



*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**

**2021**

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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 *Dr Felicity Veal* (3<sup>rd</sup> years) or *Mr Justin Cousins* (4<sup>th</sup> years) or *Mrs Josie Hughes* or *Mrs Anne Todd* (3<sup>rd</sup> and 4<sup>th</sup> years).

**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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## Objective of placement

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 experience the variety involved in community pharmacy. To achieve this objective, the following activities are considered to be relevant to students during their placements:

- **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.
  - Experience dealing with everyday problems encountered in prescription practice.
  - Problem solving 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.
- **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.
    - Immunisations.
  - 6CPA requirements and considerations.
    - Inter-professional communication.
  - Review relevant policies and procedures.
- **Additional activities**

If you wish, additional activities can be scheduled with other health practitioners, including:

  - Spending time at health care centre / district hospital / aged care facility / day centre
  - Spending time with the local doctor / dentist / district health or specialty nurse etc.
  - Attending home medication reviews

Please contact us if you would like assistance in arranging additional activities.

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### ***Performance Expectations***

**Third year student** exposure to the community pharmacy environment prior to their placement is minimal, and they have yet to complete all of the relevant university content. Consequently, it is expected that third year students will operate at the level of a junior pharmacy assistant.

**Fourth year student**, once oriented to your pharmacy, is expected to be able to function at the level of a senior pharmacy assistant/commencing intern pharmacist.

### ***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.

While it is ideal that students are at a pharmacist's side for their entire placement, the university understands that due to staffing and workload pressures, there may be times when it is necessary for students to work somewhat independently. Self-directed learning activities have been created for this purpose. 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 ready reference at the end of this guide provides examples of activities where supervision by a pharmacist would be required.

### ***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). In order 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, Justin.Cousins@utas.edu.au or Felicity.Veal@utas.edu.au.

### ***Orientation***

All students, especially those who are visiting your pharmacy for the first time, 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.
- 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, and relevant safety issues, including common workplace hazards; and,
- Any other issues/policies the student should be aware of for the duration of the placement.

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### **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.

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.

### ***Attendance and Punctuality***

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

**Fourth year 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.

### ***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-2021-Student.pdf](https://www.utas.edu.au/_data/assets/pdf_file/0007/330487/Work-Integrated-Learning-Insurance-Form-2021-Student.pdf)

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### ***Covid Requirements***

**All students are required to undertake Australian Government COVID-19 infection control training prior to attending placements.**

Students are instructed to use the Check in Tas app at venues they visit as mandated and are expected to follow any of your workplace specific requirements during placement.

**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 (sore throat, cough, runny nose, breathlessness, fever), self-isolate immediately.
- Seek medical advice if they require immediate attention by contacting either **their own doctor** or the **Public Health Hotline** on **1800 671 738**, or by **calling 000**.
- **Stay at home** (or in their placement accommodation) and do not attend placement. They are required to let their clinical supervisor know that they will be absent due to illness.
- When getting tested, they should also notify the university via the email address [COVID@utas.edu.au](mailto:COVID@utas.edu.au)

If asked to self-isolate and/or whilst waiting for COVID-19 test results students should:

- self-isolate immediately and contact their unit coordinator.
- Notify any housemates that they are required to self-isolate and avoid all contact.
- Remain isolated until their COVID-19 test result returns.
- After a negative test result, resume placements when symptoms have entirely resolved.
- If their test result is positive, contact their unit coordinator.

For more information on the University's Covid reporting and support requirements see here:

<https://www.utas.edu.au/safety-and-wellbeing/information-and-documents/risk-topics/covid-safe/health-advice>

### **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 contents page).
- 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](http://www.lifeline.org.au)

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### ***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 contents page) as soon as practicable. If a situation arises out of business hours the Placement Officer can be contacted on 0413 702 014.
- 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.

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## **Preceptor's Assessment (general information)**

For detailed assessment information refer to the relevant years section of this guide.

