

Practice Experience Program Student Performance Assessment for Preceptors

Background

The Association of Faculties of Pharmacy (AFPC) focus on what [pharmacy educational outcomes](#) and competencies (measurable skills and behaviors) graduates need to achieve by the end of their pharmacy program. The Care Provider role is the core of the discipline of pharmacy in Canada. Pharmacy Care Providers are medication therapy experts who are grounded in a Professional identity. To provide the quality of pharmacy care required, graduates are able to approach pharmacy practice by skillfully integrating Communicator, Collaborator, Leader-Manager, Scholar and Health Advocate roles into their Care Provider role. The Pharmacy Practice Experience Program Student Performance Assessment Framework utilizes the AFPC educational outcomes roles as a basis for assessing students during their pharmacy practice experience rotations. Students have an opportunity to perform these activities and demonstrate behaviors in their experiential rotations under the observation, guidance and appropriate supervision of pharmacy preceptors.

Student Performance Assessment Framework

Student performance assessment for the Pharmacy Practice Experience Program contains the following components:

- Level descriptions (1-5) of student's ability to perform knowledge, skills or behaviors with the level of preceptor guidance needed.
- Specific outcomes and outcomes elements that students should demonstrate during their rotation. These relate to specific rotation activities for each outcome.
- An associated list of behaviors that make up each outcome element (i.e., what students are expected to do for the outcome element)
- A guide for preceptors to determine the level of complexity of patients to gage expectations. Expectations for student's performance is linked to the level of complexity of the patient they are providing care.

Students must meet the expected level of performance for all elements (as designed by the rotation) within the outcome domains and consistently exhibit all elements within the professionalism outcome domain to successful complete the rotation.

Assessing Student Performance

Assessment of student performance in experiential education requires the student to demonstrate that they have acquired specific skills or competencies by performing the activity (i.e., counselling a patient) or producing work (i.e., a care plan for a patient) within the real-world practice setting.¹ This assessment approach evaluates the student's ability to apply the knowledge and skills gained in the classroom in the pharmacy workplace setting for activities that are at an appropriate level for the level of training of the student.

Assess student performance using the following basic steps:¹

1. Review the **learning objectives and activities** for the rotation and define expectations
2. Collect information about the student's performance by **observing student complete rotation activities**. Be aware of the level of complexity of the patient that the student is providing care. Accurate assessment requires multiple observations of the student and regular ongoing interactions between the preceptor and student. It is also important to seek input from others working closely with the student for some of the learning outcomes (i.e., professionalism, communication, collaboration, etc.)
3. **Compare** the collected information about the **student's performance with the learning outcomes** in the assessment form and **behaviors** that make up the outcome element. **Determine the level of performance** the student is able to complete the activities (i.e., based on their knowledge skills or behaviors, their ability to apply and integrate information and make judgements and amount of guidance required to complete the activity).
4. **Encourage student self-reflection** so that students critically evaluate their own work and are proactive in incorporating ongoing feedback into their learning plan.
5. **Provide formative** (i.e., ongoing through the learning process) **feedback** to the student and assess performance for the **summative assessment** (i.e., evaluation of student achievement for the intended learning outcomes).
6. **Document** observations and assessment (i.e., written assessment at midpoint and final) and discuss with the student. Provide evidence by documenting specific examples of student behaviors to justify the performance evaluation.

Level Descriptions Assessment Scale for Student Performance

Table 1 below describes the level of performance description that will be used to assess each of the outcome elements.

This scale describes a level of student performance from 1 to 5 based on their knowledge skills or behaviors; their ability to apply and integrate information and make judgements; and the amount of guidance required to complete the activity. The level descriptions are based on and adapted from the Dreyfus Model of Skill Acquisition.¹⁻⁴ This model describes skill acquisition through five development stages in which each student must progress through an experiential learning process, in which the support from the pharmacist preceptor gradually disappears and the student is able to demonstrate greater autonomy and independence in completing the activity or skill.

