PHARMACY 4080  
(Hospital/Institutional Rotation)  
6 consecutive weeks @ minimum 40 hours per week  

PRACTICE EXPERIENCE PROGRAM  
**To start a rotation students must hold a valid Pharmacy Student License for the province of their rotation & where required by law  
individual personal professional liability insurance**  
Please review practice supervision reminder on page 9  

Fourth Year Pharmacy 4080 Manual  
©Dalhousie University College of Pharmacy  
Class of 2017  
(Winter 2017)  

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

Enhancing health and wellness through pharmacy education, research and community service.  
Through our work, we support the conscientious use of medications in society.
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Welcome to the Fourth Year Practice Experience Program for 2017!

Thank you to the preceptors and students who provided feedback from the Class of 2016 clinical rotations. Your valuable advice and ideas have been used to improve the program for 2017.

For information on preceptor education resources and preceptor adjunct appointments please visit our website at: http://www.dal.ca/faculty/healthprofessions/pharmacy/programs/preceptor-development-program/adjunct-appointments.html.

Congratulations to the 2016 Preceptors of the Year winners who were nominated by members of the Class of 2016.

They received their awards at the Graduation Brunch on June 2, 2016:

Hospital Preceptor of the Year:
Stephanie Lucas, Valley Regional Hospital, Nova Scotia Health Authority, Kentville, NS

&

Community Preceptor of the Year:
Glenn Rodrigues, Lawtons Drugs, Baker Drive, Dartmouth, NS

Nomination instructions for the 2017 PEP Student and Preceptor Awards can be found at the end of this manual.

If you have any questions or comments, please contact:

Harriet Davies, BSc (Pharm), CDE, M.Ed.
Coordinator of Clinical Education
Room 202, Burbidge Building,
College of Pharmacy, Dalhousie University
PO Box 15000, 5968 College Street
Halifax NS B3H 4R2
Phone: 902-494-3464
Harriet.Davies@dal.ca
Fax: 902-494-1396

HAVE A GREAT ROTATION!
### Four-Year Overview of Curriculum Content

**College of Pharmacy, Dalhousie University**

**Undergraduate Pharmacy Program BSc (Pharm)**

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Class</th>
<th>PracExp (Days)</th>
<th>Learning Method</th>
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*These are multidisciplinary PBL units consisting of pharmaceutical sciences, pharmacotherapeutics, and pharmacy administration.*
### PEP Rotation Schedule for:

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<th>Week</th>
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**Preceptor:**

**Pharmacy Phone Number:**

**Pharmacy Fax Number:**

**Preceptor Office Phone Number and/or Pager Number:**

**Other Important Contact Information:**
Students please complete the Student Communication Profile (SCP) and review the contents with your preceptor at the start of your rotation.

Please also review the orientation checklist starting on page 10 of this manual with your preceptor or delegate no later than 3 days after the start of your rotation.

STUDENT NAME: ________________________________

STUDENT EMAIL: ________________________________

CONTACT NUMBER: ____________________________

ROTATION DATES: ________________________________

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

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

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

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

**STUDENT TRAVEL TO THE SITE**

Please provide details of your daily travel/commuting plans.

**STORMS/INCLEMENT WEATHER**

Students should use safe and reasonable judgment in the decision as to whether or not they can travel to the site during inclement or stormy weather. Advising a preceptor of an absence due to inclement weather prior to the inclement weather event is not appropriate and will be considered an unexcused absence. Students are expected to make every safe and reasonable effort to reach the rotation site, as they would for any professional work commitment/responsibility. Students who miss rotation time at the site due to inclement weather are required to make up the time missed. Absences due to bad weather conditions must be communicated to both the preceptor and the Coordinator of Clinical Education at the Dalhousie University College of Pharmacy as soon as possible.
If students are commuting to their rotation site they are encouraged to consider arranging back-up accommodation plans in advance of a storm e.g. temporary over night accommodations arranged closer to the hospital in the event of an impending storm. **Please review with your preceptor what your back-up accommodation plans will be.**

**ILLNESS/SICK DAYS DURING ROTATIONS**

Please review the sick day policy for PEP in the PEP Policy Manual posted on PharmX and on the College’s website: [https://www.dal.ca/faculty/healthprofessions/pharmacy/programs/related-resources.html](https://www.dal.ca/faculty/healthprofessions/pharmacy/programs/related-resources.html). Please review with your preceptor who to contact at the site should you become ill and be unable to attend rotation.

Is there anything else you wish to discuss with your preceptor at the start of your rotation?
Pharmacy students and preceptors are reminded that while on practice experience program rotations, pharmacy students must be under the supervision of their pharmacist preceptor. The pharmacist preceptor is professionally responsible for the pharmacy student.

Students and preceptors must review at the start of the rotation the strategy that will be followed to achieve the appropriate level of supervision to meet the pharmacy legislation requirements for the province of the rotation. **The definition of “supervision” may be different in each province and it would be prudent for both the student and preceptor to know and understand that definition prior to commencing the practice experience.**

Pharmacy Students must clearly identify themselves as pharmacy students when in practice.

It is an expectation of the Dalhousie University College of Pharmacy that students are supervised by preceptors in a manner that maximizes opportunities for regular formative and summative feedback and the provision of safe and effective patient care at all times; and that satisfies the legal requirements for 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 continue on and review the orientation checklist that starts on the next page.
# UPDATED: Rotation Orientation Checklist

## Student Specific Information to Review

- [ ] Student is registered with the pharmacy regulatory body for the province of the rotation and has a pharmacy student license, students **must** be registered to start a rotation
- [ ] Additional preceptor forms and paperwork required by the regulator have been filed with the regulator prior to the start of the rotation e.g. NB, PEI & ON.
- [ ] Student must have proof of personal professional liability insurance where required by law and cannot start a rotation unless this insurance is in place.
- [ ] Plan and strategy for supervision of Pharmacy Student by Preceptor as required by pharmacy law in the province of rotation reviewed and discussed
- [ ] Review requirement that the Pharmacy Student must always identify themself as a Pharmacy Student during all interactions with the public
- [ ] Resume and letter of introduction received and reviewed
- [ ] Student communication profile reviewed (page 6)
- [ ] Student pre-rotation self-assessment reviewed
- [ ] Student emergency contact sheet completed and provided to preceptor (page 14)
- [ ] Immunization record from student received by site where required
- [ ] Criminal record and vulnerable sector checks received by site where required
- [ ] Review pharmacy patient care documentation procedures e.g. paper and/or electronic
- [ ] Review patient care documentation style and strategy followed by pharmacists at the site and what is expected to be followed by the student
- [ ] Review student charting/documentation and preceptor co-signing procedures for the rotation
- [ ] Other e.g. Preferred learning styles reviewed

