PHARMACY 4085
CLASS OF 2021
Community Pharmacy Rotation Manual
6 consecutive weeks @ minimum 40 hours per week

To start the rotation a student must hold a valid Pharmacy Student License for the province of their rotation & where required by law individual personal professional liability insurance
<u>NEW:</u> Pharmacy Students in Nova Scotia must also have a Technical Permit for Injections
Pharmacy Students must follow all
Public Health Requirements for COVID-19

Students must file any required preceptor/site forms for approval with the provincial pharmacy regulator prior to the start of a rotation.

<u>Please review the practice supervision reminder on page 3</u>
PRACTICE EXPERIENCE PROGRAM

Class of 2021
Rotation Start Date Rescheduled due to COVID-19.
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Enhancing health and wellness through pharmacy education, research and community service.
Through our work, we support the conscientious use of medications in society.

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NEW: Preceptor and Student Award Nominations will be accepted by online nomination links that will be distributed at the end of each fourth-year rotation.

NEW: Preceptor CE Forms will be posted on the College of Pharmacy website following the conclusion of the course: https://www.dal.ca/faculty/health/pharmacy/programs/related-resources.html

WELCOME!

I hope this note finds you and your pharmacy team doing well.

Welcome to the Practice Experience Program (PEP) at the College of Pharmacy, Dalhousie University, for the academic year 2020-2021.

Since March 2020 we have faced challenging times in our country and the world as we navigate the reality of the ongoing COVID-19 Pandemic.

Thank you to the community pharmacist preceptors and pharmacy team members who have worked tirelessly during uncertain times to provide care to Canadians as front-line primary health care providers.

Sincere thanks are sent to the large group of dedicated pharmacists who volunteer their time, expertise and energy as preceptors. Working in community pharmacy is a busy and challenging job. The College of Pharmacy Practice Experience Program thanks you for taking the time to participate as a PEP preceptor. Preceptors, you are the heart of the practice experience program and your dedication to the pharmacy profession is valued and appreciated.

Tracy Jollymore, Administrative Secretary, provides important support to the practice experience program by looking after all things related to the administration and organization of PEP materials that reach both student and preceptor. Tracy's dedication and organizational abilities help this program run smoothly each year.

Thank you to Pharmacist Pauline Tran-Roop who helped us with PEP manual reviews this past summer 2020.

Thank you also goes to our Teaching Assistant Pharmacy Student Cecily Strongman (Class of 2022) who has helped PEP during the 2020-21 academic year.

Please watch for College of Pharmacy updates as the PEP team expands to continue to support learners and PEP partners across the Maritimes. New PEP roles will be advertised here under staff: https://dal.peopleadmin.ca/.

Please contact me should you need assistance either as a student or preceptor or have questions about current or future PEP curriculum.

Thank you for your support of the Practice Experience Program!

Sincerely,

Harriet Davies, BSc (Pharm), CDE, M.Ed.
Coordinator of Clinical Education
WORKING REMOTELY OFF-CAMPUS DUE TO COVID-19
Cell: 902-293-9957
E-Mail: Harriet.Davies@dal.ca
Currently have no access to a fax machine.

COVID-19 Resources and Guidance for Students

As COVID-19 information continues to evolve, students are reminded to consult provincial and national Public Health resources for the most up-to-date information. Students should discuss with their preceptor(s) the public health, safety and security protocols and procedures that are in place at their rotation site.

Students, please refer to the Brightspace PEP course for COVID-19 PPE and other resources such as:

- Video resources for donning and doffing of medical and non-medical masks
- Video resources for proper hand hygiene
- Information on personal protective equipment (PPE)
- Links to Public Health websites

AFPC EDUCATIONAL OUTCOMES: EXECUTIVE SUMMARY

The Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes (EOs) focus on what graduates are able to do at the end of a Baccalaureate or Doctorate program that is the first professional degree in pharmacy (i.e., entry-to-practice pharmacy degree programs). They signal curricular priorities and a framework for curriculum design without being overly prescriptive. The Educational Outcomes focus on outcomes that matter to patients, the profession of pharmacy and Canadian society. They aim to advance pharmacy education so that pharmacy graduates are prepared to meet the changing expectations of the communities they serve.

The APFC Task Force on Educational Outcomes was struck by the AFPC Council of Faculties in mid-2016 to revise the 2010 version and they completed their work in spring 2017. The result was the development of a revised set of educational outcomes for all entry-to-practice pharmacy programs in Canada, regardless of the degree offered (Bachelor of Science in Pharmacy or PharmD). The work was informed by feedback from focus group discussions with representatives from faculties of pharmacy in Canada and literature from pharmacy and the other health professions. The Task Force sought feedback on the draft documents from all pharmacy faculties across Canada, national and provincial pharmacy organizations and external stakeholders. The final document includes modifications based on the recommendations from these groups.

The 2017 version of the AFPC Educational Outcomes retains CanMEDS terminology (Royal College of Physicians and Surgeons of Canada) and draws from several concepts in CanMEDS 2015 role statements. It also draws upon concepts described in other sources. The 2017 Educational Outcomes represent a conceptual shift since publication of the 2010 EOs. In the 2010 version, the expression of each role was independent of and had no particular relationship to one another. In the 2017 version, the relationship of the roles to one another is based on provision of patient care (Care Provider), which is at the heart (core) of the discipline of pharmacy in Canada. To meet the expectations of patients and society, graduates must take an appropriate approach to the core of the discipline, which is pharmacy care. To provide the quality of pharmacy care required, graduates are able to approach pharmacy practice by skilfully integrating Communicator, Collaborator, Leader-Manager, Scholar and Health Advocate roles in their Care Provider role. In addition, graduates are educated to fulfill roles beyond those required of pharmacists, acknowledging that the goal of university education extends beyond solely preparing graduates to enter into pharmacy practice. AFPC believes that pharmacy graduates must be grounded in a professional identity when being a Care Provider. Accordingly, the conceptual shift is that the Professional role is not one among many roles; rather it is the overarching ethos of the discipline of pharmacy – the spirit that guides graduates' practice and their approach to practice regardless of the type of practice in the field of pharmacy.

The 2017 Educational Outcomes are significantly different from previous ones in organizing structure. The EOs comprises multiple Role Statements: Care Provider, Communicator, Collaborator, Leader-Manager, Health Advocate, Scholar and Professional. Within each Role Statement, the Key Competencies define what graduates need to achieve by the end of the program. These competencies focus on measurable behaviours that are the end product of the program. They reflect the expectation that there will be use or application of knowledge and skill acquired during the program. Enabling Competencies delineate specific sub-components of competencies that graduates need to achieve in order to attain the competency required at the end of the program. A complete listing of Concepts that underlie the EOs 2017 is available in each Role Statement. To support the EOs 2017, several documents are included in an Educational Outcomes 2017 User Manual: Orientation Resource – Conceptual Framework for Educational Outcomes for Canadian First Professional Degree Programs in Pharmacy; Crosswalk to Canadian Interprofessional Health Collaborative (CIHC) National Interprofessional Competency Framework; Sample Learning Objectives; and Glossary of Terms.

SUMMARY: AFPC EDUCATIONAL OUTCOMES 2017 – ROLES and KEY COMPETENCIES		
ROLE	**DEFINITION**	**KEY COMPETENCIES – Pharmacy Graduates are able to:**
CARE PROVIDER (CP)	As **Care Providers,** pharmacy graduates provide patient-centred pharmacy care by using their knowledge, skills and professional judgement to facilitate management of a patient's medication and overall health needs across the care continuum. Care Provider is the core of the discipline of pharmacy.	**CP1:** Practise within the pharmacist scope of practice and expertise. **CP2:** Provide patient-centred care. **CP3:** Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of health care quality and patient safety.
COMMUNICATOR (CM)	As **Communicators,** pharmacy graduates communicate effectively in lay and professional language, using a variety of strategies that take into account the situation, intended outcomes of the communication and diverse audiences.	**CM1:** Communicate in a responsible and responsive manner that encourages trust and confidence. **CM2:** Communicate in a manner that supports a team approach to health promotion and health care.
COLLABORATOR (CL)	As **Collaborators,** pharmacy graduates work collaboratively with patients and intra- and inter-professional teams to provide safe, effective, efficient health care, thus fulfilling the needs of the community and society at large.	**CL1:** Work effectively with members of the health team including patients, pharmacy colleagues and individuals from other professions. **CL2:** Hand over the care of a patient to other pharmacy team members and non-pharmacy team members to facilitate continuity of safe patient care.
LEADER-MANAGER (LM)	As **Leaders and Managers,** pharmacy graduates engage with others to optimize the safety, effectiveness and efficiency of health care and contribute to a vision of a high-quality health care system.	**LM1:** Contribute to optimizing health care delivery and pharmacy services. **LM2:** Contribute to the stewardship of resources in health care systems. **LM3:** Demonstrate leadership skills. **LM4:** Demonstrate management skills.
HEALTH ADVOCATE (HA)	As **Health Advocates,** pharmacy graduates demonstrate care for individual patients, communities and populations by using pharmacy expertise to understand health needs and advance health and well-being of others.	**HA1:** Respond to an individual patient's health needs by advocating with the patient within and beyond the patient care environment. **HA2:** Respond to the needs of communities or populations they serve by advocating with them for system-level change in a socially accountable manner.
SCHOLAR (SC)	As **Scholars,** pharmacy graduates take responsibility for excellence by applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge when teaching others.	**SC1:** Apply medication therapy expertise to optimize pharmacy care, pharmacy services and health care delivery. **SC2:** Integrate best available evidence into pharmacy practice. **SC3:** Contribute to the creation of knowledge or practices in the field of pharmacy. **SC4:** Teach other pharmacy team members, the public and other health care professionals including students.
PROFESSIONAL (PR)	As **Professionals,** pharmacy graduates take responsibility and accountability for delivering pharmacy care to patients, communities and society through ethical practice and the high standards of behaviour that are expected of self-regulated professionals. The Professional role is the overarching ethos of the discipline of pharmacy.	**PR1:** Committed to apply best practices and adhere to high ethical standards in the delivery of pharmacy care. **PR2:** Able to recognize and respond to societal expectations of regulated health care professionals. **PR3:** Committed to self-awareness in the management of personal and professional well-being.

