



جامعة سلمان بن عبدالعزيز
Salman bin Abdulaziz University



كلية الصيدلة
College of Pharmacy



Pharmacy Student Training Manual

College of Pharmacy
Salman Bin Abdulaziz University
Alkharj - Saudi Arabia

Student Name:

Student ID number:

Training Setting:

Training Period:

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Dean's Message

It is my pleasure to introduce the student training manual of the College of Pharmacy, Salman bin Abdulaziz University (SAU). The pharmacy training program at SAU is intended to enhance student's experience and interaction with other health care providers, patients and consumers in both community and institutional settings. This training manual comprises of two parts. Part one is a community-based exercise (primary care setting) through which students are familiarized with the fundamentals of pharmacy practice in community pharmacies. The second part is an institutional training (hospital setting) designed to prepare students for pharmacy practice at various health institutions for delivering a competent pharmaceutical care to patients

When completed, the training program would be in a strong support to the ultimate mission of the pharmacy program of SAU in preparing outstanding, highly skilled and motivated future pharmacists to meet the contemporary health care needs of the society, ensure human health through optimization of using effective, safe and economic drug therapy, and enhance pharmaceutical activities at all levels, especially in areas of continued education/training, services and researches.

Finally, I hope that students will reap all the benefits of various experiential trainings during their enrollment in our college of pharmacy for a brighter future .

Khalid M. Alkharfy

Professor and Dean
College of Pharmacy
Salman Bin Abdulaziz University
Alkharj , Saudi Arabia

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Acknowledgments



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WELCOME PAGE – GREETINGS!



The aim of this manual is to provide Salman Bin Abdulaziz University, College of Pharmacy students and preceptors with the information required for Community and Institutional Pharmacy Training.

Preceptors and students

All the reflection forms and evaluation forms are included in this manual and in the workbook. These are also available on the College of Pharmacy Training unit web site. If you have any concerns about your introductory practice experience, your site or your student, please contact the Training unit .

TRAINING UNIT CONTACT INFORMATION



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QUESTIONS OR CONCERNS



Contact the Office of Experiential Education when problems arise. The sooner we know about a problem, the sooner we can fix it! The Training unit team is eager to work with you to make sure you have the best experiences possible.

WORDS OF ADVICE



Advice for Student Pharmacists from Preceptors

- Please provide us with your portfolios on the first day of rotation to keep track of your work.
- As pharmacists, "...utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists."
- Remember, we are your future colleagues.

Advice for Student Pharmacists from Previous Students

- Communication is the key!
- Create a list of your preceptors and keep it updated.
- Be knowledgeable about common disease states (pathophysiology, rationale for pharmacotherapy, and treatment guidelines).
- Keep a positive attitude and you will go far.
- Write down all activities done throughout each rotation.
- Brush up on topics you may not be familiar with when they arise.
- Always ask should you have a question and utilize your resources.
- Keep your portfolio current. It is not difficult to summarize an experience if you do not wait too long.
- Try to have some fun during your experiences but remain professional!

ONLINE RESOURCES



- Saudi Food and Drug Administration, <http://www.sfda.gov.sa>
- U.S. Food and Drug Administration, <http://www.fda.gov>
- United States (U.S.) Pharmacopeia, www.usp.org
- Centers for Disease Control www.cdc.gov
- PubMed Health, <http://www.ncbi.nlm.nih.gov/pubmedhealth>
- The American Society of Health-System Pharmacists (ASHP), www.ashp.org
- Tap into the world's largest clinical community www.uptodate.com
- The Clinician Ultimate Reference Guide www.globalrph.com
- American Pharmacist Association, www.aphanet.org
- Saudi Pharmaceutical Society, www.sps-sa.net
- Saudi digital library, <http://sdl.edu.sa>
- MD Consult, www.mdconsult.com
- Online access University Library, <http://www.sau.edu.sa/en/emada/251>
- (Use your university email user name and password)

Definitions of Training



Training could be defined as continuous process through which the trainees are provided with information, skills, attitudes that enable them to carry out specific tasks with high profession. Also, it may be defined as the activities which aim to promote and improve the behaviors of personnel to achieve predetermined specific objectives.

Elements of Training include:

1. Attitude: What persons want, likes, dislikes, hope to be. It include believes and feelings.
2. Skills: Capability to do something (How to do something such as different type of injections e.g.; IV injection)
3. Knowledge: Acquiring facts and information about the subjects such as typ of diabetes, diagnostic criteria of major depression.

In pharmaceutical practice/training, there are many skills that could be classified as:

- Educational Skills
- Administrative skills
- Clinical pharmacy practice skills
- Leadership skills
- Industrial skills

CURRICULAR PREREQUISITES



PHTR 301: Community Training Prerequisites: Students must had successfully completed third year to be eligible for PHTR 301 training (end of level six)

PHTR 401: Institutional Training Prerequisites: PHTR 301 and completed fourth year of the program.

SITE SCHEDULING / TIME & DURATION OF PHARMACY TRAINING ROTATION



Site Scheduling

- In order to schedule a site students must submit the training form available in the experiential education office, this form is distributed during the year, the office will announce the date for distributing the forms and the deadline for submitting a form.
- After submitting the forms no changes are acceptable unless the students submits a written formal request explaining the reasons for this change.
- Acceptance in training sites will be based on seats availability in each site other factors like GPA may be included upon hospital/site request.
- List of training sites and students names will be announced via experiential training office

Time & Duration of Pharmacy Training

- There are 2 training periods; both take place during the summer. Students must choose one of those periods for their training and this is done when filling the training form
- Students are required to complete 320 hours (8 weeks) of training with their sites. Preceptors will be asked to verify that the students have completed this time, at the end of the rotation

The purpose of the pharmacy practice experiences is to provide a baseline understanding of pharmacy practice in community and institutional settings. The focus is observation and learning. Students are not expected to be a part of the workload. If the preceptor is confident in a student's abilities, they may choose to allow the student to participate in more advanced activities. Students are not permitted to have their training at sites where they receive a paycheck.

PHARMACY TRAINING SCHEDULE

Mid of June – Mid of August

PHARMACY TRAINING PROGRAM – OVERVIEW

The Experiential Education Program consists of two early pharmacy practice experiences, which students complete throughout their first three professional years.

Pharmacy Training

Pharmacy training involves interactions with health care consumers and pharmacists, and actual practice experiences in community and institutional settings. This permits students, under appropriate supervision and within practice regulations, to start to assume direct patient care responsibilities. These experiences begin early in the curriculum, are interfaced with didactic course work that provides an introduction to the profession.

1. PHTR 301: Community Pharmacy (Primary Care Setting) Training

Through Community pharmacy training students will be familiarized with the fundamentals of pharmacy practice in community settings (community pharmacies).

Educational outcomes for the community pharmacy practice experience can be classified in the domains of The Practice of Pharmacy and Communication and Professional Behavior. These outcomes address basic skills and knowledge that assist in the integration of classroom instruction and prepare the student for the second pharmacy training program intended in the institutes.

Community pharmacy practice training period = 8 weeks

Contact hours in a hospital pharmacy = 40 hours per week

Site/Place of training = Throughout Saudi Arabia

It is considered as first training for pharmacy students. It occurs in the summer following the third professional year.

2. PHTR 401: Institutional Pharmacy (Hospital Pharmacy) Training

Through the Institutional pharmacy training students will be familiarized with the fundamentals of pharmacy practice in the institutional (hospital) pharmacy setting. Educational outcomes can be classified in the domains of The Practice of Pharmacy and Communication and Professional Behavior.