## Rotation Scheduling and Planning

- [ ] Daily schedule reviewed e.g. arrival, lunch, breaks, departure, scheduled rounds etc.
- [ ] Tentative rotation schedule reviewed for the 6 weeks
- [ ] Tentative date for mid-point evaluation: _____________
- [ ] Tentative date for final evaluation: _____________
- [ ] Upcoming CE events or other education related events: ______________
**Important/Frequently Used Numbers**

- Pharmacy phone number: ____________
- Pharmacy fax number: ____________
- How to access and save voice mail (if applicable): ____________
- Hospital paging service number: ____________
- Preceptor’s pager number: ____________
- Preceptor’s e-mail: ____________
- Drug Information Centre: ____________
- Provincial drug plan contact number: ____________
- Listing of contact numbers for insurance providers to assess community based coverage
- Other important numbers: ________________________________________________________

**Introductions**

- Pharmacy Staff
- Management
- Health care team members/other learners
- Patients
- ________________________________________________________________

**Site Resources**

- Fridge for food
- Coat and boot storage
- Locker, if available
- Personal area to work, store books and other materials
- Lunch/Staff Room/Microwave/Fridge for food
- Cafeteria
- Pharmacy department layout
- Washrooms for staff
- Drug information resources
- Laboratory culture and sensitivity reporting trends from the institution
<table>
<thead>
<tr>
<th>Library</th>
<th>Internet access</th>
<th>Site shuttle use (if available between different hospital campuses)</th>
<th>Parking</th>
<th>Public transit locations</th>
</tr>
</thead>
</table>

**Computer Information**

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

**Health and Safety**

- Handwashing stations and site policy on handwashing reviewed
- Procedure to follow should a student receive a sharps injury
- 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 there is a storm
- Procedure to follow if late arriving to the site e.g. who to contact and how to contact?
- Review the safety procedures to follow should the pharmacy be robbed?
- Procedure to follow if there is a fire alarm
- Site specific health & safety updates (or other pandemic, disease outbreak information)
- Review of hospital overhead paging codes e.g. code blue, code yellow etc.
- Information re: neighbourhood safety eg. late night departures
### Patient Safety
- Introduction to site’s medication safety pharmacist
- Review of pharmacy department’s medication incident documentation procedures and reporting system
- Procedure to follow when unsure or uncertain of professional advice to provide or provided to a patient or prescriber

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

### Privacy Policy
- Process to access patient charts reviewed
- Site’s PHIA or related provincial and federal privacy policies and procedures reviewed

### Additional Points to Review
- 
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Pharmacy Student Emergency Contact Information Sheet

Pharmacy 4080 Practice Experience Program 2017

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

Student Name: ________________________________

In case of emergency please notify the following person:

Name: ____________________________________________

Address: __________________________________________

Daytime Phone Number: Area Code: (               )-______________

Evening Phone Number: Area Code: (                 )-______________

Relationship to Student: ________________________________

College of Pharmacy Contact Numbers

College of Pharmacy, Main Office: Monday to Friday, 8:30 am to 4:30 pm: 902-494-2378

Coordinator of Clinical Education, Harriet Davies, Direct line: 902-494-3464
Harriet.Davies@dal.ca

Administrative Secretary, Tracy Jollymore, Direct line: 902-494-3832
Tracy.Jollymore@dal.ca
**What needs to be returned to the College of Pharmacy and when?**

**From the Student:** Within 10 regular calendar days of completing the rotation.  
- **Rotation One:** Paperwork is due February 28, 2017  
- **Rotation Two:** Paperwork is due April 18, 2017  

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

- Student Self-Assessment Forms (signed by Preceptor and Student)  
- Pharmacist’s Patient Care Case Work-up Brief Summary Form for at least **SIX** patient cases completed during the rotation see page: 26.  
- Student Evaluation of PEP Program Content  
- Student Evaluation of Site  
- Student Evaluation of Preceptor

**From the Preceptor:** Within 10 regular calendar days of completing the rotation  
- **Rotation One:** Paperwork is due February 28, 2017  
- **Rotation Two:** Paperwork is due April 18, 2017

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

**If you wish to nominate a preceptor or student for a PEP award, please see pages 47 and 58 of this manual for instructions.**

---

**Please return all required paperwork by the above mentioned dates to:**  
Coordinator of Clinical Education  
Room 202, Burbidge Building  
College of Pharmacy, Dalhousie University  
PO Box 15000, 5968 College Street  
Halifax NS B3H 4R2  
**FAX: 902-494-1396**  
**ALWAYS KEEP COPIES FOR YOUR PERSONAL RECORDS**
Association of Faculties of Pharmacy Educational Outcomes for First Professional Degree Program in Pharmacy\(^1\)

**Medication Therapy Experts**

The goal of First Professional Degree Programs in Pharmacy (FPDPP) in Canada is to graduate Medication Therapy Experts. This requires graduates to integrate knowledge, skills and attitudes from all seven educational outcomes. Via this integration, graduates are educated to meet the competencies required of Canadian pharmacists as described by the profession\(^2\). These competencies include roles relating to care and services for individual patients as well as roles emphasizing the responsibilities of pharmacists to populations of patients, to their communities and to the profession. In addition, graduates who are Medication Therapy Experts are educated to fulfill roles beyond those required of pharmacists, acknowledging that the goal of university education extends beyond solely preparing graduates to enter into pharmacy practice.

**Educational Outcomes**

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

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

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

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

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

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

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

\(^1\) [http://afpc.info/sites/default/files/AFPC%20Educational%20Outcomes.pdf](http://afpc.info/sites/default/files/AFPC%20Educational%20Outcomes.pdf)

AFPC Educational Outcomes

The fourth year Practice Experience Program Curriculum is designed to help pharmacy students achieve learning that will contribute to the development of knowledge and understanding that supports the attainment of the following AFPC Educational Outcomes:

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

As **Care Providers**, pharmacy graduates:

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

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

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

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

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

As **Communicators**, pharmacy graduates:

2.1. Communicate non-verbally and verbally with others.
2.2. Communicate in writing.
2.3. Present information.
2.4. Use communication technology.