Table 1: Level Description for Student Performance

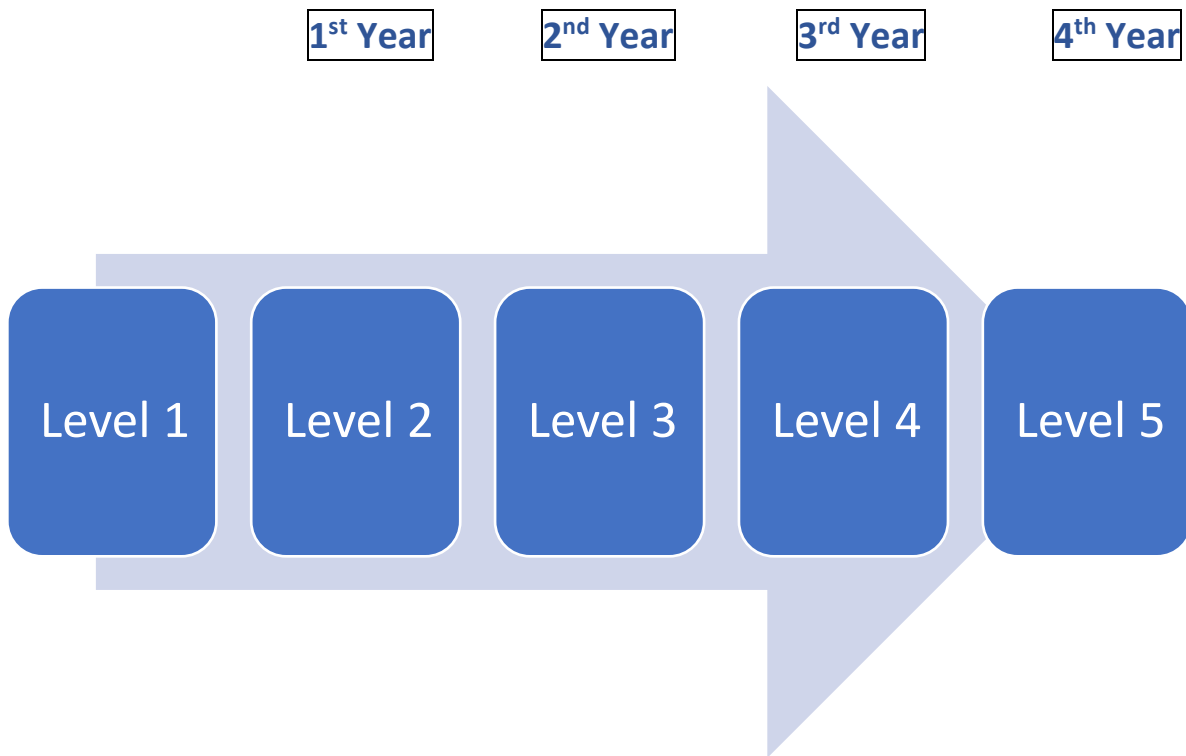
Level 1	Level 2	Level 3	Level 4	Level 5	Not Able to Assess So Far
Student has significant difficulty or deficits of the knowledge, skills or behaviors associated with this outcome; difficulty taking initiative, requires frequent prompting and may make inappropriate judgements; is unable to perform activity despite significant guidance	Student has a basic (“text book”) understanding of the knowledge, skills or behaviors associated with this outcome; approaches tasks mechanistically and not able to deal with complexity; is only able to perform the activity with significant guidance	Student has a working understanding of knowledge, skills or behaviors associated with this outcome; sees actions as steps and is starting to appreciate complex situations but is only able to achieve some steps using own judgement; takes initiative readily; is able to perform the activity with some guidance	Student has a good working understanding of knowledge, skills or behaviors associated with this outcome but may lack refinement; able to engage more in complex situations; uses judgement appropriately; is able to perform the activity with minimal guidance	Student has a deeper understanding of knowledge, skills or behaviors associated with outcome and can independently perform the task; deals with complex situations holistically and more confident in decision making; consistently takes initiative and full responsibility	The student has not yet been directly observed completing the outcome

Note: All levels above are completed with an appropriate level of pharmacist preceptor supervision for a student who has completed the specific year of study (i.e., 1 to 4) in the pharmacy curriculum.

Expected Level of Performance

The level of performance expected to be achieved by the student by the end of the rotation is dependent on the course and program year (see Figure 1). Students in early introductory rotations are expected require close supervision and instruction (i.e., perform at lower levels 2-3) and then as their competency increases with future rotations student the level of competency (i.e., 4-5) expected. As well students will progress in the **level of patient complexity** they are able to manage (i.e. uncomplicated patients in early experiences and complicated patients in advanced experiences) as they move through the curriculum (see Table 2). Students are also expected to take more full responsibility for their work and have greater autonomy and independence in their practice judgement and clinical decision making as they progress through the program.

