PHARMACY 2082
Community Pharmacy Rotation

2 consecutive weeks @ minimum 35 hours per week

**To start a rotation a student must hold a valid Pharmacy Student License for the province of their rotation & where required by law individual personal professional liability insurance & filed any needed preceptor/site forms for approval with the pharmacy regulator**

Please review practice supervision reminder on page 3

PRACTICE EXPERIENCE PROGRAM

Second Year Community Rotation Manual
Bachelor of Science in Pharmacy

Class of 2019
Summer of 2017

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Enhancing health and wellness through pharmacy education, research and community service.
Through our work, we support the conscientious use of medications in society.
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Practice Supervision Reminder for Pharmacist Preceptors & Pharmacy Students

IMPORTANT PRACTICE SUPERVISION REMINDERS:

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

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

**PLEASE NOTE: Members of the Class of 2019 have not received immunization and injection training and therefore, cannot administer medications by injection or any other route. This will be taught in the Fall of 2018 during the fourth year curriculum for the Class of 2019.**
ACKNOWLEDGEMENTS

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

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

Thank you to Dr. Natalie Kennie-Kaulbach, Skills Lab II Coordinator, for her assistance with the patient assessment activity in this manual and for offering Skills Lab activities to help prepare students for the second year hospital patient assessment activity.

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

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

If as a preceptor you are interested in preceptor development please visit the College of Pharmacy website at: http://www.dal.ca/faculty/healthprofessions/pharmacy/programs/preceptor-development-program.html.

The College of Pharmacy is working on a new PEP curriculum for the new Doctor of Pharmacy degree. Visit our website for details about new pre-requisites and the design of the new degree http://www.dal.ca/faculty/healthprofessions/pharmacy/programs/undergraduate-program/new-program-under-development.html.

Thank you and I wish everyone an enjoyable rotation!

Sincerely,

Harriet Davies, BSc (Pharm), CDE, M.Ed.
Coordinator of Clinical Education
College of Pharmacy
Dalhousie University
T: 902-494-3464
F: 902-494-1396
E: Harriet.Davies@dal.ca
Association of Faculties of Pharmacy Educational Outcomes for First Professional Degree Program in Pharmacy

Medication Therapy Experts

The goal of First Professional Degree Programs in Pharmacy (FPDPP) in Canada is to graduate Medication Therapy Experts. This requires graduates to integrate knowledge, skills and attitudes from all seven educational outcomes. Via this integration, graduates are educated to meet the competencies required of Canadian pharmacists as described by the profession. These competencies include roles relating to care and services for individual patients as well as roles emphasizing the responsibilities of pharmacists to populations of patients, to their communities and to the profession. In addition, graduates who are Medication Therapy Experts 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.

Seven Educational Outcomes

**Care Provider:** Pharmacy graduates use their knowledge, skills and professional judgement to provide pharmaceutical care and to facilitate management of patient’s medication and overall health needs.

**Communicator:** Pharmacy graduates communicate with diverse audiences, using a variety of strategies that take into account the situation, intended outcomes of the communication and the target audience.

**Collaborator:** Pharmacy graduates work collaboratively with teams to provide effective, quality health care and to fulfill their professional obligations to the community and society at large.

**Manager:** Pharmacy graduates use management skills in their daily practice to optimize the care of patients, to ensure the safe and effective distribution of medications, and to make efficient use of health resources.

**Advocate:** Pharmacy graduates use their expertise and influence to advance the health and well-being of individual patients, communities, and populations, and to support pharmacist’s professional roles.

**Scholar:** Pharmacy graduates have and can apply the core knowledge and skills required to be a medication therapy expert, and are able to master, generate, interpret and disseminate pharmaceutical and pharmacy practice knowledge.

**Professional:** Pharmacy graduates honour their roles as self-regulated professionals through both individual patient care and fulfillment of their professional obligations to the profession, the community and society at large.

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College of Pharmacy, Dalhousie University
Community Pharmacy 2082 Manual BSc (Pharm) (Summer of 2017, Class of 2019)
AFPC Educational Outcomes and PEP

The Practice Experience Program (PEP) courses are designed to help pharmacy students achieve learning that will contribute to the development of knowledge and understanding that supports the attainment of the following AFPC Educational Outcomes:

Care Provider: Pharmacy graduates use their knowledge, skills and professional judgment to provide pharmaceutical care and to facilitate management of patient’s medication and overall health needs.

As Care Providers, pharmacy graduates:

A. Assess patients
1.1 Develop and maintain professional, collaborative relationships required for patient care.
1.2 Elicit and complete an assessment of required information to determine the patient’s medication-related and other relevant health needs.
1.3 Assess if a patient’s medication-related needs are being met.
1.4 Determine if a patient has relevant, priority health and wellness needs.

B. Plan Care
1.5 Refer patients for management of priority health and wellness needs that fall beyond the scope of practice of pharmacists
1.6 Develop a care plan that addresses a patient’s medication-therapy problems and priority health and wellness needs.
1.7 Implement the care plan.

C. Follow-up and Evaluate
1.8 Elicit clinical and / or lab evidence of patient outcomes.
1.9 Assess and manage patients’ new medication-related needs.

D. Document
1.10 Support the continuity of patient care by documenting their patient care activities

As Communicators pharmacy graduates communicate with diverse audiences, using a variety of strategies that take into account the situation, intended outcomes of the communication and the target audience.

As Communicators, pharmacy graduates:
2.1. Communicate non-verbally and verbally with others.
2.2. Communicate in writing.
2.3. Present information.
2.4. Use communication technology.

As Collaborators pharmacy graduates work collaboratively with teams to provide effective, quality health care and to fulfill their professional obligations to the community and society at large.

As Collaborators, pharmacy graduates:
3.1. Function as members of teams.
3.2 Support team-based care in a community setting with geographically distinct centres of care.
3.3 Work collaboratively with the patient and his/her health care professionals to provide care and services that facilitate management of the patient’s health needs.
As Managers pharmacy graduates use management skills in their daily practice to optimize the care of patients, to ensure the safe and effective distribution of medications, and to make efficient use of health resources.

As Managers, pharmacy graduates:
4.1 Manage their personal practice.
4.2 Manage the safe and efficient distribution of medications.
4.3 Participate in quality assurance and improvement programs.
4.5 Manage to maintain the sustainability of the practice.

As Advocates pharmacy graduates use their expertise and influence to advance the health and wellbeing of individual patients, communities, and populations, and to support pharmacist’s professional roles.