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

As **Collaborators**, pharmacy graduates:

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

As **Managers**, pharmacy graduates:

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

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

As **Advocates**, pharmacy graduates:

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

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

As **Scholars**, pharmacy graduates:

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

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

As **Professionals**, pharmacy graduates:

7.1 Demonstrate professionalism throughout patient encounters.
7.2 Practice in an ethical manner which assures primary accountability to the patient.
7.3 Maintain their competence to practice through life long learning.
7.4 Practice in manner demonstrating professional accountability.
7.5 Display a sense of pride in and commitment to the profession and its evolving role in the health care system.
Unit 1: Professional and Interpersonal Skills

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

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

References:

2. NSCP Pharmacist’s Code of Ethics see: http://www.nspharmacists.ca/ethics/index.html

Unit 1 Learning Objectives

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

- Demonstrate effective verbal, non-verbal, listening and written communication skills (Communicator);
- Communicate effectively in diverse practice settings or patient situations (Communicator);
- 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 of a pharmacy student less than 6 months away from entry to practice as a pharmacist.
**Activities:**

a. Arrange a time to talk with your preceptor to learn more about any professional and community volunteer roles that they may participate in as a member of their community. If possible, arrange to shadow your preceptor when they are engaged in community or professional volunteering to learn more about these potential roles and opportunities as a future pharmacist and community member.

b. Ask your preceptor whether they have had the opportunity to have any professional mentors during their pharmacy career? If they have had a mentor, what have been the benefits of this experience?

c. Review with your preceptor what types of activities they complete each year to meet the continuing professional competency portion of their professional license eg. CE credits, learning portfolio etc.. Should an opportunity arise during your rotation attend a CE event with your preceptor.

d. Review with your preceptor the types of education programs and/or studies they may have completed to assist them with engaging with the expanded scope of pharmacy practice in the province of your rotation.
Pharmaceutical care as a professional practice, originated in 1978\textsuperscript{1}, and since then the ideas and concepts associated with pharmaceutical care have continued to evolve.

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

Students at the Dalhousie College of Pharmacy learn about the concept and practice of pharmaceutical care throughout the curriculum. The practice of pharmaceutical care is referred to as “The Pharmacist’s Patient Care Process” throughout the Dalhousie College of Pharmacy curriculum. The principles of this philosophy of patient care are followed throughout the pharmacy curriculum including PBL cases, Skills Lab activities, CAS courses and PEP rotations allow students a chance to practice and reflect upon the provision of patient-focused pharmacy care in a real clinical setting.

During fourth year PEP hospital/long-term care rotations, pharmacy students are required to practice patient-focused pharmacy care. Pharmacy students must complete and document a minimum of SIX different patient work-ups during the 6-week rotation.

References:


Unit 2 Learning Objectives

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

- Develop and maintain effective professional relationships with patients in order to provide patient-focused pharmacy care to a minimum of six different patients (Professional, Care Provider);
- Develop effective professional relationships with other health care professionals in order to provide patient-focused pharmacy care (Collaborator);
- Collect, synthesize and interpret relevant patient, drug, laboratory and disease information in order to provide optimal patient care (Care Provider; Manager);
- Identify, prioritize, resolve and/or prevent drug related problems (DRP) (Care Provider; Manager);
- Develop appropriate care plan(s)/recommendations to address each DRP identified (Care Provider; Manager);

- Provide appropriate monitoring, follow-up and documentation during the provision of patient-focused pharmacy care (Care Provider; Manager);

- Gain experience providing patient-focused pharmacy care to multiple patients with a variety of common and diverse health care needs (Care Provider; Manager);

- When possible: Provide expanded scope of pharmacy practice services under the guidance and supervision of their pharmacist preceptor e.g. pharmacist prescribing; prescription adaptation; minor ailment assessment; medication administration; immunization assessment and administration (Care Provider, Manager)

at a level expected of a pharmacy student less than 6 months away from entry to practice as a pharmacist and as appropriate for the practice setting they are learning in.

Activities

□ a. Following an introduction and orientation to the practice site, review the pharmacist’s patient care process you have learned at the College of Pharmacy with your preceptor.

□ b. Review, with your preceptor, how the pharmacist’s patient care process is used at the rotation site.

□ c. Identify patient care documentation tools (electronic or paper) that you will use to help gather and organize patient information. Students may wish to design their own patient work-up tool or use one available at the site.

□ d. Arrange to meet with your preceptor at the start of the rotation to review plans to identify a minimum of six different patients suitable for patient care work-ups. Patients may be pre-selected by the preceptor in advance of the student’s arrival or they may be selected together during the early part of the rotation.

Students are in the later part of their pharmacy education and should be selecting patient cases that provide them with a challenging and thought provoking learning opportunity. Patients with the following characteristics may provide good learning opportunities:
- Multiple medications (four or more medications)
- Multiple medical conditions requiring drug therapy
- Newly diagnosed medical condition requiring multiple drug therapies
- Uncommon medical condition requiring drug therapy
- Referral from a prescriber/health care team member

**Section continues on the next page.**

Class 2017 Pharmacy 4080
**Additional Important Patient Selection Criteria**

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

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

☐ **f.** If students plan to communicate with prescribers they should review their plans with the preceptor (whether the plan is to communicate verbally or in writing with the prescriber) to ensure organized, accurate and appropriate interprofessional communication. Communication with prescribers and patients should always be done under supervision of the pharmacist preceptor.

☐ **g.** Prepare one patient case for presentation during the rotation. The audience may be other pharmacists, pharmacy staff, students, or other health professionals involved in the care of the patient. Consult with your preceptor and choose a presentation scenario that works best for your preceptor and site. **Please see Unit 5 for further details.**

☐ **h.** Students must submit documentation of **six different patient cases using the brief summary sheet format provided in this manual starting on page 26.**

**PLEASE NOTE:** If a student is not able to complete at least SIX patient work-ups during the rotation, the Coordinator of Clinical Education must be notified as soon as this situation is identified.
  - Please remove all patient identifiers from paperwork submitted to the Dalhousie University College of Pharmacy.

