

UNIVERSITY of
TASMANIA



School of Pharmacy and Pharmacology

College of Health and Medicine

CSA357

Pharmacy Skills in Practice

CSA430

Pharmacy Practice

Experiential Learning Program

**COMMUNITY PLACEMENT
PRECEPTOR GUIDE**

2024

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Concerns and Feedback

The School of Pharmacy and Pharmacology appreciates your continued support of the community pharmacy placements. If you have any concerns you would like to express, or feedback about the students and/or the material presented in this document and other associated documents, please contact *Mrs Lucy Muir Wilson* (CSA357 co-ordinator) or *Mr Justin Cousins* (CSA430 co-ordinator). Alternatively, please contact *Mrs Josie Hughes* or *Mrs Sophie Briggs* (Academic Placement Coordinators for South and North students, respectively) or *Dr Felicity Veal* (Academic Placement Coordinator)

Important: If you have a student on placement who is performing very poorly, significantly below your expectations, or you are concerned about in any way, contact the placement team as early as possible.

Pharmacy Placement Staff

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For emergencies after hours, please call 0413 702 014.

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CSA357 Pharmacy Skills in Practice – Essential Information

Community Pharmacy Placement

Student Cohort

The CSA357 placement is undertaken in either:

- Third year of the traditional 4-year Bachelor of Pharmacy Degree, or
- Second year of the new fast-track Bachelor of Pharmacy with Honours degree

Purpose

The objective of the placement is to provide students with an extended experience of community pharmacy. It provides an opportunity for students to work on a one-to-one basis with pharmacists and to gain experience in community pharmacy.

Placement Schedule

Each student will undertake a two-week placement in a community pharmacy (Monday to Friday, 38 hours/week). The placement period for CSA357 takes place from Mid-August to Mid-September, annually.

Scope of Placement

CSA357 students' exposure to the community pharmacy environment prior to their placement is relatively minimal, and they have yet to complete all of the relevant university content.

Consequently, it is expected that these students will operate at the level of a junior pharmacy assistant.

CSA357 students should be able to demonstrate reasonable competence in the areas of cardiovascular disease, diabetes and other endocrine diseases, bleeding disorders, renal disease, respiratory disease, psychiatry, insomnia, epilepsy, pain, and liver disease. They have also extensively covered OTC products prior to their placements.

Activities

Activities to be undertaken under direct supervision of an AHPRA registered pharmacist:

- Prescription practice
 - Interpretation and evaluation of accuracy and completeness of prescriptions.
 - Supervised compounding and/or dispensing to legal and professional standards.
 - Selection of appropriate ingredients, containers, brands, and dosage forms as required.
 - Clinical decision-making using reference books and other drug information sources.
- Effective patient communication
 - Conversations with patients concerning health matters.
 - Consultations with patients concerning prescription and non-prescription medication.
- Drug utilisation monitoring
 - Evaluation and use of dispensary computer systems
 - Monitoring for drug interactions and/or non-compliance, and procedures necessary to prevent subsequent problems.
 - Adherence tools e.g. MedsIndex, GuildCare, MedAdvisor
 - Real time prescription monitoring
- Professional Pharmacy Services
 - Increase awareness of services provided in, and by the pharmacy
 - MedsCheck and Diabetes MedsCheck

- Home Medicine Reviews and Residential Medication Management Reviews
- Dose Administration Aids
- Screening and risk assessment activities
- Clinical Interventions
- Staged Supply/Pharmacotherapy
- Observing Immunisations
- 8CPA requirements and considerations
- Inter-professional communication
- Review relevant policies and procedures

Independent learning activities:

While it is ideal that students are at a pharmacist's side for their entire placement, we understand that due to staffing and workload pressures, there may be times when it is necessary for students to work somewhat independently. Students may shadow and learn from other team members including interns, technicians and pharmacy assistants where appropriate, but they do not hold responsibility for student supervision.

The student guidebook contains a suite of additional resources and guides to complement student placements. These resources may be used to assist with student's knowledge gaps, for pharmacy down times, and when preceptors and/or pharmacists are busy.

Assessment

Preceptor feedback regarding each student's skills, professionalism and attitude is included in their overall assessment. You will be sent assessment forms and a reply-paid envelope prior to the end of the placement. Preceptor's assessment is worth 10% of the overall marks for the unit.

Oral formative presentation

Students have also been requested to review ONE OTC section/product. From this, they will be asked to devise and deliver a 5-10 minute presentation. They have been told that there will not be a projector/computer to present with so they will need to work out other ways to present. This talk should be aimed at further education of community pharmacy assistants.

We would really appreciate if a pharmacist could be present for this presentation and provide any formative feedback on content or communication. We do appreciate you are very busy and if this is not possible, please feel free to contact Felicity to discuss this further. Potential topics suggested to students are: Cold and flu tablets; when to provide an antidiarrhoeal; how to select the right NRT product for the patient; choosing the best contact solution for lenses; differences between infant formulas; antifungal choice for athlete's foot etc.

Non-Attendance or Unprofessional Behaviour

Students are expected to attend as scheduled; they should notify the facility and the unit coordinator if they are unable to attend due to illness. Any other nonattendance should be reported via email to the placement officer. Any unprofessional or inappropriate behaviour should be reported to the unit coordinator. Students can be requested to leave if necessary.

Contacts

If you have any questions or concerns at any point, please do not hesitate to contact the University of Tasmania School of Pharmacy and Pharmacology Placement Team.

