Nova Scotia College of Pharmacists

Community Pharmacy Practice

6-week Community Rotation

MANUAL 5

STRUCTURED PRACTICE EXPERIENCE PROGRAM

This program was adapted from the Dalhousie University College of Pharmacy Community Rotation Manuals and used with permission.

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Practice Direction Reminder for Pharmacist Preceptors & Pharmacy Interns

IMPORTANT PRACTICE DIRECTION REMINDERS:

Pharmacy interns and preceptors are reminded that while on structured practice experience program rotations, pharmacy interns must be under the appropriate direction of their pharmacist preceptor. The pharmacist preceptor is professionally responsible for the pharmacy intern.

Interns and preceptors must review at the start of the rotation the strategy that will be followed to achieve the appropriate level of direction to meet the pharmacy legislation requirements.

Pharmacy interns must clearly identify themselves as pharmacy interns when in practice.

It is an expectation of the Nova Scotia College of Pharmacists (NSCP) that interns are supervised by preceptors in a manner that maximizes opportunities for regular formative and summative feedback and the provision of safe and effective patient care at all times; and that satisfies the legal requirements for pharmacy practice in Nova Scotia.

Pharmacy interns must be registered with NSCP and must hold personal professional liability insurance.
The requirements for an International Pharmacy Graduate (IPG) to become licensed as a pharmacist in Nova Scotia can be found on the Nova Scotia College of Pharmacists website.

Information on SPEP Rotations

Welcome to the Structured Practice Experience Program (SPEP) for Nova Scotia. The program is comprised of 5 rotations.

Before beginning any rotations, a Preceptor and Site Approval Form application must be submitted and approved. Please submit to registrations@nspharmacists.ca and expect to hear back within 10 working days. Do not begin your rotation until you have received written approval of your application from the NSCP. While all pharmacy staff can help the intern during their rotation, there must be ONE designated preceptor for each rotation. This would be the name submitted on the application. A separate application must be received for each designated preceptor and site.

Pharmacy interns must complete the 20-week (800 hour) SPEP as one step towards licensing as a pharmacist in Nova Scotia. The Nova Scotia College of Pharmacists (NSCP) has been given permission to use the Dalhousie University College of Pharmacy Practice Experience Rotation Manuals, and acknowledges Dalhousie University as the developer of these manuals. The 20-week (800 hour) program consists of 5 manuals:

Manual 1 -Introduction to Community Pharmacy Practice (2 weeks – 80 hours)
Manual 2 -Introduction to Hospital Pharmacy Practice (2 weeks- 80 hours)
Manual 3 – Community Practice (4 weeks -160 hours)
Manual 4- Hospital Practice (6 weeks -240 hours)
Manual 5 -Community Practice (6 weeks -240 hours)

An intern must complete Manuals 1, 2 and 3 in chronological order however Manual 4 and 5 do not have to be done in chronological order.

For example, interns can complete manuals in the following order: Manual 1, 2, 3, 4 and 5 or Manual 1, 2, 3, 5, 4

There is an option for interns to complete the entire 20 weeks in community practice as it is sometimes difficult to secure hospital placements. If an intern is unable to secure a hospital placement, they can complete the entire 20 weeks in community practice by completing Manuals 1 and 5 twice (and omitting Manuals 2 and 4).

For example, complete the manuals in following order: Manual 1, 1, 3, 5, 5

If the intern choses to complete the SPEP **only in community**, when completing Manual 1 twice it must be completed in two different practice sites/pharmacies and when completing Manual 5 twice it also must be completed in two different practice sites/pharmacies.

For example, complete the manuals in the following order: Manual 1 (pharmacy A), 1 (pharmacy B), 3 (pharmacy A or B), 5 (pharmacy A) and 5 (pharmacy B).

Please note, the intern can also choose to complete all of the manuals at different practice sites/pharmacies which would give them a more robust experience, but this is not required.

Requirements for completion of the SPEP rotations

Interns must:

a. meet all of the rotation requirements
b. spend at least the minimum time at the practice site

The number of **hours** given to complete each manual is the **MINIMUM** amount of time that interns are required to be at the practice site. All of the required tasks for the rotation must also be completed before an intern is able to move to the next manual. If the manual is not able to be completed in the minimum amount of time, the intern must continue working at the practice site **until all requirements are met.**

We recommend that interns commit 40 hours per week for their rotations to get the best experience. However, if this is not possible an intern must submit a request to the NSCP to commit to less hours per week. The request must indicate the number of hours per week which are intended to be completed and justification for requesting to reduce the weekly amount. The minimum an intern may complete is 20 hours per week and the maximum is 40 hours per week while on rotation.

Submissions to Nova Scotia College of Pharmacists (NSCP)

The intern must submit the completed self-evaluation form and the preceptor must submit the completed assessment form to registrations@nspharmacists.ca upon finishing each manual**.** Forms must be submitted as a PDF by email. (Free apps, such as TurboScan can be used to scan documents and convert them to PDF).

Please note: do not send other documents from the manual to NSCP.

Interns must wait for an email confirmation that the forms are complete before moving to their next Manual. Submission of incomplete forms can delay the process of completing the SPEP in a timely manner.

PLEASE review each form to ensure ALL documentation is complete and ALL requirements have been met. You cannot move to the next manual if the previous manual is not completed.

Communication

Interns and preceptors can expect the NSCP to check-in with them upon completion and prior to the start of each manual. If there are any questions during the rotation, intern and preceptors can contact the NSCP by email at registrations@nspharmacists.ca

Next Step

Once the intern completes the SPEP, they can complete the Competency Based Assessment (CBA). **The CBA cannot begin until all SPE assessments have been received and approved**. The NSCP will notify the intern when they can begin the CBA.

THANK YOU TO PRECEPTORS:

Thank you to the community pharmacist preceptors and pharmacy team members who have worked tirelessly during uncertain times to provide care to Canadians as front-line primary health care providers.

Thank you for taking on the critical role of being a preceptor during these uncertain times.

Working in community pharmacy is a busy and challenging job. The Nova Scotia College of Pharmacists thanks you for taking the time to participate as a SPEP preceptor. Preceptors, you are the heart of the practice experience program and your dedication to the pharmacy profession is valued and appreciated.

Please feel to reach out to the NSCP at any time if you have a question at registrations@nspharmacists.ca

COVID-19 Resources and Guidance for Interns

As COVID-19 information continues to evolve, interns are reminded to consult provincial and national Public Health resources for the most up-to-date information. Interns should discuss with their preceptor(s)the public health, safety and security protocols and procedures that are in place at their rotation site. Interns should strategize with preceptors about ways to complete the rotation activities while protecting your health and safety and the health and safety of patients as well as the pharmacy team. NSCP understands that some activities may need to be modified in order to accommodate Public Health restrictions.

AFPC EDUCATIONAL OUTCOMES: EXECUTIVE SUMMARY

The Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes (EOs) focus on what graduates are able to do at the end of a Baccalaureate or Doctorate program that is the first professional degree in pharmacy (i.e., entry-to-practice pharmacy degree programs). They signal curricular priorities and a framework for curriculum design without being overly prescriptive. The Educational Outcomes focus attention on outcomes that matter to patients, the profession of pharmacy and Canadian society. They aim to advance pharmacy education so that pharmacy graduates are prepared to meet the changing expectations of the communities they serve.

The APFC Task Force on Educational Outcomes was struck by the AFPC Council of Faculties in mid-2016 to revise the 2010 version and they completed their work in spring 2017. The result was the development of a revised set of educational outcomes for all entry-to-practice pharmacy programs in Canada, regardless of the degree offered (Bachelor of Science in Pharmacy or PharmD). The work was informed by feedback from focus group discussions with representatives from faculties of pharmacy in Canada and literature from pharmacy and the other health professions. The Task Force sought feedback on the draft documents from all pharmacy faculties across Canada, national and provincial pharmacy organizations and external stakeholders. The final document includes modifications based on the recommendations from these groups.

