

# **Pharmacy 500X**

## **SPE Manual**

### **for**

# **Students and Preceptors**

## **2019 - 2020**

**Practice Experience Program Staff**

**Ms. Wanda Spurrell**  
Coordinator, Practice Experience Program  
Phone: 709-864-7900 e-mail: [wspurrel@mun.ca](mailto:wspurrel@mun.ca)

**Ms. Lisa Little**  
Coordinator, Experiential Learning  
Phone: 709-864-4043 e-mail: [lisa.little@mun.ca](mailto:lisa.little@mun.ca)

**Mr. Kerry Park**  
Program Assistant  
Phone: 709-864-2077 e-mail: [k.park@mun.ca](mailto:k.park@mun.ca)

**Fax: 709-864-6941**

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## **Acknowledgements**

The Structured Practice Experience (SPE) program is an integral component of the course of study leading to the Bachelor of Science in Pharmacy degree at Memorial University of Newfoundland.

The School appreciates the support of all the dedicated pharmacists and other health professionals who volunteer their time and share their knowledge and experiences by serving as preceptors to students in the program.

Our program tools and materials continue to develop and evolve. We thank preceptors and students for their constructive feedback and invite you to continue to offer your comments and suggestions for improvement.

We also wish to express our appreciation to Dr. Wendy Leong, Clinical Assistant Professor of Pharmacy, University of British Columbia, who permitted the “Guidelines for Pharmacist’s Assessment of Allergies” to be reproduced in this manual.

## Pharmacy 500X General Description

Pharmacy 500X is a required course for all students during the final year of the undergraduate pharmacy program. The course consists of two rotations, each of approximately six weeks duration, in two different clinical practice settings.

The principal focus of the clinical pharmacy rotations is for students to practice pharmaceutical care in a direct patient care role. Practice sites may be **institution, clinic, or community** based. During their rotations, students are expected to collaborate with health care teams, interview and assess patients, critically review the pharmacotherapy of patients, make therapeutic recommendations, monitor patient responses to drug therapy, provide patient education, as well as meet the drug information needs of the health care team.

Activities will **vary** depending on the site to which the student is assigned and may include: assignment to a medical team; participation in patient care rounds, educational rounds and seminars; conducting medication histories and reviews; allergy assessments; development of patient/group education programs or in-service presentations; organization of medication or “brown bag” reviews; administration of drugs by inhalation or injection\*; facilitation of the patient’s transition from hospital into the community, etc. Other clinical activities may be assigned as appropriate for the site. Students should **not** spend time dispensing medications, as this activity is extensively covered in earlier practice experience rotations. Students will be required to complete pharmaceutical care work-ups of their patients and present these to preceptors and peers.

*\* (must meet criteria set out by the provincial regulatory body)*

This **manual** serves as a guide outlining responsibilities and expectations of both students and preceptors during Pharmacy 500X. Specific **learning objectives** are provided on pages 10-12. These objectives may be achieved through participation in the **suggested learning activities**. In addition, the preceptor may assign other activities or tasks to facilitate achievement of the outcomes and maximize the student’s experience. The manual and related material may be accessed on the School of Pharmacy website at <http://www.mun.ca/pharmacy/community/spe/spe4.php>

We hope that participation in the practice experience program is rewarding and enjoyable for both preceptors and students.

## Pharmacy 500X Weekly Calendar 2020

Month	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<b>Dec 2019</b>	30	31	1 <span style="color: red;">New Year's Day</span>	2	3	4	5
<b>Jan 2020</b>	6 First Day of Rotation 1	7	8 PDW	9 PDW	10 PDW	11 PDW	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	1	2
<b>Feb 2020</b>	3	4	5	6	7	8	9
	10	11	12	13	14 Last Day of Rotation 1 <span style="color: red;">Preceptor's Evaluation of Student <u>due</u></span>	15	16
	17 Winter Semester Break	18 Winter Semester Break	19 Winter Semester Break	20 Winter Semester Break	21 Winter Semester Break	22	23
	24 First Day of Rotation 2	25	26	27	28	29	1
<b>Mar 2020</b>	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31	1	2	3 Last Day of Rotation 2 <span style="color: red;">Preceptor's Evaluation of Student <u>due</u></span>	4	5
<b>Apr 2020</b>	6	7	8	9	10 <span style="color: red;">Good Friday</span>	11	12
	13	14	15	16 <span style="color: red;">Clinical Award Nominations <u>due</u></span>	17	18	19

## Pharmacy 500X Policies & Guidelines

### *SPE Program Policy Handbook*

Students and preceptors are referred to the *SPE Program Policy Handbook* <http://www.mun.ca/pharmacy/community/spe/spepolicyhandbook.php> for complete information about the SPE Program structure, administration and policies.