As Advocates, pharmacy graduates:
5.1 Interpret the advocacy role of pharmacists / profession of pharmacy.
5.2 Promote the health of individual patients, communities, and populations
5.3 Support the role of pharmacists in evolving health care systems.

As Scholars pharmacy graduates have and can apply the core knowledge and skills required to be a medication therapy expert, and are able to master, generate, interpret and disseminate pharmaceutical and pharmacy practice knowledge.

As Scholars, pharmacy graduates:
6.1 Demonstrate a thorough understanding of the fundamental knowledge required of pharmacists and apply this knowledge in daily practice.
6.2 Provide drug information and recommendations.
6.3 Educate regarding medications and appropriate medication use, including the pharmacist’s role.

As Professionals pharmacy graduates honour their roles as self-regulated professionals through both individual patient care and fulfillment of their professional obligations to the profession, the community and society at large.

As Professionals, pharmacy graduates:
7.1 Demonstrate professionalism throughout patient encounters.
7.2 Practice in an ethical manner which assures primary accountability to the patient.
7.3 Maintain their competence to practice through life long learning.
7.4 Practice in manner demonstrating professional accountability.
7.5 Display a sense of pride in and commitment to the profession and its evolving role in the health care system.
What needs to be returned to the College of Pharmacy and when?

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

- Student Self Assessment Form (signed by Preceptor and Student)
- Feedback forms signed by preceptor for (see pages 25-34):
  - 4 non-Rx (OTC) recommendations
  - 4 Rx consultations/counsels
  - 2 patient follow-ups Rx or non-Rx
- Student Evaluation of PEP Program Content
- Student Evaluation of Site
- Student Evaluation of Preceptor

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

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

Please return all required paperwork by the above mentioned deadlines to:

Coordinator of Clinical Education  
College of Pharmacy, Dalhousie University  
PO Box 15000, 5968 College Street  
Halifax NS B3H 4R2  
FAX: 902-494-1396  
Faxes are accepted.  
Please keep a copy of the forms for your records as well.

Preceptor CE Certificates can be found on pages: 53 & 54

Both Pharmacy 2081 and 2082 must be successfully completed before the start of third year classes in September 2017.
# Four Year Overview of Curriculum Content

## College of Pharmacy, Dalhousie University

### Bachelor of Science in Pharmacy Program

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Class</th>
<th>PracExp (Days)</th>
<th>Learning Method</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>PHAR 1060.015 Pharmacy Administration I</td>
<td></td>
<td>Lect; Tut</td>
<td>1.5</td>
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<tr>
<td></td>
<td>PHAR 1070.03 Skills Lab I</td>
<td></td>
<td>SklLab; Tut; Lect</td>
<td>3</td>
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<tr>
<td></td>
<td>PHAR 1080.00 Community Experience Program</td>
<td>14</td>
<td>PracExp</td>
<td>0</td>
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<tr>
<td></td>
<td>ANAT 1040.03 Human Anatomy</td>
<td></td>
<td>Lect; Tut</td>
<td>3</td>
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<tr>
<td></td>
<td>MICR 1050.03 General Microbiology</td>
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<td>Lect; Tut; SciLab</td>
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<tr>
<td></td>
<td>CHEM 2442.03 Introductory Organic Chemistry for Students of Pharmacy</td>
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<td>Lect</td>
<td>3</td>
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<tr>
<td></td>
<td>PHYL 1400.06 Human Physiology</td>
<td></td>
<td>Lect; Tut</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>BIOC 1040.06 Biological Chemistry &amp; Metabolism for Students of Pharmacy</td>
<td></td>
<td>Lect; Tut; SciLab</td>
<td>6</td>
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<tr>
<td></td>
<td>PHAC 1470.06 Pharmacology for Pharmacy</td>
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</tbody>
</table>

|              | **PracExp**                                                          | 10             | PracExp                          | 3            |
|              | **PracExp**                                                          | 10             | PracExp                          | 3            |

| Second       | PHAR 2010.03 Critical Appraisal Series I                             |                | Lect                             | 3            |
|              | PHAR 2015.03 Topical Products (Dermatologicals)*                     |                | Lect; Tut                        | 3            |
|              | PHAR 2020.03 Topical Products (Eye & Ear)*                           |                | Lect; Tut                        | 3            |
|              | PHAR 2035 Respiratory Tract Complaints*                              |                | Lect; Tut                        | 6            |
|              | PHAR 2040.03 Gastrointestinal Disorders*                             |                | Lect; Tut                        | 3            |
|              | PHAR 2045.015 Nutrition                                              |                | Lect; Tut                        | 1.5          |
|              | PHAR 2055.015 Drug Disposition                                       |                | Lect                             | 1.5          |
|              | PHAR 2060.015 Pharmacy Administration II                             |                | Lect; Tut                        | 1.5          |
|              | PHAR 2070.03 Skills Lab II                                           |                | SklLab                           | 3            |
|              | PHAR 2081.03 Practice Experience I                                   |                | PracExp                          | 3            |
|              | PHAR 2080.03 Practice Experience II                                  |                | PracExp                          | 3            |

| Third        | PHAR 3010.03 Critical Appraisal Series II                            |                | Lect                             | 3            |
|              | PHAR 3020.03 Women’s Health Issues*                                  |                | Lect; Tut                        | 3            |
|              | PHAR 3030.03 Infectious Diseases*                                     |                | Lect; Tut                        | 3            |
|              | PHAR 3040.06 Cardiovascular Diseases*                                |                | Lect; Tut                        | 6            |
|              | PHAR 3050.03 Pain and Rheumatology*                                  |                | Lect; Tut                        | 3            |
|              | PHAR 3055.06 CNS and Behavioral Disorders*                           |                | Lect; Tut                        | 6            |
|              | PHAR 3060.03 Endocrine Disorders*                                    |                | Lect; Tut                        | 3            |
|              | PHAR 3070.03 Skills Lab III                                          |                | SklLab                           | 3            |
|              | PHAR 3080.03 Practice Experience III                                 |                | PracExp                          | 3            |

| Fourth       | PHAR 4010.015 Critical Appraisal Series III                         |                | Lect                             | 1.5          |
|              | PHAR 4025.06 Pathocytologic Disorders*                               |                | Lect; Tut                        | 6            |
|              | PHAR 4035.06 Disorders of the Liver and Genitourinary Systems*      |                | Lect; Tut                        | 6            |
|              | PHAR 4060.03 Pharmacy Administration III                             |                | Lect; Tut                        | 3            |
|              | PHAR 4070.015 Skills Lab IV                                         |                | SklLab                           | 1.5          |
|              | **Injection Training**: Class of 2019 Fall 2018                     |                |                                  |              |
|              | PHAR 4080.045 Practice Experience IV                                | 30             | PracExp                          | 4.5          |
|              | PHAR 4085.045 Practice Experience V                                 | 30             | PracExp                          | 4.5          |
|              | IPHE 4900 Interprofessional Health Education:                      |                |                                  |              |
|              | curricular activities offered throughout the degree and required for degree completion |                |                                  |              |

| Degree Totals | 114 | 123 |

Key: Lect- Lecture  
PracExp- Practice Experience  
SciLab- Science Laboratory  
SklLab- Skills Laboratory  
Tut- Problem-Based Learning Tutorial  
*

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

Students please review the rotation orientation checklist starting on page 12 of this manual with your preceptor at the start of the rotation.