DALHOUSIE UNIVERSITY
College of Pharmacy
<mark>TO REVIEW:</mark> Clinical Rotation Orientation Materials for Class of 2021 Rotations
Student Communication Profile (SCP)

Students: Please complete this Student Communication Profile (SCP) and review the contents with your preceptor at the start of the rotation. Prior to starting your rotation, please review the resources posted on Brightspace for COVID-19 information. Please discuss with your preceptor the COVID-19 policy and procedures at your specific rotation site so that you will be prepared for your first day. If you have any concerns or questions, please contact the Coordinator of Clinical Education.

Please review the rotation orientation checklist that follows in this manual with your preceptor at the start of the rotation.

STUDENT NAME: _____

STUDENT EMAIL: _____

CONTACT NUMBER DURING ROTATION:_____

ROTATION DATES: _____

Is there anything your preceptor should be aware of that might affect your ability to perform during this clinical rotation?

What are your personal learning objectives for this clinical rotation and explain how you intend to achieve them?

What are your clinical, interpersonal and professional strengths?

What other clinical, interpersonal and professional skills would you like to improve during this rotation?

Are there any specific disease states or patient populations you wish to have an opportunity to work with and learn from during this rotation?

Adapted from Grey-Bruce Regional Health Centre/D'Youville College Student Placement Profile/Dalhousie School of Physiotherapy

STUDENT TRAVEL TO THE SITE

Please provide your travel/commuting plans to your site each day.
Please review storm day plans/communication during the Winter.

ILLNESS/SICK DAYS DURING ROTATIONS

Please review the sick day policy for PEP Policy Manual posted on Brightspace and on the College's preceptor development website
http://www.dal.ca/faculty/health/pharmacy/programs/related-resources.html

Review who to contact at the site should you be ill and are unable to attend your rotation.

If you have any COVID-19-like symptoms, please visit the Public Health online COVID-19 assessment tool for the province of your rotation. It is important to protect your health and the health of those around you. Please contact your preceptor and the Coordinator of Clinical Education should your COVID-19 screening require you to self-isolate due to travel, illness, testing or other public health protocols.

For provincial COVID-19 assessment tools: please see below for links in Nova Scotia, New Brunswick, and Prince Edward Island.

☐ NS: http://www.nshealth.ca/coronavirus-assessment

☐ NB:
https://www2.gnb.ca/content/gnb/en/departments/ocmoh/cdc/content/respiratory_diseases/coronavirus.html

☐ PEI: https://www.princeedwardisland.ca/en/service/self-assessment-for-covid-19

Is there anything else you wish to discuss with your preceptor at the start of your rotation?

Please review the orientation checklist on page 11.

==Practice Supervision Reminder for==
==Pharmacist Preceptors & Pharmacy Students==
IMPORTANT PRACTICE SUPERVISION REMINDERS:

Pharmacy students and preceptors are reminded that while on practice experience program rotations, pharmacy students must be under the appropriate supervision of their pharmacist preceptor. The pharmacist preceptor is professionally responsible for the pharmacy student.

Students and preceptors must review at the start of the rotation the strategy that will be followed to achieve the appropriate level of appropriate supervision to meet the pharmacy legislation requirements for the province of the rotation. **The definition of "supervision" may be different in each province and it would be prudent for both the student and preceptor to know and understand that definition prior to commencing the practice experience**.

Pharmacy students must clearly identify themselves as pharmacy students when in practice.

It is the expectation of the Dalhousie University College of Pharmacy that students are supervised by preceptors in a manner that maximizes opportunities for regular formative and summative feedback and provide safe and effective patient care while adhering to the legal requirements for pharmacy practice in the province of the rotation.

Pharmacy students must be licensed in the province of their rotation and must hold personal professional liability insurance where required by law. Preceptors and pharmacy students must ensure that any required registration, preceptor and site documentation is filed with/approved by the provincial pharmacy regulator prior to the start of a practice experience program rotation.

PLEASE NOTE: Class of 2021 pharmacy students received immunization and injection training in the Fall of 2020.
==NEW:== IN NOVA SCOTIA: Pharmacy Students must hold a Technical Permit for injections in addition to their Pharmacy Student License.

College of Pharmacy, Dalhousie University
Bachelor of Science in Pharmacy Program
Four-Year Overview of Curriculum Content

Program Year	Class Number & Name
First	PHAR 1060 Pharmacy Administration I PHAR 1071/2 Skills Lab I PHAR 1081/2 Community Experience Program (Service Learning) ANAT 1040 Basic Human Anatomy MICR 1050 Basic Microbiology & Immunology for Pharmacy CHEM 2442 Organic Chemistry PHYL 1400 Human Physiology BIOC 1040 Biochemistry for Pharmacy PHAC 1470 Pharmacology for Pharmacy
Second	PHAR 2011/2 Critical Appraisal Series IA & IB PHAR 2200 Topical Products (Dermatologicals and Eye & Ear) PHAR 2035 Respiratory Tract Complaints* PHAR 2040 Gastrointestinal Disorders* PHAR 2045 Nutrition PHAR 2055 Drug Disposition PHAR 2060 Medication Use Management PHAR 2071/2 Skills Lab II PHAR 2081 Practice Experience I (Hospital 2 weeks) PHAR 2082 Practice Experience II (Community 2 weeks)
Third	PHAR 3011/2 Critical Appraisal Series II PHAR 3020 Women's Health Issues* **PHAR 3030 Infectious Diseases* PHAR 3040 Cardiovascular Diseases* PHAR 3050 Pain and Rheumatology* PHAR 3055 CNS and Behavioral Disorders* PHAR 3060 Endocrine Disorders* PHAR 3071/2 Skills Lab III PHAR 3081/2 Practice Experience III (Community 4 weeks)
Fourth **Course offered online due to COVID-19	**PHAR 4010 Critical Appraisal Series III **PHAR 4025 Pathocytologic Disorders* **PHAR 4035 Disorders of the Liver and Genitourinary Systems* **PHAR 4060 Advanced Patient Health Management **PHAR 4071/2 Skills Lab IV ==Injection Training for Class 2021: completed ON-CAMPUS October 2020== PHAR 4080 Practice Experience IV (Hospital/Long-Term Care 6 weeks) PHAR 4085 Practice Experience V (Community 6 weeks) IPHE 4900 Interprofessional Health Education Portfolio (Completed over 4 years)

* These are multidisciplinary PBL units consisting of pharmaceutical sciences, pharmacotherapeutics, and pharmacy administration.

TO REVIEW: Rotation Orientation Checklist
Please complete during thr firt three days of your rotation.

Student & Site-Specific Information to Review

☐ **Student is registered with the appropriate pharmacy regulatory body as a pharmacy student and holds valid personal professional liability insurance where required by law; students must be licensed and insured where required by law prior to the start of the rotation.**

☐ **NEW: In Nova Scotia students in community and/or hospital must have a valid Technical Permit for Injections in addition to a Pharmacy Student License with the Nova Scotia College of Pharmacists.**

☐ **Preceptor and student have discussed whether the student can continue to work at another practice site e.g. part-time job, during this the clinical rotation course. In some situations, due to COVID-19 levels in the community the rotation site may request that the student limit their patient care activities to the rotation site only. This is the decision of the practice site.**

For COVID-19 assessment tools, please see below for links in NS, NB, and PEI if outside the Maritimes please check the website for the Public Health authority in your region.

☐ In NS: https://novascotia.ca/coronavirus/

☐ In NB: https://www2.gnb.ca/content/gnb/en/departments/ocmoh/cdc/content/respiratory_diseases/coronavirus.html

☐ In PEI: https://www.princeedwardisland.ca/en/service/self-assessment-covid-19

☐ **Important student professional supervision reminder provided in this manual reviewed and discussed.**

☐ **IN NEW BRUNSWICK: Prior to the start of rotation "Apprenticeship Agreement" filed with NB College of Pharmacists**

☐ **IN PRINCE EDWARD ISLAND: Prior to the start of rotation "Preceptor/Site Approval Form" filed with PEI College of Pharmacy via online portal for registrants.**

☐ **IMPORTANT: Faculty of Health Guidelines for the Student Use of Social Media & Electronic Communication in Practice Settings has been reviewed. A copy can be found here: http://www.dal.ca/faculty/health/current-students/student-policies-and-procedures.html.**

☐ Student prepared to identify as a Pharmacy Student during all professional interactions e.g. with patients, prescribers.

