



*Faculty of Health
College of Pharmacy*

**PHARMACY 3080
Community Rotation
4 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

**Third Year Pharmacy 3080 Manual
Bachelor of Science in Pharmacy**

**Class of 2019
Summer 2018**

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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.*

College of Pharmacy • Burbidge Building, 5968 College Street, PO Box 15000 • Halifax NS B3H 4R2 Canada
Tel: 902.494.2378 • Fax: 902.494.1396 • Email: pharmacy@dal.ca • www.dal.ca/pharmacy

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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 always; 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: Class of 2019 pharmacy students 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.****

Welcome Preceptors:

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

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

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

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

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

ONLINE MODULES FOR PRECEPTORS: For preceptors who have already completed the four online preceptor education modules, please note that there is now a new module available: *Fostering Interprofessional Learning*. Visit this link to access the modules: <http://preceptor.healthprofessions.dal.ca/>.

The College of Pharmacy is developing a new PEP curriculum for the new Doctor of Pharmacy degree. Visit the following website for details about new pre-requisites and the design of the new degree <http://www.dal.ca/faculty/health/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

NEW UPDATED 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.

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
©Association of Faculties of Pharmacy of Canada – June 2017

Student Emergency Contact Information Sheet

Pharmacy 3080 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, 902-494-2378: 8:30 am to 4:30 pm: 902-494-2378
(8:30 am to 4:00 pm summer hours)

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

Administrative Secretary, Tracy Jollymore: 902-494-3832

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 in this manual with your preceptor at the start of the rotation.

STUDENT NAME: _____

STUDENT EMAIL: _____

CONTACT NUMBER DURING ROTATION: _____

ROTATION DATES: _____

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

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

What are your clinical, interpersonal and professional strengths?

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

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

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

STUDENT TRAVEL TO THE SITE

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

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/health/pharmacy/programs/related-resources.html> and review who to contact at the site should you become ill and are unable to attend rotation.

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

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

TO REVIEW: Rotation Orientation Checklist

Student Specific Information to Review

- Student is registered with the pharmacy regulatory body and has a pharmacy student license **including valid personal professional liability insurance where required by law; students must be licensed and insured where required by law to the start rotation.**
- Important student supervision reminder provided in this manual reviewed and discussed.
- IN NEW BRUNSWICK:** Prior to start of rotation “Apprenticeship Agreement” filed with NB College of Pharmacists
- IN PRINCE EDWARD ISLAND:** Prior to start of rotation “Preceptor/Site Approval Form” filed with PEI College of Pharmacists via online portal for registrants.
- IMPORTANT:** Faculty of Health Guidelines for the Student Use of Social Media & Electronic Communication in Practice Settings has been reviewed. A copy can be found here: <http://www.dal.ca/faculty/health/current-students/student-policies-and-procedures.html>.
- Student prepared to verbally identify as a student during all professional interactions e.g. with patients, prescribers.
- Resume and letter of introduction received and reviewed.
- Student communication profile reviewed.
- Student pre-rotation self-assessment completed & reviewed.
- Student emergency contact sheet completed and provided to preceptor.
- Review patient care documentation procedures followed at site
- Orientation to prescription processing and patient assessment, documentation and follow-up procedures used by the site

Rotation Scheduling and Planning

- Daily schedule reviewed e.g. arrival, lunch, breaks, departure, scheduled rounds etc.
- Tentative rotation schedule reviewed for the 4 weeks
- Tentative date for mid-point evaluation: _____
- Tentative date for final evaluation: _____
- Upcoming CE 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 & Review

- Pharmacy Staff
- Management (Pharmacy and Front Store)
- Health Care Team Members in pharmacy and in community
- Patients
- Review of expanded scope of pharmacy practice services offered at the site and how student will be engaged
- Review, if available, the provincial Drug Information System (DIS) or equivalent online e-Health portal that connects health care professionals to patient's medication and health records including (if available) lab values.
- _____
- _____

Site Resources

- Fridge for food
- Storage e.g. coat, boots
- Locker or secure storage area
- Personal area to work, store books and other materials
- Lunch/Staff Room/Microwave/Fridge for food
- Pharmacy Department layout (front shop and dispensary)
- Washrooms
- Drug information resources
- Internet access
- Parking
- Public transit locations
- _____

Computer 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

- Handwashing stations and site policy on handwashing reviewed
- Procedure to follow at the site if a student receives a sharps injury or any other type of injury while at the site.
PLEASE NOTE: The College of Pharmacy must be contacted if a student is injured during a PEP course rotation.
- Person to contact should a student become ill at the site or at home during the rotation or within 2 weeks of leaving the site
- 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 & how
- Review the safety procedures to follow should the pharmacy be robbed
- Procedure to follow if there is a fire alarm
- Site specific health updates (or other pandemic, disease outbreak information)
- Review of in-store overhead paging codes
- Information re: neighbourhood safety e.g. late-night departure
- _____

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 always that clearly identifies them as a pharmacy student**
- Review of site's dress code policy (including footwear)
- Student is wearing Dalhousie University vertical clinical ID badge
- _____
- _____
- _____

Privacy Policy

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

Additional Points to Review

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

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

Program Year	Class	PracExp (Days)	Learning Method	Credit Hours	
First	PHAR 1060.015 Pharmacy Administration I	14	Lect; Tut	1.5	
	PHAR 1070.03 Skills Lab I		Skllab; Tut; Lect	3	
	PHAR 1080.00 Community Experience Program		PracExp	0	
	ANAT 1040.03 Human Anatomy		Lect; Tut	3	
	MICR 1050.03 General Microbiology		Lect; Tut; SciLab	3	
	CHEM 2442.03 Introductory Organic Chemistry for Students of Pharmacy		Lect	3	
	PHYL 1400.06 Human Physiology		Lect; Tut	6	
	BIOC 1040.06 Biological Chemistry & Metabolism for Students of Pharmacy		Lect; Tut; SciLab	6	
	PHAC 1470.06 Pharmacology for Pharmacy		Lect; Tut	6	
Second	PHAR 2010.03 Critical Appraisal Series I	10	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	10	PracExp	3		
Third	PHAR 3010.03 Critical Appraisal Series II	20	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	30	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 for Class 2019: Fall 2018				
	PHAR 4080.045 Practice Experience IV		PracExp	4.5	
	PHAR 4085.045 Practice Experience V		PracExp	4.5	
IPHE 4900 Interprofessional 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.

