



School of Pharmacy

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Pharmacy Practice Experience (PPE) Program

Handbook for Students and Preceptors

Entry-to-Practice Doctor of Pharmacy (Pharm. D.)

Pharmacy Practice Experience Program
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This handbook is subject to review and revision. The School of Pharmacy reserves the right to change or amend its policies and procedures at any time from those published in this handbook. The information is current as of September 2023.

Introduction

Pharmacy Practice Experience (PPE) is the experiential learning component of the Pharmacy curriculum.

This handbook contains information about the School of Pharmacy's practice experience requirements for the Entry-to-Practice Doctor of Pharmacy (Pharm. D.) program. It outlines the program structure, administration, policies and guidelines for students completing practice experience rotations as a component of the Pharmacy program.

Entry-to-Practice Pharm. D. (EPPD) Pharmacy Practice Experience Program

Program Structure

Pharmacy Practice Experiences (PPEs) enable students to gain practical experiences in pharmacy and related settings. Under the supervision of pharmacist preceptors, students will have the opportunity to apply their university-gained knowledge and skills to patients and practice situations in order to achieve proficiency and competency in performing the functions of a pharmacist.

The Pharm. D. program requires **44 weeks** of practice experience: 12 weeks of **early** pharmacy practice experience and 32 weeks of **advanced** pharmacy practice experience (APPE). The following table outlines the requirements for the Pharmacy Practice Experience program:

	Year	Fall	Winter	Spring
Early pharmacy practice experience	1st		Shadowing in PHAR 2251	
	2nd	Shadowing in PHAR 3250		PHAR 305P PPE I: Community Pharmacy (6 wks)
	3rd			PHAR 406P PPE II: Hospital Pharmacy (2 wks) PHAR 407P PPE III: Direct Patient Care (4 wks)
Advanced pharmacy practice experience	4th		PHAR 508P PPE IV: Hospital (2 wks)	Year 5 APPE courses begin
	5th	<ul style="list-style-type: none">• PHAR 605P APPE: Patient Care (8 wks)• PHAR 606P APPE: Acute Care Hospital (8 wks)• PHAR 607P APPE: Community Pharmacy (8 wks)• PHAR 608P APPE: Elective (6 wks)		

Notes:

- A **week** is a period of seven consecutive days, i.e. a calendar week.
- A minimum of **40 hours** is required to be served each week.
- In each PPE course, the weeks must be served **consecutively**.

Shadowing Experiences

Year 1 (Winter semester)

- **PHAR 2251** - Students will shadow a community pharmacist (~12 hours).

Year 2 (Fall semester)

- **PHAR 3250** - Students will shadow a pharmacist in a practice setting with a focus on developing their communications skills (~6 hours).

Pharmacy Course Coordinators will be the point of contact for the shadowing experiences.

Early Pharmacy Practice Experiences

Year 2 (Spring semester)

- **PHAR 305P Pharmacy Practice Experience I** provides six weeks (240 hours) of practice experience in a community pharmacy, during which students will be introduced to drug distribution and patient care activities. The focus will be on the legal and regulatory framework governing pharmacy practice, prescription processing, gathering and assessing patient information, assisting patients with drug-related needs, patient education, and health promotion.

Year 3 (Spring semester)

- **PHAR 406P Pharmacy Practice Experience II** provides two weeks (80 hours) of practice experience in a hospital pharmacy setting. The focus will be on the operations of a hospital pharmacy, including drug distribution, institutional policies and procedures, and communicating with healthcare professionals. Students will apply their knowledge and skills in the provision of pharmacy services.

Year 3 (Spring semester)

- **PHAR 407P Pharmacy Practice Experience III** provides four weeks (160 hours) of practice experience in a direct patient care setting. Emphasis will be on the continued development of patient care skills through working with a variety of patients and the healthcare team to appropriately identify, prevent, and resolve drug-related problems.

Primer to Advanced Pharmacy Practice Experiences

Year 4 (Winter semester)

- **PHAR 508P Pharmacy Practice Experience IV** provides two weeks (80 hours) of practice experience during Academic Term 11 in an institutional direct patient care setting. This course serves as a transition to the Advanced Pharmacy Practice Experience. Emphasis will be on developing independence in providing patient care under the mentorship of a preceptor and/or an advanced practice pharmacy student.