CSA430 Pharmacy Practice – Essential Information

Community Pharmacy Placement

Purpose

The objective of the placement is to provide students with an extended experience of community pharmacy. It provides an opportunity for students to work on a one-to-one basis with pharmacists and to gain experience in community pharmacy.

Placement Schedule

Each student will undertake a three-week placement in a community pharmacy, generally Monday to Thursday, with a minimum 32 hours/week. Placement sites may request students to attend on alternative days/hours, which can be arranged with prior notice. The placement period for CSA430 takes place during the months of late June until early November.

Scope of Placement

CSA430 students, once oriented to your pharmacy, are expected to be able to function at the level of a senior pharmacy assistant/commencing intern pharmacist.

CSA430 students, at the time of their placement, have completed all their academic coursework, and should therefore be able to demonstrate these attributes at a graduate level. Immunisation training occurs midway through the CSA430 placement period, so some students may not yet have completed this training.

Activities

Activities to be undertaken under direct supervision of an Ahpra registered pharmacist:

- Prescription practice
 - Interpretation and evaluation of accuracy and completeness of prescriptions.
 - Supervised compounding and/or dispensing to legal and professional standards.
 - Selection of appropriate ingredients, containers, brands, and dosage forms as required.
 - Clinical decision-making using reference books and other drug information sources.
- Effective patient communication
 - Conversations with patients concerning health matters.
 - Consultations with patients concerning prescription and non-prescription medication.
- Drug utilisation monitoring
 - Evaluation and use of dispensary computer systems
 - Monitoring for drug interactions and/or non-compliance, and procedures necessary to prevent subsequent problems.
 - Adherence tools e.g. MedsIndex, GuildCare, MedAdvisor
 - Real time prescription monitoring
- Professional Pharmacy Services
 - Increase awareness of services provided in, and by the pharmacy
 - MedsCheck and Diabetes MedsCheck
 - Home Medicine Reviews and Residential Medication Management Reviews
 - Dose Administration Aids
 - Screening and risk assessment activities

- Clinical Interventions
- Staged Supply/Pharmacotherapy
- Observing Immunisations
- 8CPA requirements and considerations
- Inter-professional communication
- Review relevant policies and procedures

Independent learning activities:

While it is ideal that students are at a pharmacist's side for their entire placement, we understand that due to staffing and workload pressures, there may be times when it is necessary for students to work somewhat independently. Students may shadow and learn from other team members including interns, technicians and pharmacy assistants where appropriate, but they do not hold responsibility for student supervision.

The student guidebook contains a suite of additional resources and guides to complement student placements. These resources may be used to assist with student's knowledge gaps, for pharmacy down times, and when preceptors and/or pharmacists are busy.

Assessment

Preceptor feedback regarding each student's skills, professionalism and attitude is included in their overall assessment. You will be sent assessment forms and a reply-paid envelope prior to the end of the placement. Preceptor's assessment for CSA430 is a pass/fail, and students are expected to pass each placement in order to pass the unit.

Students are also required to submit a community portfolio, completed in their own time outside of placement hours, which is assessed by university staff.

Student Self-Assessment

CSA430 students are provided with an assessment form (identical to the preceptor assessment form) for them to undertake a self-evaluation mid-way through their community placement. They are encouraged to reflect on their placement so far and discuss their evaluation with their preceptor and/or the placement team. One of the Academic Placement Coordinators may conduct a site visit to facilitate this reflective practice and you are encouraged to provide additional feedback to the student at this stage. The placement team can be contacted for support if the student is falling below expectations, or if any other issues arise.

Non-Attendance or Unprofessional Behaviour

Students are expected to attend as scheduled; they should notify the facility and the unit coordinator if they are unable to attend due to illness. Any other nonattendance should be reported via email to the placement officer. Any unprofessional or inappropriate behaviour should be reported to the unit coordinator. Students can be requested to leave if necessary.

Contacts

If you have any questions or concerns at any point, please do not hesitate to contact the University of Tasmania School of Pharmacy and Pharmacology Placement Team.

Orientation

All students should have attended a pre-placement talk to give them an overview of what is expected of them. Furthermore, each student is provided with a workbook detailing the need to: maintain confidentiality during their placement; to exhibit professional behaviour in their manner, timekeeping, and appearance; as well as information on how to access support should they need it on their placement.

Many students, however, will possibly be feeling nervous and anxious. They will benefit greatly from a thorough induction to your pharmacy and team at the start of the placement. Some points you might like to cover include:

- Expectations on appearance and the use of a uniform, if applicable. (Students have attire guidelines available on request.)
- Confidentiality issues and your privacy policy.
- Any policies applying to the operation of cash registers, customer accounts etc.
- Your telephone policy, including general answering of the telephone as well as personal phone calls.
- COVID-19 workplace policies and guidelines.
- Workplace Health and Safety policies, emergency procedures, relevant safety issues, including common workplace hazards; and,
- Any other issues/policies the student should be aware of for the duration of the placement.

Attendance and Punctuality

CSA357 placements are two weeks in duration (Monday to Friday, 38 hours/week).

CSA430 placements are three weeks in duration (a *minimum* of 32 hours/ week).

All students have been instructed to contact their preceptor during the week prior to their placement to negotiate actual hours (including starting and finishing times) directly with their preceptors.