Institutional pharmacy training period = 8 weeks

Contact hours in a hospital pharmacy = 40 hours per week

Site/Place of training = Throughout Saudi Arabia

It is considered as the second training for pharmacy students. It occurs in the summer following the fourth professional year .

MINIMUM REQUIREMENT OF ACTIVITIES DURING TRAINING



In both rotations the student is required to do at least

- One Formal case presentation (**See Case Presentation Evaluation Form**)
- Two patient histories (**See Patient History Evaluation Form**)
- Two patient counseling (**See Patient Counseling Evaluation Form**)

STUDENTS PORTFOLIO



Each student is responsible to keep an updated portfolio of their work during their training. Your portfolio should be available with you in case asked to be reviewed by your site preceptor or training unit preceptor. Your portfolio should include all your work, activities, presentations, copy of evaluation forms if possible and any materials you did or worked on during your rotation. Students must self-assess their performance and associated learning needs, followed by planning of learning, acting on those plans, and evaluating progress. Documentation of this process allows for peer review and support, along with regulatory review.

OTHER OPTIONAL ACTIVITIES

Formal drug information question



Journal Club

Students may encounter rotations sites requiring participation in a journal club. The purpose of a journal club is to review articles as a group and discuss the contents. This allows the reader to learn new material and discuss evidence based science and its impact on patient care.

Articles may be found using search engines such as Ovid Medline, PubMed, or Pharmacist's Letter. Topics of interest may include recent studies, patient care, new or improved drugs, and adverse reactions.

Project

Students may engage in special projects as time allows. There are many projects you may choose from or create.

Some project ideas include:

- Community service presentations
- Inter-professional presentations
- Literature reviews
- Patient education
- Writing articles for local papers

Attending and reporting on professional conference Students must self-assess their performance and associated learning needs, followed by planning of learning, acting on those plans, and evaluating progress. Documentation of this process allows for peer review and support, along with regulatory review.

RULES AND REGULATIONS



Attendance/Leave of Absence

Students are required to inform their preceptor of any absence due to illness or other unforeseen circumstances. Absences should be communicated to the preceptor as early as possible, and prior to any scheduled start/ on site time. Students who are absent from the site for more than three days due to illness must obtain a written physician's documentation of illness.

The College Training Unit should be contacted if there is a concern that the amount of time a student has missed jeopardizes the student's ability to complete the training hour requirements. The student or the preceptor may initiate the contact with the Training Unit.

Vacation and Professional Leaves

Students are not allowed vacation time during rotations. In case of official holiday (will be in block 2) students will have a 3 days off BUT students must arrange with site preceptor before taking this leave. If there are attendance issues, the site preceptor should contact the Training Unit to discuss the situation.

SUPERVISION AND EXPECTATIONS



Preceptor Supervision

The minimum preceptor contact with the student is as follows:

- Weekly evaluation of the student's activities on both performance and knowledge. The preceptor(s) will provide constructive verbal feedback regarding the student's performance.
- Sufficient Availability to the student for consultation/discussion as possible
- Daily one-on-one preceptor or student contact and/or discussion is advised. However, due to workload, preceptors should provide sufficient sessions for discussion and feedback.

Expectations during pharmacy training

The preceptor is the primary course instructor, and will evaluate the pharmacy training activities. During the course of the rotation, it is expected that the student spend time with different disciplines, including pharmacy staff and others outside of pharmacy.

Students are expected to:

- Exhibit a professional appearance in both manner and dress. They will adhere to the standards of behavior and dress specified by the preceptor to whom they are assigned.
- Be responsible for adhering to the time schedule agreed upon with the preceptor. They must be punctual. Attendance is mandatory if credits are to be received.
- Be familiar with routine procedural tasks performed in the pharmacy.
- Realize that to optimize the learning experience, mutual courtesy and respect is necessary between students and preceptor.
- Expect and encourage communication with all persons involved in their education including pharmacists, physicians, technicians, staff, other health professionals and patients.
- Respect all confidences revealed to them during the rotation, including pharmacy records, patient profiles, fee systems and professional policies.
- Consider questioning the preceptor as an important part of the learning experience. Students should not publicly question the advice given by the preceptor, and are encouraged to discuss issues or ask questions in private. Criticisms should be viewed as a learning tool.
- Never be hesitant to admit that you do not know something, but should seek help and ask questions whenever necessary.

- Not make decisions without the knowledge of the preceptor, particularly in regard to prescription dispensing, and patient counseling.
- Follow rules of professional courtesy and common sense with all communications.
- Be constantly alert to the laws and regulations that govern pharmacy practice and seek clarification of all unclear points.

EVALUATION AND ACADEMIC PERFORMANCE



At the completion of the pharmacy training, preceptors will evaluate the students on the completion of the training outcomes. They must receive an “S” designation on each outcome to successfully pass the pharmacy training. Preceptors are encouraged to discuss the students' progress on achieving the outcomes with the students throughout the training program.

Academic Performance

Each pharmacy training setting (community/institutional) counts as one course for the purposes of academic standing. Rules for progressing through the curriculum and considerations for academic probation are as outlined in the College Catalog.

Grading System

The following grading system will be used to monitor academic performance.

- S (Satisfactory Performance): indicates that the student has completed all of the required work of the pharmacy training satisfactorily. In order to have a satisfactory performance students must have a total grade of not less than 60 using either Student Preceptor Evaluation Form I for Pharmacy Training or Student Preceptor Evaluation Form II for Pharmacy Training available in part II of this manual
- I (Incomplete Performance): indicates either:
 - The student did not complete all the work and, in the preceptor's opinion, there is a reasonable expectation that the student can complete it, OR
 - The evaluation was not received by the Training Unit.
- N (Not Satisfactory Performance): indicates that the students did not successfully complete the work of the pharmacy training (Total grade less than 60).

Procedures for students who receive an Incompletes (I) or Failing Grade (N)

The student receiving an incomplete for a justified reason will be provided with instructions as well as a timetable from their preceptor as to how the incomplete will be changed to a passing grade. The preceptor will inform the Training Unit when the pharmacy training has been completed.

EVALUATION RESPONSIBILITIES



Preceptor's Evaluation of Students – Process

- Preceptors will evaluate the students in each of the goal areas. Evaluation forms are included in this packet and are available on the College of Pharmacy website. In addition to the pass/ fail grade, the evaluations include information on the student strengths as well as areas in which improvement should be made. It is the student's responsibility to obtain a copy of the evaluation form, present it to the preceptor, and schedule a time to go over the completed evaluation with the preceptor some time during the finals days of the experience.
- Both the student and the preceptor should sign the evaluation to acknowledge the student's completion of their experience and to discuss their learning. The preceptor and the student should retain a copy of the original evaluation for his/her files, and mail the original or fax a copy to the Experiential Education Office.
- Evaluations should be submitted to the Experiential Education office within five working days after the completion of the rotation. If evaluations have not been received by the Experiential Education Office the student will receive a grade of "I" (Incomplete). The "I" will be replaced with a grade when the Training Unit receives the completed evaluation forms.

Student Responsibilities (must be completed before the student leaves the site):

- Give copy of evaluation form to preceptor.
- Schedule a time with the preceptor to go over evaluation.
- Sign completed evaluation.

Preceptor Responsibilities:

- Complete the evaluation form given to you by the student including the assignment of a grade.
- Go over the evaluation with the student.
- Sign completed evaluation.
- Retain a copy and give one copy to the student.
- Mail or fax the completed evaluation form to the Experiential Education Office.