☐ Resume and letter of introduction received and reviewed by preceptor.

☐ Student communication profile reviewed.

☐ Student pre-rotation self-assessment completed & reviewed.

☐ Student emergency contact sheet completed and provided to preceptor.

☐ Review patient care documentation procedures followed at site

☐ Orientation to prescription processing and patient assessment, documentation, medication safety and follow-up procedures used by the site.

Rotation Scheduling and Planning

☐ Daily schedule reviewed e.g. arrival, lunch, breaks, departure etc.

☐ Tentative rotation schedule reviewed for the 6 weeks

☐ Tentative date for mid-point assessment: _____

☐ Tentative date for final assessment: _____

☐ Upcoming CE events student may consider attending: _____

Important/Frequently Used Numbers

☐ Pharmacy phone number: _____

☐ Pharmacy fax number: _____

☐ How to access and save voice mail (if applicable): _____

☐ Prescriber's line: _____

☐ Preceptor's e-mail &/or cell: _____

☐ Insurance providers contact information and pharmacy specific identification number

☐ Other important numbers:

Introductions & Review

☐ Pharmacy Staff/Team

☐ Management (Pharmacy and Front Store)

☐ Healthcare team members (on and off site)

☐ Patients

☐ Review of pharmacy practice services offered at the site and how student will be engaged

☐ Review, if available, the provincial Drug Information System (DIS) or equivalent online e-Health portal that connects health care professionals to patient's medication and health records including (if available) lab values.

☐ Review pharmacy privacy protocols

☐ Orientation and discussion about pharmacy safety and security protocols and procedures

☐ COVID-19 workplace health and safety protocols, shift scheduling of teams to avoid illness outbreaks, site-specific requirements for appropriate PPE

☐ _____

☐ _____

☐ _____

☐ _____

Site Resources

☐ Fridge for food

☐ Coat and boot storage

☐ Personal area to work, store books and other materials

☐ Lunch/Staff Room/Microwave for food

☐ Pharmacy layout (front shop and dispensary)

☐ Location and use of private counselling/consultation room

☐ Washrooms for staff

☐ Drug information resources

☐ Internet access

☐ Parking

☐ Public transit locations

☐ _____

Technology Information

☐ Review of site's computer use policy

☐ Review of telephone protocol

☐ Review of telephone system/answering machine

☐ Review of site's computer software for patient management, prescribing, documentation of full scope of practice services, prescribing assessment and documentation procedures, prescription processing, claims adjudication etc.

☐ If applicable, location of computer for word processing, e-mail, online searching etc.

☐ If applicable, passwords assigned for computer access

☐ Review of site's policy re: handheld electronic devices e.g. cell phones, pagers, i-pads, wireless internet etc.

☐ Completion of any required privacy modules related to provincial health information systems.

☐ Review of provincial drug and health information system e.g. DIS; SHARE.

☐ _____

Health and Safety

☐ Handwashing stations and site policy on handwashing reviewed

☐ Site PPE requirements reviewed

☐ Procedure to follow at the site if a student receives a sharps injury or any other type of injury while at the site. **PLEASE NOTE**: The College of Pharmacy must be contacted if a student is injured or develops COVID-19 during a PEP rotation. Please contact the Coordinator of Clinical Education: Harriet.Davies@dal.ca.

☐ Procedure to follow for safety in the private counselling/consultation room(s)

☐ Person to contact should a student become ill at the site or at home during the rotation

☐ Procedure to follow should the student call in sick or have a personal emergency

☐ Procedure to follow if there is a storm and travel and/or public transport is impacted to or from the site

☐ Procedure to follow if late arriving to the site e.g. who to contact

☐ Review the safety procedures to follow should the pharmacy be robbed

☐ Procedure to follow if there is a fire alarm or lock-down

☐ Site specific health & safety updates (or other pandemic, disease outbreak information)

☐ Review of store safety pages e.g. how to call security, or assistance to pharmacy etc.

☐ Information re: neighbourhood safety e.g. late-night departure

☐ _____

Patient Safety

☐ Introduction to site's medication incident policy

☐ Introduction to quality assurance/ medication safety programs followed by the community pharmacy

Dress Code

☐ Review of site's dress code policy (including footwear)

☐ Student wearing an ID badge that clearly identifies them as a pharmacy student

☐ Student has reviewed the COVID-19 resources on Brightspace and/or any site specific resources for the donning and doffing of PPE

☐ _____

☐ _____

Privacy Policy

☐ Site's privacy policy reviewed

☐ Process to access patient profiles

☐ Private counselling room

☐ _____

☐ _____

PEP ROTATION SCHEDULE FOR:

Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1							
2							
3							
4							
5							
6							

Preceptor:

Pharmacy Phone Number: **Pharmacy Fax Number:**

Other Important Contact Information:

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Pharmacy Student Emergency Contact Information Sheet

Pharmacy 4085 Practice Experience Program

Students prior to starting your rotation: Please review the resources on Brightspace for COVID-19 related information. Please discuss with your preceptor the COVID-19 policy and procedures at your specific rotation site so that you will be prepared for your first day. If you have any questions, please contact the Coordinator of Clinical Education: Harriet.Davies@dal.ca. Please complete this form and provide to your preceptor on the first day of your Practice Experience Program rotation.

Student Name: _____

In case of emergency please notify the following person:

Name: _____

Address: _____

Daytime Phone Number: Area Code: (   )-_____

Evening Phone Number: Area Code: (   )-_____

Relationship to student: _____

College of Pharmacy Contacts

College of Pharmacy Staff and Faculty: WORKING OFF-CAMPUS REMOTELY due to COVID-19

Coordinator of Clinical Education, Harriet Davies: cell 902-293-9957 **e-mail** Harriet.Davies@dal.ca

Administrative Secretary, Tracy Jollymore: Tracy.Jollymore@dal.ca

While information about COVID-19 continues to evolve daily, students should monitor Public Health updates. Students should strategize with preceptors about ways to complete the rotation activities while protecting your health and the health of the patients and pharmacy team. The College of Pharmacy Practice Experience Program understands that some activities may need to be modified in order to accommodate Public Health safety requirements.

What needs to be returned to the College of Pharmacy and when?

NEW: ONLINE Via Dal Brightspace from the Student:
Within 10 regular calendar days of completing the rotation

- o Student Evaluation of PEP Program Content
- o Student Evaluation of Site
- o Student Evaluation of Preceptor

NEW: ONLINE Via Dal Opinio Survey Link from the Preceptor: Within 10 regular calendar days of completing the rotation

- o Preceptor Final Assessment of Student completed via Dal Opinio Online Survey Tool
- o Preceptor Evaluation of PEP Program Content completed via Dal Opinio Online Survey Tool

NEW: The preceptor CE form will be posted on the College of Pharmacy website following the completion of this course

If as a student you wish to nominate a preceptor for preceptor of the year, please use the nomination link on Brightspace.
If a preceptor wishes to nominate a student for a PEP award, please use the nomination link that will be emailed to you during the final week of the rotation.

PLEASE NOTE: PEP coursework extending beyond April 23, 2021, may delay graduation and/or eligibility to take the May 2021 PEBC examinations.

Unit 1: Professional and Interpersonal Skills

This unit involves a fulfillment of objectives as a continuum over the course of all practice experience program (PEP) rotations. PEP rotations provide opportunities for students to continue to develop professional and interpersonal skills in clinical practice settings. **The expected level of competence displayed by students for fourth year rotations should be consistent with students less than six months away from entry to practice as pharmacists.**

The concept of professional and interpersonal skill development is not unique to PEP rotation activities. Proof of continuing professional competency is a standard licensing requirement for pharmacists in Canada. Professional and personal self-assessment is a skill required of all professionals throughout their careers.

Due to the COVID-19 pandemic, patient care activities may need to be adapted while ensuring that safety and pharmacy standards of practice are maintained.

PRECEPTORS: Please see the curriculum overview chart in this manual for a summary of the curriculum covered by the Class of 2021. Pharmacy Students must always practice under the appropriate supervision of a pharmacist preceptor. Please review the practice supervision reminder at the start of this manual.

References:
1. Professional Competencies for Canadian Pharmacists at Entry to Practice, NAPRA, March 2014
2. Nova Scotia College of Pharmacists - Pharmacist's Code of Ethics: http://www.nspharmacists.ca/?page=codeofethics
3. New Brunswick College of Pharmacists – Code of Ethics: https://www.nbpharmacists.ca/site/codeofethics
   PEI College of Pharmacists – Code of Ethics: http://pei.in1touch.org/uploaded/web/PEICP%20COE%20Final%20March%202017.pdf
4. Model Standards of Practice for Canadian Pharmacists, NAPRA, March 2009

Unit 1 Learning Objectives
Upon completion of the rotation, pharmacy students are expected to be able to:
      a. **Demonstrate effective verbal, non-verbal, listening and written communication skills (Communicator);**
      b. **Communicate effectively in diverse practice settings or patient situations (Communicator);**
      c. **Demonstrate professionalism during all pharmacy practice activities (Professional);**
      d. **Demonstrate skills of self-reflection, self-assessment and self-improvement (Professional);**
      e. **Demonstrate skills of self-motivation and initiative (Professional);**
at a level expected of pharmacy students less than 6 months away from entry to practice as pharmacists.