Students have been advised that they must report nonattendance due to illness or any other unavoidable cause to their preceptor by 9:30am (*by phone call only*) on the day of absence, and to the placement staff (*by email or phone call*) as soon as possible.

Personal device (mobile phones etc) uses on placement:

- Students are informed that every individual workplace will have particular guidelines on the use of personal devices (mobile phones, tablets) during work hours for clinical or personal use. Students must familiarise themselves with, and adhere to, the personal device use guidelines within each workplace.
- Generally, students are advised mobile phone use should be:
 - Limited to study and clinical needs only.
 - Should **never** be used to take copies or photographs of drug charts, scripts, files, or other patient identifying information. Students must not record or film patient encounters.
 - May need to be kept in a locker / out of use until meal or other breaks.
 - If kept with the student (when allowed) must be left on silent, and use must comply with venue policy.

Student Supervision:

Students require direct supervision from a registered pharmacist on placement. If students are participating within that setting with other health professionals acting as clinical educators, students are advised to remain within scope and not to undertake tasks or interactions with patients that are not appropriate to the competencies and standards of practice for pharmacists. As a guiding principle, students are not permitted to participate (as opposed to observe) in the care of a patient unless under the direct supervision of a registered health professional. Students may shadow other team members and will also be expected to work independently at times during the placement, see the essential guide.

Extra Student Resources

Additional resources and guides are available to complement student placements. A ready reference and orientation guide is included in this preceptor guide. They may be useful for 2nd, 3rd and 4th year students.

Additional downtime activities included in the 4th year student guidebook are not compulsory, and non-completion does not affect students' university marks. These resources can be used to assist with student's knowledge gaps, for pharmacy downtimes and when preceptors and/or pharmacists are busy.

Insurance and Policies

The University of Tasmania provides insurance cover for students participating in Tasmanian Pharmacy placements. The students are also governed by all University policies and requirements during their placement. For more information see this document:

https://www.utas.edu.au/_data/assets/pdf_file/0007/330487/Work-Integrated-Learning-Insurance-Form-2023-Student.pdf

Potential conflicts of interest

The School of Pharmacy and Pharmacology recognises that a conflict of interest may arise from several situations, including family connections/relationships or paid employment within health-care settings where a student could be allocated to Professional Experience Placement (PEP). To ensure a quality placement experience and a valid final assessment in PEP, students must identify, manage, and where possible, avoid undertaking PEP in settings where such a 'conflict of interest' may arise.

If preceptors are in any doubt regarding the suitability of a placements in relation to any real or potential conflict of interest with a particular student you are encouraged to seek advice from the appropriate unit coordinator, Lucy.MuirWilson@utas.edu.au, Justin.Cousins@utas.edu.au or Felicity.Veal@utas.edu.au.

Covid Requirements

All students are required to undertake current Australian Government and THS COVID-19 PPE infection control and hand hygiene training prior to attending placements.

Students are expected to follow any of your workplace specific requirements during placement including wearing of PPE. Students will be instructed to use meet any screening requirements on site as required. (e.g. RAT tests or use of check in tools where mandated)

Students have been advised of the following if unwell in any way during placement:

- If concerned that they may be at risk of COVID-19 due to any respiratory symptoms (such as fever, cough, sore throat, runny nose, or shortness of breath), self-isolate immediately.

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- **Stay at home** (or in their placement accommodation) and do not attend placement. They are required to let their clinical supervisor and the unit coordinator know that they will be absent due to illness.
 - Seek medical advice if they require immediate attention by contacting either **their own doctor** or the **Tasmanian Public Health Hotline** on **1800 671 738**, or the **appropriate State Public Health hotline** if based in another State or Territory on placement or by calling 000 if seriously unwell.
 - They have been advised to get tested as soon as possible either with RAT/ PCR testing and to always follow local Public Health guidelines.

If students are self-isolating and/or whilst waiting for COVID-19 test results:

- They must self-isolate immediately and contact their unit coordinator.
 - CSA357 Coordinator Lucy Muir Wilson (Lucy.Muirwilson@utas.edu.au)
 - Fourth Year Coordinator Justin Cousins (Justin.Cousins@utas.edu.au)
- Notify any housemates that they are self-isolating and avoid all contact.
- Remain isolated until their COVID-19 test result returns and they must not attend placement.

If student result is negative:

- They need to notify their Unit Coordinator of the COVID-19 negative result.
- They may not return to placement until well, no longer exhibiting flu-like symptoms, and have been advised by their Unit Coordinator that they can return to placement.

If student result is positive:

- They must follow the current advice provided by Public Health.
- They must also notify you as their placement clinical supervisor and their Unit Coordinator and complete a [Service Now form](#), see <https://www.utas.edu.au/about/safety-security-and-wellbeing/coronavirus>
- They will be advised to remain in isolation and be supported as required during their infectious period by the School of Pharmacy and Pharmacology and UTAS student support services.
- Students return to placement will be governed by the current Public Health guidelines. Where necessary that may require absence from high risk settings for 7 days after symptoms resolve. Where students are unable to complete a placement the unit coordinator will discuss options, directly with the student, including repeating placement at a later date.

