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# INTERNSHIP MANUAL FOR GRADUATING STUDENTS

**Pharmacy Student / Preceptor**

***(Revised April 2011)***

***We gratefully acknowledge the  
Manitoba Pharmaceutical Association***

***for permission to use their manual as the basis for this document***

**Acronyms and websites**

CDSA	Controlled Drugs and Substances Act	<a href="http://laws.justice.gc.ca/en/C-38.8/index.html">http://laws.justice.gc.ca/en/C-38.8/index.html</a>
CPhA	Canadian Pharmacists Association	<a href="http://www.pharmacists.ca">www.pharmacists.ca</a>
CPSNB	College of Physicians and Surgeons of New Brunswick	<a href="http://www.cpsnb.org">http://www.cpsnb.org</a>
CSHP	Canadian Society of Hospital Pharmacists	<a href="http://www.cshp.ca">www.cshp.ca</a>
F & D Act	Food and Drugs Act	<a href="http://www.hc-sc.gc.ca/fn-an/legislation/acts-lois/fda-lad/index_e.html">http://www.hc-sc.gc.ca/fn-an/legislation/acts-lois/fda-lad/index_e.html</a>
NABP	National Association of Boards of Pharmacy	<a href="http://www.nabp.net">www.nabp.net</a>
NAPRA	National Association of Pharmacy Regulatory Authorities	<a href="http://www.napra.org">www.napra.org</a>
NBPDP	New Brunswick Prescription Drug Program	<a href="http://www.gnb.ca/0051/0212/index-e.asp">www.gnb.ca/0051/0212/index-e.asp</a>
NBPA	New Brunswick Pharmacists Association	<a href="http://www.nbpharma.ca">www.nbpharma.ca</a>
NBCP	New Brunswick College of Pharmacists	<a href="http://www.nbpharmacists.ca">www.nbpharmacists.ca</a>
PIPEDA	Personal Information Protection and Electronic Documents Act	<a href="http://www.privcom.gc.ca/legislation/02_06_01_e.asp">www.privcom.gc.ca/legislation/02_06_01_e.asp</a>
RIPPA	NB Bill 89 Right to Information and Protection of Privacy Act	<a href="http://www.gnb.ca/legis/bill/FILE/56/3/Bill-89-e.htm">http://www.gnb.ca/legis/bill/FILE/56/3/Bill-89-e.htm</a>
PHIPA	NB Bill 9 Personal Health Information Privacy and Access Act	<a href="http://www.gnb.ca/legis/bill/file/56/4/bill-9-e.htm">http://www.gnb.ca/legis/bill/file/56/4/bill-9-e.htm</a>

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## **1. INTRODUCTION**

The postgraduate training period is a learning process. The education involved in postgraduate student training is accomplished by a procedure of explanation, repetitive practice and constructive criticism through, and with, an experienced preceptor. The intent of this training program is to immerse the student in a practice setting thereby providing a transition period between the academic environment and the real world of practice, prior to licensure. This will give the student the opportunity to apply his/her acquired academic skills with actual "on the job" situations and develop the knowledge, skills and attitudes required for competent pharmacy practice.

For the program to be successful, it is important that the student perform his activities under the guidance of the preceptor. An atmosphere suitable to asking questions is absolutely necessary. What may seem simple and straightforward to an experienced preceptor may be very unclear to the student.

Preceptors must also remember that the program of student training is geared to a student who has had minimal contact hours in a dispensary. Students with previous experience may proceed faster but should still review this manual completely.

Preceptors are required to forward the final evaluation report once the contents of the manual have been reviewed and discussed. The preceptor's signed statement, indicating successful completion of the postgraduate student training program, is the final step in the postgraduate student training process.

We trust your training period will be educational and enjoyable and that it will stimulate you to continue to learn, and practice your profession providing quality services to your clients.

This program is administered by the New Brunswick College of Pharmacists and as a requirement for licensure, all new graduates intending to practice in New Brunswick must complete a 4 week structured training program, to be completed within 12 weeks of the start date. The program is designed for integration into a regular work week.

February 2006

Revised April 2010; Feb. 2011

## **2. Objectives of the Postgraduate student training program**

The primary objective of the postgraduate training period is to use the knowledge and skills learned in your undergraduate pharmacy program to develop your skills in providing pharmaceutical care in the real world setting.

The following objectives are part of, and support, the provision of pharmaceutical care:

1. Maintain the patient medication profile, evaluate therapy, interpret and evaluate new prescriptions, identify drug related problems and formulate recommendations to resolve potential and existing problems.
2. Accurately dispense medication according to the prescription.
3. Counsel patient on the use of the prescribed medication, and assist the patient on the selection, use, and effects of non-prescription medications.
4. Communicate with patients and/or health professionals regarding drug and health information.
5. Comply with all legal requirements associated with the distribution of drugs and the operation of a pharmacy.
6. Provide information and/or referral services in emergencies, and upon request.
7. Develop and exercise appropriate professional judgement.
8. Be knowledgeable of and maintain ethical and professional standards of practice.

### **3. Requirements of the Postgraduate student training program**

#### **Student requirements**

**In order to complete a postgraduate training program in New Brunswick, the student must:**

- Have completed an accredited undergraduate degree program in Pharmacy.
- Be licensed as a registered student with the New Brunswick College of Pharmacists.
- Ensure the Apprenticeship Agreement, is on file at the College office prior to starting the postgraduate student training period.