Your feedback regarding each student's skills, professionalism and attitude is included in their overall assessment. There is a separate assessment form for Year Three and Year Four students, and you will find the templates at the back of this guidebook. In the last few days of each placement, the relevant assessment form will be sent to you along with a reply-paid envelope. If you have any additional comments to make about your student, good or bad, please contact a member of the placement team (details on contents page) at any time. If you have any questions or suggestions, please let the placement team know.

It is important that you return your Preceptor Assessment promptly once the placement has been completed. Constructive feedback received is passed on to students so that they can improve for subsequent placements.

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 (Year Three and Four 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.

### ***Extra Student Resources***

We have developed a separate resource for students to provide them (and you as preceptors) with a suite of additional resources and guides to complement student placements. The activities included in the resource 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. A copy of this resource can be found at the end of the student's guidebook and can be emailed or sent to you on request. The student will have a copy with them on their placement.

A limited extract from that resource, is supplied in this preceptor guide including a general orientation guide.

## **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.**

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## 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*

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* (3<sup>rd</sup> and 4<sup>th</sup> year students)

- Take in a prescription for dispensing
  - Students may require training/supervision for newer eScript formats
- Ask the patient/carer for appropriate information (Medicare, concession and safety net details, age and weight of child)
- Contact Medicare to clarify patient details
- Check prescriptions for appropriateness
- Calculate paediatric doses
- Check for allergies
- Check previous dispensing history
  - Students can also observe use of real-time prescription monitoring software (DORA) use of eHealth Records/Immunisation records but cannot directly use these tools independently
- Pick stock for prescriptions
- Enter prescription through the dispensing system
- Label stock with prescription and ancillary labels
- Search for CMIs for prescriptions
- Hand out prescriptions
- Restock dispensary
- Pick stock and fill Dose Administration Aids (e.g. Webster-paks),
- Pick non packed Nursing Home medications, Doctor's bag orders

**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 (CMIs/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

***Extemporaneous* (3<sup>rd</sup> and 4<sup>th</sup> year students)**

- 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* (3<sup>rd</sup> and 4<sup>th</sup> year students)**

- 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* (3<sup>rd</sup> and 4<sup>th</sup> year students)**

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 patient support tools MedsIndex, Guild Care or MedAdvisor - Use relevant tool to identify candidates for MedsCheck or Dose Administration Aids (DAA)
- Read PSA professional practice standards on Medication adherence and DAA provision
- 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 service - read guidelines, do a dummy interview if time permits. Read some examples of services you have already provided
- HMR process
- 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.

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### ***Suggestions for additional activities for placement (if available)***

Activities may include visits to:

- Patient's home with HMR pharmacist
- Local Community nurses
- Child and Family Health Clinic
- RNs or ENs in residential aged care facilities
- GPs – sessions or home visits
- District hospitals

### ***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
- ☐ 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)

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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 for third year students 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
- ☐ Script in/out areas
- ☐ Prescription file
- ☐ Private and/or semi-private counselling areas
- ☐ DAA packing area
- ☐ 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

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### ***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.

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### *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 emphasises 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.

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## 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, School of Medicine professional experience placements website for additional resources:

<http://www.utas.edu.au/health/professional-experience-placement/student-information/pharmacy>

## 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.

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## Assessment Third Year

### *Third year assessment*

Third year assessment will be based on two aspects: 10% of students' final mark for Pharmacy Skills in Practice will be from their written clinical reflective assessment pieces, and 10% will be from preceptor's assessment of the student's skills, knowledge, attitudes and behaviour whilst on placement (see Preceptor Assessment Sheet – Year Three Pharmacy Students).

