



*Faculty of Health
College of Pharmacy*

PHARMACY 2082 Community Rotation

2 consecutive weeks @ minimum 35 hours per week

****To start a 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 & filed any needed preceptor/site forms for approval with the pharmacy regulator****

Please review practice supervision reminder on page 3

PRACTICE EXPERIENCE PROGRAM

Second Year Community Rotation Manual Bachelor of Science in Pharmacy

**Class of 2021
Summer of 2019**

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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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**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 supervision to meet the pharmacy legislation requirements for the province of the rotation. **The definition of appropriate “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 an 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 the provision of safe and effective patient care at all times; and that satisfies 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: Members of the Class of 2021 have not received immunization and injection training and therefore, cannot administer medications by injection or any other route. This will be taught in the Fall of 2020 during the fourth year curriculum for the Class of 2021.****

Welcome Preceptors:

On behalf of the Dalhousie College of Pharmacy I would like to thank the many pharmacists in the Maritimes and across Canada who support the Dalhousie University College of Pharmacy Practice Experience Program (PEP). Thank you for making the choice to volunteer as a preceptor and welcome a pharmacy student into your practice site.

Thank you to Tracy Jollymore, Administrative Secretary for PEP, who provides valuable organizational and administrative support to this program.

The feedback received via written and verbal communication from students and preceptors is helpful in evolving and adjusting the Practice Experience Program each year. Comments and suggestions are always welcome.

Pharmacists are the most accessible health care providers in Canada. We are grateful as a College of Pharmacy to have pharmacists who despite having busy and demanding roles make time to contribute to student learning as preceptors with the Practice Experience Program.

If as a preceptor you are interested in preceptor development please visit the College of Pharmacy website at: <http://preceptor.healthprofessions.dal.ca> .

ONLINE INTERPROFESSIONAL EDUCATION MODULE FOR PRECEPTORS: For preceptors who have already completed the four online preceptor education modules, please note that there is now a new fifth module available: *Fostering Interprofessional Learning*.

ENTRY-TO-PRACTICE DOCTOR OF PHARMACY DEGREE: The College of Pharmacy is developing a new PEP curriculum for the new entry-to-practice Doctor of Pharmacy degree that is scheduled to admit students into the first year in September 2020 (pending university approvals).

Please visit the following website for details about new pre-requisites and the design of the new degree <https://www.dal.ca/faculty/health/pharmacy/programs/undergraduate-program/new-program-under-development.html>.

Thank you and I wish everyone an enjoyable rotation!

Sincerely,



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College of Pharmacy
Dalhousie University
T: 902-494-3464
F: 902-494-1396
E: Harriet.Davies@dal.ca

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 attention 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 AFPC 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.

AFPC Educational Outcomes 2017 – Executive Summary
©Association of Faculties of Pharmacy of Canada – June 2017

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.

AFPC Educational Outcomes 2017 – Executive Summary
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What needs to be returned to the College of Pharmacy and when?

From the Student: Within 10 regular calendar days of completing the rotation

- Student Self-Assessment Form (signed by Preceptor and Student)
- UNIT 2 Feedback forms signed by preceptor for:
 - 4 non-Rx (OTC) recommendations
 - 4 Rx consultations/counsels
 - 2 patient follow-ups Rx or non-Rx
- Student Evaluation of PEP Program Content
- Student Evaluation of Site
- Student Evaluation of Preceptor

From the Preceptor: Within 10 regular calendar days of completing the rotation

- Preceptor Evaluation of Student (signed by Preceptor and Student)
- Preceptor Evaluation of PEP Program Content

Dalhousie University pharmacy students and preceptors, please return all required paperwork by the above-mentioned deadlines to:

Coordinator of Clinical Education
College of Pharmacy, Dalhousie University
Room 202, Burbidge Building
PO Box 15000, 5968 College Street
Halifax NS B3H 4R2

FAX: 902-494-1396
Faxes are accepted.

Students & Preceptors: Please keep a copy of all forms for your records as well.

The preceptor CE forms are located at the end of this manual.

Both Pharmacy 2081 and 2082 must be successfully completed before the start of third year classes in September 2019.

**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 2015 Topical Products (Dermatologicals)* PHAR 2020 Topical Products (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	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: Fall 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.

DALHOUSIE UNIVERSITY

College of Pharmacy

**FOR REVIEW: Clinical Rotation Orientation Materials
Student Communication Profile (SCP)**

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

Students please complete this Student Communication Profile (SCP) and review the contents with your preceptor at the start of the rotation.

Students please review the rotation orientation checklist 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 on 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?

STUDENT TRAVEL TO THE SITE

Please provide your travel/commuting plans to your site each day.

ILLNESS/SICK DAYS DURING ROTATIONS

Please review the sick day policy for PEP in the Information Manual posted on PharmX and on the College's preceptor development website:
<https://www.dal.ca/faculty/health/pharmacy/programs/related-resources.html> and review who to contact at the site should you become ill and are unable to attend rotation.

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

**Please continue on and review the orientation checklist
that starts on the next page.**

TO REVIEW: Rotation Orientation Checklist

Student Specific Information to Review

- Student is registered with the required pharmacy regulatory body and has a pharmacy student license; students must be licensed to start a rotation (individual personal professional liability insurance must be obtained by the student where required by law).
- Review & discuss important student supervision reminder page 3 of this manual.
- Student prepared to verbally identify as a student during all professional interactions e.g. with patients, prescribers.
- IN NEW BRUNSWICK:** “Apprenticeship Agreement” must be filed with NB College of Pharmacists prior to the start of a rotation (for both community and hospital rotations in NB) & complete the following online ethics modules: <https://www.nbpharmacists.ca/site/codeofethics> .
- IN PRINCE EDWARD ISLAND:** Preceptor form must be filed online with the PEI College of Pharmacists prior to the start of a rotation please see registrant online portal for details.
- PLEASE NOTE:** Students in provinces outside the Maritimes should check with the pharmacy regulator to determine if they need to record their course site and preceptor with the regulator.
- 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: <https://www.dal.ca/faculty/health/practice-education/for-students/Social-media-guidelines.html>
- Resume and letter of introduction received and reviewed by preceptor.
- Student communication profile reviewed.
- Student pre-rotation self-assessment reviewed.
- Student emergency contact sheet completed and provided to preceptor.