#### **Preceptor requirements:**

**In order to serve as a preceptor, the pharmacist shall:**

- Be licensed for a minimum of 1 year as a pharmacist in New Brunswick immediately prior to serving as a preceptor.
- Have a minimum of 3 months experience at the practice site to provide the student adequate familiarity with systems and patients.
- Have had no disciplinary action within the past 3 years taken against him/her.

#### **Practice site requirements:**

**The training period after graduation must be completed within the province of New Brunswick under the supervision of a licensed preceptor so that the student becomes familiar with the laws and regulations of the province.**

**The practice site for the postgraduate student training must:**

- Comply with the standards as required by the College.
- Have had acceptable inspection reports.
- Be located in New Brunswick.

#### **4. REGULATIONS RE: POSTGRADUATE STUDENT TRAINING PROGRAM**

7.02 a) A student shall successfully complete the remaining training period of a minimum of four (4) weeks, as a structured practical training period using a training manual approved by Council. (2005)

2.01 An application for registration as a student shall be filed with the Registrar and shall state

- a) the name in full and address of the applicant;
- b) the date and place of birth, the educational qualifications and citizenship of the applicant;
- c) whether the applicant has ever been convicted of an offence under the **Narcotic Control Act (Federal)** or the **Food and Drugs Act (Federal)** and if so provide the particulars thereof;
- d) the applicant has the good character of a person consistent with the responsibilities of a registrant and the standards expected of a registrant.

7.03 For the purposes of this section, each week shall comprise a minimum of 35 hours, but where 30 hours or more but less than 35 hours in each week have been served the equivalent number of additional weeks shall be served.

4.01 Every licensed student before commencing the training period described in section 7 shall

- a) enter into an apprenticeship agreement with a member in good standing of a PRA who has at least 12 months experience as a licensed pharmacist, holds a “practicing” or “active” license and practices in either a patient care setting with direct patient interaction, or in a setting prior approved by Council (2004), and
- b) file with the registrar the appropriate forms listed in the Student Registration kit, accompanied by an executed copy of the apprenticeship agreement.

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#### **A. Activities:**

A student under the immediate supervision and in the presence of a licensed pharmacist may:

- i) dispense or compound any legal prescription.
- ii) perform any other task that constitutes good pharmaceutical practice.

## **B. Training program:**

- i) The training program shall be based upon the Postgraduate Student Training Manual provided by the College to the preceptor pharmacist and the student.
- ii) The Postgraduate Student Training Manual shall contain the documentation, assignments and evaluation procedures for the program.
- iii) Council shall reserve the right to review, modify or amend the manual and evaluation procedures as it deems appropriate.

## **C. Assessment**

- I. An assessment of the preceptor and the postgraduate student training program shall be made by the postgraduate student on assessment forms provided by the Registrar. (Appendix 1)
- II. The assessment of the student shall be made by the preceptor on assessment forms provided by the Registrar. (Appendix 2)
- III. The completed final assessment form shall be returned to the Registrar within 7 days of the completion of each evaluation.
- IV. The completed final assessment form shall be signed by both the pharmacy postgraduate student and the preceptor.
- V. Successful completion of the training program shall be based on a recommendation by the preceptor upon assessment of the student's performance throughout the postgraduate student training program.
- VI. The preceptor will complete the Statement of Completion of Postgraduate student training (Appendix 3)
- VII. The completed assessment forms shall be returned to the Registrar by the student within 7 days of the completion of the postgraduate student training program.

Unsuccessful recommendation of a postgraduate student by a preceptor will result in referral to the Examinations and Credentials Committee for review.



## **5. Responsibilities for Preceptors and postgraduate students**

This section provides an outline of the responsibilities of preceptors and students during training.

The document “Responsibilities of the Pharmacy Manager, Pharmacist & Pharmacy Owner” elaborate on this competency under the section “Pharmacist Responsibilities”:

When serving as preceptor for a student, whether as part of a practice training session or while the student is working on staff, a pharmacist will personally supervise and be responsible for the orientation, training and work of the student.

### **A. Responsibilities of the student:**

As a postgraduate student, it is your responsibility to:

- 1. Be aware of the time required to process your registration and submission of relevant documentation to the College office before starting, during, and after completion of your training program.**
2. Identify yourself as a student; do not represent yourself as a pharmacist.
3. Review this document with your preceptor and give them a copy for their reference. Identify and agree on the objectives for your stay.
4. Be aware of, and adhere to, all of the policies and procedures of the practice site.
5. Exhibit a professional appearance in both manner and dress.
6. Assume responsibility for your own learning.
7. Approach your postgraduate student training with a commitment to actively participate in all learning experiences.
8. Begin to develop lifelong learning skills: self-assessment, self-directed learning, etc.