### *Attendance, Punctuality, and Absenteeism*

- SPE IV commences on January 6 and ends on April 3, 2020 and consists of two rotations:
  - **January 6 - February 14, 2020**
  - **February 24 - April 3, 2020**
- **Attendance is required.** Students are expected to begin their SPE rotations on the set dates and to complete them during the assigned period.
  - Should a student require a **change** in the **start/end date**, or in the case of other **anticipated nonattendance**, a **request for approval must be made in writing to the SPE Program Coordinator** at least **two weeks in advance** of the date(s) affected, outlining the reason for the change/absence.
  - The maximum amount of time students may be permitted away from the SPE to attend **PDW** is **3 days** (this includes travel time).
- **A minimum time requirement of 40 hours per week is mandatory during the SPE.**
  - Scheduling of hours should be undertaken jointly by the preceptor and student. While most professional experiences are normally scheduled between 8 a.m. - 5 p.m., the student may be required to be on site earlier than 8 a.m. or later than 5 p.m. or on weekends.
  - **Preceptors may occasionally request students to attend more than the minimum number of hours designated for the rotation** (e.g., attend continuing education sessions or other events). **Students should also expect that additional time may be required outside of their regular SPE hours** (evenings and weekends) **for completion of SPE activities** (e.g., doing research, preparing for rounds, case work-ups, presentations, etc.). Students should not expect that time away from the practice site will be granted for library research.
  - It is not possible to put in “extra” hours each day in order to finish the rotation early.
- Students are expected to be **punctual** and in attendance at the SPE site according to the schedule arranged with the preceptor.
  - Students may not **leave** the practice site during scheduled hours without the **approval of the preceptor**. Sign in/sign out sheets must be respected if they are requested at the site or by the preceptor.
  - Schedule changes (i.e. those of a minor nature) must be approved by the preceptor.
  - **Any changes in the start/end dates or requests for absences must be approved by the SPE Program Coordinator.**
  - In the unlikely event of a **delayed arrival** (e.g., due to an unavoidable circumstance or emergency) on any day of the SPE, the student is expected to **contact the preceptor directly as soon as possible** and let him/her know. Students should review with the preceptor the best way to advise of a late arrival.
  - **Preceptors should report issues of repeated lateness to the SPE Program Coordinator.**

- **Absences** are permitted only in the case of illness, bereavement or family emergency, duly authenticated in writing with supporting documents, except in the case of illness lasting less than 5 days.
  - Any student who must be absent during the SPE is required to **notify both the preceptor and the SPE Coordinator** (phone, 864-7900, or email, [wspurrel@mun.ca](mailto:wspurrel@mun.ca)) as soon as it is determined that (s)he is not able to attend.
  - For illnesses or medical conditions of **five days or longer**, students must complete and submit the *Student Health Certificate* form found under **Forms**, then **Health** at the following link: <http://www.mun.ca/regoff/forms.php>. This is in accordance with Memorial's General Regulations 6.15.6 "Information Required in Certificates from Health Professionals" <http://www.mun.ca/regoff/calendar/sectionNo=REGS-0859>. **Documentation must be submitted to the SPE Program Coordinator.**
  - **Preceptors are requested to note any absences on the attendance section of the student evaluation form.**
- **Any student who misses more than THREE (3) days of a rotation will normally be required to make up lost time.** The preceptor in consultation with the student (and SPE Coordinator, if asked) will determine a plan for the make-up of time missed to fulfil the requirements of the practice experience.
- In the case of unapproved absence or absence which does not meet the above criteria (i.e. illness, bereavement or family emergency), one or more of the following may apply:
  - A letter may be placed in the student's School of Pharmacy file citing the unexcused absence.
  - The student may not be eligible to receive the grade of "Pass with Distinction" or to be considered for certain Scholarships and Awards.
  - The student's eligibility for consideration for the Dean's List that academic year may be compromised.
  - Remedial work may be required.
  - The student may fail the rotation.