Rotation Scheduling and Planning

- Daily schedule reviewed e.g. arrival, lunch, breaks, departure, scheduled rounds etc.
- Tentative rotation schedule reviewed for the 2 weeks.
- Tentative date for mid-point check-in evaluation: _____
- Tentative date for final evaluation: _____
- Upcoming CE events or off-hour events: _____

Important/Frequently Used Numbers

- Pharmacy phone number: _____
- Pharmacy fax number: _____
- Prescriber’s line: _____
- Preceptor’s e-mail: _____
- Drug Information Centre: _____
- Provincial drug plan contact number: _____
- Listing of contact numbers for insurance providers

Other important numbers: _____

Introductions

Pharmacy Staff

Management (Pharmacy and Front Store)

Health care team members

Patients

Site Resources

Fridge for food

Coat and boot storage

Locker

Personal area to work, store books and other materials

Lunch/Staff Room/Microwave for food

Pharmacy department layout (front shop and dispensary)

Washrooms for staff

Drug information resources

Library

Internet access

Parking

Public transit locations

Computer & Technology Information

- Review of site computer use policy
- Review of telephone protocol
- Review of telephone system/answering machine
- Location of computers for patient information
- Review site's computer software for patient management, prescription processing
- 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: hand held electronic devices e.g. cell phones, pagers, smart phones, wireless internet etc.
- _____

Health and Safety

- Hand washing stations and site policy on hand washing reviewed
- Procedure to follow should a student receive a sharps injury or any other type of injury at the site. **PLEASE NOTE:** the Dalhousie University College of Pharmacy must be notified of all injuries that occur during a PEP rotation. Please email the course coordinator: Harriet.Davies@dal.ca .
- 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 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
- Site/community specific infectious disease updates (e.g. pandemic, or disease outbreak information)
- Review of in-store overhead paging codes
- Information re: neighbourhood safety e.g. late-night departures
- _____

Patient Safety

- Review of medication incident reporting and documentation procedure and quality assurance program followed by the site
- Procedure to be followed should a medication incident be identified to a Pharmacy Student.

Dress Code

- Student is wearing an ID badge at all times that clearly identifies them as a Pharmacy Student**
- Review of site's dress code policy (including footwear)
- Student is wearing Dalhousie University Clinical ID badge
- _____
- _____
- _____

Privacy Policy

- Site's privacy policy reviewed
- _____
- _____
- _____

Additional Points to Review

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Pharmacy Student Emergency Contact Information

Pharmacy 2082 Practice Experience Program

* Students 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 Contact Numbers

College of Pharmacy Main Desk: Monday to Friday - 8:30 am to 4:30 pm:
(8:30am to 4:00pm summer hours): **902-494-2378**

Coordinator of Clinical Education, Harriet Davies: 902-494-3464

Administrative Secretary, Tracy Jollymore: 902-494-3832

Summary of Major Required Activities for PEP 2082

- Preceptor to receive & review student resume & letter of introduction prior to start of rotation.
- **Obtain and post student license in pharmacy where required by law.**
- Important practice supervision reminder reviewed and discussed at the start of the rotation.
- Orientation of student to the practice site by the preceptor.
- Review of student's self-assessment at start of the rotation.
- Regular daily constructive/formative feedback provided.
- Mid-point student self-assessment & preceptor evaluation of student completed & reviewed.
- Final student self-assessment & preceptor evaluation of student completed & reviewed.
- Regular participation by student in patient care activities in the prescription and non-prescription areas of the practice site under the appropriate supervision of the pharmacist preceptor e.g. non-Rx & Rx counseling every day; medication reviews; minor ailments/pharmacist assessment & prescribing etc. as appropriate for the therapeutic areas covered thus far in the second-year curriculum.
- Students must submit Unit 2 **PHAR 2082 Patient Care Interaction Feedback Checklists** for at least:
 - Four non-prescription (OTC) recommendations
 - Four prescription counsels
 - Two patient follow-ups (Rx or non-Rx/OTC)
- Students must complete at least 1 Rx and one non-Rx DI question that contribute to patient care at the site.
- Required paperwork from preceptor and student completed and returned to the College of Pharmacy within 10 regular calendar days of the rotation.

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 “real-life” practice settings. **The expected level of competence displayed for second year rotations should be consistent with a student who is two years away from entry to practice as a pharmacist.**

PRECEPTORS: Please see the curriculum overview chart in this manual for a summary of the professional practice topics that have been covered by a second-year student. Pharmacy Students must always practice under the appropriate supervision of a licensed Pharmacist preceptor see page 3.

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:
<https://www.nspharmacists.ca/?page=codeofethics>
3. New Brunswick College of Pharmacists – Code of Ethics:
<https://www.nbpharmacists.ca/site/codeofethics>
4. PEI College of Pharmacists – Code of Ethics:
<https://pei.in1touch.org/uploaded/web/PEICP%20COE%20Final%20March%202017.pdf>
5. Model Standards of Practice for Canadian Pharmacists, NAPRA, March 2009

Learning Objectives (AFPC EDUCATIONAL OUTCOME in brackets):

Upon completion of the rotation, the pharmacy student is expected to be able to:

- communicate effectively in diverse practice settings or patient situations (CARE PROVIDER; PROFESSIONAL);
- demonstrate professionalism during all pharmacy practice activities (PROFESSIONAL);
- demonstrate skills of self-reflection, self-assessment and self-improvement (PROFESSIONAL);
- demonstrate skills of self-motivation and initiative (PROFESSIONAL);

at a level appropriate for a student who has completed two out of four years of pharmacy studies.

Self-Assessment/Assessment Criteria:

- Demonstrates commitment to each patient regardless of race, religion, sex, gender, gender identity, gender expression, sexual orientation, age, health, cultural or educational background or economic status
- Presents them self in a professional manner at all times; always verbally identifies them self as a Pharmacy Student and wears a nametag that identifies them as a Pharmacy Student
- Displays appropriate verbal, non-verbal, writing & listening skills with patients, colleagues and other health care professionals
- Able to adapt communication to the needs of the patient
- Displays sensitivity, compassion, respect & empathy to patient concerns
- Follows an organized thought process to assess a patient and make a therapeutic recommendation
- Follows required dress code
- Is reliable and punctual
- Completes tasks carefully & thoroughly
- Respects patient confidentiality
- Displays a positive attitude toward pharmacy practice
- Shows interest and takes initiative
- Demonstrates good organization & time management skills
- Maintains appropriate professional boundaries
- Accepts responsibility for actions and decisions
- Uses feedback to improve performance
- Completes extra reading or assignments when suggested

UPDATED: UNIT 2 – PATIENT CARE IN THE COMMUNITY PHARMACY

Pharmacy practice legislation and regulations throughout Canada have been updated in the past few years and pharmacists have many options available to help patients in the community pharmacy. Pharmacy students are expected to work with their pharmacist preceptors to experience the full scope of pharmacy practice in the province of their rotation. The pharmacy student should feel comfortable with the use of a systematic approach to patient assessment and care for the therapeutic areas they have covered thus far in the pharmacy curriculum and should receive regular feedback from their preceptor about the supervised care they provide throughout the rotation. Students should review with their preceptor how they plan to provide advice to patients in the community pharmacy. **Preceptors must be sure that students are providing patient care under the appropriate supervision of a pharmacist at all times.**

Reference:

<https://www.pharmacists.ca/pharmacy-in-canada/scope-of-practice-canada/>

A Note for Preceptors

The student will have completed one year of therapeutic courses as part of the second year PBL curriculum, as well as counselling and communication exercises during skills lab. See page 8 of this manual for an overview of the curriculum students have covered thus far.