9. Keep all practice site policies, operations, records and patient information strictly confidential. If you are asked to sign a Confidentiality Agreement, be sure to carefully read and understand what you are signing. Ask questions if you are unsure!
10. Acquire knowledge and develop new skills by:
  - observing,
  - asking questions,
  - researching information,
  - being open-minded, and
  - willing to cooperate
11. Perform a variety of tasks and activities to apply your acquired knowledge and skills in practice situations under the direct supervision of your preceptor
12. Do not make professional decisions or judgments without the approval or advice of your preceptor or another pharmacist.
13. Do not question the advice, direction or criticism of your preceptor, or other pharmacist, in public; discuss any concerns in private.
14. Seek regular consultation with your preceptor or another pharmacist to obtain feedback on your performance.
15. Seek help when you are unsure of what you should do.
16. Comply with the Pharmacy Act, Regulations, Code of Ethics and Standards of Practice of the New Brunswick College of Pharmacists which govern the profession of pharmacy.
17. Evaluate your experience fairly and objectively offering constructive feedback to your preceptor.
18. Ensure your Certificate is properly displayed
19. *If you discontinue your training program, you must notify the College office immediately.*

## **B. Responsibilities of the preceptor**

As a preceptor, it is your responsibility to:

1. Become knowledgeable about the goals and objectives of the structured/unstructured training program of the student for whom you are serving as preceptor.
2. Establish a tailored learning plan (objectives) with the student for the training period. Take into consideration the postgraduate student's academic background, previous experience in a pharmacy and the learning experiences and resources available at your pharmacy site.
3. Be aware of the expected level of knowledge and skills of the student
4. Act as a role model in the development of the student's professional and ethical values and attitudes.
5. Encourage active participation and involve the student in appropriate decision making situations under supervision.
6. Provide time to answer questions or discussion with the student.
7. Provide instruction and demonstrate desired skills to the student before they undertake new tasks or skills.
8. Make the student feel at home by including him or her in informal discussions and any pharmacy continuing education or social functions.
9. Encourage critical thinking and problem solving by frequently posing problems to the student and asking him or her to formulate answers or responses.
10. Supervise the student and provide constructive feedback to assist in the further development of his or her skills and competencies.
11. Review the student's progress and revise the learning plan accordingly. Discuss the student's accomplishments and any areas that need improvement. Suggest constructive activities to strengthen any areas of weakness.
12. At the end of the training period, constructively review the student's training plan with him or her. Point out areas of strength and possible weaknesses of the student's skills, abilities and knowledge development over the period in a tactful, supportive manner.
13. Consider the role of preceptor as a learning experience and be open to new ideas and suggestions.

14. Discuss questions, criticisms or disagreements in private.
15. Seek feedback from the student in order to assess your contributions as a preceptor.
16. Evaluate the training program fairly and objectively, offering constructive feedback.
17. Evaluate the patient, professional and communication skills of the student
18. *If the student withdraws, or ceases training at your site, you must notify the College office immediately.*

### **Activities**

The following activities and information are to be reviewed with the student:

- a. Orientation to the pharmacy
  1. Dispensary layout
  2. Hours of operation
  3. Services offered
  4. Drug information resources
  5. Dress code
  6. Confidentiality
  7. Third party billing
  8. Staff roles and functions
  9. Store Policies and procedures
  10. Computer systems
- b. Introduce the student to staff members
- c. Review the role and functions of the following organizations:
  1. New Brunswick College of Pharmacists (NBCP)
  2. New Brunswick Pharmacists' Association (NBPA)
  3. Canadian Pharmacists Association (CPhA)
  4. Canadian Society of Hospital Pharmacists (CSHP)
  5. National Association of Pharmacy Regulatory Authorities (NAPRA)

- d. Review the Food & Drugs Act, Controlled Drugs and Substances Act, NB Pharmacy Act, Regulations and relevant standards and guidelines documents with the student.
- e. Review the contents of the College website ([www.nbpharmacists.ca](http://www.nbpharmacists.ca)), examining each section and the documents contained therein.

### **Attendance**

Students are expected to be in attendance when their preceptors are on site to facilitate the maximum exposure to clinical experiences and patient contact.

## **6. THE NEW BRUNSWICK COLLEGE OF PHARMACISTS**

The Postgraduate student must be familiar with the provisions of the Pharmacy Act of New Brunswick and the Regulations thereto, the various federal and provincial acts as listed. In reviewing this legislation, particular attention should be given to the following (which can be found on the College website):

<b>Date Completed</b>	<b>Activity</b>
	A. Purposes
	B. Membership
	C. Meetings
	- Annual
	- Special
	D. Inspections Conducted by the NBCP
	E. Council
	- Districts
	- Elections
	- Terms of Office
	- Officers
	- Duties of the President
	F. Code of Ethics
	G. Standards of Practice
	H. Continuing education
	I. National Drug Schedules (see NAPRA website <a href="http://www.NAPRA.org">www.NAPRA.org</a> )
	J. Prescribing Practices: Doctor/Pharmacist Relationship
	K. Personal Information and Electronic Documents Act
	L. Right to Information and Protection of Privacy Act
	M. Personal Health Information Privacy and Access Act
	N. Pharmacist Prescribing
	O. Collaborative practice agreements

## 7. ORIENTATION TO THE PRACTICE SITE

The following is a guideline for the student's orientation to the pharmacy at the commencement of the training period:

### A. COMMUNITY PHARMACY

<b>A. Orientation to the pharmacy</b>		<b>Date completed:</b>
1	Product areas in the front store	
2	Security devices	
3	Dispensary/counselling area: <ul style="list-style-type: none"> <li>• stock room</li> <li>• equipment and supplies</li> <li>• speciality areas</li> </ul>	
4	Staff roles and responsibilities	
<b>B. Pharmacy policies and procedures</b>		
1	Customer relations	
2	Confidentiality and <i>PIPEDA, PHIPA and RPPA</i>	
<b>C. Other information you have learned about:</b>		<b>Date completed:</b>
<b>D. Dispensary layout</b>		
<p>The student should be made aware of the physical lay-out of the dispensary, The student should be encouraged to ask questions as to the logic and necessity of the physical workings of the dispensary.</p> <p>The preceptor should review the following :</p>		
<b>Dispensing area</b>		<b>Date completed:</b>
1	Drugs (solid-dose, liquid dose, bulk supplies, ear, nose and throat, rectal and vaginal, injectable, topical products)	
2	Drug distribution system (e.g. Company or Alphabetical)	
3	Distilled/de - mineralized water	
4	Library and reference material	
5	Vials (childproof and plain), prescription labels, auxiliary labels	
6	Equipment for weighing and measuring	
7	Syringes and needles	
8	Prescription files and storage requirements	
9	Controlled-Narcotic Drug storage	
10	Confidential area for patient counselling	
11	Abuse potential products sold from dispensary	
12	Unauthorized access	

13	Storage of prepared prescriptions	
14	Distribution of prepared prescriptions	
15	Patient information leaflets	
16	Secure storage areas	
17	Refrigerated products	
18	Schedule 2 and 3 medications	
19	Unscheduled products	
<b>E. Library &amp; Reference sources</b>		
The student should be made aware of the library resources (hard copy & electronic) in the pharmacy:		
1	C.P.S. - Use and Correlation of the Various Sections (hard copy, electronic)	
2	Internet (World Wide Web) Access and email	
3	Patient Counselling Handbooks	
4	Drug Interaction and Toxicology Handbooks	
5	Manufacturer's Catalogues	
6	Dosage Information -eg (paediatric, geriatric)	
7	The NBCP guidance documents and website – Information therein and Use	
8	Site specific Policy and Procedure Manual	
9	<i>Confidentiality and PIPEDA, RIPPA and PHIPA</i> documentation	
10	Harmonized Drug Schedules with specific references to Schedules 2 and 3 and products contained therein	
<b>F. Other pharmacy areas</b>		<b>Date completed:</b>
1	Self medication products	
2	Home care supplies and devices (if applicable)	
3	Patient information area	
4	Self testing products eg monitors	



## B. HOSPITAL PHARMACY

<b>A. Orientation to the pharmacy</b>		<b>Date completed:</b>
1	Administration area	
2	Drug storage areas in pharmacy & institution	
3	Entrances and exits	
4	Security devices	
5	Dispensary/counselling area: <ul style="list-style-type: none"> <li>• stock room</li> <li>• equipment and supplies</li> <li>• speciality areas</li> </ul>	
6	Staff roles and responsibilities	
<b>C. Departmental policies and procedures</b>		
1	Pharmacy & Therapeutics Committee	
2	Formulary system	
3	Dress code	
4	Telephone procedures	
5	Relations with other health care providers	
6	<i>Confidentiality and PIPEDA, RIPPA and PHIPA</i> documentation	
7	Ward stock delivery	
8	Pharmacy opening and closing	
9	Provision of Pharmaceutical care	
10	Compounding and repackaging	
11	Medication order processing	
12	Handling of damaged stock	
13	Medication distribution	
14	Sterile compounding	
15	On call (after hours) services	
16	Medication error & discrepancy documentation	
17	Intervention documentation	
18	Collaborative practice agreements	
<b>Other information:</b>		

**D. Dispensary layout**

The student should be made aware of all the physical necessities of the dispensary, where products and equipment are located. The student should be encouraged to ask questions as to the logic and necessity of the physical workings of the dispensary: The preceptor should emphasize the following points:

<b>Dispensing area</b>		<b>Date completed:</b>
1	Drugs (solid-dose, liquid dose, bulk supplies, ear, nose and throat, rectal and vaginal, injectable, topical products)	
2	Drug stock organization (e.g. Company, AHFS or Alphabetical)	
3	Library and reading area	
4	Drug packaging	
5	Equipment for weighing and measuring	
6	Syringes and needles	
7	Prescription files and storage requirements	
8	Controlled-Narcotic Drug storage	
9	Confidential area for patient counselling	
10	Abuse potential products sold from dispensary	
11	Unauthorized access	
12	Storage of prepared prescriptions	
13	Distribution of prepared prescriptions	
14	Patient information leaflets	
15	Secure storage areas	
16	Refrigerated products	
17	Schedule 2 and 3 medications	
18	Unscheduled products	
<b>Other areas covered:</b>		

<b>E. Library &amp; Reference sources</b>		
The student should be made aware of the library resources (hard copy & electronic) in the pharmacy with emphasis on:		
1	C.P.S. - Use and Correlation of the Various Sections (hard copy, electronic)	
2	Internet (World Wide Web) Access and email	
3	Patient Counselling Handbooks	
4	Drug Interaction and Toxicology Handbooks	
5	Manufacturer's Catalogues	
6	Dosage Information -eg (paediatric, geriatric)	
7	NBCP guidance documents and website - Information and Use	
8	Site specific Policy and Procedure Manual.	
9	Confidentiality and privacy	
10	Harmonized Drug Schedules with specific references to Schedules 2 and 3 and products contained therein	

## **8. DISPENSING PROCESS**

The dispensing procedure may appear to be relatively simple. What is not immediately apparent are the dozens of decisions made by the Pharmacist during the process.

