

**PPE III: Pharmacy 407P  
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 preceptor's evaluation constitutes one component of the grade assignment for Pharmacy 407P.

**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 (M)** and **final (F)** 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 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.**

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

Needs Improvement	Satisfactory Achievement	Exceeds Expectations
<p><b>(1)</b> Student's knowledge and ability to perform the task is <b>below</b> 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 <b>expected</b> level of performance. <b>(2)</b> Performance is satisfactory. <b>(3)</b> Student's knowledge and skills are well-developed. Consistently meets expectations.</p>	<p><b>(4)</b> Student demonstrates a high level of proficiency, skill, and motivation. Applies skills/knowledge in new situations and/or at a level <b>beyond</b> what is expected.</p>
<p><b>N</b> – 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 <i>not applicable</i> to the practice site.</p>		

## 1. Care Provider Role

The student...	Assessment Rating									
	Midpoint					Final				
Practices within the pharmacist scope of practice and expertise.	1	2	3	4	N	1	2	3	4	N
Collects and interprets relevant, necessary information about a patient's health-related care needs.	1	2	3	4	N	1	2	3	4	N
Formulates assessments of actual and potential health-related issues including the identification and prioritization of drug therapy problems.	1	2	3	4	N	1	2	3	4	N
Assesses treatment strategies and makes recommendations to prevent, improve, or resolve issues in collaboration with the <b>patient</b> and other health team members, as appropriate.	1	2	3	4	N	1	2	3	4	N
Implements care plans by participating in compounding and/or dispensing; making a referral; adapting, initiating, continuing, discontinuing or administering medication as authorized; and/or by engaging the patient/care-giver through education.	1	2	3	4	N	1	2	3	4	N
Follows-up by monitoring and evaluating progress toward achievement of the patient's goals of therapy, and adjusting plans, if needed.	1	2	3	4	N	1	2	3	4	N
Accurately documents information according to existing policies.	1	2	3	4	N	1	2	3	4	N
Contributes to the continuous quality improvement of health care by adopting strategies that promote patient safety.	1	2	3	4	N	1	2	3	4	N

Comments:

## 2. Communicator Role

The student...	Assessment Rating									
	Midpoint					Final				
Demonstrates effective oral, non-verbal, or written communication skills using techniques suitable for the intended outcomes of the communication.	1	2	3	4	N	1	2	3	4	N
Listens, solicits, and responds appropriately to ideas, opinions, and <b>feedback</b> from others.	1	2	3	4	N	1	2	3	4	N
Documents and shares information in a manner that optimizes patient safety, confidentiality, and privacy.	1	2	3	4	N	1	2	3	4	N
Engages in respectful, empathetic, non-judgmental, culturally safe, tactful conversations with others.	1	2	3	4	N	1	2	3	4	N
Demonstrates awareness of the impact of their own experience level, professional culture, and hierarchy within the team on effective working relationships, and adapts appropriately to the circumstances.	1	2	3	4	N	1	2	3	4	N

Comments:

### 3. Collaborator Role

The student...	Assessment Rating									
	Midpoint					Final				
Establishes positive professional relationships, including with <b>patients</b> , pharmacy colleagues, and individuals from other professions.	1	2	3	4	N	1	2	3	4	N
Recognizes and respects the roles and shared/overlapping responsibilities of all team members and other health providers.	1	2	3	4	N	1	2	3	4	N

Comments:

### 4. Leader-Manager Role

The student...	Assessment Rating									
	Midpoint					Final				
Makes use of strategies and techniques to optimize pharmacy care, including the use of health informatics.	1	2	3	4	N	1	2	3	4	N
Demonstrates leadership abilities consistent with personal experience.	1	2	3	4	N	1	2	3	4	N
Sets priorities and manages time to balance patient care, workflow, and practice requirements.	1	2	3	4	N	1	2	3	4	N
Uses effective strategies to manage and improve their own practice of pharmacy.	1	2	3	4	N	1	2	3	4	N

Comments:

### 5. Health Advocate Role

The student...	Assessment Rating									
	Midpoint					Final				
Responds to individual patient's health needs by advocating with the patient in the patient care environment.	1	2	3	4	N	1	2	3	4	N
Promotes the health of individual patients, communities, and populations by incorporating information on disease prevention and health promotion into interactions with individual patients or by participating in health promotion initiatives and programs aimed at disease prevention.	1	2	3	4	N	1	2	3	4	N

Comments:

## 6. Scholar Role

The student...	Assessment Rating									
	Midpoint					Final				
Demonstrates understanding of core knowledge covered to date.	1	2	3	4	N	1	2	3	4	N
Uses a combination of knowledge, critical thinking, and problem-solving skills to make decisions in practice (as appropriate to the role of student pharmacist) and arrive at recommendations that are appropriate, accurate, and practical.	1	2	3	4	N	1	2	3	4	N
Responds to questions and provides drug information to others, using a systematic approach to search for information.	1	2	3	4	N	1	2	3	4	N
Critically appraises health-related research and literature and incorporates the best available evidence into practice.	1	2	3	4	N	1	2	3	4	N
Participates in knowledge exchange; provides effective education to others, including <b>patients</b> , pharmacy colleagues, and individuals from other professions, as required.	1	2	3	4	N	1	2	3	4	N

Comments:

## 7. Professional Role

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. 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 his/her 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; maintains 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 <b>Not Achieved</b> , please provide rationale
<b>1. Care Provider:</b> 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.	<input type="checkbox"/> Yes  <input type="checkbox"/> No	
<b>2. Communicator:</b> 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	
<b>3. Collaborator:</b> 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	
<b>4. Leader-Manager:</b> Student engages with others to <i>optimize</i> the safety, effectiveness, and efficiency of health care.	<input type="checkbox"/> Yes  <input type="checkbox"/> No	
<b>5. Health Advocate:</b> 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	
<b>6. Scholar:</b> 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	
<b>7. Professional:</b> 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	

**Additional comments:**

### Attendance Certification

I certify that \_\_\_\_\_ has completed **four** weeks (160 hours) of Practice Experience under  
(Student's Name)  
my 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

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:**

Wanda Spurrell  
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