**Preceptors and Students**

**PLEASE NOTE:** Completing six patient cases are set as a minimum. If students complete six cases before the end of their rotation time, they should continue to work on more patient cases. Students should be actively engaged in and contributing to patient care throughout the entire rotation.
Examples of patient care activities that students could be involved in during the rotation include (there are many others and vary by site):

- Any interprofessional education activities
- Patient care rounds
- Grand rounds
- Reviewing and assessing lab values as needed for patient care
- Medication history taking
- Medication reconciliation activities
- Attending CE events on or off site
- Chart reviews
- Monitoring of patients receiving medication therapy
- Regular pharmacy patient care activities
- Communication regarding patient care with other health professionals
- Scheduled therapeutic discussions
- Journal club
- Regular monitoring and follow-up of patients as part of the health care team
- Patient safety initiatives within the pharmacy department and hospital
- Helping to prepare/communicate adverse drug reaction reports
Self-Assessment/Assessment Criteria:

- Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient monitoring and follow-up
- Has an organized and focused system for gathering accurate and complete patient information
- Interprets patient information gathered to effectively identify, prioritize, solve and/or prevent drug related problems
- Reviews any cultural, social and economic issues that may impact a patient’s ability to manage drug related problems
- Able to prioritize identified drug related problems in a patient-focused manner
- Able to establish goals of therapy that are sensitive to the patient’s needs and concerns, clinically sound, observable and measurable
- Able to apply best available evidence to the patient’s situation
- Recommends non-drug therapy options when appropriate
- As the rotation progresses, is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the supervision of a preceptor and at an appropriate level for a student less than 6 months away from entry to independent practice
- Monitors, follows up and documents care provided to patients
- Refers to or consults with other health care providers when appropriate; able to function and contribute as a health care team member to ensure optimal patient care outcomes
- Successfully completes at least SIX different patient care work ups
- Demonstrates an industrious work ethic towards patient care
- Actively engages in and contributes to quality patient care throughout the rotation
# BRIEF SUMMARY of Patient Work-Up from Hospital/LTC

**Student:** ________________  **Date:** ___/___/20___

**PLEASE NOTE:** This form is a summary sheet only and is not meant to replace regular patient case work-up and assessment activities completed with your preceptor.

<table>
<thead>
<tr>
<th>Case Number: _____</th>
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</thead>
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<table>
<thead>
<tr>
<th>Medical Conditions:</th>
<th>Medications (Rx, Non-Rx, NHP):</th>
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</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Drug Related Problems Identified</th>
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<tbody>
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<td></td>
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</table>

(Continue on back, if required)

<table>
<thead>
<tr>
<th>Care Plan/Recommendations:</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

(Continue on back, if required)

<table>
<thead>
<tr>
<th>Monitoring Plan (including relevant lab values):</th>
<th>Pharmacist’s Responsibilities:</th>
<th>Patient’s Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Description of Follow-up Completed (if applicable to the management of this case)</th>
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(Continue on back, if required)  
This form is based on a form created by P. Belliveau, PhC. Modified August 2014

*Class 2017 Pharmacy 4080*
BRIEF SUMMARY of Patient Work-Up from Hospital/LTC

Student: _______________ Date: __/___/20___

PLEASE NOTE: This form is a summary sheet only and is not meant to replace regular patient case work-up and assessment activities completed with your preceptor.

| Case Number: _____ |
| Medical Conditions: | Medications (Rx, Non-Rx, NHP): |

Drug Related Problems Identified

(Continue on back, if required)

Care Plan/Recommendations:

(Continue on back, if required)

Monitoring Plan (including relevant lab values):
Pharmacist’s Responsibilities: Patient’s Responsibilities:

Description of Follow-up Completed (if applicable to the management of this case)

(Continue on back, if required) This form is based on a form created by P. Belliveau, PhC. Modified August 2014

Class 2017 Pharmacy 4080
### BRIEF SUMMARY of Patient Work-Up from Hospital/LTC

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

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<tbody>
<tr>
<td>Medical Conditions:</td>
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**Drug Related Problems Identified**

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**Care Plan/Recommendations:**

(Continue on back, if required)

**Monitoring Plan (including relevant lab values):**

- Pharmacist’s Responsibilities: ____________________________
- Patient’s Responsibilities: ____________________________

**Description of Follow-up Completed (if applicable to the management of this case)**

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This form is based on a form created by P. Belliveau, PhC. Modified August 2014
Unit 3: Reflection on Ethical, Moral and Social Controversies/Dilemmas*

Ethical, moral and social controversies and dilemmas are encountered in pharmacy practice during the provision of patient care. Issues to discuss for this unit could arise from the student’s patient care activities. Issues to discuss could also be self-identified by the preceptor from their own practice experience. The decision about whether or not an issue is an ethical or moral one is not the focus; analysis and recommended action is what is required.

Unit 3 Learning Objectives
Upon completion of the rotation pharmacy students are expected to be able to:

- Recognize ethical, moral and social controversies and dilemmas as they arise during the provision of health care;
- Analyze and discuss controversies and dilemmas with the preceptor and/or site related ethical support person;

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

Self-Assessment/Assessment Criteria

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

Activities:

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

*Adapted with permission from the Structured Practice Experience Program, Faculty of Pharmacy, University of Toronto
Unit 4: Drug Information

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

Students should use references, DI services, and experts as needed, available and appropriate. All students have full remote access to the Kellogg Library Online at Dalhousie University [http://www.library.dal.ca/Find/Proxy/] and have access to the library’s document delivery system.

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

Unit 4 Learning Objective:

Upon completion of the rotation students must demonstrate they are able to:

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

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

Activity:

Students are expected to be active participants during their rotations in researching and providing drug information as required throughout the entire rotation. The number of questions answered is determined by the patient care needs of the site. Students should expect that research time outside of regularly scheduled pharmacy rotation practice time will be required.
Unit 5: Presentations

Students are required to complete two presentations: one health professional in-service and one patient case presentation. The audiences available to attend these presentations will vary from site to site. The most important component of this unit is that students are given an opportunity to communicate patient and health related information to a health professional audience.

Please note: For professional liability insurance reasons a pharmacist preceptor or delegated pharmacist preceptor must be present during student presentations on or off site.

Points to Consider When Assessing Student Performance for Presentations:

- Communicates facts and ideas in an organized, clear, and concise manner.
- Demonstrates an ability to communicate the best available evidence as it applies to the patient case or information presented.
- Displays appropriate verbal and non-verbal communication skills.
- Integrates audio-visual aids effectively.
- Interprets questions effectively and provides appropriate answers.
- Maintains eye contact, avoids distracting mannerisms, and uses appropriate gestures.
- Complies with time and topic limitations during presentation.
- Designs and distributes a presentation feedback form at the end of the presentation.
- Evaluates the results of the presentation through formal and informal feedback.
- Utilizes feedback to improve future performance.

Health Professional In-Service

This presentation is intended for a health professional audience, and should focus on a patient care topic and the sharing of evidence-informed information. The presentation should be 20 to 30 minutes in length with 10 to 15 minutes at the end for questions. Students should decide their topic in consultation with their preceptor.