### ***Employment or Extracurricular Activities***

- Employment conflicts are **not** considered legitimate reasons for excusing a student from the SPE. Where applicable, work schedules must be adjusted to accommodate rotation requirements.
- Participation in extracurricular activities, including sporting events associated with the University, are **not** considered legitimate reasons for excusing a student from the SPE.

### ***Procedure in the Event the University Closes Due to Inclement Weather***

- In the event of the University closes during the day due to inclement weather, students should make every effort to contact their preceptors **prior to leaving** the clinical site. Where applicable, the student must also inform the appropriate team members and sign out accordingly.
- If the University does not open for the day, students are not required to attend the SPE. They must notify their preceptors that they will not be at the site. The functions of clinical practice sites continue despite inclement weather and students should communicate to the preceptor/team any pending patient care issues for that day.
- Students located at sites where weather is not influencing the opening of facilities are expected to be in attendance.

### *Statutory Holidays*

- Should a statutory holiday fall within the timeframe of the placement, it is at the discretion of the preceptor to determine how to proceed. Students may be granted the day off, or they may be requested to attend the SPE on that day.
- The statutory holidays pertain to those in the province or country in which the student is completing the rotation.
- If the student is required to attend the SPE on a holiday, usually no other day off will be provided in lieu.

### *Communication*

- Students are expected to communicate in a **professional manner**.
- Students should make notes in patient charts or records **only upon direction** of the preceptor. All documentation should adhere to site-specific policies.
- **The manner and conditions under which students communicate information to the health care team, patients, or respond to drug information requests should be discussed with the preceptor at the beginning of the rotation.**
- Regarding **cell phones and electronic devices**, the student and preceptor are to discuss and review any site-specific policies relating to cell phone use and electronic devices. Where site policies exist and/or where device use for educational purposes is permitted, students are expected to follow the policies of the site or the directions of the preceptor. The use of cell phones and other electronic devices for personal calls, text messaging, or web surfing while on rotation is not permitted, except while on scheduled breaks. If directed by the preceptor, the device may be used to contact the preceptor for practice experience related matters.

## Responsibilities of the Student

This section outlines the expectations the School of Pharmacy has of the student in preparing for, and participating in, the clinical rotation. The student's role is one of **active learning** and participation in professional activities of the practice experience site.

### *Preparation*

Students should be **well prepared** for their clinical experience. This includes:

- Reading the SPE manual in advance of the rotation.
- Reviewing relevant material (e.g., lecture notes, preceptor-assigned readings) prior to the start of the rotation.
- Having reference materials on hand.

### *Student Guidelines*

**The student, not the preceptor, is responsible for his/her own learning.** Site preceptors volunteer their time to teach students. Site preceptors have a primary obligation to their patients, colleagues and employer. Students must respect this.

The student is expected to:

- be willing to discuss learning expectations with the preceptor.
- exhibit **initiative** and a self-directed approach to learning (i.e. seek and become involved in learning opportunities as they arise and within the guidelines set by the preceptor).
- maintain open communication with the preceptor.
- ask for help when needed.
- **not require constant direction by the preceptor.** The preceptor's role is that of a facilitator and a coach. Independent work is expected. The student is expected, though, to keep the preceptor informed/updated about what (s)he is doing/working on.
- show respect and be courteous toward all pharmacy staff, patients and their families, and other health professionals.
- comply with the ethical, legal and regulatory requirements of practice.
- **clearly identify him/herself as a pharmacy student (not a pharmacist).** Accept only appropriate roles. Professional decisions or judgments must not be made by the student without the approval or consent of a pharmacist.
- prepare adequately and be punctual for all scheduled activities.
- adhere to University, School of Pharmacy, and site policies and guidelines.
- seek regular feedback; accept and act upon constructive criticism.
- perform **self-assessment** regularly, especially prior to mid-point and final evaluations; recognize when additional learning is required and take action to achieve it.
- demonstrate flexibility and appreciate that sites and rotations will differ in activities, expectations, and workload.
- be prepared to work hard and ENJOY!