The 2017 version of the AFPC Educational Outcomes retains CanMEDS terminology (Royal College of Physicians and Surgeons of Canada) and draws from several concepts in CanMEDS 2015 role statements. It also draws upon concepts described in other sources. The 2017 Educational Outcomes represent a conceptual shift since publication of the 2010 EOs. In the 2010 version, the expression of each role was independent of and had no particular relationship to one another. In the 2017 version, the relationship of the roles to one another is based on provision of patient care (Care Provider), which is at the heart (core) of the discipline of pharmacy in Canada. To meet the expectations of patients and society, graduates must take an appropriate approach to the core of the discipline, which is pharmacy care. To provide the quality of pharmacy care required, graduates are able to approach pharmacy practice by skilfully integrating Communicator, Collaborator, Leader-Manager, Scholar and Health Advocate roles in their Care Provider role. In addition, graduates are educated to fulfill roles beyond those required of pharmacists, acknowledging that the goal of university education extends beyond solely preparing graduates to enter into pharmacy practice. AFPC believes that pharmacy graduates must be grounded in a professional identity when being a Care Provider. Accordingly, the conceptual shift is that the Professional role is not one among many roles; rather it is the overarching ethos of the discipline of pharmacy – the spirit that guides graduates' practice and their approach to practice regardless of the type of practice in the field of pharmacy.

The 2017 Educational Outcomes are significantly different from previous ones in organizing structure. The EOs comprises multiple Role Statements: Care Provider, Communicator, Collaborator, Leader-Manager, Health

Advocate, Scholar and Professional. Within each Role Statement, the Key Competencies define what graduates need to achieve by the end of the program. These competencies focus on measurable behaviours that are the end product of the program. They reflect the expectation that there will be use or application of knowledge and skill acquired during the program. Enabling Competencies delineate specific sub-components of competencies that graduates need to achieve in order to attain the competency required at the end of the program. A complete listing of Concepts that underlie the EOs 2017 is available in each Role Statement. To support the EOs 2017, several documents are included in an Educational Outcomes 2017 User Manual: Orientation Resource – Conceptual Framework for Educational Outcomes for Canadian First Professional Degree Programs in Pharmacy; Crosswalk to Canadian Interprofessional Health Collaborative (CIHC) National Interprofessional Competency Framework; Sample Learning Objectives; and Glossary of Terms.

AFPC Educational Outcomes 2017 – Executive Summary
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SUMMARY: AFPC EDUCATIONAL OUTCOMES 2017 – ROLES and KEY COMPETENCIES		
ROLE	**DEFINITION**	**KEY COMPETENCIES – Pharmacy Graduates are able to:**
CARE PROVIDER (CP)	As **Care Providers,** pharmacy graduates 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 across the care continuum. Care Provider is the core of the discipline of pharmacy.	**CP1:** Practise within the pharmacist scope of practice and expertise. **CP2:** Provide patient-centred care. **CP3:** Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of health care quality and patient safety.
COMMUNICATOR (CM)	As **Communicators,** pharmacy 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.	**CM1:** Communicate in a responsible and responsive manner that encourages trust and confidence. **CM2:** Communicate in a manner that supports a team approach to health promotion and health care.
COLLABORATOR (CL)	As **Collaborators,** pharmacy graduates work collaboratively with patients and intra- and inter-professional teams to provide safe, effective, efficient health care, thus fulfilling the needs of the community and society at large.	**CL1:** Work effectively with members of the health team including patients, pharmacy colleagues and individuals from other professions. **CL2:** Hand over the care of a patient to other pharmacy team members and non-pharmacy team members to facilitate continuity of safe patient care.
LEADER-MANAGER (LM)	As **Leaders and Managers,** pharmacy 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.	**LM1:** Contribute to optimizing health care delivery and pharmacy services. **LM2:** Contribute to the stewardship of resources in health care systems. **LM3:** Demonstrate leadership skills. **LM4:** Demonstrate management skills.
HEALTH ADVOCATE (HA)	As **Health Advocates,** pharmacy 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.	**HA1:** Respond to an individual patient's health needs by advocating with the patient within and beyond the patient care environment. **HA2:** Respond to the needs of communities or populations they serve by advocating with them for system-level change in a socially accountable manner.
SCHOLAR (SC)	As **Scholars,** pharmacy graduates take responsibility for excellence by applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge when teaching others.	**SC1:** Apply medication therapy expertise to optimize pharmacy care, pharmacy services and health care delivery. **SC2:** Integrate best available evidence into pharmacy practice. **SC3:** Contribute to the creation of knowledge or practices in the field of pharmacy. **SC4:** Teach other pharmacy team members, the public and other health care professionals including students.
PROFESSIONAL (PR)	As **Professionals,** pharmacy 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. The Professional role is the overarching ethos of the discipline of pharmacy.	**PR1:** Committed to apply best practices and adhere to high ethical standards in the delivery of pharmacy care. **PR2:** Able to recognize and respond to societal expectations of regulated health care professionals. **PR3:** Committed to self-awareness in the management of personal and professional well being.

AFPC Educational Outcomes 2017 – Executive Summary
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FOR REVIEW AT START OF ROTATION

(Intern Communication Profile)

Adapted from Grey-Bruce Regional Health Centre/D'Youville College Student Placement Profile/Dalhousie School of Physiotherapy

Interns, please complete this Intern Communication Profile and review the contents with your preceptor at the start of the rotation.

Intern, please review the rotation orientation checklist in this manual with your preceptor at the start ofthe rotation. Please discuss with your preceptor the COVID-19 policy and procedures at your specific rotation site so that you will be prepared for your first day.

INTERN NAME: _____

INTERN EMAIL: _____

CONTACT NUMBER DURING ROTATION:_____

ROTATION DATES: _____

Is there anything your preceptor should be aware of that might affect your ability to perform on this clinical rotation?

What are your personal learning objectives for this clinical rotation and explain how you intend to achieve them?

What are your clinical, interpersonal and professional strengths?

What other clinical, interpersonal and professional skills would you like to improve during this rotation? Are there any specific disease states or patient populations you wish to have an opportunity to work with and learn from during this rotation?

INTERN TRAVEL TO THE SITE

Please provide your travel/commuting plans to your site each day. Please review storm day plans/communication during the Winter.

ILLNESS/SICK DAYS DURING ROTATIONS

If you have any COVID-19-like symptoms, please visit the Public Health online COVID-19 assessment tool for Nova Scotia. It is important to protect your health and the health of those around you. Please contact your preceptor should your COVID-19 screening require you to self-isolate due to travel, illness, testing or other public health protocols.

You must communicate any absence with your preceptor.

Is there anything else you wish to discuss with your preceptor at the start of your rotation?

Please continue on and review the orientation checklist that starts on the next page.

TO REVIEW: Rotation Orientation Checklist
Please complete during the first 48 hours of your rotation.

Intern & Site-Specific Information to Review

- ☐ Intern is registered with the Nova Scotia College of Pharmacists and holds valid personal professional liability insurance prior to the start of the rotation
- ☐ Preceptor and intern have discussed whether the intern can continue to work at another practice site e.g., part-time job, during this rotation. In some situations, due to COVID-19 levels in the community the rotation site may request that the intern limit their patient care activities to the rotation site only. This is the decision of the practice site.
- ☐ Important intern professional direction reminder provided in this manual reviewed and discussed.
- ☐ Intern prepared to identify as a Pharmacy Intern during all professional interactions e.g., with patients, prescribers.
- ☐ Resume and letter of introduction received and reviewed by preceptor.
- ☐ Intern communication profile reviewed.
- ☐ Intern pre-rotation self-assessment completed & reviewed.
- ☐ Intern emergency contact sheet completed and provided to preceptor.
- ☐ Review patient care documentation procedures followed at site.
- ☐ Orientation to prescription processing and patient assessment, documentation, medication safety and follow-up procedures used by the site.