Figure 1. Minimal expected level of student performance corresponding with program year



Guidance:	Significant	Significant	Some	Minimal	Independent
K/S/B*:	Deficits	Basic	Working	Good Working	Deeper
Complexity:	Difficulty With	Difficulty With	Appreciates	Engages	Sees Holistically
Judgement:	Inappropriate	Incomplete	Some	Appropriate	Confident
Initiative:	Frequent Prompting	Needs Prompting	Takes Initiative	Takes Initiative	Takes Responsibility

* K/S/B: Knowledge/Skills Behavior

Patient complexity:	Uncomplicated	Complicated
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Table 2. Level of Complexity of Patients

The table below provide guidance on determining the level of complexity of patients that students may be providing care during the rotation.⁶

Uncomplicated - Lower Complexity	Complicated - Higher Complexity
<ul style="list-style-type: none"> • Patient is taking a low number of medications and/or has a few current medical conditions (i.e., 1-2 active) • All patient-related factors are present and easily interpreted • The issue or problem is routine in the practice setting • Management of the problem is straightforward and clear treatment guidelines are available • Prioritization of drug therapy problems is straightforward 	<ul style="list-style-type: none"> • Patient is taking multiple medications and has multiple current medical conditions (i.e., >3-5) • Some patient factors are not present or unclear requiring interpretation and inferences to be made • The issue or problem is not commonly encountered in the practice setting • Management of the problem is more complex (i.e., requires understanding of multiple issues, lack of clear guidelines, clinical information must be applied in a different context) • Patient has complexities (i.e., communication barriers, ethical issues, patient affect, cognition or attitude) • Multiple drug therapy problems exist and prioritization may be complicated

Expectations for Students Completing their Introductory Pharmacy Practice Experience -1 in Community (IPPE-1 C)

This is the student’s first opportunity to apply their knowledge and skills in a community pharmacy practice setting rotation. Students will likely require a fair amount of guidance in the beginning of the rotation to be able to care for uncomplicated or lower complexity patients. Students may take longer than usual to complete tasks and are still developing their patient-centered communication and assessment skills. When beginning at the site students should ‘know’ the steps in dispensing medications but will not be able to ‘show how’ without coaching or initial teaching. By the end of the rotation students should have demonstrated progression from “**knows**” (about patient education or filling prescription) to “**knows how**” (learns how to provide basic patient education to a patient, or can fill and check prescriptions using the pharmacy practice management system at the site) and to “**shows how**” (can perform the task at a basic level – provides patient education on simple regimens confidently and completely or fills and checks prescriptions correctly with some confidence).⁵

In PHAR 1083 students are expected to consistently demonstrate a 2 or 3 level of performance on outcomes 1-6 in caring for uncomplicated patients* while completing rotation activities by the end of the rotation, and consistently display the professional behaviors indicated (7).

Note: it is not expected that first year students demonstrate a 4 or 5 level for rotation outcomes. Students with previous pharmacy practice experience may achieve higher levels on some outcomes.

Assessment of Student Performance

Directions: Indicate the level of performance the student has demonstrated for each outcome below so far during the rotation. For each outcome provide a brief justification for how the student has achieved the specific level.

Outcome (Outcome element) Note: See behavior descriptions that make up each outcome element in the associated document.	Level 1	Level 2	Level 3	Level 4	Level 5	Not Assessed
1. Care Provider: Provide patient care using the pharmacist's patient care process for uncomplicated patients* focusing on therapeutic topics from the first year						
1.1 Assessment: Establishes and maintains professional relationships with patients/caregivers	0	0	0	0	0	0
1.2 Assessment: Collects a complete and patient centered history including a medication history	0	0	0	0	0	0
1.3 Assessment: Identifies and prioritizes drug-therapy problems and health care needs	0	0	0	0	0	0
1.4 Care Plan: Develops a care plan, in collaboration with the patient/caregiver and other healthcare team members that addresses medication and health needs	0	0	0	0	0	0
1.5 Care Plan: Implements the care plan when appropriate	0	0	0	0	0	0
1.6 Follow Up: Provides follow up and evaluates care as appropriate	0	0	0	0	0	0
Care Provider Comments:						
2. Communicator – Communicates effectively						
2.1 Uses appropriate verbal and non-verbal communication skills that are appropriate to the audience and context	0	0	0	0	0	0
2.2 Completes appropriate documentation	0	0	0	0	0	0
Communicator Comments:						
3. Scholar – Demonstrates fundamental knowledge, integration of evidence and sound decision making						
3.1 Demonstrates an understanding of the fundamental knowledge required for pharmacists	0	0	0	0	0	0
3.2 Integrates best available evidence to respond to drug-related questions and provide patient care	0	0	0	0	0	0
3.3 Makes and justifies clinical decisions	0	0	0	0	0	0
Scholar Comments:						