Student Evaluation of Sites/Preceptors:

Students are to complete the on-line evaluation forms within two weeks after completion of the pharmacy training. These forms are available in the Pharmacy Training Manual Workbook II and on the College of Pharmacy Training Unit web site. These forms will be used to review the pharmacy training process and to assess the quality of the sites. Completion of the forms is a required part of the coursework.

PROFESSIONALISM



Student Code of Professional Responsibility

Each student recognizes that his or her primary responsibility while on training is the care of the patient and that the patient's health and welfare is paramount over a student's personal educational objectives. The students will respect each patient's privacy and dignity and will maintain confidentiality with regard to information about patients. Each student recognizes his or her responsibility to consult with the preceptor(s).

This code represents general standards of behavior and illustrates ideals to strive for. It should be understood that these general standards might not afford guidance in every possible scenario.

Respect and Concern for the Welfare of Patients

The student will:

Treat patients and their families with respect and dignity both in their presence and in discussion with others.

Recognize when one's ability to function effectively is compromised and get relief or help.

Recognize the limits of student involvement in the medical care of a patient and seek supervision or advice before acting when necessary .

Respect for the Rights of Others

The student will:

- Interact with professionals, staff, peers and members of the health care team in a considerate manner and with a spirit of cooperation.
- Act with egalitarian spirit towards all persons encountered in a professional capacity regardless of race, religion, gender, sexual preference or socioeconomic status.
- Respect the patient's modesty and privacy.

Trustworthiness

The student will:

- Be truthful in communication to others.
- Maintain confidentiality of patient information and the confidential, proprietary information
- Admit errors and not knowingly mislead others or promote oneself at the expense of the patient.
- Not misrepresent him or herself as a pharmacist or other health care professional.
- Accurately acknowledge the source of all information reported. Failure to comply shall be considered plagiarism.

Responsibility and Sense of Duty

The student will:

- Participate responsibly in the care of the patient to the best of his or her ability and with appropriate supervision.
- Complete patient care responsibilities and other assignments before leaving the site each day.
- Notify the responsible person if something interferes with his or her ability to perform the task effectively.
- Consistently demonstrate productive activity during the advanced practice experience.

Professional Demeanor

The student will:

- Maintain a neat and clean appearance, and dress in attire that is accepted as professional to the patient population served and is in line with the dress code at the institution
- Be thoughtful and professional when interacting with patients and families.
- Maintain composure during times of fatigue, professional stress, or personal problems.
- Avoid offensive language, gestures, or inappropriate remarks.

Preceptor Conduct

The preceptor should:

- Challenge the student to learn, but should not subject the student to a hostile environment at any time.
- Not discriminate against the student on the basis of gender, race, religion, sexual preference or socioeconomic status.
- Provide an opportunity for the student to be a participant in patient care decisions whenever possible.
- Assure that the student's pharmacy education take priority over tasks that are inappropriate to the learning experience.

If a preceptor feels a student lacks adequate knowledge or skills, he or she has the responsibility to inform and instruct that student so he or she can improve his or her performance.

If the student feels that a preceptor has committed an infraction against these standards, he or she has the responsibility to inform that preceptor, whether by direct contact or by way of an honest and professional evaluation at the end of the experience, of such feelings so that he or she can improve his or her behavior.

ETIQUETTE



Etiquette is the science of living. It embraces everything. It is ethics. It is honor. Etiquette is defined as the rules and conventions governing correct or polite behavior in a professional group or situation; having good manners, following protocol, custom, or decorum. Etiquette is applied to all interactions with patients, colleagues, and health care professionals. This applies to both verbal and written communications.

Etiquette Involves:

- Responding in a timely manner
- Presenting yourself by name
- Informing preceptors of your whereabouts
- Professional dress and attitude
- Responding in a culturally appropriate manner
- Knowing your audience
- Use of appropriate terminology in different situations
- Right time and place to speak up

Verbal etiquette :

- Phone conversations
- Patient education
- Health care provider interactions
- Speaking with pharmacists
- Committee meetings (office, team meetings, etc)

Written Etiquette:

- Emails (professional vs. casual correspondence)
- Communication via fax to health care providers
- Patient education documents
- Researching patient/health care provider questions
- Communication with IPPE sites and preceptors
- Communication with the College of Pharmacy

Patient Etiquette:

Respect for patient involvement in the decision making process is key and empowerment for self care is our goal. Open-ended questions should be used when educating patients

Health Care Provider Etiquette:

Humility is necessary when addressing health care providers, especially when drug therapy advice is given. Have respect for the provider's diagnosis and suggest therapy improvements with tact.

Remember, you are representing the Salman Bin Abdulaziz University-College of Pharmacy in every interaction you perform!

The candidate shall demonstrate the ability to communicate effectively with other health professionals such as physicians, nurses, and pharmacists, as well as the patients. Training will include proper telephone etiquette and protocol, required identification, and professional attire.

DRESS CODE :



Students are expected to dress in a professional manner while at their pharmacy training sites as well as when they participate in any other professional activities. Be sure to check with your site regarding their dress code policy.

Everyone should wear a name tag and a smile. Dirty, torn or frayed clothing along with items displaying potentially offensive words, terms or pictures are unacceptable. Clothing that reveals too much cleavage, is not acceptable. For safety and professional reasons, flip flop sandals are prohibited. Closed footwear and socks are highly recommended.

HANDLING CONFLICTS



Conflict may develop (e.g. ethics, professionalism). It is very important that you let your faculty preceptor know when a major problem develops so that you and subsequent students are able to have a position learning experience. If this happens, these guidelines should help you resolve the conflict.

1. Put the incident into focus by clarifying in writing what you see the conflict to be. Be objective and look at the issue from all sides. Acknowledge your contribution to the problem. This self-evaluating may in fact resolves any issue.
2. Ask for a meeting with your preceptor, if necessary to discuss your concerns. When you meet, utilize your written notes, which indicate you are seeking a constructive resolution. It is usually to your advantage to ask your supervisor for help with a problem you are experiencing. Even if you perceive your supervisor to be the cause of the conflict, do not verbally attack or accuse your supervisor of being the source of that problem. Remain objective and do not become defensive even if your supervisor becomes accusatory toward you.
3. The meeting may be sufficient to resolve the problem. If so, discuss the problem and its resolution in your periodic report. If the conflict is not resolved or escalates, contact your faculty preceptor. Depending on the situation, several options for dealing with the conflict are available.
4. You and the preceptor meet again to attempt to resolve the conflict.
5. You, the preceptor and your faculty preceptor meet to attempt to resolve the conflict.
6. The preceptor and your faculty preceptor meet to attempt to resolve the conflict.
7. Rarely, but it has happened, a student will terminate the experience because of an impasse in resolving the problem. If so, each case such as this will be handled on an individual basis and subsequent arrangements will be worked out. This is a last resort option.
8. Your faculty preceptor will not meet with the preceptor unless you agree to the meeting. You will not be placed in the middle between faculty and the preceptor.

Part I

PHTR 301: Community Pharmacy (Primary Care Setting) Training

PHTR 301: Community Pharmacy (Primary Care Setting) Training



By the end of the Community Practice Pharmacy Practice Experience, under the supervision of the preceptor, the student should be able to:

1. Participate in Accurate Prescription Processing

- Correctly transcribe and interpret a medication order that is obtained in oral, electronic and/or written form.
- Participate in prescription order entry.
- Determine completeness of prescription orders.
- Describe the prescription verification process.
- Participate in the preparation of prescription orders.
- Become familiar with pharmacy laws governing the practice of community pharmacy.

