



**SPE IV: Pharmacy 500X
Preceptor's Evaluation of Student
2020**

Student: _____

Site: _____

Preceptor: _____

Rotation: **First** **Second**

As a preceptor, you play a vital role in the **education** of our students and also in **assessing their competency in the practice environment**. You are asked to carefully consider the level of performance of your student and to provide an honest, unbiased assessment. The School appreciates your professional judgment and will **support you** in your evaluation. The preceptor's evaluation constitutes one component of the grade assignment for Pharmacy 500X.

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.

Descriptions are provided to assist in identifying performance in students which indicates the learning outcomes have been **achieved**. The preceptor is asked to **select the appropriate rating** to indicate the **level** at which the student has demonstrated his/her ability in each area. **Comments are encouraged** to help the student appreciate his/her strengths or weaknesses; **comments are required for ratings of 'needs improvement' or 'exceeds expectations'**.

Both a **midpoint** and **final** evaluation are required to be completed by the preceptor (preferably using the same form). An evaluation must be submitted to the School at the **midpoint** of the SPE **only if** a student **needs improvement** in a competency area. In the case where the student fails to meet the learning outcome(s), the preceptor should indicate the specific area(s) of weakness and provide comments to support the evaluation. **It is critical that performance issues are identified and acknowledged in a timely manner so appropriate measures can be taken to help the student succeed.**

At the **end** of the SPE all **evaluations are required to be completed in full** and **submitted to the School**. This includes completion of the **Preceptor's Summary** where the preceptor, taking into account the various components of each outcome, determines whether the student meets the **overall educational outcome**.

Please use the following guide for assessment ratings to complete the evaluation:

Needs Improvement	Satisfactory Achievement	Exceeds Expectations
<p>(1) Student's knowledge and ability to perform the task is below expectations (i.e. shows critical gaps in knowledge or inability to apply knowledge). Repeatedly requires assistance/intervention to complete the task.</p>	<p>Student meets the expected level of performance. (2) Performance is satisfactory. (3) Student's knowledge and skills are well-developed. Consistently meets expectations.</p>	<p>(4) Student demonstrates a high level of proficiency, skill and motivation. Applies skills/knowledge in new situations and/or at a level beyond what is expected.</p>
<p>N/O – No opportunity was available to assess the student in a particular area. Generally, this should occur only at the Midpoint Evaluation. It is expected that by the Final Evaluation, the student will have been able to be assessed in all areas, unless a particular activity is not applicable to the practice site.</p>		

1. As **Care Providers**, pharmacy students provide patient-centred pharmacy care by using their knowledge, skills and professional judgement to facilitate management of a patient's medication and overall health needs.

The Student...

A. Assesses the patient to determine his/her medication-related and other health needs

- Develops a professional, caring relationship with the patient and/or caregiver
- Efficiently and accurately gathers relevant history from the patient, his/her chart, caregivers and other health professionals
- Assesses whether a patient's medication-related needs are being met, including identification of specific drug therapy problems (actual and potential)
- **Where applicable**, determines if a patient has other health needs that fall beyond the scope of pharmacy practice

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

B. Develops and implements care plans that address patient's drug-related and priority health needs, in collaboration with the patient, caregiver and other health team members

- Prioritizes the patient's medication related needs
- Establishes goals of therapy, including desired endpoints and timeframes
- Assesses treatment alternatives and determines the therapeutic option best suited to the patient
- Integrates recommendations into a coordinated plan, including deciding specific actions to be taken by the pharmacist to manage medication-related needs
- Educates the patient to facilitate understanding of, and adherence to, the care plan
- Determines monitoring parameters for desired endpoints and potential adverse effects
- Facilitates continuity of care through communication with relevant care providers
- Recommends referral of the patient for management of health needs that fall beyond the scope of practice of the pharmacist, **when required**

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

C. Provides follow-up and evaluation

- Follows the patient to assess progress toward the desired outcome(s)
- Elicits clinical and /or lab evidence to evaluate the efficacy and safety of the care plan
- Determines if further medication changes are required, **where applicable**

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

D. Completes documentation of patient care activities

- Clearly, accurately and concisely documents patient care activities, in accordance with existing policies

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

2. As **Communicators**, pharmacy students communicate effectively in lay and professional language, using a variety of strategies that take into account the situation, intended outcomes of the communication and diverse audiences.

The Student...

A. Demonstrates effective oral, nonverbal, and written communication skills

- Speaks in a clear, organized manner; uses appropriate vocabulary and expressions
- Writes in a clear organized manner; uses correct grammar, spelling, and punctuation
- Uses nonverbal language appropriately
- Uses active listening skills and responds appropriately
- Communicates with sensitivity, respect, empathy, and tact
- Uses communication strategies that are effective for specific audiences and contexts
- Communicates in a manner that supports effective team functioning (e.g., expresses opinions in a respectful, thoughtful way; is not argumentative; receives and responds respectfully to feedback from others)

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

B. Provides education to individual patients or groups

- Identifies learning needs of the patient or group
- Uses educational techniques appropriate for the patient/audience
- Effectively uses communication technologies to support patient/audience learning, **where applicable**
- Elicits patient/audience feedback (i.e. to determine effectiveness of the education)

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

3. As **Collaborators**, students work collaboratively with patients and intra- and inter-professional teams to provide safe, effective, efficient health care.