STUDENT NAME: ______________________________________________________

STUDENT EMAIL: _____________________________________________________

CONTACT NUMBER DURING ROTATION: ________________________________

ROTATION DATES: ____________________________________________________

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

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

What are your clinical, interpersonal and professional strengths?

What other clinical, interpersonal and professional skills would you like to improve during this rotation?
Are there any specific disease states or patient populations you wish to have an opportunity to work with and learn from during this rotation?

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

STUDENT TRAVEL TO THE SITE

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

ILLNESS/SICK DAYS DURING ROTATIONS

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

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

Please continue on and review the orientation checklist that starts on the next page.
### Student Specific Information to Review

- **Student is registered with the required pharmacy regulatory body and has a pharmacy student license; students must be licensed to start a rotation (individual personal professional liability insurance must be obtained by the student where required by law).**
- **Important UPDATED student supervision reminder provided on page 3 reviewed and discussed.**
- **Student prepared to verbally identify themselves as a student during all professional interactions e.g. with patients, prescribers.**
- **IN NEW BRUNSWICK:** “Apprenticeship Agreement” must be filed with NB College of Pharmacists prior to the start of a rotation
- **IN PRINCE EDWARD ISLAND:** Preceptor form must be filed online with the PEI College of Pharmacists prior to the start of a rotation please see registrant online portal for details.
- **Faculty of Health Professions Guidelines for the Student Use of Social Media & Electronic Communication in Practice Settings has been reviewed. Policy available online:** [http://www.dal.ca/faculty/healthprofessions/current-students/student-policies-and-procedures.html](http://www.dal.ca/faculty/healthprofessions/current-students/student-policies-and-procedures.html)
- **Resume and letter of introduction received and reviewed by preceptor.**
- **Student communication profile reviewed (page 10).**
- **Student pre-rotation self-assessment reviewed (pages 43-48).**
- **Student emergency contact sheet completed and provided to preceptor (page 16).**

### Rotation Scheduling and Planning

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

### Important/Frequently Used Numbers

- **Pharmacy phone number:** ______________
- **Pharmacy fax number:** ______________
- **Prescriber’s line:** ______________
- **Preceptor’s e-mail:** ______________
- **Drug Information Centre:** ______________
- **Provincial drug plan contact number:** ______________
- **Listing of contact numbers for insurance providers**
- **Other important numbers:** ______________
### Introductions

- Pharmacy Staff
- Management (Pharmacy and Front Store)
- Health care team members
- Patients

### Site Resources

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

______________________________

______________________________
### Computer & Technology Information

- Review of site computer use policy
- Review of telephone protocol
- Review of telephone system/answering machine
- Location of computers for patient information
- Review site’s computer software for patient management, prescription processing
- If applicable, location of computer for word processing, e-mail, online searching etc.
- If applicable, passwords assigned for computer access
- Review of site’s policy re: hand held electronic devices e.g. cell phones, pagers, smart phones, wireless internet etc.
- ________________________________

### Health and Safety

- Hand washing stations and site policy on hand washing reviewed
- Procedure to follow should a student receive a sharps injury or any other type of injury at the site. **PLEASE NOTE:** the Dalhousie University College of Pharmacy must be notified of all injuries that occur during a PEP rotation.
- Person to contact should a student become ill at the site or at home during the rotation
- Procedure to follow should the student call in sick or have a personal emergency
- Procedure to follow if late arriving to the site e.g. who to contact
- Review the safety procedures to follow should the pharmacy be robbed
- Procedure to follow if there is a fire alarm
- Site/community specific infectious disease updates (e.g. pandemic, or disease outbreak information)
- Review of in-store overhead paging codes
- Information re: neighbourhood safety e.g. late night departures
- ________________________________

### Patient Safety

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

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

### Privacy Policy

- Site’s privacy policy reviewed
  - __________________________________________________________________________
  - __________________________________________________________________________
  - __________________________________________________________________________

### Additional Points to Review

- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________
Pharmacy Student Emergency Contact Information

Pharmacy 2082 Practice Experience Program

* Students please complete this form and provide to your preceptor on the first day of your Practice Experience Program Rotation

Student Name: ________________________________

In case of emergency please notify the following person:

Name: __________________________________________

Address: __________________________________________

Daytime Phone Number: Area Code: (   )-______________

Evening Phone Number: Area Code: (   )-______________

Relationship to student: __________________________________________

College of Pharmacy Contact Numbers

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

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

Administrative Secretary, Tracy Jollymore: 902-494-3832
Summary of Major Required Activities for PEP 2082

- Preceptor to receive & review student resume & letter of introduction prior to start of rotation
- **Obtain and post student license in pharmacy where required by law**
- Important practice supervision reminder reviewed and discussed at the start of the rotation see page 3
- Orientation of student to the practice site by the preceptor (checklist starts on page 12)
- Review of student’s self-assessment at start of the rotation
- Regular daily constructive/formative feedback provided
- Mid-point student self-assessment & preceptor evaluation of student completed & reviewed
- Final student self-assessment & preceptor evaluation of student completed & reviewed
- Regular participation by student in patient care activities in the prescription and non-prescription areas of the practice site under the supervision of the pharmacist preceptor e.g. non-Rx & Rx counseling everyday; medication reviews; minor ailments/pharmacist assessment & prescribing etc. as appropriate for the therapeutic areas covered thus far in the second year curriculum see pages 9 & 21
- Students must submit **PHAR 2082 Patient Care Interaction Feedback Checklists** for at least (see pages 25-34):
  - Four non-prescription (OTC) recommendations
  - Four prescription counsels
  - Two patient follow-ups (Rx or non-Rx/OTC)
- Students must complete at least 1 Rx and one non-Rx DI question that contribute to patient care at the site
- Required paperwork from preceptor and student completed and returned to the College of Pharmacy within 10 regular calendar days of the rotation (see page 8)
UNIT 1 - PROFESSIONAL AND INTERPERSONAL SKILLS

This unit involves a fulfillment of objectives as a continuum over the course of all practice experience program (PEP) rotations. PEP rotations provide opportunities for students to continue to develop professional and interpersonal skills in “real-life” practice settings. The expected level of competence displayed during second year rotations should be consistent with a student who is two years away from entry to practice as a pharmacist.