<u>Activities:</u>

a. Review with your preceptor the types of activities they complete each year to meet the continuing professional competency portion of their professional license e.g. continuing education (CE) credits, learning portfolio. Should an opportunity arise during your rotation, attend an online synchronous/asynchronous CE event.

b. Review with your preceptor the types of educational programs and/or studies they may have completed to assist them with engaging with the full scope of pharmacy practice in the province of your rotation or further develop their clinical practice skills.

c. Review with your preceptor how professional pharmacy services are funded in the province of your rotation. Determine which publicly and privately funded pharmacy services are offered at your site.

Self-Assessment/Assessment Criteria:

- Licensed as a Registered Pharmacy Student in the province of the rotation prior to the start of the rotation; holds technical permit for injections if rotation is located in Nova Scotia; obtained personal professional liability insurance where required by law; filed all appropriate preceptor/site forms with the pharmacy regulator where required by law.
- Is approachable and accessible to patients, family members, caregivers and pharmacy team members.
- Demonstrates commitment to each patient regardless of race, religion, sex, gender, gender identity, gender expression, sexual orientation, age, health, cultural, educational background or economic status.
- Displays a helping ethic when interacting with patients, family members, caregivers and pharmacy team members.
- Shows respect for the dignity of the patient.
- Presents themself in a professional manner; always identifies themself as a pharmacy student and wears a nametag that identifies them as a pharmacy student.
- Displays appropriate verbal, non-verbal communication, writing and listening skills for pharmacy practice.
- Able to adapt communication to the needs of the patient, family member, caregiver, pharmacy team member or health care professional.
- Displays sensitivity, compassion, respect and empathy to patient concerns.
- Follows required dress code.
- Is reliable, punctual and follows agreed upon schedule.
- Completes tasks carefully and thoroughly.
- Respects patient confidentiality.
- Displays a positive attitude toward pharmacy practice.
- Shows interest and take initiative.
- Demonstrates critical thinking, analysis, and action that are based on ethical and legal principles.
- Demonstrates good organizational and time management skills.
- Maintains appropriate professional boundaries
- Acknowledges own professional limits and abilities
- Accepts responsibility for actions and decisions
- Practices time-management, stress-management, and adaptive skills
- Strives to continuously improve professional performance and knowledge
- Uses feedback to improve performance
- Completes extra readings or assignments when suggested or needed

Unit 2: Patient Care in Community Pharmacy
Includes: Full Scope of Pharmacy Practice,
Pharmacy Business, and
Interprofessional Education (IPE) Activities

Pharmaceutical care as a professional practice, originated in 1978[1], and since then the ideas and concepts associated with pharmaceutical care have continued to evolve.

Through the practice of pharmaceutical care, a pharmacist *"...takes responsibility for a patient's drug-related needs and is held accountable for this commitment. In the course of this practice, responsible drug therapy is provided for the purpose of achieving positive patient outcomes."*[2]

Students at the Dalhousie College of Pharmacy learn about the concept and practice of pharmaceutical care throughout the curriculum. The practice of pharmaceutical care is referred to as "*The Pharmacist's Patient Care Process*" throughout the Dalhousie College of Pharmacy curriculum. PEP rotations allow students a chance to practice and reflect upon the provision of patient-focused pharmacy care.

For fourth year PEP community rotations, pharmacy students are required to practice patient-focused pharmacy care and engage in the full scope of pharmacy practice found in the province of their rotation. Pharmacy students must complete and document **a minimum of FIVE different** patient workups during the 6-week rotation.

Due to the COVID-19 pandemic, patient care activities may need to be adapted while ensuring that pharmacy standards of practice are maintained.

References:

1. Cipolle R.J., Strand L.M.., and Morley P.C. (2004). *Pharmaceutical Care Practice: The Clinician's Guide*. New York: McGraw-Hill Companies Ltd.
2. Cipolle R.J., Strand L.M., and Morley P.C. (2012) *Pharmaceutical Care Practice: The Patient Centered Approach to Medication Management*. New York: McGraw-Hill Companies Ltd.

Unit 2 Learning Objectives

Upon completion of the rotation pharmacy students are expected to be able to:

- **Develop and maintain effective professional relationships with patients to provide patient-focused pharmacy care to a regular complement of patients and must successfully complete a minimum of five detailed patient case workups (Professional, Care Provider);**

- **Develop effective professional relationships with other health care professionals to provide patient-focused pharmacy care (Collaborator);**

- **Collect, synthesize and interpret relevant patient, drug, laboratory and disease information to provide optimal patient care (Care Provider);**

- **Accurately identify, prioritize, resolve and/or prevent drug therapy problems (DTP) (Care Provider);**

- **Develop appropriate care plan(s)/ recommendations to address each DTP identified (Care Provider);**

- **Provide appropriate monitoring, follow-up and documentation during the provision of patient-focused pharmacy care (Care Provider);**

- **Provide patient-focused pharmacy care to multiple patients with a variety of common and diverse health care needs (Care Provider);**

- **Provide full scope of pharmacy practice patient care services under the appropriate supervision of the pharmacist preceptor (Care Provider);**

- **Participate in full scope of pharmacy practice patient care services that are reimbursed by government and private payers or billed directly to patients (Care Provider).**

- **Describe the business strategy and budget goals followed by the pharmacy practice team at the rotation site to optimize reimbursement for full scope of pharmacy practice activities (Leader-Manager, Collaborator, Care Provider).**

at a level expected of a fourth-year pharmacy student less than 6 months away from entry to practice as a pharmacist.

☐ **a.** Following an introduction and orientation to the practice site, review the pharmacist's patient care process you have learned at the College of Pharmacy with your preceptor.

☐ **b.** Each pharmacy student should investigate and determine how the pharmacist's patient care process is practiced at the site. Students should also review the Standards of Practice for pharmacists in the rotation province. Review the full scope of pharmacy practice patient care services offered at the pharmacy e.g. immunizations and other injections, pharmacist assessment and prescribing. Review any required documentation forms (paper or online) for pharmacy patient care services. This discussion should include information about pharmacy reimbursement for full scope patient care services as well as the business plan for full scope services offered by the pharmacy. See: https://www.pharmacists.ca/pharmacy-in-canada/scope-of-practice-canada/for a current summary chart of pharmacists' full scope of practice in Canada. Review the required documentation for each full scope activity, the cost of each service and how each service is billed. Students should also understand how these services are promoted to patients and are managed within the workflow of the practice site. Students should be actively involved in the full scope of pharmacy practice services under the appropriate supervision of their pharmacist preceptor.

☐   **c.** Identify patient care forms or tools (electronic or paper) you will use to help gather necessary patient information. Students may wish to design their own patient work-up tools or use one available at the site.

☐   **d.** Arrange to meet with your preceptor at the start of the rotation to review plans to identify a minimum of **FIVE** different patients suitable for detailed patient care workups over the duration of your rotation. This may require meeting with patients whether it be in person or on the phone to conduct a detailed medication review and assessment. Patients may be pre-selected by the preceptor in advance of the student's arrival or they may be selected together during the early part of the rotation.

Students are in the later part of their pharmacy education and should be selecting patient cases that provide them with a challenging and thought-provoking learning opportunity. Patients with the following characteristics may provide good learning opportunities:
- Multiple medications (four or more medications)
- Multiple medical conditions requiring drug therapy
- Newly diagnosed medical condition requiring multiple drug therapies
- Uncommon medical condition requiring drug therapy
- Opportunity to engage with providing full scope professional services

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Additional Important Patient Selection Criteria
- Students are now in the later stages of their undergraduate pharmacy education and should be selecting <u>complex patients</u>.
- The patient selected for each case work-up must:
    - not be a relative, family member or close friend of the student or preceptor
    - be taking some type of medication (prescription, nonprescription, natural health products, etc.)
    - be a patient of the rotation site
    - be available for a medication review appointment (meeting Public Health requirements) most likely via phone or virtually to gather detailed patient information and conduct a pharmacy care assessment
    - be willing to work with the student and be agreeable to the student contacting prescriber(s)
    - **MUST** provide the student with an opportunity to identify, prioritize and manage DTPs

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☐   **e.** Conduct **a minimum** of **FIVE** different detailed patient workups during the rotation under the appropriate supervision of your pharmacist preceptor. Review each stage of the process with your preceptor, for guidance and feedback.

☐ **f.** Before communicating with a prescriber or health professional involved in the circle of care, students must review their plans with their preceptor (whether the plan is to communicate verbally or in writing) to ensure organized, accurate and appropriate interprofessional communication. Communication with prescribers and patients should always be done under the appropriate supervision of the pharmacist preceptor.

☐ **h.** Students must submit certification from their preceptor that at least five detailed patient workups have been completed during the rotation. Please see the assessment forms at the end of this manual for details.