Advanced Pharmacy Practice Experiences (APPE)

- The final year of the program is comprised of Advanced Pharmacy Practice Experiences (APPEs). Students are required to complete four practice experience courses totaling 30 weeks of advanced experiential learning.
- Mentorship of junior students may be a component of the APPE courses.

APPE courses begin in May following Academic Term 11 and will conclude by the following April. These courses will be completed at arranged times throughout the final year. The order in which they are done will vary from student to student (i.e. they are not required to be completed in sequential order).

The APPE courses are:

- **PHAR 605P – Advanced Pharmacy Practice Experience: Direct Patient Care** is an eight week (320 hours) practice experience in *any* pharmacy setting where **pharmacist care** is provided to patients. Students will be expected to demonstrate leadership in the responsible provision of patient care.
- **PHAR 606P - Advanced Pharmacy Practice Experience: Acute Care Hospital** is an eight week (320 hours) practice experience in an acute care hospital setting where students will become an integral member of the patient care team. Students will be expected to demonstrate leadership in the responsible provision of patient care.
- **PHAR 607P - Advanced Pharmacy Practice Experience: Community Pharmacy** is an eight week (320 hours) practice experience in a community pharmacy. Students will be expected to demonstrate leadership in the responsible provision of patient care by applying expanded scope of practice skills.
- **PHAR 608P - Advanced Pharmacy Practice Experience: Elective** is a six week (240 hours) experience which may occur in either a **direct or non-direct patient care setting** (e.g., research, pharmaceutical industry, teaching/education, advocacy, administration). Placement opportunities may also include select international sites. Electives may vary from year to year based upon site and preceptor availability.

Remuneration

Practice experiences are learning experiences, not employment opportunities. **Students do not receive financial remuneration** for work performed during practice experiences. (An exception to this *may* be in PHAR 407P where students may apply pharmacy work experience completed during the Spring-Summer semester in which they are registered for the course towards meeting the requirements of the course.)

Workers' Compensation Coverage for Students

In accordance with the *Workplace Health, Safety and Compensation Act, Section 42* (Work Training Programs) and *Regulation 16* (Educational Institutions), a Memorial University pharmacy student participating in the practice experience program who is **not compensated** by the employer is considered to be a worker employed by the Province. Such a worker is eligible to receive Workers' Compensation benefits if a work-related injury occurs during the course of the training period.

Learning Objectives

Educational outcomes, developed by the Association of Faculties of Pharmacy of Canada (AFPC), describe **what graduates are expected to be able to do** at the end of a Baccalaureate or Doctorate program that is the first professional degree in Pharmacy.

Pharmacy graduates are **Professionals** whose core role is to serve as **Care Providers** who use their medication therapy expertise to benefit patients, communities, and populations through the skillful integration of **Communicator, Collaborator, Leader-Manager, Scholar** and **Health Advocate** roles.



The AFPC Educational Outcomes which are summarized in the following table have been adopted by the School of Pharmacy and guide the curriculum and experiential learning in the program.

SUMMARY: AFPC EDUCATIONAL OUTCOMES 2017

Outcome	Definition	Key Competencies – Pharmacy Graduates are able to:
Care Provider	Graduates use their knowledge, skills and professional judgement to facilitate management of a patient's medication and overall health needs.	<ul style="list-style-type: none"> • Practise within the pharmacist scope of practice and expertise. • Provide patient-centred care. • Actively contribute, as an individual and as a member of a team to the improvement of health care quality and patient safety.
Communicator	Graduates 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.	<ul style="list-style-type: none"> • Communicate in a responsible and responsive manner that encourages trust and confidence. • Communicate in a manner that supports a team approach to health promotion and health care.
Collaborator	Graduates work collaboratively with patients and intra- and inter-professional teams to provide safe, effective, efficient health care.	<ul style="list-style-type: none"> • Work effectively with members of the health team including patients, pharmacy colleagues and individuals from other professions. • Hand over the care of a patient to other pharmacy team members and non-pharmacy team members to facilitate continuity of care.
Leader-Manager	Graduates 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.	<ul style="list-style-type: none"> • Contribute to optimizing health care delivery and pharmacy services. • Contribute to the stewardship of resources in health care systems. • Demonstrate leadership skills. • Demonstrate management skills.
Health Advocate	Graduates demonstrate care for individual patients, communities and populations by using pharmacy expertise to understand health needs and advance health and well-being of others.	<ul style="list-style-type: none"> • Respond to an individual patient's health needs by advocating with the patient within and beyond the patient care environment. • Respond to the needs of communities or populations they serve by advocating with them for system-level change in a socially accountable manner.
Scholar	Graduates take responsibility for excellence by applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge when teaching others.	<ul style="list-style-type: none"> • Apply medication therapy expertise to optimize pharmacy care, pharmacy services and health care delivery. • Integrate best available evidence into pharmacy practice. • Contribute to the creation of knowledge or practices in the field of pharmacy. • Teach other pharmacy team members, the public and other health care professionals, including students.
Professional	Graduates 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.	<ul style="list-style-type: none"> • Apply best practices and adhere to high ethical standards in the delivery of pharmacy care. • Recognize and respond to societal expectations of regulated health care professionals. • Show self-awareness in the management of personal and professional well-being.