References:


Learning Objectives:

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

- demonstrate effective verbal, non-verbal, listening and written communication skills;
- display professionalism during all pharmacy practice activities;
- apply skills of self-reflection, self-assessment and self-improvement;
- apply skills of self-motivation and initiative;

in a community pharmacy and at a level appropriate for a student who has completed two out of four years of pharmacy studies.
Self-Assessment/Assessment Criteria:

- Demonstrates commitment to each patient regardless of race, religion, sex, gender, gender identity, gender expression, sexual orientation, age, health, cultural or educational background or economic status

- Presents them selves in a professional manner at all times; always verbally identifies them self as a Pharmacy Student and wears a nametag that identifies them as a Pharmacy Student

- Displays appropriate verbal, non-verbal, writing & listening skills with patients, colleagues and other health care professionals

- Able to adapt communication to the needs of the patient

- Displays sensitivity, compassion, respect & empathy to patient concerns

- Follows an organized thought process to assess a patient and make a therapeutic recommendation

- Follows required dress code

- Is reliable and punctual

- Completes tasks carefully & thoroughly

- Respects patient confidentiality

- Displays a positive attitude toward pharmacy practice

- Shows interest and takes initiative

- Demonstrates good organization & time management skills

- Maintains appropriate professional boundaries

- Accepts responsibility for actions and decisions

- Uses feedback to improve performance

- Completes extra reading or assignments when suggested
UNIT 2 – PATIENT CARE IN THE COMMUNITY PHARMACY

Pharmacy practice legislation and regulations throughout Canada have been updated in the past few years and pharmacists have many options available to help patients in the community pharmacy. The pharmacy student should feel comfortable with the use of a systematic approach to patient assessment and care for the therapeutic areas they have covered thus far in the pharmacy curriculum (see page 9), and should receive regular feedback from their preceptor about the supervised care they provide throughout the rotation. Students should review with their preceptor how they plan to provide advice to patients in the community pharmacy. **Preceptors must be sure that students are providing patient care under the supervision of a pharmacist at all times.**

Reference:

<table>
<thead>
<tr>
<th>A Note for Preceptors</th>
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<tbody>
<tr>
<td>The student will have completed one year of therapeutic courses as part of the second year PBL curriculum, as well as counselling and communication exercises during skills lab. See page 5 of this manual for an overview of the curriculum students have covered thus far.</td>
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<thead>
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<th>Learning Objectives:</th>
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<tr>
<td>At the end of the rotation the student will be able to:</td>
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<tr>
<td>✓ describe the role of community pharmacists as providers of patient care;</td>
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<tr>
<td>✓ describe when a community pharmacist could prescribe a medication;</td>
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<tr>
<td>✓ locate and review the standards of practice for pharmacist prescribing in the province of their rotation (if applicable);</td>
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<tr>
<td>✓ describe what is required to obtain informed consent from a patient;</td>
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<tr>
<td>✓ demonstrate an organized approach to providing patient care and advice in a community pharmacy setting;</td>
</tr>
<tr>
<td>✓ describe and reflect upon the experience of providing patient care (under the supervision of the preceptor) to patients seeking assessment and advice in a community pharmacy;</td>
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<tr>
<td>✓ demonstrate an ability to document patient care using the electronic health records of a community pharmacy;</td>
</tr>
<tr>
<td>✓ provide examples of when it may be necessary to refer/triage patients (under the supervision of the preceptor) and advise patients to seek further health care beyond the advice available in a community pharmacy from a pharmacist;</td>
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</table>

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

<table>
<thead>
<tr>
<th>Activities</th>
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<tr>
<td>a. Review the medications available to be recommended or prescribed by a pharmacist in the province of your rotation. Review the prescription medication layout; the behind the counter non-prescription medications and the medications located in the pharmacy front shop area. Take time to become familiar with brand and generic names and the location of specific products in the</td>
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pharmacy. Make sure you understand the pharmacy’s layout and organization of product categories.

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

*Medication categories should be selected from the list below:

- Analgesics/anti-inflammatories/anti-pyretics – acetaminophen/ibuprofen dosing for pediatrics; treatments for minor muscular/skeletal injuries; pain is not covered until third year.
- Anthelminthic and antiparasitic – excluding scabies; short lecture on pinworms; lice
- Antibiotics for some infections: otitis media, pneumonia, pharyngitis, exacerbation of COPD, skin and soft tissue infections, conjunctivitis, traveler’s diarrhea, C. diff diarrhea
- Asthma therapy
- COPD therapy
- Influenza
- Sunscreens
- Antihistamines/allergic rhinitis and conjunctivitis; insect bites
- Baby products – formula, colic, diaper rash, topical fungal infections
- Contact lens products- completed within a mini-case in PBL
- Cough and cold
- Eye and ear products
- First aid – topical antiseptics and topical antibiotics
- Foot products – for corns, callouses, warts
- GI medications (e.g., antacids, anti diarrheals, laxatives, anti-emetics, hemorrhoids) including: constipation and diarrhea, adult and pediatric nausea and vomiting, IBS, PUD, GERD, IBD medications
- Skin care (acne, dandruff, eczema, dry skin, insect bites; psoriasis therapies - mainly topical steroids, topical calcineurin inhibitors)
- Vaginal and fungal therapies (also cover fungal therapies for athletes foot and oral candidiasis)
- Vitamins and minerals including iron preparations
- Wart treatments – common and plantar
A minimum of five categories from the list above should be covered by the student over the two weeks of rotation.