Unit 5 Learning Objectives

Upon completion of this unit pharmacy students should be able to:

- Educate a health professional group on a selected patient care topic (Communicator);
- Promote and define the pharmacist’s role in patient care as it relates to the topic presented (Advocate);
- Promote and demonstrate the role of the pharmacist as an educator (Advocate);
- Demonstrate professionally appropriate public speaking and communication skills (Communicator);

- Design an appropriate presentation feedback form to gather audience feedback (Professional);

- Review, reflect on, and make a plan (if applicable) to apply the feedback received to future presentations (Professional);

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

**Patient Case Presentations**

Students are required during their fourth year hospital rotation to work up a minimum of SIX different patient cases (please see Unit 2). **At least one patient case must be presented** to an audience of peers and health care professionals. There are many options available for this type of presentation. The type of audience and amount of time available for this activity will vary from site to site.

```
Preceptors are encouraged to communicate any specific expectations they have for student presentations early in the rotation so that the student is provided adequate direction and time to prepare and address any questions.
```

**Unit 5 Learning Objective**

Upon completion of this unit pharmacy students should be able to:

- Demonstrate the ability to educate peers and colleagues (students, pharmacists, health care practitioners) on the findings of at least one pharmacy patient care work-up (Care Provider);

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

**This Unit Continues on the Next Page**
Points to Consider When Assessing Student Performance:

- Utilizes an effective patient case format to communicate the results of a patient work-up.
- Demonstrates an ability to communicate the best available evidence as it applies to the patient case presented.
- Answers questions appropriately and accurately from the audience.
- Utilizes feedback received to improve future performance.

Activity:

a. Prepare one formal case presentation. Select a style and format for the case presentation that is agreeable to both student and preceptor.

b. The pharmacy student is required to design a presentation feedback form to be distributed to the audience at the end of the presentation. The feedback received from the audience must be reviewed with your preceptor.
Student Evaluation Forms

*Please keep a photocopy of the completed forms for your records*
Please take a moment to complete this self-assessment prior to your arrival on site for your Pharmacy 4080 rotation. Read each statement on the left of the chart and select a description from the scale that best reflects how prepared you feel to practice the skill(s) described. If you are not able to assess the described skill(s) please use the notation “NA”.

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

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

Self-Assessment Scale*:

<table>
<thead>
<tr>
<th>1</th>
<th>Unprepared for Practice</th>
<th>2</th>
<th>Needs Improvement for Practice</th>
<th>3</th>
<th>Prepared for Practice</th>
<th>4</th>
<th>Well Prepared for Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>or</td>
<td></td>
<td>“NA”</td>
<td></td>
<td></td>
<td></td>
<td>Not Able to Self-Assess or Not Applicable to practice site</td>
</tr>
</tbody>
</table>

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

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

PLEASE KEEP A PHOTOCOPY OF THE COMPLETED FORMS FOR YOUR RECORDS
Self-Assessment Scale with Descriptors

<table>
<thead>
<tr>
<th>1 Unprepared for Practice</th>
<th>2 Needs Improvement for Practice</th>
<th>3 Prepared for Practice</th>
<th>4 Well Prepared for Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Student is not able to engage in activity or demonstrate skill(s) even with prompting and intervention from preceptor.</td>
<td>➢ Student completes activity or demonstrates skill(s) described with extensive or regular prompting and intervention from the preceptor.</td>
<td>➢ Student completes activity or demonstrates skill(s) with limited or no prompting or intervention from the preceptor. <strong>As the student makes their way through the rotation prompting should decline.</strong></td>
<td>➢ Student completes activity or demonstrates skill(s) without prompting or intervention from the preceptor.</td>
</tr>
<tr>
<td>➢ Completes the activity incorrectly.</td>
<td>➢ The student is not able to follow the PEP attendance policy.</td>
<td>➢ Makes safe patient care choices.</td>
<td>➢ Highly motivated and functions above expectations for a 4th year pharmacy student.</td>
</tr>
<tr>
<td>➢ Displays unsafe professional decision making in relation to the activity or skill(s) described.</td>
<td>➢ This level of assessment is of concern and the Coordinator should be contacted for guidance as soon as the potential for the grade becomes obvious.</td>
<td>➢ Knows when to research further before providing information or advice.</td>
<td>➢ Student is ready to approach the activity with more complexity.</td>
</tr>
<tr>
<td>➢ The student needs to acquire significantly more knowledge and understanding before re-attempting the task.</td>
<td>➢ The student is not able to follow the PEP attendance policy.</td>
<td>➢ Is able to self-reflect on patient care experiences.</td>
<td></td>
</tr>
<tr>
<td>➢ The student is not able to follow the PEP attendance policy.</td>
<td>➢ This is a failing grade and the Coordinator should be contacted for guidance as soon as the potential for this grade becomes obvious.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Coordinator of Clinical Education Contact Information:
Harriet Davies tel: 902-494-3464 e-mail: harriet.davies@dal.ca
The coordinator is available to speak with preceptors and/or students outside of regular pharmacy practice hours.
Please contact the coordinator to arrange a time.

Not Able to Assess/Self-Assess (NA) could be used if:
➢ Skill(s) described not applicable to this practice site. **OR**
➢ Student has not had an opportunity to demonstrate the skill(s) described.

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

PHAR 4080 (Hospital/Institutional Pharmacy)

UNIT 1: PROFESSIONAL AND INTERPERSONAL SKILLS

Topics to review with your preceptor:

<table>
<thead>
<tr>
<th>Points to Consider when Self-Assessing Performance</th>
<th>Initial</th>
<th>Mid-Point</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional and Interpersonal Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is licensed as a Registered Pharmacy Student in the province of the rotation prior to the start of the rotation……..YES……..NO (student must have license). Student must obtain personal professional liability insurance prior to the start of the rotation where required by law e.g. NS, NB, PEI, ON……..YES…….NO (student must have insurance where required by law)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Is approachable and accessible to patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays appropriate verbal, non-verbal, writing and listening skills for pharmacy practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates commitment to each patient regardless of race, religion, gender, sexual orientation, age, health, cultural or educational background or economic status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays a helping ethic when dealing with patients and their families</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Shows respect for the dignity of the patient</td>
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<tr>
<td>Able to adapt communication to the needs of the patient</td>
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<td></td>
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<tr>
<td>Displays sensitivity, compassion, respect and empathy to patient concerns</td>
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</tr>
<tr>
<td>Presents themself in a professional manner at all times</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Follows required dress code</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Is reliable and punctual</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Completes tasks carefully and thoroughly</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Respects patient confidentiality</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Displays a positive attitude toward pharmacy practice</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Shows interest and takes initiative</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Demonstrates critical thinking, analysis, and action which are based on ethical and legal principles</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Demonstrates good organization and time management skills</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Maintains appropriate professional boundaries</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Acknowledges own professional limits and abilities</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Accepts responsibility for actions and decisions</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Practises time-management, stress-management, and adaptive skills</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Strives to continuously improve professional performance and knowledge</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Uses feedback to improve performance</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