Learning Objectives:

At the end of the rotation the student will be able to:

- describe the role of community pharmacists as providers of patient care (CARE PROVIDER);
- describe when a community pharmacist could prescribe a medication (CARE PROVIDER);
- locate and review the standards of practice for pharmacist prescribing in the province of their rotation (if applicable) (PROFESSIONAL);
- describe what is required to obtain informed consent from a patient (PROFESSIONAL);
- demonstrate an organized approach to providing patient care and advice in a community pharmacy setting (CARE PROVIDER);
- describe and reflect upon the experience of providing patient care (under the appropriate supervision of a preceptor) to patients seeking assessment and advice in a community pharmacy (CARE PROVIDER);
- demonstrate an ability to document patient care using the electronic health records of a community pharmacy (LEADER-MANAGER; CARE PROVIDER);
- provide examples of when it may be necessary to refer/triage patients (under the appropriate supervision of a preceptor) and advise patients to seek further health care beyond the advice available in a community pharmacy from a pharmacist (CARE PROVIDER; PROFESSIONAL);

at a level appropriate for a student who has completed two out of four years of pharmacy studies.

Activities

- a. Review the medications available to be recommended or prescribed by a pharmacist in the province of your rotation. Review the prescription medication layout; the behind the counter non-prescription medications and the medications located in the pharmacy public access area. Take time

to become familiar with brand and generic names and the location of specific products in the pharmacy. Make sure you understand the pharmacy's layout and organization of product categories.

- b. Identify and discuss with your preceptor the following information for selected medication categories*(please see list of topics covered in second year that follows):
- i. Drug schedules and associated professional requirements
 - ii. Indication for use and desired outcomes of therapy
 - iii. Options available (variety of products)
 - iv. Comparison of advantages and disadvantages of products in this class
 - v. Potential drug-related problems
 - vi. Contraindications to medication use
 - vii. Appropriate patient education and advice
 - viii. Monitoring parameters
 - ix. Strategies to complete and document follow-up
 - x. Situations where patients should be referred to another health care professional rather than self-treat their condition
 - xi. Opportunities for pharmacists to assess and prescribe medications as part of patient care
 - xii. Any appropriate non-drug therapy advice

*Medication categories should be selected from the list below:

- Analgesics/anti-inflammatories/anti-pyretics – acetaminophen/ibuprofen dosing for pediatrics; treatments for minor muscular/skeletal injuries mainly topical analgesics; pain is not covered until third year.
- Anthelmintics and antiparasitics – pinworms; lice (excludes scabies)
- Antibiotics for some infections: otitis media (oral therapy), pneumonia, pharyngitis, exacerbation of COPD, skin and soft tissue infections, conjunctivitis, traveler's diarrhea, C. diff diarrhea
- Asthma therapy
- COPD therapy
- Influenza
- Medical Assistance in Dying (MAID)
- Sunscreens
- Antihistamines/allergic rhinitis and conjunctivitis; insect bites
- Baby products – formula, colic, diaper dermatitis
- Contact lens products- completed within a mini-case in PBL
- Cough and cold
- Eye and ear products
- Motion sickness
- First aid – topical antiseptics and topical antibiotics
- Foot products – for corns, callouses, warts
- GI medications (e.g., antacids, antidiarrheals, laxatives, anti-emetics, hemorrhoids) including: constipation and diarrhea, adult and pediatric nausea and vomiting, IBS, PUD, GERD, IBD medications
- Skin care (acne, dandruff, eczema, dry skin, insect bites; psoriasis therapies - mainly topical steroids, topical calcineurin inhibitors)
- Vaginal and fungal therapies (also cover fungal therapies for athlete's foot and oral candidiasis)
- Vitamins and minerals including iron preparations
- Wart treatments – common and plantar

A minimum of five categories from the list above should be covered by the student over the two weeks of rotation.

Each student must submit a *Patient Care Feedback Checklist* (see forms at the end of this unit) documenting feedback obtained from their preceptor on the following types/number of patient interactions:

- ✓ **Four non-prescription (OTC) recommendations**
- ✓ **Four prescription consultations/counsels**
- ✓ **Two patient follow-ups (Rx or non-Rx/OTC)**

- c. Accompany your preceptor and observe while they assess and provide advice to patients who require care from a pharmacist. Are pharmacists required to use a private consultation room for all patient assessments? Are there any standards describing the type of patient consultation room required for pharmacist assessment and/or prescribing?
- d. Once the student and preceptor are comfortable with the categories covered, students should be provided with the opportunity to assess and advise patients requiring care from a pharmacist. This must be done under the appropriate supervision of the preceptor. Students should complete any required documentation under the appropriate supervision of the preceptor and their work must always be co-signed when charted or documented in the community pharmacy setting. Students must submit signed Patient Care Interaction Feedback Checklists for the following:
 - ✓ **Four non-prescription/OTC recommendations**
 - ✓ **Four prescription consultation/counsels**
- e. Following each patient care interaction students should reflect on the encounter, information provided and if there is anything different they would do next time? Students should also receive direct feedback from their preceptor following the provision of advice to patients.

PATIENT FOLLOW-UP

Learning Objectives:

At the end of the rotation the student will be able to (under the appropriate supervision of the preceptor):

- organize, conduct and document **two** patient follow-ups (in person or via telephone) (CARE PROVIDER);
- build clinical experience communicating with patients during follow-up (COMMUNICATOR);
- self-reflect on and review pharmacy advice provided under the appropriate supervision of a preceptor (PROFESSIONAL);

at a level appropriate for a student who has completed two out of four years of pharmacy studies.

Activities

1. With the help of your preceptor locate **at least one patient per week** with whom you can organize, conduct and document follow-up for a prescription or non-prescription medication received.
 - a. Under the appropriate supervision of the pharmacist preceptor obtain the consent of selected patients to conduct a follow-up interview to assess the outcome of treatment with a prescription or non-prescription medication that they received from the pharmacy. Follow-up may be done in person or via telephone and must be done under the appropriate supervision of the preceptor.
 - b. After completing the follow-up review with your preceptor any information or issues that may need to be addressed further with the patient.
 - c. Document the outcome of the follow-up information gathered using the pharmacy software system, or a form created by the site or yourself.
 - d. Discuss with your preceptor the benefits and challenges of providing appropriate patient follow-up.
 - e. Are pharmacists reimbursed by patients and/or insurance providers for follow-up care/assessment?
 - f. If pharmacists are able to prescribe in the province of your rotation review any follow-up and documentation required after a medication is prescribed by a pharmacist to a patient.
 - g. Students must submit signed *Patient Care Interaction Feedback Checklists* for the following:
 - ✓ **Two patient follow-ups (Rx or non-Rx/OTC)**

Learning Objective:

At the end of the rotation the student will be able to:

- provide medication information and advice to patients focusing on therapeutic topic areas covered in second year* under the appropriate supervision of their preceptor (CARE PROVIDER);

at a level appropriate for a student who has completed two out of four years of pharmacy studies.

Activities

- a. Observe (with the patient's consent) while your preceptor or another pharmacist educates and advises patients about prescription medications.
- b. Select, with the help of your preceptor, medications and devices that are appropriate for you to provide patient information/advice about and that are likely to arise as new prescriptions at your site. Review with your preceptor the specific information that should be provided to the patient about these medications/devices.

***Therapeutic topics that have been covered in second year include:**

- topical products (eye & ear and dermatologicals)
- respiratory tract complaints
 - i. Students should attempt to educate patients on the proper use of common inhalation devices found in a community pharmacy
- nutrition
- gastrointestinal disorders

***see more comprehensive list on page 20**

- c. **If needed:** Conduct practice sessions using these selected medications and devices. Have your preceptor act as the patient receiving a prescription and obtain their feedback on your strategy/technique used to provide patient information and education.
- d. Under the appropriate supervision of your preceptor, educate and advise patients on the proper use of their prescription medications. Review and reflect on your patient care experiences with your preceptor.