PEP Rotation Planning MONTH: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week:___						
Week:___						
Week:___						
Week:___						

Summary of Major Required Activities for PEP 3080

- Preceptor receives & reviews student resume & letter of introduction prior to start of rotation
- Obtain and post student license in pharmacy where required by law (student must have individual personal professional liability insurance where required by law); any required preceptor forms must be filed with the provincial regulator**
- Important practice supervision reminder reviewed and discussed at the start of the rotation.
- Orientation of student to the practice site by the preceptor using orientation checklist.
- 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. OTC & Rx counselling every day; medication reviews; minor ailments/pharmacist assessment & prescribing etc.
- Minimum of three detailed medication reviews* completed and documented from the rotation using the *Pharmaceutical Care Medication Review Summary Sheet*. ****Please note that these are detailed medication reviews and are not equivalent to the shorter med reviews reimbursed in certain provinces.***
- Complete question set about substance use disorders and discuss with preceptor.
- DI questions completed that contribute to patient care at the site.
- IPE interview &/or shadowing activity completed.
- Unit Two: Reimbursement for Professional Pharmacy Services & Distribution of Medications in Canada.
- Health promotion public talk OR pharmacy clinic completed.
- Fourth year rotation goals drafted and reviewed with third year preceptor.
- Required paperwork from preceptor and student completed and returned to the College of Pharmacy within 10 regular calendar days of the rotation.

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 & student)
- **BRIEF** Pharmaceutical Care Medication Review Summary Sheet for detailed medication reviews completed (at least three different patients)
- Student Evaluation of PEP Program Content
- Student Evaluation of Site
- Student Evaluation of Preceptor
- Documentation of IPE activity on assessment form

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

- Preceptor Evaluation of Student (signed by preceptor & 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
Room 202, Burbidge Building
PO Box 15000, 5968 College Street
Halifax NS B3H 4R2

FAX: 902-494-1396
Faxes are accepted.

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

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

Pharmacy 3080 must be successfully completed before the start of fourth year classes in September 2018.

Unit One: 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 pharmacy settings where direct patient care is provided. **The expected level of competence displayed for third year rotations should be consistent with student twelve to fifteen months (depending on province of licensing) away from entry to practice as a pharmacist.**

Proof of continuing professional competency is a standard licensing requirement for pharmacists in Canada. Pharmacists are required to demonstrate the ability to self-assess and self-reflect throughout their professional career.

PRECEPTORS: Please see the curriculum overview chart in this manual for a summary of the curriculum covered by the end of third year. Pharmacy Students must always practice under the supervision of a pharmacist preceptor. Please see page 3 for practice supervision reminder.

References:

1. Professional Competencies for Canadian Pharmacists at Entry to Practice, NAPRA, March 2014
2. Nova Scotia College of Pharmacists - Pharmacist's Code of Ethics:
<http://www.nspharmacists.ca/?page=codeofethics>
3. New Brunswick College of Pharmacists – Code of Ethics:
<https://nbcpharm.ca/document/1700/Code%20of%20Ethics%20with%20logo%20English%20condensed%20June%2015%202003.pdf>
4. PEI College of Pharmacists – Code of Ethics:
<http://pei.in1touch.org/uploaded/web/PEICP%20COE%20Final%20March%202017.pdf>
5. Model Standards of Practice for Canadian Pharmacists, NAPRA, March 2009

Learning Objectives (AFPC EDUCATIONAL OUTCOME in brackets):

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

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

at a level expected from a student about to enter their final year of pharmacy studies.

Self-Assessment/Assessment Criteria:

- Licensed as a Registered Pharmacy Student in the province of the rotation prior to the start of the rotation; obtained personal professional liability insurance where required by law; filed all appropriate preceptor/site forms with the pharmacy regulator where required by law.
- Is approachable and accessible to patients
- Displays appropriate verbal, non-verbal, writing and listening skills for pharmacy practice
- Demonstrates commitment to each patient regardless of race, religion, sex, gender, gender identity, gender expression, sexual orientation, age, health, cultural, educational background or economic status
- Displays a helping ethic when interacting with patients 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 themselves in a professional manner at all times; always verbally identifies themselves as a Pharmacy Student and wears a nametag that identifies them as a Pharmacy Student & 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
- 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 organizational and time management skills
- Maintains appropriate professional boundaries
- Acknowledges own professional limits and abilities
- Accepts responsibility for actions and decisions
- Practices time-management, stress-management, and adaptive skills
- Strives to continuously improve professional performance and knowledge
- Uses feedback to improve performance
- Completes extra readings or assignments when suggested or needed

UPDATED: Unit Two: Reimbursement for Professional Pharmacy Services

These questions can be used in any province or territory in Canada. This unit has been added at the request of students and preceptors to provide opportunity for pharmacy students to learn more about pharmacy professional services and medication coverage (third party plans/insurance) for third year rotation.

PLEASE NOTE: Students and preceptors are welcome to tailor this unit to the specific learning needs of the student. If a student has significant personal practice experience and knowledge of these topics they may wish to spend more time on medication reviews. Even though the province of a student's rotation may not be the province where they intend to practice as a pharmacist, the basic principles of professional services and medication coverage can be applied to practice in another province.

Each practice site will differ in how much a pharmacist is engaged in the management of medication coverage issues. It is an area of pharmacy practice where pharmacy technicians and assistants can provide support. Pharmacists require a good working knowledge of current medication coverage systems and insurance programs in their region to make appropriate medication recommendations, assist patients who struggle with non-adherence to medications due to economic constraints and to solve problems related to medication coverage that may limit a patient's access to medication if left unresolved.

Learning Objectives:

At the end of this unit pharmacy students will have:

- reviewed the types of medication coverage available to patients in the province of their rotation (CARE PROVIDER);
- reviewed the basic medication coverage principles and procedures followed by public and private insurance plans in Canada (PROFESSIONAL; LEADER-MANAGER);
- obtained information on how to assist patients who have little or no medication coverage (HEALTH ADVOCATE);
- reviewed the medication claims systems commonly used by a community pharmacy in Canada (LEADER-MANAGER);
- reviewed any current or impending pharmacy standards of practice changes in the province of the rotation and how such changes will contribute to pharmacists providing optimal patient care related the management of medications (PROFESSIONAL; CARE PROVIDER);

at a level expected for a pharmacy student about to enter their final year of pharmacy studies.

Getting Started

At the start of your rotation, locate and familiarize yourself with the drug formulary administered by the province of your rotation. Provincial medication formularies are available online. Make sure you understand how to access and use the medication formulary list when in the pharmacy. Take note of how the formulary medication list is arranged and the meaning of any abbreviations located beside the listed medications. In addition, you should know how to contact all commonly encountered insurance plans and

understand what information would be required by the plan in order to assist you with a patient related question.

Questions

PROVINCIAL GOVERNMENT DRUG PLAN FORMULARIES

- a. What organization decides which medications will be covered on a provincial drug formulary?
- b. What is the “CADTH Common Drug Review”?
- c. Is the provincial drug formulary the document that determines the legal interchangeability of medications in the province of your rotation?
- d. Review online the provincial drug formulary for the province of your rotation and review how to determine whether a product is interchangeable.
- e. How are pharmacists and pharmacies notified of changes/addition/deletions to the provincial drug formulary?
- f. What happens when a drug listed as interchangeable on the provincial formulary is short from the manufacturer and only the brand name product is available? Could the pharmacy be reimbursed for the full cost of the brand name medication?