==PLEASE NOTE:== **If a student is not able to complete at least FIVE detailed patient work ups during the rotation, the Coordinator of Clinical Education must be notified as soon as this situation is identified.**

Preceptors and Students

The **FIVE** patient cases are set as a minimum. If students complete **FIVE** cases before the end of their rotation time, they should continue to work on more patient cases. Students should be actively engaged in and contribute to patient care and full scope of pharmacy practice activities throughout the entire rotation.

Examples of pharmacy practice activities that students could be involved in during the rotation (there are many others and vary by site) under the appropriate supervision of the pharmacist preceptor:

- Accessing, reviewing and assessing lab values as needed for patient care

- Medication history taking

- Attending CE opportunities when available and appropriate

- Medication reviews (under the appropriate supervision/guidance of preceptor)

- Monitoring/follow-up of patients receiving medication therapy on new and repeat prescriptions

- Communication regarding patient care with other health professionals (under the appropriate supervision/guidance of preceptor)

- Scheduled therapeutic discussions with preceptor

- Students could organize a journal club session for pharmacist staff/local community pharmacists/other health professionals (adhering to Public Health protocols)

- o Patient safety initiatives within the pharmacy

- o Helping to prepare/submit adverse drug reaction reports

- o Learning more about community pharmacy as a business through discussions with the pharmacy owner, pharmacy manager and/or front store manager

- o Taking part in the prescription filling process as part of the pharmacy team and under the appropriate supervision of the pharmacist preceptor.

"Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care"
CAIPE 2002[1]

Effective Interprofessional Education[1]:

- Works to improve the quality of care
- Focuses on the needs of service users and care providers
- Involves service users and care providers
- Encourages professions to learn with, from and about each other
- Respects the integrity and contribution of each profession
- Enhances practice within professions
- Increases professional satisfaction

Learning Objectives:

At the end of the rotation the pharmacy student will have:

➤ learned with, from and about a community-based health care professional (COLLABORATOR);

➤ interviewed another other health professional to gain insight into their role within the health care system at the community level and learned about the opportunities the health professional has to collaborate with pharmacists and other professions to provide patient/client/family/community-centred care (COLLABORATOR);

at a level expected for a pharmacy student six months or less away from entry to practice as a pharmacist.

Learning "with, from and about" other Health Professions

1. Select a regulated health profession other than pharmacy. A regulated health profession is one that is governed by a provincial act of legislation and is self-regulated by its members. Possible examples of professions that prescribe medication could include: Nurse Practitioners, Dentistry, Medicine, Optometry, Naturopathic Medicine etc.

2. With the help of your preceptor, locate a practitioner in the local community (not within a hospital or affiliated hospital site) who would be willing to have you complete an interview with them to learn more about their profession, their interaction with pharmacy and pharmacists and the type of patient/health care they provide.

3. Arrange to meet with the health professional to complete your interview. Most likely due to the Pandemic this interview will need to be conducted via telephone or through a virtual communication platform.

4. Prepare a list of interview questions for the identified health professional and review the questions with your preceptor. When preparing the questions keep in mind that you need to gather information on the following topics:
   - Education required to enter their profession
   - Scope of practice
   - Typical practice day
   - Changes to their practice due to the Pandemic
   - Other health professionals they frequently collaborate with
   - Types of patients encountered in their practice
   - Philosophy of care
   - If a prescriber, do they use a personal medication formulary?
   - Do they use an electronic health record/medical record in their practice?
   - Interactions with community pharmacists
   - Rewards and challenges of their profession
   - Tips/suggestions the health professional may have for you to consider for possible points of collaboration with their profession as you transition into practice and start your professional career

5. Thank the health professional for their time.

6. Debrief with your preceptor at the end of this activity to gain their insight into collaborating and communicating with prescribers to support safe and effective patient care.

STUDENTS PLEASE NOTE: This activity may need to be arranged outside of regular pharmacy rotation hours to accommodate the schedule of the other professional.

References:
1. http://www.caipe.org.uk/about-us/defining-ipe/
2. https://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf

Self-Assessment/Assessment Criteria:

- Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient-monitoring and follow-up.
- Has an organized and focused approach for gathering accurate and complete patient information.
- Interprets patient information gathered to effectively identify, solve and/or prevent drug therapy problems.
- Reviews any cultural, social and economic issues that may impact the management of drug therapy problems.
- Able to identify, prioritize, resolve and/or prevent identified drug therapy problems considering the patient's needs and preferences.
- Able to establish goals of therapy that are sensitive to the patient's needs and concerns, clinically sound, observable and measurable.
- Able to apply best available evidence to the patient's situation.
- Recommends non-drug therapy options when appropriate.
- Able to develop appropriate care plans/recommendations to address each identified DTP(s).
- As the rotation progresses, student is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the appropriate supervision of a pharmacist preceptor and at an appropriate level for student less than 6 months away from entry to independent practice.
- Monitors, follows up and documents care provided to patients.
- Refers, consults, and/or collaborates with other health care providers and pharmacy team members when appropriate to provide optimal patient care.
- Completes **at least FIVE** different detailed patient care workups.
- Demonstrates an industrious and organized work ethic towards patient care.
- Actively engages in and contributes to quality patient care throughout the rotation.
- Able to provide or offer full scope of pharmacy practice services as appropriate for the patient's needs.
- Participates in full scope of pharmacy practice patient care services that are reimbursed by government or private payers or billed directly to patients.
- Able to describe the business strategy and budget goals followed by the pharmacy practice team to optimize the reimbursement for full scope of pharmacy practice activities.

Unit 3: Reflection on Ethical, Moral and Social Controversies/Dilemmas*

Ethical, moral and social controversies and dilemmas are often encountered in pharmacy practice during the provision of patient care. Issues to discuss for this unit can arise from the student's patient care activities. Preceptors can also identify issues from their own practice experiences providing patient care. The decision of whether or not an issue is an ethical or moral one is not the focus of this unit. Rather it is the analysis and recommended action is what is required.

Unit 3 Learning Objectives:

Upon completion of the rotation students are expected to be able to:

- **Recognize ethical, moral and social controversies and dilemmas as they arise during the provision of health care (Professional);**
- **Analyze and discuss controversies and dilemmas with the preceptor and/or site related ethical support services (Professional);**

at a level expected for a pharmacy student six months or less away from entry to practice as pharmacist.

Student Self-Assessment/Assessment Criteria

- **Problem-solved ethical, moral and social controversies and dilemmas as they occurred in practice (Professional, Care Provider).**

- **Gathered advice from preceptor(s), colleagues and ethical support services when needed to help manage and resolve ethical, moral and social controversies and dilemmas as experienced in practice (Professional).**

Activities:

a. Locate the *Code of Ethics for Pharmacists* from the pharmacy regulatory body for the province of your rotation. Review the *Code of Ethics* with your preceptor and discuss how this document impacts your/their practice.
b. Identify issues of controversy, in provision of patient care, which in your opinion pose an ethical, moral or social dilemma.
c. Gather the facts of the dilemma.
d. Apply the appropriate ethical principles for each situation.
e. Propose viable options for the resolution of the situation.
f. Analyze your findings and discuss with your preceptor.
g. Initiate resolution of the dilemma, where appropriate, and with the help and guidance of your preceptor.
h. Preceptors are encouraged to share and discuss past ethical, moral and social controversies/dilemmas that they have experienced with the student.

*Adapted with permission from the Structured Practice Experience Program, Faculty of Pharmacy, University of Toronto

Unit 4: Drug Information

For fourth year rotations, students are expected to serve as knowledgeable drug information (DI) resource persons for pharmacy, healthcare team and patients. DI questions should be answered as they arise throughout the rotation. Questions should be researched and answered using the principles of evidence-based pharmacy taught within the Critical Appraisal Series (CAS) at the College of Pharmacy. The quantity of DI questions and length of response is entirely reflective of the needs and issues that develop from the students' patient care process
Students should use available and appropriate references, DI services, and experts as needed, .
All students have full remote access to the Kellogg Library Online at Dalhousie University
https://libraries.dal.ca/ and have access to the library's document delivery system.

> **Students should expect that required research for drug information questions may need to take place outside regular patient care hours.**

Unit 4 Learning Objective:

Upon completion of the rotation students should have demonstrated that they are able to:

- **Provide accurate, evidence based, timely and appropriate drug information that meets patient care needs (Scholar, Care Provider);**

at a level expected for pharmacy students six months or less away from entry to practice as pharmacists.

Activity:

Students are expected to be active participants during their rotations in researching and providing drug information as required throughout the entire rotation. The number of questions answered is determined by the patient care needs of the site. Students should expect that research time outside of regularly scheduled pharmacy rotation practice time may be required.

<mark>UPDATED:</mark> Unit 5: Education Event/Project

Students should determine the topic for this activity in consultation with their preceptor.

Presentations, if developed for this unit, should be 20 to 30 minutes in length with 10 to 15 minutes at the end for questions. Students will need to develop their own feedback form to distribute to participants after their program is presented. Most likely due to COVID-19 this will need to be done using an online survey tool or collected via email.

Please discuss with your preceptor the best method to complete this unit with Public Health rules in mind. The College supports your creativity in completing this activity.