REMINDER:

Students must submit signed Patient Care Interaction Feedback Checklists for the following:

- ✓ **Four prescription consultation/counsels**

PHAR 2082 Patient Care Interaction Feedback Checklist

Preceptor: _____ Date: _____

Pharmacy Student: _____

- Non-Prescription/OTC Assessment &/or Recommendation(s)
- Prescription Consultation/Counsel
- Other: _____
- Medications Covered: _____

Patient

Age: _____ Chief Complaint: _____

- New Assessment
- Follow-up Assessment

Communications

- Introduces self & purpose of communication with patient
- Appropriate non-verbal communication used
- Displays empathy and reflects feelings as appropriate
- Uses appropriate questioning techniques (e.g. open and closed, clarification etc.)
- Communication was organized yet flexible
- Explanation is logical and involves patient
- Overall tone & style was appropriate

Therapeutics

- Assessment & background information gathered
- DRPs identified/ruled out
- Appropriate recommendation made (if needed)
- Provides patient centred education
- Plans for follow-up & monitoring (patient/time/progress factors)

What went well

Student Self-Assessment: _____

Preceptor Assessment: _____

Things to consider for next time

Preceptor Signature

Student Signature

PHAR 2082 Patient Care Interaction Feedback Checklist

Preceptor: _____ Date: _____

Pharmacy Student: _____

- Non-Prescription/OTC Assessment &/or Recommendation(s)
- Prescription Consultation/Counsel
- Other: _____
- Medications Covered: _____

Patient

Age: _____ Chief Complaint: _____

- New Assessment
- Follow-up Assessment

Communications

- Introduces self & purpose of communication with patient
- Appropriate non-verbal communication used
- Displays empathy and reflects feelings as appropriate
- Uses appropriate questioning techniques (e.g. open and closed, clarification etc.)
- Communication was organized yet flexible
- Explanation is logical and involves patient
- Overall tone & style was appropriate

Therapeutics

- Assessment & background information gathered
- DRPs identified/ruled out
- Appropriate recommendation made (if needed)
- Provides patient centred education
- Plans for follow-up & monitoring (patient/time/progress factors)

What went well

Student Self-Assessment: _____

Preceptor Assessment: _____

Things to consider for next time

Preceptor Signature

Student Signature

PHAR 2082 Patient Care Interaction Feedback Checklist

Preceptor: _____ Date: _____

Pharmacy Student: _____

- Non-Prescription/OTC Assessment &/or Recommendation(s)
- Prescription Consultation/Counsel
- Other: _____
- Medications Covered: _____

Patient

Age: _____ Chief Complaint: _____

- New Assessment
- Follow-up Assessment

Communications

- Introduces self & purpose of communication with patient
- Appropriate non-verbal communication used
- Displays empathy and reflects feelings as appropriate
- Uses appropriate questioning techniques (e.g. open and closed, clarification etc.)
- Communication was organized yet flexible
- Explanation is logical and involves patient
- Overall tone & style was appropriate

Therapeutics

- Assessment & background information gathered
- DRPs identified/ruled out
- Appropriate recommendation made (if needed)
- Provides patient centred education
- Plans for follow-up & monitoring (patient/time/progress factors)

What went well

Student Self-Assessment: _____

Preceptor Assessment: _____

Things to consider for next time

Preceptor Signature

Student Signature

PHAR 2082 Patient Care Interaction Feedback Checklist

Preceptor: _____ Date: _____

Pharmacy Student: _____

- Non-Prescription/OTC Assessment &/or Recommendation(s)
- Prescription Consultation/Counsel
- Other: _____
- Medications Covered: _____

Patient

Age: _____ Chief Complaint: _____

- New Assessment
- Follow-up Assessment

Communications

- Introduces self & purpose of communication with patient
- Appropriate non-verbal communication used
- Displays empathy and reflects feelings as appropriate
- Uses appropriate questioning techniques (e.g. open and closed, clarification etc.)
- Communication was organized yet flexible
- Explanation is logical and involves patient
- Overall tone & style was appropriate

Therapeutics

- Assessment & background information gathered
- DRPs identified/ruled out
- Appropriate recommendation made (if needed)
- Provides patient centred education
- Plans for follow-up & monitoring (patient/time/progress factors)

What went well

Student Self-Assessment: _____

Preceptor Assessment: _____

Things to consider for next time

Preceptor Signature

Student Signature

PHAR 2082 Patient Care Interaction Feedback Checklist

Preceptor: _____ Date: _____

Pharmacy Student: _____

- Non-Prescription/OTC Assessment &/or Recommendation(s)
- Prescription Consultation/Counsel
- Other: _____
- Medications Covered: _____

Patient

Age: _____ Chief Complaint: _____

- New Assessment
- Follow-up Assessment

Communications

- Introduces self & purpose of communication with patient
- Appropriate non-verbal communication used
- Displays empathy and reflects feelings as appropriate
- Uses appropriate questioning techniques (e.g. open and closed, clarification etc.)
- Communication was organized yet flexible
- Explanation is logical and involves patient
- Overall tone & style was appropriate

Therapeutics

- Assessment & background information gathered
- DRPs identified/ruled out
- Appropriate recommendation made (if needed)
- Provides patient centred education
- Plans for follow-up & monitoring (patient/time/progress factors)

What went well

Student Self-Assessment: _____

Preceptor Assessment: _____

Things to consider for next time

Preceptor Signature

Student Signature

PHAR 2082 Patient Care Interaction Feedback Checklist

Preceptor: _____ Date: _____

Pharmacy Student: _____

- Non-Prescription/OTC Assessment &/or Recommendation(s)
- Prescription Consultation/Counsel
- Other: _____
- Medications Covered: _____

Patient

Age: _____ Chief Complaint: _____

- New Assessment
- Follow-up Assessment

Communications

- Introduces self & purpose of communication with patient
- Appropriate non-verbal communication used
- Displays empathy and reflects feelings as appropriate
- Uses appropriate questioning techniques (e.g. open and closed, clarification etc.)
- Communication was organized yet flexible
- Explanation is logical and involves patient
- Overall tone & style was appropriate

Therapeutics

- Assessment & background information gathered
- DRPs identified/ruled out
- Appropriate recommendation made (if needed)
- Provides patient centred education
- Plans for follow-up & monitoring (patient/time/progress factors)

What went well

Student Self-Assessment: _____

Preceptor Assessment: _____

Things to consider for next time

Preceptor Signature

Student Signature

PHAR 2082 Patient Care Interaction Feedback Checklist

Preceptor: _____ Date: _____

Pharmacy Student: _____

- Non-Prescription/OTC Assessment &/or Recommendation(s)
- Prescription Consultation/Counsel
- Other: _____
- Medications Covered: _____

Patient

Age: _____ Chief Complaint: _____

- New Assessment
- Follow-up Assessment

Communications

- Introduces self & purpose of communication with patient
- Appropriate non-verbal communication used
- Displays empathy and reflects feelings as appropriate
- Uses appropriate questioning techniques (e.g. open and closed, clarification etc.)
- Communication was organized yet flexible
- Explanation is logical and involves patient
- Overall tone & style was appropriate