There are **three reflective pieces in total** that a student must complete (outside placement hours)

- 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.
- One clinical pharmacy reflective learning piece (Maximum 500 words - worth 5%): Describe how you think community pharmacy benefits patient wellbeing. The five reflective pieces with the highest scores will be submitted to the Pharmacy Guild of Tasmania for nominee selection of the "Excellence in Community Pharmacy Prize".
- One clinical pharmacy reflective learning piece (Maximum 500 words - worth 5%): Describe how you think clinical pharmacy improves patient wellbeing. The five reflective pieces with the highest scores will be submitted to the Pharmacy Prize Selection Committee for nominee selection of the "George Taylor Prize in Clinical pharmacy".

Example reflective pieces can be found on MyLO (an online portal) for students.

### 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 (6226 2312) 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.

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## Assessment Fourth Year

### *Fourth Year Intended Learning Outcomes (ILOs)*

The intended learning outcomes (ILOs) for fourth year students, taken from the BPharm Course ILOs, and used as component of the preceptor assessment for students on placement 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

Additional ILOs are assessed as part of the students Honours project – see below.

### *Fourth year assessment*

All fourth-year students are required to complete an assessed community portfolio as well as pass your preceptor assessment (pass/fail, see Preceptor Assessment Sheet – Year Four Pharmacy Students).

### Community Portfolio

Students are required to submit a summary of at least six activities conducted/observed on placement, with associated reflection (and accompanying evidence 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 the student may ask for guidance as to what to include. Some examples of what these activities could include are below. This list is non-exhaustive, is at your discretion, and some activities can only be undertaken on request/direct supervision by staff/preceptor.

- Responding to an OTC/S3/S4 request + counselling
- Compounding & writing up an extemporaneous preparation
- Dispensing an S4 prescription
- Assisting with dosette-packing
- Responding to a drug / condition query
- Conducting a narcotic safe audit (supervision essential)
- Assisting with / observing Opioid Replacement Program in action
- Giving an in-service presentation to staff for education
- Observing / assisting with a MedsCheck (or Diabetes/Pain Medscheck) consultation
- Assisting with disease / condition monitoring e.g. asthma education, BP monitoring.
- Description and reflection of an incident which occurred in store with a staff member (HR-type incident), or customer (ethics / quality of interaction/ advice)
- NPS case studies (print out certifying completion of the activity)
- Any other CPD type programs / training they participated in.

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To ensure students reflect on a variety of activities, we have asked them to include a maximum of two of the same activities (e.g., responding to two S3 requests) in their portfolio.

#### Student Self-Assessment

Fourth year 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.

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## Fourth Year Applied Honours Information

**Please note** although most students are enrolled in the Applied Honours program, projects may be completed during any of their 4<sup>th</sup> year placements (community, hospital or elective). Therefore, the students may not be required to undertake a project during their community placement. Any projects will be pre-arranged with preceptors prior to the placements. If your community pharmacy is participating in student projects the project coordinator will provide additional information on the specific project/s separately to this placement guide. If you would like to participate in one of these projects in future years, please let the placement team know.

### *Preceptor Professional Development*

Your participation in our Applied Honours program is an ideal way to gain Group 3 CPD points towards your annual CPD plan (3 Board CPD credits per hour of activity). Applied Honours projects involve assessment of current practice, undertaking/facilitating a quality improvement activity, and then reflecting on and evaluating the results of the activity. The report generated by our students will provide you with a clear evidence of the nature and results of the activity for your CPD record.

### *Applied Honours Background and Objectives*

From 2020 onwards, all students within the Bachelor of Pharmacy will participate in a research stream and graduate with an honours degree (the Bachelor of Pharmacy with Applied Honours or the Bachelor of Pharmacy with Honours). We aim to ensure that all our graduates are research literate (that is, they can find and interpret the available literature), can demonstrate the knowledge and skills to actively engage with research (be active participants in research) and conduct simple research projects in a workplace setting (e.g., be able to design and conduct quality improvement projects). We will continue to offer high-achieving students the opportunity to participate in individual honours projects with a supervisory team as an overload during Years 3 and 4 of the course (traditional Honours).

