



*College of Pharmacy
Faculty of Health*

Practice Experience Program

PHAR 1083 Rotation Manual

Introductory Pharmacy Practice Experience – 1 in Community

Class of 2024 Summer of 2021

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*Enhancing health and wellness through pharmacy education, research and community service.
Through our work, we support the conscientious use of medications in society.*

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Practice Supervision Reminder for Pharmacist Preceptors & Pharmacy Students

Pharmacy students and preceptors are reminded that while on practice experience program rotations, pharmacy students must be under the appropriate 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 appropriate “supervision” may be different in each province and it would be prudent for both the student and preceptor to know and understand that definition prior to commencing the practice experience.**

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

It is an expectation of the Dalhousie University College of Pharmacy that students are supervised by preceptors in a manner that maximizes opportunities for regular formative and summative feedback, and the provision of safe and effective patient care at all times; and that satisfies the legal requirements for pharmacy practice in the province of the rotation.

PLEASE NOTE: 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.

College of Pharmacy Practice Experience Program Contact

Please email pepadm@dal.ca at any time during the rotation and assistance will be provided by a member of the PEP team.

Also refer to the [PEP Policy Manual](#) for complete information on information, policies and procedures related to experiential education rotations.

Phar 1083 – Rotation Schedule and Activities

The following is an outline and approximate schedule for rotation activities for the student and preceptor.

Week	Activities/Assessments/Assignments
1 to 4 weeks before placement starts	<ul style="list-style-type: none"> <input type="checkbox"/> Review course syllabus and rotation manual <input type="checkbox"/> Review PEP Policy and Procedure Manual <input type="checkbox"/> Obtain pharmacy student license <input type="checkbox"/> Review the Faculty of Health Guidelines for the Student Use of Social Media and Electronic Communication in Practice Education Settings <input type="checkbox"/> Complete Professional Identity Formation Reflection and upload to Brightspace <input type="checkbox"/> Complete Self-Assessment and Learning Plan on One45 <input type="checkbox"/> Review required pre-rotation modules <input type="checkbox"/> Review COVID local restrictions and policies
Week 1: Orientation and Start Placement	
Orientation	<ul style="list-style-type: none"> <input type="checkbox"/> Student to bring copy of pharmacy student license & proof of valid insurance to site <input type="checkbox"/> Ensure any pre-rotation regulatory forms for preceptor & students have been filed e.g., NBCOP Apprenticeship Agreements & PEI COP Preceptor Forms <input type="checkbox"/> Orientation of student to the practice site by preceptor (see Orientation Checklist) <input type="checkbox"/> Review COVID and PPE procedures <input type="checkbox"/> Review student's Self-Assessment and Learning Plan on One45 <input type="checkbox"/> Make initial activities plan including informal/daily feedback and debriefing and when discussion topics will occur
Familiarization with Pharmacy Workflow and Processes	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to the <i>Medication Dispensing Process</i> <input type="checkbox"/> Preceptor or team member observations for relevant rotation activities <input type="checkbox"/> Identify pharmacy technician/assistant for ½ day shadowing or working opportunities for <i>Collaborator</i> activities
End of Week 1	<ul style="list-style-type: none"> <input type="checkbox"/> Identify patients for <i>Care Provider</i> and <i>Communicator</i> activities <input type="checkbox"/> Begin to discuss <i>Advocate Role</i> activities <input type="checkbox"/> Preceptor to observe student conduct a non-prescription or prescription consultation and complete a Patient Care Interaction Observation form on One45. <input type="checkbox"/> Student to enter assigned activities on Pt/Procedure Log as completed

Week 2	
Activities and Assignments	<input type="checkbox"/> Complete <i>Medication Dispensing, Patient Centered History, Non-Prescription, Patient Medication Education</i> activities <input type="checkbox"/> Complete 1-2 <i>Patient Care Process Workups</i> <input type="checkbox"/> Complete at least 1 <i>Drug Information Request</i> <input type="checkbox"/> Begin to discuss <i>Medication Coverage</i> activities <input type="checkbox"/> Identify opportunities for <i>Compounding</i> activities <input type="checkbox"/> Preceptor to observe student conduct a non-prescription or prescription consultation and complete a Patient Care Interaction Observation on One45. <input type="checkbox"/> Student to enter assigned activities on Pt/Procedure Log as completed
End of Week 2 Midpoint Assessments	<input type="checkbox"/> Students to complete Midpoint Self-Assessment on One45 and review with preceptor <input type="checkbox"/> Preceptor to complete Student Mid-Point Assessment on One45 and review <input type="checkbox"/> Discuss learning goals for remainder of placement
Learning Plan Update	<input type="checkbox"/> Student to update Learning Plan on One45. Incorporate new goals and update existing ones as appropriate and share with preceptor
Week 3	
Activities and Assignments	<input type="checkbox"/> Complete <i>Medication Dispensing, Patient Centered History, Non-Prescription, Patient Medication Education</i> and <i>Follow Up</i> activities <input type="checkbox"/> Complete 1-2 <i>Patient Care Process Workups</i> <input type="checkbox"/> Complete at least 1-2 <i>Drug Information Requests</i> <input type="checkbox"/> Identify opportunities for <i>Compounding</i> activities <input type="checkbox"/> Student to enter assigned activities on Pt/Procedure Log as completed
Week 4	
Activities and Assignments	<input type="checkbox"/> Complete <i>Medication Dispensing, Patient Centered History, Non-Prescription, Patient Medication Education, and Follow Up</i> activities <input type="checkbox"/> Complete 1-2 <i>Patient Care Process Workups</i> <input type="checkbox"/> Complete at least 1-2 <i>Drug Information Requests</i> <input type="checkbox"/> Identify opportunities for <i>Compounding</i> activities <input type="checkbox"/> Student to enter assigned activities on Pt/Procedure Log as completed
Final Assessments and Evaluations	<input type="checkbox"/> Students to complete Final Self-Assessment on One45 and review with preceptor <input type="checkbox"/> Preceptor to complete Student Final Assessment on One45 and review
Within 72 hours of placement completion	<input type="checkbox"/> Student to complete Evaluation of Preceptor/Site on One45 <input type="checkbox"/> Student to upload one completed Patient Care Process Workup to Brightspace <input type="checkbox"/> Student to complete Professional Identity Formation Activity and upload to Brightspace <input type="checkbox"/> Preceptor to complete Evaluation of Rotation Activities on One45

Phar 1083 – Activities Outline

The Introductory Pharmacy Practice Experience (IPPE) in Community provides an opportunity for students to apply knowledge, skills and abilities they have developed during the first year of the pharmacy curriculum and contribute to patient care and the medication use process in the community pharmacy setting. Students will complete activities that will support active student participation in patient care. Opportunities will be provided to help students cultivate their patient care and pharmacy practice skills and begin to gain clinical experiences working with a variety of patients and other members of the healthcare team under the guidance and supervision of a pharmacy preceptor.