PROVINCIAL SENIORS’ DRUG PLAN

- a. What is the name of the provincial drug plan for seniors?
- b. What is the “business year” for the seniors’ plan?
- c. Who is eligible for coverage?
- d. How and when can patients register?
- e. When a patient reaches the age of eligibility and registers when will their coverage commence?
- f. Does every senior have to register for the plan? Would you ever advise someone to opt out of the seniors’ drug plan if this option was available?
- g. How much is the yearly premium for the seniors’ pharmacare plan in your province (the amount a person must pay to join)? Is it pro-rated for members who join later in the business year?
- h. What are the yearly deductibles and required co-pays for the seniors’ plan?
- i. Is every medication ordered by a prescription covered?
- j. Are any non-prescription medications covered?

- k. Are ostomy supplies covered?
- l. What types of diabetes supplies are covered?
- m. Are any wound supplies e.g. dressings, bandages eligible for coverage?
- n. Are there days supplied limits on any medications?
- o. Will the provincial seniors' pharmacare plan pay for a supply of medications when senior travels during the winter?
- p. Locate the list of medications that can be covered with the submission of an electronic special authorization/criteria code (or equivalent for the province of your rotation) submitted by the pharmacy when billing the prescription. Who can provide the code and what type of documentation would be required on a prescription to meet the audit standards of the provincial seniors' plan?
- q. Determine who you would call to confirm the status of a special authorization request for a senior. If the opportunity arises, take part in contacting the person/organization to determine the status of a patient's special authorization request.
- r. Is there a mechanism in place to submit requests to the seniors' plan for coverage of a medication needed by a patient that is not listed on the formulary?
- s. When a generic is listed for a drug are there any possible scenarios that the seniors' plan would consider covering the full cost of a brand name medication for a patient?
- t. Would prescriptions written by pharmacists be covered on the seniors' plan?

OTHER PROVINCIALY FUNDED DRUG PLANS

- a. Does the province of your rotation offer provincially funded drug plans or drug coverage for any of the following?
 - i. Diabetes assistance programs for medications and supplies
 - ii. Will the provincial government cover the cost of insulin pumps and supplies for eligible patients under or over 19 in the province of your rotation?
 - iii. MS Drugs
 - iv. Dialysis patients
 - v. HIV/AIDS medications
 - vi. Pre-Exposure Prophylaxis (PrEP) for HIV e.g. tenofovir and emtricitabine
 - vii. Income assistance
 - viii. Disability
 - ix. Palliative care
 - x. Hospice care
 - xi. Cancer care medications e.g. oral chemotherapy medications
 - xii. Citizens without private coverage e.g. Family Pharmacare (NS); NB Drug Plan (NB); Trillium Drug Plan (ON); OHIP+ (ON) etc.
 - xiii. TB medication (treatment/prophylaxis)
 - xiv. Clozapine
 - xv. Transplant medications
 - xvi. High cost drug programs

- xvii. Medical marijuana
- xviii. Naloxone; buprenorphine/naloxone
- xix. Mifegymiso
- xx. Medical Assistance in Dying
- xxi. IV medications administered in the home

FEDERALLY FUNDED DRUG COVERAGE

Interim Federal Health Program (IFHP)

- a. What is the Interim Federal Health Program (IFHP) and who is eligible to receive health coverage from this program?
- b. What type of medication coverage is available through this program and to whom?
- c. Does the pharmacy where you are completing your rotation have any patients who receive coverage through this program? If yes, review how their medications are billed.

Veterans Affairs Canada (VAC)

- a. Who is eligible to receive medication coverage through veteran's affairs?
- b. Visit the Veteran's Affairs Canada website:
<https://www.veterans.gc.ca/eng/services/health/group-health-insurance> and review what possible health care benefits are available to qualified veterans.
- c. Review how requests for special authorization claims are managed.
- d. How are claims for medical supplies or home health care devices processed?
- e. Does VAC pay a special professional fee to the pharmacy for calling for a special authorization (SA) claim (when the claim is submitted)?

Non-Insured Health Benefits (NIHB) for First Nations and Inuit

- a. Visit the website for the NIHB program and familiarize yourself with what information can be found there about the NIHB program:
<http://www.hc-sc.gc.ca/fniah-spnia/nihb-ssna/index-eng.php>
- b. Who is eligible for medication coverage under this plan?
- c. Locate online the list of medications and medical supplies covered by this plan.
- d. Locate the number to call to obtain more information about a coverage issue with this plan.
- e. Are non-prescription medications covered by this plan?
- f. Review what prescription components are required when a pharmacy is audited for NIHB claims?
- g. Can a plan member have a lost supply of medications replaced with this plan?

- h. Under what circumstances is a prior approval required for coverage of medications or medical supplies? How would a prior approval be arranged? Are prior approval drugs approved for the patient's home pharmacy only? How would the patient receive coverage for a prior approval medication if they needed to travel to another region?
- i. Are there any required "days supplied" limits for medications covered by this plan? Can a plan member request and receive a smaller quantity of medication than what the prescriber ordered?
- j. Locate the NIHB Program Updates online and review the updates and changes made to this plan over the past year.

COMPASSIONATE USE PROGRAMS

- a. Review with your preceptor if any patients receive medication coverage through compassionate use programs sponsored by a pharmaceutical manufacturer.
- b. How would you investigate whether a program existed for a medication if a patient was looking for coverage options?

PRIVATE EMPLOYER FUNDED INSURANCE PLANS

- a. Review with your preceptor commonly encountered third party plans at the rotation site.
- b. Review how insurance information is entered and transmitted using the pharmacy's software program.
- c. What is the pharmacy's professional fee? Do all plans pay the same professional fee? Is the pharmacy required to charge the difference in professional fee to the patient?
- d. Do any private insurance plans pay for patient medication reviews?
- e. How are online claims managed when the provider is down or the lines for communication are down?
- f. What do patients normally have to do to ensure an over-age dependent is registered on a plan?
- g. Are there any private insurance plans that will provide medication coverage to people after the age of 65?
- h. Are there any insurance plans that require special authorization or prior approval requests for certain medications?
- i. What is a "health care spending account?"
- j. Do any insurance plans cover pharmacist assessment fees e.g. for minor ailment assessment, adaptation or therapeutic substitution?
- k. If a patient has a concern when their plan does not cover a medication, to whom should they express their concern to?

PRESCRIPTIONS & PATIENTS WHO CANNOT AFFORD THEM

- a. Pharmacists will encounter patients who are unable to fill a prescription due to the cost of the medication. Review with your preceptor how this situation is managed in the pharmacy. Since the pharmacist may not be the person who initially receives all the prescriptions into the pharmacy, is there a procedure in place to ensure the pharmacist on duty is notified of a patient who is not able to fill a prescription because of cost?
- b. Review with your preceptor what possible options might be available to assist a patient who cannot afford a medication prescribed.
- c. What should be done if a patient presents to the pharmacy with a prescription they cannot afford?

