

PPE 4: Pharmacy 508P
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.

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*, a document that outlines and defines roles and competencies that graduates are expected to achieve by the end of the program.

Completing the form

The evaluation is required to be completed in full and submitted to the School at the **end** of the practice experience.

Students are expected to demonstrate specific knowledge, skills, and behaviours to meet the competencies required of Canadian pharmacists. Descriptions are provided to assist in identifying performance in students that indicates the desired 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.

It is important that performance issues are identified and acknowledged in a timely manner so appropriate measures can be taken to help the student succeed.

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.

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

Needs Improvement	Satisfactory Achievement	Exceeds Expectations
(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.	Student meets the expected level of performance. (2) Performance is satisfactory. (3) Student's knowledge and skills are well developed. Consistently meets expectations.	(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.

Section 1: Care Provider Role

The student...	Assessment Rating			
	1	2	3	4
<ul style="list-style-type: none"> Collects, interprets and assesses relevant, necessary information about a patient's health-related care needs <ul style="list-style-type: none"> Collects information from a variety of sources (e.g., patient chart, Meditech, HealtheNL, patient/caregiver interview) Is able to evaluate relevance of information 				
Comments: <div style="text-align: right;">1 2 3 4</div>				
<ul style="list-style-type: none"> Demonstrates ability to identify and prioritize drug therapy problems (DTPs) 				
Comments: <div style="text-align: right;">1 2 3 4</div>				
<ul style="list-style-type: none"> Is able to establish goals of therapy/desired therapeutic outcomes Assesses treatment options and makes evidence-informed recommendations to prevent, improve, or resolve DTPs 				
Comments: <div style="text-align: right;">1 2 3 4</div>				
<ul style="list-style-type: none"> Elicits clinical or lab evidence of patient outcomes <ul style="list-style-type: none"> Where applicable, can determine if adjustments in plans are indicated, based on monitoring results or patient's response to therapy 				
Comments: <div style="text-align: right;">1 2 3 4</div>				
<ul style="list-style-type: none"> Clearly and accurately documents information according to site policies 				
Comments: 				

Section 2: Other Roles

Pharmacy practice involves integrating *other key roles* in the care provider role and demonstrating the professional skills and personal attributes expected of pharmacists.

The student...		Assessment Rating			
		1	2	3	4
Communicator	• Demonstrates effective oral and non-verbal communication skills				
	• Demonstrates effective written communication skills				
	• Expresses facts, evidence, and opinions clearly, accurately and effectively				
	• Listens, solicits, and responds appropriately to ideas, opinions, and feedback from others				
	• Engages in respectful, empathetic, non-judgmental, culturally safe, tactful conversations with patients and health team members				
	Comments:				
		1	2	3	4
Collaborator	• Works effectively with members of the health team including <u>patients</u> , <u>pharmacy colleagues</u> and individuals from other professions, <i>as applicable</i>				
	Comments:				
		1	2	3	4
Leader-Manager	• Makes use of strategies to optimize pharmacy care, including the use of health informatics				
	• Demonstrates leadership abilities consistent with personal experience				
	• Uses effective strategies to set priorities and manage time				
	Comments:				
		1	2	3	4
Scholar	• Demonstrates understanding of core knowledge covered to date				
	• Uses a combination of knowledge, critical thinking, and problem-solving skills to arrive at decisions that are appropriate and accurate				
	• Uses a systematic search for information and incorporates best available evidence into decision-making				
	• Provides drug information and education to others, including patients, pharmacy colleagues, and individuals from other professions, <i>as required</i>				
	Comments:				

	The student...	Assessment Rating			
		1	2	3	4
Professional	<ul style="list-style-type: none"> • Adheres to high ethical standards in the delivery of pharmacy care. E.g., <ul style="list-style-type: none"> <input type="checkbox"/> Maintains appropriate professional boundaries (with both patients and colleagues) <input type="checkbox"/> Maintains confidentiality of private information <input type="checkbox"/> Fulfills tasks and commitments in a diligent, timely, reliable manner <input type="checkbox"/> Recognizes and appropriately deals with situations presenting ethical issues, including conflicts of interest, <i>where applicable</i> 				
	<ul style="list-style-type: none"> • Demonstrates awareness of own knowledge and abilities; is committed to meeting learning needs in the management of continuing personal and professional development. E.g., <ul style="list-style-type: none"> <input type="checkbox"/> Appropriately seeks guidance when unsure of own knowledge, skills, and abilities <input type="checkbox"/> Asks for and accepts feedback on performance <input type="checkbox"/> Conducts self-assessment <input type="checkbox"/> Accurately recognizes when further education is required and determines appropriate strategies to meet these needs, <i>where applicable</i> 				
	Comments:				

Attendance Certification

I certify that the student has completed **two** weeks of Practice Experience under 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

Optional Comments:

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

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

Please return at the end of the PPE to:

School of Pharmacy
Memorial University of Newfoundland
ppeprogram@mun.ca