The detailed document from AFPC can be found at http://afpc.info/system/files/public/AFPC-Educational%20Outcomes%202017_final%20Jun2017.pdf

Pharmacy Practice Experience Manuals

Pharmacy practice experience manuals for the Doctor of Pharmacy (Pharm. D.) program are available on the School of Pharmacy website under the corresponding practice experience courses: <https://www.mun.ca/pharmacy/community/spe/ppe.php>. The manual outlines activities that are required to be completed during the rotation and serves as a guide for students and preceptors in an effort to provide a degree of uniformity and standardization to the students' learning experiences.

While the preceptor will work with the student on the activities in the manual, it is the responsibility of the student to be self-directed in ensuring that assigned activities are completed. It is important to achieve a balance between working on assignments and participating in pharmacy practice. While some of the work presented in the rotation manual is best completed at the PPE site, other work may, and should, be done on the student's own time.

Assignments cannot address all the competencies needed to practise pharmacy in a particular setting and the preceptor may have additional ideas for useful activities to maximize the student's experience.

Student Placement Process

The placement process is managed by the PPE Coordinators. Students will be **assigned** to sites and preceptors for all practice experiences **with the exception of PPE III (PHAR 407P)**.

- For Pharmacy 407P, students will **self-select** (i.e. apply for) a practice experience in any direct patient care pharmacy setting.

Preceptors and sites must meet specific criteria as outlined in *Appendix A*.

For each placement cycle (except PHAR 407P), a "Call for Preceptors" will be made to the pharmacy community. A list of qualified preceptors and sites willing to host students for practice experience rotations will be maintained and posted by the School.

Students will be given an opportunity to indicate their preferences for placement in particular locations. While efforts will be made to accommodate student preferences, students may be assigned to any participating site within Newfoundland and Labrador. Accommodations, travel expenses, and other costs related to practice experiences are the responsibility of the student.

Requests to complete practice experiences **outside the province** may be considered. Students wishing to complete a PPE out-of-province may be asked to assist in identifying possible placement sites outside NL. Those students should, **first, contact the PPE Coordinator** to discuss options before communicating directly with potential sites.

Practice experience assignments will normally be to a **single site/location** per rotation.

Students and preceptors will be advised once placements have been made. Placements are **not** subject to grievance. Students are not permitted to change practice experience sites with other students. If a site/preceptor withdraws after placements are made, the student will be notified and presented with available alternatives.

Preceptors will be asked to complete a ***Preceptor Agreement Form*** prior to the beginning of a rotation. If more than one pharmacist is involved in supervising a student, each pharmacist should complete an agreement form. This allows for proper recognition of all preceptors who participate in the practice experience program.

Each student should prepare a **letter of introduction**. Once notification of placement is received, the student is responsible for making contact with the preceptor and arranging for a brief meeting and/or submission of their letter of introduction to the preceptor. This should be done well in advance of (i.e. at least 2 weeks before) the starting date of the PPE.

Pre-existing Relationship

Placements are not permitted at sites where a family relationship exists. This is defined as being related to a person by blood, or through marriage, conjugal relationship or adoption.

Students and preceptors are responsible to disclose to the PPE Coordinator any situation where a relationship exists that may create possible bias or a **conflict of interest** (real, perceived or potential) in the placement environment. For example, where there is a business, financial, contractual or other relationship between the student and a company, organization or individual at a prospective practice experience site. This includes practice sites where the student has received a wage in the past, is currently employed, or has a contract or promise for future employment; or where an otherwise close personal relationship exists. A form is available in Brightspace. The circumstances will be considered to determine whether the placement may be permitted.