Therapeutics

- Assessment & background information gathered
- DRPs identified/ruled out
- Appropriate recommendation made (if needed)
- Provides patient centred education
- Plans for follow-up & monitoring (patient/time/progress factors)

What went well

Student Self-Assessment: _____

Preceptor Assessment: _____

Things to consider for next time

Preceptor Signature

Student Signature

PHAR 2082 Patient Care Interaction Feedback Checklist

Preceptor: _____ Date: _____

Pharmacy Student: _____

- Non-Prescription/OTC Assessment &/or Recommendation(s)
- Prescription Consultation/Counsel
- Other: _____
- Medications Covered: _____

Patient

Age: _____ Chief Complaint: _____

- New Assessment
- Follow-up Assessment

Communications

- Introduces self & purpose of communication with patient
- Appropriate non-verbal communication used
- Displays empathy and reflects feelings as appropriate
- Uses appropriate questioning techniques (e.g. open and closed, clarification etc.)
- Communication was organized yet flexible
- Explanation is logical and involves patient
- Overall tone & style was appropriate

Therapeutics

- Assessment & background information gathered
- DRPs identified/ruled out
- Appropriate recommendation made (if needed)
- Provides patient centred education
- Plans for follow-up & monitoring (patient/time/progress factors)

What went well

Student Self-Assessment: _____

Preceptor Assessment: _____

Things to consider for next time

Preceptor Signature

Student Signature

PHAR 2082 Patient Care Interaction Feedback Checklist

Preceptor: _____ Date: _____

Pharmacy Student: _____

- Non-Prescription/OTC Assessment &/or Recommendation(s)
- Prescription Consultation/Counsel
- Other: _____
- Medications Covered: _____

Patient

Age: _____ Chief Complaint: _____

- New Assessment
- Follow-up Assessment

Communications

- Introduces self & purpose of communication with patient
- Appropriate non-verbal communication used
- Displays empathy and reflects feelings as appropriate
- Uses appropriate questioning techniques (e.g. open and closed, clarification etc.)
- Communication was organized yet flexible
- Explanation is logical and involves patient
- Overall tone & style was appropriate

Therapeutics

- Assessment & background information gathered
- DRPs identified/ruled out
- Appropriate recommendation made (if needed)
- Provides patient centred education
- Plans for follow-up & monitoring (patient/time/progress factors)

What went well

Student Self-Assessment: _____

Preceptor Assessment: _____

Things to consider for next time

Preceptor Signature

Student Signature

PHAR 2082 Patient Care Interaction Feedback Checklist

Preceptor: _____ Date: _____

Pharmacy Student: _____

- Non-Prescription/OTC Assessment &/or Recommendation(s)
- Prescription Consultation/Counsel
- Other: _____
- Medications Covered: _____

Patient

Age: _____ Chief Complaint: _____

- New Assessment
- Follow-up Assessment

Communications

- Introduces self & purpose of communication with patient
- Appropriate non-verbal communication used
- Displays empathy and reflects feelings as appropriate
- Uses appropriate questioning techniques (e.g. open and closed, clarification etc.)
- Communication was organized yet flexible
- Explanation is logical and involves patient
- Overall tone & style was appropriate

Therapeutics

- Assessment & background information gathered
- DRPs identified/ruled out
- Appropriate recommendation made (if needed)
- Provides patient centred education
- Plans for follow-up & monitoring (patient/time/progress factors)

What went well

Student Self-Assessment: _____

Preceptor Assessment: _____

Things to consider for next time

Preceptor Signature

Student Signature

UPDATED: UNIT 3 - COMPOUNDING

Activities

Learning Objective:

At the end of the rotation the student will be able to:

- describe and apply the professional requirements for preparing and dispensing compounded prescriptions (PROFESSIONAL; LEADER-MANAGER);
- prepare and/or help to prepare compounded prescriptions (under the appropriate supervision of the preceptor) (CARE PROVIDER);

at a level appropriate for a student who has completed two out of four years of pharmacy studies.

- With your preceptor's guidance, review the provincial Pharmacy Act/Regulations and/or Standards of Practice for dispensing compounded prescriptions in your province.
- Please visit the NAPRA website and review the available documents related to pharmacy compounding in Canada: www.napra.ca (search: compounding to retrieve documents) PLEASE NOTE: NAPRA's suite of model standards for pharmacy compounding comprises three model standards, with one pertaining to non-hazardous sterile preparations, one to hazardous sterile preparations, and one to non-sterile preparations.

Students please complete the following questions outside of your rotation time and review your answers with your preceptor.

Questions:

1. What types of compounded drug products must be prepared in a sterile environment? Are there provincial regulations and or national standards of practice available for sterile compounding in community practice? Where would a patient be able to obtain a sterile compounded product if needed?

2. What are some of the common types of compounds prepared at the rotation site?

Students should participate in compounding activities under the appropriate supervision of their pharmacist preceptor as part of normal patient care activities in the dispensary. For any products that are compounded during the student's rotation the following points should be reviewed:

- Review of relevant provincial and/or national standards that would apply to type of compounding being performed
 - Calculations used in determining the amount of ingredients
 - Compounding procedures
 - Use of the equipment in the dispensary
 - Additional ingredients used to enhance the mixing/compounding procedure
 - Precautions to follow when preparing and handling the ingredients and final product
 - Specific storage requirements
 - Expiry date of the preparation (is there a reference for the expiry date provided?)
 - Information on the label
 - Pharmacy documentation procedures followed e.g. compounding log or worksheet
3. Locate a formula for the following compounded oral products. Discuss with your preceptor the resource used to obtain the formula. Would they use that formula in their practice?
- metronidazole oral suspension
 - hydrochlorothiazide oral suspension
4. Source the ingredients for the above suspensions. Where and how quickly can you obtain the ingredients if they are not in stock?
5. If a prescription was received for a compound and the pharmacy was able to prepare the compound:
- a. Who would prepare the product?
 - b. Where in the pharmacy would the product be compounded?
 - c. Who would complete the calculations for the compounded preparation?
 - d. How would the calculations be double-checked?
 - e. What type of record would be kept of the compound's preparation?
 - f. How would the product be labeled? What auxiliary labels would be used?
 - g. How is the expiry date for the compounded product determined?
6. If you were not able to assemble the ingredients within a reasonable timeframe for a compound discuss with your preceptor where and how you should refer the patient. Should the referral process be documented?

NEW MINIMUM NUMBER OF RESPONSE TYPES

UNIT 4 - DRUG INFORMATION

In the second year Critical Appraisal Series (CAS), students learn about the effective use of various drug information resources both printed and electronic and how to respond to drug information requests. Students learn how to do on-line searches to obtain relevant articles and the beginnings of how to critically appraise those articles. In Skills Lab, students complete practice drug information questions. For some students, this rotation may be their first experience answering drug information questions in a practice environment. Students can access the Dalhousie Kellogg Library remote access system from any internet web browser page. The link for remote access is:

<https://libraries.dal.ca/>

Learning Objective:

At the end of the rotation the student will be able to:

- assess and answer one prescription and one non-prescription drug information request encountered during the rotation that contributes to or supports patient care (SCHOLAR);

at a level appropriate for a student who has completed two out of four years of pharmacy studies.