For more information on the University's Covid reporting and support requirements see here: <https://www.utas.edu.au/about/safety-security-and-wellbeing/coronavirus>

Placement Exit & Emergency Procedures

Placement Exit & Student Support

Placements are a compulsory and integral part of a student's studies. Therefore, students are given the opportunity to provide preferences for locations and reasons to be considered when allocating student placements. The consultative approach taken by the School in arranging placements provides placements which are hoped to be suitable and rewarding for both student and preceptor. However, it is acknowledged that from time to time, placements may not work out as planned or an emergency situation may arise where preceptors may find the following information useful:

- Students and/or preceptors can telephone the Placement Team to discuss concerns at any time (contact details on page 2).
- If issue(s) cannot be resolved, arrangements can be made to remove students from placement and return them to the School if necessary.
- If a crisis occurs while a student is on placement, (whether they exit the placement early or not) they are provided with counselling options and details and are made aware of University counselling services available to them on their return.
- Alternatively, **Lifeline** offers a 24-hour counselling service to anyone, anytime from anywhere in Australia. Free call 13 11 14 or their website www.lifeline.org.au

If necessary alternative placement hours may be arranged for the student depending on the reason and duration of absence, including for COVID-19, either with the original placement provider or at an alternative site. This will be discussed with the student and providers directly.

Placement Workplace Health and Safety & Emergency Procedures

The University is committed to providing a safe and secure teaching and learning environment including during placements. Many of our placements occur in rural and regional areas and students may be unfamiliar with the location. Pre-placement students are reminded to pay attention to weather forecasts and other emergency messages and to familiarise themselves with safe travel routes to and from accommodation and workplace sites.

Remembering that some students have limited previous work experience; preceptors should consider making students aware of more general workplace health and safety (WHS) risks, rights, and responsibilities. This is in addition to their professional responsibilities as student pharmacists. Students should be given an orientation to the workplace that includes basic emergency procedures, i.e., exits, evacuation point, location of first aid kit, common workplace hazards, and relevant workplace health and safety (WHS) information. Preceptors may wish to review their organisation's Workplace Health and Safety Policy and WorkSafe Tasmania's guide on working with new and young workers:

<https://www.worksafe.tas.gov.au/topics/Health-and-Safety/managing-safety/managing-people-in-your-workplace/new-and-young-workers>

- Health care agencies and workplaces have obligations to students under the Work Health and Safety Act 2012. Students on Professional Experience Placement (PEP) must act in accordance with the individual agency's workplace policy and procedure including reporting processes in the event of an accident or injury occurring.
- If a student is involved in an accident or emergency situation while on placement, the preceptors (and/or student) should contact the School (details on page 2) as soon as practicable. If a situation arises out of business hours the Placement Officer can be contacted on 0413 702 014.

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- The student can also complete a University of Tasmania MySAFETY Incident/Hazard Reporting Notification or the placement team will do so on their behalf. <https://www.utas.edu.au/safety-and-wellbeing/mysafety>
 - Information is provided by the university or relevant local authorities about what to do in the event of a larger scale emergency such as fire, flood, or extreme weather events. Students are advised to follow any safety or evacuation orders from relevant authorities including police or emergency services.
 - During international placements refer to and obey local country emergency warnings and requirements.

Students are asked at the beginning of the year to provide emergency contact details, which are held in their student placement file with the Placement Officer, and in some instances sent to Preceptors when confirming placement details.

Thank you

We appreciate the time and effort that you and your staff put into placements for our students, and we are here to support you in any way we can.

Pharmacy Preceptors' Ready Reference

The following pages are a guide to help pharmacists with student supervision, and to standardise student exposure across placements. There are three sections: suggested activities students can assist you with; orientation guides to get the student started on their placement, and tips to assist you develop your leadership and preceptor skills.

Activities

Please note: the below activities are intended ONLY for the students participating in units CSA357 and CSA430 (i.e. 2nd, 3rd and 4th year students.) They are not suitable for 1st year students completing CSA119.

During a pharmacy placement, students may complete as part of their course obligations: dispensary work +/- extemporaneous dispensing, and front of shop (sale of S2 and unscheduled products). Students will need to be directly supervised by a pharmacist; however, there are some activities that can be done without direct supervision. These activities can only be completed after the supervising pharmacist has:

- Shown the student what to do and informed them what is expected of them,
- Observed the student attempting the activity and,
- Given the student appropriate feedback regarding how they undertook the activity.

This process may be repeated numerous times until the supervising pharmacist is satisfied with the student's performance, after which the student may undertake the activity unsupervised.

The following are suggested activities that students can perform unsupervised (unless otherwise stated) during their time in the community pharmacy. NB: Due to workflow and staffing, not all students may get the opportunity to perform all the activities outlined below.

Dispensary

Please Note: many students will require training/supervision for your paperless workflows and managing eScript formats as we are currently unable to simulate all aspects of this in classroom settings

- Students should be encouraged to participate in all aspects of the dispensing process, from receiving a prescription, processing, picking stock, labelling, including cautionary and advisory labels and scanning.
- Students should be able to ask the patient/carer for appropriate information and utilise as required (e.g. Medicare, concession, safety net details, date of birth, allergies, and where relevant weight for weight-based dosing calculations, checks of past history)
- Students can also observe use of real-time prescription monitoring software (TasScript) use of eHealth Records/Immunisation records but cannot directly use these tools independently

Note: The Supervising, registered pharmacist must check all dispensing and Dose Administration Aids (e.g. Webster-paks) prior to giving medication to the patient/carer.