Normally, students will not be placed in community pharmacies where they are presently (or have been previously) employed. Exception: PPE III (Pharmacy 407P) which is a student-recruited placement.

Students requesting **variance** to these guidelines must do so **in writing** to the Program Coordinator. Such requests are normally referred to the ***Committee on Pharmacy Practice Experiences*** for consideration.

Student Pre-Placement Requirements

General

Students must comply with the policies of the site to which they are assigned. Practice experience sites may have requirements for screening, testing or other documentation beyond those required by the School. All costs associated with such screening procedures are the responsibility of the student.

Students unable to meet site requirements may be delayed in the program or prevented from completing their program of study. This includes refusal of a site to accept a student based on information obtained from a screening procedure (e.g., criminal records check).

Registration as a Pharmacy Student

All students enrolled in the undergraduate program of the School of Pharmacy must register with the Newfoundland and Labrador Pharmacy Board (NLPB) as a “Pharmacy Student” by October 15th.

<https://www.mun.ca/university-calendar/st-johns-campus/school-of-pharmacy/4/1/>

As part of the registration process, students must:

1. **Provide certification that they have obtained professional liability insurance** in accordance with NLPB Policy, *Professional Liability Insurance Requirements for Registration*.
http://www.nlpb.ca/media/Interpretation_Guide-Liability_Insurance-Nov2015.pdf
2. For their **initial** registration, **enclose an original, current certificate of conduct** (issued within the past six months) from the Royal Newfoundland Constabulary, the Royal Canadian Mounted Police or other appropriate policing agency.

A student who fails to meet the registration requirements will be required to withdraw from the program. Registration must be renewed **annually**.

Additionally, **prior to the commencement of a Pharmacy Practice Experience in another Canadian jurisdiction**, a student must register with the **respective provincial or territorial licensing body**. Links to other Canadian pharmacy regulatory authorities can be accessed through the NAPRA website at www.napra.ca.

Further requirements may exist for **international** Pharmacy Practice Experiences.

CPR and First Aid

Students are required to provide evidence of valid **Standard First Aid including Basic Rescuer CPR (Level C)** certification for all Pharmacy Practice Experiences (PPE). These are the minimum requirements – levels beyond this are acceptable. Recognized providers of First Aid/CPR training include: St. John Ambulance, Canadian Red Cross, and Lifesaving Society. It is the responsibility of the student to submit documentation from the instructor and/or organization indicating that a course taken from a different provider is equivalent in content and instruction methods to the courses offered by the organizations listed above.

Students must provide a copy of their certificate showing successful completion of an approved program to the PPE Coordinator by the **end of the Fall semester** of the academic year in which the practice experience is scheduled.

Students are required to have this training for the duration of the practice experience program and **re-certification** will be necessary during the Pharmacy program. **Evidence of recertification must be submitted no later than one month before the expiry date of the certification**.

Note: Students in Year 4 must ensure their certification is valid through to the end of the Advanced Pharmacy Practice Experience (APPE) rotations in Year 5 (i.e. April 30 of the following year).

Immunization

Maintenance of immunity is an essential component of disease prevention and infection control programs. Most healthcare institutions require students who provide care to patients at their sites to supply proof of immunization against a variety of transmissible diseases as well as documentation of their tuberculin status. Such policies protect the health of both students and patients by reducing the risk that students will contract and transmit vaccine-preventable diseases.

Therefore, it is the student's responsibility to ensure immunizations are up to date and that a baseline test for tuberculosis is performed prior to the beginning of the first hospital practice experience (Year 3); updating may be required throughout the practice experience program. A practice site may refuse to permit a student to complete a PPE at the site if immunization requirements are not fulfilled.

The School works with the Student Health Nurse (SWCC) at Memorial to facilitate this process, though it is the student's obligation to ensure their immunization records are complete and to provide documentation to the site where required. Any associated costs are the responsibility of the student.

Students who develop a potentially communicable disease during a practice experience must discuss the appropriate procedure with the preceptor.

Respirator Mask Fit Testing

Some practice experience sites require students to be fitted for respirator masks prior to the start of their practice experience. Any costs associated with the fit testing are the responsibility of the student.

Attendance, Punctuality, and Absences

Attendance

Attendance is required for practice experiences. Each practice experience requires a full-time commitment. Students are expected to begin their practice experience rotations on the agreed upon dates and to complete them during the assigned period. A minimum time requirement of **40 hours per calendar week** is mandatory during practice experiences.