The Pharmacist must impress upon the student that the prescription must be safe and effective when it is released to the patient, and that the Pharmacist and student-intern bear the responsibility for the accuracy of the finished prescription. The patient is vulnerable in this situation and accurate dispensing is fundamental to all the other value added professional services the Pharmacist is expected to provide. The dispensing procedure could be expressed in a series of steps as follows:

### 1. Checking for Completeness of Information

- Prescription must be recent and all statutory information present. A prescription is valid for one year and may not be refilled after that time.
- Find out patient's age, weight, allergies and type of reaction, any self-medication, dietary restrictions, prior and present medical problems and enter in patient record.
- Ascertain method of delivery to patient (waiting, call later, delivery, or give to patient's agent) and give estimated waiting time.
- Determine any third-party coverage and subscriber's number.
- What to do if the order is not legally complete.
- The Preceptor should impress on the postgraduate student the fact that the onus is upon the pharmacist to determine that a prescription is legitimate.

### 2. Checking the Prescriber information

- Is the prescriber licensed to practice in any province in Canada?
- In hospital practice, is the prescriber a resident or intern with prescribing privileges?
- Is the prescription within their scope of practice (applicable to dentists, veterinarians, optometrists, nurse practitioners)?
- What if the prescriber recently moved from the province or is now deceased?

3. Interpreting the Prescription (Be aware of Look-alike, Sound-alike Drugs)
  - Interpreting handwriting and abbreviations; and understanding what the prescriber intended.
  - Be capable of recognizing errors or omissions and know what action to take.
  - Check for safe and appropriate dosage and mode of administration.
  - Be prepared to communicate with the prescriber and/or patient
4. Check Patient Records
  - Contraindications (allergy, contraindicated disease state or medication) and any other factors affecting drug use/abuse.
5. Compounding
  - Review the Compounding versus Manufacturing rules according to Health Canada. This document is available on the College website, Legislation drop-down.
6. Selecting Container and Labelling
  - Select appropriate container bearing in mind the child resistant container regulations, physiochemical properties of the medication, the convenience to the patient and the aesthetic appearance of the finished product.
  - Selection of all appropriate auxiliary labels including storage and stability of the medication.
  - Prescription medication container must be labelled with the generic name for all single entity products and with the trade name for multi-ingredient products.
  - Compliance (monitored dose) Packaging Standards are to be reviewed. Refer to section 38(2) of the Act and section 13.37 of the Regulations.

7. Selecting the Medication and Transferring to Container

- Selecting correct drug product from pharmacy's inventory.
- Ensure that drug has not expired or deteriorated.
- Know what to do when drug is not stocked or there is not enough of the drug to completely fill the prescription order.
- Note product name, manufacturer, strength, dosage form and quantity dispensed on the prescription order and patient's medication record.
- Know the proper procedure for "Do Not Substitute" prescriptions.
- Check finished prescription for accuracy.
- Return the stock bottle to the dispensary shelf and note if it needs to be re-ordered.

8. Releasing the Medication to the Patient

- Provide appropriate patient counselling
- Ask open-ended question to assess the patient's knowledge of their medication and provide an opportunity to ask questions about the medication.

9. Refilling a Prescription

- Be able to recognize appropriate refill and part fill instructions, (i.e. narcotics).
- Understand acceptable refill records (hard copy, logs, etc.)
- Know what steps to take to obtain authorization to renew a prescription, including procedures for physicians who will not accept verbal or fax renewal requests from a pharmacy.
- Check for over and under utilization and know how to handle either situation.
- Know how to record refill information on the prescription order and the patient's record.

- Know how to obtain a copy of a prescription from another pharmacy, obtain authorization from a prescriber and fill it as a new order.
- How to transfer a copy to another pharmacy.
- How to handle "Emergency Refill Situation". (Be familiar with pharmacist prescribing legislation)

#### 10. Medication Errors

The Standards of practice identify the responsibility of the pharmacist in dealing with medication errors.

“Correcting dispensing errors as soon as detected, contacting the patient and patient's prescriber as required to correct the error and manage subsequent problems with the patient's health...”

A pharmacist must know how to handle a medication error and correct the problem immediately. (See document: Medication Errors Prevention and Reduction on website – Pharmacist Resources drop-down – Pharmacy Practice section)

#### 11. Stale Dating of Prescriptions

Under federal and provincial legislation, there is no mention of stale dating prescriptions, except for the Targeted Substances. Stale date refers to a date when a prescription could not be honoured due to the passage of time from when it was originally ordered. Under the regulations for the Targeted Substances, a prescription for a product covered under the regulations cannot be filled or refilled one year after the date on the original prescription. NB Regulations prohibit refilling a prescription more than one year after the date of issue.

#### 12. Prescription Records

Prescriptions records are required to be kept a minimum of two years from the last date of refill. Check with the manager to discuss pharmacy policy.

### **9. NON-PRESCRIPTION DRUG PRODUCTS**

Pharmacists are given sole jurisdiction over many non-prescription medications on the basis that they will enhance the patient's knowledge, provide advice and prevent misuse. The postgraduate student should be knowledgeable of the various regulations affecting the sale of non-prescription drug products and their implications.

Upon completion of the postgraduate student training, the postgraduate student must be able to:

1. Critically evaluate the many products offered in each category of this section with respect to composition, effective dose, side effects and therapeutic action.
2. Determine the advisability of self-medication in relation to the specific patient/condition and effectively communicate a course of action in the patient's best interest.
3. Explain to the patient the directions, appropriate dosage, precautions, non-pharmacological approaches, expected benefits, and time frame for the course of therapy.
4. Make appropriate entry into a patient's medication record and, if applicable, monitor recommended therapy.
5. Understand the harmonized drug schedules and the pharmacist's responsibilities.