Please Note: Extra research time may be required by students outside of regular pharmacy rotation hours to successfully complete this unit.

Activities:

- a. Complete an orientation to the community pharmacy's drug information resources.
- b. Complete at least two drug information requests: one prescription and one non-prescription related drug information request as coordinated by the preceptor. The student should complete questions that arise from and contribute to the patient care needs of the pharmacy practice. Requests may originate from:
 - the preceptor
 - other health care professionals
 - patients

Use the following steps as a guide to help you complete the drug information request:

- Receive and understand the question.
- Search for the data.
- Analyze the data and formulate a response. Integrate the information obtained from several sources, and critically evaluate the appropriateness of each source in relation to the information requested.

- Communicate the response (**NEW MINIMUM NUMBER OF RESPONSE TYPES:** at least one verbally **and** one in writing).
- Communicate responses as appropriate to the requester (**under the appropriate supervision of your preceptor**).
- Provide a clear and concise response that is referenced appropriately.
- Follow-up as required.

A sample DI Request Form is included with this unit for the student to use or they may use another one of their choice or one used by the rotation site.

SAMPLE: PEP Drug Information Request/Response Form

Requester _____
Location _____
Address _____

Telephone _____
Fax _____
e-mail _____

ASAP Today 1-2 Days No Rush

Source of Request

Health Professional:

Physician Nurse Pharmacist Patient Other

Background Information (age, weight, disease states, medications, lab values, allergies etc.):

Ultimate Question:

Type of Request		
<input type="checkbox"/> Administration	<input type="checkbox"/> Formulation	<input type="checkbox"/> Pharmaceutics
<input type="checkbox"/> Adverse effect	<input type="checkbox"/> ID/availability	<input type="checkbox"/> Pharmacology
<input type="checkbox"/> Alternative therapy	<input type="checkbox"/> Interaction	<input type="checkbox"/> Pregnancy/lactation
<input type="checkbox"/> Biopharmaceutics	<input type="checkbox"/> Law/regulation	<input type="checkbox"/> Professional issues
<input type="checkbox"/> Compatibility/stability	<input type="checkbox"/> Lecture	<input type="checkbox"/> Therapeutics
<input type="checkbox"/> Copy of article	<input type="checkbox"/> Library	<input type="checkbox"/> Toxicity
<input type="checkbox"/> Cost	<input type="checkbox"/> Monograph	<input type="checkbox"/> Other
<input type="checkbox"/> Dosage	<input type="checkbox"/> Patient information	

Response (use additional paper if needed):

References:

2082/_2019.HD

UNIT 5 - MEDICATION COVERAGE

Learning Objectives:

At the end of the rotation the student will be able to:

- discuss the basic principles of third party insurance plans (LEADER-MANAGER);
- discuss what types of medication coverage resources are available to patients in a community pharmacy practice setting (LEADER-MANAGER; ADVOCATE);

at a level appropriate for a student who has completed two out of four years of pharmacy studies.

Activities

- a. Review with your preceptor the discussion topics and questions provided below.
- b. Participate in the submission and adjudication of third party insurance claims as part of regular pharmacy activities.

Discussion Topics and Questions

1. What are third party drug plans?
2. What is a “co-pay”? Are all co-pays the same?
3. What is a deductible? Where would you find out more information on a patient’s deductible?
4. What is a premium?
5. Who calls insurance providers to solve any insurance related problems in the pharmacy?
6. What type(s) of insurance plan problems would require the patient to call the insurance provider directly?
7. Does each third-party plan cover the same professional fee?

8. Does every plan pay for an unlimited “days’ supply” of medications?
9. Review with your preceptor how requests for changes in prescription quantity should be handled?
 - a. If the patient wants less than the amount prescribed?
 - b. If the patient wants all the refills at once?
 - c. Would your answer change depending on the type of medication?
10. Discuss with your preceptor what days’ supply options are available to seniors who travel south in the winter from your province. Can a package of prescription medication be mailed to the USA?
11. How is the price for medications and the professional fee determined? What type of mark-up is placed on prescription medications? Do all drug plans pay all submitted costs, mark-ups and fees? Is the difference always charged to the patient?
12. Do insurance plans reimburse patients for any professional services provided by pharmacists e.g. therapeutic substitution; assessment of minor ailments; prescription adaptation etc. Will insurance plans pay for prescriptions ordered by pharmacists?
13. Review a third-party transmission screen and discuss with your preceptor or delegate how a difference in submission cost/fee should be handled?
14. What process is followed in the pharmacy if a patient is not able to afford a medication ordered by prescription? If a patient refuses or declines to obtain a medication ordered by prescription is this documented? Is the prescriber contacted? What happens if the patient needs a medication, but the patient cannot afford the medications and going without the medication could cause the patient harm? How should a pharmacist manage this situation? Are pharmacy assistants or technicians required to involve the pharmacist in such a situation?
15. What resources or programs are available to patients in your province to help them access medications they cannot afford, or their third-party insurance plan will not cover? Resources to consider include:
 - Provincial diabetic supply programs
 - Cancer care medication programs
 - Community services
 - Medication samples
 - Pharmaceutical company compassionate use programs
 - Provincial government sponsored insurance plans for the under-insured or non-insured individual e.g. Trillium Drug Program in Ontario, Family Pharmacare in Nova Scotia, The New Brunswick Drug Plan etc.
 - Community based charities
 - MS medication programs

PRODUCT SELECTION & INTERCHANGEABILITY

Learning Objective:

At the end of the rotation the student will be able to:

- locate and apply the medication product selection and interchangeability regulations in place for the province of the rotation (LEADER-MANAGER);

at a level appropriate for a student who has completed two out of four years of pharmacy studies.

Activities

- a. Review any legislation related to product selection/interchangeability in your province.
- b. Review possible professional liability concerns related to product selection.

Learning Objective:

At the end of the rotation the student will be able to:

- locate and use the provincial medication formulary for the province of their rotation (LEADER-MANAGER);
- describe when and where formulary updates are provided (LEADER-MANAGER);

at a level appropriate for a student who has completed two out of four years of pharmacy studies.

Activities

1. Review the organization of the provincial medication formulary to become familiar with its use and application in pharmacy practice.
2. Discuss with your preceptor an approach for and factors affecting decisions regarding prescription medication interchangeability in community practice. In particular how does the pharmacy decide which interchangeable generic products will be stocked?
3. How are pharmacists notified of changes to the provincial drug formulary?
4. Review with your preceptor how the pharmacy decides which interchangeable generic brands will be carried. What happens if a preferred brand is short? Are there any reliable resources available to pharmacists to monitor and manage medication shortages? How are changes in brand documented? How is the patient notified of a generic brand change?
5. In provinces that have criteria codes and exception status drugs within provincially sponsored drug plans, review the process that must be followed to secure coverage of these drugs for patients.