Rotation Scheduling and Planning

- ☐ Daily schedule reviewed e.g., arrival, lunch, breaks, departure etc.
- ☐ Tentative rotation schedule reviewed for the 6 weeks
- ☐ Tentative date for mid-point course assessment using onsite assessment forms: _____
- ☐ Tentative date for final course assessment using onsite assessment forms: _____
- ☐ Upcoming CE events (virtual/online) intern may consider attending: _____

Important/Frequently Used Numbers

- ☐ Pharmacy phone number: _____
- ☐ Pharmacy fax number: _____
- ☐ How to access and save voice mail (if applicable): _____
- ☐ Prescriber's line: _____
- ☐ Preceptor's e-mail &/or cell: _____
- ☐ Insurance providers contact information and pharmacy specific identification number
- ☐ Other important numbers:

Introductions & Review

- ☐ Pharmacy Staff/Team Introductions
- ☐ Management (Pharmacy and Front Store)
- ☐ Healthcare team members (on and off site)
- ☐ Patients
- ☐ Review of pharmacy practice services offered at the site and how intern will be engaged
- ☐ Review, if available, the provincial Drug Information System (DIS) or equivalent online e-Health portal thatconnects health care professionals to patient's medication and health records including (if available) lab values and privacy protocols
- ☐ Review pharmacy privacy protocols
- ☐ Orientation and discussion about pharmacy safety and security protocols and procedures
- ☐ COVID-19 workplace health and safety protocols, shift scheduling of teams to avoid illness outbreaks, site-specific requirements for appropriate PPE
- ☐ Other:

Site Resources

- ☐ Coat and boot storage
- ☐ Personal area to work, store books and other materials
- ☐ Lunch/Staff Room/Microwave & Fridge for food: COVID-19 protocols for meals/breaks
- ☐ Pharmacy layout (front shop and dispensary)
- ☐ Location and use of private counselling/consultation room
- ☐ Washrooms for staff
- ☐ Drug information resources
- ☐ Internet access
- ☐ Parking
- ☐ Public transit locations
- ☐ Other:

Technology Information
☐ Review of site computer use policy ☐ If applicable: Complete any required modules/privacy forms for provincial Drug Information Systems (DIS) or SHARE ☐ Review of telephone protocols e.g. protocol when answering the phone, leaving a message etc. ☐ Review of telephone system/answering machine ☐ Location of computers for patient information ☐ Review of site's computer software for patient management, prescribing, documentation of full scope of practice services, prescribing assessment and documentation procedures, prescription processing, claims adjudication etc. ☐ If applicable, location of computer for word processing, e-mail, online searching etc. ☐ If applicable, passwords assigned for computer access ☐ Review of site's policy re: handheld electronic devices e.g. cell phones, wireless internet access etc. ☐ Other:
Health and Safety
☐ Handwashing stations and site policy on handwashing reviewed ☐ Site PPE requirements reviewed, location of PPE supplies ☐ Procedure to follow at the site if an intern receives a sharps injury or any other type of injury while at the site. ☐ Procedure to follow for safety in the private counselling/consultation room(s) ☐ Person to contact should an intern become ill at the site or at home during the rotation ☐ Procedure to follow should the intern call in sick or have a personal emergency ☐ Procedure to follow if there is a storm and travel and/or public transport is impacted to or from the site ☐ Procedure to follow if late arriving to the site e.g., who to contact ☐ Review the safety procedures to follow should the pharmacy be robbed ☐ Procedure to follow if there is a fire alarm or lock-down ☐ Site specific health & safety updates (or other pandemic, disease outbreak information) ☐ Review of in-store overhead paging codes, call security ☐ Information re: neighbourhood safety e.g., late-night departure ☐ Other:

Patient Safety
☐ Review of medication incident reporting and documentation procedure and continuous quality improvement/assurance program followed by the site ☐ Procedure to be followed should a medication incident be identified to a pharmacy intern.
Dress Code
☐ Intern wearing an ID badge that clearly identifies them as a pharmacy intern ☐ Review of site's dress code policy (including footwear)
Privacy Policy
☐ Site's privacy policy reviewed ☐ Process to access patient profiles ☐ Private counseling room ☐ _____ ☐ _____
Other
☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____

Pharmacy Intern Emergency Contact Information

Interns prior to starting your rotation: Please discuss with your preceptor the COVID-19 policy and procedures at your specific rotation site so that you will be prepared for your first day. Please complete this form and provide to your preceptor on the first day of your Practice Experience Program rotation.

Intern Name: _____

In case of emergency please notify the following person:

Name: _____

Address: _____

Daytime Phone Number: Area Code: ( )-_____

Evening Phone Number: Area Code: ( )-_____

Relationship to intern: _____

SPEP Rotation Planning						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						

Unit 1: Professional and Interpersonal Skills

This unit involves a fulfillment of objectives as a continuum over the course of all practice experience program (SPEP) rotations. SPEP rotations provide opportunities for interns to continue to develop professional and interpersonal skills in clinical practice settings. **The expected level of competence displayed for an intern should be consistent with someone who has completed a pharmacist education program and is ready for entry to practice as a pharmacist.**

The concept of professional and interpersonal skill development is not unique to SPEP rotation activities. Proof of continuing professional competency is a standard licensing requirement for pharmacists in Canada. Professional and personal self-assessment is a skill required of all professionals throughout their careers.

Due to the COVID-19 pandemic, patient care activities may need to be adapted while ensuring that safety and pharmacy standards of practice are maintained.

References:

1. Professional Competencies for Canadian Pharmacists at Entry to Practice, NAPRA, March 2014
2. Nova Scotia College of Pharmacists - Pharmacist's Code of Ethics: http://www.nspharmacists.ca/?page=codeofethics
3. New Brunswick College of Pharmacists – Code of Ethics: https://www.nbpharmacists.ca/site/codeofethics
   PEI College of Pharmacists – Code of Ethics: http://pei.in1touch.org/uploaded/web/PEICP%20COE%20Final%20March%202017.pdf
4. Model Standards of Practice for Canadian Pharmacists, NAPRA, March 2009

Unit 1 Learning Objectives

Upon completion of the rotation, pharmacy interns are expected to be able to:

a. **Demonstrate effective verbal, non-verbal, listening and written communication skills (Communicator);**
b. **Communicate effectively in diverse practice settings or patient situations (Communicator);**
c. **Demonstrate professionalism during all pharmacy practice activities (Professional);**
d. **Demonstrate skills of self-reflection, self-assessment and self-improvement (Professional);**
e. **Demonstrate skills of self-motivation and initiative (Professional);**

The expected level of competence displayed for an intern should be consistent with someone who has completed a pharmacist education program and is ready for entry to practice as a pharmacist.

Activities:

a. Review with your preceptor the types of activities they complete each year to meet the continuing professional competency portion of their professional license e.g. continuing education (CE) credits, learning portfolio. Should an opportunity arise during your rotation, attend an online synchronous/asynchronous CE event.

b. Review with your preceptor the types of educational programs and/or studies they may have completed to assist them with engaging with the full scope of pharmacy practice in the province of your rotation or further develop their clinical practice skills.

c. Review with your preceptor how professional pharmacy services are funded in the Nova Scotia. Determine which publicly and privately funded pharmacy services are offered at your site.

Self-Assessment/Assessment Criteria:

- Registered as an Intern with NSCP prior to the start of the rotation and holds personal professional liability insurance.
- Complete all appropriate preceptor/site forms with the pharmacy regulator where required by law.
- Is approachable and accessible to patients, family members, caregivers, and pharmacy team members.
- Demonstrates commitment to each patient regardless of race, religion, sex, gender, gender identity, gender expression, sexual orientation, age, health, cultural, educational background or economic status.
- Displays a helping ethic when interacting with patients, family members, caregivers, and pharmacy team members.
- Shows respect for the dignity of the patient.
- Presents themself in a professional manner; always identifies themself as a pharmacy intern and wears a nametag that identifies them as a pharmacy intern.
- Displays appropriate verbal, non-verbal communication, writing and listening skills for pharmacy practice.
- Able to adapt communication to the needs of the patient, family member, caregiver, pharmacy team member or health care professional.
- Displays sensitivity, compassion, respect, and empathy to patient concerns.
- Follows required dress code.
- Is reliable, punctual and follows agreed upon schedule.
- Completes tasks carefully and thoroughly.
- Respects patient confidentiality.
- Displays a positive attitude toward pharmacy practice.
- Shows interest and take initiative.
- Demonstrates critical thinking, analysis, and action that are based on ethical and legal principles.
- Demonstrates good organizational and time management skills.
- Maintains appropriate professional boundaries
- Acknowledges own professional limits and abilities
- Accepts responsibility for actions and decisions
- Practices time-management, stress-management, and adaptive skills
- Strives to continuously improve professional performance and knowledge
- Uses feedback to improve performance
- Completes extra readings or assignments when suggested or needed

Unit 2: Patient Care in Community Pharmacy
Includes: Full Scope of Pharmacy Practice,
Pharmacy Business, and
Interprofessional Education (IPE) Activities

Pharmaceutical care as a professional practice, originated in 1978[1], and since then the ideas and concepts associated with pharmaceutical care have continued to evolve.