Unit 5 Learning Objectives:

Upon completion of the rotation, pharmacy students are expected to be able to:

> ➢ **Educate individuals regarding a health-related topic (Communicator, Health Advocate, Scholar);**

> ➢ **Promote and define the pharmacist's role in patient care as it relates to the topic presented (Communicator, Care Provider, Health Advocate);**

> ➢ **Promote and demonstrate the role of the pharmacist as a health educator (Health Advocate);**

> ➢ **Demonstrate public speaking, presentation, and communication skills (Communicator);**

at a level expected for a pharmacy student six months or less away from entry to practice as pharmacist.

<u>Points to Consider When Assessing Student Performance:</u>
   I.   Designs an education program that focuses on the identified topic including when appropriately conducting a needs assessment.
   II.   Selects educational methods that are appropriate for the audience.
   III.   Schedules and promotes the presentation, journal club, or clinic to meet the needs of the learners.
   IV.   Appears comfortable, engages the audience, uses appropriate tone and pace, and uses non-verbal language appropriately.
   V.   Complies with time and topic limitations during the presentation/clinic.
   VI.   Responds to and manages interaction with the audience.
   VII.   Creates and distributes a presentation feedback form at the end of the presentation/clinic.
   VIII.   Evaluates the results of the presentation/clinic through formal and informal feedback.

Activities:

    a.   Prepare, and/or organize, promote and run (under the appropriate supervision of the preceptor) an education event/project:

ONE of the following education sessions is required to be completed during the rotation. The topic and choice should be determined with the help of your preceptor. The student will need to be supervised by the pharmacist preceptor during any sessions or events.

1. Pharmacy based clinic on a health topic if social distancing/Public Health rules allow.

OR

2. Presentation on a health education topic for a community of patients as Public Health rules allow (most likely virtual).

OR

3. Presentation (most likely virtual) to a group of professionals of your choice e.g. pharmacy staff, colleagues on a topic of current interest following Public Health rules.

OR

4. Organize a journal club (most likely virtual) event following Public Health rules.

OR

5. Another identified education session that will provide the student with experience presenting health information.

    b.   Develop and distribute at the end of the event an audience/participant feedback form and review the gathered feedback with the preceptor (most likely using an online survey tool).

PHAR 4085: Community Rotation
Assessment Checklist for Students & Preceptors

Student Self-Assessment Checklist
☐ PRIOR TO START: Student self-assessment tool completed within this manual prior to start of the rotation
☐ ON-SITE: Student & preceptor review self-assessment at the beginning of rotation.
☐ ON-SITE: Mid-point student self-assessment/preceptor assessment of student meeting booked: _____
☐ ON-SITE: Student mid-point self-assessment tool completed within this manual.
☐ ON-SITE: Student & preceptor meet to review mid-point student self-assessment & preceptor assessment of student (please keep copies for your records, paper copies are NOT sent into the College)
☐ **ON-LINE:** Student completes mid-point check-in questions on Brightspace by Tuesday, February 23, 2021, for Rotation #1 and Tuesday, April 6, 2021, for Rotation #2.
☐ ON-SITE: Student meets with preceptor to review final student self-assessment and preceptor assessment of the student.
☐ **ON-LINE:** Student completes Brightspace feedback questions about the course, site and preceptor within 10 regular calendar days of the rotation ending.
Preceptor Assessment Checklist
☐ ON-SITE: Review student's self-assessment with student at the beginning of rotation.
☐ ON-SITE: Review student's mid-point self-assessment and preceptor mid-point assessment of the student.
☐ **ON-LINE:** Complete mid-point check-in survey sent by email no later than Tuesday, February 23, 2021, for Rotation #1 and Tuesday, April 6, 2021, for Rotation #2.
☐ **ON-LINE:** Complete preceptor's final assessment of the student and course feedback online using link sent by email within 10 regular calendar days of the rotation ending.

PLEASE NOTE: The College of Pharmacy is working remotely OFF-CAMPUS due to COVID-19 and will only be collecting electronic assessment/feedback as noted above. We are not able to accept any faxes or forms via email. Please only submit assessments and feedback electronically as noted above.

STUDENT SELF-ASSESSMENT
PHAR 4085 (Community)

Student Name: _____
Preceptor Name: _____
Practice Site: _____

Please take a moment to complete this self-assessment prior to your arrival on site for your Pharmacy 4085 community pharmacy rotation. Read each statement on the left of the chart and select a description from the scale that best reflects how prepared you feel to practice the skill(s) described. If you are not able to assess the described skill(s) please use the notation "NA".

When completing your initial self-assessment remember to consider your past PEP (Practice Experience Program), PBL (Problem Based Learning) group work, CAS (Critical Appraisal Skills) learning, Skills Lab learning and pharmacy work experiences. Review your initial self-assessment with your preceptor at the start of the rotation. The information shared will help you and your preceptor tailor the rotation to best suit your learning needs.

If at any time a preceptor has identified that a student may not successfully complete the rotation the Coordinator of Clinical Education must be contacted immediately.
Self-Assessment Scale*:

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1 =Unprepared for Practice; 2 =Needs Improvement for Practice; 3 =Prepared for Practice; 4 = Well Prepared for Practice 5 = Exceptionally Well Prepared for Practice
or
"NA"= Not Able to Self-Assess or Not Applicable to practice site

A fourth-year pharmacy student must complete two six-week rotations, one in community and one in a hospital or long-term care setting. Pharmacy students at the end of their second fourth year rotation whether in community or hospital/long-term care would be expected to be assessed at a higher level of performance than when they started their first fourth year rotation. Fourth year rotations are an important part of a pharmacy student's final professional practice education prior to graduation from the pharmacy program. Any student performance or attendance concerns identified by preceptors should be communicated to the Coordinator of Clinical Education for guidance as soon as the potential for concern is identified.

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*Descriptors for the self-assessment scale ratings can be found on the following page.

PLEASE KEEP A PHOTOCOPY OF THE COMPLETED FORMS FOR YOUR RECORDS

Student Self-Assessment Scale with Descriptors

1 Unprepared for Practice	2 Needs Improvement for Practice	3 Prepared for Practice	4 Well Prepared for Practice
*For a pharmacy student 6 months or less away from entry to practice as a pharmacist.**			
➢ Student is not able to engage in activity or demonstrate skill(s) even with prompting and intervention from preceptor. ➢ Completes the activity incorrectly. ➢ Displays unsafe professional decision making in relation to the activity or skill(s) described. ➢ The student needs to acquire significantly more knowledge and understanding before re-attempting the task. ➢ **The student is not able to follow the PEP attendance policy.** ➢ **This is a failing grade and the Coordinator should be contacted for guidance as soon as the potential for this grade becomes obvious.**	➢ Student completes activity or demonstrates skill(s) described with extensive or regular prompting and intervention from the preceptor. ➢ **The student is not able to follow the PEP attendance policy.** ➢ **This level of assessment is of concern and the Coordinator should be contacted for guidance as soon as the potential for the grade becomes obvious.**	➢ Student completes activity or demonstrates skill(s) with limited or no prompting** or intervention from the preceptor. ***As the student makes their way through the rotation prompting should decline* ➢ Makes safe patient care choices. ➢ Knows when to research further before providing information or advice. ➢ Is able to self-reflect on patient care experiences.	➢ Student completes activity or demonstrates skill(s) without prompting or intervention from the preceptor. ➢ Highly motivated and functions above expectations for a 4th year pharmacy student. ➢ Student is ready to approach the activity with more complexity.
"5" = Exceptionally Well Prepared for Practice: May be used to recognize exceptional performance demonstrated by the pharmacy student during the rotation			
∗A fourth-year pharmacy student must complete two six-week rotations, one in community and one in a hospital or long-term care setting. Pharmacy students at the end of their second fourth year rotation whether in community or hospital/long-term care would be expected to be assessed at a higher level of performance than when they started their first fourth year rotation. Fourth year rotations are an important part of a pharmacy student's final professional practice education prior to graduation from the pharmacy program. Any student performance or attendance concerns identified by preceptors must be communicated to the Coordinator of Clinical Education for guidance as soon as the potential for concern is identified.			

Not Able to Assess/Self-Assess (NA) could be used if:
  ➢ Skill(s) described not applicable to this practice site. **OR**
  ➢ Student has not had an opportunity to demonstrate the skill(s) described.

Adapted from: Koenigsfeld CF, Tice AL, Organizing a Community Pharmacy Advanced Practice Experience. Amer J Pharm Ed 2006; 70(1) Article 22 and the University of Manitoba Fourth Year Rotation Manuals 2010-2011.

STUDENT SELF-ASSESSMENT
PHAR 4085 (Community)

Student Name: _____

Preceptor Name: _____

Practice Site: _____

UNIT 1: PROFESSIONAL AND INTERPERSONAL SKILL DEVELOPMENT

Topics to review with your preceptor:

Student is licensed as a Registered Pharmacy Student in the province of the rotation prior to the start of the rotation ☐ YES ☐ NO (student must have license)

NEW: In Nova Scotia: Student holds valid technical permit for injections.

Student has obtained personal professional liability insurance prior to the start of the rotation where required by law ☐ YES ☐ NO (student must have insurance where required by law)

Any additional preceptor/site documentation has been filed with the provincial pharmacy regulator ☐ YES ☐ NO (e.g. New Brunswick & P.E.I.)