4. Collaborator – Collaborates effectively						
4.1 Fulfills professional roles and responsibilities within the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Works effectively with members of the health care team including pharmacy staff, health care providers and patients/caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborator Comments:						
5. Manager Leader – Demonstrates fundamental understanding of medication dispensing process						
5.1 Prepares and dispenses medications accurately and safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager-Leader Comments:						
6. Advocate – Understands the health needs and advances health and well being of others						
6.1 Understands the health needs and promotes the health and well being of individual patients and communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate Comments:						
7. Professional – Acts professionally						
7.1 Displays professional behavior	<input type="radio"/> Consistently <input type="radio"/> Inconsistently					
7.2 Adheres to ethical standards	<input type="radio"/> Consistently <input type="radio"/> Inconsistently					
7.3 Takes professional responsibility and accountability within scope of practice of a pharmacy student	<input type="radio"/> Consistently <input type="radio"/> Inconsistently					
7.4 Displays initiative, self-directed learning and commitment to excellence in pharmacy practice	<input type="radio"/> Consistently <input type="radio"/> Inconsistently					
Professional Comments:						

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

Additional comments:

Preceptor Final Assessment:

By documenting a grade of PASS for Phar 1083, you are confirming that the student has achieved at least level of 2 or 3 on each of the outcomes 1-6 above, and consistently displayed the professional behaviors indicated (7).

Please document the final grade for the course: Pass Fail

Behavior Descriptions for Outcome Elements⁷

This table outlines the outcomes and their specific elements and associated behaviors that can be assessed during the rotation.

OUTCOME (Outcome Element)	BEHAVIOR DESCRIPTIONS
1. Care Provider: Provide patient care using the pharmacist's patient care process for uncomplicated patients focusing on therapeutic topics from the first year	
1.1 Assessment: Establishes and maintains professional relationships with patients/caregivers	<ul style="list-style-type: none">• Establishes a caring professional relationship with the patient centered on the patient's needs• Exhibits sensitivity, respect and empathy with patients and caregivers• Properly introduces themselves and establishes credibility and trust
1.2 Assessment: Collects a complete and patient centered history including a medication history	<ul style="list-style-type: none">• Utilizes multiple sources of patient information to synthesize data to complete a patient history i.e., patient/family, pharmacy and medical records, clinical and drug databases, etc.)• Employs effective interviewing techniques. (e.g., appropriate open and closed ended questions)• Employs a systematic process to gather data accurately• Gathers an appropriate amount of information• Completes appropriate patient assessment as applicable (e.g., inhaler technique, lab tests, vital signs, etc.).• Attempts to clarify and manage conflicting data• Able to justify the significance of information gathered in relation to the patient
1.3 Assessment: Identifies and prioritizes drug-therapy problems and health care needs	<ul style="list-style-type: none">• Synthesizes information to identify drug therapy problems and health care needs• Assesses drug therapy for indication, efficacy, safety and adherence to identify drug-therapy problems for areas already covered in the curriculum• Appropriately prioritizes and justifies drug therapy problems
1.4 Care Plan: Develops a care plan, in collaboration with the patient/caregiver and other healthcare team members that addresses medication and health needs	<ul style="list-style-type: none">• In conjunction with the patient/caregiver/family and other health care providers:<ul style="list-style-type: none">○ Establishes goals of therapy○ Identifies and assesses potential options to resolve each drug therapy problem and meet goals of therapy○ Makes a shared decision and provides rational