Schedule 1 drugs require a prescription for sale and are provided to the public by the pharmacist following the diagnosis and professional intervention of a practitioner. The sale is controlled in a regulated environment as defined by provincial pharmacy legislation.

Schedule 2 drugs, while less strictly regulated, do require professional intervention from the pharmacist at the point of sale and possibly referral to a practitioner. While a prescription is not required, the drugs are available only from the pharmacist and must be retained within an area of the pharmacy where there is no public access and no opportunity for patient self-selection.

Schedule 3 drugs may present risks to certain populations in self-selection. Although available without a prescription, these drugs are to be sold from the self-selection area of the pharmacy which is immediately adjacent to the dispensary. The pharmacist is available, accessible and approachable to assist the patient in making an appropriate self-medication selection.

Unscheduled drugs can be sold without professional supervision. Adequate information is available for the patient to make a safe and effective choice and labelling is deemed sufficient to ensure the appropriate use of the drug. These drugs are not included in Schedules I, II or III and may be sold from any retail outlet.

NAPRA has developed and published national standards of practise for pharmacists, corresponding to the level of professional intervention and advice necessary for the safe and effective use of drugs by the Canadian consumer.



The latest listing of the drug schedules is available through the NAPRA website a [www.napra.org](http://www.napra.org).

Remember that you are a student and that your pharmacist preceptor should observe you during this interaction.

The student must be able to:

1. Use effective communication skills to obtain information from the patient regarding symptoms (their onset, duration, severity, frequency, and self-treatment history) and other medical problems, drug therapy and allergies.
2. Make professional judgements as to the patient's condition and the need for self-medication or referral to a physician or other health professional.
3. Critically evaluate non-prescription drug products with respect to composition, effective dose and therapeutic action.
4. Select an appropriate product(s) and counsel the patient on the proper use, dosage, precautions and side effect of this medication.
5. Obtain feedback regarding the patient's understanding of the recommendations and answer any questions the patient may have.
6. Encourage appropriate follow-up on the patient's response to the non-prescription drug products.
7. Make entries on the patient's profile, when appropriate.
8. Identify the various regulations affecting the sale of non-prescription drug products and their implications.

## 10. MANAGEMENT

### A. Community Pharmacy Management

The following subjects should be discussed with the student:

Activity	Date completed
Security procedures. Opening and closing, loss prevention, procedures to follow in the event of hold up, location of alarm buttons, power failure policies, fire protection, computer(s) back up policy, lock and leave procedures (if applicable).	
Inventory control, both manual and computerized techniques. Criteria for decision making when purchasing stock. Records kept with respect to Narcotic and Controlled Drugs.	
Advertising and promotion policies as referred to in the Regulations	
The pharmacies' Policy and Procedure manual	
Manufacturer's representatives and sales agents can provide useful information on the latest products and medications available. However, they should schedule appointments with the pharmacist and should not be allowed into the dispensary	
Privacy concerns and procedures (for new employees, for existing employees, for trustees) in place at the practice site.	

## B. Hospital Pharmacy Management

1. Awareness of:		Date Completed
1	The role played by the Department of Pharmacy in the provision of health care services in the hospital.	
2	Position of the Department in the organizational chart of the institution.	
3	The role and responsibility of the governing Regional Health Authority	
4	Satellite and decentralized service	
2. Knowledge of:		
1	The functions of the Pharmacy and Therapeutics Committee	
2	The purpose of the hospital Formulary	
3	Procedure for handling non-formulary requests	
4	Therapeutic substitutions	
3. Familiarity with:		
1	The Policy and Procedures Manual of the Pharmacy Department	
2	The benefits of having written policies and procedures.	
3	The concept of quality assurance and the quality assurance program of the Department.	
4. Understanding of the basic differences among drug distribution systems		
1	Traditional	
2	Total ward stock	
3	Unit-dose - centralized/decentralized/mobile	
4	Automated dispensing systems	
5. Understanding of the existing drug distribution system		
1	Knowledge of drug distribution process from the time the order is written until the medication is administered to the patient and charged to the cost centre.	
2	Tech-Check-Tech procedures	

6. Familiarity with		Date Completed:
1	Rationale for ward stock drugs	
2	Process for addition/deletion to ward stock	
3	Ward stock check	
4	Role and responsibility of pharmacy assistants in the distribution system	
7. Knowledge of the purpose of Workload Measurement and the application of information obtained.		
8. Introduction to principles of personnel management		
1	Department policy and procedures	
2	Communication	
3	Supervision of employees	
4	Personnel evaluation	
5	Collective bargaining process	
9. The process involved with Hospital Accreditation		
1	Patient care teams	
10. Hospital Procedures in case of emergency		
11. Sterile Products		
1	Knowledge of established policies and procedures.	
2	Knowledge of	
	a) Required product research and calculations	
	b) Aseptic technique	
	c) Record keeping procedures	
	d) Appropriate disposal of materials	
3	Familiarity with use and maintenance of equipment	
4	Role and Responsibilities of Technician and pharmacist	

## 11. SELF-ASSESSMENT

The entry level pharmacist must have a basic level of competence. To gauge your readiness for practice, do your self-assessment at the beginning of your training period, assess your progress in the middle of your training period, and finally, determine your readiness for practice at the end of your training period. Identify areas of practice you are still not comfortable with and develop a plan to address these areas. For each box, use a scale of 1-3 where:

### Experience / Ability

1. I have little or no experience / I am not confident of my ability in this function
2. I have some experience / I don't feel entirely comfortable with this function yet.
3. I have a lot experience / I feel confident of my ability in this function

Then, use your comments to develop your goals for your learning/action plan on your Personal Learning Plan (page 31).