PRESCRIPTION MEDICATION SAVINGS CARDS

- a. Visit the website of one of the following medication savings card programs and review the types of medications savings programs offered:
Innovicares: <https://www.innovicares.ca/en>
Rx Help: <https://www.rxhelp.ca/en/default.aspx>
Pfizer Originals: <https://www.pfizeroriginals.ca/>
- b. What are the benefits of medication savings cards?
- c. Are there any disadvantages of using medication savings cards?

READING ADJUDICATION SCREENS FOR MEDICATION PAYMENTS:

- a. Review how to read the online adjudication screen for a third party online claim.
- b. Review the various possible adjudication messages that may be received when accepting or rejecting an electronic claim. Learn how a claim is accepted or rejected and who determines whether to accept or reject a price adjustment for a cost difference due to mark-up, brand selection, etc.
- c. Learn how to access a previously transmitted claims adjudication screen to review a payment received.
- d. Review how to cancel and rebill a prescription medication claim.

EXPANDED SCOPE OF PHARMACY PRACTICE

Please visit and review the following chart summarizing the scope of pharmacy practice in Canada:

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

- a. Are any of the professional services listed below within the scope of practice of pharmacists in the province of your rotation? Are any of the services listed below eligible for coverage under the provincial drug plan in the province of your rotation?
 - Medication reviews
 - Refusal to fill a prescription

- Therapeutic substitution by the Pharmacist
 - Prescribing of medication for minor ailments
 - Assessment of a patient for a minor ailment
 - Prescription adaptation
 - Medication prescribing beyond minor ailments
 - Smoking cessation advice and prescribing
 - Immunization assessment, prescribing and administration
 - Administration of a medication by injection e.g. Depo-Provera, Vitamin B₁₂
 - Emergency prescription refills
 - Health related pharmacy consultation services
 - Order, retrieve and interpret lab tests and diagnostic assessments for the management of medication therapy?
- b. Using the above list of services, review with your preceptor whether any other government e.g. social assistance or private insurance plans reimburse for these services?
- c. Does the practice site charging patients for any of the above services if they are within the scope of practice of a pharmacist in the province of your rotation?
- d. Can you identify any other professional pharmacy services not listed above but could be potential sources of revenue for pharmacies now or in the future?
- e. Are there any standards of practice that must be followed by a pharmacist who chooses to provide any or all the above professional services? Please check the website for your provincial pharmacy regulator.
- f. Does a pharmacist require any additional certification, training or registration in order to be able to provide any of the above listed professional services?

Pharmacy Students should visit the website of the pharmacy regulatory body for the province of their rotation to locate and review any available documents, standards, regulations and policies developed to support the expanded scope of pharmacy practice including pharmacist prescribing.

Pharmacy students please review the following questions with your preceptor during the rotation.

- g. Are there any additional requirements over and above a pharmacist license needed to prescribe medications?
- h. What education, certification or training is required for a Pharmacist to be eligible to prescribe and/or administer immunizations or injections? What must be on file with the pharmacy regulatory body for pharmacists to be able to provide these services as part of their practice?
- i. How are pharmacists reimbursed for assessing a patient's need for medication and subsequently prescribing a medication?
- j. How will these new standards of practice or scope of practice changes benefit patient care?

- k. Talk with your preceptor and/or pharmacy manager/owner about how scope of pharmacy practice changes can or will be integrated into the business plans for the community pharmacy and the workflow related to patient care at the pharmacy.

Unit Three: Interprofessional Education (IPE)

"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 student will have:

- researched and learned about another health care profession in the practice setting (COLLABORATOR);
- interviewed and, if possible, shadowed a member of the other health profession to gain insight into their role within the health care system at the community level and the opportunities to collaborate with pharmacists and other health professionals to optimize patient care (COLLABORATOR);

at a level expected for a student about to enter their final year of pharmacy studies.

Learning “with, from and about” other Health Professions

1. Select a regulated health profession other than pharmacy that you would like to learn more about. A regulated health profession is one that is governed by a provincial act of legislation and is self-regulated by its members. Examples include: Nursing, Dentistry, Medicine, Optometry, Naturopathic Medicine (in some provinces), Physiotherapy, Occupational Therapy, Respiratory Therapy, Chiropractor, Dental Hygiene etc.
2. With the help of your preceptor, locate a practitioner in the community (not within a hospital or affiliated hospital site) where your rotation is located 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 the type of patient 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 and review them with your preceptor prior to your interview. When preparing the questions keep in mind that you need to gather information on the following:

- Education required to enter the profession
 - Typical practice day
 - Other health professionals encountered/collaborate with
 - Types of patients encountered in the practice
 - Philosophy of care
 - Interactions with pharmacy
 - Rewards and challenges of their profession
 - Scope of practice
5. Please document on your assessment form who you interviewed and/or shadowed and their profession.
 6. Thank the health professional for their time.

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.caipе.org.uk/about-us/defining-ipe/>

UPDATED: Unit Four: Patient Care*

Learning Objectives:

At the end of the rotation the student will have:

- completed and documented a minimum of three detailed patient medication reviews in a community pharmacy practice setting (CARE PROVIDER);
- strengthened their prescription and non-prescription pharmacy patient care skills including triage, assessment, care planning, follow-up and monitoring (CARE PROVIDER).

at a level expected for a student about to enter their final year of pharmacy studies.

Activities*

Providing Patient Care and Education:

Throughout the rotation students should be actively involved with patient care in both the prescription and non-prescription areas of the pharmacy. Students should take every opportunity (**under the supervision of their preceptor**) to communicate with patients about medication and health related issues. **If a student completes the minimum three required detailed medication reviews prior to the end of the rotation, they should continue to seek additional opportunities to provide patient focused pharmacy care.** Students should be active learners and participants in the pharmacy patient care process throughout the entire rotation, and always work under the supervision of their pharmacist preceptor to meet the level of supervision required of a pharmacy student in the province of their rotation.

- a. At the start of the rotation and with the help of your preceptor, identify **at least three** different patients with whom you will complete a detailed medication review session. This activity allows students a chance to encounter patients with complex health histories. Students should strive to experience a minimum of three different disease states in the cases selected for this unit. Patient medications should not be examined in isolation but considered in the context of the patient's medical conditions as well as their daily living. Therefore, it is important for these sessions to involve the patient as a full partner.