Class 2017 Pharmacy 4080
UNIT 2: PATIENT CARE

Topics to review with your preceptor:

<table>
<thead>
<tr>
<th>Points to Consider when Self-Assessing Performance</th>
<th>Initial</th>
<th>Mid-Point</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Pharmacist’s Patient Care Process</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient monitoring and follow-up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has an organized and focused system for gathering accurate and complete patient information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interprets patient information gathered to effectively identify, solve and/or prevent drug related problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviews any cultural, social and economic issues that may impact a patient’s ability to manage their drug related problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to prioritize drug related problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to establish goals of therapy that are:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sensitive to the patient’s needs and concerns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clinically sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• observable and measurable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to apply best available evidence to patient’s situation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommends non-drug therapy options when appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As the rotation progresses, is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the supervision of a preceptor and at an appropriate level for a student less than 6 months away from entry to independent practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors, follows up and documents care provided to patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refers to or consults with other health care providers when appropriate; able to function and contribute as a health care team member to ensure optimal patient care outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successfully completes at least six different patient care work ups and document care plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an industrious work ethic towards patient care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively engages in and contributes to quality patient care</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 3: REFLECTION ON ETHICAL, MORAL AND SOCIAL CONTROVERSIES/DILEMMAS

Topics to review with your preceptor:

<table>
<thead>
<tr>
<th>Points to Consider when Self-Assessing Performance</th>
<th>Initial</th>
<th>Mid-Point</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical, Moral and Social Controversies/Dilemmas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Provincial Pharmacy Code of Ethics reviewed with preceptor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies ethical, moral and social controversies and dilemmas as they occur in practice and seeks advice from preceptor(s), colleagues, and ethical support services when needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UNIT 4: DRUG INFORMATION

Topics to review with your preceptor:

<table>
<thead>
<tr>
<th>Points to Consider when Self-Assessing Performance</th>
<th>Initial</th>
<th>Mid-Point</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides accurate, evidence-based, timely and appropriate drug and disease information that meets patient care needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 5: PRESENTATIONS

Topics to review with your preceptor:

<table>
<thead>
<tr>
<th>Case Presentation (to be completed after the case presentation)</th>
<th>□ YES □ NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes and presents at least one formal case presentation</td>
<td></td>
</tr>
<tr>
<td>Creates audience feedback form and reviews audience feedback with preceptor</td>
<td>□ YES □ NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Professional In-Service (to be completed after the in-service)</th>
<th>□ YES □ NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizes and presents one health professional in-service</td>
<td></td>
</tr>
<tr>
<td>Creates audience feedback form and reviews audience feedback with preceptor</td>
<td>□ YES □ NO</td>
</tr>
</tbody>
</table>

Additional Written Comments:

Dates Reviewed:

Initial: _______________ Mid-Point: _______________ Final: _______________

Student Signature: _____________________________________________________

Preceptor Signature: _________________________________________________

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

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

The information you provide will be used to review the Practice Experience Program. Your thoughtful ratings and constructive comments will be extremely valuable in making appropriate changes.

1. Please indicate whether the rotation content is appropriate.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit was Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Professional and Interpersonal Skills</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Unit 2: Patient Care</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Unit 3: Reflection on Ethical, Moral and Social Controversies/Dilemmas</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Unit 4: Drug Information</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Unit 5: Presentations</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

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

3. I received useful and constructive feedback during my rotation that helped me prepare for entry to practice as a pharmacist.
   □ Yes   □ No

Comments/suggestions for next year (please use additional paper if needed):

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Highly Unsatisfied    Satisfied    Highly Satisfied

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

Class 2017 Pharmacy 4080
EVALUATION OF PRECEPTOR
PHAR 4080 (Hospital/Institutional Pharmacy)
By Student

Preceptor to be Evaluated: ________________________________
Site Location: __________________________________________
Student’s Name: _________________________________________

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>The preceptor was interested in my success as a student during the Practice Experience Program rotation.</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>The preceptor was available for help and guidance, and committed sufficient time to my personal learning/education.</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>The preceptor was knowledgeable about the material covered in the rotation, and was able to share the knowledge with me.</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>The preceptor introduced me to the staff I would be working with and oriented me to the site.</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>The preceptor was organized and planned the rotation efficiently.</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>The preceptor was the person most directly involved with my learning at the site.</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>The preceptor seemed to value the rotation as a learning experience for him/her.</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>The preceptor gave me feedback regarding my progress on a regular basis throughout the rotation.</td>
<td>☐Yes ☐No</td>
</tr>
</tbody>
</table>

2. The preceptor conducted at least two written evaluations with me: one at the mid-point and one at the end of the rotation.

☐Yes ☐No

Comments:

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

Class 2017 Pharmacy 4080
EVALUATION OF SITE
PHAR 4080 (Hospital/Institutional Pharmacy)
By Student

Preceptor: _________________________________
Site Location to be Evaluated: _____________________________________________
Student’s Name: ________________________________________________________

Please respond to the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>The site offered me sufficient “hands on” experience.</td>
<td>□Yes □No</td>
</tr>
<tr>
<td>Facilities were adequate to explore all required objectives and activities.</td>
<td>□Yes □No</td>
</tr>
<tr>
<td>The site was clean, orderly and had a professional work environment.</td>
<td>□Yes □No</td>
</tr>
<tr>
<td>The site had a patient population that allowed me to complete the rotation objectives.</td>
<td>□Yes □No</td>
</tr>
<tr>
<td>The site gave me sufficient interaction with other health professionals.</td>
<td>□Yes □No</td>
</tr>
<tr>
<td>The pharmacy library/resources were appropriate, adequate and easily accessible.</td>
<td>□Yes □No</td>
</tr>
<tr>
<td>The site had sufficient clinical interaction to serve as an appropriate practice facility.</td>
<td>□Yes □No</td>
</tr>
<tr>
<td>I would recommend this site as an appropriate practice site for a 4th year hospital rotation.</td>
<td>□Yes □No</td>
</tr>
</tbody>
</table>