## ROLE 1: PROVIDE PHARMACEUTICAL CARE

	Initial	Mid-point	End
<b>A. Assess the Client's Health Status and Needs</b>			
1. Establish and maintain relationship with the client			
2. Obtain Information about the client's health			
3. Determine the client's desired health outcomes and priorities			
<b>B. Develop a Care Plan with the Client</b>			
1. Formulate care plan options			
2. Make recommendations to meet the client's need			
3. Support the client to select (a) care plan option(s)			
4. Refer client to other services			
<b>C. Implement the Care Plan</b>			
1. Provide non-prescription pharmaceutical products			
2. Prepare prescription pharmaceutical products			
3. Enable the client to maximize the positive health benefits of the proposed therapy			
<b>D. Support and Monitor the Client's Progress with the care plan</b>			
1. Obtain information on client's progress with care plan			
2. Evaluate the information in order to reassess care plan			
3. Confirm or modify the care plan			
4. Support client to comply with modified care plan			
5. Document findings, follow-ups, recommendations and outcomes			

**ROLE 2: PRODUCE, STORE, DISTRIBUTE and DISPOSE OF DRUG PREPARATIONS AND PRODUCTS**

	<b>Initial</b>	<b>Mid-point</b>	<b>End</b>
<b>A. Produce Drug Preparations</b>			
1. Compound or manufacture drug preparations			
2. Document procedures and Ingredients used			
3. Package preparations			
<b>B. Store Drug Preparations and Products</b>			
1. Maintain storage environment			
2. Maintain security during storage			
<b>C. Distribute Drug Preparations and Products</b>			
1. Maintain security and integrity during the distribution process			
2. Maintain records of distribution			
<b>D. Dispose of Drug Preparations and Products</b>			
1. Identify products requiring disposal			
2. Store products requiring disposal securely			
3. Remove products from pharmacy for disposal			

Additional Comments:

Discussed with preceptor (start of week 1): \_\_\_\_\_

Discussed with preceptor (Midway): \_\_\_\_\_

Discussed with preceptor (end of training period): \_\_\_\_\_

(Preceptor Initials)

## PERSONAL LEARNING PLAN

<b>Learning Goals:</b> What areas do I need to gain more experience in?	<b>Action Plan:</b> What exercises or activities would help me?	<b>Resources:</b> What resources could I use?	<b>Learning Outcome:</b> Am I confident in my ability? Do I need more experience?

**NBCP Website – [www.nbpharmacists.ca](http://www.nbpharmacists.ca)**

Review the following documents on the website and discuss with your preceptor:

1. Standards of Practice
2. Standards of Practice – Schedule II and III
3. Standards of Practice – Non-prescription drugs
4. Patient Counselling Guidelines
5. Pharmacist Refusal of Service
6. Medication Errors Preventions and Reduction Guidelines
7. Complaints Process
8. Part-Fill Procedure
9. Pharmacist prescribing legislation

## **Pharmacist prescribing**

**Review the Regulations authorizing pharmacist prescribing and be sure you understand what you can and cannot prescribe and the documentation to be completed when prescribing. Review the interpretation document discussing prescribing.**

**All documents are available on the website.**



## **Appendices**

1. Student evaluation of preceptor, training period and manual
2. Preceptor Evaluation of student
3. Statement of Completion

The student is referred to the Society's website ([www.nbpharmacists.ca](http://www.nbpharmacists.ca)) for current legislation, practice guideline documents and other resources.

**Appendix 1 - Student evaluation of preceptor, training period and manual**

Student: name: \_\_\_\_\_ Date: \_\_\_\_\_

Preceptor name: \_\_\_\_\_:

Practice Site: \_\_\_\_\_

A. Using the following rating scale, please evaluate your training site and preceptor.

1	Agree strongly	5	Disagree moderately
2	Agree moderately	6	Disagree strongly
3	Agree slightly	NA	Not applicable
4	Disagree slightly		

- \_\_\_\_\_ 1 The goals and objectives of my training period were discussed and planned at the beginning of the rotation.
- \_\_\_\_\_ 2 The preceptor was effective in instructing me in pharmacy practice.
- \_\_\_\_\_ 3 The preceptor treated me as an individual.
- \_\_\_\_\_ 5 The preceptor encouraged me to actively participate in discussions and problem solving exercises
- \_\_\_\_\_ 6 I was made aware of available resources and encouraged to use them.
- \_\_\_\_\_ 7 The preceptor described their approach to resolving therapeutic problems to me and helped me develop my own approach.
- \_\_\_\_\_ 8 The preceptor was readily available to answer questions and concerns.
- \_\_\_\_\_ 9 I was given good direction and feedback was provided.
- \_\_\_\_\_ 10 The preceptor practiced pharmacy in accordance with the Standards of Practice.
- \_\_\_\_\_ 11 The preceptor evaluated me at the midpoint of my training period.
- \_\_\_\_\_ 12 Staff members were receptive and willing to interact with me.
- \_\_\_\_\_ 13 My verbal communication skills were enhanced.
- \_\_\_\_\_ 14 My written communication skills or documentation skills were enhanced.
- \_\_\_\_\_ 15 I was able to apply my knowledge and develop my clinical skills.
- \_\_\_\_\_ 16 I was encouraged to interact with other health care professionals when appropriate to resolve patient related issues.
- \_\_\_\_\_ 17 The preceptor evaluated me at the end of the rotation in a manner which was helpful to me
- \_\_\_\_\_ 18 The practice site provided an environment that facilitated my learning.