The student works collaboratively with the patient, pharmacy colleagues and other health professionals to provide care

- Involves the patient in decision-making regarding his/her own health
- Develops collaborative professional relationships; acknowledges and respects the roles, responsibilities and competence of all team members
- Consults and collaborates with pharmacy colleagues and individuals from other professions to provide care
- Can describe specific information required to safely hand over the care of a patient to another care provider (pharmacy or non-pharmacy)
- Makes referrals to, and accepts referrals from, other health care providers, **when required**
- Effectively deals with conflict, **if applicable**

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

4. As **Leaders and Managers**, students engage with others to optimize the safety, effectiveness and efficiency of health care and contribute to a vision of a high-quality health care system.

The Student...

A. Manages his/her personal practice and recognizes the importance of efficiency in the workplace

- Demonstrates organizational skills; appropriately establishes priorities; demonstrates time management skills, including the ability to manage the assigned patient workload in a given setting

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

B. Contributes to optimizing pharmacy services

- Participates in patient safety and risk management activities in practice (e.g., detects and reports errors, incidents and adverse drug reactions, **where applicable**)
- Demonstrates understanding of the appropriate use of health care resources

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

C. Demonstrates leadership abilities consistent with personal experience; accepts only appropriate roles

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

5. As *Health Advocates*, students demonstrate care for individual patients, communities and populations by using pharmacy expertise to understand health needs and advance health and well-being of others.

The Student...

A. Responds to individual patient's health needs by advocating with the patient within and beyond the patient care environment

- Advocates for individual patients by representing or speaking on their behalf

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

B. Promotes health and healthy behaviours

- Promotes the health of individual patients, communities and populations by incorporating information on health promotion into daily practice
- Participates in public health campaigns (e.g., education/awareness campaigns) and/or patient safety initiatives aimed at disease prevention, risk factor reduction and harm minimization, **where possible**

	Needs Improvement	Satisfactory Achievement		Exceeds Expectations	N/O
Midpoint	1	2	3	4	N/O
Final	1	2	3	4	N/O

Comments:

6. As **Scholars**, students take responsibility for excellence by applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge when teaching others.

The Student...

A. Demonstrates understanding of the fundamental knowledge required of pharmacists and is able to apply knowledge in daily practice

- Demonstrates understanding of core knowledge
- Applies his/her knowledge and uses critical thinking and problem-solving skills to make decisions in practice (as appropriate to the role of student pharmacist)
- Integrates best available evidence into pharmacy practice; is able to rationalize recommendations and decisions with appropriate explanations/ evidence
- Contributes to the development of new knowledge or practices by participating in research, **where applicable**

	Needs Improvement	Satisfactory Achievement	Exceeds Expectations	N/O
Midpoint	1	2	3	4
Final	1	2	3	4

Comments:

B. Uses appropriate strategies to respond to questions and provide drug information; participates in knowledge exchange, including the design and delivery of educational activities, where applicable

- Identifies drug information needs
- Conducts a systematic search for information using a variety of search methods and tools
- Applies critical appraisal techniques to evaluate and interpret information
- Analyzes information and determines the appropriate response
- Organizes and provides information using techniques appropriate for the audience

	Needs Improvement	Satisfactory Achievement	Exceeds Expectations	N/O
Midpoint	1	2	3	4
Final	1	2	3	4

Comments:

- Maintains a professional image, using appropriate language and demeanor; including maintaining composure in difficult situations

Midpoint: **Yes** **No**

Final: **Yes** **No**

- Is consistently punctual

Midpoint: **Yes** **No**

Final: **Yes** **No**

- Personal appearance meets professional standards; wears proper identification, as required

Midpoint: **Yes** **No**

Final: **Yes** **No**

Comments:

Preceptor's Summary

Dear Preceptor:

Considering your assessment of student performance on each of the competency components on the preceding pages of this form, determine whether, for each broad **Educational Outcome** category listed below, the overall outcome has been **Achieved**.

Where the outcome is deemed to **not be met**, please ensure rationale (with specific examples) has been provided.

Educational Outcome	Outcome Achieved	Where outcome <u>Not Achieved</u> , please provide rationale
1. Care Provider: Student <i>provides patient-centred pharmacy care</i> by using his/her knowledge, skills and professional judgement to facilitate management of a patient's medication and overall health needs. Care Provider is the core of the discipline of pharmacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Communicator: Student <i>communicates</i> effectively in lay and professional language, using strategies that take into account the situation, intended outcomes of the communication and diverse audiences.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Collaborator: Student <i>works collaboratively</i> with patients and intra- and inter-professional teams to provide safe, effective, efficient health care.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Leader-Manager: Student <i>engages</i> with others to <i>optimize</i> the safety, effectiveness and efficiency of health care and <i>contribute to a vision</i> of a high-quality health care system.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Health Advocate: Student demonstrates 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> .	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Scholar: Student takes responsibility for excellence by <i>applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge</i> .	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Professional: Student takes responsibility and accountability for delivering pharmacy care to patients, communities and society through <i>ethical practice and the high standards of behaviour</i> expected of self-regulated professionals.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Comments: _____

Preceptor's Certification of Attendance

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

SPE Start Date: _____ **SPE Completion Date:** _____

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

Absence was made up

Absence was not made up

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 SPE to:

Wanda Spurrell
School of Pharmacy, Memorial University of Newfoundland
St. John's, NL A1B 3V6
Email wspurrel@mun.ca or Fax: (709) 864-6941