Suggested Activities in which Outcome can be Taught and/or Evaluated:

- i. Receive and interpret prescriptions (order entry).
- ii. Assess a prescription for efficacy and safety (order verification).
- iii. Compare medication products against labels for accuracy (check).

2. Provide Effective Patient Education and Display Appropriate Communication Skill

- Identify patient factors that would affect a patient education session.
- Evaluate a patient's understanding, expectations, and concerns about drug therapy.
- Provide patient education at a level appropriate to the patient.
- Provide effective written materials for patients, peers, or other health care professionals.

Suggested Activities in which Outcome can be Taught and/or Evaluated:

- i. Interaction with patients and/or caregivers.
- ii. Interaction with other health care providers (Through daily activities and through formal presentations).
- iii. Preparation and delivery of patient education brochures or other materials.
- iv. Dispense prescriptions to patients with counseling/education (Patient counseling, medication history, under appropriate supervision).

3. Demonstrate Knowledge and Skills Regarding Over-the-Counter Medications (IF POSSIBLE IN COMMUNITY SETTINGS ONLY)

- Display good listening skills to identify patient's symptoms.

- Identify patient factors that will affect product selection.
- Discuss pertinent information with patient for optimal understanding.
- Discuss indication, side effects, and dosage of OTC products.

Suggested Activities in which Outcome can be Taught and/or Evaluated:

- i. Interaction with patients and/or caregivers.
- ii. Participation in discussion with preceptor regarding common OTC medications.
- iii. Spend time in OTC/self care area of pharmacy assisting patients.

4. Demonstrate Knowledge and Skills Regarding Prescription Compounding

- Identify key elements of prescription compounding.
- Discuss professional procedures with regards to product integrity and work area cleanliness and disposal.
- Correctly calculate and document compounding amounts and procedures.
- Select appropriate equipment and containers.
- Define relevant Saudi laws and standards regarding compounding of prescriptions.

Suggested Activities in Which Outcome can be Taught and/or Evaluated:

- i. Perform and demonstrate compounding and labeling procedures.
- ii. Participation in discussions with preceptor regarding potential stability problems and other compounding issues.

5. Describe Professional and Administrative Activities (IF POSSIBLE IN COMMUNITY SETTINGS ONLY)

- Identify pharmacy personnel/staff management issues and tasks.
- Explain the need for marketing of pharmacy services.

Suggested Activities in which Outcome can be Taught and/or Evaluated:

- i. Discussion of personnel/staff management issues with preceptor.
- ii. Assist in the development of techniques to market and promote pharmacy services

6. Demonstrate Knowledge of Purchasing, Inventory Control, & Quality Assurance

- Describe drug purchasing procedures.
- Explain inventory control practices for different medication classes.

Suggested Activities in Which Outcomes can be Taught and/or Evaluated:

- i. Observe inventory taking or other control procedures .
- ii. Discussion of drug purchasing system & cost analysis.

iii. Discussion of quality controls and quality assurance procedures.

7. Display Appropriate Professional Behavior and Work Ethic

- Maintain professional behavior and attitude at all times.
- Be a responsible member of the health care team.
- Apply ethical principles to patient care.
- Be reliable, responsible, on time, and finish work that is started.
- Initiate activities, utilize his/her time effectively, and be independent and assertive.
- Display appropriate response to feedback and an open-mind to recommendations for improvement.
- Resolve conflict appropriately.

Suggested Activities in Which Outcome can be Taught or Evaluated:

- i. Student observation of pharmacist role model.
- ii. Preceptor/other health care provider observation of student.
- iii. Feedback sessions

8. Demonstrate Cultural and Social Competency

- Respect different patient groups and cultural/ethnic/religious traditions.
- Display an open-minded attitude to different cultural perspectives.
- Demonstrate empathy and caring in interactions with others.
- Experience the patients' perspective on their health and the health care system through individuals with chronic conditions.
- Articulate the concepts of public awareness about pharmacy's role in healthcare, and professional advocacy – what it means both professionally and personally.

Suggested Activities in which Outcome can be Taught or Evaluated:

- i. Student observation of pharmacist role model.
- ii. Preceptor and health professional observation of student.
- iii One on one patient and health care provider interactions.
- iv. Student can prepare information for pharmacy staff regarding cultural sensitivity for an ethnic population at that specific site.
- v. Discuss the role and scope of pharmacy practice in public health.

Appendix 1

COURSE WORKSHEET FOR COMMUNITY PHARMACY TRAINING

The purpose of this worksheet is:

- To provide the student with ways to meet the community pharmacy training objectives for each outcome
- To assist the preceptor and the student to monitor progress as they work together to meet the community pharmacy training outcomes

(Please review with the preceptor at least weekly, as a guide to activities completed and for discussion.)

How to fill the worksheet?

Mark each outcome with either \checkmark if done or **X** if not done or NA if Not Applicable to that area

Note: This checklist is for students' personal use, students are NOT required to submit to preceptors, although site preceptor or academic preceptor may be asked to view checklist in order to follow-up students' activities

- Student ID Number:
- Training Site:
- Training Dates:

	Outcome 1: Participate in Accurate Prescription Processing
	Follow a prescription from start to finish (work flow process)
	Receive and interpret prescriptions (order entry)
	Compare medication products against labels for accuracy (check)
	Assess a prescription for missing information
	Compare medication product to written prescription (check)
	Learn procedure for a transferred (copy) prescription
	Become familiar with pharmacy computer system
	Observe use of automated dispensing device
	Comments:

	Outcome 2: Provide Effective Patient Education and Display Appropriate Communication Skills(patient counseling)
	Interaction with patients and/or caregivers (at the discretion of the preceptor)
	Interaction with other health care providers (if applicable, at the discretion of the preceptor)
	Preparation of patient education brochure, poster, or other educational materials
	Observe preceptor provide prescription counseling to patient
	Dispense prescription to patients with counseling/education
	Practice patient counseling with your preceptor as the patient
	Comments:
	Outcome 3: Demonstrate Knowledge and Skills Regarding Over-the Counter Medications
	Complete OTC project from student work book
	Observe preceptor provide OTC counseling to patient. Discuss interaction/ratio-nale/outcome
	Participation in discussion with preceptor regarding common OTC medications
	Spend time in the pharmacy's OTC/herbal/vitamin/self-care area to learn product availability
	Spend time in OTC/self-care area of pharmacy assisting patients
	Interaction with patients and/or caregivers (at the discretion of preceptor)
	Practice OTC patient consulting with your preceptor as the patient
	Comments:
	Outcome 4: Demonstrate Knowledge and Skills Regarding Prescription Compounding
	Participate in prescription compounding
	Perform and demonstrate compounding and labeling procedures
	Discussions with preceptor regarding potential stability problems
	Complete one or more of the dry lab projects from student workbook
	Comments:
	Outcome 5: Describe Professional and Administrative Activities
	Observe the roles of the pharmacist/pharmacy manager/PIC
	Observe the roles of the pharmacy technician(s)
	Discuss with preceptor marketing strategies for patient services

Identify a marketing idea for the pharmacy
Assist in the development of techniques to market and promote pharmacy services
Comments:
Outcome 6: Demonstrate Knowledge of Purchasing, Inventory Control, & Quality Assurance
Participate in annual pharmacy inventory (if applicable)
Discuss ordering, perpetual inventory, and labeling of scheduled medications with preceptor
Participate in daily inventory and/or reconciliation of scheduled drugs
Who orders drugs for the pharmacy? Who do they purchase drugs from?
Check expiration dates on a designated section of the pharmacy
What is the process of reporting errors in the pharmacy?
Observe inventory taking or other control procedures
Discuss drug purchasing system and cost analysis
Discuss quality controls and quality assurance procedures
Comments:
Outcome 7: Display Appropriate Professional Behavior and Work Ethic
Maintain professional behavior at all times
Observe the pharmacists and preceptors as a role model
Be on time, reliable, and responsible
Be receptive to feedback from preceptor and others
Comments:
Outcome 8: Demonstrate Cultural and Social Competency
Be respectful of different patient population and cultural/ethnic/religious traditions
Observes pharmacist as a role model; discuss situations with preceptor
Have an open mind
Have empathy and care for others
Complete cultural competency project from student work book
Observe patient and health care provider interactions
Offer to prepare information for pharmacy staff regarding cultural sensitivity
Discuss the role and scope of pharmacy practice in public health
Comments:

Note:

Dotted lines for writing content.