Each student must submit a Patient Care Feedback Checklist (pages 25-34) documenting feedback obtained from their preceptor on the following types/number of patient interactions:
- Four non-prescription (OTC) recommendations
- Four prescription consultations/counsels
- Two patient follow-ups (Rx or non-Rx/OTC)


c. Accompany your preceptor and observe while they assess and provide advice to patients who require care from a pharmacist. Are pharmacists required to use a private consultation room for all patient assessments? Are there any standards describing the type of patient consultation room required for pharmacist assessment and/or prescribing?

d. Once the student and preceptor are comfortable with the categories covered, students should be provided with the opportunity to assess and advise patients requiring care from a pharmacist. This must be done under the supervision of the preceptor. Students should complete any required documentation under the supervision of the preceptor and their work must always be co-signed when charted or documented in the community pharmacy setting. Students must submit signed Patient Care Interaction Feedback Checklists for the following:
- Four non-prescription/OTC recommendations
- Four prescription consultation/counsels

e. Following each patient care interaction students should reflect on the encounter, information provided and if there is anything different they would do next time? Students should also receive direct feedback from their preceptor following the provision of advice to patients.

PATIENT FOLLOW-UP

Learning Objectives:

At the end of the rotation the student will be able to (under the supervision of the preceptor):
- organize, conduct and document two patient follow-ups (in person or via telephone);
- gain clinical experience communicating with patients during follow-up;
- self-reflect and review pharmacy advice provided;

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

Activities

1. With the help of your preceptor locate at least one patient per week with whom you can organize, conduct and document follow-up for a prescription or non-prescription medication received.
a. Under the supervision of the pharmacist preceptor obtain the consent of selected patients to conduct a follow-up interview to assess the outcome of treatment with a prescription or non-prescription medication that they received from the pharmacy. Follow-up may be done in person or via telephone, and must be done under the supervision of the preceptor.

b. After completing the follow-up review with your preceptor any information or issues that may need to be addressed further with the patient.

c. Document the outcome of the follow-up information gathered using the pharmacy software system, or a form created by the site or yourself.

d. Discuss with your preceptor the benefits and challenges of providing appropriate patient follow-up.

e. Are pharmacists reimbursed by patients and/or insurance providers for follow-up care/assessment?

f. If pharmacists are able to prescribe in the province of your rotation review any follow-up and documentation required after a medication is prescribed by a pharmacist to a patient.

g. Students must submit signed Patient Care Interaction Feedback Checklists for the following:
  ✓ Two patient follow-ups (Rx or non-Rx/OTC)

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<thead>
<tr>
<th>Learning Objective:</th>
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<tbody>
<tr>
<td>At the end of the rotation the student will be able to:</td>
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</table>
  ➢ provide medication information and advice to patients focusing on therapeutic topic areas covered in second year* under the supervision of their preceptor; |
| at a level appropriate for a student who has completed two out of four years of pharmacy studies. |

Activities

a. Observe (with the patient’s consent) while your preceptor or another pharmacist educates and advises patients about prescription medications.

b. Select, with the help of your preceptor, medications and devices that are appropriate for you to provide patient information/advice about and that are likely to arise as new prescriptions at your site. Review with your preceptor the specific information that should be provided to the patient about these medications/devices.
c. **If needed:** Conduct practice sessions using these selected medications and devices. Have your preceptor act as the patient receiving a prescription, and obtain their feedback on your strategy/technique used to provide patient information and education.

d. Under the supervision of your preceptor, educate and advise patients on the proper use of their prescription medications. Review and reflect on your patient care experiences with your preceptor.

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

- Four prescription consultation/counsels

---

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

- topical products (eye & ear and dermatologicals)
- respiratory tract complaints
  - Students should attempt to educate patients on the proper use of some inhalation devices such as turbuhalers, diskhalers, MDI’s with aerochambers etc.
  - nutrition
  - gastrointestinal disorders

*see more comprehensive list on page 21*
PHAR 2082 Patient Care Interaction Feedback Checklist

Preceptor: ____________________________ Date: ________________
Pharmacy Student: _____________________
☐ Non-Prescription/OTC Assessment &/or Recommendation(s)
☐ Prescription Consultation/Counsel
☐ Other: ___________________________________________________________

Patient
Age: _______  Chief Complaint: _________________________________
☐ New Assessment
☐ Follow-up Assessment

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

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

What went well
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Things to consider for next time
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Preceptor Signature ___________________________  Student Signature ___________________________
PHAR 2082 Patient Care Interaction Feedback Checklist

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Pharmacy Student: ____________________________

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Community Pharmacy 2082 Manual BSc (Pharm) (Summer of 2017, Class of 2019)
PHAR 2082 Patient Care Interaction Feedback Checklist

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What went well

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Things to consider for next time

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Preceptor Signature         Student Signature
# PHAR 2082 Patient Care Interaction Feedback Checklist

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Pharmacy Student: _______________________

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# PHAR 2082 Patient Care Interaction Feedback Checklist

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- [ ] Non-Prescription/OTC Assessment &/or Recommendation(s)
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- [ ] Other: _______________________________________________________

**Patient**

- Age: ______  Chief Complaint: ____________________________
  - [ ] New Assessment
  - [ ] Follow-up Assessment

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**Things to consider for next time**

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Preceptor Signature ___________________________  Student Signature ___________________________
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**Pharmacy Student:** __________________________

- [ ] Non-Prescription/OTC Assessment &/or Recommendation(s)
- [ ] Prescription Consultation/Counsel
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**Things to consider for next time**

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<td>□ Plans for follow-up &amp; monitoring (patient/time/progress factors)</td>
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<td><strong>What went well</strong></td>
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| Preceptor Signature | Student Signature |

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Preceptor: ____________________________ Date: ________________

Pharmacy Student: ____________________

- Non-Prescription/OTC Assessment &/or Recommendation(s)
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- Other: ____________________________________________

### Patient

- Age: ______  Chief Complaint: ____________________________
- New Assessment
- Follow-up Assessment

### Communications

- Introduces self & purpose of communication with patient
- Appropriate non-verbal communication used
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- Uses appropriate questioning techniques (e.g. open and closed, clarification etc.)
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### Therapeutics

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

### What went well

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### Things to consider for next time

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Preceptor Signature: ____________________________  Student Signature: ____________________________
Learning Objective:

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

- describe and apply the legal requirements for preparing and dispensing compounded prescriptions;
- prepare and/or help to prepare compounded prescriptions (under the supervision of the preceptor);

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

References

Activities

- With your preceptor’s guidance, review the provincial Pharmacy Act/Regulations and/or Standards of Practice with respect to dispensing compounded prescriptions in your province.

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

Questions:

1. What types of compounded drug products must be compounded in a sterile environment? Are there provincial regulations and or national standards of practice available for sterile compounding in community practice? What does USP 797 mean?