In the updated version of CSA430 Pharmacy Practice (2020 onwards), students will participate in a small, group-based, research project/quality assurance project. Projects can be conducted in any placement setting (e.g., community pharmacy, hospital, aged care facility, general practice or at the university). The intent of these projects is to offer students the opportunity to participate in research design to improve medication safety or investigate an evidence-to-practice gap.

Research type activities (data collection, data analysis and write-up) will be incorporated into the placement portfolios (completed by students during and following their placements). Students will then have time to work with university staff to finalise their reports and presentations. Where appropriate this will then be fed back to their preceptors to inform practice within their respective organisations as a quality assurance activity.

Applied Honours projects are small in scope given the placement timeframes and typically involve the collection of de-identified data. The data will not be used for publication rather it is intended to be used for assessment of the students and quality assurance purposes for your organisation. Projects are group-based; this means that students working on the same project at the same or different sites will be able to deidentify and pool their data to provide a larger sample size and improve the generalisability of their findings. This structure is designed to require teamwork and foster the development of leadership skills.

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The **Intended Learning Outcomes (ILOs)** for the Applied Honours stream are incorporated into the CSA430 unit ILOs. The specific ILOs assessed within the Applied Honours stream are:

6. Search, evaluate and appropriately reference drug information and pharmacy related literature.
7. Analyse research findings using appropriate statistical techniques.
8. Contribute effectively to a team-based quality assurance project.
9. Effectively communicate research findings to a variety of stakeholders, including patients, peers and other health professionals.

These ILOs will be assessed in the following assessments tasks within CSA430:

- Research manuscript (20%, 3500 words): *this task requires each project group to complete a research report in the format of a scientific manuscript. A template and guideline will be provided to students to assist them in completing this task.*
- Research presentation (10%): *this task requires each student group to present their findings in another format.*

### Student Preparation and Supervision

The research skills necessary to support project work are embedded in the Year 2 and 3 units within the Bachelor of Pharmacy with Applied Honours, particularly in CSA288 Evidence Based Health Care and CSA321 Clinical Pharmacy Research. In CSA288, students develop the skills necessary to find and critically appraise the literature, while in CSA321, students work in small groups to formulate a research question to address an evidence to practice gap, and then design a research project to investigate that gap.

Applied Honours projects have been developed with preceptor input to inform clinical practice in your organisation. Your organisation may have put forward the project that students will participate in or you may have selected from a list of potential options. Each project has a nominated University staff member assigned to provide over-arching research supervision.

Research type activities (data collection, data analysis and write-up) will be incorporated into our placement portfolios, to be completed by students during and following their placements using templates and guidelines provided by UTAS staff. =

### Prior-to Placement Activities

Prior to the placement in which the students will conduct their research, the UTAS supervisor will have developed a summary of the project with instructions for the students, a data collection form and a data spreadsheet. The student will have all the required project information and data collection forms prior to commencement of the placement.

### Research Activities During the Placement

The placement team will provide you with the relevant project information sheet prior to the placement in which students are conducting the project. Students are expected to discuss the details of project with you at the commencement of their placement and complete the data collection while on placement with you. As a guide, students will work in groups of 4-6 (often at different sites within the same project), with the intention of each student collecting data for 20-

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30 subjects and pooling the data. While the time required for data collection during placement will vary project-to-project, we would suggest using 3-6 hours as a guide.

Students will potentially also be able to enter the collected data into their data spreadsheet during the placement. However, as long as they have completed their data collection, data entry can be completed by students after the placement.

If you have any questions regarding the project while the student is on placement, please contact the nominated UTAS staff member directly. Contact details will be provided on the project information sheet. Students will also be able to contact their supervisor during the placement by phone or email if they have any questions.

### Research Activities Following the Placement

Following the placement in which the research type activities are undertaken, students will work with their supervisors and the Honours Coordinator on campus to finalise their research report and presentation.