Part II

PHTR 401: Institutional Pharmacy (Hospital Pharmacy) Training

PHTR 401: Institutional Pharmacy (Hospital Pharmacy) Training



By the end of the Institutional Introductory Pharmacy Practice Experience, under the supervision of the preceptor, the student should be able to:

1. Participate in Accurate Prescription Processing

- Interpret a medication order that is obtained in oral, electronic or in written form.
- Be familiar with pharmacy's role in transferring orders into the computerized processing system.
- Correctly analyze orders for necessary components (is there a drug, dose, route and frequency) and be familiar with the order verification process.
- Communicate accurate and appropriate medical and drug information to a patient, pharmacist, preceptor or other health care professional.
- Participate in preparing prescription orders for administration, and be familiar with the hospital's drug delivery system.

Suggested Activities in which Outcome can be Taught or Evaluated:

- i. Receive and interpret prescriptions (order entry).
- ii. Assess a prescription for necessary components (drug, dose, route and frequency) and safety (order verification).
- iii. Compare medication products against labels for accuracy (checking).
- iv. Actively listen to patients, peers, and other health care professionals (could be during patient counseling, medication history).
- v. Determine the appropriate means of communication for the situation.
- vi. Distribute prescriptions using automation, robotics, a tube system or direct unit delivery.

2. Demonstrate Knowledge of a Unit Dose System

- Identify key elements of a unit dose system.
- Identify different services pharmacy technicians provide and the role they play in hospital drug distribution.
- Participate in medication storage, pre-packaging and distribution.
- Identify relevant laws and standards regarding a unit dose system.

Suggested Activities in which Outcome can be Taught or Evaluated:

- i. Provide various technician services.
- ii. Perform prepackaging procedures.
- iii. Retrieve and label products.
- iv. Restock the hospital distribution system.

3. Demonstrate Knowledge of an Intravenous Admixture System

- Observe and describe proper procedures for dispensing sterile products.
- Observe and describe special handling, preparation and administration procedures for IV drug products (chemo, TPN, etc.)
- Discuss technology in IV drug mixing.
- Discuss different types of equipment used with IV therapy.

Suggested Activities in which Outcome can be Taught or Evaluated:

- i. Participation in reviewing admixture orders for compatibility and stability, and making appropriate recommendations.
- ii. Observe preparation, storage and dispensing of parenteral products using aseptic techniques.
- iii. Observe techniques for chemotherapy and TPN orders.

4. Demonstrate Knowledge of Current Standards of Institutional Pharmacy Practice

- Discuss the composition and role of a Pharmacy and Therapeutics Committee, including Medication Use Evaluation.
- Discuss the role of pharmaceutical representatives in the hospital setting.
- Identify one element of practice in this setting for which a patient safety issue could be examined; describe, discuss and formulate a plan for addressing this issue.

Suggested Activities in which Outcome can be Taught or Evaluated:

- i. Attend and/or discuss a Pharmacy and Therapeutics Committee meeting.
- ii. Discuss the role of pharmaceutical representatives in the hospital setting.
- iii. Discuss patient safety issues and/or events with the preceptor and other health care professionals in the site.

5. Display Appropriate Professional Behavior and Work Ethic

- Maintain professional attire, behavior and attitude.
- Be reliable, responsible, rarely late, and finish work that is started.
- Initiate activities and utilize time effectively.
- Demonstrate awareness of personal competence and limitations, and seek guidance from preceptors when appropriate.
- Display appropriate and open-minded response to feedback.
- Discuss the appropriate resolution of conflict in the work place.

Suggested Activities in which Outcome can be Taught or Evaluated:

- i. Student observation of pharmacist role model.

- ii. Preceptor and/or other health professional observation of student.
- iii. Establish professional rapport with patients and healthcare professionals.
- iv. Prioritize workload appropriately.
- v. One on one interaction with preceptor and/or other health care professional

6. Demonstrate Cultural and Social Competency

- Respect different patient groups and cultural/ethnic/religious traditions.
- Display an open-minded attitude to different cultural perspectives.
- Demonstrate empathy and caring in interactions with others.
- Experience the patients' perspective on their health and the health care system through individuals with chronic conditions.
- Articulate the concepts of public awareness about pharmacy's role in health care and professional advocacy – what it means both professionally and personally.

Suggested Activities in which Outcome can be Taught or Evaluated:

- i. Student observation of pharmacist role model.
- ii. Preceptor and/or other health professional observation of student.
- iii. One on one patient and/or preceptor interaction.
- iv. Discuss the role and scope of pharmacy practice in public health.

Appendix 2

COURSE WORK SHEET FOR INSTITUTIONAL PHARMACY TRAINING

The purpose of this worksheet is:

- To provide the student with ways to meet the institutional pharmacy training objectives for each outcome
- To assist the preceptor and the student to monitor progress as they work together to meet the Institutional pharmacy training outcomes

(Please review with the preceptor at least weekly, as a guide to activities completed and for discussion.)

How to fill the worksheet?

Mark each outcome with either \checkmark if done or **X** if not done or **NA** if Not Applicable to that area

Note: This checklist is for students' personal use, students are NOT required to submit to preceptors, although site preceptor or academic preceptor may be asked to view checklist in order to follow-up students' activities

- Student ID Number:.....
- Training Site:.....
- Training Dates:

	Outcome 1: Participate in Accurate Prescription Processing
	Receive and interpret prescriptions (order entry).
	Assess a prescription for necessary components (drug, dose, route, frequency and safety)
	Follow an order through all phases of the medication use process
	Compare medication products against labels for accuracy (checking)
	Actively listen to patients, peers, and other health care professionals
	Determine the appropriate means of communication for the situation.
	Distribute prescriptions using automation, robotics, a tube system, or direct unit delivery.
	Comments:

Outcome 2: Demonstrate Knowledge of a Unit Dose System
Provide various technician services, with a technician
Perform prepackaging procedures.
Retrieve and label products.
Check an emergency cart or drug kit for contents and expiration dating.
Restock the hospital distribution system.
Discuss relevant laws and standards regarding a unit dose system. Comments:
Comments:
Outcome 3: Demonstrate Knowledge of an Intravenous Admixture System
Participation in reviewing IV admixture orders for compatibility and stability
Observe preparation, storage, and dispensing of parenteral products using aseptic techniques.
Observe techniques for chemotherapy and TPN orders.
Prepare and/or update compatibility charts
Comments:
Outcome 4: Demonstrate Knowledge of Current Standards of Institutional Pharmacy Practice
Attend and/or discuss a Pharmacy and Therapeutics Committee meeting.
Discuss the role and scope of the hospital's quality assurance program.
Discuss the role of pharmaceutical representatives in the hospital setting
Discuss patient safety issues with the preceptor and other health care professionals
Take minutes and/or notes for a committee meeting
Comments:
Outcome 5: Display Appropriate Professional Behavior and Work Ethic
Student observation of pharmacist role model.
Preceptor and/or other health professional observation of student.
Establish professional rapport with patients and healthcare professionals.
Prioritize workload appropriately.
One on one interaction with preceptor and/or other health care professional.
Comments:

	Outcome 6: Demonstrate Cultural and Social Competency
	Student observation of pharmacist role model.
	Preceptor and/or other health professional observation of student.
	One on one patient and/or preceptor interaction.
	Discuss the role and scope of pharmacy practice in public health.
	Comments:

General Information Regarding Evaluation

- The preceptor can use any of the forms supplied in this manual or he/she can use their own evaluation forms.
- It is necessary to contact the student and give him/her constructive feedback on their performance highlighting their negative and positive point.
- The student can have a copy of his/her evaluation form to add to their file.
- The student should have a portfolio documenting everything he/she is doing in practice including his/her evaluation so that the university supervisor can see it when he/she comes to visit.
- The student should evaluate the preceptor and site at the end of his/her rotation in the form supplied in this manual and he/she should give it to the training unit.
- The student should evaluate the training program in general at the end of his training and should give the form to the training unit.
- For any further clarification about the evaluation forms do not hesitate to contact the training unit at the College of Pharmacy, Salman Bin Abdulaziz University.

Available Evaluation Forms

- General student preceptor evaluation 1
- General student preceptor evaluation 2
- Student evaluation of preceptor/site
- Presentation evaluation
- Evaluation of learning experience.
- Evaluation of training program
- Evaluation forms for various activities done by students during training

Student Preceptor Evaluation Form I for Pharmacy Training



This form should be submitted within 2 weeks after student completion of the rotation cycle. This report is CONFIDENTIAL and should be returned officially to the college of pharmacy. Assessment of Student Performance on Pharmacy Training
Rate the student based on performance during the last week of the rotation cycle. We encourage comments on any items, but comments are required for ratings on the high and low extremes of the scale.

Student Name: ID:

Institution: Training Period:

Far exceeds expectations for the outcome	Extraordinary Performance	5
Exceeds expectations	Very Good Performance	4
Meets expectations for outcome	Acceptable Performance	3
Student demonstrates skills, but not at the level of competence/expectations for this outcome	Needs Performance Improvement	2
Student demonstrates skills significantly below competence expectations for this outcome	Unacceptable Performance	1
Not able to assess. Skills for outcome not observed or insufficiently to rate student	Not Assessable	N/A
No opportunities exist on this rotation to allow student to demonstrate skills	No Opportunity	N/O

For each evaluation item below, rate the student's performance using the above rating scale.

Evaluation Item	Rating (See Above Scale)
Medication History/patient counseling	
Collects and documents an accurate and complete medication history for a patient	5 4 3 2 1 N/A N/O
Appropriately uses formulas to calculate patient dosing parameters	5 4 3 2 1 N/A N/O
Effectively and efficiently educates and counsels patients on medication	5 4 3 2 1 N/A N/O
Employees effective and efficient search strategies to find appropriate sources of drug and health information using a variety of information resources	5 4 3 2 1 N/A N/O
Communication	
Communicates clearly, accurately, compassionately, confidently, and persuasively with patients, caregivers, other health care professionals, and the public using appropriate listening, verbal, nonverbal, and written communication skills	5 4 3 2 1 N/A N/O
Demonstrates sensitivity to and adjustment of communication based on contextual or cultural factors, including health literacy, literacy, cognitive impairment, etc.	5 4 3 2 1 N/A N/O
Practice Management	
Accurately prepares and dispenses medications and/or supervises the preparation of medications	5 4 3 2 1 N/A N/O
Manages pharmacy operations	5 4 3 2 1 N/A N/O
Manages time appropriately and efficiently	5 4 3 2 1 N/A N/O
Professionalism	
Recognize self-limitations and seeks appropriate assistance/clarification	5 4 3 2 1 N/A N/O
Demonstrates professionalism in appearance and actions	5 4 3 2 1 N/A N/O
Accepts responsibility for actions	5 4 3 2 1 N/A N/O
Protects the confidentiality of patient information	5 4 3 2 1 N/A N/O
Have a good background knowledge	5 4 3 2 1 N/A N/O

Should be calculated from a total of 75 and the remaining 25 is for attendance and punctuality.
(If N/A or N/O the grade is 5)

Total Grade:

Preceptor name: Position:

Signature:

Student Preceptor Evaluation Form II for Pharmacy Training



This form should be submitted within 2 weeks after student completion of the rotation cycle. This report is CONFIDENTIAL and should be returned officially to the college of pharmacy. Assessment of Student Performance on Pharmacy Training

Rate the student based on performance during the rotation cycle. We encourage comments on any items, but comments are required for ratings on the high and low extremes of the scale.

Student Name: ID:

Institution: Training Period:

Far exceeds expectations for the outcome	Extraordinary Performance	5
Exceeds expectations	Very Good Performance	4
Meets expectations for outcome	Acceptable Performance	3
Student demonstrates skills, but not at the level of competence/expectations for this outcome	Needs Performance Improvement	2
Student demonstrates skills significantly below competence expectations for this outcome	Unacceptable Performance	1
Not able to assess. Skills for outcome not observed or insufficiently to rate student	Not Assessable	N/A
No opportunities exist on this rotation to allow student to demonstrate skills	No Opportunity	N/O

For each evaluation item below, rate the student's performance using the above rating scale.

Evaluation Item	Rating (See Above Scale)
Rotation	
Inpatient	5 4 3 2 1 N/A N/O
Outpatient	5 4 3 2 1 N/A N/O
IV/TPN	5 4 3 2 1 N/A N/O
Drug information service	5 4 3 2 1 N/A N/O
Clinical pharmacy	5 4 3 2 1 N/A N/O
Quality control	5 4 3 2 1 N/A N/O
Others (specify):	5 4 3 2 1 N/A N/O
Personal and behavioral information	
Attendance	5 4 3 2 1 N/A N/O
Attitude	5 4 3 2 1 N/A N/O
Communication skills	5 4 3 2 1 N/A N/O
Punctuality	5 4 3 2 1 N/A N/O
Enthusiasm	5 4 3 2 1 N/A N/O
Knowledge background	5 4 3 2 1 N/A N/O
Professional appearance	5 4 3 2 1 N/A N/O
Other activities	
Presentation	5 4 3 2 1 N/A N/O
Project	5 4 3 2 1 N/A N/O
Report	5 4 3 2 1 N/A N/O
Patient counseling	5 4 3 2 1 N/A N/O
Medication history	5 4 3 2 1 N/A N/O

Should be calculated from a total of 95 and the remaining 5 is for attendance and punctuality. (If N/A or N/O the grade is 5)

Total Grade:

Preceptor name: Position:

Signature:

Case Presentation Evaluation Form



Title of Case: Rotation 1 2 3 4 5 6

Assessment Scale

5= Significantly Exceeds Expectations	4= Exceeds Expectations	3= Meets expectations	2= Improvement needed. Below Expectations
--	--------------------------------	------------------------------	--

Written Patient Case Report	5	4	3	2	1
1. Report submitted on time, as instructed					
2. Patient information is clear and complete (e.g. demographic data, CC/HPI, Social history and Health belief)					
3. Rx and OTC use is clear and complete					
4. Allergies and ADRs are documented					
5. Problem (Acute/Chronic) list is appropriate					
6. Recommendations are clear and appropriate					
7. Monitoring goals/targets are specific and appropriate					
8. Patient education plans are clear and appropriate					
9. Predicted outcomes and proposed patient participation is clear and appropriate					
Verbal report Evaluation					
10. Patient HX summarized					
11. Rx and OTC use summarized					
12. Care plan summarized					
13. Patient education detailed					
14. Follow up accomplished, if possible predict /real outcomes revealed					
15. Verbal presentation audible and understandable					
16. Questions are answered appropriately and non defensively					
Total presentation score/16=..... (Overall evaluation score which can be entered into the EMS on line grading system.)					