Any changes in the start/end dates or other forms of **leave** must be approved by the PPE Coordinator. A student requiring a change in the start/end date, or in the case of other *anticipated* nonattendance, must make a **request for approval** to the PPE Coordinator at least two weeks in advance of the date(s) affected, outlining the reason for the change/absence. Schedule changes of a minor nature (e.g., less than half a day) may be approved by the preceptor. **Normally, missed time is expected to be made up.**

Scheduling of hours should be undertaken by the preceptor and student. Students may be expected to complete shifts similar to the preceptor's, including evenings and weekends. Preceptors may occasionally request students to attend more than the minimum number of hours designated for the rotation (e.g., be present at a continuing education session or another event). Students should also expect that additional time may be required outside of their regular practice experience hours (evenings and weekends) for completion of practice experience activities (e.g., research, patient care work-ups, presentations, etc.). Students should not expect that the preceptor will grant time away from the practice site for library research.

Pharmacy Practice Experiences are scheduled outside of the academic semester and will not necessarily follow the University diary. Therefore, semester or other university breaks may not apply during practice experiences.

Should a **statutory holiday** fall within the timeframe of the practice experience, students are expected to attend the rotation if the pharmacy is open/operational, unless the preceptor directs otherwise. The closing of the University for a statutory holiday does not necessarily determine a day off for the student.

- The statutory holidays pertain to those in the province or country in which the student is completing the rotation.
- If the student is required to work a statutory holiday, usually no other day off will be provided in lieu.
- If the pharmacy is closed, the student is not required to make up the day.

Punctuality

Students are expected to be punctual and in attendance at the practice experience site according to the schedule arranged with the preceptor. Sign in/sign out sheets must be respected if they are requested at the site or by the preceptor.

- In the unlikely event of a delayed arrival (e.g., due to an unavoidable circumstance or emergency) on any day of the PPE, the student is expected to **contact the preceptor directly as soon as possible** and let him/her know. Students should review with the preceptor the best way to advise of a late arrival.
- Preceptors should report issues of repeated lateness to the PPE Coordinator.

Absences

Absences are permitted only in the case of illness, bereavement, or other acceptable cause (e.g., family emergency), duly authenticated in writing with supporting documents, except in the case of illness lasting less than five days.

Students are responsible to **notify the preceptor as soon as it is determined that they are not able to attend** the practice experience, as well as to directly **inform the PPE Coordinator** (tel.: (709) 864-7900 or email, ppeprogram@mun.ca) of the absence.

For illnesses or medical conditions of five days or longer, students must complete and submit the "Student Health Certificate" form which can be found under "Forms" at the following link: <http://www.mun.ca/regoff/forms.php>.

This is in accordance with Memorial's *General Regulations 6.16.6 "Information Required in Certificates from Health Professionals"* <http://www.mun.ca/regoff/calendar/sectionNo=REGS-0859>. Documentation must be submitted to the PPE Coordinator.

Students should not leave the practice site during scheduled hours without the knowledge or approval of the preceptor.

Preceptors are requested to **note any absences** on the attendance section of the student evaluation form.

Normally, missed time is expected to be made up. The preceptor in consultation with the student (and PPE Coordinator, if asked) will determine a plan for the make-up of time missed to fulfil the requirements of the practice experience.

Absences related to **professional development** (e.g., professional meetings) will not normally be required to be made up. **These absences must be approved, prior to the activity, by both the preceptor and the PPE Coordinator.**

In the case of unapproved absence or absence which does not meet the above criteria, one or more of the following may apply:

- A letter may be placed in the student's School of Pharmacy file citing the unexcused absence.
- The student may not be eligible for certain Scholarships and Awards.
- The student's eligibility for consideration for the Dean's List may be compromised.
- Remedial work may be required.
- The student may fail the rotation.

Severe Weather

Weather-related cancellations occur at Memorial University from time to time, particularly during the winter months. However, the functions of experiential learning sites often continue despite inclement weather. Students completing practice experiences are expected to follow the attendance guidelines of the practice site.