Through the practice of pharmaceutical care, a pharmacist *"…takes responsibility for a patient's drug-related needs and is held accountable for this commitment. In the course of this practice, responsible drug therapy is provided for the purpose of achieving positive patient outcomes."*[2]

Interns should familiarize themselves with the Pharmaceutical Care process.

For the 6-week community rotations, pharmacy interns are required to practice patient-focused pharmacy care and engage in the full scope of pharmacy practice legislated in Nova Scotia. Pharmacy interns must complete and document **a minimum of FIVE different** patient workups during the 6-week rotation.

Due to the COVID-19 pandemic, patient care activities may need to be adapted while ensuring that pharmacy standards of practice are maintained.

References:

1. Cipolle R.J., Strand L.M.., and Morley P.C. (2004). *Pharmaceutical Care Practice: The Clinician's Guide*. New York: McGraw-Hill Companies Ltd.
2. Cipolle R.J., Strand L.M., and Morley P.C. (2012) *Pharmaceutical Care Practice: The Patient Centered Approach to Medication Management*. New York: McGraw-Hill Companies Ltd.

Unit 2 Learning Objectives

Upon completion of the rotation pharmacy interns are expected to be able to:

a. **Develop and maintain effective professional relationships with patients to provide patient-focused pharmacy care to a regular complement of patients and must successfully complete a minimum of five detailed patient case workups (Professional, Care Provider);**
b. **Develop effective professional relationships with other health care professionals to provide patient-focused pharmacy care (Collaborator);**
c. **Collect, synthesize and interpret relevant patient, drug, laboratory and disease information to provide optimal patient care (Care Provider);**
d. **Accurately identify, prioritize, resolve and/or prevent drug therapy problems (DTP) (Care Provider);**
e. **Develop appropriate care plan(s)/ recommendations to address each DTP identified (Care Provider);**
f. **Provide appropriate monitoring, follow-up and documentation during the provision of patient-focused pharmacy care (Care Provider);**
g. **Provide patient-focused pharmacy care to multiple patients with a variety of common and diverse health care needs (Care Provider);**

h. **Provide full scope of pharmacy practice patient care services under the appropriate direction of the pharmacist preceptor (Care Provider);**
i. **Participate in full scope of pharmacy practice patient care services that are reimbursed by government and private payers or billed directly to patients (Care Provider).**
j. **Describe the business strategy and budget goals followed by the pharmacy practice team at the rotation site to optimize reimbursement for full scope of pharmacy practice activities (Leader-Manager, Collaborator, Care Provider).**

The expected level of competence displayed for an intern should be consistent with someone who has completed a pharmacist education program and is ready for entry to practice as a pharmacist.

Activities:
a. Review the pharmacist's patient care process with your preceptor.

b. Each pharmacy intern should investigate and determine how the pharmacist's patient care process is practiced at the site. Interns should also review the Standards of Practice for pharmacists (NSCP website). Review the full scope of pharmacy practice patient care services offered at the pharmacy e.g., immunizations and other injections, pharmacist assessment and prescribing. Review any required documentation forms (paper or online) for pharmacy patient care services. This discussion should include information about pharmacy reimbursement for full scope patient care services as well as the business plan for full scope services offered by the pharmacy. See: https://www.pharmacists.ca/pharmacy-in-canada/scope-of-practice-canada/for a current summary chart of pharmacists' full scope of practice in Canada. Review the required documentation for each full scope activity, the cost of each service and how each service is billed. Interns should also understand how these services are promoted to patients and are managed within the workflow of the practice site. Interns should be actively involved in the full scope of pharmacy practice services under the appropriate direction of their pharmacist preceptor.

c. Identify patient care forms or tools (electronic or paper) you will use to help gather necessary patient information. Interns may wish to design their own patient work-up tools or use one available at the site.

d. Arrange to meet with your preceptor at the start of the rotation to review plans to identify a minimum of **FIVE** different patients suitable for detailed patient care workups over the duration of your rotation. This may require meeting with patients whether it be in person or on the phone to conduct a detailed medication review and assessment. Patients may be pre-selected by the preceptor in advance of the intern's arrival, or they may be selected together during the early part of the rotation.

Interns should be selecting patient cases that provide them with a challenging and thought-provoking learning opportunity. Patients with the following characteristics may provide good learning opportunities:

- Multiple medications (four or more medications)
- Multiple medical conditions requiring drug therapy
- Newly diagnosed medical condition requiring multiple drug therapies
- Uncommon medical condition requiring drug therapy
- Opportunity to engage with providing full scope professional services

Additional Important Patient Selection Criteria

The patient selected for each case work-up must:

- not be a relative, family member or close friend of the intern or preceptor
- be taking some type of medication (prescription, nonprescription, natural health products, etc.)
- be a patient of the rotation site
- be available for a medication review appointment (meeting Public Health requirements) most likely via phone or virtually to gather detailed patient information and conduct a pharmacy care assessment
- be willing to work with the intern and be agreeable to the intern contacting prescriber(s)
- **MUST** provide the intern with an opportunity to identify, prioritize and manage DTPs

e. Conduct **a minimum** of **FIVE** different detailed patient workups during the rotation under the appropriate direction of your pharmacist preceptor. Review each stage of the process with your preceptor, for guidance and feedback.

f. Before communicating with a prescriber or health professional involved in the circle of care, interns must review their plans with their preceptor (whether the plan is to communicate verbally or in writing) to ensure organized, accurate and appropriate interprofessional communication. Communication with prescribers and patients should always be done under the appropriate direction of the pharmacist preceptor.

h. Interns must submit certification from their preceptor that at least five detailed patient workups have been completed during the rotation. Please see the assessment forms at the end of this manual for details.

PLEASE NOTE: If a intern is not able to complete at least FIVE detailed patient work ups during the rotation, the NSCP at registrations@nspharmacists.ca must be notified as soon as this situation is identified.

Preceptors and Interns

The **FIVE** patient cases are set as a minimum. If interns complete **FIVE** cases before the end of their rotation time, they should continue to work on more patient cases. Interns should be actively engaged in and contribute to patient care and full scope of pharmacy practice activities throughout the entire rotation.

Examples of pharmacy practice activities that interns could be involved in during the rotation (there are many others and vary by site) under the appropriate direction of the pharmacist preceptor:

- Accessing, reviewing and assessing lab values as needed for patient care
- Medication history taking
- Attending CE opportunities when available and appropriate

- Medication reviews (under the appropriate direction/guidance of preceptor)
- Monitoring/follow-up of patients receiving medication therapy on new and repeat prescriptions
- Communication regarding patient care with other health professionals (under the appropriate direction/guidance of preceptor)
- Scheduled therapeutic discussions with preceptor
- Interns could organize a journal club session for pharmacist staff/local community pharmacists/other health professionals (adhering to Public Health protocols)
- Patient safety initiatives within the pharmacy
- Helping to prepare/submit adverse drug reaction reports
- Learning more about community pharmacy as a business through discussions with the pharmacy owner, pharmacy manager and/or front store manager
- Taking part in the prescription filling process as part of the pharmacy team and under the appropriate direction of the pharmacist preceptor.

Interprofessional Education (IPE) Activity

"Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care"
CAIPE 2002[1]

Effective Interprofessional Education[1]:

- Works to improve the quality of care
- Focuses on the needs of service users and care providers
- Involves service users and care providers
- Encourages professions to learn with, from and about each other
- Respects the integrity and contribution of each profession
- Enhances practice within professions
- Increases professional satisfaction

Learning Objectives:

At the end of the rotation the pharmacy intern will have:

- learned with, from and about a community-based health care professional (COLLABORATOR);
- interviewed another other health professional to gain insight into their role within the health care system at the community level and learned about the opportunities the health professional has to collaborate with pharmacists and other professions to provide patient/client/family/community-centred care (COLLABORATOR);

The expected level of competence displayed for an intern should be consistent with someone who has completed a pharmacist education program and is ready for entry to practice as a pharmacist.