Outpatient Evaluation Form



Student Name: ID:.....

Institution:..... Training period:

Far exceeds expectations for the outcome	Extraordinary Performance	5
Exceeds expectations	Very Good Performance	4
Meets expectations for outcome	Acceptable Performance	3
Student demonstrates skills, but not at the level of competence/expectations for this outcome	Needs Performance Improvement	2
Student demonstrates skills significantly below competence expectations for this outcome	Unacceptable Performance	1
Not able to assess. Skills for outcome not observed or insufficiently to rate student	Not Assessable	N/A
No opportunities exist on this rotation to allow student to demonstrate skills	No Opportunity	N/O

For each evaluation item below, rate the student's performance using the above rating scale.

Skills and practical demonstration requirements	Rating See Above Scale
Please fill in the appropriate response	
Knows minimum standard of ambulatory care pharmacy	5 4 3 2 1 N/A N/O
Dispensing Medication (New prescriptions)	5 4 3 2 1 N/A N/O
Dispensing Medication (Refill)	5 4 3 2 1 N/A N/O
Understand dispensing skills	5 4 3 2 1 N/A N/O
Know the pharmaceutical abbreviation used in prescriptions	5 4 3 2 1 N/A N/O
Proficient in patient medication counseling	5 4 3 2 1 N/A N/O
Dispensing Controlled Prescriptions	5 4 3 2 1 N/A N/O
Practice Dispensing Narcotics Prescriptions	5 4 3 2 1 N/A N/O
Understand refill medication system	5 4 3 2 1 N/A N/O
Know how to deal with returned medication	5 4 3 2 1 N/A N/O
Inventory Control (Request and Stock issues)	5 4 3 2 1 N/A N/O

Medication Error Reporting, and ADR	5 4 3 2 1 N/A N/O
Comments:	

Preceptor name : Signature:

Student name: Signature:

IV Preparation Evaluation Form



Student Name: ID:.....

Institution:..... Training period:

Far exceeds expectations for the outcome	Extraordinary Performance	5
Exceeds expectations	Very Good Performance	4
Meets expectations for outcome	Acceptable Performance	3
Student demonstrates skills, but not at the level of competence/expectations for this outcome	Needs Performance Improvement	2
Student demonstrates skills significantly below competence expectations for this outcome	Unacceptable Performance	1
Not able to assess. Skills for outcome not observed or insufficiently to rate student	Not Assessable	N/A
No opportunities exist on this rotation to allow student to demonstrate skills	No Opportunity	N/O

For each evaluation item below, rate the student's performance using the above rating scale.

Skills and practical demonstration requirements	Rating See Above Scale
Please fill in the appropriate response	
Intravenous Admixture	5 4 3 2 1 N/A N/O
1. Aseptic Techniques	5 4 3 2 1 N/A N/O
a) Hand washing techniques	5 4 3 2 1 N/A N/O
b) Demonstration of gowning, gloving and masking	5 4 3 2 1 N/A N/O
c) Operating and cleaning laminar flow hood	
2.Storage of IV fluids	5 4 3 2 1 N/A N/O
3. Preparation of:	5 4 3 2 1 N/A N/O
a) Premixed medications	5 4 3 2 1 N/A N/O
b) Chemotherapeutics agents	5 4 3 2 1 N/A N/O
d) Mini bags	5 4 3 2 1 N/A N/O
e) TPN	5 4 3 2 1 N/A N/O
f) Stat orders	5 4 3 2 1 N/A N/O
g) Drips	5 4 3 2 1 N/A N/O
h) Syringes	5 4 3 2 1 N/A N/O
i) Narcotics and controlled drugs	5 4 3 2 1 N/A N/O
4. Recycling of IV fluids	5 4 3 2 1 N/A N/O
5. Disposal of:	5 4 3 2 1 N/A N/O
Mini bags	5 4 3 2 1 N/A N/O
Large volume bags	5 4 3 2 1 N/A N/O
Cytotoxic medications	5 4 3 2 1 N/A N/O
6. Pharmaceutical calculations	5 4 3 2 1 N/A N/O
Comments:	

Preceptor name : Signature:

Student name: Signature:

Clinical Rotation Evaluation Form



Student Name: ID:.....

Institution:..... Training period:

Far exceeds expectations for the outcome	Extraordinary Performance	5
Exceeds expectations	Very Good Performance	4
Meets expectations for outcome	Acceptable Performance	3
Student demonstrates skills, but not at the level of competence/expectations for this outcome	Needs Performance Improvement	2
Student demonstrates skills significantly below competence expectations for this outcome	Unacceptable Performance	1
Not able to assess. Skills for outcome not observed or insufficiently to rate student	Not Assessable	N/A
No opportunities exist on this rotation to allow student to demonstrate skills	No Opportunity	N/O

For each evaluation item below, rate the student's performance using the above rating scale.

Skills and practical demonstration requirements	Rating See Above Scale
Please fill in the appropriate response	
Attended journal club, all students/residents presentations, and continuing education program	5 4 3 2 1 N/A N/O
Ability to gather and review all patient data regarding history, physical assessment, working diagnosis, laboratory, and drug therapy	5 4 3 2 1 N/A N/O
Present patient information in an orderly and critical manner	5 4 3 2 1 N/A N/O
Ability to identify drug related problems	5 4 3 2 1 N/A N/O
Understand the use and selection of serum drug concentration monitoring and factors that may affect the concentration	5 4 3 2 1 N/A N/O
Comments:	

Preceptor name : Signature:

Student name: Signature:

Patient History Evaluation Form



Student Name: ID:.....

Institution:..... Training period:

Patient-Centered Process	yes	No	Symptoms patient experiencing	yes	No
Appropriate introduction/greeting			Location		
Began with and used other open-ended questions			Radiation		
Used closed-ended questions for classification			Character		
Avoided complex or leading questions			Severity		
Avoided multiple questions			Associated Symptoms		
Facilitating Skills			Onset		
Speech clear			Duration		
Language clear (no jargon)			Aggravating factors		
Avoided disruptive Note-taking			Relieving factors		
Used silence and nonverbal			Impact of illness on patient and others		
Attended to patient's non-verbal communication			Patient's concerns about illness		
Used facilitative techniques (echoing, reflection, neutral utterances, paraphrasing)			Health issues (ethical-social-spiritual, functional, health promotion, health hazards)		
Used emotion-handling skills during interview (understanding/legitimation, respecting/praising, supporting/partnership)			Past Medical History		
History of Present Illness			Other medical problems		

Personal/Social History		Major diseases		
Current personal situation		Medications		
Current personal situation		Medications		
Family History		Allergies		
Family history of present illness		Menstrual/OB history		
Specific diseases (diabetes, hypertension, high cholesterol)		Other personal factors (smoking, alcohol)		
Transition to Physical Exam		Review of Systems		
Summarized history		Review of systems (questions related to the function of relevant systems)		
Asked patient if she/he had any questions				
Answered patient's questions clearly				
Appropriate transition to physical exam				

Overall, how satisfied were you with this student's history taking skills?