Comments:

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

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

HOSPITAL PRECEPTOR OF THE YEAR AWARD

Preceptor’s Name: ________________________________
Site Location: ________________________________
Student’s Name: ________________________________

Preceptor of the Year Award for Hospital

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

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

NOMINATIONS MUST BE SUBMITTED TO THE MAIN OFFICE BY TUESDAY, APRIL 18, 2017.
FAX: 902-494-1396
Preceptor Evaluation Forms
*Please keep a photocopy of the completed forms for your records.*
Please take a moment to complete this evaluation of the student after reviewing and discussing the student’s mid-point and final self-assessments. Read each statement on the left of the chart and select a description from the assessment scale that best reflects how prepared you have observed the student to be to practice the skill(s) described. If you are not able to assess the described skill(s) please use the notation “NA”. Student evaluations are intended to be a constructive dialogue on strengths, weaknesses and areas for improvement.

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

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

Assessment Scale*:

<table>
<thead>
<tr>
<th>1</th>
<th>Unprepared for Practice; 2 = Needs Improvement for Practice; 3 = Prepared for Practice; 4 = Well Prepared for Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>or</strong></td>
<td></td>
</tr>
<tr>
<td><strong>“NA”</strong></td>
<td>Not Able to Assess or Not Applicable to practice site</td>
</tr>
</tbody>
</table>

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

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

**PLEASE KEEP A PHOTOCOPY OF THESE COMPLETED FORMS FOR YOUR RECORDS**
# Assessment Scale with Descriptors

<table>
<thead>
<tr>
<th></th>
<th>For a pharmacy student 6 months or less away from entry to practice as a pharmacist.*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Unprepared for Practice</strong></td>
<td></td>
</tr>
<tr>
<td>➢ Student is not able to engage in activity or demonstrate skill(s) even with prompting and intervention from preceptor.</td>
<td></td>
</tr>
<tr>
<td>➢ Completes the activity incorrectly.</td>
<td></td>
</tr>
<tr>
<td>➢ Displays unsafe professional decision making in relation to the activity or skill(s) described.</td>
<td></td>
</tr>
<tr>
<td>➢ The student needs to acquire significantly more knowledge and understanding before re-attempting the task.</td>
<td></td>
</tr>
<tr>
<td>➢ The student is not able to follow the PEP attendance policy.</td>
<td></td>
</tr>
<tr>
<td>➢ This is a failing grade and the Coordinator should be contacted for guidance as soon as the potential for this grade becomes obvious.</td>
<td></td>
</tr>
<tr>
<td><strong>2 Needs Improvement for Practice</strong></td>
<td></td>
</tr>
<tr>
<td>➢ Student completes activity or demonstrates skill(s) described with extensive or regular prompting and intervention from the preceptor.</td>
<td></td>
</tr>
<tr>
<td>➢ The student is not able to follow the PEP attendance policy.</td>
<td></td>
</tr>
<tr>
<td>➢ This level of assessment is of concern and the Coordinator should be contacted for guidance as soon as the potential for the grade becomes obvious.</td>
<td></td>
</tr>
<tr>
<td><strong>3 Prepared for Practice</strong></td>
<td></td>
</tr>
<tr>
<td>➢ Student completes activity or demonstrates skill(s) with limited or no prompting** or intervention from the preceptor.</td>
<td></td>
</tr>
<tr>
<td>➢ As the student makes their way through the rotation prompting should decline.</td>
<td></td>
</tr>
<tr>
<td>➢ Makes safe patient care choices.</td>
<td></td>
</tr>
<tr>
<td>➢ Knows when to research further before providing information or advice.</td>
<td></td>
</tr>
<tr>
<td>➢ Is able to self-reflect on patient care experiences.</td>
<td></td>
</tr>
<tr>
<td><strong>4 Well Prepared for Practice</strong></td>
<td></td>
</tr>
<tr>
<td>➢ Student completes activity or demonstrates skill(s) without prompting or intervention from the preceptor.</td>
<td></td>
</tr>
<tr>
<td>➢ Highly motivated and functions above expectations for a 4th year pharmacy student.</td>
<td></td>
</tr>
<tr>
<td>➢ Student is ready to approach the activity with more complexity.</td>
<td></td>
</tr>
</tbody>
</table>

---

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

**Coordinator of Clinical Education Contact Information:**
Harriet Davies tel: 902-494-3464 e-mail: harriet.davies@dal.ca
The coordinator is available to speak with preceptors and/or students outside of regular pharmacy practice hours. Please contact the coordinator to arrange a time.

---

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

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

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

<table>
<thead>
<tr>
<th>Points to Consider when Assessing Student Performance</th>
<th>Initial</th>
<th>Mid-Point</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is licensed as a Registered Pharmacy Student in the province of the rotation prior to the start of the rotation…………YES………….NO (student must have license). Student must obtain personal professional liability insurance prior to the start of the rotation where required by law e.g. NS, NB, ON, AB………YES…….NO (student must have insurance where required by law)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is approachable and accessible to patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays appropriate verbal, non-verbal, writing and listening skills for pharmacy practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates commitment to each patient regardless of race, religion, gender, sexual orientation, age, health, cultural or educational background or economic status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays a helping ethic when dealing with patients and their families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows respect for the dignity of the patient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to adapt communication to the needs of the patient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays sensitivity, compassion, respect and empathy to patient concerns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents themself in a professional manner at all times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows required dress code</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Is reliable and punctual ALL absences from PEP rotations must be reported to the Coordinator of Clinical Education.</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Completes tasks carefully and thoroughly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects patient confidentiality</td>
<td></td>
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<tr>
<td>Strives to continuously improve professional performance and knowledge</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Uses feedback to improve performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preceptor’s Midpoint Comments:
Preceptor’s Final Comments (please use extra paper if required):
UNIT 2: PATIENT CARE