The rotation activities are based on the 2017 [Association of Faculties of Pharmacy of Canada Educational Outcomes](#), that describe specific roles (i.e., Care Provider) and competencies that students must demonstrate and achieve at entry to practice.

The activities, discussions and assignments outlined below are a focus of the rotation.

1. Self -Assessment and Learning Plan

- **Set professional goals and examine practice by self-assessment.**

The ability to self-assess skills and develop a learning plan promotes the development of self-directed learning skills that are essential for maintaining competency and lifelong learning. Students should draw upon their past learning experiences in the pharmacy curriculum (i.e., PBL, CAS, Skills Lab, Social and Behavioral Administration), as well as personal working experiences to identify specific learning objectives for the rotation. Students will complete a self-assessment of their ability to perform the outcome elements in the student performance assessment form and identify specific focused learning objectives for the rotation and record these in your learning plan (i.e., refinement of prescription processing skills, ability to structure medication education in a patient centered way). Both the self-assessment and learning plan should be discussed with the preceptor at the beginning of the rotation. Preceptor feedback is important to ensure the student's learning goals are appropriate for the placement site and to ensure the student is on track with their learning goal.

Complete Students should complete the following self-assessment activities throughout their rotation	
a	Before the first day of the rotation, complete a Self-Assessment on One45 and identify and record specific learning objectives for the rotation on your Learning Plan . Review the self-assessment and learning goals with your preceptor on the first day of the rotation.
b	Complete a Mid-Point Self-Assessment on One45 and discuss this with your preceptor. Identify and discuss any specific learning objectives for the remainder to placement and update your Learning Plan .
c	Complete a Final Self-Assessment on One45 and discuss this with your preceptor.

2. Professional

- **Display professional behavior and initiative**
- **Demonstrate responsibility and accountability and adhere to ethical standards in all pharmacy practice activities**
- **Develop an understanding of professional identity by self-assessment and reflection**

As professionals, pharmacists take responsibility and accountability for providing patient care through ethical practice and high standards of behavior that are expected by society of self-regulated health professionals. This professional role is the overarching ethos of the discipline of pharmacy. When students are at the practice site, they are expected to demonstrate professional behavior at all times. Students have undertaken a pledge of professionalism and are familiar with the professionalism policies at the College of Pharmacy. PEP rotations provide opportunities to continue to develop their professional identity, values and behaviors and students will be assessed on this outcome.

If the student demonstrates a serious breach of professionalism during their placement, the preceptor should contact the Practice Experience Program. Minor lapses should be discussed with the student immediately and specific details of the unprofessional behavior should be documented on the rotation assessment form.

Expectations for Professional Behavior	
<ul style="list-style-type: none">• Demonstrates commitment to each patient regardless of race, religion, sex, gender, gender identity, gender expression, sexual orientation, age, health, cultural or educational background or economic status• Presents them self in a professional manner at all times; always verbally identifies them self as a Pharmacy Student and wears a nametag that identifies them as a Pharmacy Student• Displays appropriate verbal, non-verbal, writing & listening skills with patients, colleagues and other health care professionals• Displays sensitivity, compassion, respect & empathy to patient concerns• Follows required dress code	<ul style="list-style-type: none">• Is reliable and punctual• Completes tasks carefully & thoroughly• Respects patient confidentiality• Displays a positive attitude toward pharmacy practice• Shows interest and takes initiative• Demonstrates good organization & time management skills• Maintains appropriate professional boundaries• Accepts responsibility for actions and decisions• Uses feedback to improve performance• Completes extra reading or assignments when suggested

Ethical controversies and dilemmas arise in the provision of care. Focusing on these situations during the rotation provides the students will an opportunity to identity and discuss dilemmas with pharmacists who have experience in dealing with such issues. Students are then able to examine and evaluate issues and decide on appropriate action. Ethical controversies and dilemmas arise when there is conflict between ethical principles.

Approach to Ethical Decision Making	
<p>Ethical Principles</p> <ul style="list-style-type: none"> • Beneficence: desire to do good • Nonmaleficence: desire to prevent harm • Autonomy: desire to promote the freedom of others to make their own personal choices • Justice: desire to promote the fair treatment of people • Fidelity: desire to be true to one's commitments • Veracity: desire to conform to the truth 	<p>Steps in Ethical Decision Making</p> <ol style="list-style-type: none"> 1. Identify the problem 2. Gather relevant facts for the case (i.e., identify clinical facts, identify situational facts) 3. Identify all values (ethical principles) that play a role, and decide which ones are in conflict 4. Propose possible solutions to resolve the conflict (i.e., what could you do?) 5. Choose the better solutions for the particular case, justify them and respond to criticisms (i.e., what should you do and why?) 6. Evaluate results

Activities

Discuss

For issues that arise naturally from the student's and preceptor patient care activities.

- ☐ Utilize the steps in ethical decision making (above) to discuss a specific situation that has arisen during the rotation (i.e., patient who lacks money to pay a co-pay to fill a needed new prescription) and a situation from the preceptor's experience that could be commonly seen in the practice setting (i.e., loaning medications when there are no refills, deciding how to allocate extra vaccine doses, missed doses for recovering patients, etc.)

Assignment

AFPC Educational Outcomes suggest that pharmacy graduates must be grounded in a professional identity as an overarching ethos of the discipline of pharmacy when being a care provider. **Professional identity formation (PIF)** is a process of internalization of a profession's core values and beliefs such that one will *"think, feel and act"* like a member of a community. In this activity you will reflect on your own professional identity development both before and at the end of your IPPE-C rotation. Refer to Brightspace for an Introduction to Pharmacy Student Professional Identity Formation Presentation and the templates mentioned below.

1. Complete your first written reflection using the **Becoming a Pharmacist: Reflection # 1 Template** before the start of your rotation.
2. Complete your second written reflection using the **Becoming a Pharmacist: Reflection # 2 Template** at the end of your rotation.

Both reflections should be uploaded to the **Becoming a Pharmacist Reflection Assignment DropBox** on Brightspace by 72 hours following your last day of the rotation.