- () extremely dissatisfied
- () very dissatisfied
- () dissatisfied
- () satisfied
- () very satisfied
- () extremely satisfied

Preceptor name : Signature:

Student name: Signature:

Patient Interview Assessment Form (Medication History)

Student Name: ID:.....

Institution:..... Training period:

Introduction	yes	No
Introduced self as "Student Pharmacist"		
Outlined interview process		
Gave time estimate		
Discussed confidentiality		
Medical History		
Clarified pertinent information on form (what acute/chronic conditions the patient had)		
Family History		
Clarified pertinent information on form		
Allergies/ Drug Reactions		
Clarified types of reactions where pertinent		
Total Points (1 point for each "Yes" out of 7)		

Current Medication History	Prescription		Non-Prescription			
	Yes	No	N/A	Yes		
For current medication regimen, the student asked about						
Dose/sig of each medication						
Usage quantified for PRNs						

Indication of each medication						
Duration of each medication						
Prescriber of each medication						
Efficacy of each medication						
Efficacy measure clarified if necessary						
Presence of ADRs for each medication						
Specific ADRs common to medication						
Total Points (1 point for each "Yes" or "N/A" out of 18)						

Other Medication Issues			
The student asked about	yes	No	N/A
Historical medication use			
Reason for discontinuation of historical medications			
Adherence to medication regimen			
Total Points (1 point for each "Yes" or "N/A" out of 4)			

General Interview	Yes	No
Communicate at appropriate level for patient		
Used predominately open ended questions		
Responded empathetically		
Non-verbal communication appropriate		
Total Points (1 Point for each "Yes" out of 4)		

Total Points = Total Number of "Yes" or "N/A" responses from above sections (out of 32)

Preceptor name : Signature:

Student name: Signature:

Patient Counseling Evaluation Form

Student Name: ID:.....

Institution:..... Training period:

Far exceeds expectations for the outcome	Extraordinary Performance	5
Exceeds expectations	Very Good Performance	4
Meets expectations for outcome	Acceptable Performance	3
Student demonstrates skills, but not at the level of competence/expectations for this outcome	Needs Performance Improvement	2
Student demonstrates skills significantly below competence expectations for this outcome	Unacceptable Performance	1
Not able to assess. Skills for outcome not observed or insufficiently to rate student	Not Assessable	N/A
No opportunities exist on this rotation to allow student to demonstrate skills	No Opportunity	N/O

For each evaluation item below, rate the student's performance using the above rating scale.

Skills and practical demonstration requirements	Rating See Above Scale
Please fill in the appropriate response	
Professional dressing, self confidence, clarity of speech:	5 4 3 2 1 N/A N/O
Adequate introduction to the patient. (the student should identify his/her name professionally and the purpose of the counseling)	5 4 3 2 1 N/A N/O
Asked the first primary question with an open ended statement. (What did the doctor prescribe this medication for?)	5 4 3 2 1 N/A N/O
Asked the second primary question with an open ended statement. (How did the doctor tell you to use this medication?)	5 4 3 2 1 N/A N/O
Asked the third primary question with an open ended statement. (What did the doctor tell you to expect with this medication (side effects)?)	5 4 3 2 1 N/A N/O
Comments:	

Preceptor name : Signature:

Student name: Signature:

Student Evaluation of Preceptor/Site



This form should be submitted within 2 weeks after student completion of the rotation cycle. This report is CONFIDENTIAL and should be returned officially to the college of pharmacy.

Student Name: ID:

Preceptor: Site: Date:

Use the Following Scale to Indicate Your Agreement with the Following Statements

1	= Strongly Disagree
2	= Disagree
3	= Neither Agree or Disagree
4	= Agree
5	= Strongly Agree
NA	= Not applicable to the Rotation or Site

Element	5	4	3	2	1	NA
This preceptor is interested in teaching this rotation						
This preceptor related to me as an individual						
This preceptor encouraged students to actively participate in discussions and problem-solving exercises.						
I had adequate patient or guardian contact on this rotation to meet the learning objectives.						
I had access to necessary patient information.						
Students were encouraged to use resource materials.						
I had access to all necessary reference materials, either hard copy or via electronic means.						
This preceptor described their approach to thinking about therapeutic problems.						
This preceptor was readily available to answer questions and concerns.						

Good direction and feedback were provided.						
This preceptor is knowledgeable in their response to questions or their approach to therapy.						
This preceptor gave me a mid-point and final evaluation of my performance.						
This preceptor evaluated me at the end of the rotation in a manner which was helpful to me						
This preceptor served as a role model for a pharmacist practicing in this practice setting.						
This rotation provided opportunities to interact with other health care professionals.						
The goals and objectives of the rotation were outlined and/or explained at the beginning of the rotation.						
Rotation activities were well organized and structured.						
This rotation provided an environment (physical and philosophical) that facilitated my learning.						
Others at the rotation site were receptive and willing to interact with me						
My verbal communication skills were enhanced on this rotation.						
My written communication skills or documentation skills were enhanced on this rotation.						
My clinical skills were enhanced on this rotation.						
I was able to apply previously learned materials on this rotation.						
I believe this experience will help me be a better pharmacist.						
Comments:						

Student Signature :

Students Evaluation of the Learning Experience



Please mark one of the following for each statement concerning the pharmacist and/or the learning experience.

1	= Strongly Disagree
2	= Disagree
3	= Neither Agree or Disagree
4	= Agree
5	= Strongly Agree
NA	= Not applicable to the Rotation or Site

Element	5	4	3	2	1	NA
I understood the objectives for the learning experience prior to beginning.						
Resources I needed were available to me.						
I feel that the pharmacist's assessment of my performance on the objectives was fair.						
I was given opportunities to observe the pharmacist's role in essential services in a pharmacy setting.						
I was given opportunities to observe the pharmacist's interaction with patients.						
I was given opportunities to observe the pharmacist's communication with patients, staff and other healthcare professionals.						
The pharmacist consistently displayed traits of professionalism in pharmacy.						

What were the primary lessons you learned about the pharmacy profession through this experience?

Where were the weaknesses of the learning experience?

What suggestions can you make to improve the learning experience?

Students Evaluation of the Pharmacy Training Program



Please mark one of the following for each statement concerning the training program.

1	= Strongly Disagree
2	= Disagree
3	= Neither Agree or Disagree
4	= Agree
5	= Strongly Agree
NA	= Not applicable to the Rotation or Site

Element	5	4	3	2	1	NA
I feel that the orientation provided by the training work-group adequately prepared me for the learning experience.						
I feel that the training workgroup was available to me and able to answer my questions.						
I feel that the number of hours required for the learning experience was appropriate.						
The drug diversion presentation provided me a better understanding of the appropriate practice of pharmacy.						
The panel presentation provided me a better understanding of professionalism and ethics in pharmacy.						
I was able to apply the information provided in the training lectures to the learning experience.						

What are the strengths of the program?

Where are the weaknesses of the program?

What barriers did you face in completing the assignment?

What suggestions can you make to improve the program

Student's Signature

Date

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Salman bin Abdulaziz University