Consideration of some or all the following criteria will help select an appropriate patient for this activity:

- I. Multiple medications (four or more regular medications)
- II. Multiple medical conditions
- III. History of multiple prescribers for one patient
- IV. Newly diagnosed with a medical condition requiring multiple drug therapy
- V. Uncommon medical condition requiring drug therapy
- VI. Patient or prescriber has a specific question about drug therapy

- VII. Recent discharge from hospital with changes to medication regimen
- VIII. Or criteria determined by preceptor and student that is determined to be advantageous for the student's learning needs

Additional Patient Criteria:

- ✓ **Patients must be from the pharmacy patient population.**
- ✓ **When possible, students should select patients with different disease states.**
- ✓ **Patients cannot be a direct relative (including by marriage/common-law) of the preceptor or student.**
- ✓ **Patients can be pre-selected by the preceptor prior to the student's arrival or can be selected together early in the rotation.**
- ✓ **Prescribers must be willing (with the patient's consent) to communicate as needed with the pharmacy student and preceptor.**

- b. Obtain the patient's agreement to participate in this learning activity. Obtain permission from the patient for collaborative information to be collected if needed (i.e. lab values) and discussed with other health care providers involved in the patient's care. Determine that the patient is agreeable with the pharmacist and/or student communicating any medication therapy recommendations to prescriber(s) if needed during or after the assessment.
- c. Arrange a time to meet with each patient to conduct a detailed patient interview. Ensure there is an area available that allows for complete privacy. Explain the expected length of the interview and the potential benefits for the patient and student.
- e. Identify any patient care forms or tools (electronic or paper) that you could use to help gather the necessary patient information needed to assess and work up patient cases.
- f. Prior to each interview review, with your preceptor the patient's medication history on file. Make note of any incomplete or missing information that may need to be updated in the computer profile after the patient interview. Review with your preceptor how you plan to conduct the patient interview. Adjust your plan if needed.
- g. Conduct a detailed patient interview to obtain a complete understanding of the patient's medication experiences. Determine what the patient hopes to achieve from their medication therapy.

A student must always identify as the pharmacy student and let the patient know who the preceptor is, and that the preceptor is fully responsible for the pharmacy care provided and is available. Confirm that the patient understands the information gathered will be held in the strictest confidence. Remind the patient that you will be taking notes for your reference so that you will have a clear record of what they have told you. Pharmacy students must complete all patient activities under the supervision of their preceptor.

- h. When the interview is complete thank the patient for their time. Make arrangements to follow up with the patient once you have completed your assessment and before the end of the rotation.
- i. Synthesize and interpret the patient information gathered. If necessary, and with the patient's and preceptor's full consent, contact the patient's prescriber(s) for any missing or incomplete patient information.

- j. Questions to consider when reviewing the patient's medication and health history include*:
- Is the medication appropriate?
 - Is there a clinical indication for each medication being taken?
 - Will the patient's medical conditions benefit from the medication prescribed?
 - Is the medication effective?
 - Is the most effective medication being used?
 - Is the dosage sufficient to achieve the goals of therapy?
 - Is the medication safe?
 - Is the patient experiencing any adverse drug reactions?
 - Are there any signs of toxicity?
 - If the above questions do not elicit any negative information to investigate further, then continue and assess the patient's level of adherence for each medication.
 - Review and assess any barriers to medication adherence*:
 - **Educational barriers** - Patient's understanding of their medications and medical conditions, including why the medication is prescribed, expected benefits, implications of failing to take them.
 - **Literacy barriers** – Patient's ability to read labels and written information.
 - **Physical barriers** – Patient's physical problems that might impact proper use of medication such as: swallowing, removing lids, vision or hearing impairment.
 - **Cognitive barriers**- Patient's lack of ability to understand information because of dementia or cognitive decline
 - **Complexity barriers**- Patient's ability to organize and administer the regimen set forth.
 - **Financial barriers** – Patient's ability to afford medications.
- k. Develop a list of drug related problems (DRPs)* identified from the patient assessment completed.
- Unnecessary medication
 - Needs additional medication
 - Medication is ineffective
 - Dose is too low
 - Adverse drug reaction
 - Dose too high
 - Patient is not adherent
- l. Prioritize the drug related problems (DRPs) identified.
- m. For each drug related problem identified, determine what options are available to resolve them.
- n. Analyze the available options. Consider whether you can make a recommendation with certainty? It would be expected that most students would answer "no" to this question and will proceed to the next step. If you are not able to make a definitive recommendation, review the literature to locate additional information that can be critically appraised to help identify viable solutions for the patient's identified DRPs.
- o. Review your findings with your preceptor. Discuss with your preceptor what your interventions and recommendations will be to help resolve the patient's DRPs.

- p. Review your findings with the patient under the supervision of your pharmacist preceptor. Together with the patient review and prioritize the DRPs identified. Review and agree upon a care plan that will be followed to help resolve or minimize identified DRPs.
 - q. If needed and appropriate (with the patient's and preceptor's consent), communicate any recommendations and interventions to the patient's prescriber.
 - r. Develop a plan to determine what parameters will be used to monitor the safety and efficacy of the patient's drug therapy. Determine who will monitor (patient, pharmacist, prescriber), when to start monitoring and for how long?
 - s. Educate the patient about what they will need to know and do to achieve the agreed upon medication therapy goals.
 - t. If appropriate, schedule time to provide the patient with health information or disease management information that may help improve any of their medical conditions e.g. smoking cessation; recommendations for immunizations etc.
 - u. Thank the patient for their time and contribution to your learning as a pharmacy student.
 - v. Schedule a follow-up evaluation. Review the medication therapy recommendations made from your initial patient assessment. Determine if the patient requires any further adjustments, information, education or interventions.
 - w. Review with your preceptor the final patient follow-up. Provide suggestions for continued patient follow up beyond the four weeks of your rotation.
 - x. Document the patient assessment and follow up completed within the patient's pharmacy file.
 - y. Securely dispose of (shred) any unneeded patient information and notes collected during this activity when finished at the rotation site.
 - z. Review with your preceptor any barriers you encountered while conducting the medication reviews. Discussion should include possible strategies for improving opportunities for pharmacists to provide focused medication management services.
- **Students must complete and submit a pharmaceutical care medication review summary form for a minimum of three patients. The completed forms should be submitted to the College of Pharmacy at the end of the rotation. Copies of the form are provided in this manual. Students may make additional copies or download copies from PharmX or the College's website. These forms are for verification of completed medication reviews purposes only and are not meant in any way to replace additional documentation and research required to meet the pharmacy standards of practice for the province of the rotation.**

PLEASE NOTE: The Pharmaceutical Care Medication Review Summary Form (pages 36-38) is designed as a quick summary tool for students to document that they have completed the minimum number of required patient work-ups during their clinical rotation. This form should not replace the work and documentation needed to complete a detailed patient care work-up in practice. The patient care work-ups are assessed and evaluated by the preceptor at the practice site.