3. Care Provider

- **Provide patient care using the pharmacist's patient care process for uncomplicated patients focusing on therapeutic topics in Year 1**

Provision of patient care is the core of the discipline of pharmacy. Pharmacists provide patient centered care by using their knowledge, skills and professional judgement to facilitate management of a patient's medication and health care needs across a continuum of pharmacy services that are provided in the community pharmacy. Pharmacy students are expected to work with their pharmacist preceptors to experience the full scope of pharmacy practice in the province of their rotation. The pharmacy student should be applying and refining a systematic approach to patient assessment and care for the therapeutic areas they have covered thus far in the pharmacy curriculum and should receive regular feedback from their preceptor about the supervised care they provide throughout the rotation. Students should review with their preceptor how they plan to provide advice to patients in the community pharmacy. **Preceptors must be sure that students are providing patient care under the appropriate supervision of a pharmacist at all times.**

By the end of 1st year students have learned about a variety of therapeutic areas including:

- Fever in adults and children
- Nutrition, weight management, total parenteral nutrition
- Eye disorders (bacterial, viral and allergic conjunctivitis, glaucoma, blepharitis, hordeolum, chalazion, dry eyes, ocular surgery antibiotics)
- External ear disorders (otitis externa, impacted ear wax)
- Dermatology (acne, rosacea, lice, warts, callouses, bunions, insect bites and stings, sun protection, decubitus ulcers, burns, atopic, contact and allergic dermatitis, dandruff/seborrheic dermatitis, dermatologic drug reactions)
- Respiratory (asthma, COPD, allergic rhinitis)
- Gastrointestinal (peptic ulcer disease, gastroesophageal disease, irritable bowel syndrome, constipation, diarrhea, hemorrhoids, nausea and vomiting, motion sickness)

In addition, students have had the opportunity to learn and apply patient assessment, interviewing, decision making and patient education skills in simulated situations (virtual due to the Pandemic): **for gathering a patient-centered history including a medication history, non-prescription and prescription consultations and assessing the appropriateness of prescriptions.** Students have also had the opportunity to provide patient education for a variety of dosage forms: **oral, rectal, vaginal, topical creams and ointments, nasal sprays, inhalation devices, ophthalmic/otic drips and ointments.**

Students will be working and refining their knowledge and skills to provide care for **uncomplicated patients** during the rotation (see table below). The preceptor may assess a patient's complexity using the guide below to assist in selecting appropriate patients for rotation activities. Students may be involved in the care of more complicated patients however it is expected that they will require preceptor support and guidance.

Level of Complexity of Patients

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

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

The student should be provided an opportunity to observe their preceptor or pharmacist in completing patient care activities and patient interactions. Once the student and preceptor are comfortable, students should be provided with an opportunity, with closely directed participation, to assess and advise patients requiring care from a pharmacist. As the rotation continues students should be able to complete these activities at an appropriate level of supervision.

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

Activities

Observe	
Students should have an opportunity to observe their preceptor or another pharmacy staff member.	
a.	For the patient care activities list below, the student should first observe the preceptor, or another delegated pharmacist or pharmacy team member complete the patient care activity (i.e., intake, non-prescription or prescription consultation) and/or practice role playing prior to speaking directly to the patient.
b.	The preceptor is encouraged to provide opportunities to expose the students to patient encounters for pharmacy services that have not been covered in the curriculum including pharmacist prescribing (i.e., renewals, adaptations, therapeutic substitutions, minor ailments), administration by injection, immunizations, methadone dispensing, smoking cessation, post vaccination monitoring, etc. Students are not permitted to inject but could be involved in handling and scheduling of patients with direction.

Complete

Students should complete the following activities throughout their rotation with an appropriate level of supervision.

a.	<p>Gather a patient centered history including a medication history from the patient and other patient health care records. This could be a simple history taken during prescription intake (i.e., collecting and verifying medical and medication history including indication for new prescription) or a more detailed history (i.e., collecting information and updating a new patient's pharmacy profile).</p> <ul style="list-style-type: none">• <u>At least ½ day</u> spent collecting histories during prescription intake and <u>at least 3</u> detailed patient centered histories during the rotation• Utilize multiple sources of information as applicable (i.e., general health survey, laboratory data, patient/caregiver/family, other health care providers)• Utilize the pharmacy practice management system, and provincial drug information systems and health care records to gather relevant patient information while adhering to all privacy and access protocols
b.	<p>Conduct non-prescription (OTC) consultations</p> <ul style="list-style-type: none">• <u>At least 3 per week</u>• The preceptor must submit 1 Patient Care Observation form for a non-prescription consultation during the rotation (ideally in the first or second week of the rotation) using the online One45 platform.
c.	<p>Provide patient medication education with an emphasis of therapeutic areas and dosage forms covered in Year 1 courses</p> <ul style="list-style-type: none">• <u>At least 5 per week</u>• At least 1 patient receiving inhalation devices and at least 2 patients receiving topical dosage forms (indicated above)• Review with the preceptor the specific information that should be provided to the patient about the medications/devices.• Students may provide education topics that have not been covered in first year but will require time to look up information and only under the supervision of a pharmacist.• The preceptor must submit 1 Patient Care Observation form for a patient medication education for a prescription consultation during the rotation (ideally in the first or second week of the rotation) using the online One45 platform.
d.	<p>Organize and complete <u>at least 2 patient follow ups</u> (in person or via phone)</p> <ul style="list-style-type: none">• Under the appropriate supervision of the pharmacist preceptor obtain the consent of selected patients to conduct a follow-up interview to assess the outcome of treatment with a prescription or non-prescription medication that they received from the pharmacy.• Review with the preceptor what information will need to be gathered to complete the follow up consultation before completing the consultation.
e.	<p>Assess drug therapy for appropriateness (indication, efficacy, safety, adherence) while performing relevant pharmacy activities (i.e., prescription processing, patient education) for therapeutic areas covered in Year 1.</p>

f.	Recognize and interpret basic pertinent physical exam findings for uncomplicated patients focusing on topics covered in Year 1. <ul style="list-style-type: none"> (i.e., general health survey, common dermatologic lesions, weight, BMI, temperature, respiratory distress)
g.	Complete <u>at least 4</u> Patient Care Process Workups <ul style="list-style-type: none"> Complete a patient care process workup for uncomplicated patients focusing on topics covered in Year 1 using the assigned template. Review with the preceptor. Patients can be identified during patient care activities including non-prescription or prescription consultations and the Patient Care Process Template completed. Submit 1 of the Patient Care Process Workup to Brightspace as an assignment by the end of the rotation (see below).
h.	The preceptor should observe and complete the Patient Care Interaction Observation form for one (1) Non-Prescription Consultation and one (1) Prescription Consultation over the 4 weeks of the rotation on One45.
Pt/Procedure Log Students should complete the Pt/Procedure Log on One45 for the non-prescription consultations (at least 3 to 5 weekly) and new prescription consultations (at least 5 weekly) and two follow up consultations completed during the rotation.	
Discuss The following topics related to the health care provider role should be discussed.	
<input type="checkbox"/> Where patient consultations occur in the pharmacy workflow and space and how this is operationalized considering pharmacy practice standards for confidentiality <input type="checkbox"/> How to assess patient adherence to medications and strategies employed to support adherence <input type="checkbox"/> What are strategies and processes for triage and referral of patients to other members of the health care team and community services <input type="checkbox"/> What approaches are used to gather a complete patient and medication history including physical assessment and access to laboratory data (as available) <input type="checkbox"/> What benefits and challenges of providing appropriate patient care follow up exist in this setting <input type="checkbox"/> What potential reimbursement mechanisms for follow up care/assessment are available	

Assignment

Submission of completed and de-identified Patient Care Process Workup using the assigned **Patient Care Process Template** on Brightspace. Students will submit one (1) Patient Care Process Work up that has been reviewed and approved by the preceptor(s). The course coordinator will review the submitted assignment, however no grade will be given. If a resubmission is required, students will be provided with formative feedback that will help then better meet the assignment outcomes.

Important:

- *Ensure that ALL patient identifiers are removed before submitting to maintain patient confidentiality*
- *Ensure that other identifiers including names of prescribers, pharmacies or locations are not included*
- *Submit as type written and minimum 11-point font*

4. Communicator

- **Effectively communicate verbally and non-verbally when interacting with patients, caregivers, team members and other healthcare providers**
- **Effectively document patient care using pharmacy practice management systems/electronic health records**

Pharmacists use effective communication skills to facilitate their role as a care provider and team member. Students will engage in many different pharmacy activities throughout the rotation that will require the application and development of verbal and written communications skills. The preceptor and other site personnel should provide guidance and feedback to the student to assist in refinement of these skills. Students have been introduced to standards for documenting during the dispensing process, as well as the use of the SOAP format for documentation of patient care activities in skills lab.

Observe Students should have an opportunity to observe their preceptor or another pharmacy staff member.	
a.	The student should first observe the preceptor or another pharmacist when communicating during patient interactions. The student should be oriented to practice and organization specific communications (i.e., greetings at counter, telephone protocols. Etc.) and documentation practices (i.e., prescription and clinical documentation).
b.	The preceptor is encouraged to provide opportunities to expose the students to documentation practices for pharmacy services such as pharmacist prescribing administration of immunizations (observation only), etc.
Complete Students should complete the following activities throughout their rotation with an appropriate level of supervision.	
a.	Communicate routinely with patients/caregivers in the pharmacy (i.e., intake, pick up, phone calls, patient care consultations).
b.	Complete required documentation for patient care activities completed using pharmacy practice management systems and other organizational procedures. <ul style="list-style-type: none">• Student's work must be signed, reviewed and co-signed
Discuss The following topics related to the communicator role should be discussed.	
<input type="checkbox"/> What are effective communication strategies that can be utilized to talk with patients/caregivers/family	
<input type="checkbox"/> How the pharmacy team communicates with other health care providers in the community (i.e., fax, referrals, phone call etc.)	
<input type="checkbox"/> How the pharmacy team communicates patient care responsibilities between staff members to ensure handover of care	
<input type="checkbox"/> How and where documentation of medication dispensing, and patient care activities occurs in pharmacy practice management software and pharmacy workflow	

5. Scholar

- **Demonstrate fundamental knowledge and critical thinking, integrating best available evidence to inform patient care decisions**
- **Provide medication information and advice to patients, caregivers and healthcare providers focusing on therapeutic topics in the first year**

Pharmacists use their fund of knowledge to provide care to patients and utilize the best available evidence to inform decisions and build their knowledge. As an accessible care provider, pharmacists provide expertise and advice about drug therapy to patients and other health care providers. Students have learned how to access and use various monographic, clinical practice and synopses/synthesis drug information resources. They have learned how to develop clinical questions, perform online searches to obtain relevant articles and the beginnings of how to critically appraise those articles. Students have been introduced to how to respond to drug information requests.

Approach to Answering Drug Information Questions	
	<ol style="list-style-type: none">1. Receive and understand the question2. Search the literature3. Analyze data and formulate a response4. Communicate the response5. Follow up as required

Observe Students should have an opportunity to observe their preceptor or another pharmacy staff member.	
a	The student should first observe the preceptor or another pharmacist gather information for a drug information question and provide a response.
Complete Students should complete the following activities throughout their rotation with an appropriate level of supervision.	
a	Utilize fundamental knowledge for therapeutic areas covered in Year 1 to engage in pharmacy activities during the rotation
b.	Utilize appropriate drug information resources to support patient care activities such as identification and management of DTPs, provide patient education, etc.
c.	Identify relevant drug information resources that are useful for providing patient care at the practice site (i.e., text and web-based). Compile and organize resources for the practice site (if a useful project for the practice site) or your individual use.
d.	Complete at least 4 drug information requests that arise from and contribute to the patient care needs of the practice, and appropriately document in a format relevant to the practice site. <ul style="list-style-type: none">• Requests can arise from the preceptor, patients or other health care providers• Routine drug information questions encountered on a daily basis would be appropriate for students

Pt/Procedure Log

Students should complete the **Pt/Procedure Log** on One45 for the 4 drug information request completed during the rotation.

Discuss

The following topics related to the scholar role should be discussed.

- ☐ What drug information resources (including online) are available and utilized at the practice site
- ☐ How drug information questions are generally received, researched, answers provided and documented at the practice site

6. Collaborator

- **Recognize the roles and shared responsibilities of pharmacy team members**
- **Work effectively with members of the health care team including pharmacy staff, health care providers and patient/caregivers**

Effective teamwork in the pharmacy setting is important for the delivery of effective and safe patient care and pharmacy services. The student should be exposed to and work collaboratively with different members of the pharmacy team and other health care providers as available. Students should become familiar with roles and responsibilities of each team member and participate in team meetings were available.

Observe

Students should have an opportunity to observe their preceptor or another pharmacy staff member.

- | | |
|----|---|
| a. | Students should have the opportunity to shadow and work directly with a pharmacy technician or assistant (if possible) for at least a half-day during the rotation to gain an understanding and respect of their role and responsibilities within the pharmacy team and workflow. If there is not a pharmacy technician or assistant at the site, the pharmacy preceptor can discuss potential opportunities for involvement in the technical aspects of the pharmacy workflow. |
| b. | Where appropriate, pharmacy team members could take part in the orientation of the pharmacy student to specific rotation activities (i.e., prescription processing, technical check, medication inventory management, adjudication of insurance claims, etc.) |
| c. | The preceptor is encouraged to support opportunities for the student to identify and interact with local health care providers. |

Complete

Students should complete the following activities throughout their rotation.

- | | |
|----|---|
| a. | <p>Complete a review of the roles and responsibilities of pharmacy staff members in the pharmacy workflow and map out the process.</p> <ul style="list-style-type: none">• Observe the workflow in the pharmacy from prescription drop off to pick up. Identify which pharmacy team members are involved in each step of the process, their specific responsibilities and contributions made. |
|----|---|

	<ul style="list-style-type: none"> Identify areas where responsibilities overlap and how this impacts pharmacy workflow. Identify specific pharmacy policies and processes that are in place to support pharmacy team member communication and collaboration.
b.	Identify local regulated health care providers in the community that are available to patients and how the pharmacy team members communicate and coordinate care to these individuals. Examples include: Nursing, Dentistry, Medicine, Optometry, Naturopathic Medicine (in some provinces), Physiotherapy, Occupational Therapy, Respiratory Therapy, Chiropractor, Dental Hygiene etc.
Discuss The following topics related to the collaborator role should be discussed.	
<input type="checkbox"/> How pharmacy team members communicate to ensure an effective and safe pharmacy workflow <input type="checkbox"/> How team member disputes or conflicts are communicated and managed <input type="checkbox"/> What usual processes are followed for referring or linking patients to other health care providers in the community	

7. Manger-Leader

- Demonstrate fundamental knowledge for preparing and dispensing products accurately and safely, including medication coverage**

Community pharmacy plays an integral role in the health care system related to the safe and effective distribution of medications to the local community. Pharmacists must understand the medication dispensing process and be able to take part in, delegate to and supervise pharmacy team members in this process. Students have been introduced to basic concepts related to the medication dispensing and distribution, and federal and provincial regulations governing the dispensing of medications. Many patient care activities (as mentioned above) are integrated into the medication dispensing process to ensure safe and effective distribution of medications.

Students should be introduced and integrated in into the medication use process workflow in the pharmacy related to 1) the medication dispensing process; 2) compounding; and 3) medication coverage. **Students should spend approximately 50 % of their time engaging in these activities at an appropriate level of pharmacist supervision.**

1. Medication Dispensing Process

Students have been introduced to basic knowledge and skills related to prescription processing, technical check, receiving and translating prescriptions and product preparation. The use of pharmacy practice management systems has been discussed, however due to the Pandemic students have not had the opportunity to practice these skills in simulated activities this year (i.e., Skills Lab activities using Kroll). Where possible, it is encouraged that students are oriented to and embedded in the pharmacy workflow of the medication dispensing process to further build their knowledge and progress towards competency in product distribution. Proficiency with site-specific pharmacy practice management systems is not expected due to the complexity and diversity of many program available.

Observe	
Students should have an opportunity to observe their preceptor or another pharmacy staff member.	
a.	For the activities listed below, the student should first observe the preceptor, another pharmacist or pharmacy staff member complete the medication dispensing process activity. The student should be oriented to site specific policy and procedures.
Complete	
Students should complete the following activities throughout their rotation.	
a	<p>Understand inventory management of medications within a community pharmacy.</p> <ul style="list-style-type: none"> • Review specific medications, where they are located and layout for: Schedule I and Narcotics and Controlled Substances, and Schedule II and III drugs in the pharmacy. • Identify the brand and generic names and the location of specific products in the pharmacy and the organization of product categories. • Review the Health Canada approved indications and drug schedule of common medications when involved in dispensing medications in the pharmacy
b.	<p>Participate in all aspects of medication dispensing process which includes:</p> <ul style="list-style-type: none"> • Accepting prescriptions from patients/caregivers/family members • Creating and updating patient profiles in the pharmacy practice management system • Reviews prescriptions for validity, clarity, completeness and authenticity • Interpreting prescriptions, performing pharmaceutical calculations (as required) and entering prescriptions into pharmacy practice management system • Preparing and filling prescriptions • Preparing compliance packaging • Checking the completed prescription using a systematic approach • Placing completed prescriptions in the pickup area • Completing appropriate documentation for the medication dispensing process
c.	Participate in the stocking of shelves, maintaining inventory and handling and storage of drug and products (i.e., temperature monitoring for vaccines)
Discuss	
The following topics related to the health care provider role should be discussed.	
<input type="checkbox"/> What the professional obligations/standards of practice are for medications in the different drug schedules (i.e., patient self-selection, prescription order and refill requirements and storage) <input type="checkbox"/> What processes are in place for the second check of prescriptions entered and filled and who is involved <input type="checkbox"/> What procedure is followed for accepting verbal, faxed or electronic prescriptions including legal requirements <input type="checkbox"/> What the procedures and legal requirements are for transferring prescriptions <input type="checkbox"/> How to handle prescriptions that are incomplete, a concern or not authentic <input type="checkbox"/> How drugs in schedule I, II, II and narcotic and controlled substances are handled in inventory <input type="checkbox"/> What procedures are in place for assessment and documentation of requests for Schedule II drugs of risk for abuse (i.e., dimenhydrinate, acetaminophen with 8mg codeine) <input type="checkbox"/> How medication errors or near misses are identified, recorded and handled <input type="checkbox"/> What quality assurance processes are followed by the pharmacy and/or required by the pharmacy regulator	

- ☐ What procedures are in place for the safe disposal or destruction of medications (i.e., prescription and narcotics and controlled drugs)

2. Compounding

Students have been introduced to basics of medication compounding including using compounding resources to find formulas, and identifying pertinent ingredient information such as purpose, storage and handling procedures, chemical and physical properties, introductory compounding methods, packaging, and beyond use dating. They have a knowledge of select dosage forms (creams, ointments, oral liquids, capsules, powder papers, bulk powders, gels, emulsions, suppositories) appropriate preparation methods, calculations, administration, storage and handling instructions.

Students have not had an opportunity to prepare compounded products in Skills Lab this year due to the Pandemic but have practiced basic procedures using household items. Students should be oriented to equipment and instruments used in preparation in the pharmacy. It is acknowledged that pharmacy practices are in a point of transition related to compounding services as a result of evolving practice standards (i.e., NAPRA).

Observe	
Students should have an opportunity to observe their preceptor or another staff member.	
a.	For the activities list below, the student should first observe the preceptor, another pharmacist or pharmacy staff member complete a compounding activity. The student should be oriented to site specific policy and procedures related to compounding (personnel and facilities, preparation, cleaning).
Complete	
Students should complete the following activities throughout their rotation.	
a.	Review the NAPRA Model Standards and the provincial Standards of Practice for compounding of non-sterile products relevant to the practice sites' jurisdiction.
a.	Prepare a minimum of 2 simple non-sterile compounded products (topical, oral, liquid, vaginal, rectal); preferably different dosage forms. This includes: <ul style="list-style-type: none"> • Review of relevant provincial and/or national standards that would apply to type of compounding being performed • Identification of published/established formula (if available) • Calculations used in determining the amount of ingredients • Compounding procedures • Use of the equipment in the dispensary • Additional ingredients used to enhance the mixing/compounding procedure • Precautions to follow when preparing and handling the ingredients and final product • Specific storage requirements • Expiry/beyond use date of the preparation • Information on the label • Pharmacy documentation procedures followed e.g., compounding record or batch preparation record

b.	Locate a formula for 1) lansoprazole oral suspension and 2) HC 1% powder in clotrimazole 1% cream . Source the ingredients for the suspension and review the process for preparing the products. If the ingredients are not in stock, discuss with your preceptor where and how quickly you can obtain the ingredients.
c.	Identify and discuss how patient requests for compounded products that are not able to be prepared at the pharmacy are handled and support for accessing these services is provided
Pt/Procedure Log Students should complete the Pt/Procedure Log on One45 for all compounds prepared.	
Discuss The following topics related to the compounding of non-sterile compounded products should be discussed.	
<input type="checkbox"/> Who usually prepares compounded products in the pharmacy <input type="checkbox"/> Where in the pharmacy compounding occurs and environmental safety and work surface controls <input type="checkbox"/> How the necessity and appropriateness for preparing a compound is evaluated <input type="checkbox"/> How the clinical appropriateness of the product is determined <input type="checkbox"/> How pharmaceutical calculations and compounding procedures are double-checked/verified throughout the compounding process and specific procedures for high risk patients (i.e., pediatric) or medications <input type="checkbox"/> What the process and procedures followed for recording compounded preparations <input type="checkbox"/> How compounding personnel are trained and maintain competency	

3. Medication Coverage

Pharmacists play an important role in helping patients access prescribed medications including navigating drug formularies and medication coverage. 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. This is also an area of pharmacy practice where pharmacy technicians and assistants can provide support. Students have been briefly exposed to concepts related to drug cost and formulary use. This rotation activity will provide an opportunity for students to gain a deeper understanding of drug plans and medication coverage.

Observe Students should have an opportunity to observe their preceptor or another staff member.	
a.	For the activities list below, the student should first observe the preceptor, another pharmacist or pharmacy staff member complete the medication adjudication and reimbursement process. The student should be oriented to site specific policy and procedures.

Complete

Students should complete the following activities throughout their rotation.

a.	Locate and review the drug formulary administered by the province of your clinical placement (i.e., Seniors, family, social assistance, etc.). Make sure you know how to access and navigate the medication formulary list.
b.	Identify how decisions regarding prescription medication interchangeability are made during the medication dispensing process and which interchangeable generics are stocked
c.	<p>Choose at least 10 patients from a variety of drug plans (i.e., provincial Senior's drug plan, private employer funded insurance plans, Non-Insured Health Benefits, Interim Federal Health, Veterans Affairs Canada, etc.) For each, review and participate in the adjudication process, specifically:</p> <ul style="list-style-type: none">• Examine how insurance information is entered and transmitted using the pharmacy practice management system• Identify who is eligible for the plan and how patients apply for or access the drug plan• Determine whether the patient has to pay an annual premium and if so, what is the amount of the premium• Find and access the drug benefit list and formulary coverage. Identify the various drug categories i.e., listed, exception status/limited use, specialty• Identify and discuss how patient's access medications that require special authorization or prior approval• Identify whether there are specific days' supply limits for medications or circumstances• Identify and describe how the cost of the prescription is calculated for the plan including drug cost, markup, professional fee, deductible and co-pay• Review the adjudication process on the pharmacy practice management system and messages that arise during processing• Identify specific pharmacy professional services that are reimbursed (i.e., medication review, prescribing, chronic disease management, etc.)• Discuss how and when to contact the drug plan to facilitate drug coverage or resolve coverage issues when completing the adjudication process• Describe the prescription documentation requirements to meet audit standards (if applicable)

Discuss

The following topics related to medication coverage should be discussed.

- ☐ What are common insurance drug plan problems that occur and how to contact the drug plan adjudicator
- ☐ How online claims are managed when the provider or lines of communication are down/inaccessible (i.e., power outage, other emergency)
- ☐ How pharmacists and pharmacies are notified of drug plan or formulary changes
- ☐ What are pharmacists' professional obligations and processes that are followed if a patient is not able to afford a medication or device ordered by prescription or recommended by a health care provider
- ☐ What existing resources or programs exist for patients to help them access medications are unaffordable for various reasons (i.e., lack of drug plan, medication is not a benefit on the drug plan, co-pay is too high, etc.)

8. Advocate

- **Identify social determinants of health in the practice population and community and how they impact health and delivery of pharmacy services**

Pharmacists in their role as health advocates provide care for individual patients, communities and populations by using pharmacy expertise to understand health needs and to advance the health and well-being of others they serve in their community. Students have been exposed to the social determinants of health which are a board range of personal, social, economic and environmental factors that determine individual and population health in Social and Behavioral Administrative Pharmacy courses.

Social Determinants of Health

The [main determinants of health](#) include:

- Income and social status;
- Employment and working conditions;
- Education and literacy;
- Physical environments;
- Social support networks;
- Personal health practices and coping skills;
- Healthy child development;
- Access to health services;
- Biology and genetic endowment;
- Gender and Culture

Community pharmacies provide a broad range of services to the local community. Students should be exposed to and understand how specific pharmacy services meet the needs of the community.