With direct supervision and checking by a supervising pharmacist, students can:

- Contact a GP to obtain information or clarify a prescription
- Provide verbal counselling and appropriate information (CMI/medication profiles) directly to patient/carer
- Obtain information required for the sale of an S3 product, assess the suitability of the request and provide appropriate counselling

Observing pharmacy services

Students may observe, with patient consent, services offered by the pharmacy for example:

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- Immunisation
 - Including observing data entry & record keeping requirements for vaccinations undertaking in the pharmacy
 - Please note while some 4th year students have completed stage 1 immunisation training, they are not permitted to vaccinate patients, even under direct supervision.
 - Medchecks
 - Other in pharmacy services e.g. (wound care, health screening services)

Extemporaneous

- Pick stock for extemporaneous products
- Check stock, expiry dates and general stock-take

With direct supervision & checking by a supervising pharmacist, they can:

- Compound an extemporaneous product
- Calculate volumes/doses

Front of shop

- Introduce themselves to the patient/carer
- Talk to patients/carer to obtain a history
- Assess the signs, symptoms, and history to determine whether the condition can be resolved with self-medication, health advice, or by referral to another health care professional
- Obtain medication history from patient/carer to check for interactions and side effects associated with individual products
- Provide appropriate first aid, nondrug treatments, and health care advice
- Select non-prescription medications and provide counselling
- Select dosing aids (e.g. spacers, dosettes) and counsel on their use

Down time activities

Read any guidelines, professional services, relevant areas of PSA professional practice standards, Pharmacy Programs Administration (PPA) guidelines and QCPP documents that relate to the topics below:

- Become familiarized with and use patient support tools MedsIndex, Guild Care or MedAdvisor
- Medicine lists – utilise pharmacies software to create medicine lists (medication profile). Could provide medication profiles for a number of customers that present during the placement or update for DAA patients
- Medscheck or HMR services - read guidelines, do a dummy interview if time permits. Review previous examples of services if available.
- Interprofessional communication – general preferred methods of communication with GP's, what works, what does not!

For more downtime activities, please refer the student to the extra student resources in the student guidebook.

Alternatively you may want to work with your colleagues and offer additional activities

highlighting collaboration with other health professions. Activities may include attending:

- Patient's home with HMR pharmacist
- Residential aged care facilities with aged care pharmacist or with medication supply team members
- Community nurses /Child and Family Health Clinic or other outreach services
- District hospitals/ local health care centre
- Session in GP practice

Pharmacy Orientation:

This orientation list is provided as a guide for the preceptor or supervising pharmacist to assist with orientating the student if there is not an existing QCPP or similar pharmacy orientation plan. Not all items will be applicable to all community pharmacies.

Students should consider their responsibilities and be aware of the pharmacy's privacy requirements under the Privacy Act including management of sensitive health information at any time during and after placement.

The student or preceptor may tick off (or cross out) items as they are completed to communicate to other supervisors that this has been covered. Orientation may be carried out in full or in part by other members of the pharmacy team including other pharmacists or a senior pharmacy assistant or technician.

Pharmacy Tour

Overall store layout and location of:

- Dispensary / S3 and S2 medication areas
- Front of shop area(s) / departments
- Registers and related Point of Sale (POS) equipment
- Private or semi-private consulting spaces / Beauty or parenting room (if applicable)
- Stock inward, unpacking area / and stock storage area(s)
- Phones / Photocopier / fax / other equipment
- Staff amenities i.e., tea-room / toilets / personal belongings storage facilities
- Exits, including emergency exits
- Duress alarm buttons
- Pharmacy evacuation point

Phone numbers

- Community Pharmacy number: _____
- To contact Pharmacy manager/owner: _____
- In case of emergency dial: _____
- Local GP surgery: _____

Introduction to staff members including a brief explanation of their roles (in a large community pharmacy introduction to just a few key staff members such as dispensary staff and front of shop staff may be appropriate)

- Pharmacist/s
- Dispensary Technician/s
- Pharmacy Assistant/s
- Staff with other specific roles (e.g. Administrative or Human resource staff, Store-person, beautician, nurse, naturopath, delivery personnel)

The “how, when and where” of your pharmacy (regular staff induction policies and procedures from Quality Care Pharmacy Program QCPP manuals):

- How to get in and out of the pharmacy
- Pharmacy hours of operation, lunch, and tea breaks
- Where to leave personal belongings for the day
- Use of mobile electronic devices (including phones) in the workplace (both for personal use and as a learning resource i.e., accessing online database tools AMH etc.) *Note: Students are informed use of mobile phones in the workplace is generally not permitted or is limited to clinical use.*
- Internet usage in the pharmacy
- Observing Privacy and Confidentiality requirements
- Any Workplace Health and Safety requirements including common workplace hazards see Worksafe Tas website for additional information:
<https://www.worksafe.tas.gov.au/topics/Health-and-Safety/managing-safety/managing-people-in-your-workplace/new-and-young-workers>
- What to do in an emergency (fire, flood, bomb threat, holdup etc)
- Timetable, including any staff meetings and Continuing Professional Development (CPD) education opportunities during the placement
- How to answer the phone, place caller on hold and transfer a call
- Use of POS equipment

Dispensary Orientation

Below is a suggested checklist to help orientate the dispensary. This may be especially useful to ask your preceptor to work through with you.