<table>
<thead>
<tr>
<th>Points to Consider when Assessing Student Performance</th>
<th>Initial</th>
<th>Mid-Point</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Pharmacist’s Patient Care Process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient monitoring and follow-up</td>
<td></td>
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</tr>
<tr>
<td>Has an organized and focused system for gathering accurate and complete patient information</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Interprets patient information gathered to effectively identify, solve and/or prevent drug related problems.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reviews any cultural, social and economic issues that may impact a patient’s ability to manage their drug related problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to prioritize drug related problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to establish goals of therapy that are:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sensitive to the patient’s needs and concerns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clinically sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• observable and measurable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to apply best available evidence to patient’s situation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommends non-drug therapy options when appropriate</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>As the rotation progresses, is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the supervision of a preceptor and at an appropriate level for a student less than 6 months away from entry to independent practice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Monitors, follows up and documents care provided to patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refers to or consults with other health care providers when appropriate; able to function and contribute as a health care team member to ensure optimal patient care outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successfully completes at least six different patient care work ups and documents care plans</td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Demonstrates an industrious work ethic towards patient care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively engages in and contributes to quality patient care</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preceptor’s Midpoint Comments:

Preceptor’s Final Comments (Please use extra paper if required):
UNIT 3: REFLECTION ON ETHICAL, MORAL AND SOCIAL
CONTROVERSIES/DILEMMAS

Points to Consider when Assessing Student Performance | Initial | Mid-Point | Final
--- | --- | --- | ---
**Ethical, Moral and Social Controversies/Dilemmas**
☐ Reviewed and discussed Pharmacist’s Code of Ethics for province of rotation
Identifies ethical, moral and social controversies and
dilemmas as they occur in practice and seeks advice from
preceptor(s), colleagues, and ethical support services when
needed

Preceptor’s Mid-Point Comments:

Preceptor’s Final Comments:

UNIT 4: DRUG INFORMATION

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

Preceptor’s Mid-Point Comments:

Preceptor’s Final Comments:
## UNIT 5: PRESENTATIONS

### Case Presentation (to be completed after the case presentation)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes and presents at least one formal case presentation</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Creates audience feedback form and reviews audience feedback with preceptor</td>
<td>□ YES □ NO</td>
</tr>
</tbody>
</table>

**Preceptor’s comments on case presentation:**

---

### Health Professional In-Service (to be completed after the in-service presentation)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizes and presents one health professional in-service</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Creates audience feedback and reviews audience feedback with preceptor</td>
<td>□ YES □ NO</td>
</tr>
</tbody>
</table>

**Preceptor’s comments re: in-service:**

---
Preceptor’s Written Comments (to be completed at the end of the PEP rotation)

Student Name: ________________________________________
Preceptor Name: ______________________________________

☐ Rotation 1: January 9 - February 17, 2017  ☐ Rotation 2: February 27 - April 7, 2017

Please comment on the contributions made by the pharmacy student to patient care at the rotation site (please use extra paper if required):

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date Reviewed</th>
<th>Preceptor’s Signature</th>
<th>Student’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Initial Self - Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Point Evaluation*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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 situation is identified.

Preceptor’s Final Written Comments (please use extra paper if required):

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

Please return all required paperwork to the Coordinator of Clinical Education, College of Pharmacy, Dalhousie University, PO Box 15000, 5968 College Street, Halifax NS B3H 4R2, within 10 regular calendar days of completion of the community rotation. Fax: 902-494-1396
The information you provide will be used to review the Practice Experience Program. Your thoughtful ratings and constructive comments will be helpful for future planning.

Please indicate whether the rotation units were appropriate.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit was Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Professional and Interpersonal Skill Development</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Unit 2: Patient Care</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Unit 3: Reflection on Ethical, Moral and Social Controversies/Dilemmas</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Unit 4: Drug Information</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Unit 5: Presentations</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

The rotation manual was organized and clear?

□ Yes □ No

The Coordinator of Clinical Education was available to assist the student/preceptor when needed during the rotation.

□ Yes □ No □ I did not need to contact.

Additional Comments or Suggestions (Please use additional paper if required):

On a scale of 1 to 10, please rate your satisfaction with your involvement in the fourth year Hospital/Institutional Practice Experience Program in terms of its educational value in your development as a preceptor.

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

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

Class 2017 Pharmacy 4080
STUDENT AWARD FOR HOSPITAL PEP NOMINATION FORM  
Dr. Jessie MacKnight – Miss Mona Flemming Award in Hospital

Preceptor’s Name: ____________________________________________

Site Location: ________________________________________________

Student’s Name: ______________________________________________

Dr. Jessie MacKnight – Miss Mona Flemming Award in Hospital

This award is presented to two students (one for a Nova Scotia student and one for a New Brunswick student) showing an aptitude in hospital pharmacy. The preceptor recommendation serves as nomination for this award, which consists of $1000 to each student and recognition at the Graduation Brunch.

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

NOMINATIONS MUST BE RECEIVED BY TUESDAY, APRIL 18, 2017.  
FAX: 902-494-1396
FORM M
New Brunswick Pharmaceutical Society
Continuing Professional Development Learning Project
Record Sheet: Clinical Teaching for Preceptor Practice Experience Program (PEP)
Program approved by: College of Pharmacy, Dalhousie University 2016-2017 Academic Year

Name: _________________________________ License No.: ____________

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

Name of Student: ________________________ Pharmacy Class of ______

Please check applicable rotation(s):
____ Pharmacy 2081 (Hospital Pharmacy-6 CEU)
____ Pharmacy 2082 (Community Pharmacy-6 CEU)
____ Pharmacy 3080 (Community Pharmacy-12 CEU)
____ Pharmacy 4080 (Hospital Pharmacy-18 CEU)
____ Pharmacy 4085 (Community Pharmacy-18 CEU)

*please note points are awarded per weeks of clinical teaching, multiple points are not awarded for multiple students within the same weeks of PEP rotation* CED#2017-001

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

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

2. List the “take home” messages from this educational activity
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

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

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

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

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

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

Please print name: _______________________________ License No.: __________

Please keep this document in your portfolio for 3 years for audit purposes.
Please do not send to the New Brunswick Pharmaceutical Society office unless requested

Class 2017 Pharmacy 4080
This certificate shall serve as proof that:

Province______________ License Number: ___________
has acted as a preceptor for the following Practice Experience Program (PEP) courses or the Hospital Pharmacy Residency Program at the Dalhousie University College of Pharmacy 2016-2017:

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

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

TOTAL CEUs ________

These programs have been accredited by Dalhousie Continuing Pharmacy Education (Dal-CPE), file #CED-2017-001.

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

Please do not return to the Dalhousie College of Pharmacy.
ATTENTION PEP PRECEPTORS:

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

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

Appointment and preceptor education program details are located on this webpage: http://www.dal.ca/faculty/healthprofessions/pharmacy/programs/preceptor-development-program/adjunct-appointments.html. This appointment provides preceptors with online Dalhousie University library access.