Observe

Students should have an opportunity to observe their preceptor or another staff member.

- | | |
|----|--|
| a. | The preceptor is encouraged to provide opportunities for the student to be exposed and participate in health promotion and disease prevention programs as available. |
|----|--|

Complete

Students should complete the following activities throughout their rotation.

- | | |
|----|--|
| a. | Identify and discuss the social determinants of health that are visible in the community and how they impact a patient's health |
| b. | Identify and discuss specific pharmacy services that are targeted to or help support the social determinants of health of individuals or the community |
| c. | Identify any local community-based organizations that can serve as resources or supports for patients of the pharmacy, including what specific programs are offered, populations served and the referral process |

Discuss

The following topics related to the advocate role should be discussed.

- ☐ What health promotion or disease prevention programs that are available at the pharmacy and who these are offered to
- ☐ What role the pharmacy plays in providing primary health care services to the local community

9. Other: Pandemic Health Care

Many pharmacies are playing an active role in the COVID-19 vaccine roll out. Students have been provided with basic background on COVID-19 infection and vaccination and could participate in vaccination clinics to some extent. They should be encouraged to learn more about specific vaccination efforts occurring at the site (if applicable). First-year students do not yet have their injection permit but could be involved in the capacity of a greeter.

Pt Procedure Log Process

The **Pt/Procedure Log** on One45 should be completed for required rotation activities:

- Non-Prescription (OTC) Consultation (3 per week = 12 total)
- Patient Medication Education (5 per week = 20 total)
- Follow Up Consultation (2 total)
- Drug Information (4 total)
- Compounding (at least 2 and any others prepared during rotation)

Students should take 5 minutes at the end of the scheduled workday to record activities completed on that day. When recording activity details do not include patient or provider identifiers.

Assessment of Student Performance

Student Self-Assessment

Students will complete a self-assessment on One45 prior to arriving at the rotation site and before the mid-point and final evaluations. See the PEP Student Performance Assessment for Students on Brightspace for details about how to use the assessment form. For each outcome element, select a level description from the assessment scale that best reflects how prepared you are to practice the skill(s) described. Also refer to the Behavior Descriptions for Outcome Elements for specific behaviors that make up each outcome element. Specific learning goals should also be identified based the initial and subsequent review of the student's self-assessment. These should be documented and updated during the rotation in the **Learning Plan** in One45.

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 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.

Preceptor Assessment of Student

Preceptors will complete a mid-point and final assessment of student's performance. Discuss the assessment with the student after reviewing student's self-assessment. The assessment process is intended to be a constructive dialogue between the student and preceptor about strengths, weaknesses and areas for improvement. See the [PEP Student Performance Assessment for Preceptors](#) document for more details about how to use the assessment form. For each outcome element, indicate the level of performance the student has demonstrated so far in the rotation. Refer to the Behavior Descriptions for Outcome Elements for specific behaviors that make up each outcome element. If you are unable to assess a specific outcome element, indicate 'not assessed'. For each outcome provide a brief justification for how the student has achieved the specific level.

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

If at any time a preceptor has identified that a student may not successfully complete the rotation, email pepadm@dal.ca as soon as the issue is identified, and assistance will be provided by a member of the PEP team.

Student Completion of Assignments

Completion and submission of required assignments including the Pt/Procedure logs, Professional Identity Reflections and Patient Care Process Workups are required for assigning a final mark in the course.

Rotation Evaluation

Students should complete the **evaluation of the rotation, site and preceptor** on One45 at the end of the rotation. Completion of these forms are due within 72 hours of rotation completion.

Preceptors should complete the **evaluation of the rotation** on One45 within 72 hours of rotation completion.

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

Acknowledgements

These materials were developed in considering and adapted from experiential program introductory rotation manuals and materials from the University of Alberta and University of Toronto.

* Adapted with permission from the Faculty of Pharmacy and Pharmaceutical Sciences, University of Alberta, and the Leslie Dan Faculty of Pharmacy at the University of Toronto, 2021.

Materials were reviewed by:

Members of the IPPE -1 C Preceptor Advisory Committee: Lisa Woodill, Michael Weale and Jennifer Ryan (April 2021).

Sarah Opie, Skills Lab Instructor (April 2021)

Cecily Strongman, Pharmacy Student (April 2021)

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 Appointment** following the completion of the Dal Faculty of Health 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](#).

This appointment provides preceptors with online Dalhousie University library access.

Appendices

Appendix 1. Rotation Orientation Checklist

Student Specific Information to Review
<ul style="list-style-type: none"><input type="checkbox"/> Student is registered with the required pharmacy regulatory body and has a pharmacy student license; students must be licensed to start a rotation (individual personal professional liability insurance must be obtained by the student where required by law).<input type="checkbox"/> Review & discuss important student supervision reminder<input type="checkbox"/> Student prepared to verbally identify as a student during all professional interactions e.g. with patients, prescribers.<input type="checkbox"/> IN NEW BRUNSWICK: “Apprenticeship Agreement” must be filed with NB College of Pharmacists prior to the start of a rotation (for both community and hospital rotations in NB) & complete the Online Ethics Modules.<input type="checkbox"/> IN PRINCE EDWARD ISLAND: Preceptor form must be filed online with the PEI College of Pharmacists prior to the start of a rotation please see registrant online portal for details.<input type="checkbox"/> PLEASE NOTE: Students in provinces outside the Maritimes should check with the pharmacy regulator to determine if they need to record their course site and preceptor with the regulator.<input type="checkbox"/> Faculty of Health Guidelines for the Student Use of Social Media & Electronic Communication in Practice Settings has been reviewed.<input type="checkbox"/> Resume and letter of introduction received and reviewed by preceptor.<input type="checkbox"/> Share pronouns.<input type="checkbox"/> Student pre-rotation self-assessment reviewed.<input type="checkbox"/> Student emergency contact provided to preceptor.
Rotation Scheduling and Planning
<ul style="list-style-type: none"><input type="checkbox"/> Daily schedule reviewed e.g. arrival, lunch, breaks, departure, scheduled rounds etc.<input type="checkbox"/> Tentative rotation schedule reviewed for the 2 weeks.<input type="checkbox"/> Tentative date for mid-point check-in evaluation:<input type="checkbox"/> Tentative date for final evaluation:<input type="checkbox"/> Upcoming CE events or off-hour events:
Important/Frequently Used Numbers
<ul style="list-style-type: none"><input type="checkbox"/> Pharmacy phone number:<input type="checkbox"/> Pharmacy fax number:<input type="checkbox"/> Prescriber’s line:<input type="checkbox"/> Preceptor’s e-mail:<input type="checkbox"/> Drug Information Centre:<input type="checkbox"/> Provincial drug plan contact number:<input type="checkbox"/> Listing of contact numbers for insurance providers
Introductions
<ul style="list-style-type: none"><input type="checkbox"/> Pharmacy Staff<input type="checkbox"/> Management (Pharmacy and Front Store)<input type="checkbox"/> Health care team members<input type="checkbox"/> Patients