Points to Consider when Self-Assessing Performance	Initial	Mid-Point	Final
Professional and Interpersonal Skills			
Is approachable and accessible to patients, family members, caregivers and pharmacy team members.			
Displays appropriate verbal, non-verbal, writing and listening skills for pharmacy practice.			
Demonstrates commitment to each patient regardless of age, race, color, religion, creed, sex, sexual orientation, gender identity, gender expression, physical disability or mental disability, ethical, national or indigenous origin, family status, marital status, cultural, or educational background or economic status.			
Displays a helping ethic when interacting with patients, family members, caregivers and pharmacy team members.			
Shows respect for the dignity of the patient.			
Able to adapt communication to the needs of the patients, family members, caregivers and pharmacy team members.			
Displays sensitivity, compassion, respect and empathy to patient concerns.			
Presents in a professional manner at all times, and always identifies as a Pharmacy Student.			
Follows required dress code.	**YES**	**NO**	
Is reliable and punctual **ALL** absences from PEP rotations must be reported to the Coordinator of Clinical Education.	**YES**	**NO**	
Completes tasks carefully and thoroughly.			
Respects patient confidentiality.			
Displays a positive attitude toward pharmacy practice.			
Shows interest and takes initiative.			
Demonstrates critical thinking, analysis, and action which are based on ethical and legal principles.			
Demonstrates good organization and time management skills.			
Maintains appropriate professional boundaries.			
Acknowledges own professional limits and abilities.			
Accepts responsibility for actions and decisions.			
Practices time-management, stress-management, and adaptive skills.			

Points to Consider when Self-Assessing Performance	Initial	Mid-Point	Final
Strives to continuously improve professional performance and knowledge.			
Uses feedback to improve performance.			
Completes extra reading or assignments when suggested or needed.			

UNIT 2: PATIENT CARE IN COMMUNITY: INCLUDES FULL SCOPE, PHARMACY BUSINESS, AND INTERPROFESSIONAL ACTIVITIES

Topics to review with your preceptor:

Points to Consider when Self-Assessing Performance	Initial	Mid-Point	Final
The Pharmacist's Patient Care Process			
Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient monitoring and follow-up.			
Has an organized and focused system for gathering accurate and complete patient information.			
Interprets patient information gathered to effectively identify, solve and/or prevent drug therapy problems.			
Reviews any cultural, social and economic issues that may impact the management of drug therapy problems.			
Able to identify, prioritize, resolve and/or prevent drug therapy problems considering the patient's needs and preferences.			
Able to establish goals of therapy that are: • sensitive to the patient's needs and concerns • clinically sound • observable and measurable			
Able to apply best available evidence to patient's situation.			
Recommends non-drug therapy options when appropriate.			
Able to develop appropriate care plan(s)/recommendations to address each identified DTP(s).			
As the rotation progresses is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the appropriate supervision of a preceptor and at an appropriate level for student less than 6 months away from entry to independent practice.			
Monitors, follows up and documents care provided to patients.			
Refers, consults, and/or collaborates with other healthcare providers, and pharmacy team members when appropriate to provide optimal patient care.			

Successfully completes **at least** FIVE different detailed patient care workups during the rotation.	YES NO *If no, please contact CCE*		
Patient Care Workups	*Therapeutic Topics Covered*		
PC Work-Up #1			
PC Work-Up #2			
PC Work-Up #3			
PC Work-Up #4			
PC Work-Up #5			
Able to provide or offer full scope of pharmacy practice services as appropriate for the patient's needs.			
Participates in full scope of pharmacy practice patient care services that are reimbursed by government or private insurance plans or billed directly to patients.			
Able to describe the business strategy and budget goals followed by the pharmacy practice team to optimize provision of and billing for full scope of pharmacy practice activities.			
Demonstrates an industrious work ethic towards patient care.			
Actively engages in and contributes to quality patient care.			
Interprofessional Education (IPE) Activity			
Name & Title of Health Professional Interviewed: _____ _____			

TYPES OF FULL SCOPE ACTIVITIES ENCOUNTERED DURING THE ROTATION:

UNIT 3: REFLECTION ON ETHICAL, MORAL AND SOCIAL CONTROVERSIES/DILEMMAS

Topics to review with your preceptor:

Points to Consider when Self-Assessing Performance	Initial	Mid-Point	Final
Ethical, Moral and Social Controversies/Dilemmas			
□ *Code of Ethics* reviewed with preceptor			
Identifies ethical, moral and social controversies and dilemmas as they occur in practice and seeks advice from preceptor(s), colleagues, and ethical support services when needed.			

UNIT 4: DRUG INFORMATION

Topics to review with your preceptor:

Points to Consider when Self-Assessing Performance	Initial	Mid-Point	Final
Drug Information			
Provides accurate, timely and appropriate drug and disease information that meets patient care needs.			

Comments:

Unit 5: Education Event/Project

Points to Consider When Self-Assessing Performance:	Self-Assessment of Education Session
Designs an education event/project that focuses on the identified topic.	
Selects educational methods that are appropriate for the audience.	
If applicable, schedules and promotes the education event/project to meet the needs of the learners.	
Complies with time and/or topic limitations during the education event/project.	
Creates and distributes a feedback form at the end of the education event/project.	
Evaluates the results of the education event/project through formal and informal feedback.	

Additional Written Comments (Please use additional paper if required):

Dates of Assessment:

Initial: _____   **Mid-Point: _____**   **Final: _____**

Student Signature: _____
Preceptor Signature: _____

These forms are for onsite use only. Please keep a copy for your records.

**If at any time a preceptor has identified that a student may not successfully complete the rotation, the Coordinator of Clinical Education must be contacted as soon as this concern is identified.

PRECEPTOR ASSESSMENT OF THE STUDENT
PHAR 4085 (Community)
By Preceptor

Student Name:

Preceptor Name:

Practice Site:

Please take a moment to complete this assessment of the student after reviewing and discussing the student's mid-point and final self-assessments. Read each statement on the left of the chart and select a description from the assessment scale that best reflects how prepared you have observed the student to be to practice the skill(s) described. If you are not able to assess the described skill(s) please use the notation "NA". Student assessments are intended to be a constructive dialogue on strengths, weaknesses and areas for improvement.

The expected level of competence displayed for fourth year rotations should be consistent with student less than 6 months away from entry to practice as a pharmacist. For preceptors the column marked "**Initial**" is blocked out. The student will review their initial self-assessment at the start of the rotation with the preceptor. The student's initial self-assessment will reflect their past PEP (Practice Experience Program), PBL (Problem Based Learning) group work, CAS (Critical Appraisal Skills) learning, Skills Lab learning and pharmacy work experiences. A review of the student's initial self-assessment will provide information that allows the rotation to be tailored to suit the learning needs of the student. Preceptors will assign a grade of PASS or FAIL at the conclusion of the rotation.

==If at any time a preceptor has identified that a student may not successfully complete the rotation the Coordinator of Clinical Education must be contacted as soon as this potential situation is identified.==

ASSESSMENT SCALE*

> **1 =Unprepared for Practice; 2 =Needs Improvement for Practice; 3 =Prepared for Practice; 4 = Well Prepared for Practice; 5 = Exceptionally Well Prepared for Practice**
> **or**
> **"NA" = Not Able to Assess or Not Applicable to practice site**
> *A fourth-year pharmacy student must complete two six-week rotations, one in community and one in a hospital or long-term care setting. Pharmacy students at the end of their second fourth year rotation whether in community or hospital/long-term care would be expected to be assessed at a higher level of performance than when they started their first fourth year rotation. Fourth year rotations are an important part of a pharmacy student's final professional practice education prior to graduation from the pharmacy program. Any student performance or attendance concerns identified by preceptors should be communicated to the Coordinator of Clinical Education for guidance as soon as the potential for concern is identified.*

PLEASE KEEP A COPY OF THESE COMPLETED FORMS FOR YOUR RECORDS
*Descriptions of the assessment scale ratings can be found on the following page.

Assessment Scale with Descriptors

1 Unprepared for Practice	2 Needs Improvement for Practice	3 Prepared for Practice	4 Well Prepared for Practice
For a pharmacy student 6 months or less away from entry to practice as a pharmacist.			
➢ Student is not able to engage in activity or demonstrate skill(s) even with prompting and intervention from preceptor. ➢ Completes the activity incorrectly. ➢ Displays unsafe professional decision making in relation to the activity or skill(s) described. ➢ The student needs to acquire significantly more knowledge and understanding before re-attempting the task. ➢ **The student is not able to follow the PEP attendance policy.** ➢ **This is a failing grade and the Coordinator should be contacted for guidance as soon as the potential for this grade becomes obvious.**	➢ Student completes activity or demonstrates skill(s) described with extensive or regular prompting and intervention from the preceptor. ➢ **The student is not able to follow the PEP attendance policy.** ➢ **This level of assessment is of concern and the Coordinator should be contacted for guidance as soon as the potential for the grade becomes obvious.**	➢ Student completes activity or demonstrates skill(s) with limited or no prompting**or intervention from the preceptor. ***As the student makes their way through the rotation prompting should decline* ➢ Makes safe patient care choices. ➢ Knows when to research further before providing information or advice. ➢ Is able to self-reflect on patient care experiences.	➢ Student completes activity or demonstrates skill(s) without prompting or intervention from the preceptor. ➢ Highly motivated and functions above expectations for a 4th year pharmacy student. ➢ Student is ready to approach the activity with more complexity.
"5" = Exceptionally Well Prepared for Practice: May be used to recognize exceptional performance demonstrated by the pharmacy student during the rotation			
∗A fourth-year pharmacy student must complete two six-week rotations, one in community and one in a hospital or long-term care setting. Pharmacy students at the end of their second fourth year rotation whether in community or hospital/long-term care would be expected to be assessed at a higher level of performance than when they started their first fourth year rotation. Fourth year rotations are an important part of a pharmacy student's final professional practice education prior to graduation from the pharmacy program. Any student performance or attendance concerns identified by preceptors should be communicated to the Coordinator of Clinical Education for guidance as soon as the potential for concern is identified.			
Not Able to Assess/Self-Assess (NA) could be used if: ➢ Skill(s) described not applicable to this practice site. **OR** ➢ Student has not had an opportunity to demonstrate the skill(s) described.			