Activities: Learning "with, from and about" other Health Professions

1. Select a regulated health profession other than pharmacy. A regulated health profession is one that is governed by a provincial act of legislation and is self-regulated by its members. Possible examples of professions that prescribe medication could include Nurse Practitioners, Dentistry, Medicine, Optometry, Naturopathic Medicine etc.

2. With the help of your preceptor, locate a practitioner in the local community (not within a hospital or affiliated hospital site) who would be willing to have you complete an interview with them to learn more about their profession, their interaction with pharmacy and pharmacists and the type of patient/health care they provide.

3. Arrange to meet with the health professional to complete your interview. Most likely due to the Pandemic this interview will need to be conducted via telephone or through a virtual communication platform.

4. Prepare a list of interview questions for the identified health professional and review the questions with your preceptor. When preparing the questions keep in mind that you need to gather information on the following topics:

- Education required to enter their profession
- Scope of practice
- Typical practice day
- Changes to their practice due to the Pandemic
- Other health professionals they frequently collaborate with
- Types of patients encountered in their practice
- Philosophy of care
- If a prescriber, do they use a personal medication formulary?
- Do they use an electronic health record/medical record in their practice?
- Interactions with community pharmacists
- Rewards and challenges of their profession
- Tips/suggestions the health professional may have for you to consider for possible points of collaboration with their profession as you transition into practice and start your professional career

5. Thank the health professional for their time.

6. Debrief with your preceptor at the end of this activity to gain their insight into collaborating and communicating with prescribers to support safe and effective patient care.

INTERNS PLEASE NOTE: This activity may need to be arranged outside of regular pharmacy rotation hours to accommodate the schedule of the other professional.

References:

1. http://www.caipe.org.uk/about-us/defining-ipe/
2. https://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf

Self-Assessment/Assessment Criteria:

- Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient-monitoring and follow-up.
- Has an organized and focused approach for gathering accurate and complete patient information.
- Interprets patient information gathered to effectively identify, solve and/or prevent drug therapy problems.
- Reviews any cultural, social and economic issues that may impact the management of drug therapy problems.
- Able to identify, prioritize, resolve and/or prevent identified drug therapy problems considering the patient's needs and preferences.
- Able to establish goals of therapy that are sensitive to the patient's needs and concerns, clinically sound, observable, and measurable.
- Able to apply best available evidence to the patient's situation.
- Recommends non-drug therapy options when appropriate.
- Able to develop appropriate care plans/recommendations to address each identified DTP(s).
- As the rotation progresses, intern is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the appropriate direction of a pharmacist preceptor and at an appropriate level for intern less than 6 months away from entry to independent practice.
- Monitors, follows up and documents care provided to patients.
- Refers, consults, and/or collaborates with other health care providers and pharmacy team members when appropriate to provide optimal patient care.
- Completes **at least FIVE** different detailed patient care workups.
- Demonstrates an industrious and organized work ethic towards patient care.
- Actively engages in and contributes to quality patient care throughout the rotation.
- Able to provide or offer full scope of pharmacy practice services as appropriate for the patient's needs.
- Participates in full scope of pharmacy practice patient care services that are reimbursed by government or private payers or billed directly to patients.
- Able to describe the business strategy and budget goals followed by the pharmacy practice team to optimize the reimbursement for full scope of pharmacy practice activities.

Unit 3: Reflection on Ethical, Moral and Social Controversies/Dilemmas*

Ethical, moral and social controversies and dilemmas are often encountered in pharmacy practice during the provision of patient care. Issues to discuss for this unit can arise from the intern's patient care activities. Preceptors can also identify issues from their own practice experiences providing patient care. The decision of whether or not an issue is an ethical or moral one is not the focus of this unit. Rather it is the analysis and recommended action is what is required.

Unit 3 Learning Objectives:

Upon completion of the rotation interns are expected to be able to:

- **Recognize ethical, moral and social controversies and dilemmas as they arise during the provision of health care (Professional);**
- **Analyze and discuss controversies and dilemmas with the preceptor and/or site related ethical support services (Professional);**

  The expected level of competence displayed for an intern should be consistent with someone who has completed a pharmacist education program and is ready for entry to practice as a pharmacist.

Activities:

a.	Locate the *Code of Ethics for Pharmacists* from the pharmacy regulatory body for the province of your rotation. Review the *Code of Ethics* with your preceptor and discuss how this document impacts your/their practice.
b.	Identify issues of controversy, in provision of patient care, which in your opinion pose an ethical, moral or social dilemma.
c.	Gather the facts of the dilemma.
d.	Apply the appropriate ethical principles for each situation.
e.	Propose viable options for the resolution of the situation.
f.	Analyze your findings and discuss with your preceptor.
g.	Initiate resolution of the dilemma, where appropriate, and with the help and guidance of your preceptor.
h.	Preceptors are encouraged to share and discuss past ethical, moral and social controversies/dilemmas that they have experienced with the intern.

Intern Self-Assessment/Assessment Criteria

- **Problem-solved ethical, moral and social controversies and dilemmas as they occurred in practice (Professional, Care Provider).**

- **Gathered advice from preceptor(s), colleagues and ethical support services when needed to help manage and resolve ethical, moral and social controversies and dilemmas as experienced in practice (Professional).**

*Adapted with permission from the Structured Practice Experience Program, Faculty of Pharmacy, University of Toronto

Unit 4: Drug Information

For the six-week rotations, interns are expected to serve as knowledgeable drug information (DI) resource persons for pharmacy, healthcare team and patients. DI questions should be answered as they arise throughout the rotation. Questions should be researched and answered using the principles of evidence-based pharmacy. The quantity of DI questions and length of response is entirely reflective of the needs and issues that develop from the interns' patient care process
Interns should use available and appropriate references, DI services, and experts as needed.

Interns should expect that required research for drug information questions may need to take place outside regular patient care hours.

Unit 4 Learning Objective:

Upon completion of the rotation interns should have demonstrated that they are able to:

- **Provide accurate, evidence based, timely and appropriate drug information that meets patient care needs (Scholar, Care Provider);**

The expected level of competence displayed for an intern should be consistent with someone who has completed a pharmacist education program and is ready for entry to practice as a pharmacist.

Activity:

Interns are expected to be active participants during their rotations in researching and providing drug information as required throughout the entire rotation. The number of questions answered is determined by the patient care needs of the site. Interns should expect that research time outside of regularly scheduled pharmacy rotation practice time may be required.

Unit 5: Education Event/Project

Interns should determine the topic for this activity in consultation with their preceptor. The topic should be confirmed the first week of the rotation, giving the intern enough time to complete.

Presentations, if developed for this unit, should be 20 to 30 minutes in length with 10 to 15 minutes at the end for questions. Interns will need to develop their own feedback form to distribute to participants after their program is presented. Most likely due to COVID-19 this may need to be done using an online survey tool or collected via email.

Please discuss with your preceptor the best method to complete this unit with Public Health rules in mind. The NSCP supports your creativity in completing this activity.

Unit 5 Learning Objectives:

Upon completion of the rotation, pharmacy interns are expected to be able to:

- **Educate individuals regarding a health-related topic (Communicator, Health Advocate, Scholar);**
- **Promote and define the pharmacist's role in patient care as it relates to the topic presented (Communicator, Care Provider, Health Advocate);**
- **Promote and demonstrate the role of the pharmacist as a health educator (Health Advocate);**
- **Demonstrate public speaking, presentation, and communication skills (Communicator);**

The expected level of competence displayed for an intern should be consistent with someone who has completed a pharmacist education program and is ready for entry to practice as a pharmacist.

<u>Points to Consider When Assessing Intern's Performance:</u>

- □ Designs an education program that focuses on the identified topic based on the need of the rotation site
- □ Selects educational methods that are appropriate for the audience.
- □ Schedules and promotes the presentation, journal club, or clinic to meet the needs of the learners.
- □ Appears comfortable, engages the audience, uses appropriate tone and pace, and uses non-verbal language appropriately.
- □ Complies with time and topic limitations during the presentation/clinic.
- □ Responds to and manages interaction with the audience.
- □ Creates and distributes a presentation feedback form at the end of the presentation/clinic.