B. My preceptor and I discussed patient care and/or practice related issues an average of

\_\_\_\_\_ > 4 hours per day

\_\_\_\_\_ 1 to 2 hours per day

\_\_\_\_\_ 3 to 4 hours per day

\_\_\_\_\_ 0.5 to 1 hour per day

\_\_\_\_\_ 2 to 3 hours per day

\_\_\_\_\_ < 0.5 hour per day

C. Do you think you are now competent to work independent of supervision?

YES

NO

What additional training or skills improvement do you think you need to further develop over the next year?

D. Overall, how would you rate your training experience?

Excellent

Good

Fair

Poor

Please elaborate and give examples:



## Appendix 2 – Preceptor evaluation of student

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Preceptor Name \_\_\_\_\_

Pharmacy Name \_\_\_\_\_

Using the rating scale below, complete this form at the end of the rotation and return it to the College office

<b>1</b>	<b>Deficits exist:</b> Cannot perform without supervision	<b>4</b>	<b>Very good:</b> Requires no supervision, performs within expectations
<b>2</b>	<b>Adequate:</b> Needs consistent supervision	<b>5</b>	<b>Truly exceptional:</b> Requires no supervision, performs above expectations; top 10%
<b>3</b>	<b>Good:</b> Performs within expectations, requires occasional supervision, limited prompting	<b>NA</b>	<b>Not applicable</b>

### A. Performance of basic pharmacy competencies (standards of practice)

- \_\_\_\_\_ 1. Pharmaceutical care  
Establishes relationship with the client; determines client needs; evaluates therapy; identifies actual and potential drug related problems; resolves identified issues.
- \_\_\_\_\_ 2. Handling of medication orders and dispensing  
Determines appropriateness of order; evaluates and selects product; assures product and label is correct.
- \_\_\_\_\_ 3. Patient communication  
Provides correct and appropriate education on the proper use of the patient's medication including precautions, side effects and assesses patient understanding of the instructions.
- \_\_\_\_\_ 4. Laws and regulations governing pharmacy practice  
Knowledgeable of and complies with the laws/regulations and procedures including the Pharmacy Act, Food & Drugs Act, Controlled Drugs and Substances, etc
- \_\_\_\_\_ 5. Sterile products (where available)  
Demonstrates good aseptic technique, takes appropriate precautions when working with cytotoxic drugs, leaves work area clean and orderly, appropriately documents necessary information, preparation and label

is correct.

- \_\_\_\_\_ 6. Procurement and inventory control (where applicable)  
Understands the purpose and properly uses the procurement and inventory system common to the practice site.
- \_\_\_\_\_ 7. Drug information  
Identifies the references(s) most likely to provide an answer; finds an appropriate answer or an appropriate referral is given in a timely manner.
- \_\_\_\_\_ 8. Communication with health professionals  
Appropriate background information is elicited, concise, accurate information, delivered in a professional manner.
- \_\_\_\_\_ 9. Documentation  
Documents interventions and actions taken in a clear, concise manner.
- \_\_\_\_\_ 10. Medication errors and difficult situations  
Medication errors acknowledged, appropriate resolution identified and carried-out, communicated effectively with relevant participants, and followed up appropriately.

## **B. Professional characteristics**

- \_\_\_\_\_ 1. Reliability  
Fulfills attendance requirements; punctual; correctly completes all activities.
- \_\_\_\_\_ 2. Initiative  
Initiates professional activities and interactions with pharmacy staff and other health professionals; utilizes slack time in pursuing knowledge.
- \_\_\_\_\_ 3. Independence/Assertiveness  
Is self-directed in undertaking responsibilities; seeks appropriate clarification, but requires minimal supervision in completing assignments; articulates own view point when dealing with others and in addressing controversial issues.
- \_\_\_\_\_ 4. Organization/Planning skills  
Uses own and others' time effectively and efficiently; is systematic and methodical in approaching activities; is well prepared.
- \_\_\_\_\_ 5. Decision-making ability  
Uses good judgment; seeks out and utilizes important facts and information; recognizes and evaluates available alternatives.

### **C. Preceptor's Comments**

1. Do you feel this student has the academic background and skills along with the ability to integrate their knowledge and skills to function in independent pharmacy practice?

2. What areas of practice knowledge or skills require additional training or development?

4. Do you feel the student adequately adapted to their role and responsibilities in the pharmacy?

5. Did the student readily accept your instruction or suggestions and understand the rationale provided?

6. Was the student accepted by other health care providers?

7. Did the student appear enthusiastic about pharmacy as a career?

8. Do you believe the student has the necessary knowledge and skills to become a competent clinically oriented pharmacist who can contribute significantly to the delivery of pharmacy services to the public?

9. Other comments

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Preceptor signature