PRECEPTOR ASSESSMENT OF THE STUDENT
PHAR 4085 (Community)
By Preceptor

Student Name: _____

Preceptor Name: _____

Practice Site: _____

UNIT 1: PROFESSIONAL AND INTERPERSONAL SKILL DEVELOPMENT

Topics to review with your preceptor:

Student is licensed as a Registered Pharmacy Student in the province of the rotation prior to the start of the rotation ☐ YES ☐ NO (student <u>must</u> have license)

<mark>NEW:</mark> In Nova Scotia: Student holds valid technical permit for injections.

Student has obtained personal professional liability insurance prior to the start of the rotation where required by law ☐ YES ☐ NO (student <u>must</u> have insurance where required by law)

Any additional preceptor/site documentation has been filed with the provincial pharmacy regulator ☐ YES ☐ NO (e.g. New Brunswick & P.E.I.)

Points to Consider when Assessing Student Performance	Initial	Mid-Point	Final
Professional and Interpersonal Skills			
Is approachable and accessible to patients, family members, caregivers and pharmacy team members.			
Displays appropriate verbal, non-verbal, writing and listening skills for pharmacy practice.			
Demonstrates commitment to each patient regardless of age, race, color, religion, creed, sex, sexual orientation, gender identity, gender expression, physical disability or mental disability, ethical, national or indigenous origin, family status, marital status, cultural, or educational background or economic status.			
Displays a helping ethic when interacting with patients, family members, caregivers and pharmacy team members.			
Shows respect for the dignity of the patient.			
Able to adapt communication to the needs of the patients, family members, caregivers and pharmacy team members.			
Displays sensitivity, compassion, respect and empathy to patient concerns.			
Presents in a professional manner at all times, and always identifies as a Pharmacy Student.			
Follows required dress code.		YES	NO
Is reliable and punctual **ALL absences from PEP rotations must be reported to the Coordinator of Clinical Education**		YES	NO
Completes tasks carefully and thoroughly.			
Respects patient confidentiality.			
Displays a positive attitude toward pharmacy practice.			
Shows interest and takes initiative.			
Demonstrates critical thinking, analysis, and action which are based on ethical and legal principles.			
Demonstrates good organization and time management skills.			
Maintains appropriate professional boundaries.			
Acknowledges own professional limits and abilities.			
Accepts responsibility for actions and decisions.			
Practices time-management, stress-management, and adaptive skills.			

Strives to continuously improve professional performance and knowledge.	██████		
Uses feedback to improve performance.	██████		
Completes extra readings or assignments when suggested or needed.	██████		

Preceptor's Midpoint Comments:

Preceptor's Final Comments:

UNIT 2: PATIENT CARE IN COMMUNITY: INCLUDES FULL SCOPE, PHARMACY BUSINESS & INTERPROFESSIONAL ACTIVITIES

Points to Consider when Assessing Student Performance	Initial	Mid-Point	Final
The Pharmacist's Patient Care Process			
Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient monitoring and follow-up.			
Has an organized and focused system for gathering accurate and complete patient information.			
Interprets patient information gathered to effectively identify, solve and/or prevent drug therapy problems.			
Reviews any cultural, social and economic issues that may impact the management of drug therapy problems.			
Able to identify, prioritize, resolve and/or prevent drug therapy problems.			
Able to establish goals of therapy that are: • sensitive to the patient's needs and concerns • clinically sound • observable and measurable			
Able to apply best available evidence to patient's situation.			
Recommends non-drug therapy options when appropriate.			
Able to develop appropriate care plan(s)/recommendations to address each identified DRPs.			
As the rotation progresses student is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the appropriate supervision of a preceptor and at an appropriate level for student less than 6 months away from entry to independent practice.			
Monitors, follows up and documents care provided to patients.			
Refers, consults, and/or collaborates with other healthcare providers when appropriate to provide optimal patient care.			
Successfully completes **at least** **FIVE** different detailed patient care work ups during the rotation.		**YES NO** *If no, please contact CCE*	

Patient Care Work-Ups	Therapeutic Topics Covered
PC Work-Up #1	
PC Work-Up #2	
PC Work-Up #3	
PC Work-Up #4	
PC Work-Up #5	

Student Name: _____

Able to provide or offer full scope of pharmacy practice services as appropriate for the patient's needs.			
Participates in full scope of pharmacy practice patient care services that are reimbursed by government or private insurance plans or billed directly to patients.			
Able to describe the business strategy and budget goals followed by the pharmacy practice team to optimize provision of and billing for full scope of pharmacy practice activities.			
Demonstrates an industrious work ethic towards patient care.			
Actively engages in and contributes to quality patient care.			

Interprofessional Education (IPE) Activity
Name & Title of Health Professional Interviewed: _____ _____

Preceptor's Midpoint Comments (please comment on student's engagement with full scope activities):

Preceptor's Final Comments (please comment on student's engagement with full scope activities):

UNIT 3: REFLECTION ON ETHICAL, MORAL AND SOCIAL CONTROVERSIES/DILEMMAS

Points to Consider when Assessing Student Performance	Initial	Mid-Point	Final
Ethical, Moral and Social Controversies/Dilemmas			
□ Reviewed and discussed Pharmacist's Code of Ethics for province of rotation			
Identifies ethical, moral and social controversies and dilemmas as they occur in practice and seeks advice from preceptor(s), colleagues, and ethical support services when needed.	■		

Preceptor's Mid-Point Comments:

Preceptor's Final Comments:

UNIT 4: DRUG INFORMATION

Points to Consider when Assessing Student Performance	Initial	Mid-Point	Final
Drug Information			
Provides accurate, timely and appropriate drug and disease information that meets patient care needs.	■		

Preceptor Mid-Point Comments:

Preceptor Final Comments:

Unit 5: Education Event/Project
To be evaluated after the education event/project is completed

Points to Consider when Assessing Student Performance:	Assessment
Shows an ability to design an education event/project that focuses on the identified topic.	
Selects educational methods and technologies that are appropriate for the audience.	
Schedules and promotes the education event/project to meet the needs of the learners/as appropriate.	
Complies with time and/or topic limitations during the education event/project.	
Creates and distributes a feedback form at the end of the education event/project. The feedback form should be created by the student.	
Evaluates the results of the education event/project through formal and informal feedback.	

Written Comments

Please comment on the contributions made by the pharmacy student to patient care at the rotation site:

Final Comments Reviewed with Student:

<table>
<tr><td>

Mid-Point Assessment Review Date: _____

Final Assessment Review Date: _____

Preceptor's Signature: _____

Student's Signature: _____

□ **PASS**   □ **FAIL**

PRECEPTORS, FOLLOWING THE COMPLETION OF THIS ROTATION PLEASE SUBMIT YOUR FINAL STUDENT ASSESSMENT & COURSE FEEDBACK USING THE LINK SENT TO THE EMAIL YOU PROVIDED ON THE PRECEPTOR APPLICATION FORM FOR THIS COURSE.

PLEASE NOTE ASSESSMENTS ARE DUE WITHIN TEN CALENDAR DAYS FOLLOWING THE COMPLETION OF THE ROTATION. THANK YOU FOR YOUR SUPPORT OF THE PRACTICE EXPERIENCE PROGRAM.

</td></tr>
</table>

PLEASE DO NOT FAX OR MAIL ANY ASSESSMENT FORMS FROM THIS MANUAL. The forms in this manual are provided for onsite use only.

THANK YOU PEP PRECEPTORS FOR YOUR SUPPORT
NEW: **ALL PROGRAM FEEDBACK FORMS WILL BE SENT TO PRECEPTORS VIA EMAIL ALL STUDENT FORMS WILL BE POSTED ON BRIGHTSPACE**

Are you interested in free online access to the Dalhousie University Library resources?
Preceptors are reminded that they are welcome to apply for an *Adjunct Appointment* following the completion of the Dal Faculty of Health online preceptor education program: elearning.health.dal.ca and regular participation as a preceptor with the Dalhousie College of Pharmacy Practice Experience Program.

Appointment details can be found on the preceptor website:

https://www.dal.ca/faculty/health/pharmacy/programs/preceptor-development-program.html

This appointment provides preceptors with online Dalhousie University library access.