

PHARMACY 4085
Bachelor of Science in Pharmacy
(Community Pharmacy Rotation)
6 consecutive weeks @ minimum 40 hours per week

PRACTICE EXPERIENCE PROGRAM

****To start a rotation student must hold a valid Pharmacy Student License for the province of their rotation & where required by law valid individual personal professional liability insurance****

Please review practice supervision reminder on page 9

Please complete the orientation checklist starting on page 11
Preceptor assessment forms start on page 44 (light yellow pages)

Fourth Year Pharmacy 4085 Manual
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Class of 2020
(Winter 2020)

**PRECEPTORS INTERESTED IN ADJUNCT APPOINTMENTS WITH
ACCESS TO ONLINE DAL LIBRARY RESOURCES PLEASE SEE MESSAGE
ON BACK COVER**

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Welcome to the Fourth Year Practice Experience Program!

Thank you to the preceptors and students who provided feedback from the Class of 2019 clinical rotations.

Your valuable advice and ideas have been used to improve the program for 2020.

For information on preceptor education resources and adjunct appointments for preceptors, please visit our website at:

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

Congratulations to the *2019 Preceptors of the Year* winners who were nominated by members of the Class of 2019.

They received their awards at the Graduation Brunch on May 30, 2019:

Hospital Preceptor of the Year

Natalie Hutt, Western Hospital & Community Hospital, Alberton/O'Leary, PE

&

Community Preceptor of the Year

Samy Barsoum, Lawtons Drug Store, Dartmouth NS

Nomination instructions for the 2020 PEP Student and Preceptor Awards can be found at the end of this manual.

If you have any questions or comments, please contact:

Harriet Davies, BSc (Pharm), CDE, M.Ed.

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HAVE A GREAT ROTATION!

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
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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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DALHOUSIE UNIVERSITY
College of Pharmacy
Clinical Rotation Orientation Materials
Student Communication Profile (SCP)

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

All preceptors and students should together review the rotation orientation checklist starting on page 11 of this manual with your preceptor no later than 3 days after the start of your rotation.

STUDENT NAME: _____

STUDENT EMAIL: _____

CONTACT NUMBER: _____

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 clinical, interpersonal and professional strengths do you bring to this rotation?

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

Are there any specific disease states, expanded scope activities or patient populations you wish to have an opportunity to learn from during this rotation?

STUDENT TRAVEL TO THE SITE

Please provide details of your daily travel/commuting plans.

STORMS/INCLEMENT WEATHER

Students should use safe and reasonable judgment in the decision as to whether they can travel to the site during inclement or stormy weather. Advising a preceptor of an absence due to inclement weather prior to the inclement weather event is not appropriate and will be considered an unexcused absence. Students are expected to make every safe and reasonable effort to reach the rotation site. Students who miss rotation time at the site due to inclement weather are required to make up the time missed. Student absences due to bad weather conditions must be communicated to both the preceptor and the Coordinator of Clinical Education at the Dalhousie University College of Pharmacy as soon as possible.

If students are commuting to their rotation site, they are encouraged to consider arranging back-up accommodation plans in advance of a storm e.g. temporary overnight accommodations arranged closer to the hospital in the event of an impending storm. **Please review with your preceptor your regular daily commuting plan to the site and back-up accommodation plans prior to a storm.**

ILLNESS/SICK DAYS DURING ROTATIONS

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

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

IMPORTANT: Practice Supervision Reminder to Pharmacist Preceptors & Pharmacy Students

Pharmacy students and preceptors are reminded that while on practice experience program rotations, pharmacy students must be under the 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 “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 always; and that satisfies the legal and professional requirements for the province of the rotation.

Pharmacy Students must be licensed in the province of their rotation and must hold valid 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 continue and review the orientation checklist that starts on page 11.

UPDATED:

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

Program Year	Class Number & Name
First	PHAR 1060 Pharmacy Administration I PHAR 1071/2 Skills Lab I PHAR 1081/2 Community Experience Program (Service Learning) ANAT 1040 Basic Human Anatomy MICR 1050 Basic Microbiology & Immunology for Pharmacy CHEM 2442 Organic Chemistry PHYL 1400 Human Physiology BIOC 1040 Biochemistry for Pharmacy PHAC 1470 Pharmacology for Pharmacy
Second	PHAR 2011/2 Critical Appraisal Series IA & IB PHAR 2200 Topical Products (Dermatologicals and Eye & Ear) PHAR 2035 Respiratory Tract Complaints* PHAR 2040 Gastrointestinal Disorders* PHAR 2045 Nutrition PHAR 2055 Drug Disposition PHAR 2060 Medication Use Management PHAR 2071/2 Skills Lab II PHAR 2081 Practice Experience I (Hospital 2 weeks) PHAR 2082 Practice Experience II (Community 2 weeks)
Third	PHAR 3011/2 Critical Appraisal Series II PHAR 3020 Women's Health Issues* PHAR 3030 Infectious Diseases* PHAR 3040 Cardiovascular Diseases* PHAR 3050 Pain and Rheumatology* PHAR 3055 CNS and Behavioral Disorders* PHAR 3060 Endocrine Disorders* PHAR 3071/2 Skills Lab III PHAR 3081/2 Practice Experience III (Community 4 weeks)
Fourth	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 2020: Fall 2019 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.