Safety is a priority and students must use their best judgement in determining whether to travel to the site. Safety concerns in severe weather should be discussed with the preceptor, and where applicable, alternative arrangements made. The student is expected to communicate weather-related absences (and alternative plans) to the PPE Coordinator

Absence due to poor weather does not necessarily mean that work cannot be completed or important deadlines met. The direction of the preceptor should be followed regarding learning and patient care activities (for example, technology may be used to connect to the site or to submit assigned work; homework may be assigned, etc.).

If the site is closed and the preceptor cannot attend, then students are not expected to attend the PPE.

Concurrent Employment

Employment conflicts are **not** considered legitimate reasons for excusing a student from the PPE. Where applicable, work schedules must be adjusted to accommodate rotation requirements.

Professionalism

Students are expected to present a professional image in both conduct and personal appearance at all practice experience sites and must follow the standards of the site to which they are assigned.

Notwithstanding **site-specific policies**, students are expected to abide by the School of Pharmacy *Code of Professional Conduct* and *Professional Attire Guidelines* outlined here: <http://www.mun.ca/pharmacy/programs/pharmd/policiesprocedures.php>

In the practice environment, students are required to wear a **name badge** indicating their full name and title, “*Pharmacy Student*.” A laboratory/dispensing jacket should be worn unless otherwise directed by the preceptor.

Students may be removed from the practice site because of unsatisfactory performance, unprofessional conduct, and violation of School or site policies or conduct which poses a risk to patients. Preceptors are asked to report any such occurrences to the PPE Coordinator.

Confidentiality

Students are responsible for ensuring that all information obtained during practice experiences is held in the strictest confidence. The collection, use, sharing, disclosure, or disposal of information must be done in accordance with the *Personal Health Information Act*, the terms of professional standards, and codes of ethics. This includes patient personal and health information, the organization’s internal policies, financial or business information, etc. Any policies of the practice site regarding confidentiality must be followed.

Students should be aware that the **intentional collection, use, and/or viewing of confidential information that is not necessary to perform one’s duties is a breach of privacy even if that information is not disclosed to anyone else.**

To help prevent inadvertent breaches of confidentiality, students should adhere to the following:

- Do not discuss patients or patient care situations outside the care delivery team.
- Avoid discussion of patient cases (i.e. amongst the team) in public or other areas where it may be overheard including hallways, elevators, cafeteria, etc.
- Refer to patients (i.e. during group discussions or case presentations) in a manner by which they cannot be identified (e.g., Patient A, Patient B).
- Remove all identifying features (e.g., patient name, address, phone #, MCP #, etc.) from any papers/notes intended for review/schoolwork.

Communication

All students are expected to check their MUN email accounts regularly. Communications with the preceptor or PPE Coordinator should be via the student's **MUN email account**.

Cell Phones and Electronic Devices

The student and preceptor should discuss and review any site-specific policies relating to cell phone use and electronic devices. Where site policies exist and/or where device use for educational purposes is permitted, students are expected to follow the policies of the site or the directions of the preceptor. The use of cell phones and other electronic devices for personal calls, text messaging, or web surfing while on rotation is not permitted, except while on scheduled breaks.

If directed by the preceptor, the device may be used to contact the preceptor for practice experience related matters.

Resolving Conflicts

Students and preceptors are encouraged to discuss conflicts that may arise during the practice experience with each other directly at the time of the concern. Conflicts may result from differences in expectations and can often be resolved positively through early intervention.

Students and preceptors may also choose to inform the PPE Coordinator or request guidance or support in any troublesome situation, regardless of the severity. However, **serious or unresolved difficulties or problems concerning student performance necessitate the notification and involvement of the PPE Coordinator!**

The following tips are provided which may be useful in handling a troublesome situation:

1. Address the issue promptly; bring the concern to the attention of the other person directly and attempt to resolve the issue together.
2. Listen carefully and thoughtfully to the other person.
3. Be as clear and specific as possible when identifying a problem and remember to focus on the situation, not the person.
4. Make use of the regular feedback process to discuss potential issues.
5. In some instances, it may be a matter of reviewing/restating the rotation goals or professional expectations. This may involve outlining steps by the preceptor to help the student overcome a problem, including an explanation of how they will be evaluated to assess improvement.

Generally, concerns should be shared amongst only the individuals involved (\pm the PPE Coordinator), not publicized to other students, other pharmacy staff, etc.

Pharmacy Practice Experience Evaluation

Pharmacy Practice Experiences are academic courses and must be successfully completed in order to enter the next year of pharmacy study and to graduate from the School of Pharmacy.