**Students may be removed from the practice site due to unsatisfactory performance, unprofessional conduct, violation of school or site policies or conduct which poses a risk to patients.** Preceptors are asked to report any such occurrences to the SPE Coordinator.

## Role of the Preceptor

### *Site Preceptors*

The preceptor accepts responsibility for the **education and supervision** of the student during the period of the practice experience.

The preceptor:

- reviews the SPE Manual, learning objectives, activities and assignments, together with the assessment and evaluation forms.
- provides an orientation to the practice experience site.
- discusses expectations for the rotation with the student (e.g., specific tasks, conduct, scheduling).
- supports the student in achieving the goals and objectives of the practice experience program by **planning activities** and ensuring the student is given the opportunity, under the **preceptor's guidance and supervision**, to **actively participate** in the practice of pharmacy and contribute meaningfully to patient care at a level appropriate to their education and experience.
- is open to questions from the student.
- serves as a role model and mentor by exhibiting high standards of ethical and professional practice.
- monitors student progress and provides regular and constructive feedback to the student; this may include keeping notes (with specific examples) on the student's performance.
- evaluates student performance using tools provided by School and determines whether the student has met the stated learning objectives.
- communicates concerns about student performance to the SPE Coordinator as soon as possible to allow for assistance and support to be provided.

## Educational Outcomes

Educational outcomes, developed by the Association of Faculties of Pharmacy of Canada (AFPC), describe **what graduates are expected to be able to do** at the end of their undergraduate professional degree program in Pharmacy. These outcomes have been adopted by the School of Pharmacy and guide the curriculum and experiential learning in the program.

The goal of pharmacy education is to graduate **Professionals** whose core role is to serve as **Care Providers** who use their medication therapy expertise to benefit patients, communities, and populations through the skillful integration of **Communicator, Collaborator, Leader-Manager, Scholar** and **Health Advocate** roles.



The detailed document from AFPC can be found at [http://afpc.info/system/files/public/AFPC-Educational%20Outcomes%202017\\_final%20Jun2017.pdf](http://afpc.info/system/files/public/AFPC-Educational%20Outcomes%202017_final%20Jun2017.pdf).

## Professional Competencies

The **National Association of Pharmacy Regulatory Authorities (NAPRA)** has developed national competencies<sup>1</sup> which describe entry to practice requirements for initial licensing of pharmacists in Canada. The foundation for all competencies is provided through the knowledge, skills and attitudes gained during the completion of the pharmacy degree program. Logically, the NAPRA competencies and the AFPC Educational Outcomes for pharmacy graduates are closely aligned, as summarized in the table below.

Educational Outcome (AFPC)	Professional Competency (NAPRA)
<b>Pharmacy graduates...</b>	<b>Pharmacists...</b>
<i>Provide patient-centered pharmacy care</i> by using their knowledge, skills and professional judgement to <i>facilitate management of a patient's medication and overall health needs</i>	<i>Meet patients' health and drug-related needs</i> (in partnership with patient and collaboration with other health professionals)
<i>Communicate</i> effectively in lay and professional language, using a variety of strategies that take into account the situation, intended outcomes of the communication and diverse audiences	<i>Communicate</i> effectively with patients, the pharmacy team, other health professionals and the public, providing education when required
<i>Work collaboratively</i> with patients and intra- and inter-professional teams to provide safe, effective, efficient health care	Work in <i>collaboration</i> with others to deliver services, make best use of resources and ensure continuity of care in order to achieve patients' health goals
Engage with others to <i>optimize the safety, effectiveness and efficiency of health care</i> and contribute to a vision of a high-quality health care system	Ensure accurate <i>product distribution</i> that is safe and appropriate for the patient
	<i>Oversee</i> the practice setting with the goal of ensuring safe, effective and efficient care
	Collaborate in developing, implementing and evaluating policies, procedures and activities that <i>promote quality and safety</i>
Demonstrate care for individual patients, communities and populations by using pharmacy expertise to <i>understand health needs and advance health and well-being of others</i>	Use their expertise to <i>advance the health and wellness</i> of patients, communities, and populations
Take responsibility for excellence by <i>applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge</i> when teaching others	<i>Access, retrieve, critically analyze and apply relevant information</i> to make evidence-informed decisions in practice
Take responsibility and are accountable for delivering pharmacy care to patients, communities and society through <i>ethical practice and the high standards of behavior</i> that are expected of self-regulated professionals	Practice within legal requirements, demonstrate <i>professionalism</i> and uphold professional standards of practice, codes of ethics and policies