UPDATED: Rotation Orientation Checklist

MANDATORY: must be reviewed within the first 72 hours of the rotation start

Student & Site-Specific Information to Review

- Student is registered with the pharmacy regulatory body for the province of the rotation and has a pharmacy student license, students **must** be registered to start a rotation
- Additional preceptor forms and paperwork required by the pharmacy regulator have been filed with the regulator prior to the start of the rotation e.g. NB, PEI & ON.
- Student must have proof of valid personal professional liability insurance where required by law and cannot start a rotation unless this is in place.
- Review and discuss plan and strategy for supervision of Pharmacy Student by Preceptor as required by the pharmacy law in the province of rotation.
- Student has completed any required privacy modules/orientations for the practice site and for any provincial drug information systems.
- Review requirement that the Pharmacy Student must always identify them self as a Pharmacy Student during all interactions with the public.
- Resume and letter of introduction received and reviewed
- Student communication profile reviewed (page 6)
- Student pre-rotation self-assessment reviewed
- Review of who will be providing feedback and assessment during the rotation. If multiple preceptors are involved in the rotation the plan for feedback & assessment is reviewed.
Please Note: all pharmacists involved in the student's rotation should complete a preceptor form.
- Student emergency contact sheet completed and provided to preceptor (page 16)
- Review of expanded scope of pharmacy practice services offered by the pharmacy and how student can participate in expanded scope activities**
- Review of documentation tools reviewed for pharmacist immunizing, assessment & prescribing etc.
- Review of private consultation area of pharmacy
- Other e.g. Preferred learning styles reviewed

Rotation Scheduling and Planning

- Daily schedule reviewed e.g. arrival, lunch, breaks, departure etc.
- Tentative rotation schedule reviewed for the 6 weeks
- Tentative date for mid-point evaluation: _____

- Tentative date for final evaluation: _____
- Upcoming CE events student may consider attending: _____

Important/Frequently Used Numbers

- Pharmacy phone number: _____
- Pharmacy fax number: _____
- Prescriber's line: _____
- Preceptor's e-mail &/or cell: _____
- Drug Information Centre: _____
- Provincial drug plan contact number: _____
- Listing of contact numbers for insurance providers
- Other important numbers:

Introductions

- Pharmacy Staff/Team
- Management (Pharmacy and Front Store)
- Healthcare team members (on and off site)
- Patients
- _____
- _____

Site Resources

- Fridge for food
- Coat and boot storage
- Personal area to work, store books and other materials
- Lunch/Staff Room/Microwave for food
- Pharmacy layout (front shop and dispensary)
- Location and use of private counselling/consultation room
- Washrooms for staff
- Drug information resources
- Internet access
- Parking
- Public transit locations

Computer/Telephone Information

- Review of site's computer use policy
- Review of telephone protocol
- Review of telephone system/answering machine
- Review site's computer software for patient management, prescribing, documentation of expanded scope of practice services, prescribing assessment and documentation procedures, prescription processing; claims adjudication etc.
- If applicable, location of computer for word processing, e-mail, online searching etc.
- If applicable, passwords assigned for computer access
- Review of site's policy re: hand held electronic devices e.g. cell phones, pagers, i-pads, wireless internet etc.
- Completion of any required privacy modules related to provincial health information systems.
- Review of provincial drug and health information system e.g. DIS; SHARE.
-

Health and Safety

- Handwashing stations and site policy on handwashing reviewed
- Procedure to follow should a student receive a sharps injury. In addition to onsite occupational health protocols students must contact the university via the Coordinator of Clinical Education.
- Procedure to follow for safety in the private counselling/consultation room(s)
- Person to contact should a student become ill at the site or at home during the rotation
- Procedure to follow should the student call in sick or have a personal emergency
- Procedure to follow if there is a storm, if there is any concern during a significant storm event please contact the Coordinator of Clinical Education for assistance
- Procedure to follow if late arriving to the site e.g. who to contact
- Review the safety procedures to follow should the pharmacy be robbed
- Procedure to follow if there is a fire alarm or lock-down
- Site specific health & safety updates (or other pandemic, disease outbreak information)
- Review of store safety pages e.g. how to call security, or assistance to pharmacy etc.
- Information re: neighbourhood safety e.g. late-night departure

Patient Safety

- Introduction to site's medication incident policy
- Introduction to quality assurance/ medication safety programs followed by community pharmacy

Dress Code

- Review of site's dress code policy (including footwear)
- If applicable, site ID badge assigned for duration of rotation
- Student is wearing Dalhousie University Clinical ID badge
- _____
- _____
- _____

Privacy Policy

- Site's privacy policy reviewed
- Process to access patient profiles
- Private counselling room
- _____
- _____

Additional Points to Review

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

PEP ROTATION SCHEDULE FOR:

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

Preceptor:

Pharmacy Phone Number:

Pharmacy Fax Number:

Other Important Contact Information:

Pharmacy Student Emergency Contact Information Sheet

Pharmacy 4085 Practice Experience Program

*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 Office, Monday to Friday: 8:30 am to 4:30 pm: 902-494-2378

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

Harriet.Davies@dal.ca

Administrative Secretary, Tracy Jollymore, Direct Line: 902-494-3832

Tracy.Jollymore@dal.ca

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

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

Rotation One: Paperwork is due February 24, 2020

Rotation Two: Paperwork is due April 13, 2020

ALL PAPERWORK MUST BE RECEIVED TO POST A GRADE FOR THIS COURSE.