Site Resources

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

Computer & Technology Information

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

Health and Safety

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

Patient Safety

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

Dress Code

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

Privacy Policy

- ☐ Site's privacy policy reviewed

Appendix 2. Student Learning Plan Template

Available and to be completed on One45

Identify your own personal learning objectives that are specific to the rotation or those that have been self-identified to address specific knowledge or skills that you want to improve on. Indicate specific actions to be taken to address the learning objective. This form may also be used to develop a learning plan for specific knowledge or skills identified by the student or preceptor during the rotation that need to be developed.

Learning Objectives <i>(i.e., specific knowledge and skills)</i>	Specific Actions to Address Objective <i>(i.e., resources and strategies needed to achieve learning objective)</i>

This form should be completed at the beginning and mid-point of the rotation. Students should add updated entries.

Appendix 3: Becoming a Pharmacist Reflection Assignment

See Brightspace for complete templates for the assignment

Becoming a Pharmacist: Reflection # 1

Development of professional attributes and behaviors through the didactic and experiential components of the pharmacy curriculum is considered an essential part of education of pharmacists. AFPC Educational Outcomes suggest that that pharmacy graduates must be grounded in a professional identity as an overarching ethos of the discipline of pharmacy when being a care provider. **Professional identity formation (PIF)** is a process of internalization of a profession's core values and beliefs such that one will *"think, feel and act"* like a member of a community.

Question
1. At this moment in your training, how would you describe the pharmacist you wish to become? Describe this in detail below.
2. What has influenced your idea of the pharmacist you wish to become and how? Briefly describe each influence and its impact separately? (i.e., personality, past experiences, relationships, first year curriculum components, etc.).

Becoming a Pharmacist: Reflection # 2

Now that you have completed your first introductory pharmacy practice experience in a community pharmacy, this exercise will get you to reflect on how this placement has impacted your professional identity formation.

Question
1. Think about the pharmacist who you wish to become at this moment now that you have completed your 4-week experiential rotation. Describe this in detail below.
2. Identify and describe what specific aspects of your 4-week experiential rotation have influenced your idea of the pharmacist that you would like to become and how? To do this please describe each specific aspect and its influence separately in detail below. (e.g. a specific learning activity, pharmacist at your rotation site, etc.)
3. What have you learned as a result of this written reflection exercise? Describe below.

Appendix 4: Patient Care Interaction Observation

Available and to be completed on One45

Practice Experience Program Patient Care Interaction Observation

Consultation Type:

- ☐ Non-Prescription
- ☐ Prescription
- ☐ Follow Up

Patient:

Age:

Chief Complaint:

Medication:

Communication challenge (if applicable):

Communication

- ☐ Introduces self & purpose of communication with the patient
- ☐ Uses appropriate non-verbal communication and interprets cues
- ☐ Displays empathy and reflects feelings as appropriate
- ☐ Uses appropriate questioning techniques to obtain understanding of the patient story
- ☐ Flow is organized and structured, yet flexible
- ☐ Explanation is effectively sequenced and involves patient
- ☐ Establishes and maintains rapport, uses appropriate terminology and tone, and is confident

Therapeutics

- ☐ Collects relevant assessment and background information
- ☐ Identifies or rules out DTP(s)/Establishes appropriateness of drug therapy
- ☐ Makes appropriate recommendation/decision
- ☐ Provides patient centered education
- ☐ Plans for follow up & monitoring

What went well

Student Self-Assessment:

Preceptor Assessment:

Areas for Improvement/Things to consider for next time

Appendix 5: Patient Care Process Template

See Brightspace for complete templates for the assignment

Patient Care Process Template
ASSESSMENT
Collect and Interpret Data <i>List any relevant patient data (i.e., pronouns, gender identity, race/ethnicity, chief complaint, history of present illness, medication hx, medical hx, allergies, social hx, laboratory and diagnostic data, review of systems, etc.) that sufficiently provides context for the reader, illustrates the patient's story and was used to determine medication and health care needs including drug therapy problems.</i>
Medication and Health Needs including Drug Therapy Problems <i>List and prioritize DTPs (if relevant) and health care needs identified. Include in the DTP statement: patient signs, symptoms or condition; relationship to drug therapy; and the drug therapy involved. Although some medical conditions may not have a DTP (prescribed or recommended drug therapy has been evaluated as appropriate), a care plan is still necessary for ongoing patient monitoring.</i>
CARE PLAN
Indication: Note: there should be a separate care plan for each indication for drug therapy
Goals of Therapy <i>For each indication for drug therapy state the goal(s) of therapy. Include specific parameter, progress (how much change you expect), and time factors.</i>
Options <i>List pharmacologic and non-pharmacologic options that would be appropriate for this situation that will produce the desired goals of therapy and highlight those that were considered for this patient.</i>

Shared Decision <i>In collaboration with the patient and other health care providers help the patient select the best option(s) to meet their goals of therapy. For drug therapy selected include drug, dose, route, formulation, frequency, duration. May also include non-pharmacologic management. Provide a rationale for the selected recommendation including what evidence-based resources were used to support the decision.</i>	
Monitoring <i>Determine monitoring parameters for efficacy and safety and include what you will monitor, who is responsible, when you will monitor (frequency/start and stop) and how you will monitor</i>	
EFFICACY: What: Timing: Who: How:	SAFETY: What: Timing: Who: How:
Care Plan Implementation <i>Briefly summarize how the care plan was implemented including specific actions (i.e. dispense, recommend, change, educate, refer, etc.).</i>	
What actions need to take place? (dispense, prescribe, administer, conduct and order, refer, advocate):	
Patient education points:	
FOLLOW UP	
Follow Up <i>If follow up occurred briefly summarize how the care plan was evaluated in terms of efficacy and safety. If follow up did not occur, indicate why, and briefly describe how the care plan could have been evaluated if the follow up was completed.</i>	

Ensure that ALL patient identifiers are removed before submitting to maintain patient confidentiality