### <sup>1</sup> Competencies

Job-related knowledge, skills, abilities, attitudes and judgements required for competent performance by members of a profession (as defined in NAPRA document, *Professional Competencies for Canadian Pharmacists at Entry to Practice*, March 2014, [http://napra.ca/sites/default/files/2017-08/Comp\\_for\\_Cdn\\_PHARMACISTS\\_at\\_EntrytoPractice\\_March2014\\_b.pdf](http://napra.ca/sites/default/files/2017-08/Comp_for_Cdn_PHARMACISTS_at_EntrytoPractice_March2014_b.pdf) )

## Pharmacy 500X Learning Objectives

The following section outlines the specific learning objectives for Pharmacy 500X, merging both the AFPC educational outcomes and professional competencies at entry-to-practice (NAPRA). Included is a list of suggested activities through which students' abilities to meet the objectives may be evaluated.

<b>Outcome/ Competency</b>		<b>Upon completion of SPE IV, the student will be able to:</b>	<b>Suggested Activities</b>
A F P C	<b>Care Provider</b>	<ul style="list-style-type: none"> <li>• Develop a professional relationship with the patient</li> <li>• Gather information and assess whether the patient's medication-related and other health needs are being met</li> <li>• Identify and prioritize actual and potential drug therapy problems</li> <li>• Establish goals of therapy with the patient</li> <li>• Assess treatment strategies and develop a therapeutic care plan, including deciding specific actions to be taken by the pharmacist to manage medication-related needs</li> <li>• Support implementation of the care plan</li> <li>• Monitor the patient's progress and assess therapeutic outcomes; determine follow-up, as required</li> <li>• Communicate within the circle of care appropriate findings of patient assessment and actions taken</li> <li>• Fulfill professional responsibilities for documentation of patient care activities</li> </ul>	Patient interview and assessment; information gathering from other sources (e.g., laboratory data, chart, electronic health record, profile, consultation with caregivers and other health professionals); participation in patient rounds; management of medication-related needs (e.g., dispensing medication; prescribing medication*; recommending changes in medication; administering medication*); development of patient care plans, which may involve written documentation of the pharmaceutical care plan, verbal summary to the preceptor and/or health care team and formal case presentation; patient education, including device teaching, medication groups; medication reconciliation; self-care recommendation; documentation in the medical record; participation in call-back programs, including medication adherence consultations; and medication reviews <i>(*in accordance with relevant legislation)</i>
N A P R A	<b>Patient Care</b>		
A F P C	<b>Communicator</b>	<ul style="list-style-type: none"> <li>• Demonstrate effective written, verbal and non-verbal communication skills, including listening skills</li> <li>• Communicate with sensitivity, respect and empathy</li> <li>• Communicate in a manner that supports effective team functioning, including receiving and responding respectfully to feedback from others</li> <li>• Use communication strategies that are effective for specific audiences and contexts</li> <li>• Deliver education sessions to individuals and groups</li> </ul>	Interaction with patients/caregivers (e.g., patient interview, patient education/counseling); interaction with preceptor, coworkers, intra- and interprofessional team members, including responding to drug information requests; participation in patient rounds; delivery of reports and presentations (e.g., educational sessions to groups, written and verbal summaries of patient care activities, formal case presentations); documentation of patient care activities
N A P R A	<b>Communication and Education</b>		

Outcome/ Competency		Upon completion of SPE IV, the student will be able to:	Suggested Activities
A F P C	<b>Collaborator</b>	<ul style="list-style-type: none"> <li>• Work collaboratively with the patient to provide care</li> <li>• Work effectively with members of the health team, including pharmacy colleagues and other professionals</li> </ul>	Attendance and participation in patient rounds with medical team; attendance and participation in educational rounds and seminars– making expertise available to others; attendance at ambulatory clinics; liaising with other health professionals as patient and site needs dictate; working with others in the facilitation of patients’ transition from hospital into the community
N A P R A	<b>Intra and Inter-Professional Collaboration</b>	<ul style="list-style-type: none"> <li>• Hand over the care of a patient to other team members (pharmacy and non-pharmacy) to facilitate continuity of care</li> <li>• Make referrals to, and accept referrals from, other health care providers when required</li> </ul>	
A F P C	<b>Leader-Manager</b>	<ul style="list-style-type: none"> <li>• Demonstrate organizational skills; set priorities; demonstrate time management skills</li> <li>• Demonstrate leadership skills</li> <li>• Contribute to optimizing pharmacy services (i.e. through continuous quality improvement and risk management activities in practice (e.g., report adverse drug event; disclose, manage and report a medication error or incident)</li> </ul>	Completion of assignments/tasks in an efficient, appropriately prioritized order; completion of an adverse drug reaction report; consideration of cost and patient’s ability to pay when making therapeutic recommendations
N A P R A	<b>Product Distribution, Practice Setting, Quality &amp; Safety</b>	<ul style="list-style-type: none"> <li>• Contribute to the stewardship of resources in the health care system</li> </ul>	
A F P C	<b>Health Advocate</b>	<ul style="list-style-type: none"> <li>• Respond to individual patient’s health needs by advocating with the patient within the patient care environment</li> <li>• Promote the health of individual patients, communities and populations by incorporating information on health promotion into daily practice</li> </ul>	Participation in public health campaigns, health screening clinics; advocating for patients by speaking on their behalf; administration of flu, or other, vaccine* ( <i>*in accordance with provincial legislation</i> )
N A P R A	<b>Health Promotion</b>	<ul style="list-style-type: none"> <li>• Participate in public health initiatives aimed at disease prevention, risk factor reduction</li> </ul>	

Outcome/ Competency		Upon completion of SPE IV, the student will be able to:	Suggested Activities
A F P C	<b>Scholar</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the fundamental knowledge of pharmacists and apply knowledge in practice to optimize pharmacy care and pharmacy services</li> <li>• Use critical thinking, problem-solving and decision-making skills appropriate to their role</li> </ul>	Identification of drug information or learning needs; provision of drug information in response to requests and based on identified needs; making evidence-based recommendations; participation in journal club review; preparation of newsletters; creation of medication teaching materials; provision of in-service or educational event; participation in research activities, where applicable
N A P R A	<b>Knowledge and Research Application</b>	<ul style="list-style-type: none"> <li>• Use appropriate strategies to respond to questions and provide drug information/recommendations</li> <li>• Integrate best available evidence into pharmacy practice (i.e. evaluate scientific information and make decisions using an evidence-based approach)</li> <li>• Participate in knowledge exchange; design and deliver an educational activity</li> <li>• Contribute to the development of new knowledge by participating in research, when appropriate</li> </ul>	
A F P C	<b>Professional</b>	<ul style="list-style-type: none"> <li>• Apply best practices and adhere to high ethical standards in the delivery of pharmacy care, ensuring primary accountability to the patient</li> <li>• Practice within legal requirements including federal, provincial legislation, policies, by-laws and standards</li> <li>• Demonstrate professional behaviors, which includes accepting responsibility for own actions and decisions</li> </ul>	Participation in day-to-day activities which includes: protection of patient confidentiality; fulfilling his/her responsibilities to patients and colleagues; demonstrating diligence, reliability and respect; maintaining a professional image; maintaining appropriate professional boundaries; analysis and discussion with the preceptor of ethical, moral and social controversies as they occur in practice; undertaking educational activities to achieve required learning
N A P R A	<b>Ethical, Legal &amp; Professional Responsibilities</b>	<ul style="list-style-type: none"> <li>• Demonstrate self-awareness and commitment to meeting learning needs in the management of continuing personal and professional development</li> </ul>	

## Evaluation

### *Preceptor's Evaluation of the Student*

The purpose of the evaluation process is to:

- identify areas of strength
- identify areas of weakness and provide feedback on how to improve performance
- evaluate the extent to which the student has met the required competencies

Evaluation should be based on **observed** performance of student activities. As such, **if more than one preceptor is involved** with the student, it is important to determine who will complete the assessments and **how input will be provided from each preceptor** (and/or other team members).

### *Types of Evaluation*

#### 1. Informal Evaluation

Preceptors are encouraged to provide informal **feedback** to students on their performance **daily or every few days**.

Points to consider which may be helpful in providing feedback are:<sup>2</sup>

- **Feedback should be regular and ongoing.** Students are usually anxious to know how they are performing and most prefer more feedback than they receive. It is important to address areas of concern as they arise. It is not appropriate, nor fair to the student, to provide comments on performance at only the mid-point or end of the rotation.
- **Relate feedback to a specific situation and try to give it as soon after the fact as possible.**
- **Feedback should be given in the spirit of caring and concern.** The student should be assured that you have his/her best interests at heart and that you want him/her to succeed.
- **Preceptors should encourage students to reflect on their performance by conducting self-assessment.** Students will often identify the same areas of weakness as the preceptor. This allows them to bring up negative points first, which can help make the feedback process a more favourable experience for both.
- **Use nonjudgmental language and be as specific as possible.** Labels such as *brilliant*, *great* or *poor* are not, by themselves, constructive. They do not let the students know specifically what they did that was effective and what was not. Therefore, it is more helpful to use objective comments, for example, "Your review of the therapeutic alternatives was thorough and included all the options worth considering."
- **Help build self-confidence by providing positive feedback on a job well done.** Recognize the student's accomplishments and acknowledge strengths.
- **Focus feedback on behaviours which can be changed** (e.g., actions, skills, attitudes) **and performance** rather than on personality traits.
- **When criticism is warranted, the preceptor should ensure it is constructive, and conveyed privately to the student** (i.e. not in front of others).
- Finally, **the amount of feedback that is given at any one time should be limited.** Feedback, particularly if it is negative, can be overwhelming.

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#### Reference:

<sup>2</sup> Westberg, J. and H. Jason. Collaborative Clinical Education: The Foundation of Effective Health Care. New York: Springer Publishing Company, 1993.

## 2. Mid-Point Evaluation

An evaluation of the student's performance using the *Preceptor's Evaluation of Student* form is required to be conducted by the preceptor and discussed with the student at the mid-point of the rotation. This is a **vital opportunity for communication** between the preceptor and student and enables the student to better judge and reflect on his/her progress. It may also help to identify activities in which the student has not yet been involved.

**If performance issues are identified, a copy of the completed evaluation must be forwarded to the SPE Program Coordinator by the preceptor. It is critical that potential problems are identified and acknowledged in a timely manner so that appropriate measures can be taken to help the student succeed.**

## 3. Final Evaluation

The *Preceptor's Evaluation of Student* form is required to be completed in full by the preceptor at the end of the rotation to assess if the student has met the required competencies.

Expectations on performance tend to be higher at the end of the second rotation than at the end of the first rotation.

**Please note: Students are expected to perform self-assessment at the midpoint and end of a rotation and are encouraged to discuss these assessments with the preceptor.**

### *Evaluation Form*

The form for the evaluation of pharmacy students was developed using the Association of Faculties of Pharmacy of Canada document, *AFPC Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada, 2017*.

It is comprised of seven sections, with each section corresponding to one of the educational outcomes. Students are expected to demonstrate specific knowledge, skills and behaviours as described in each section to meet the competencies required of Canadian pharmacists.

A *Preceptor's Evaluation of Student* form is included with the preceptor's manual. It can also be accessed on the School's website at <http://www.mun.ca/pharmacy/community/spe/spe4.php>.

Students and preceptors are encouraged to familiarize themselves with the evaluation criteria by reading the evaluation forms prior to the SPE.

## *Pharmacy 500X Grade*

**Pharmacy 500X is an academic course and must be successfully completed in order to graduate from the School of Pharmacy.**

**Overall evaluation** of the SPE will result in the assignment of one of the following letter grades: PWD (Pass with Distinction), PAS (Pass) or FAL (Fail).

Grades will be determined by the **SPE Evaluation Committee** of the School of Pharmacy. This committee consists of faculty members involved in the structured practice experiences of the Pharmacy program, the SPE Program Coordinator and the Associate Dean of Undergraduate Studies of the School of Pharmacy.