- Student Self-Assessment Forms (signed by Preceptor and Student)
- 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

Rotation One: Paperwork is due February 24, 2020

Rotation Two: Paperwork is due April 13, 2020

- Preceptor Evaluation of Student (signed by Preceptor and Student)
 - **Includes confirmation on assessment form by preceptor at least 5 detailed patient work ups were completed.**
- Preceptor Evaluation of PEP Program Content

If you wish to nominate a preceptor or student for a PEP award, please see pages 43 and 54 for instructions.

Please return all required paperwork by the deadline noted above 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

ALWAYS KEEP COPIES FOR YOUR PERSONAL RECORDS

PLEASE NOTE: Coursework that extends beyond April 3, 2020 may delay graduation and/or eligibility to write the May 2020 PEBC examinations.

UPDATED: Unit 1: Professional and Interpersonal Skills

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

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

References:

1. Model Standards of Practice for Canadian Pharmacists, March 2009:
<http://napra.ca/pharmacists/model-standards-practice-canadian-pharmacists>
2. NSCP Code of Ethics see: <https://www.nspharmacists.ca/?page=codeofethics>

Unit 1 Learning Objectives

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

- a. Demonstrate effective verbal, non-verbal, listening and written communication skills (Communicator);**
- b. Communicate effectively in diverse practice settings or patient situations (Communicator);**
- c. Demonstrate professionalism during all pharmacy practice activities (Professional);**
- d. Demonstrate skills of self-reflection, self-assessment and self-improvement (Professional);**
- e. Demonstrate skills of self-motivation and initiative (Professional);**

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

Activities:

- a. Review with your preceptor what types of activities they complete each year to meet the continuing professional competency portion of their professional license e.g. continuing education (CE) credits, learning portfolio etc. Should an opportunity arise during your rotation attend a CE event with your preceptor.
- b. Review with your preceptor the types of education programs and/or studies they may have completed to assist them with engaging with the expanded scope of pharmacy practice in the province of your rotation.
- c. Review with your preceptor how professional pharmacy services are funded in the province of your rotation. With the help of your preceptor learn more about provincial and federal advocacy work being done to advocate for the role of the community pharmacist within the Canadian health care system. Students should visit websites for the provincial pharmacy association **(NOT REGULATOR)** e.g.: PANS, NBPA, PEIPA etc. and the Canadian Pharmacists Association CPhA prior to this discussion.

Self-Assessment/Assessment Criteria Professional and Interpersonal Skills:

- Licensed as a Registered Pharmacy Student in the province of the rotation prior to the start of the rotation and holds personal professional liability insurance where required by law.
- Is approachable and accessible to patients
- Displays appropriate verbal, non-verbal, writing and listening skills for pharmacy practice
- Demonstrates commitment to each patient regardless of age, race, color, religion, creed, sex, sexual orientation, gender identity, gender expression, physical disability or mental disability, ethical, national or indigenous origin, family status, marital status, cultural, or educational background or economic status.
- Displays a helping ethic when interacting with patients and their families
- Shows respect for the dignity of the patient
- Able to adapt communication to the needs of the patient
- Displays sensitivity, compassion, respect and empathy to patient concerns
- Presents them self in a professional manner always
- Follows required dress code
- Is reliable and punctual; follows agreed upon schedule; records time at practice site in an agreed upon manner
- Completes tasks carefully and thoroughly
- Respects patient confidentiality and privacy
- Displays a positive attitude toward pharmacy practice
- Shows interest and takes initiative
- Demonstrates critical thinking, analysis, and action which are based on ethical and legal principles
- Demonstrates good organization and time management skills
- Maintains appropriate professional boundaries
- Acknowledges own professional limits and abilities
- Accepts responsibility for actions and decisions
- Practices time-management, stress-management, self-care and adaptive skills
- Strives to continuously improve professional performance and knowledge
- Uses feedback to improve performance

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

Pharmaceutical care as a professional practice, originated in 1978¹, and since then the ideas and concepts associated with pharmaceutical care have continued to evolve.

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

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

For fourth year PEP community rotations, pharmacy students are required to practice patient-focused pharmacy care. Pharmacy students must complete and document **a minimum of five different** detailed patient work-ups during the 6-week rotation.

References:

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

Unit 2 Learning Objectives

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

- **Develop and maintain effective professional relationships with patients to provide patient-focused pharmacy care to a regular complement of patients and must successfully complete a minimum of five detailed patient case work-ups (Professional, Care Provider);**
- **Develop effective professional relationships with other health care professionals to provide patient-focused pharmacy care (Collaborator);**
- **Collect, synthesize and interpret relevant patient, drug, laboratory and disease information to provide optimal patient care (Care Provider);**
- **Accurately identify, prioritize, resolve and/or prevent drug related problems (DRP) (Care Provider);**

- **Develop appropriate care plan(s)/ recommendations to address each DRP identified (Care Provider);**
- **Provide appropriate monitoring, follow-up and documentation during the provision of patient-focused pharmacy care (Care Provider);**
- **Provide patient-focused pharmacy care to multiple patients with a variety of common and diverse health care needs (Care Provider);**
- **Provide expanded scope of pharmacy practice patient care services under the supervision of the pharmacist preceptor (Care Provider);**
- **Participate in expanded scope of pharmacy practice patient care services that are reimbursed by government and private insurance plans or billed directly to patients (Care Provider).**
- **Describe the business strategy and budget goals followed by the pharmacy practice team at the rotation site to optimize provision of and billing for expanded scope of pharmacy practice activities (Leader-Manager, Collaborator, Care Provider).**

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

- a.** Following an introduction and orientation to the practice site, review the pharmacist's patient care process you have learned at the College of Pharmacy with your preceptor.
- b.** Each pharmacy student should investigate and determine how the pharmacist's patient care process is practiced at the site. Students should also review the standards of practice for pharmacists in the rotation province. Review the expanded scope of pharmacy practice patient care services offered at the pharmacy e.g. immunizations and other injections, pharmacist assessment and prescribing etc. Review any required documentation forms (paper or online) for pharmacy patient care services. This discussion should include information about pharmacy reimbursement for expanded patient care services as well as the business plan for expanded scope services offered by the pharmacy. See: <https://www.pharmacists.ca/pharmacy-in-canada/scope-of-practice-canada/> for a current summary chart of pharmacists' expanded scope of practice in Canada. Review the required documentation for each expanded scope activity, the cost of each service and how each service is billed. Students should also understand how these services are promoted to patients, and how they are managed within the workflow of the practice site. Students should be actively involved in expanded scope of pharmacy practice services under the supervision of their pharmacist preceptor.
- c.** Identify patient care forms or tools (electronic or paper) you will use to help gather necessary patient information. Students may wish to design their own patient work-up tools or use one available at the site.

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

Students are in the later part of their pharmacy education and should be selecting patient cases that provide them with a challenging and thought-provoking learning opportunity. Patients with the following characteristics may provide good learning opportunities:

- Multiple medications (four or more medications)
- Multiple medical conditions requiring drug therapy
- Newly diagnosed medical condition requiring multiple drug therapies
- Uncommon medical condition requiring drug therapy
- Opportunity to engage with providing expanded scope professional services

Additional Important Patient Selection Criteria

- Students are now in the later stages of their undergraduate pharmacy education and should be selecting complex patients.
- The patient selected for each case work-up must:
 - not be a relative, family member or close friend of the student or preceptor
 - be taking some type of medication (prescription, nonprescription, natural health products, etc.)
 - be a patient of the rotation site
 - **be available for a medication review appointment in person to gather detailed patient information and conduct a pharmacy care assessment**
 - be willing to work with the student and be agreeable to the student contacting prescriber(s)
 - **MUST** provide the student with an opportunity to identify, prioritize and manage DRPs

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

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

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

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

Preceptors and Students

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

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

- Accessing, reviewing and assessing lab values as needed for patient care
- Medication history taking
- Attending CE events on or off site
- Medication reviews (under supervision/guidance of preceptor)
- Monitoring/follow-up of patients receiving medication therapy on new and repeat prescriptions
- Communication regarding patient care with other health professionals (under supervision/guidance of preceptor)
- Scheduled therapeutic discussions with preceptor
- Students could organize a journal club session for pharmacist staff/local community pharmacists/other health professionals
- Patient safety initiatives within the pharmacy
- Helping to prepare/submit adverse drug reaction reports
- Learning more about community pharmacy as a business through discussions with the pharmacy owner, pharmacy manager and/or front store manager

- Taking part in the prescription filling process as part of the pharmacy team and under the supervision of the pharmacist preceptor.
- If a student is interested in reviewing drug and insurance coverage for patients in the community, they may wish to review the insurance unit found in their third year PEP rotation manual. Please see the following link for a copy of the most recent third year manual:
<https://www.dal.ca/faculty/health/pharmacy/programs/related-resources.html>

UPDATED: Interprofessional Education (IPE) Activity

"Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care"
CAIPE 2002¹

Effective Interprofessional Education¹:

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

Learning Objectives:

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

- learned with, from and about a community-based health care professional (COLLABORATOR);
- interviewed and, if possible, shadowed a member of another other health profession to gain insight into their role within the health care system at the community level and learned about the opportunities the health professional has to collaborate with pharmacists and other professions to provide patient/client/family/community-centred care (COLLABORATOR);

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

Learning “with, from and about” other Health Professions

1. Select a regulated health profession other than pharmacy. A regulated health profession is one that is governed by a provincial act of legislation and is self-regulated by its members. Possible examples of professions that prescribe medication could include: Nurse Practitioners, Dentistry, Medicine, Optometry, Naturopathic Medicine.
2. With the help of your preceptor, locate a practitioner in the local community (not within a hospital or affiliated hospital site) who would be willing to have you visit their practice and allow you to complete an interview with them to learn more about their profession, their interaction with pharmacy and pharmacists and the type of patient/health care they provide.

3. Arrange to shadow (if possible) the health professional in their practice. If shadowing cannot be arranged, then arrange to meet with the health professional to complete your interview. When shadowing the health care professional, any pharmacy related professional advice must only be given under the supervision of the pharmacist preceptor.
4. Prepare a list of interview questions for the identified health professional and review the questions with your preceptor. When preparing the questions keep in mind that you need to gather information on the following topics:
 - Education required to enter their profession
 - Scope of practice
 - Typical practice day
 - Other health professionals they frequently collaborate with
 - Types of patients encountered in their practice
 - Philosophy of care
 - If a prescriber, do they use a personal medication formulary?
 - Do they use an electronic health record/medical record in their practice?
 - Interactions with community pharmacists
 - Rewards and challenges of their profession
 - Tips/suggestions the health professional may have for you to consider for possible points of collaboration with their profession as you transition into practice and start your professional career
5. Please document on your PEP assessment form who you interviewed and/or shadowed and their profession.
6. Thank the health professional for their time.
7. Debrief with your preceptor at the end of this activity to gain their insight into collaborating and communicating with prescribers to support safe and effective patient care.

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

References:

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

Self-Assessment/Assessment Criteria:

- Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient-monitoring and follow-up.
- Has an organized and focused approach for gathering accurate and complete patient information.
- Interprets patient information gathered to effectively identify, solve and/or prevent drug related problems.
- Reviews any cultural, social and economic issues that may influence the management of drug related problems.
- Able to prioritize identified drug related problems considering the patient's needs and preferences.
- Able to establish goals of therapy that are sensitive to the patient's needs and concerns, clinically sound, observable and measurable.
- Able to apply best available evidence to the patient's situation.
- Recommends non-drug therapy options when appropriate.
- As the rotation progresses is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the supervision of a pharmacist preceptor and at an appropriate level for student less than 6 months away from entry to independent practice.
- Monitors, follows up and documents care provided to patients.
- Refers, consults, and/or collaborates with other health care providers and pharmacy team members when appropriate to provide optimal patient care.
- Completes **at least FIVE** different detailed patient care work-ups.
- Demonstrates an industrious and organized work ethic towards patient care.
- Actively engages in and contributes to quality patient care throughout the rotation.
- Engages in and is enthusiastic about expanded scope of pharmacy practice activities.

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

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

Unit 3 Learning Objectives:

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

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

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

Self-Assessment/Assessment Criteria

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

Activities:

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

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

Unit 4: Drug Information

For fourth year rotations, students are expected to serve as knowledgeable drug information (DI) resource persons for pharmacy, the healthcare team and patients. DI questions should be answered as they arise throughout the rotation. Questions should be researched and answered using the principles of evidence-based pharmacy taught within the critical appraisal series (CAS) at the College of Pharmacy. The quantity of DI questions and length of response is entirely reflective of the needs and issues that develop from the patient care process the student participates in during the rotation.

Students should use references, DI services, and experts as needed, available and appropriate. All students have full remote access to the Kellogg Library Online at Dalhousie University <https://libraries.dal.ca/> and have access to the library's document delivery system.

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

Unit 4 Learning Objective:

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

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

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

Activity:

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

UPDATED: Unit 5: Education Events

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

Presentations should be 20 to 30 minutes in length with 10 to 15 minutes at the end for questions. **Students will need to develop their own audience/participant feedback form to distribute to participants after their program is presented.**

Unit 5 Learning Objectives:

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

- **Educate individuals regarding a health related topic (Communicator, Health Advocate, Scholar);**
- **Promote and define the pharmacist's role in patient care as it relates to the topic presented (Communicator, Care Provider, Health Advocate);**
- **Promote and demonstrate the role of the pharmacist as a health educator (Health Advocate);**
- **Demonstrate public speaking, presentation, and communication skills (Communicator);**

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

Points to Consider When Assessing Student Performance:

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

Activities:

- a. Prepare, organize, promote and run (under the supervision of the preceptor) an education event:

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

1. Pharmacy based clinic on a health topic.

OR

2. External presentation on a health topic in the community.

OR

3. Presentation to a group of professionals of your choice e.g. pharmacy staff, colleagues on a topic of current interest.

OR

4. Organize a journal club event.

OR

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

- b. Develop and distribute at the end of the event an audience/participant feedback form and review the gathered feedback with the preceptor.

**STUDENT SELF-ASSESSMENT
PHAR 4085 (Community)**

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

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

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

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

Self-Assessment Scale*:

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

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

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

PLEASE KEEP A PHOTOCOPY OF THE COMPLETED FORMS FOR YOUR RECORDS

Student Self-Assessment Scale with Descriptors

1 Unprepared for Practice	2 Needs Improvement for Practice	3 Prepared for Practice	4 Well Prepared for Practice
<i>For a pharmacy student 6 months or less away from entry to practice as a pharmacist.*</i>			
<ul style="list-style-type: none"> ➤ Student is not able to engage in activity or demonstrate skill(s) even with prompting and intervention from preceptor. ➤ Completes the activity incorrectly. ➤ Displays unsafe professional decision making in relation to the activity or skill(s) described. ➤ The student needs to acquire significantly more knowledge and understanding before re-attempting the task. ➤ The student is not able to follow the PEP attendance policy. ➤ This is a failing grade and the Coordinator should be contacted for guidance as soon as the potential for this grade becomes obvious. 	<ul style="list-style-type: none"> ➤ Student completes activity or demonstrates skill(s) described with extensive or regular prompting and intervention from the preceptor. ➤ The student is not able to follow the PEP attendance policy. ➤ This level of assessment is of concern and the Coordinator should be contacted for guidance as soon as the potential for the grade becomes obvious. 	<ul style="list-style-type: none"> ➤ Student completes activity or demonstrates skill(s) with limited or no prompting** or intervention from the preceptor. <i>**As the student makes their way through the rotation prompting should decline</i> ➤ Makes safe patient care choices. ➤ Knows when to research further before providing information or advice. ➤ Is able to self-reflect on patient care experiences. 	<ul style="list-style-type: none"> ➤ Student completes activity or demonstrates skill(s) without prompting or intervention from the preceptor. ➤ Highly motivated and functions above expectations for a 4th year pharmacy student. ➤ Student is ready to approach the activity with more complexity.
“5” = Exceptionally Well Prepared for Practice: May be used to recognize exceptional performance demonstrated by the pharmacy student during the rotation			
<i>* A fourth-year pharmacy student must complete two six-week rotations, one in community and one in a hospital or long-term care setting. Pharmacy students at the end of their second fourth year rotation whether in community or hospital/long-term care would be expected to be assessed at a higher level of performance than when they started their first fourth year rotation. Fourth year rotations are an important part of a pharmacy student’s final professional practice education prior to graduation from the pharmacy program. Any student performance or attendance concerns identified by preceptors should be communicated to the Coordinator of Clinical Education for guidance as soon as the potential for concern is identified.</i>			

Not Able to Assess/Self-Assess (NA) could be used if:

- Skill(s) described not applicable to this practice site. **OR**
- Student has not had an opportunity to demonstrate the skill(s) described.

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

**STUDENT SELF-ASSESSMENT
PHAR 4085 (Community)**

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

UNIT 1: PROFESSIONAL AND INTERPERSONAL SKILL DEVELOPMENT

Topics to review with your preceptor:

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

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

Any additional preceptor/site documentation has been filed with the provincial pharmacy regulator YES NO

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

Student Name: _____

UNIT 2: PATIENT CARE IN COMMUNITY: INCLUDES EXPANDED SCOPE & PHARMACY BUSINESS ACTIVITIES

Topics to review with your preceptor:

Points to Consider when Self-Assessing Performance	Initial	Mid-Point	Final
The Pharmacist's Patient Care Process			
Demonstrates knowledge of appropriate drug therapy, pathophysiology, patients' monitoring and follow-up.			
Has an organized and focused system for gathering accurate and complete patient information.			
Interprets patient information gathered to effectively identify, solve and/or prevent drug related problems.			
Reviews any cultural, social and economic issues that may impact a patient's ability to manage their drug related problems.			
Able to identify, prioritize, resolve and/or prevent drug related problems.			
Able to establish goals of therapy that are: <ul style="list-style-type: none"> • sensitive to the patient's needs and concerns • clinically sound • observable and measurable 			
Able to apply best available evidence to patient's situation.			
Recommends non-drug therapy options when appropriate.			
Able to develop appropriate care plan(s)/recommendations to address each identified DRP(s).			
As the rotation progresses is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the supervision of a preceptor and at an appropriate level for student less than 6 months away from entry to independent practice.			
Monitors, follows up and documents care provided to patients.			
Refers, consults, and/or collaborates with other healthcare providers when appropriate to provide optimal patient care.			

Student Name: _____

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

TYPES OF EXPANDED SCOPE ACTIVITIES ENCOUNTERED DURING THE ROTATION:

Student Name: _____

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

Topics to review with your preceptor:

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

UNIT 4: DRUG INFORMATION

Topics to review with your preceptor:

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

Comments:

Student Name: _____

Unit 5: Education Event

To be Self-Assessed after the education session is completed

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

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

Dates of Assessment:

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

Student Signature: _____

Preceptor Signature: _____

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

**EVALUATION OF PRECEPTOR
PHAR 4085 (Community)
By Student**

(Please use multiple sheets if more than one preceptor involved in your rotation.)

Preceptor to be Evaluated: _____
Site Location: _____
Student's Name: _____

1. This feedback will 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. Anonymized feedback may be shared with other students preparing for PEP rotations.

Statement	Reply
The preceptor was interested in my success as a student during this 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 was knowledgeable about the material covered in the rotation and was able to share the knowledge with me.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The preceptor introduced me to the staff I would be working with and provided an orientation 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 seemed to value the rotation as a learning experience.	<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
NEW: The preceptor was engaged in and supportive of expanded scope activities	<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:

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 community rotation. Fax: 902-494-1396

**EVALUATION OF SITE
PHAR 4085 (Community)
By Student**

Preceptor Name: _____
Site Location to be Evaluated: _____
Student Name: _____

Please respond to the following statements:

Statement	Reply
The site offered me sufficient "hands on" experience.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Facilities were adequate to explore all required objectives and activities.	<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 site had a patient population that allowed me to complete the rotation objectives.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The site gave me sufficient exposure to other health professionals.	<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
The site had sufficient clinical interaction to serve as an appropriate practice facility.	<input type="checkbox"/> Yes <input type="checkbox"/> No
I would recommend this site as an appropriate practice site for a 4 th 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.

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 community rotation. Fax: 902-494-1396

**NOMINATION FORM
FOR THE
PRECEPTOR OF THE YEAR AWARD FOR COMMUNITY**

Preceptor Name: _____
Site Location: _____
Student Name: _____

Preceptor of the Year Award for Community

This award is presented to a preceptor who has been an outstanding mentor during the fourth-year community rotation. This award consists of a plaque and recognition at the Graduation Brunch.

If you would like to nominate your preceptor for the Preceptor of the Year Award for Community Pharmacy, please submit a typed summary explaining why your preceptor should be considered for this award. Nominations may be faxed to the number below or sent via e-mail as a word document attachment to: Tracy.Jollymore@dal.ca. The College of Pharmacy Awards Committee selects the winning preceptor based on the nomination information submitted by the student.

<p>NOMINATIONS MUST BE SUBMITTED TO THE MAIN OFFICE BY Monday, APRIL 13, 2020. Email: Tracy.Jollymore@dal.ca</p>

**PRECEPTOR EVALUATION OF THE STUDENT
PHAR 4085 (Community)
By Preceptor**

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

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

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

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

ASSESSMENT SCALE*

1 =Unprepared for Practice; 2 =Needs Improvement for Practice; 3 =Prepared for Practice; 4 = Well Prepared for Practice; 5 = Exceptionally Well Prepared for Practice

or

"NA" = Not Able to Assess or Not Applicable to practice site

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

PLEASE KEEP A PHOTOCOPY OF THESE COMPLETED FORMS FOR YOUR RECORDS

***Descriptions of the assessment scale ratings can be found on the following page.**

Assessment Scale with Descriptors

1 Unprepared for Practice	2 Needs Improvement for Practice	3 Prepared for Practice	4 Well Prepared for Practice
<i>For a pharmacy student 6 months or less away from entry to practice as a pharmacist.*</i>			
<ul style="list-style-type: none"> ➤ Student is not able to engage in activity or demonstrate skill(s) even with prompting and intervention from preceptor. ➤ Completes the activity incorrectly. ➤ Displays unsafe professional decision making in relation to the activity or skill(s) described. ➤ The student needs to acquire significantly more knowledge and understanding before re-attempting the task. ➤ The student is not able to follow the PEP attendance policy. ➤ This is a failing grade and the Coordinator should be contacted for guidance as soon as the potential for this grade becomes obvious. 	<ul style="list-style-type: none"> ➤ Student completes activity or demonstrates skill(s) described with extensive or regular prompting and intervention from the preceptor. ➤ The student is not able to follow the PEP attendance policy. ➤ This level of assessment is of concern and the Coordinator should be contacted for guidance as soon as the potential for the grade becomes obvious. 	<ul style="list-style-type: none"> ➤ Student completes activity or demonstrates skill(s) with limited or no prompting**or intervention from the preceptor. <i>**As the student makes their way through the rotation prompting should decline</i> ➤ Makes safe patient care choices. ➤ Knows when to research further before providing information or advice. ➤ Is able to self-reflect on patient care experiences. 	<ul style="list-style-type: none"> ➤ Student completes activity or demonstrates skill(s) without prompting or intervention from the preceptor. ➤ Highly motivated and functions above expectations for a 4th year pharmacy student. ➤ Student is ready to approach the activity with more complexity.
“5” = Exceptionally Well Prepared for Practice: May be used to recognize exceptional performance demonstrated by the pharmacy student during the rotation			
<i>* A fourth-year pharmacy student must complete two six-week rotations, one in community and one in a hospital or long-term care setting. Pharmacy students at the end of their second fourth year rotation whether in community or hospital/long-term care would be expected to be assessed at a higher level of performance than when they started their first fourth year rotation. Fourth year rotations are an important part of a pharmacy student’s final professional practice education prior to graduation from the pharmacy program. Any student performance or attendance concerns identified by preceptors should be communicated to the Coordinator of Clinical Education for guidance as soon as the potential for concern is identified.</i>			
<p>Not Able to Assess/Self-Assess (NA) could be used if:</p> <ul style="list-style-type: none"> ➤ Skill(s) described not applicable to this practice site. OR ➤ Student has not had an opportunity to demonstrate the skill(s) described. 			

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

**PRECEPTOR EVALUATION OF THE STUDENT
PHAR 4085 (Community)
By Preceptor**

Student Name: _____

Preceptor Name: _____

Practice Site: _____

UNIT 1: PROFESSIONAL AND INTERPERSONAL SKILLS

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

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

Any additional preceptor/site documentation has been filed with the provincial pharmacy regulator YES NO (must be done where required by regulator)

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

Student Name: _____

Preceptor Midpoint Comments:

Preceptor Final Comments (Please use additional paper if needed):

Student Name: _____

UNIT 2: PATIENT CARE IN COMMUNITY: INCLUDES EXPANDED SCOPE & PHARMACY BUSINESS ACTIVITIES

Points to Consider when Assessing Student Performance	Initial	Mid-Point	Final	
The Pharmacist's Patient Care Process				
Demonstrates knowledge of appropriate drug therapy, pathophysiology, patients' monitoring and follow-up.				
Has an organized and focused system for gathering accurate and complete patient information.				
Interprets patient information gathered to effectively identify, solve and/or prevent drug related problems.				
Reviews any cultural, social and economic issues that may impact a patient's ability to manage their drug related problems.				
Able to identify, prioritize, resolve and/or prevent drug related problems.				
Able to establish goals of therapy that are: <ul style="list-style-type: none"> • sensitive to the patient's needs and concerns • clinically sound • observable and measurable 				
Able to apply best available evidence to patient's situation.				
Recommends non-drug therapy options when appropriate.				
Able to develop appropriate care plan(s)/recommendations to address each identified DRPs.				
As the rotation progresses is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the supervision of a preceptor and at an appropriate level for student less than 6 months away from entry to independent practice.				
Monitors, follows up and documents care provided to patients.				
Refers, consults, and/or collaborates with other healthcare providers when appropriate to provide optimal patient care.				
Successfully completes at least FIVE different detailed patient care work ups during the rotation.			YES NO <i>If no, please contact CCE</i>	
<i>Patient Care Work-Ups</i>		<i>Therapeutic Topics Covered</i>		
PC Work-Up #1				
PC Work-Up #2				
PC Work-Up #3				
PC Work-Up #4				
PC Work-Up #5				

Student Name: _____

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

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

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

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

Student Name: _____

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

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

Preceptor Mid-Point Comments:

Preceptor Final Comments:

UNIT 4: DRUG INFORMATION

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

Preceptor Mid-Point Comments:

Preceptor Final Comments:

Student Name: _____

Unit 5: Education Event
To be evaluated after the Patient Education Session is completed

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

Written Comments

Student Name: _____

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

Final Comments Reviewed with Student (Please use additional paper if required):

Assessment	Date Reviewed	Preceptor's Signature	Student's Signature
Student's Initial Self - Assessment			
Mid-Point Evaluation			
Final Evaluation			

Final Grade Assigned: _____ (Pass or Fail)

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

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 community rotation. Fax: 902-494-1396

Please keep a copy of this form for your CE record.

Thank you.

EVALUATION OF THE PROGRAM CONTENT
PHAR 4085 (Community)
By Preceptor

Student's Name: _____
Preceptor's Name: _____
Practice Site: _____

The information you provide will be used to review the Practice Experience Program. Your thoughtful ratings and constructive comments will be extremely valuable in making appropriate changes. Your comments may be anonymized and shared with college committees and within course material.

1. Please indicate whether the units were appropriate and were able to be fulfilled during the rotation.

Unit	Unit was Appropriate
Unit 1: Professional and Interpersonal Skill Development	<input type="checkbox"/> Yes <input type="checkbox"/> No
Unit 2: Patient Care (Includes Expanded Scope, Pharmacy Business and Interprofessional Education (IPE) Activity)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Unit 3: Reflection on Ethical, Moral and Social Controversies/Dilemmas	<input type="checkbox"/> Yes <input type="checkbox"/> No
Unit 4: Drug Information	<input type="checkbox"/> Yes <input type="checkbox"/> No
Unit 5: Education Event	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. The rotation activity manual was clear and well organized.
 Yes No
3. The Coordinator of Clinical Education was available to assist the student/preceptor when needed during the rotation.
 Yes No Did not need to contact
4. Have you ever participated as a preceptor for Dalhousie University, College of Pharmacy before?
 Yes No

If yes, please indicate the most recent year (not including this year): _____
For how many years have you been a preceptor: _____?

Comments/suggestions for next year:

On a scale of 1 to 10, please rate your satisfaction with your involvement in this Practice Experience Program in terms of its educational value in your development as a preceptor.

1 2 3 4 5 6 7 8 9 10
Highly Unsatisfied Satisfied Highly Satisfied

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 community rotation. Fax: 902-494-1396
Thank you for your support of the Practice Experience Program.

NOMINATION FORM FOR STUDENT PEP AWARD

G.R. Buckley Community Pharmacy Award

Preceptor's Name: _____
Site Location: _____
Student's Name: _____

This award is presented to a student showing an aptitude in community pharmacy. The preceptor recommendation serves as nomination for this award, which consists of \$1000 and recognition at the Convocation Brunch.

If you would like to nominate your student (on the basis of their performance during this PEP rotation), for the G.R. Buckley Community Pharmacy Award, please submit a typed summary explaining why your student should be considered for this award. Nominations may be faxed to the number below or sent via e-mail as a word document attachment to: Tracy.Jollymore@dal.ca. The College of Pharmacy Awards Committee selects the winning student based on the nomination information submitted by the preceptor.

**NOMINATIONS MUST BE SUBMITTED TO THE MAIN OFFICE
BY Monday, APRIL 13, 2020.
Email: Tracy.Jollymore@dal.ca**

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 2019-2020 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 3081/2 (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#2020-001 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 2019-2020:

- Pharmacy 2081 (Hospital) Student:_____ 6 CEUs
- Pharmacy 2082 (Community) Student:_____ 6 CEUs
- Pharmacy 3081/2 (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-2020-001.

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.

ATTENTION PEP PRECEPTORS:

Are you interested in free online access to the Dalhousie University Library resources?

Preceptors are reminded that they are welcome to apply for the **Adjunct Appointee** designation following the completion of a recognized preceptor education program and regular participation as a preceptor with the Dalhousie College of Pharmacy Practice Experience Program.

Appointment and preceptor education program details are located on this webpage:

<https://www.dal.ca/faculty/health/pharmacy/programs/preceptor-development-program/adjunct-appointments.html>. This appointment provides preceptors with online Dalhousie University library access.