Evaluation of the student's performance is conducted by the preceptor(s) responsible for supervising the student during the PPE using the evaluation tools supplied by the School. Evaluation is based on *observed* performance of student activities. As such, **if more than one preceptor is involved** with the student, it is important to determine who will complete the various assessments and **how input will be provided from each preceptor** (and other team members, if applicable).

Evaluation Form

The form for the evaluation of pharmacy students was developed using the Association of Faculties of Pharmacy of Canada document, *Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada, 2017*. Students are expected to demonstrate specific knowledge, skills and behaviours to meet the competencies required of Canadian pharmacists.

Students and preceptors are encouraged to familiarize themselves with the evaluation criteria by reading the evaluation forms prior to the PPE.

There are a number of evaluation points during the PPEs.

Informal Evaluation

Students should receive **regular feedback** from the preceptor on their performance daily or every few days. This feedback should identify activities in which the student is performing well, activities in which they failed to become involved or where they may need to improve. **If more than one preceptor is involved, they should also provide regular feedback to each other** about the student's progress and how the placement is going.

Mid-Point Evaluation

At the mid-point of the rotation, an evaluation of the student's performance using the *Preceptor's Evaluation of Student* form provided by the School is required to be conducted by the preceptor and discussed with the student. This is a **vital opportunity for communication** between the preceptor and student and enables the student to consider and reflect on their progress. It may also help to identify activities in which the student has not yet been involved. **If performance issues are identified, the preceptor must contact the PPE Coordinator immediately.** It is critical that potential problems are identified and acknowledged in a timely manner so that appropriate measures can be taken to help the student succeed.

Final Evaluation

At the end of the PPE, the *Preceptor's Evaluation of Student* form must be completed in full by the preceptor to assess if the student has met the required competencies.

Self-Assessment

An important component of evaluation is self-assessment. Self-assessment is an essential skill of self-regulated professionals in the management of their continuous professional development. Students are expected to assess their own abilities at notable evaluation points and discuss with the preceptor.

PPE Grades

Overall evaluation of practice experiences will result in the assignment of one of the following letter grades: PAS (pass), or FAL (fail).

The School of Pharmacy determines the grade for each PPE.

In addition to the evaluation provided by the preceptor, a passing grade is contingent upon:

- Consistent demonstration by the student of professional and ethical behaviour that meets the criteria for student conduct according to: the School of Pharmacy's *Code of Professional Conduct for Pharmacy Students*, *Pledge of Professionalism*, *Professional Attire Guidelines*, and *Student Guidelines and Best Practices when Communicating Online*; Memorial's *Student Code of Conduct*; *Standards, Guidelines and Policies governing the Practice of Pharmacy* (i.e. as established by the provincial regulatory body); and adherence to relevant site policies.
- Satisfactory completion of activities and questions by assigned deadlines, as determined by the preceptor's evaluation and submission of materials to the preceptor and/or School, as required.
- Satisfactory attendance record.
- Other criteria as relevant to the specific practice experience (please refer to the corresponding rotation manual).

Students who conduct themselves in such a manner as to be terminated from the PPE site will be assigned a grade of FAL (fail) for that PPE and may be required to withdraw from the program.

Specific information related to completion of the APPE courses during academic year 5 and graduation may be found in the *Pharmacy Promotion Regulations, Section 7.5 of the University Calendar*, <https://www.mun.ca/university-calendar/st-johns-campus/school-of-pharmacy/7/5/>

APPENDIX A

Preceptor Responsibilities

The preceptor accepts responsibility for the **education and supervision** of the student during the period of the practice experience.

The preceptor:

- Reviews the Pharmacy Practice Experience Manual, learning objectives, activities and assignments, together with the assessment and evaluation forms.
- Provides an orientation to the practice experience site.
- Discusses expectations for the rotation with the student (e.g., specific tasks, conduct, scheduling).
- Supports the student in achieving the goals and objectives of the practice experience program by **planning activities** and ensuring the student is given the opportunity, under the **preceptor's supervision**, to **actively participate** in the practice of pharmacy and contribute meaningfully to patient care at a level appropriate to their education and experience.
- Is open to questions from the student.
- Serves as a role model and mentor by exhibiting high standards of ethical and professional practice.
- Monitors student progress and provides regular and constructive feedback to the student. This may include keeping notes (with specific examples) on the student's performance.
- Evaluates student performance using tools provided by School and determines whether the student has met the stated learning objectives.
- Communicates concerns about student performance to the PPE Coordinator as soon as possible to allow for assistance and support to be provided.

