

**PPE I: Pharmacy 305P
Preceptor's Evaluation of Student**

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 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 305P.

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 their ability in each area. **Comments are encouraged** to help the student appreciate their 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. An evaluation must be submitted to the School at the **midpoint** of the PPE **only** when a student **'needs improvement'** in a competency area. In the case where the student fails to achieve the learning outcome, 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 practice experience, 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**, students provide patient-centred pharmacy care by using their knowledge, skills, and professional judgement to facilitate management of a patient’s medication and health needs.

The student...

A. Assesses the patient to determine their medication-related and other health needs

- Develops professional, caring relationships with the patient and/or caregivers
- Efficiently and accurately gathers relevant history from the patient, their records, caregivers, and other health professionals
- Synthesizes and integrates information obtained; is able to identify basic actual/potential drug therapy problems
- **Where applicable**, determines if a patient has other health needs that fall beyond the scope of pharmacy practice

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

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

- Makes recommendations to prevent, improve, or resolve drug therapy problems (DTPs), in collaboration with the patient and other health team members, as appropriate
- Rationalizes recommendations with evidence and accurate explanations, through applying research, critical-thinking, and problem-solving skills to the decision-making process
- Educates the patient to facilitate understanding of, and adherence to, the care plan
- Recommends referral of the patient for management of health needs that fall beyond the scope of practice of the pharmacist, **when required**

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

Comments:

C. Provides follow-up

- Arranges follow-up with the patient, as required, to determine whether treatment is effective and if the patient has any questions or concerns

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

Comments:

D. Completes documentation of patient care activities

- Clearly, accurately, and concisely documents information in accordance with existing policies

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

Comments:

2. As **Communicators**, 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, non-judgmental listening and responds appropriately
- Communicates with sensitivity, respect, empathy, and tact
- Uses communication strategies that are effective for specific audiences and situations
- 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 1	Satisfactory Achievement 2 3		Exceeds Expectations 4	N/O
Midpoint					
Final					

Comments:

B. Provides education to individual patients (or groups, where applicable)

- Identifies learning needs of the patient (or audience)
- Uses educational techniques appropriate for the patient (or audience)
- Elicits patient/audience feedback

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

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 their own health
- Develops collaborative, professional relationships; recognizes 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
- Effectively deals with conflict, *if applicable*

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

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 their personal practice and recognizes the importance of efficiency in the workplace

- Demonstrates organizational skills; appropriately establishes priorities; demonstrates time management skills
- Demonstrates knowledge of, and adherence to, policies related to allocation of duties in the practice environment (i.e. differentiates among the responsibilities of pharmacists, pharmacy technicians, pharmacy assistants; ensures assigned functions are carried out to meet accepted standards)

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

Comments:

B. Contributes to optimizing pharmacy services

- Dispenses products safely, accurately, and that are appropriate for the patient
- Performs dispensing in conjunction with provision of required patient care (e.g., educates patients about proper use of medication, appropriately uses health informatics to optimize patient care)
- Participates in patient safety and risk management activities in practice (e.g., detects and reports errors, incidents, and adverse drug reactions, *where applicable*)

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

Comments:

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

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

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. Advocates with the patient on drug therapy issues

- Actively uses pharmacy expertise to advance the health and well-being of others (e.g., sources information to assist people in improving health; initiates deprescribing of PPI, if appropriate)
- Works with individual patients to increase opportunities to adopt healthy behaviours (e.g., encourages smoking cessation in patient with asthma, COPD, where applicable; links patients to an agency or resource to further address health needs)

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

Comments:

B. Promotes health and healthy behaviours

- Contributes towards the maintenance of a healthy environment for the public (e.g., by incorporating information on health promotion into daily practice, promoting proper handling and disposal of drugs)
- Participates in health promotion activities, for example education/awareness campaigns or patient safety initiatives aimed at disease prevention, risk factor reduction, and harm minimization, **where possible**

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

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 covered to date and is able to apply this knowledge in daily practice

- Demonstrates understanding of core knowledge
- Applies their knowledge and uses critical thinking and problem-solving skills to make decisions in practice (as appropriate to the role of student pharmacist)

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

Comments:

B. Integrates best available evidence into pharmacy practice

- Uses a systematic approach to search for drug information
- Can interpret information found in drug information resources and relate it to patient care

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

Comments:

7. As **Professionals**, students take responsibility and accountability for delivering pharmacy care to patients, communities, and society through ethical practice and the high standards of behaviour that are expected of self-regulated professionals.

The student...

A. Demonstrates awareness of own knowledge and abilities; is committed to meeting learning needs in the management of continuing personal and professional development and well-being

- Asks for and accepts feedback on performance
- Conducts self-assessment
- Effectively deals with stressors in practice
- Appropriately seeks guidance when unsure of own knowledge, skills, and abilities
- Accurately recognizes when further professional or personal education is required and determines appropriate strategies to meet these needs, **where applicable**

Midpoint: Yes No
 Final: Yes No

Comments:

B. Applies best practices and adheres to high ethical standards in the delivery of pharmacy care

- Provides patient-centered care consistent with ethical guidelines of the profession
- Gives patient's needs priority (i.e. over their own personal interests and convenience)
- Maintains confidentiality of private information
- Maintains appropriate professional boundaries (with both patients and colleagues)
- Recognizes and appropriately deals with situations presenting ethical issues, including conflicts of interest, *where applicable*

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

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

Comments:

C. Recognizes and responds to societal expectations of regulated health care professionals

- Practices within legal requirements; complies with federal and provincial legislation, policies, by-laws, and standards

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

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

- Demonstrates professional accountability, including accepting responsibility for own actions and decisions

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

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

- Fulfills tasks and commitments in a diligent, timely, reliable manner

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

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

- 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 Not Achieved , please provide rationale
1. Care Provider: Student <i>provides patient-centred pharmacy care</i> by using their 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 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</i> to a vision 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 through <i>ethical practice and the high standards of behaviour</i> expected of self-regulated professionals.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Additional comments:

Attendance Certification

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

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

Optional 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:

PPE Program
School of Pharmacy
Memorial University of Newfoundland
Email ppeprogram@mun.ca