COVID and/or risks in relation to contact with a known/close contact who may have been exposed to COVID.
- If the student has documented evidence from a doctor of known allergies causing sniffles/blowing nose symptoms, they can be admitted to class.
- If the student is unwell with suspected cold symptoms, they should exclude themselves from class.
- Again, in this instance if the teaching staff are concerned about any risks the student may pose to others, they can be required to remove themselves from class and present at School of Pharmacy reception for discussion with HOS, Deputy HOS or Academic Director. Teaching staff may phone/text senior SOP staff to ask them to come and assist in meeting the student and explaining the reasons for their exclusion from class in such an instance.

FAQ 5: What should staff do if a student presents for a Final Assessment appearing unwell, with cold-type symptoms?

- Teaching staff should refer the student to the COVID Pre-screening questions available on laminated cards in their Canvas course site in the first Module. They should be referred to their GP and/or Healthline for guidance if they have any symptoms consistent with COVID and/or risks in relation to contact with a known/close contact who may have been exposed to COVID.
- If the student has documented evidence from a doctor of known allergies causing sniffles/blowing nose symptoms, they can be admitted to the assessment.
- If the student is unwell with suspected cold symptoms, they should exclude themselves from the assessment.
- Again, in this kind of an instance if the teaching staff are concerned about any risks the student may pose to others, they can be required to remove themselves from class and present at School of Pharmacy reception for discussion with HOS, Deputy HOS or Academic Director. Teaching staff may phone/text senior SOP staff to ask them to come and assist in meeting the student and explaining the reasons for their exclusion from the assessment in such an instance.
- In this instance, because it may mean the student is required to miss a test or assessment, an alternative assessment will likely need to be run for that student – to be discussed as a teaching team/delegated BOE group with input from Academic Director as required.
FAQ 6: What should staff do if a student persistently does not attend on-site teaching classes (on grounds of concern about mingling with people in class or on public transport)?

- Teaching staff should refer the student to the Academic Programme Director.
- The discussion will involve the student weighing up any actual risks they may personally have for themselves/in their family re: a health condition and/or an immune-compromised situation. If that is the case, the student will need to discuss with their doctor and advise in writing about their medical/health situation.
- The programme will then have to weigh up the extent to which the student is able to fulfil, or not, the requirements of the course / programme this year given their compromised health situation along with whether due to health-reasons they need to step out of the course this year and repeat the course next year to maintain their own/others’ wellbeing.

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EXAMPLE STUDENT INFORMATION
Canvas course announcement and information sent to all BPharm Year 2, 3 and 4 students on Friday 11 September 2020 by Lynne Petersen

**Year 2 example:**

Dear Part 2 BPharm students

We hope you are all taking some time to slow down a bit and rest/recharge the batteries over mid-semester break as well as take some time to focus on other areas in life outside of the BPharm. We do also hope you will find time to continue to progress some areas of your learning (and assignments) to help you to make the most of the final months in the BPharm this year.

Please read the important BPharm Back to Campus information and links below to help you to prepare for your return to Grafton campus with confidence, knowing what to expect in your on-campus teaching, learning and assessment after mid-semester break from Monday 21 September.

*I will be running short Zoom Drop In Q&A (Question & Answer) Sessions next week*

These drop-in Zoom sessions (see days/times below) are there to answer any questions/concerns that you may have about your year-level requirements and any of our course teaching, learning and assessments plans for the rest of the semester. I will offer two different dates/times for the same drop-in session to try to cater for different schedules (i.e. you do not need to attend both dates/times as it will be a repeat – Tuesday’s session will be split by year group; Thursdays will be ‘all in together’).

**Zoom Year Level Drop-In Q&A Sessions**

**Tuesday 15th September**

Year 2 Drop-In: 12.00-12.30pm
Thursday 17th September

All Year Drop-In: 7.30-8.15pm

Ngā mihi mahana,

Lynne

Lynne Petersen, BPharm Academic Director

BPHARM BACK TO CAMPUS INFORMATION FROM 21 SEPTEMBER 2020 FOR BPHARM STUDENTS

Return to Auckland

As our Vice-Chancellor Professor Dawn Freshwater announced this past Friday, our university, faculty and our school are planning for return to campus from the week of Monday 21 September. See information below from our Vice-Chancellor and keep your eyes on the University of Auckland COVID-19 page (link below) for all-important updates if COVID-level status changes.