- Dispensing terminals, relevant passwords, and access codes
- Printers/scanners/shredder
- Drug information resources
- Extemporaneous work area / DAA packing area
- Script in/out areas
- Prescription file
- Private and/or semi-private counselling areas
- Dispensary stock inward, unpacking area
- Layout of drug shelving (e.g. alphabetically by generics/brand, fast movers) and location of other items such as counting trays, water and measuring devices for mixtures and ingredients for extemporaneous dispensing
- The pathway of prescriptions through the dispensary – workflow including scanning

Location and use of:

- Ancillary labels
- Repeat folders, staplers, and pharmacy stamps (e.g. ‘immediate supply necessary’)
- Other dispensary consumables (empty bottles, pill boxes, DAA shells etc.)
- Safety net cards
- Drug fridges, Eskies, and ice bricks – including cold chain requirements
- Narcotic safes and registers
- Communication book (if used)
- Scripts awaiting collection – including special processes (e.g. see pharmacist/fridge items)
- Deliveries to community patients and aged care facilities

Preceptor Skills and Tips

The clinical teaching environment is a complex teaching environment. The preceptor is always dealing with two sets of needs: health care needs of patients and learning needs of students. The pharmacist cannot provide good health care to patients without knowing what their needs are. Likewise, the preceptor cannot provide good clinical learning without knowing what the student's learning needs are.

What makes a good preceptor?

- A good role model (professional, caring, and competent)
- Is a supervisor (gives direction and feedback and involves students)
- Is available and approachable (empathetic, respectful, supportive, focused, and practical)
- Provides support (mentors, caring and shows an interest in the student)
- Is dynamic (motivates to learn, understands the relevance for learners and identifies their needs)
- Can handle errors with a no-blame approach (as a preceptor/teacher you need to anticipate mistakes, minimise the effect and then support the student to reflect and learn from the experience)
- Makes time to get to know the student as a person

What makes a bad preceptor?

- Lack of time
- Lack of confidence
- Being criticised about the way they teach (e.g. "that was poorly done", mentoring by humiliation/sarcasm)
- Lack of knowledge (e.g. not knowing how to give constructive feedback, motivate learners, and assess competency, using a 'telling' style instead of coaching)
- Lack of preceptor training
- Lack of rewards and recognition for taking on students
- Unpredictable and varied teaching style/content

One characteristic which is reported in almost all studies is the need for an enthusiastic and competent preceptor. Students perceive very quickly whether or not the preceptor is happy to have them working in their clinic or pharmacy.

Giving feedback to students

Feedback: what makes good feedback?

- Allow adequate time to give feedback on a regular basis
- Set clear goals with specific outcomes, so that both the preceptor and student know what they are being assessed on
- Preceptors need to directly observe the student to be able to give feedback
- Positive feedback
- Provide solutions (e.g. what can be improved? This helps identify education/training needs)
- Try and give positive feedback in front of peers
- Constructive feedback should be given in private
- Allow for student input (e.g. was it a fair evaluation of your performance?)
- Actively listen

-
- Never use personal remarks in feedback, always concentrate on the act/behaviour, not the person
 - Remember everyone needs feedback, poorly performing students, as well as the good students. We all want to become better.

Feedback: how do you give positive feedback?

After direct observation of the student a preceptor can give feedback. The following is a suggested dialogue you might like to use when providing this feedback.

1. Ask the student what they think they did well
e.g. “What did you think you did well, in that situation?”
2. Preceptor then lists tasks/activities that they thought the student did well
e.g. “Great, I agree you did XYZ very well, as well as...”
3. Ask the student what they think they could have done better
e.g. “What do you think you could have done better?”
4. Preceptor then adds tasks/activities that they thought the student could improve on
e.g. “I agree we may need to work on..., improve knowledge on....”

Asking the student first allows and encourages self-reflection. It also emphasizes the positives and avoids negative feedback. This is also the easiest way for a preceptor to give feedback as the student has brought up the areas of concern rather than the preceptor delivering the bad evaluation of task/activity. If a situation arises where the preceptor and student have different ideas e.g. student does not think they could have done anything better, this may reveal issues in the student's insight.

Learning Plans - learning while working

- Be specific about what is to be achieved and define the outcomes. Ensure that the outcomes are important and relevant to the student
- Are the goals achievable? Have you set too many goals or outcomes?
- Do the tasks allow you to measure and/or evaluate the student's competency?
- Ensure that the student has input into how the learning can be done. E.g. Student may request to counsel a patient on an antibiotic rather than an antipsychotic for their first medication counselling.
- Be clear about the roles and responsibilities for all parties involved, preceptor and student.

Poorly performing students

Poor performer: what is going wrong?

We value preceptors' input and ability to identify difficulties with students and helping them to resolve those difficulties during the placement. The best way we can determine if there is a problem is with direct observation to gather information about the problem:

- Gather information
- Set aside time for a confidential discussion
- Get the student to speak first and voice their concerns
- Define the issue(s)
- Determine the cause(s)
- Agree on an action plan

-
- Monitor the outcome with frequent feedback

It may be beneficial to also gather information from other people (e.g., pharmacists, pharmacy technicians and assistants) who have also supervised or worked with the student.

Reminder: If you have a student on placement who is performing very poorly, significantly below your expectations, or you are concerned about in any way, contact the placement team as early as possible. Early intervention by proactive preceptors has reaped significant benefit to students in the past who may have otherwise failed.