OUTCOME (Outcome Element)	BEHAVIOR DESCRIPTIONS
	<ul style="list-style-type: none"> ○ Develops a complete monitoring plan (i.e., what to monitor, who to monitor, when and how)
1.5 Care Plan: Implements the care plan when appropriate	Implements the care plan when appropriate: <ul style="list-style-type: none"> ● Dispenses medications accurately and safety (see 5.1) ● Makes an appropriate recommendation to the patient/caregiver/family, prescriber or health care provider ● Appropriately changes existing drug therapy (i.e., dose, formulation, etc.) ● Provides safe and effective patient education on topics covered in the year 1 of the curriculum ● Communicates the agreed upon care plan and rationale to patients and/or health care providers ● Identifies when the patient's health care needs are outside of the pharmacist's scope requiring referral
1.6 Follow Up: Provides follow up and evaluates care as appropriate	<ul style="list-style-type: none"> ● Provides follow up if possible ● Collects and interprets follow up information to evaluate efficacy and safety of the care plan implemented ● Identifies any new drug therapy problems that may be occurring
2 Communicator – Communicates effectively	
2.1 Uses appropriate verbal and non-verbal communication skills that are appropriate to the audience and context	<ul style="list-style-type: none"> ● Communicates appropriately verbally, non-verbally, in writing or via communication technology with patients, the pharmacy and health care team ● Is able to tailor communication to specific contexts and audiences ● Speaks clearly, respectfully and confidently using appropriate tone and pace
2.2 Completes appropriate documentation	<ul style="list-style-type: none"> ● Documentation is clear, accurate, organized, concise and audience-appropriate ● Documentation is timely and fulfils professional and legal requirements
3 Scholar – Demonstrates fundamental knowledge, integration of evidence and sound decision making	
3.1 Demonstrates an understanding of the fundamental knowledge required for pharmacists	<ul style="list-style-type: none"> ● Displays adequate knowledge (minimal gaps) for topics covered in year 1 of the pharmacy curriculum ● Applies knowledge to patient care and pharmacy services for topics covered in year 1 of the curriculum
3.2 Integrates best available evidence to respond to drug-related questions and provide patient care	<ul style="list-style-type: none"> ● Uses an appropriate search strategy to identify the best available resources for a given question or situation ● Identifies and uses appropriate resources ● Critically appraises and analyzes information from resources to formulate responses and make decisions
3.3 Makes and justifies clinical decisions	<ul style="list-style-type: none"> ● Takes an active role in discussions involving decision making ● Uses therapeutic knowledge (from year 1), problem solving and judgement to arrive at recommendations and decisions that are appropriate, accurate and practical ● Able to articulate and justify a recommendation and decision

OUTCOME (Outcome Element)	BEHAVIOR DESCRIPTIONS
4 Collaborator – Collaborates effectively	
4.1 Fulfills professional roles and responsibilities within the team	<ul style="list-style-type: none"> • Recognizes and respects the unique and shared roles and responsibilities of pharmacy team members • Able to articulate pharmacist’s role and responsibilities in the practice setting within the team • Fulfills professional role within the scope of practice of a pharmacy student
4.2 Works effectively with members of the health care team including pharmacy staff, health care providers and patients/caregivers	<ul style="list-style-type: none"> • Establishes and maintains positive relationships with patients, pharmacy teams members and other health care providers • Determines when and how care should be handed over to another team member
5 Manager Leader – Demonstrates fundamental understanding of medication dispensing process	
5.1 Prepares and dispenses medications accurately and safely	<ul style="list-style-type: none"> • Demonstrates a basic understanding of and participates in all aspects of the medication dispensing process • Accurately compounds dosage forms when possible • Accurately performs pharmaceutical calculations • Recognizes factors and processes required for safe and efficient medication distribution • Recognizes clinical assessment processes within the dispensing process
6 Advocate – Understands the health needs and advances health and well being of others	
6.1 Understands the health needs and promotes the health and well being of individual patients and communities	<ul style="list-style-type: none"> • Identifies social determinants of health in the practice population and how they may impact a patient’s health • Incorporates disease prevention and health promotion into interactions with individual patients
7 Professional – Acts professionally	
7.1 Displays professional behavior	<ul style="list-style-type: none"> • Displays honesty, integrity, humility and commitment, altruism, compassion and respect for diversity and patient autonomy • Is accessible, diligent, timely and reliable to others • Maintains appropriate interpersonal boundaries • Dresses appropriately and professionally • Maintains privacy and confidentiality
7.2 Adheres to ethical standards and regulatory requirements	<ul style="list-style-type: none"> • Uses ethical frameworks as a component of professional judgement • Demonstrates awareness of laws, standards of practice, policies and codes that govern the self-regulated profession of pharmacy
7.3 Takes professional responsibility and accountability within scope of practice of a pharmacy student	<ul style="list-style-type: none"> • Takes responsibility and accountability for actions and inactions • Seeks guidance when uncertain about knowledge, skills, abilities or scope of practice • Prioritizes activities and manages time to balance rotation requirements and practice site workflow • Demonstrates a commitment to patient safety and quality improvement

OUTCOME (Outcome Element)	BEHAVIOR DESCRIPTIONS
7.4 Displays initiative, self-directed learning and commitment to excellence in pharmacy practice	<ul style="list-style-type: none"> • Takes initiative to learn, enhance and integrate knowledge and skills • Accepts, incorporates and provides feedback in an effective and constructive manner • Sets personal goals to support development of professional skills, knowledge and attitudes

Note: Outcomes, outcomes elements and behavior descriptors wording in the student performance assessment materials developed are adapted from assessment instruments: University of Alberta⁶, University of British Columbia¹ and Ontario Pharmacy Patient Care Assessment Tool³, and the Association of Faculty of Pharmacy Educational Outcomes for First Professional Degree Programs in Canada⁸.

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