Students will work with their UTAS supervisor to collate and analyse data and summarise the findings in the form of a research report and presentation.

### Important Notes

- Students will be instructed not to record any patient identifiers during the project unless specific ethical approval has been granted. This means data will be classified as de-identified, protecting the confidentiality of subjects. Research conducted in this way is considered exempt from ethical approval, and we have been given confirmation from our ethics committee that audit-based activities designed to inform practice within the organisation can be conducted by students during their placements without formal approval.
- In some situations (e.g., your organisation wishes to publish the findings of the research in a journal or at a conference, or you would like to gather non-routine data from subjects) formal ethical approval will need to be sought prior to commencement of the project.
- If you have any concerns about the conduct of students while on placement, including the way in which they conduct their data collection activities, please do not hesitate to contact the UTAS Placement Team or the nominated research supervisor.

## 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: Year Three Pharmacy Students

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Placement Site: \_\_\_\_\_

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:** *Third year 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, Parkinson's Disease, dementia, and liver disease; They have also extensively covered OTC products prior to their placements.

**Additional comments regarding the student's placement:**

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**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.

#### General Program Feedback (Optional)

- How supported have you felt by the university as a preceptor this placement?  
Very      Moderately      Not at all (*please circle*)
- How satisfied were you with the information and resources provided in assisting students in meeting their learning outcomes?      Very      Moderately      Not at all (*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:

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## Preceptor's Assessment: Year Four 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:

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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)

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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*

College of Health and Medicine – School of Pharmacy and Pharmacology

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### Preceptor Assessment Sheet (Year Four Pharmacy Students) – Please complete

PROFESSIONALISM (For all placements)							
<b>1. Professional Life-long Learners (linked to ILOs – 4; Competency Domain 1,2,(4.1,4.2 –self management/reflection),5)</b>							
Demonstrates adaptability, enthusiasm and responds well to feedback	Satisfactory			Not satisfactory			
Demonstrates professional responsibility and accountability, including timeliness	Satisfactory			Not satisfactory			
<b>2. Practices ethically and with integrity (linked to ILOs – 3; Competency Domain 1)</b>							
Demonstrates empathy, integrity and honesty	Satisfactory			Not satisfactory			
Practices within the legal, professional and ethical framework of a pharmacist	Satisfactory			Not satisfactory			
<b>CLINICAL SKILLS AND KNOWLEDGE (For community pharmacy, hospital and clinical placements only)</b>							
Attribute	Excellent/ Always	Above Average/ Often	Satisfactory /Usually	Borderline/ Below Expectation	Unsatisfactory	Not able to be assessed based on student capability	Not applicable
	4	3	2	1	0		
<b>CLINICAL SKILLS AND KNOWLEDGE (For community pharmacy, hospital and clinical placements only)</b>							
<b>3. Drug Distribution Experts (linked to ILOs – 1, 2, 6; Competency Domain 3,1,2)</b>							
Ensures medication orders are safe and appropriate							
Accurate preparation and supply of medicines							
Demonstrates a patient centered approach							
<b>4. Clinical Pharmacy Experts (linked to ILOs – 1; Competency Domain 3,5,2)</b>							
Pharmaceutical knowledge							
Application of theory into clinical practice							
<b>5. Problem-solvers (linked to ILOs – 1,2,6; Competency Domain: 3,5,2)</b>							
Effective and independent problem-solving							
<b>6. Public Health Practitioners (linked to ILOs – 4, 5; Competency Domain 3,5,2)</b>							
Promotes public health and wellness							
<b>7. Communicators (linked to ILOs – 2; Competency Domain 2,3)</b>							
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)

- How supported have you felt by the university as a preceptor this placement?  
Very      Moderately      Not at all (please circle)
- How satisfied were you with the information and resources provided in assisting students in meeting their learning outcomes?  
Very      Moderately      Not at all (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:

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