2. What are some of the common types of compounds prepared at the rotation site?
Students should participate in compounding activities under the supervision of their pharmacist preceptor as part of normal patient care activities in the dispensary. For any products that are compounded during the student’s rotation the following points should be reviewed:

- Calculations used in determining the amount of ingredients
- Compounding procedure
- Use of the equipment in the dispensary
- Additional ingredients used to enhance the mixing/compounding procedure
- Precautions to follow when preparing and handling the ingredients and final product
- Specific storage requirements
- Expiry date of the preparation (is there a reference for the expiry date provided?)
- Information on the label
- Pharmacy documentation procedures followed e.g. compounding log or worksheet

3. Locate a formula for the following compounded oral products. Discuss with your preceptor the resource used to obtain the formula. Would they use that formula in their practice?

- metronidazole oral suspension
- hydrochlorothiazide oral suspension

4. Source the ingredients for the above suspensions. Where and how quickly can you obtain the ingredients if they are not in stock?

5. If a prescription was received for a compound and the pharmacy was able to prepare the compound:
   a. Who would prepare the product?
   b. Where in the pharmacy would the product be compounded?
   c. Who would complete the calculations for the compounded preparation?
   d. How would the calculations be double-checked?
   e. What type of record would be kept of the compound’s preparation?
   f. How would the product be labeled? What auxiliary labels would be used?
   g. How is the expiry date for the compounded product determined?

6. If you were not able to assemble the ingredients within a reasonable timeframe for a compound discuss with your preceptor where and how you should refer the patient. Should the referral process be documented?
NEW MINIMUM NUMBER OF QUESTIONS: UNIT 4 - DRUG INFORMATION

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

http://libraries.dal.ca/

**Learning Objective:**

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

- assess and answer one prescription and one non-prescription drug information request encountered during the rotation;

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

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

**Activities:**

a. Complete an orientation to the community pharmacy’s drug information resources.

b. **NEW:** Complete at least two drug information requests: one prescription and one non-prescription related drug information request as coordinated by the preceptor. The student should complete questions that arise from and contribute to the patient care needs of the pharmacy practice. Requests may originate from:

- the preceptor
- other health care professionals
- patients

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

- Receive and understand the question.

- Search for the data.

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

- Communicate the response (appropriately to the preceptor, **both** verbally and in writing).
o Communicate responses as appropriate to the requester, verbally and/or in writing (under the supervision of your preceptor).

o Provide a clear and concise response that is referenced appropriately.

o Follow-up as required.

_A sample DI Request Form is included with this unit for the student to use or they may use another one of their choice or one used by the rotation site._
SAMPLE: PEP Drug Information Request/Response Form

Requester ________________________________
Location ______________________________________
Address ______________________________________

Telephone ________________________________
Fax _________________________________________
e-mail _______________________________________

ASAP □ Today □ 1-2 Days □ No Rush □

Source of Request
Health Professional:
□ Physician □ Nurse □ Pharmacist □ Patient □ Other

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

Ultimate Question:

<table>
<thead>
<tr>
<th>Type of Request</th>
<th>Formulation</th>
<th>ID/availability</th>
<th>Law/regulation</th>
<th>Lecture</th>
<th>Library</th>
<th>Monograph</th>
<th>Patient information</th>
<th>Pharmaceutics</th>
<th>Pharmacology</th>
<th>Pregnancy/lactation</th>
<th>Professional issues</th>
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Response (use additional paper if needed):

References:

2082/2010_2017.MM.HD
UNIT 5 - MEDICATION COVERAGE

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

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

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

Activities

a. Review with your preceptor the discussion topics and questions provided below.

b. Participate in the submission and adjudication of third party insurance claims as part of regular pharmacy activities.

Discussion Topics and Questions

1. What are third party drug plans?

2. What is a “co-pay”? Are all co-pays the same?

3. What is a deductible? Where would you find out more information on a patient’s deductible?

4. What is a premium?

5. Who calls insurance providers to solve any insurance related problems in the pharmacy?

6. What type(s) of insurance plan problems would require the patient to call the insurance provider directly?

7. Does each third party plan cover the same professional fee?
8. Does every plan pay for an unlimited “days supply” of medications?

9. Review with your preceptor how requests for changes in prescription quantity should be handled?
   a. If the patient wants less than the amount prescribed?
   b. If the patient wants all the refills at once?
   c. Would your answer change depending on the type of medication?

10. Discuss with your preceptor what days supply options are available to seniors who travel south in the winter from your province. Can a package of prescription medication be mailed to the USA?

11. How is the price for medications and the professional fee determined? What type of mark-up is placed on prescription medications? Do all drug plans pay all submitted costs, mark-ups and fees? Is the difference always charged to the patient?

12. Do insurance plans reimburse patients for any professional services provided by pharmacists e.g. therapeutic substitution; assessment of minor ailments; prescription adaptation etc. Will insurance plans pay for prescriptions ordered by pharmacists?

13. Review a third party transmission screen and discuss with your preceptor or delegate how a difference in submission cost/fee should be handled?

14. What process is followed in the pharmacy if a patient is not able to afford a medication ordered by prescription? If a patient refuses or declines to obtain a medication ordered by prescription is this documented? Is the prescriber contacted? What happens if the patient needs a medication and the patient cannot afford the medications and going without the medication could cause the patient harm? How should a pharmacist manage this situation? Are pharmacy assistants or technicians required to involve the pharmacist in such a situation?

15. What resources or programs are available to patients in your province to help them access medications they cannot afford or their third party insurance plan will not cover? Resources to consider include:
   - Provincial diabetic supply programs
   - Cancer care support programs
   - Social services
   - Medication samples
   - Pharmaceutical company compassionate use programs
   - Provincial government sponsored insurance plans for the under or non-insured individual e.g. Trillium Drug Program in Ontario, Family Pharmacare in Nova Scotia, The New Brunswick Drug Plan etc.
   - Community based charities
   - MS medication programs
PRODUCT SELECTION & INTERCHANGEABILITY

**Learning Objective:**

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

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

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

**Activities**

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

**Learning Objective:**

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

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

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

**Activities**

1. Review the organization of the provincial medication formulary to become familiar with its use and application in pharmacy practice.

2. Discuss with your preceptor an approach for and factors affecting decisions regarding prescription medication interchangeability in community practice. In particular how does the pharmacy decide which interchangeable generic products will be stocked?

3. How are pharmacists notified of changes to the provincial drug formulary?

4. Review with your preceptor how the pharmacy decides which interchangeable generic brands will be carried. What happens if a preferred brand is short? Are there any reliable resources available to pharmacists to monitor and manage medication shortages? How are changes in brand documented? How is the patient notified of a generic brand change?

5. In provinces that have criteria codes and exception status drugs within provincially sponsored drug plans, review the process that must be followed to secure coverage of these drugs for patients.
Pharmacy 2082 (Community Pharmacy) PEP

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

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

Students must review their initial self-assessment at the start of the rotation with the preceptor. A student's initial self-assessment will reflect their past PEP (Practice Experience Program), PBL (Problem Based Learning) group work, CAS (Critical Appraisal Skills) learning, skills lab learning and pharmacy work experiences. A review of the student's initial self-assessment will provide information that allows the rotation to be tailored to suit the learning needs of the student. Preceptors assign a grade of pass or fail at the conclusion of the rotation.

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

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

### Student Self-Assessment Scale

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

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

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

Student is licensed as a _Registered Pharmacy Student_ in the province of the rotation.  
YES ___  NO ___ (rotation cannot start until license in place)

<table>
<thead>
<tr>
<th>Self-Assessment Scale</th>
<th>1 Needs Further Development: Please provide suggestions/further details</th>
<th>2 At Expected</th>
<th>3 Above Expected</th>
</tr>
</thead>
</table>
| In some areas of the _Professional and Interpersonal Skills_ portion of the self-assessment/assessment form the option of answering yes or no to the self-assessment/assessment criteria may be preferred. Please provide suggestions/further details for any documentation of “No”

<table>
<thead>
<tr>
<th>Time of Assessment</th>
<th>PRE</th>
<th>MID-POINT CHECK-IN</th>
<th>FINAL</th>
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**Unit 1 - Professional & Interpersonal Skills**

Demonstrates commitment to each patient regardless of race, religion, sex, gender, gender identity, gender expression, sexual orientation, age, health, cultural or educational background or economic status

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Presents them self in a professional manner at all times; always verbally identifies them self as a Pharmacy Student and wears a nametag that identifies them as a Pharmacy Student

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Displays appropriate verbal, non-verbal, writing & listening skills with patients, colleagues and other health care professionals

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Follows an organized thought process to assess a patient and make a therapeutic recommendation

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Able to adapt communication to the needs of the patient

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Displays sensitivity, compassion, respect & empathy to patient concerns

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Follows required dress code

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Is reliable and punctual

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Completes tasks carefully & thoroughly

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Respects patient confidentiality

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Displays a positive attitude toward pharmacy practice

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Shows interest and takes initiative

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Demonstrates good organization & time management skills
Maintains appropriate professional boundaries
Accepts responsibility for actions & decisions
Uses feedback to improve performance
Completes extra reading or assignments when suggested

<table>
<thead>
<tr>
<th>Activities &amp; Questions (document when completed)</th>
<th>Unit 2 - Patient Care in the Community Pharmacy</th>
<th>Unit 3 - Compounding</th>
<th>Unit 4 - Drug Information</th>
<th>Unit 5 - Medication Coverage</th>
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<tbody>
<tr>
<td>Questions/Activities Completed:</td>
<td>□ YES □ NO</td>
<td>□ YES □ NO</td>
<td>□ YES □ NO</td>
<td>□ YES □ NO</td>
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<td>_____: # categories reviewed</td>
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Student's Written Comments / Notes for Preceptor:

Pre-Rotation:

Mid-Point Check-in:

Final:

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

Final Assessment Review Date: __________________________
Preceptor's Signature: ____________________________
Student's Signature: ____________________________
EVALUATION OF THE PROGRAM CONTENT
PHAR 2082 (Community)
(By Student)

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.

1. Please indicate whether the objectives and activities of each unit were fulfilled at the site?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Were the objectives &amp; activities able to be fulfilled at the site?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 - Professional &amp; Interpersonal Skills</td>
<td>☐ Yes  ☐ No</td>
</tr>
<tr>
<td>Unit 2 - Patient Care in the Community Pharmacy</td>
<td>☐ Yes  ☐ No</td>
</tr>
<tr>
<td>Unit 3 - Compounding</td>
<td>☐ Yes  ☐ No</td>
</tr>
<tr>
<td>Unit 4 - Drug Information</td>
<td>☐ Yes  ☐ No</td>
</tr>
<tr>
<td>Unit 5 - Medication Coverage</td>
<td>☐ Yes  ☐ No</td>
</tr>
</tbody>
</table>

2. The Coordinator of Clinical Education was available to assist the student when needed during the rotation.
   ☐ Yes  ☐ No  ☐ Did not need to contact

3. I received useful and constructive feedback from the preceptor during the rotation.
   ☐ Yes  ☐ No

Comments:

On a scale of 1 to 10, please rate your satisfaction with your involvement in the second year Community Pharmacy Practice Experience Program in terms of its educational value in your development as a student.

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

Dalhousie University Pharmacy Students 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.
EVALUATION OF PRECEPTOR
PHAR 2082 (Community)
(By Student)

Preceptor to be Evaluated: ________________________________

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Reply</th>
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<tbody>
<tr>
<td>The preceptor was interested in my success as a student during the Practice Experience Program rotation.</td>
<td>☐Yes ☐No</td>
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<tr>
<td>The preceptor was available for help and guidance, and committed sufficient time to my personal learning/education.</td>
<td>☐Yes ☐No</td>
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<tr>
<td>The preceptor introduced me to the staff I would be working with and oriented me to the site.</td>
<td>☐Yes ☐No</td>
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<tr>
<td>The preceptor was organized and planned the rotation efficiently.</td>
<td>☐Yes ☐No</td>
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<tr>
<td>The preceptor was the person most directly involved with my learning at the site.</td>
<td>☐Yes ☐No</td>
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<tr>
<td>The preceptor gave me feedback regarding my progress on a regular basis throughout the rotation.</td>
<td>☐Yes ☐No</td>
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2. The preceptor conducted at least two written evaluations with me: one at the mid-point and one at the end of the rotation.
   ☐Yes ☐No

Comments:

---

Dalhousie University Pharmacy Students please return all required paperwork including this preceptor evaluation form to the Coordinator of Clinical Education, College of Pharmacy, Dalhousie University, PO Box 15000, 5968 College Street, Halifax NS B3H 4R2, within 10 regular calendar days of completion of the rotation.

Fax: 902-494-1396
EVALUATION OF SITE
PHAR 2082 (Community)
(By Student)

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

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

Please respond to the following statements:

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

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

Dalhousie University Pharmacy Students 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
COLLEGE OF PHARMACY PRECEPTOR'S EVALUATION OF THE STUDENT
PHAR 2082 (Community) PEP

Pharmacy 2082 (Second Year Community) PEP

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

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

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

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

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

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<th>Student Self-Assessment Scale</th>
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<tr>
<td>1- Needs further development: please provide suggestions/further details</td>
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<tr>
<td>2- At expected level of practice</td>
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<tr>
<td>3- Above expected level of practice</td>
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“...for a Pharmacy Student who has completed 2 out of 4 years of professional studies”

N/A- Not able to assess or answer the yes or no prompts provided.
Student is licensed as a *Registered Pharmacy Student* in the province of the rotation.
YES ___   NO ___ (rotation cannot start until license in place)

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<tr>
<th>Assessment Scale</th>
<th>1 Needs Further Development: Please provide suggestions/further details</th>
<th>2 At Expected</th>
<th>3 Above Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of Assessment</td>
<td>PRE</td>
<td>MID-POINT CHECK-IN</td>
<td>FINAL</td>
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</tbody>
</table>

### Unit 1 - Professional & Interpersonal Skills

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

<table>
<thead>
<tr>
<th>Activities &amp; Questions (document when completed)</th>
</tr>
</thead>
</table>
| **Unit 2** - Patient Care in the Community Pharmacy | _______: # categories reviewed
| Questions/Activities Completed: | □ YES □ NO |
| **Unit 3** - Compounding | □ YES □ NO |
| **Unit 4** - Drug Information | □ YES □ NO |
| • 1 Rx DI Question | • 1 non-Rx DI Question |
| **Unit 5** - Medication Coverage | Questions/Activities Completed: | □ YES □ NO |

Written Comments from the Preceptor

Mid-Point Check-in:

Final:

Mid-Point Check-in Review Date: ____________________________
Preceptor’s Signature: ____________________________
Student’s Signature: ____________________________

Final Assessment Review Date: ____________________________
Preceptor’s Signature: ____________________________
Student’s Signature: ____________________________

Final Grade for student's rotation (please circle):

PASS
FAIL
EVALUATION OF THE PROGRAM CONTENT
2013 PHAR 2082 (Community)
(By Preceptor: ______________________)

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.

1. Please indicate whether the unit objectives and activities were completed during this rotation.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Were the objectives &amp; activities able to be fulfilled at the site?</th>
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<tbody>
<tr>
<td>Unit 1- Professional &amp; Interpersonal Skills</td>
<td>□ Yes  □ No</td>
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<td>□ Yes  □ No</td>
</tr>
<tr>
<td>Unit 5- Medication Coverage</td>
<td>□ Yes  □ No</td>
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</table>

2. The Coordinator of Clinical Education was available to assist the preceptor when needed during the rotation.  □ Yes  □ No  □ Did not need to contact

3. 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:

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/pharmacist.

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

Dalhousie University Preceptors please return the Evaluation of the Program and the Evaluation of the Student 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 rotation completion.
FAX: 902-494-1396

Thank you for your support of the Practice Experience Program.
Name: ___________________________________ License No.: ___________
Date(s) of PEP Rotation(s): _____________ Site Address: _________________
Name of Student: ________________________ Pharmacy Class of ___________

Please check applicable rotation(s):
___ Pharmacy 2081 (Hospital Pharmacy - 6 CEU)
___ Pharmacy 2082 (Community Pharmacy - 6 CEU)
___ Pharmacy 3080 (Community Pharmacy - 12 CEU)
___ Pharmacy 4080 (Hospital Pharmacy - 18 CEU)
___ Pharmacy 4085 (Community Pharmacy - 18 CEU)
*Please note points are awarded for one student only, multiple points are not awarded for multiple students within the same PEP rotation. CED-2017-001

1. Learning Objectives (as defined by College of Pharmacy):
   a) To learn to select educational methods and approaches that are appropriate to teach pharmacy students about pharmacy practice within the Canadian health care system.
   b) To learn about changes in practice theory and ideas as a result of being a preceptor for a pharmacy student.

Learning Objectives (what you hope to achieve/learn from this educational activity)
________________________________________________________________________
________________________________________________________________________

2. List the "take home" messages from this educational activity
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Is this activity related to your practice? Yes No
   If NO, why did you complete/attend it? ________________________________

4. Did you learn something new from this activity? Yes No
   If YES, list one item: ______________________________________________

5. Did this activity verify important information you already knew? Yes No

6. Will this educational activity cause you to change your practice? Yes No
   a. If YES, list one item:____________________________________________
   b. If yes, are you committed to making these changes? Yes No

I certify I have completed this educational activity
Signature: ___________________________ Date: ____________

Please print name: ___________________________ License No.: ___________

Please keep this document in your portfolio for 3 years for audit purposes.
Please do not send to NBCP office unless requested.
This certificate shall serve as proof that:

Province______________
License Number: ___________
has acted as a preceptor for the following
Practice Experience Program (PEP) courses in the undergraduate
curriculum at the College of Pharmacy*

Rotation Date: ______________________

<table>
<thead>
<tr>
<th>Course</th>
<th>Student</th>
<th>CEUs</th>
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<tbody>
<tr>
<td>Pharmacy 2081 (Community)</td>
<td>_______</td>
<td>6</td>
</tr>
<tr>
<td>Pharmacy 2082 (Community)</td>
<td>_______</td>
<td>6</td>
</tr>
<tr>
<td>Pharmacy 3080 (Community)</td>
<td>_______</td>
<td>12</td>
</tr>
<tr>
<td>Pharmacy 4080 (Hospital)</td>
<td>_______</td>
<td>18</td>
</tr>
<tr>
<td>Pharmacy 4085 (Community)</td>
<td>_______</td>
<td>18</td>
</tr>
</tbody>
</table>

TOTAL CEUs ______

*please note points are awarded for one student only, multiple points are not awarded for multiple students within the same PEP rotation. If you want to share the total CEU points among more than one pharmacist who was actively involved in the student’s learning please note this on this form and make a photocopy for the other pharmacist’s CEU record.

Please keep a copy of your student assessment forms as part of your CE record.

These programs have been accredited by the Division of Continuing Pharmacy Education: file #CED-2017-001.

Please retain this form for the purpose of CEU self-recording
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 an Adjunct Professor appointment following the completion of one recognized online or live preceptor education program and regular participation as a preceptor with the Dalhousie College of Pharmacy Practice Experience Program. Appointment details can be found on the preceptor website:
This appointment provides preceptors with online Dalhousie University library access.