- □ Evaluates the results of the presentation/clinic through formal and informal feedback.

Activities:

a. Prepare, and/or organize, promote, and run (under the appropriate direction of the preceptor) an education event/project:

ONE of the following education sessions is required to be completed during the rotation. Presentations could be in person or virtual but interns must comply with public health rules. The topic and choice should be determined with the help of your preceptor. The intern will need to be supervised by the pharmacist preceptor during any education sessions or events.

1. Pharmacy based clinic on a health topic if social distancing/Public Health rules allow.

OR

2. Presentation on a health education topic for a community of patients as Public Health rules allow.

OR

3. Presentation to a group of professionals of your choice e.g. pharmacy staff, colleagues on a topic of current interest following Public Health rules.

OR

4. Organize a journal club event following Public Health rules.

OR

5. Another identified education session that will provide the intern with experience presenting health information.

b. Develop and distribute at the end of the event an audience/participant feedback form and review the gathered feedback with the preceptor (can use an online survey tool).

Assessment & Evaluation Checklist for Interns & Preceptor

Intern Self-Assessment Checklist
☐ PRIOR TO START: Intern self-assessment tool completed within this manual prior to start of the rotation
☐ ON-SITE: Intern & preceptor review self-assessment at the beginning of rotation.
☐ ON-SITE: Mid-point intern self-assessment/preceptor evaluation meeting booked: _____
☐ ON-SITE: Intern mid-point self-assessment tool completed within this manual.
☐ ON-SITE: Intern & preceptor meet to review mid-point intern self-assessment & preceptor evaluation of intern (please keep copies for your records)
☐ ON-SITE: Intern final self-assessment tool completed within this manual.
☐ ON-SITE: Intern meets with preceptor to review final intern self-assessment and preceptor evaluation.
☐ **Send completed self-assessment form (convert to PDF) to registrations@nspharmacists.ca**
Preceptor Assessment/Evaluation Checklist
☐ ON-SITE: Review intern's self-assessment with intern at the beginning of rotation.
☐ ON-SITE: Review intern's mid-point self-assessment and your mid-point evaluation of the intern.
☐ ON-SITE: Review intern's final self-assessment and your final evaluation of the intern
☐ **Send completed preceptor assessment form (convert to PDF) to registrations@nspharmacists.ca**

Intern Name (please print):_____
Preceptor Name (please print):_____
Practice Site: _____
Rotation Start Date: _____
Rotation End Date: _____

INTERN SELF-ASSESSMENT
NSCP 6-week Community Rotation

Please take a moment to complete this self-assessment prior to your arrival on site for your community pharmacy rotation. Read each statement on the left of the chart and select a description from the scale that best reflects how prepared you feel to practice the skill(s) described. If you are not able to assess the described skill(s) please use the notation "NA".

When completing your initial self-assessment remember to consider your past pharmacy work experiences. Review your initial self-assessment with your preceptor at the start of the rotation. The information shared will help you and your preceptor tailor the rotation to best suit your learning needs.

If at any time a preceptor has identified that an intern may not successfully complete the rotation, NSCP must be contacted.

Self-Assessment Scale*:

1 =Unprepared for Practice; 2 =Needs Improvement for Practice; 3 =Prepared for Practice; 4 = Well Prepared for Practice 5 = Exceptionally Well Prepared for Practice
or
"NA"= Not Able to Self-Assess or Not Applicable to practice site

An Intern must complete two six-week rotations. Interns at the end of their second six-week rotation would be expected to be assessed at a higher level of performance than when they started their first six-week rotation. Any intern performance or attendance concerns identified by preceptors should be communicated to NSCP for guidance at registrations@nspharmacists.ca as soon as the potential for concern is identified.

***Descriptors for the self-assessment scale ratings can be found on the following page.**

Intern Self-Assessment Scale with Descriptors

1 Unprepared for Practice	2 Needs Improvement for Practice	3 Prepared for Practice	4 Well Prepared for Practice
For a pharmacy intern 6 months or less away from entry to practice as a pharmacist.*			
➢ Intern is not able to engage in activity or demonstrate skill(s) even with prompting and intervention from preceptor. ➢ Completes the activity incorrectly. ➢ Displays unsafe professional decision making in relation to the activity or skill(s) described. ➢ The intern needs to acquire significantly more knowledge and understanding before re-attempting the task. ➢ **The intern is not able to follow the SPEP attendance policy.** ➢ **This is a failing grade and the NSCP should be contacted at registrations@nspharmacists.ca for guidance as soon as the potential for this grade becomes obvious.**	➢ Intern completes activity or demonstrates skill(s) described with extensive or regular prompting and intervention from the preceptor. ➢ **The intern is not able to follow the SPEP attendance policy.** ➢ **This level of assessment is of concern and the NSCP should be contacted for guidance at registrations@nspharmacists.ca as soon as the potential for the grade becomes obvious.**	➢ Intern completes activity or demonstrates skill(s) with limited or no prompting** or intervention from the preceptor. ***As the intern makes their way through the rotation prompting should decline* ➢ Makes safe patient care choices. ➢ Knows when to research further before providing information or advice. ➢ Is able to self-reflect on patient care experiences.	➢ Intern completes activity or demonstrates skill(s) without prompting or intervention from the preceptor. ➢ Highly motivated and functions above expectations for a intern ➢ Intern is ready to approach the activity with more complexity.
"5" = Exceptionally Well Prepared for Practice: May be used to recognize exceptional performance demonstrated by the pharmacy intern during the rotation			
**** An Intern must complete two six-week rotations. Interns at the end of their second six-week rotation would be expected to be assessed at a higher level of performance than when they started their first six-week rotation. Any intern performance or attendance concerns identified by preceptors should be communicated to the NSCP at registrations@nspharmacists.ca for guidance as soon as the potential for concern is identified.***			

Not Able to Assess/Self-Assess (NA) could be used if:

- Skill(s) described not applicable to this practice site. **OR**
- Intern has not had an opportunity to demonstrate the skill(s) described.

Adapated from: Koenigsfeld CF, Tice AL, Organizing a Community Pharmacy Advanced Practice Experience. Amer J Pharm Ed 2006; 70(1) Article 22 and the University of Manitoba Fourth Year Rotation Manuals 2010-2011.

Intern Name (please print):_____
Preceptor Name (please print):_____
Practice Site: _____
Rotation Start Date: _____
Rotation End Date: _____

INTERN SELF-ASSESSMENT
NSCP 6-week Community Rotation

UNIT 1: PROFESSIONAL AND INTERPERSONAL SKILL DEVELOPMENT

Topics to review with your preceptor:

Intern is registered as a pharmacy intern prior to the start of the rotation ☐ YES ☐ NO

Intern has obtained personal professional liability insurance prior to the start of the rotation ☐ YES ☐ NO

Points to Consider when Self-Assessing Performance	Initial	Mid-Point	Final
Professional and Interpersonal Skills			
Is approachable and accessible to patients, family members, caregivers, and pharmacy team members.			
Displays appropriate verbal, non-verbal, writing and listening skills for pharmacy practice.			
Demonstrates commitment to each patient regardless of age, race, color, religion, creed, sex, sexual orientation, gender identity, gender expression, physical disability or mental disability, ethical, national or indigenous origin, family status, marital status, cultural, or educational background or economic status.			
Displays a helping ethic when interacting with patients, family members, caregivers, and pharmacy team members.			
Shows respect for the dignity of the patient.			
Able to adapt communication to the needs of the patients, family members, caregivers, and pharmacy team members.			
Displays sensitivity, compassion, respect, and empathy to patient concerns.			
Presents in a professional manner at all times, and always identifies as a Pharmacy Intern.			
Follows required dress code.	**YES**	**NO**	
Is reliable and punctual **ALL absences from SPEP rotations must be reported to the NSCP at registrations@nspharmacists.ca.**	**YES**	**NO**	
Completes tasks carefully and thoroughly.			
Respects patient confidentiality.			
Displays a positive attitude toward pharmacy practice.			
Shows interest and takes initiative.			
Demonstrates critical thinking, analysis, and action which are based on ethical and legal principles.			
Demonstrates good organization and time management skills.			
Maintains appropriate professional boundaries.			
Acknowledges own professional limits and abilities.			
Accepts responsibility for actions and decisions.			
Practices time-management, stress-management, and adaptive skills.			
Strives to continuously improve professional performance and knowledge.			
Uses feedback to improve performance.			
Completes extra reading or assignments when suggested or needed.			

UNIT 2: PATIENT CARE IN COMMUNITY: INCLUDES FULL SCOPE, PHARMACY BUSINESS, AND INTERPROFESSIONAL ACTIVITIES

Topics to review with your preceptor:

Points to Consider when Self-Assessing Performance	Initial	Mid-Point	Final
The Pharmacist's Patient Care Process			
Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient monitoring and follow-up.			
Has an organized and focused system for gathering accurate and complete patient information.			
Interprets patient information gathered to effectively identify, solve and/or prevent drug therapy problems.			
Reviews any cultural, social, and economic issues that may impact the management of drug therapy problems.			
Able to identify, prioritize, resolve and/or prevent drug therapy problems considering the patient's needs and preferences.			
Able to establish goals of therapy that are: • sensitive to the patient's needs and concerns • clinically sound • observable and measurable			
Able to apply best available evidence to patient's situation.			
Recommends non-drug therapy options when appropriate.			
Able to develop appropriate care plan(s)/recommendations to address each identified DTP(s).			
As the rotation progresses is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the appropriate direction of a preceptor and at an appropriate level for intern less than 6 months away from entry to independent practice.			
Monitors, follows up and documents care provided to patients.			
Refers, consults, and/or collaborates with other healthcare providers, and pharmacy team members when appropriate to provide optimal patient care.			

Intern Name: _____ Preceptor Name: _____

Successfully completes **at least** FIVE different detailed patient care workups during the rotation.	YES NO ***If no, please contact NSCP***		
Patient Care Workups	***Therapeutic Topics Covered***		
PC Work-Up #1			
PC Work-Up #2			
PC Work-Up #3			
PC Work-Up #4			
PC Work-Up #5			
Able to provide or offer full scope of pharmacy practice services as appropriate for the patient's needs.			
Participates in full scope of pharmacy practice patient care services that are reimbursed by government or private insurance plans or billed directly to patients.			
Able to describe the business strategy and budget goals followed by the pharmacy practice team to optimize provision of and billing for full scope of pharmacy practice activities.			
Demonstrates an industrious work ethic towards patient care.			
Actively engages in and contributes to quality patient care.			
Interprofessional Education (IPE) Activity			
Name & Title of Health Professional Interviewed: _____ _____			

TYPES OF FULL SCOPE ACTIVITIES ENCOUNTERED DURING THE ROTATION (please list):

Intern Name: _____ Preceptor Name:_____

UNIT 3: REFLECTION ON ETHICAL, MORAL AND SOCIAL CONTROVERSIES/DILEMMAS

Topics to review with your preceptor:

Points to Consider when Self-Assessing Performance	Initial	Mid-Point	Final
Ethical, Moral and Social Controversies/Dilemmas			
□ *Code of Ethics* reviewed with preceptor			
Identifies ethical, moral and social controversies and dilemmas as they occur in practice and seeks advice from preceptor(s), colleagues, and ethical support services when needed.			

Comments:

Intern Name: _____ Preceptor Name: _____

UNIT 4: DRUG INFORMATION

Topics to review with your preceptor:

Points to Consider when Self-Assessing Performance	Initial	Mid-Point	Final
Drug Information			
Provides accurate, timely and appropriate drug and disease information that meets patient care needs.			

Comments:

Intern Name: _____ Preceptor Name: _____

Unit 5: Education Event/Project

To be Self-Assessed after the education event/project is completed

Points to Consider When Self-Assessing Performance:	Self-Assessment of Education Session
Designs an education event/project that focuses on the identified topic.	
Selects educational methods that are appropriate for the audience.	
If applicable, schedules and promotes the education event/project to meet the needs of the learners.	
Complies with time and/or topic limitations during the education event/project.	
Creates and distributes a feedback form at the end of the education event/project.	
Evaluates the results of the education event/project through formal and informal feedback.	

Additional Written Comments (Please use additional paper if required):

Dates of Assessment:

Initial: _____ Mid-Point: _____ Final: _____

Intern Name:_____
Intern Signature:_____
Preceptor Name:_____
Preceptor Signature:_____

I declare that I understand that I must receive email approval from the NSCP that this assessment and the *Preceptor/Site Approval Application* for the next rotation have been received and approved prior to starting my next rotation.

I understand that any structured practice completed prior to receiving these approvals will not be counted toward the qualification requirements in Section 7 for all applicants for registration and licensing as a pharmacist.

Intern's Signature: _____

Please submit completed assessment form (in PDF) to
registrations@nspharmacists.ca

Intern Name (please print):_____
Preceptor Name (please print):_____
Practice Site: _____
Rotation Start Date: _____
Rotation End Date: _____

PRECEPTOR ASSESSMENT OF THE INTERN
NSCP 6-week Community Rotation

Please take a moment to complete this assessment of the intern after reviewing and discussing the intern's mid-point and final self-assessments. Read each statement on the left of the chart and select a description from the assessment scale that best reflects how prepared you have observed the intern to be to practice the skill(s) described. If you are not able to assess the described skill(s) please use the notation "NA". Intern assessments are intended to be a constructive dialogue on strengths, weaknesses and areas for improvement.

The expected level of competence displayed for 6-week rotations should be consistent with interns less than 6 months away from entry to practice as a pharmacist. For preceptors the column marked "**Initial**" is blocked out. The intern will review their initial self-assessment at the start of the rotation with the preceptor. The intern's initial self-assessment will reflect their past pharmacy work experiences. A review of the intern's initial self-assessment will provide information that allows the rotation to be tailored to suit the learning needs of the intern. Preceptors will assign a grade of PASS or FAIL at the conclusion of the rotation.

If at any time a preceptor has identified that a intern may not successfully complete the rotation the NSCP must be contacted as soon as this potential situation is identified at registrations@nspharmacists.ca

ASSESSMENT SCALE*
PLEASE KEEP A COPY OF THESE COMPLETED FORMS FOR YOUR RECORDS

1 =Unprepared for Practice; 2 =Needs Improvement for Practice; 3 =Prepared for Practice; 4 = Well Prepared for Practice; 5 = Exceptionally Well Prepared for Practice or
"NA" = Not Able to Assess or Not Applicable to practice site
An Intern must complete two six-week rotations. Interns at the end of their second six-week rotation would be expected to be assessed at a higher level of performance than when they started their first six-week rotation. Any intern performance or attendance concerns identified by preceptors should be communicated to NSCP at registrations@nspharmacists.ca for guidance as soon as the potential for concern is identified.

***Descriptions of the assessment scale ratings can be found on the following page.**

Assessment Scale with Descriptors

1 Unprepared for Practice	2 Needs Improvement for Practice	3 Prepared for Practice	4 Well Prepared for Practice
For a pharmacy interns 6 months or less away from entry to practice as a pharmacist.*			
➢ Intern is not able to engage in activity or demonstrate skill(s) even with prompting and intervention from preceptor. ➢ Completes the activity incorrectly. ➢ Displays unsafe professional decision making in relation to the activity or skill(s) described. ➢ The intern needs to acquire significantly more knowledge and understanding before re-attempting the task. ➢ **The intern is not able to follow the SPEP attendance policy.** ➢ **This is a failing grade and the NSCP should be contacted for guidance as soon as the potential for this grade becomes obvious.**	➢ Intern completes activity or demonstrates skill(s) described with extensive or regular prompting and intervention from the preceptor. ➢ **The intern is not able to follow the SPEP attendance policy.** ➢ **This level of assessment is of concern and the NSCP should be contacted for guidance at spe@nspharmacists.ca as soon as the potential for the grade becomes obvious.**	➢ Intern completes activity or demonstrates skill(s) with limited or no prompting**or intervention from the preceptor. ***As the intern makes their way through the rotation prompting should decline* ➢ Makes safe patient care choices. ➢ Knows when to research further before providing information or advice. ➢ Is able to self-reflect on patient care experiences.	➢ Intern completes activity or demonstrates skill(s) without prompting or intervention from the preceptor. ➢ Highly motivated and functions above expectations for a intern. ➢ Intern is ready to approach the activity with more complexity.
"5" = Exceptionally Well Prepared for Practice: May be used to recognize exceptional performance demonstrated by the pharmacy intern during the rotation			
An Intern must complete two six-week rotations. Interns at the end of their second six-week rotation would be expected to be assessed at a higher level of performance than when they started their first six-week rotation. Any intern performance or attendance concerns identified by preceptors should be communicated to NSCP at registrations@nspharmacists.ca for guidance as soon as the potential for concern is identified.			
Not Able to Assess/Self-Assess (NA) could be used if: ➢ Skill(s) described not applicable to this practice site. **OR** ➢ Intern has not had an opportunity to demonstrate the skill(s) described.			

Adapated from: Koenigsfeld CF, Tice AL, Organizing a Community Pharmacy Advanced Practice Experience. Amer J Pharm Ed 2006; 70(1) Article 22 and the University of Manitoba Fourth Year Rotation Manuals 2010-2011.

Intern Name (please print):_____
Preceptor Name (please print):_____
Practice Site: _____
Rotation Start Date: _____
Rotation End Date: _____

PRECEPTOR ASSESSMENT OF THE INTERN
6-week community rotation

UNIT 1: PROFESSIONAL AND INTERPERSONAL SKILL DEVELOPMENT

Intern is registered as a pharmacy intern prior to the start of the rotation ☐ YES ☐ NO

Intern has obtained personal professional liability insurance prior to the start of the rotation ☐ YES ☐ NO

Points to Consider when Assessing Intern Performance	Initial	Mid-Point	Final
Professional and Interpersonal Skills			
Is approachable and accessible to patients, family members, caregivers, and pharmacy team members.			
Displays appropriate verbal, non-verbal, writing and listening skills for pharmacy practice.			
Demonstrates commitment to each patient regardless of age, race, color, religion, creed, sex, sexual orientation, gender identity, gender expression, physical disability, or mental disability, ethical, national, or indigenous origin, family status, marital status, cultural, or educational background or economic status.			
Displays a helping ethic when interacting with patients, family members, caregivers, and pharmacy team members.			
Shows respect for the dignity of the patient.			
Able to adapt communication to the needs of the patients, family members, caregivers, and pharmacy team members.			
Displays sensitivity, compassion, respect, and empathy to patient concerns.			
Presents in a professional manner at all times, and always identifies as a Pharmacy Intern.			
Follows required dress code.		**YES**	**NO**
Is reliable and punctual **ALL absences from SPEP rotations must be reported to the NSCP at registrations@nspharmacists.ca**		**YES**	**NO**
Completes tasks carefully and thoroughly.			
Respects patient confidentiality.			
Displays a positive attitude toward pharmacy practice.			
Shows interest and takes initiative.			
Demonstrates critical thinking, analysis, and action which are based on ethical and legal principles.			
Demonstrates good organization and time management skills.			
Maintains appropriate professional boundaries.			
Acknowledges own professional limits and abilities.			
Accepts responsibility for actions and decisions.			
Practices time-management, stress-management, and adaptive skills.			
Strives to continuously improve professional performance and knowledge.			
Uses feedback to improve performance.			
Completes extra readings or assignments when suggested or needed.			

Preceptor's Midpoint Comments:

Preceptor's Final Comments:

Intern Name: _____ Preceptor Name: _____

UNIT 2: PATIENT CARE IN COMMUNITY: INCLUDES FULL SCOPE, PHARMACY BUSINESS & INTERPROFESSIONAL ACTIVITIES

Points to Consider when Assessing Intern Performance	Initial	Mid-Point	Final
The Pharmacist's Patient Care Process			
Demonstrates knowledge of appropriate drug therapy, pathophysiology, patient monitoring and follow-up.			
Has an organized and focused system for gathering accurate and complete patient information.			
Interprets patient information gathered to effectively identify, solve and/or prevent drug therapy problems.			
Reviews any cultural, social, and economic issues that may impact the management of drug therapy problems.			
Able to identify, prioritize, resolve and/or prevent drug therapy problems.			
Able to establish goals of therapy that are: • sensitive to the patient's needs and concerns • clinically sound • observable and measurable			
Able to apply best available evidence to patient's situation.			
Recommends non-drug therapy options when appropriate.			
Able to develop appropriate care plan(s)/recommendations to address each identified DRPs.			
As the rotation progresses intern is able to effectively provide concurrent patient care to multiple patients on an ongoing basis under the appropriate direction of a preceptor and at an appropriate level for intern less than 6 months away from entry to independent practice.			
Monitors, follows up and documents care provided to patients.			
Refers, consults, and/or collaborates with other healthcare providers when appropriate to provide optimal patient care.			
Successfully completes **at least** **FIVE** different detailed patient care work ups during the rotation.		**YES** **NO** ***If no, please contact NSCP***	

Patient Care Work-Ups	***Therapeutic Topics Covered***
PC Work-Up #1	
PC Work-Up #2	
PC Work-Up #3	
PC Work-Up #4	
PC Work-Up #5	

Intern Name: _____ Preceptor Name: _____

Able to provide or offer full scope of pharmacy practice services as appropriate for the patient's needs.			
Participates in full scope of pharmacy practice patient care services that are reimbursed by government or private insurance plans or billed directly to patients.			
Able to describe the business strategy and budget goals followed by the pharmacy practice team to optimize provision of and billing for full scope of pharmacy practice activities.			
Demonstrates an industrious work ethic towards patient care.			
Actively engages in and contributes to quality patient care.			

Interprofessional Education (IPE) Activity
Name & Title of Health Professional Interviewed: _____ _____

Preceptor's Midpoint Comments (please comment on intern's engagement with full scope activities):

Preceptor's Final Comments (please comment on intern's engagement with full scope activities):

Intern Name: _____ Preceptor Name: _____

UNIT 3: REFLECTION ON ETHICAL, MORAL AND SOCIAL CONTROVERSIES/DILEMMAS

Points to Consider when Assessing Intern Performance	Initial	Mid-Point	Final
Ethical, Moral and Social Controversies/Dilemmas			
□ Reviewed and discussed Pharmacist's Code of Ethics for province of rotation			
Identifies ethical, moral, and social controversies and dilemmas as they occur in practice and seeks advice from preceptor(s), colleagues, and ethical support services when needed.			

Preceptor's Mid-Point Comments:

Preceptor's Final Comments:

UNIT 4: DRUG INFORMATION

Points to Consider when Assessing Intern Performance	Initial	Mid-Point	Final
Drug Information			
Provides accurate, timely and appropriate drug and disease information that meets patient care needs.			

Preceptor Mid-Point Comments:

Preceptor Final Comments:

Intern Name: _____ Preceptor Name: _____

Unit 5: Education Event/Project
To be evaluated after the education event/project is completed

Points to Consider when Assessing Intern Performance:	Assessment
Shows an ability to design an education event/project that focuses on the identified topic.	
Selects educational methods and technologies that are appropriate for the audience.	
Schedules and promotes the education event/project to meet the needs of the learners/as appropriate.	
Complies with time and/or topic limitations during the education event/project.	
Creates and distributes a feedback form at the end of the education event/project. The feedback form should be created by the intern.	
Evaluates the results of the education event/project through formal and informal feedback.	

Written Comments

Please comment on the contributions made by the pharmacy intern to patient care at the rotation site:

Intern Name: _____ Preceptor Name: _____

Final Comments Reviewed with Intern:

I declare that I understand that I must receive email approval from the NSCP that this assessment and the *Preceptor/Site Approval Application* for the next rotation have been received and approved prior to starting my next rotation.

I understand that any structured practice completed prior to receiving these approvals will not be counted toward the qualification requirements in Section 7 for all applicants for registration and licensing as a pharmacist.

Intern's Signature: _____

Mid-Point Assessment Review Date: _____
Final Assessment Review Date: _____
Preceptor Name: _____
Preceptor's Signature: _____
Intern's Name: _____
Intern's Signature: _____

□ **PASS** □ **FAIL**

Please submit completed assessment form (in PDF) to
registrations@nspharmacists.ca