Further precepting information

For more information about learning styles, preceptor skills, cultural competency, and to complete the CPD module, go to:

<http://www.utas.edu.au/health/professional-experience-placement/supervisors/online-learning-modules/jack-and-the-beanstalk>

Please refer to the University of Tasmania, professional experience placements website for additional resources:

[The Placement Experience - Professional Experience Placement | University of Tasmania \(utas.edu.au\)](http://www.utas.edu.au/health/professional-experience-placement)

References

Pharmacy Board of Australia <http://www.pharmacyboard.gov.au/Registration-Standards.aspx>

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Kleffner, J.H. 2010. Becoming an effective preceptor. The University of Houston College of Pharmacy, Texas Southern University College of Pharmacy and Health Sciences, Texas Tech Health Science Centre School of Pharmacy and the University of Texas at Austin College of Pharmacy. USA

Spencer, J. 2003. ABC of learning and teaching in medicine. BMJ. 326:591-594

Clinical Education and Training Institute. 2011. The superguide: a handbook for supervising allied health professionals. CETI. Sydney, Australia.

Preceptor's Assessment (general information)

Your feedback regarding each student's skills, professionalism and attitude forms an integral part of their overall assessment. Please take the time to provide feedback that will help the student develop their understanding and competency on their journey to becoming a pharmacist. Constructive feedback received is passed on to students so that they can improve for subsequent placements. Please return this assessment promptly in the supplied reply pay envelope once received.

If you anticipate that a student on placement will fall below the satisfactory score required to pass the placement (Year Four students) or is consistently performing below expectations (all students) please notify the unit coordinator or a member of the placement team as early as possible. We can offer support to students and placement sites if necessary.

If you have any additional comments to make about your student, good or bad, please contact a member of the placement team (details on page 2) at any time. If you have any questions or suggestions, please let the placement team know.

Reflective Portfolios

CSA430 students submit a portfolio of six community reflections and six hospital reflections, both clinical and practice-based reflections can be included. All students are expected to identify and complete reflections in their own time, outside placement hours.

Suitable activities are any that require reflection for improvement may be a new or novel experience conducted/observed on placement. Students are expected to discuss the activity briefly with associated reflection, include accompanying evidence and referencing where appropriate, and any feedback that was provided to them by the supervising staff/pharmacist.

We do not require preceptors to assess the portfolio, but students may need guidance in identifying suitable reflections during their placement.

Clinical reflective examples include:

- Responding to a drug / condition / OTC /S3/S4/S8 request + counselling
- Observing / assisting with a MedsCheck (or Diabetes/Pain Medscheck) consultation
- Assisting with disease / condition monitoring e.g. asthma education, BP monitoring.
- Compounding & writing up an extemporaneous preparation to meet patient needs

Practice based reflections could include:

- Dispensing an S4/S8 prescription – medication errors, supply issues, eSscript process vs paper are all potential opportunities for reflection.
- Assisting with dosette-packing
- Conducting a narcotic safe audit (supervision essential)
- Assisting with / observing Opioid Replacement Program in action
- Description and reflection of an incident which occurred in store with a staff member (HR-type incident), or customer (ethics / quality of interaction/ advice)
- Giving an in-service presentation to staff for education
- NPS case studies or other CPD or training they participated in (including certificates of completion) .

CSA357 assessment

10% of student's final marks will be from preceptor's assessment of the student's skills, knowledge, attitudes, and behaviour whilst on placement (see Preceptor Assessment Sheet – CSA 357). There are two formative assessments associated with placements for students:

One formative reflective piece (200-250 words) must document their experience in community pharmacy, discuss how their experience differed from / confirmed what they were expecting, and include their reflections about health care in a community setting.

Oral formative presentation: Students have also been requested to review ONE OTC section/product and provide a presentation to yourself and or your staff. (See page 4 in the Essentials Section for more information).

CSA430 assessment

There are multiple assessment points for students undertaking CSA430 both during semester, when on placement and a final exam. There are two components to their final community-based assessment; all students are required to complete an assessed community portfolio (worth 12.5%) as well as pass your preceptor assessment (pass/fail, see Preceptor Assessment Sheet – CSA430).

Final Year Intended Learning Outcomes (ILOs)

As the CSA430 placements are a pass/fail hurdle the intended learning outcomes (ILOs) are taken from the BPharm Course ILOs and used as component of the preceptor assessment for students on placement. These learning outcomes are:

1. Apply professional problem-solving skills to identify critical issues, conceptualise problems, use relevant information and formulate a range of solutions in relation to the provision of medicines or health advice
2. Demonstrate appropriate communication and collaboration skills combined with therapeutic decision making and incorporating patient-centred care principles in the management of acute illness and chronic disease.
3. Develop organisational and reflective professional practice skills and explain how they underpin professional and ethical practice.
4. Describe the different activities and settings which a pharmacist may perform and the impact this may have on patient outcomes.
5. Demonstrate the role of pharmacists in health promotion, harm minimisation and preventative health activities.
6. Search, evaluate and appropriately reference drug information and pharmacy related literature

Student Self-Assessment

CSA430 students are provided with an assessment form (identical to the preceptor assessment form) for them to undertake a self-evaluation mid-way through their community placement. They are encouraged to reflect on their placement so far and discuss their evaluation with their preceptor and/or the placement team. One of the Academic Placement Coordinators may conduct a site visit to facilitate this reflective practice and you are encouraged to provide additional feedback to the student at this stage. The placement team can be contacted for support if the student is falling below expectations, or if any other issues arise.

Appendix 1 – Assessment Forms:

Note: The relevant assessment form will be sent to your pharmacy with a reply-paid envelope prior to student finishing their placement.