A passing grade for Pharmacy 500X is contingent upon:

- Ability of the student to **meet the required competencies**, as assessed by the preceptor using the evaluation tools supplied by the School.
  - This includes documentation by the preceptor and completion of the Preceptor's Summary on the *Preceptor's Evaluation of Student* form that the student has **Achieved** all required **Educational Outcomes** by the end of the second rotation.
  - Consistent demonstration by the student of professional and ethical behaviour that meets the criteria for student conduct according to the School of Pharmacy's *Code of Professional Conduct for Pharmacy Students*, Memorial's *Student Code of Conduct* and any relevant site policies.
- Satisfactory performance in case presentations.
- Satisfactory completion of activities and assignments as determined by preceptor's evaluation and/or submission of materials to the School, as required.
- Satisfactory attendance record.

Students who conduct themselves in such a manner as to cause their termination from the SPE site will be assigned a grade of FAIL for the rotation.

## *Clinical Awards*

Students who excel during SPE IV may be eligible to receive clinical awards.

## Checklist of SPE Activities

Each clinical practice site is unique and will vary in the activities in which a student can become involved. However, by the end of the second rotation it is anticipated that students will have had experience in the activities outlined in the following checklist. While all these activities are not mandatory, they should serve as a guide to the student and the preceptor when planning the clinical rotation. Students must recognize that the preceptor may assign additional projects related to patient care beyond those listed.

This checklist should be consulted at the beginning and throughout each rotation by the student in order to identify activities in which s/he has participated. The student is encouraged to sign his/her initials as the activity is completed. **The checklist from the first rotation should be shared with the preceptor of the second rotation and any deficits noted.**

**The completed Activity Checklist is required to be returned to the SPE Coordinator by the student at the end of the second rotation.**

<b>SPE Activity Checklist</b>		
<b>Activity</b>	<b>1<sup>st</sup> Rotation</b>	<b>2<sup>nd</sup> Rotation</b>
	Student's Initials	Student's Initials
<b>Orientation</b>		
Was introduced to staff/health care team		
Was given a tour of site		
Policies/procedures of site were reviewed		
Expectations were set regarding activities, presentations, projects, meetings, etc.		
<b>Patient Care</b>		
Gathered pertinent patient health information from profile/chart, patient/caregiver and other health professionals		
Conducted medication reconciliation as appropriate		
Conducted allergy assessments as appropriate		
Provided pharmaceutical care to patients (i.e. identified, resolved and prevented problems related to patients' drug therapy; and monitored response to treatment for desirable and adverse outcomes)		
Counselled patients on medications		
Educated patients on the use of unique dosage delivery systems (e.g., inhalers, patches)		
Documented patient care activities (e.g., medication histories, allergy assessments, therapeutic recommendations) in patient chart/profile in accordance with site policies		
<b>Communication</b>		
Interviewed patients/caregivers to obtain medical and medication information		
Presented patient care cases/work-ups (i.e. to preceptor (and peers))		
Prepared and delivered presentation(s) related to practice issues and patient care to health care practitioners, patients, care providers or other audiences		
Provided written responses (e.g., to drug information requests) or educational material for an appropriate audience (e.g., newsletter, pamphlet)		
<b>Collaboration</b>		
Participated in interprofessional patient reviews (e.g., rounds, case conferences)		
Liaised with other health professionals (both intra and interprofessional) as patient and site needs dictated		
Shadowed health professional from another discipline (e.g., nurse, physician, dietician)		
Attended/visited another unit, department or clinic		
Attended a home visit, if applicable		

Activity	1 <sup>st</sup> Rotation	2 <sup>nd</sup> Rotation
	Initials	Initials
<b>Management</b>		
Reported an adverse drug reaction, where applicable		
Disclosed, managed or reported a medication error, incident or close call, where applicable		
<b>Advocacy</b>		
Participated in health promotion activities, including administration of flu, or other, vaccine		
Participated in patient safety initiatives (i.e. directed at disease prevention, risk factor reduction)		
<b>Scholarship</b>		
Received and responded to drug information questions/requests		
Attended educational sessions (e.g., medical Grand Rounds)		
Participated in a journal club review		
Provided an educational session about medications and appropriate medication use (e.g., in-service)		
<b>Participation in Other Site-Specific Activities</b>		

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The checklist from the first rotation should be shared with the preceptor of the second rotation and any deficiencies noted.

Please pass in completed checklist **at the end of the 2<sup>nd</sup> rotation** to:

Wanda Spurrell, School of Pharmacy