**COLLEGE OF PHARMACY STUDENT SELF-ASSESSMENT
PHAR 2082 (Community) PEP**

Pharmacy 2082 (Community Pharmacy) PEP

Please take a moment to complete this self-assessment prior to your arrival on site, and before your midpoint and final evaluations during your Pharmacy 2082 rotation. Read each statement on the left of the chart and select a description from the self-assessment scale that best reflects how prepared you are to practice the skill(s) described. Note the number of your selection below the appropriate time (PRE = initial self-assessment, MID=mid-point check-in & END=final). If you are not able to self-assess the described skill (s) please use the notation "NA". In some parts of the self-assessment you may be prompted to answer yes or no.

During your rotation student evaluations are intended to help facilitate a constructive dialogue about strengths, weaknesses and areas for improvement. **The expected level of competence displayed for second year rotations should be consistent with a student who has completed 2 out of 4 years of professional studies.**

Students must review their initial self-assessment at the start of the rotation with the preceptor. A 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 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 the potential for this concern is identified.

Students must clearly identify as a Pharmacy Student during all professional interactions and must work at all times under the appropriate supervision of a Pharmacist Preceptor.

Student Self-Assessment Scale

- 1 Needs further development: please provide suggestions/further details
- 2 At expected level of practice
- 3 Above expected level of practice

"...for a Pharmacy Student who has completed 2 out of 4 years of professional studies"

N/A- Not able to assess or answer the yes or no prompts provided.

Student Name _____

Rotation Site _____

Student is licensed as a *Registered Pharmacy Student* in the province of the rotation & holds personal professional liability insurance. YES ___ NO ___ (rotation cannot start until license & insurance in place)
 Appropriate paperwork filed with pharmacy regulator for rotation YES ___ NO ___

Self-Assessment Scale	1 Needs Further Development: <i>Please provide suggestions/further details</i>	2 At Expected	3 Above Expected
In some areas of the <i>Professional and Interpersonal Skills</i> portion of the self-assessment/assessment form the option of answering yes or no to the self-assessment/assessment criteria may be preferred. <i>Please provide suggestions/further details for any documentation of "No"</i>			
Time of Assessment	PRE	MID-POINT CHECK-IN	FINAL
Unit 1 - Professional & Interpersonal Skills			
Demonstrates commitment to each patient regardless of race, religion, sex, gender, gender identity, gender expression, sexual orientation, age, health, cultural or educational background or economic status			
Presents them self in a professional manner at all times; always verbally identifies them self as a Pharmacy Student and wears a nametag that identifies them as a Pharmacy Student			
Displays appropriate verbal, non-verbal, writing & listening skills with patients, colleagues and other health care professionals			
Follows an organized thought process to assess a patient and make a therapeutic recommendation			
Able to adapt communication to the needs of the patient			
Displays sensitivity, compassion, respect & empathy to patient concerns			
Follows required dress code	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is reliable and punctual	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Completes tasks carefully & thoroughly			
Respects patient confidentiality			
Displays a positive attitude toward pharmacy practice			
Shows interest and takes initiative			
Demonstrates good organization & time management skills			

Student Name _____

Rotation Site _____

Maintains appropriate professional boundaries			
Accepts responsibility for actions & decisions			
Uses feedback to improve performance			
Completes extra reading or assignments when suggested			

Activities & Questions (document when completed)	
Unit 2 -Patient Care in the Community Pharmacy	_____ : # categories reviewed Questions/Activities Completed: <input type="checkbox"/> YES <input type="checkbox"/> NO
Unit 3 - Compounding	<input type="checkbox"/> YES <input type="checkbox"/> NO
Unit 4 - Drug Information <ul style="list-style-type: none">• 1 Rx DI Question• 1 non-Rx DI Question	<input type="checkbox"/> YES <input type="checkbox"/> NO
Unit 5 - Medication Coverage	Questions/Activities Completed: <input type="checkbox"/> YES <input type="checkbox"/> NO

Student's Written Comments / Notes for Preceptor:

Pre-Rotation:

Mid-Point Check-in:

Final:

Mid-Point Assessment Review Date: _____ Preceptor's Signature: _____ Student's Signature: _____

Final Assessment Review Date: _____ Preceptor's Signature: _____ Student's Signature: _____

Dalhousie University Pharmacy Preceptors: Please return all required paperwork to the Coordinator of Clinical Education, College of Pharmacy, Dalhousie University, PO Box 15000, 5968 College Street, Halifax NS B3H 4R2, within 10 regular calendar days of completion of the rotation. Fax: 902-494-1396.

Student Name _____

Rotation Site _____

EVALUATION OF PRECEPTOR
PHAR 2082 (Community)
(By Student)

Preceptor to be Evaluated: _____

This feedback may be shared with your preceptor **after** you have been assigned a grade for the course. Your preceptor will use this feedback in their own professional development, therefore, please apply the principles of providing effective feedback that you have been taught throughout the College of Pharmacy curriculum.

Statement	Reply
The preceptor was interested in my success as a student during the Practice Experience Program rotation.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The preceptor was available for help and guidance and committed sufficient time to my personal learning/education.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The preceptor introduced me to the staff I would be working with and oriented me to the site.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The preceptor was organized and planned the rotation efficiently.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The preceptor was the person most directly involved with my learning at the site.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The preceptor gave me feedback regarding my progress on a regular basis throughout the rotation.	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. The preceptor conducted at least two written evaluations with me: one at the mid-point and one at the end of the rotation.
Yes No

Comments:

Dalhousie University Pharmacy Preceptors: Please return all required paperwork to the Coordinator of Clinical Education, College of Pharmacy, Dalhousie University, PO Box 15000, 5968 College Street, Halifax NS B3H 4R2, within 10 regular calendar days of completion of the rotation. Fax: 902-494-1396.

Student Name _____

Rotation Site _____

**EVALUATION OF SITE
PHAR 2082 (Community)
(By Student)**

This feedback may be shared with your preceptor and site **after** you have been assigned a grade for the course. The preceptor will use your feedback to develop and enhance PEP rotations held at the site. Please apply the principles of providing effective feedback that you have been taught throughout the College of Pharmacy curriculum. Anonymized comments may be shared within future course preparation materials.

The most enjoyable part of my rotation at this site was:

Please respond to the following statements:

Statement	Reply
Site facilities were adequate to explore all of the objectives and activities of the rotation.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The site was clean, orderly and had a professional work environment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The pharmacy library/resources were appropriate, adequate and easily accessible.	<input type="checkbox"/> Yes <input type="checkbox"/> No
I would recommend this site as an appropriate practice site for a 2nd year community rotation.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Comments:

Please list any activities or unique opportunities this site provided which were above and beyond the specific objectives of the rotation.

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**COLLEGE OF PHARMACY PRECEPTOR'S EVALUATION OF THE STUDENT
PHAR 2082 (Community) PEP**

Pharmacy 2082 (Second Year Community) PEP

Please take a moment to complete this evaluation and be prepared to discuss the results with your student after reviewing and discussing the student's mid-point check-in and final self-assessments. Please read each statement on the left of the chart. Select a rating from the assessment scale provided that best reflects what you have observed about the student's ability to demonstrate that skill during the rotation. Note your selection below the appropriate time (PRE = initial self-assessment, MID=mid-point check-in & END=final). If you are not able to assess the described skill (s) please use the notation "NA". In some parts of the self-assessment you may be prompted to answer yes or no.