Preceptor's Assessment: CSA 357 Pharmacy Students

Student Name: <<Name>>..... Date <<Date>>.....

Placement Site: <<Pharmacy_Name>>.....

Student assessment					
Attribute	Above Average/ Often	Satisfactory/ Usually	Borderline/Below Expectation	Un-satisfactory	Not able to be assessed
	3	2	1	0	
Demonstrates adaptability, enthusiasm and responds well to feedback					
Demonstrates professional responsibility and accountability, including timeliness					
Takes ownership of student-pharmacist clinical role and workplace duties (e.g. completing tasks assigned to them to an acceptable standard)					
Demonstrates empathy, integrity and honesty					
Understands the need to practice within the legal, professional and ethical framework of a pharmacist					
Demonstrates effective communication skills					
Demonstrates sound pharmaceutical knowledge**					

****Please note:** CSA357 students should be able to demonstrate extensive knowledge and reasonable competence in the areas of cardiovascular disease, diabetes and other endocrine diseases, bleeding disorders, renal disease, respiratory disease, psychiatry, urinary incontinence, insomnia, epilepsy, pain, and liver disease; They have also extensively covered OTC products prior to their placements.

Additional comments regarding the student's placement:

Preceptor's signature: _____

Preceptor's name: _____ **Date:** _____

Many thanks for hosting a student placement and for completing this form. Please return using the reply-paid envelope provided.

General Program Feedback (Optional)

- Have you felt supported by the university as a preceptor this placement?
Yes No (please circle)
- Were you satisfied with the information and resources provided in assisting students in meeting their learning outcomes?
Yes No (please circle)
- Would you like a member of the placement team to call you to discuss your recent placements? Yes No (please circle)
- Please provide any additional comments or suggestions below:

Preceptor's Assessment: CSA430 Pharmacy Students

Student Name:

DATE:

Placement Site:

Assessment (based on graduate attributes on the following page)

Students need to achieve a score of 2/4 (adequate/satisfactory) to pass the placement.

Please circle

Excellent	Above Average	Satisfactory	Below average	Unsatisfactory
4/4	3/4	2/4	1/4	0/4

Additional comments regarding the student:

Are there any areas where you feel the student needs to do some more work on their skills, knowledge, attitude or behaviors? (please try to be specific to assist the student to improve)

Preceptor's signature: _____

Preceptor's name: _____ Date: _____

Many thanks for hosting a student on placement and for completing this form. Please return using the reply- paid envelope provided.

Please note:

Fourth year students at the time of their placements, have completed all of their academic coursework, and should therefore be able to demonstrate these attributes at a graduate level.

Competency domains listed in order of relevance to the assessment criteria. National Competency Standards Framework for Pharmacists in Australia 2016: Pharmaceutical Society of Australia URL: <http://www.psa.org.au/practice-support-and-tools/psa-information-framework>

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*If you wish to discuss a year four student's assessment,
please call Justin Cousins (03 6226 1005)*

Please turn over the page

Preceptor Assessment Sheet (CSA430Pharmacy Students) – Please complete

PROFESSIONALISM (For all placements)

1. Professional Life-long Learners (linked to ILOs – 4; Competency Domain 1,2,(4.1,4.2 –self management/reflection),5)

Demonstrates adaptability, enthusiasm and responds well to feedback	Satisfactory	Not satisfactory
Demonstrates professional responsibility and accountability, including timeliness	Satisfactory	Not satisfactory

2. Practices ethically and with integrity (linked to ILOs – 3; Competency Domain 1)

Demonstrates empathy, integrity and honesty	Satisfactory	Not satisfactory
Practices within the legal, professional and ethical framework of a pharmacist	Satisfactory	Not satisfactory

CLINICAL SKILLS AND KNOWLEDGE (For community pharmacy, hospital and clinical placements only)

Attribute	Excellent/ Always	Above Average/ Often	Satisfactory /Usually	Borderline/ Below Expectation	Un- satisfactory	Not able to be assessed based on student capability	Not applicable
	4	3	2	1	0		

CLINICAL SKILLS AND KNOWLEDGE (For community pharmacy, hospital and clinical placements only)

3. Drug Distribution Experts (linked to ILOs – 1, 2, 6; Competency Domain 3,1,2)

Ensures medication orders are safe and appropriate							
Accurate preparation and supply of medicines							
Demonstrates a patient centered approach							

4. Clinical Pharmacy Experts (linked to ILOs – 1; Competency Domain 3,5,2)

Pharmaceutical knowledge							
Application of theory into clinical practice							

5. Problem-solvers (linked to ILOs – 1,2,6; Competency Domains 3,5,2)

Effective and independent problem-solving							
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6. Public Health Practitioners (linked to ILOs – 4, 5; Competency Domain 3,5,2)

Promotes public health and wellness							
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7. Communicators (linked to ILOs – 2; Competency Domain 2,3)

Demonstrates effective communication skills							
Demonstrates appropriate counselling skills							

* Please note, students MUST score a satisfactory score for each of the professionalism attributes to pass their placement.

General Program Feedback (Optional)

- Have you felt supported by the university as a preceptor this placement?
Yes No (please circle)
- Were you satisfied with the information and resources provided in assisting students in meeting their learning outcomes?
Yes No (please circle)
- Would you like a member of the placement team to call you to discuss your recent placements?
Yes No (please circle)
- Please provide any additional comments or suggestions below:

