



PPE II: Pharmacy 406P
Preceptor's Evaluation of Student

School of Pharmacy

Student: _____ Site: _____

Preceptor: _____

As a preceptor, you play a vital role in the education of our students and in assessing their competency in the practice environment. You are asked to please carefully consider the level of performance of your student and to provide an honest, unbiased assessment. The preceptor's evaluation constitutes one component of the grade assignment for Pharmacy 406P.

About the form

This evaluation form was developed using the Association of Faculties of Pharmacy of Canada document, Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada, 2017.

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

Directions:

Select the appropriate rating using the guide below to indicate the student's demonstrated level of competence in each area.

It is important that concerns about a student's performance are directed to the Practice Experience Coordinator as soon as they are identified so appropriate measures can be taken to help the student succeed.

Assessment rating guide:

Table with 3 columns (1, 2, 3) and 2 rows. Column 1: Student rarely or minimally meets the expected level of performance. Column 2: Student more often than not meets the expected level of performance. Column 3: Student meets the expected level of performance. Row 2: Comments, including specific examples, are required to support this rating.

1. Care Provider Role

Key or Enabling Competencies	Assessment Rating
The student...	
Applies knowledge from the foundational sciences to help make decisions relevant to pharmacy practice. (CP1.1)	1 2 3
Incorporates Communicator, Collaborator, Leader-Manager, Health Advocate, Scholar and Professional roles in their practice of pharmacy. (CP1.2)	1 2 3
Interprets relevant information and formulates assessments of actual or potential issues in collaboration with other team members, as appropriate. (CP2.1, 2.2)	1 2 3
Participates in accurate, safe drug product distribution and/or compounding. (CP2.4.4 a, b)	1 2 3
Recognizes potential harm from health care delivery, including patient safety incidents. (CP3.1)	1 2 3
Adheres to policies and procedures that promote patient safety. (CP3.2)	1 2 3
Comments:	

2. Communicator Role

Key or Enabling Competencies	Assessment Rating
The student...	
Speaks in a clear, organized manner; uses appropriate vocabulary and expressions, suitable for the intended outcomes of the communication. (CM1.1, 1.5)	1 2 3
Writes in a clear organized manner; uses correct grammar, spelling, and punctuation. (CM1.1)	1 2 3
Uses nonverbal language appropriately. (CM1.1, 1.5)	1 2 3
Provides timely, clear responses to questions that are tailored to the context. (CM1.2)	1 2 3
Expresses facts and opinions accurately and effectively. (CM1.3)	1 2 3
Listens, solicits, and responds appropriately to ideas, opinions and feedback from others. (CM1.4)	1 2 3
Seeks and synthesizes relevant information from others in a manner that ensures common understanding. (CM1.6)	1 2 3
Documents and shares information in a manner that optimizes patient safety, confidentiality and privacy. (CM1.7)	1 2 3
Engages in respectful, empathetic, non-judgmental, culturally safe, tactful conversations with others. (CM2.1)	1 2 3
Demonstrates awareness of the impact of one's own experience level, professional culture, biases, and hierarchy within the team on effective working relationships and adapts appropriately to the circumstances. (CM2.2)	1 2 3
Comments:	

3. Collaborator Role

Key or Enabling Competencies	Assessment Rating
The student...	
Establishes positive professional relationships. (CL1.1)	1 2 3
Recognizes and respects the roles and shared/overlapping responsibilities of all team members. (CL1.2)	1 2 3
Comments:	

4. Leader-Manager Role

Key or Enabling Competencies	Assessment Rating
The student...	
Demonstrates commitment to patient safety and quality improvement through adherence to policies and procedures of the practice setting. (LM1.1, 1.2, 1.3)	1 2 3
Uses (or acknowledges the role of) health informatics to improve the quality of care and optimize patient safety. (LM1.4)	1 2 3
Demonstrates leadership abilities consistent with personal experience; accepts only appropriate roles. (LM3)	1 2 3
Manages their own personal practice and recognizes the importance of efficiency in the workplace (i.e. demonstrates organizational and time management skills; appropriately establishes priorities). (LM4.2)	1 2 3
Comments:	

5. Health Advocate Role

Key or Enabling Competencies	Assessment Rating
The student...	
Shows a commitment to the promotion of public good in health care (e.g., handles hazardous products safely to minimize personal exposure; supports policies and procedures that protect the safety of patients and pharmacy personnel, including standards for pharmacy compounding, infection control policies). (HA2.2)	1 2 3
Comments:	

6. Scholar Role

Key or Enabling Competencies	Assessment Rating
The student...	
Demonstrates understanding of the fundamental knowledge covered to date and is able to apply this knowledge in daily practice. (SC1)	1 2 3
Uses a systematic approach to search for drug information, and uses critical appraisal skills to incorporate the best available evidence in responding to drug information questions. (SC2)	1 2 3
Provides accurate and appropriate education/drug information to others. (SC4.1)	1 2 3
Comments:	

7. Professional Role

Key or Enabling Competencies	Assessment Rating
The student...	
Exhibits professional behavior. (PR1.1) This includes but is not limited to: <ul style="list-style-type: none"> • treating others with courtesy and respect. • maintaining privacy and confidentiality. • maintaining a professional image and demeanor, including maintaining composure in difficult situations. • maintaining appropriate professional boundaries. • accepting responsibility for actions and decisions. (PR2.1) 	1 2 3
Recognizes ethical issues encountered in practice. Is able to articulate an ethical decision-making process for resolving practice-based dilemmas. (PR1.2, 1.3)	1 2 3
Engages in activities that protect the public and advance the practice of pharmacy. (PR1.4)	1 2 3
Appropriately seeks guidance when unsure of own knowledge, skills and abilities. (PR2.1)	
Demonstrates a commitment to patient safety and quality improvement through adherence to policies and procedures of the practice setting. (PR2.2)	1 2 3
Respects the laws, ethical codes, and regulatory requirements that govern the <i>profession</i> of pharmacy. (PR2.3)	1 2 3
Demonstrates an understanding of, and complies with, legislation, standards, and policies that apply to a hospital pharmacy <i>workplace</i> . (PR2.4)	1 2 3
Accepts and incorporates constructive feedback to address limitations in competence or performance. (PR2.5)	1 2 3
Sets priorities. Fulfills tasks and commitments in a diligent, timely, reliable manner. (PR3.1)	1 2 3
Demonstrates awareness of own knowledge and abilities, including reflection on personal attributes that could influence professional performance; shows commitment to meeting learning needs in the management of continuing personal and professional development. (PR3.1, 3.2)	1 2 3
Is consistently punctual. (PR1.1)	No Yes
Personal appearance meets professional standards; wears proper identification, as required. (PR1.1)	No Yes
Comments:	

Attendance Certification

I certify that _____ has completed **two** weeks (80 hours) of Practice Experience under my _____ (Student's Name) supervision according to the PPE Program policies and guidelines.

PPE Start Date: _____ **PPE Completion Date:** _____

Please indicate any absences and the reason for the absence (e.g., medical, compassionate) below:

Absence was made up Yes No

Comments:

This evaluation has been discussed with the student by the preceptor: Yes No

Preceptor's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

Please return at the end of the PPE to:

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