Evaluations are intended to be part of a constructive dialogue between you and your student about strengths, weaknesses and areas for improvement. **The expected level of competence displayed for second year rotations should be consistent with a student who has completed 2 out of 4 years of professional studies.**

Completion of the column marked "PRE" is not required by preceptors. The student will review their initial self-assessment at the start of the rotation with the preceptor. The student's initial self-assessment in second year will reflect their past PEP (Practice Experience Program), PBL (Problem Based Learning) group work, CAS (Critical Appraisal Skills) learning, skills lab learning and personal pharmacy work experiences. **A review of the student's initial self-assessment at the start of the rotation helps provide information that will allow the rotation to be tailored to suit the learning needs of the student.**

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 the potential for this concern is identified.

Students must clearly identify themselves as a Pharmacy Student during all professional interactions and must work at all times under the appropriate supervision of a Pharmacist Preceptor.

Student Self-Assessment Scale

- 1- Needs further development: please provide suggestions/further details
- 2- At expected level of practice
- 3- Above expected level of practice

"...for a Pharmacy Student who has completed 2 out of 4 years of professional studies"

N/A- Not able to assess or answer the yes or no prompts provided.

Student Name _____

Rotation Site _____

Student is licensed as a *Registered Pharmacy Student* in the province of the rotation & holds personal professional liability insurance. YES ___ NO ___ (rotation cannot start until license & insurance in place)
 Appropriate paperwork filed with pharmacy regulator for rotation YES ___ NO ___

Assessment Scale	1 Needs Further Development: <i>Please provide suggestions/further details</i>	2 At Expected	3 Above Expected
In some areas of the <i>Professional and Interpersonal Skills</i> portion of the self-assessment/assessment form the option of answering yes or no to the self-assessment/assessment criteria may be preferred. <i>Please provide suggestions/further details for any documentation of "No"</i>			
Time of Assessment	PRE	MID-POINT CHECK-IN	FINAL
Unit 1 - Professional & Interpersonal Skills			
Demonstrates commitment to each patient regardless of race, religion, sex, gender, gender identity, gender expression, sexual orientation, age, health, cultural or educational background or economic status			
Presents them self in a professional manner at all times; always verbally identifies them self as a Pharmacy Student and wears a nametag that identifies them as a Pharmacy Student			
Displays appropriate verbal, non-verbal, writing & listening skills with patients, colleagues and other health care professionals			
Follows an organized thought process to assess a patient and make a therapeutic recommendation			
Able to adapt communication to the needs of the patient			
Displays sensitivity, compassion, respect & empathy to patient concerns			
Follows required dress code		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is reliable and punctual		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Completes tasks carefully & thoroughly			
Respects patient confidentiality			
Displays a positive attitude toward pharmacy practice			
Shows interest and takes initiative			
Demonstrates good organization & time management skills			

Student Name _____

Rotation Site _____

Maintains appropriate professional boundaries			
Accepts responsibility for actions & decisions			
Uses feedback to improve performance			
Completes extra reading or assignments when suggested			

Activities & Questions (document when completed)	
Unit 2 -Patient Care in the Community Pharmacy	_____ : # categories reviewed Questions/Activities Completed: <input type="checkbox"/> YES <input type="checkbox"/> NO
Unit 3 - Compounding	<input type="checkbox"/> YES <input type="checkbox"/> NO
Unit 4 - Drug Information <ul style="list-style-type: none"> • 1 Rx DI Question • 1 non-Rx DI Question 	<input type="checkbox"/> YES <input type="checkbox"/> NO
Unit 5 - Medication Coverage	Questions/Activities Completed: <input type="checkbox"/> YES <input type="checkbox"/> NO

Written Comments from the Preceptor

Mid-Point Check-in:

Final:

Mid-Point Check-in Review Date: _____ Preceptor's Signature: _____ Student's Signature: _____ Final Assessment Review Date: _____ Preceptor's Signature: _____ Student's Signature: _____ Final Grade for student's rotation (please circle): <div style="display: flex; justify-content: space-around; margin-top: 10px;"> PASS FAIL </div>
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UPDATED: FORM M: Professional Development Log

New Brunswick College of Pharmacists

Continuing Professional Development Learning Project Record Sheet

Learning Projects Related to Clinical Teaching for Preceptor Practice Experience Program (PEP)

Please if needed use multiple sheets

Program approved by: College of Pharmacy, Dalhousie University 2018-2019 Academic Year

Name: _____ License No.: _____

Date(s) of PEP Rotation(s): _____ Site Address: _____

Name of Student: _____ Dalhousie Pharmacy Class of _____

Please check applicable rotation(s) you were a preceptor for:

- ___ Pharmacy 2081 (Hospital Pharmacy)
- ___ Pharmacy 2082 (Community Pharmacy)
- ___ Pharmacy 3080 (Community Pharmacy)
- ___ Pharmacy 4080 (Hospital Pharmacy)
- ___ Pharmacy 4085 (Community Pharmacy)

Please note: as per the recent memo from NBCOP to its registrants CEU points are not able to be awarded automatically per week of clinical teaching as a preceptor, but rather through self-documentation of new clinical topics encountered during the natural course of clinical teaching as a preceptor.

Please refer to the NBCOP memo RENEWAL – FREQUENTLY ASKED QUESTIONS from that can be accessed via this link:

<https://nbcop.in1touch.org/document/4189/Renewal%20FAQ%20ENFR%202018.pdf>

If you do self-record CE credit hours as a result of clinical teaching as a preceptor, you may use the following Dal CPE file number: CED#2019-001 and you would record 1.0 CEU per hour of new learning recorded.

Here is the link to the official FORM M template for self-assigned continuing professional development:

http://nbcop.in1touch.org/uploaded/web/all_forms/Form-M-March-2013.pdf

You may need to use multiple FORM M's.

**Please keep any CEU documents in your CEU portfolio for 3 years for audit purposes.
Please do not send to the New Brunswick College of Pharmacists office unless requested
Please do not return to the Dalhousie College of Pharmacy**



Division of Continuing Pharmacy Education
 College of Pharmacy, Dalhousie University
 PO Box 15000, Halifax NS B3H 4R2

This certificate shall serve as proof that:

Province_____ License Number: _____
has acted as a preceptor for the following Practice Experience Program (PEP)
courses or the Hospital Pharmacy Residency Program at the
Dalhousie University College of Pharmacy 2018-2019:

- Pharmacy 2081 (Hospital) Student:_____ 6 CEUs
- Pharmacy 2082 (Community) Student:_____ 6 CEUs
- Pharmacy 3080 (Community) Student:_____ 12 CEUs
- Pharmacy 4080 (Hospital) Student:_____ 18 CEUs
- Pharmacy 4085 (Community) Student:_____ 18 CEUs

For Dalhousie Hospital Pharmacy Residency Program Preceptors
Resident:_____ calculate 3 CEUs per week of teaching _____ CEUs

TOTAL CEUs_____

These programs have been accredited by
Dalhousie Continuing Pharmacy Education (Dal-CPE), file #CED-2019-001.

Please retain this form & a copy of the student/resident assessment
forms for CEU self-recording.

Please do not return to the
Dalhousie College of Pharmacy.

THANK YOU PEP PRECEPTORS FOR YOUR SUPPORT:

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 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.