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

UPDATED: Question Set to Review with Preceptor
Understanding and Addressing the Opioid Crisis in Our Communities & the Treatment of Substance Use Disorders in the Community

References

<http://www.camh.ca/en/hospital/Pages/home.aspx>

<http://www.nspharmacists.ca/?page=standardspractice#SOPMethadoneMaintenance>

<http://www.cbc.ca/news/health/opioid-crisis-canada-angus-reid-poll-1.4482981>

<http://www.hc-sc.gc.ca/hc-ps/substancontrol/exemptions/methadone-eng.php>

<http://www.cpsns.ns.ca/Standards-Guidelines>

<https://www.cdc.gov/drugoverdose/prescribing/guideline.html>

<http://journals.sagepub.com/doi/abs/10.1177/1715163516671968?journalCode=cphc>

<https://substanceabusepolicy.biomedcentral.com/articles/10.1186/s13011-016-0050-9>

DISCUSSION QUESTIONS

- i. What are the possible societal impacts of substance use disorders?
- ii. Does the pharmacy take part in the provision of medications for the treatment of opioid use disorder in your community?
 - a. Review with your preceptor common medications prescribed for opioid use disorder including: methadone; and buprenorphine/naloxone.
 - b. Review common potential drug interactions, contraindications and things to consider when clinically managing the following drugs: methadone; buprenorphine and naloxone; naloxone; and naltrexone.
- iii. What other medications might be used to help treat other types of substance use disorders in the community?
- iv. Are the medications used to treat opioid use disorders covered by government-funded drug plans? Private drug plans?
- v. Review any pharmacy standards of practice in the province of your rotations related to the provision of medications for the treatment of opioid use disorder.
- vi. Review any handbooks provided to prescribers who treat opioid use disorders?
- vii. Are there any courses/continuing education programs available to educate pharmacists and/or prescribers who treat patients with opioid use disorder?
- viii. How can a patient seek help if they want to treat a substance use disorder? Where could a pharmacist refer a patient in your community?
- ix. Where can a health care provider seek help if they themselves develop a substance use disorder?
- x. Does your provincial pharmacy association provide support to pharmacists who develop a substance use disorder?
- xi. What should a health care provider do if they suspect another health care provider:
 - a. Has developed a substance use disorder?
 - b. Is working while impaired?
 - c. Is diverting medications?

- xii. **If possible**, and with the help of your preceptor arrange to speak with a prescriber in your community who provides community-based treatment for patients with opioid use disorder. Learn more about their practice, common communications with pharmacists and practice philosophy.
- xiii. Determine whether the pharmacy stocks naloxone kits. Learn about the cost of the kit and whether any insurance plans or government programs provide payment for the kit.
- xiv. **If possible**, observe a pharmacist providing counselling and advice to a patient or care provider about a naloxone kit.
- xv. When should a pharmacist recommend a naloxone kit?
- xvi. How is the security of the pharmacy managed in relation to possible robberies?
- xvii. How does the pharmacy manager manage the inventory of the pharmacy to minimize/prevent diversion of medications?
- xviii. How are narcotic and controlled drugs that are returned to the pharmacy for disposal received and disposed of?

BRIEF Pharmaceutical Care Medication Review Summary Sheet

Student: _____ **Date:** ___/___/20___

Case Number: _____

Medical Conditions:

Medications (Rx, Non-Rx, NHP):

Drug Related Problems Identified

(Continue on back, if required)

Recommendations:

(Continue on back, if required)

Monitoring Plan:

Pharmacist's Responsibilities:

Patient's Responsibilities:

Description of Follow-up Completed

(Continue on back, if required)

This form is based on a form created by Paul Belliveau PhC & PEP community preceptor.

BRIEF Pharmaceutical Care Medication Review Summary Sheet

Student: _____ **Date:** ___/___/20__

Case Number: _____

Medical Conditions:

Medications (Rx, Non-Rx, NHP):

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Case Number: _____

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Medications (Rx, Non-Rx, NHP):

Drug Related Problems Identified

(Continue on back, if required)

Recommendations:

(Continue on back, if required)

Monitoring Plan:

Pharmacist's Responsibilities:

Patient's Responsibilities:

Description of Follow-up Completed

(Continue on back, if required)

This form is based on a form created by Paul Belliveau PhC & PEP community preceptor.

Unit Five: Drug Information

In the second and third year Critical Appraisal Series (CAS), students learn about the effective use of drug information resources and how to respond to drug information (DI) questions. Students learn how to complete on-line searches to obtain relevant articles and how to critically appraise those articles. In Skills Lab, the students are given drug information questions to answer. 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:

Upon completion of the rotation students will have:

- demonstrated the ability to contribute to patient care by responding appropriately to drug information (DI) requests encountered during the rotation (SCHOLAR; CARE PROVIDER; COMMUNICATOR)

at a level expected for a student about to enter their final year of pharmacy studies.

Activities

Please Note:

Students will be a resource for DI questions throughout their rotation. Students must be ready to contribute to DI questions when needed and because of patient care activities.

- a. Complete an orientation to the drug information resources accessible at the community pharmacy.
- b. Throughout the rotation, complete routine drug information requests as coordinated by the preceptor. Requests may originate from:
 - the preceptor
 - other health care professionals
 - patients

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

1. Clearly establish the request and obtain all necessary background information.
2. Determine an appropriate approach to locate the drug information needed.
3. Use multiple basic drug information resources.
4. Apply your CAS skills when needed to critically appraise the gathered information.
5. Communicate responses appropriately to the preceptor, **both** verbally and in writing.
6. **If Needed:** Communicate responses appropriately to the requester, verbally **and/or** in writing (**under the supervision of your preceptor**).

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 _____

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

Ultimate Question:

Type of Request		
__Administration	__Formulation	__Pharmaceutics
__Adverse effect	__ID/availability	__Pharmacology
__Alternative therapy	__Interaction	__Pregnancy/lactation
__Biopharmaceutics	__Law/regulation	__Professional issues
__Compatibility/stability	__Lecture	__Therapeutics
__Copy of article	__Library	__Toxicity
__Cost	__Monograph	__Other _____
__Dosage	__Patient information	

Response (use additional paper if needed):

References:

3080/2010_18.PEP

**Unit Six: Health Promotion
Public Presentation or Pharmacy Clinic**

Learning Objectives:

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

- organized & presented a pharmacy clinic or public presentation (COMMUNICATOR);
 - demonstrated an appropriate level of professional understanding of the selected health topic (PROFESSIONAL);
 - engaged the audience using appropriate tone, pace and non-verbal language (COMMUNICATOR);
 - interpreted audience/patient questions effectively and provided appropriate answers (COMMUNICATOR);
 - gathered and reviewed feedback from the audience or clinic participants (PROFESSIONAL);
- at a level expected for a student about to enter their final year of pharmacy studies.**

Activities

- a. In consultation with your preceptor identify a health topic of interest to a patient population served by the pharmacy.
- b. Design **either** a public presentation **or** pharmacy clinic. Review your plans with your preceptor.
- c. Select **or** create educational materials that will be appropriate for your anticipated audience. Review the materials selected with your preceptor.
- d. In consultation with your preceptor, schedule the public presentation **or** pharmacy clinic. **If the education session or pharmacy clinic is held on or off site for professional liability insurance purposes, the pharmacist preceptor must be present to supervise the student.**
- e. Review the final presentation **or** pharmacy clinic design with your preceptor ensuring compliance with time and topic.
- f. Promote the event to your target audience.
- g. Develop a form to obtain feedback from participants who attend your presentation **or** pharmacy clinic.
- h. Hold the public presentation **or** pharmacy clinic at the scheduled time.
- i. Review the feedback form results with your preceptor.

Pharmacy 3080 (Community Pharmacy) PEP

Pharmacy students please complete this self-assessment prior to your arrival on site, and before your midpoint and final evaluations during your Pharmacy 3080 rotation. Read each statement on the left of the chart and select a description from the 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 & END=final). If you are not able to self-assess the described skill(s) please use the notation “NA”.

The expected level of competence displayed for third year rotations should be consistent with student 12 to 15 months (depending on province of licensing) away from entry to practice as a pharmacist.

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 can provide information that will allow 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 the potential for this concern is identified.

***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 is entering their final year of professional study”
N/A- Not able to assess

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 is in place)

Self-Assessment Scale*	1 Needs Further Development: <i>Please provide suggestions/ further details</i>	2 At Expected	3 Above Expected
	In some areas of the <i>Professional and Interpersonal Skills</i> portion of the self-assessment/assessment form the option of answering yes or no to the self-assessment/assessment criteria may be preferred. <i>Please provide suggestions/further details for any documentation of "No"</i>		
	PRE	MID	FINAL
Professional & Interpersonal Skills			
Licensed as a Registered Pharmacy Student in the province of the rotation prior to the start of the rotation (holds personal professional liability insurance where required by law) and filed appropriate preceptor/site paperwork with the pharmacy regulator.	<input type="checkbox"/> YES <input type="checkbox"/> NO <i>Students must be registered to be at the rotation site</i>		
Is approachable and accessible to patients			
Demonstrates commitment to each patient regardless of race, religion, sex, gender identity, gender expression, sexual orientation, age, health, 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			
Presents themselves in a professional manner always; always verbally identifies themselves 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 required dress code	<input type="checkbox"/> YES <input type="checkbox"/> NO		
Is reliable and punctual; follows agreed upon schedule; records practice time at site in an agreed upon manner			
Completes tasks carefully & thoroughly			

Student Name: _____

Rotation Site: _____

Professional & Interpersonal Skills (cont'd)			
	PRE	MID	FINAL
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 & time management skills			
Maintains appropriate professional boundaries			
Acknowledges own professional limits and abilities			
Accepts responsibility for actions & decisions			
Practices time management, stress-management, and adaptive skills			
Strives to continuously improve professional performance and knowledge			
Uses feedback to improve performance			
Completes extra reading or assignments when suggested or needed			

Professional and Interpersonal Skills - Additional Comments:

Student Name: _____

Rotation Site: _____

Self-Assessment Scale*	1 Needs Further Development: <i>Please provide suggestions/further details</i>	2 At Expected	3 Above Expected
	PRE	MID	FINAL
Patient Care			
Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient monitoring & follow-up			
Uses an organized & systematic approach for gathering accurate & complete patient information			
Interprets patient information gathered to effectively identify & prioritize drug related problems			
Able to establish goals of therapy that are: <ul style="list-style-type: none"> • sensitive to the patient's needs & concerns • clinically sound • observable & measurable 			
Able to apply best available evidence to patient's situation			
Recommends non-drug therapy options when appropriate			
Monitors, follows up and documents care provided to patients			
Refers to or consults with other health care providers when appropriate			
Actively engages in and contributes to quality patient care			

Patient Care - Additional Comments:

Completed Question Set on Page 34-35 YES NO

Student Name: _____

Rotation Site: _____

Self-Assessment Scale*	1 Needs Further Development: <i>Please provide suggestions/further details</i>	3 At Expected	4 Above Expected
	PRE	MID	FINAL
Drug Information			
Provides accurate, timely and appropriate drug & disease information that meets patient care needs			
Medication Reviews			
Successfully completes at least 3 different detailed patient care work-ups during the rotation	<input type="checkbox"/> YES <input type="checkbox"/> NO total # completed: _____		
Reimbursement for Professional Pharmacy Services			
Completes and reviews Unit Two based on personal learning needs of student	<input type="checkbox"/> YES <input type="checkbox"/> NO		
Public Presentation or Pharmacy Health Clinic			
Successfully organizes & presents one pharmacy health clinic <u>or</u> public presentation	<input type="checkbox"/> YES <input type="checkbox"/> NO Title/Topic: _____		
Reviews audience/participant feedback with preceptor	<input type="checkbox"/> YES <input type="checkbox"/> NO		
Interprofessional Education (IPE) Activity			
Name & Title of Health Professional Interviewed: _____			

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

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

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 rotation. Fax:902-494-1396

Student Name: _____

Rotation Site: _____

Fourth Year Rotation Goals

At the end of the rotation, and prior to the final assessment/self-assessment review with their preceptor, students should reflect on the past 4 weeks and self-identify at least three learning goals for fourth year rotations. The goals should be reviewed with the current preceptor. Students should keep a copy of their goals to help with their personal 4th year rotation planning in 2019.

Personal Learning Goals for Fourth Year Rotations 2019

1. _____

2. _____

3. _____

Please keep a copy of this form for your personal fourth year rotation planning.

This form should NOT be returned to the College of Pharmacy.

Student Name: _____

Rotation Site: _____

EVALUATION OF PRECEPTOR
PHAR 3080 (Community)
(By Student)

Preceptor to be Evaluated: _____

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.

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

2. The preceptor conducted and reviewed 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 to the Coordinator of Clinical Education, College of Pharmacy, Dalhousie University, PO Box 15000, 5968 College Street, Halifax NS B3H 4R2, within 10 regular calendar days of completion of the rotation. Fax: 902-494-1396

Student Name: _____

Rotation Site: _____

**EVALUATION OF SITE
PHAR 3080 (Community)**
(By Student)

Preceptor's Name: _____

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

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

Please respond to the following statements:

Statement	Reply
Site facilities and contacts were adequate to explore all of the objectives and activities for this course.	<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 consultation room that was visually and acoustically private.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The site is regularly engaged in expanded scope of pharmacy practice services.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The pharmacy library/resources were appropriate, adequate and easily accessible.	<input type="checkbox"/> Yes <input type="checkbox"/> No
I would recommend this site as an appropriate practice site for a 3 rd year clinical 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.