Preceptor Criteria

A pharmacist wishing to serve as a preceptor must normally meet the following criteria:

- Is currently licensed to practise pharmacy and in good standing with the provincial regulatory body with no restrictions on their practice.
- Has been actively practicing pharmacy for a minimum of **12 months**.
- Has a minimum of **three months "on-site" experience** (i.e. is adequately familiar with systems and patients).
- Has completed one of the following free online courses or other acceptable preceptor education program:
 - Dalhousie University Preceptor eLearning Course (accredited for 5 CEUs by NLPB) <http://preceptor.healthprofessions.dal.ca/>
 - University of British Columbia Practice Educator Development Modules <https://pharmsci.ubc.ca/experiential-partners/resources-and-training/practice-educator-support>
 - <https://www.mun.ca/pharmacy/pharmacy-practice-community/practice-experience-program/preceptor-resources/>

- Is willing to **accept responsibility for providing learning opportunities and supervising** the student during the PPE period, normally through being directly involved with the student for at least half of the student's time at the practice site.
- Is willing to **assess student performance** by providing feedback on a regular basis and completing required evaluations (includes obtaining input from others, where applicable.)
- Is not immediately **related** to the student (i.e. connected by blood relationship, marriage, conjugal relationship or adoption).
- Does not have a relationship with the student that could preclude the preceptor giving an honest and unbiased assessment of the student's performance or could be perceived as a **conflict of interest** (e.g., have a business, financial or contractual relationship with the student; or have an otherwise close relationship with the student).

Practice Site Criteria

Practice sites should:

- Display high standards of pharmacy practice and meet all legal and professional standards.
- Support experiential learning by allowing the preceptor and student sufficient opportunity to interact in a teacher-student role.
- Provide an environment that allows the student access to work space and required reference materials.
- Ensure all pharmacists at the site are in good standing with the provincial regulatory body with no restrictions on their practice.
- Where applicable, have been licensed and in operation for at least 6 months; and provide adequate opportunities for the student to complete the required learning activities and interact with patients.

Professional Associate Appointment

Memorial University encourages pharmacists who serve as preceptors in the School of Pharmacy to apply for appointment as a Professional Associate.

The appointment as Professional Associate will enable preceptors to access the university's library resources, including the Health Sciences Centre Library, which will support them in their contribution to the professional and educational development of pharmacy students. This appointment is for three years and is renewable.

Applicants must submit an expression of interest that includes a personal statement regarding anticipated involvement in the education of pharmacy students, a CV or completed CV form and documentation of completion of either the *Dalhousie Preceptor e-Learning Course* or the *University of British Columbia Practice Educator Development Modules* (or other equivalent preceptor education program).

Applications may be directed to Wanda Spurrell, Coordinator of the Pharmacy Practice Experience Program.

For further details, view the application process.

<https://www.mun.ca/pharmacy/community/professionalassociate.php>

APPENDIX B

Student Responsibilities

Students are responsible for their own learning. Preceptors volunteer their time to help teach students. Their primary obligation is to their patients, colleagues, and employer. Students must respect this.

Students are expected to:

- Review the Pharmacy Practice Experience Manual, learning objectives, activities and assignments, together with the assessment and evaluation forms, prior to the PPE.
- Discuss learning goals with the preceptor.
- Exhibit initiative and a self-directed approach to learning (i.e. seek and become involved in learning opportunities as they arise and within the guidelines set by the preceptor).
- Maintain open communication with the preceptor.
- Ask for help when needed.
- Show respect and be courteous toward all pharmacy staff, patients and their families, and other health professionals.
- Clearly identify themselves as pharmacy students (not pharmacists). Accept only appropriate roles. Professional decisions or judgments must not be made by the student without the approval or consent of a pharmacist.
- Be fully prepared and punctual for all scheduled activities.
- Seek regular feedback. Accept and act upon constructive comments and advice.
- Perform self-assessment regularly, especially prior to mid-point and final evaluations; recognize when additional learning is required and take action to achieve it.
- Adhere to university, School of Pharmacy, and site policies and guidelines.
- Comply with the ethical, legal and regulatory requirements of practice.
- Demonstrate flexibility and appreciate that sites and rotations will differ in activities, expectations, and workload.