- See Canvas Page Link 1 for details about COVID-19 updates at UOA

Travel and On-campus mask wearing/face coverings

Please ensure you wear a mask/face covering when getting to, from campus, and at all times when you travel on any form of public transport at any time in Auckland.

You are also encouraged to wear a mask/face covering at any other times that you are on campus. See more information from the Ministry of Health and our University in relation to masks/face coverings.

You will be required to wear a mask in some teaching/assessing sessions as noted below in the section on teaching and learning delivery plans. For those sessions, we recommend, if possible, that you wear one mask during any transit / travel on public transport up until your teaching/assessing session. Then we recommend you remove and safely dispose of/store that mask/face covering, thoroughly wash your hands and then use a different mask for the teaching/learning session where possible.

See Canvas Page Link 2 for details about masks/face coverings from MOH and UOA

If you are sick/unwell or have come in contact with COVID

Please note if at any point in the months ahead, you have any cold, cough, or flu symptoms (see COVID-19 symptoms in Link 3 below), or if you have been in contact with someone who is a confirmed case with COVID or who has been exposed to COVID risks, please immediately contact your GP or Healthline for guidance.

Then straight away please notify Placements team (if for placement days), your Course Director (if for on-campus required workshops/learning/assessments) and me (Lynne Petersen). This is particularly important if you are due to attend placement learning days or on-campus learning sessions.

You must not attend placement days or on-campus teaching sessions if you are sick or if you suspect you have contracted COVID-19.

Contacts

- Pharmacy Placements team: Pharmacyplacements@auckland.ac.nz
- Course Director: on your Canvas homepage for PHARM 213, 312, 410 or 412
- Lynne Petersen Academic Director BPharm: petersen@auckland.ac.nz
- Healthline: 0800 358 5453

See Canvas Page Link 3 for more guidance from MOH about COVID-19 symptoms and COVID screening questions


Teaching and learning delivery plans

We are planning as a teaching team for a blended approach to our teaching, learning and assessment through the rest of the semester to mitigate risks posed by uncertainties presented by COVID and through our desire to minimise risks to you while maximising your chance to continue with uninterrupted learning.

We will be advising you at individual course levels about specific details. In general, if we can provide content online, we will – such as many lectures and some workshops (such as case workshops and primary health care workshops via Zoom). We realise that online learning is not ideal for all. However, taking on board guidance from various leaders and support staff in our faculty and the wider university, we have decided to take this ‘blended’ approach to our delivery of your curriculum for the rest of the semester. If, however, we move more quickly to COVID Level 1, we may be able to offer more workshops and sessions face-to-face on-campus. We will give you as much advance warning about this as possible.

We are doing so to guarantee completion of your core compulsory learning while trying to minimise risks to you: of disruption to your timetable and learning schedule and to guard your health and wellbeing, no matter what happens in relation to COVID-levels.
For any on-campus sessions, we will be dividing streams into smaller student ‘bubble groups’ (4-5 students) to minimise the direct contact you will have when working in small rooms/close contact with students and staff for extended periods of time. For those sessions, you will be **required** to wear a face mask/face covering and follow the COVID-screening questions before entry to the session along with guidance provided to you about cleaning/hygiene protocols by the teaching and technician teams.

**Pre-screening COVID questions for small group teaching sessions in labs/workshops and prior to placements**

Before entering small lab/workshop teaching/assessment sessions where you are working in close contact with other students across a number of hours, and prior to attending placement learning, you will be required to answer standard COVID-screening questions from the Ministry of Health to assess your risks in relation to COVID.

If you are **at risk** in relation to the COVID-screening questions, you will be asked to check with your GP or Healthline before being able to join in with the planned teaching/assessing activities.

*See Canvas Page Link 3 for more guidance from MOH about COVID-19 symptoms and COVID screening questions*

Appendix 7 Competence Standards for the Pharmacy Profession (Pharmacy Council of New Zealand)
Appendix 8 Pharmacy Council of New Zealand Intern Policy (Intern Scope of Practice)