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 rotation. Fax: 902-494-1396

Student Name: _____

Rotation Site: _____

College of Pharmacy: Preceptor's Evaluation of the Student



Pharmacy 3080 (Community Pharmacy) PEP

Preceptors 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 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 (MID=mid-point & END=final). If you are not able to assess the described skill(s) please use the notation "NA".

Evaluations are intended to be part of a constructive dialogue between you and your student on strengths, weaknesses and areas for improvement. **The expected level of competence displayed for third year rotations should be consistent with student 12 to 15 months (depending on province of licensing) away from entry to practice as a pharmacist.**

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 third year will reflect 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.

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 is entering their final year of professional study"

N/A- Not able to assess

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)

Assessment Scale*	1 Needs Further Development: <i>Please provide suggestions/ further details</i>	2 At Expected	3 Above Expected
	In some areas of the <i>Professional and Interpersonal Skills</i> portion of the self-assessment/assessment form the option of answering yes or no to the self-assessment/assessment criteria may be preferred. <i>Please provide suggestions/further details for any documentation of "No"</i>		
	PRE	MID	FINAL
Professional & Interpersonal Skills			
Licensed as a Registered Pharmacy Student in the province of the rotation prior to the start of the rotation (holds personal professional liability insurance where required by law) and filed appropriate preceptor/site paperwork with the pharmacy regulator.	<input type="checkbox"/> YES <input type="checkbox"/> NO <i>Students must be registered to be at the rotation site</i>		
Is approachable and accessible to patients			
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			
Displays a helping ethic when interacting with patients and their families			
Shows respect for the dignity of the patient			
Presents themselves in a professional manner always; always verbally identifies themselves 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 required dress code	<input type="checkbox"/> YES <input type="checkbox"/> NO		
Is reliable and punctual; follows agreed upon schedule; records practice time at site in an agreed upon manner			
Completes tasks carefully & thoroughly			

Student Name: _____

Rotation Site: _____

Professional & Interpersonal Skills (cont'd)			
	PRE	MID	FINAL
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 & time management skills			
Maintains appropriate professional boundaries			
Acknowledges own professional limits and abilities			
Accepts responsibility for actions & decisions			
Practices time management, stress-management, and adaptive skills			
Strives to continuously improve professional performance and knowledge			
Uses feedback to improve performance			
Completes extra reading or assignments when suggested or needed			

Professional and Interpersonal Skills - Additional Comments:

Student Name: _____

Rotation Site: _____

Assessment Scale*	1 Needs Further Development: <i>Please provide suggestions/further details</i>	2 At Expected	3 Above Expected
	PRE	MID	FINAL
Patient Care			
Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient monitoring & follow-up			
Uses an organized & systematic approach for gathering accurate & complete patient information			
Interprets patient information gathered to effectively identify & prioritize drug related problems			
Able to establish goals of therapy that are: <ul style="list-style-type: none"> • sensitive to the patient's needs & concerns • clinically sound • observable & measurable 			
Able to apply best available evidence to patient's situation			
Recommends non-drug therapy options when appropriate			
Monitors, follows up and documents care provided to patients			
Refers to or consults with other health care providers when appropriate			
Actively engages in and contributes to quality patient care			

Patient Care - Additional Comments:

Completed New Question Set on Pages 34-35 YES NO

Student Name: _____

Rotation Site: _____

Assessment Scale*	1 Needs Further Development: <i>Please provide suggestions/further details</i>	2 At Expected	3 Above Expected
	PRE	MID	FINAL
Drug Information			
Provides accurate, timely and appropriate drug & disease information that meets patient care needs			
Medication Reviews			
Successfully completes at least 3 different detailed patient care work-ups during the rotation	<input type="checkbox"/> YES <input type="checkbox"/> NO total # completed _____		
Reimbursement for Professional Pharmacy Services			
Completes and reviews Unit Two based on personal learning needs of student	<input type="checkbox"/> YES <input type="checkbox"/> NO		
Public Presentation or Pharmacy Health Clinic			
Successfully organizes & presents one pharmacy health clinic <u>or</u> public presentation	<input type="checkbox"/> YES <input type="checkbox"/> NO Title/Topic: _____		
Reviews audience/participant feedback with preceptor	<input type="checkbox"/> YES <input type="checkbox"/> NO		
Interprofessional Education (IPE) Activity			
Name & Title of Health Professional Interviewed: _____ _____			

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

Ideally, any concerns about a pharmacy student's performance during a PEP rotation should be discussed and documented no later than the mid-point evaluation.

All academic concerns should be brought to the attention of the Coordinator of Clinical Education as soon as they are identified.

Final Assessment Review: Please see next page
--

Student Name: _____

Rotation Site: _____

Preceptor's Written Comments (to be completed at the end of the PEP rotation and reviewed with the student)

Student Name: _____

Preceptor Name: _____

Rotation Dates: _____ to _____

Site: _____

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

Please assign a final grade for the student's rotation: PASS FAIL (please circle)

Additional comments:

Date: _____

Preceptor's Signature: _____

Student's Signature: _____

FORM M
New Brunswick College of Pharmacists
Continuing Professional Development Learning Project
Record Sheet: Preceptor for the Practice Experience Program (PEP)
Program approved by: College of Pharmacy, Dalhousie University 2017 - 2018 Academic Year

Preceptor Name: _____ License No.: _____

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

Name of Student Pharmacist: _____ Pharmacy Class of _____

Please check applicable rotation(s):

- ___ Pharmacy 2081 (Hospital Pharmacy - 6 CEUs)
- ___ Pharmacy 2082 (Community Pharmacy - 6 CEUs)
- ___ Pharmacy 3080 (Community Pharmacy - 12 CEUs)
- ___ Pharmacy 4080 (Hospital Pharmacy - 18 CEUs)
- ___ Pharmacy 4085 (Community Pharmacy - 18 CEUs)

***please note points are awarded for one student only, multiple points are not awarded for multiple students within the same PEP rotation. CED-2018-001**

1. Learning Objectives (as defined by the Dalhousie University 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.

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

2. What was the outcome of having done this activity (i.e. What did you learn; provide examples of how this might be integrated into your practice)?

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 the NB College of Pharmacists office unless requested.
Please do not return to the Dalhousie College of Pharmacy.**



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 in the 2017 - 2018 Academic Year*:

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

TOTAL CEUs _____

***If you wish to share the total CEU points amongst more than one pharmacist who was actively involved in the student's learning please note this on this form and 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 at Dalhousie University,
File # CED-2018-001

Please retain this form for the purpose of CEU self-reporting.

Please do not return to the Dalhousie College of Pharmacy.

**THANK YOU PEP PRECEPTORS FOR YOUR
SUPPORT:**

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

Preceptors are reminded that they are welcome to apply for an Adjunct Professor appointment following the completion of the Dal FHP online preceptor education program and regular participation as a preceptor with the Dalhousie College of Pharmacy Practice Experience Program. Appointment details can be found on the preceptor website:

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

This appointment provides preceptors with online Dalhousie University library access.