



New Brunswick
College of Pharmacists
Ordre des pharmaciens
du Nouveau-Brunswick

50 rue Foundry St., bur. / Suite 200
Moncton, N.-B. E1C 0J8
Tel: (506) 857-8957
www.nbpharmacists.ca
info@nbpharmacists.ca
www.pharmaciensnb.ca

PHARMACIST APPRENTICE INTERNSHIP MANUAL



Purpose

The purpose of the Internship Manual for pharmacist candidates seeking licensure in New Brunswick is to provide an opportunity to practice in the province as an apprentice¹ to determine readiness to practice independently.

The internship period is a requirement for licensure as per Regulation 12.16(2) for pharmacist students, and 12.1 (d) (iii) for Conditional Pharmacists (international pharmacist graduates).

Each pharmacist apprentice will be required to work with a preceptor that meets the requirements as set out in Regulation 12.23.

Finding a preceptor

The apprentice is responsible for finding a preceptor. The College must be informed as soon as possible if either the preceptor or the apprentice becomes aware of any issues during the internship that could impact completion.

Orientation

The apprentice and preceptor must work together on an orientation plan. The orientation should include review of operations, relevant policies of the pharmacy, introduction to the team and completion of any required confidentiality forms. A work schedule is to be discussed and agreed to. Note that each week must include at least 35 hours of work.

Learning Plan

The apprentice must complete the Learning Plan (Appendix 1) and have the preceptor review. The purpose is to tailor the internship experience to areas that may require more attention or exposure. This also allows the preceptor and apprentice to have a shared understanding of the learning goals.

Assessment approach

Throughout the internship period, the preceptor is to provide regular feedback. This will provide the apprentice with an opportunity to learn and develop. Scheduled meetings for delivery of such feedback are recommended, although an effective and agreed upon method of communication may be substituted. Any specific areas of concern on the part of the preceptor or apprentice are to be noted and brought to the attention of the College as soon as possible.

The preceptor's final assessment should be based on the overall appraisal of the apprentice, considering the apprentice's performance over the entire assessment period. As part of the assessment process, the preceptor is to engage the apprentice in conversation to assist in their understanding of the decisions made by the apprentice and the critical thinking involved. A

¹ As defined in the NBCP Regulations, an apprentice is "a registrant in a conditional register or a student (pharmacist or pharmacy technician) who has entered into training with a preceptor in order to become a pharmacist...."



compilation of scenarios is provided in this manual and must be completed during the internship period.

Assessment documents

For those who have not graduated from a Canadian Council for Accreditation of Pharmacy Programs (CCAPP) or an Accreditation Council for Pharmacy Education (ACPE) accredited school, the preceptor must apply and complete the Ontario Pharmacy Patient Care Assessment Tool (OPPCAT) and the Independent Assessment for Entry to Practice (IAEP) based on the Canadian entry-to-practice competencies as well as a declaration of successful internship completion. Successful completion means that the apprentice has demonstrated their ability to apply rules, regulations, policies, and standards to their practice.

For those that have graduated from a CCAPP or ACPE accredited program, after completion of the internship, the Statement of completion of Internship period (appendix 4) is required. Successful completion means that the apprentice has demonstrated they can apply rules, regulations, policies, and standards to their practice.

Requirements:

The following must be completed prior to the internship:

1. **Registration as a pharmacist student or conditional pharmacist with the College (if not yet registered, refer to the College's website for registration information)**
2. **Submitted and approved online Apprenticeship Agreement (accessible through the apprentice's online profile)**

Pharmacist Students (*CCAPP and ACPE accredited education graduates*)

The following must be submitted to the College at the end of the 4th week of post-graduation internship:

1. Completed appendix 1, 2, 3 and 4 from this internship manual

Conditional Pharmacists (*International Pharmacist Graduates*)

The following must be submitted to the College at the end of the 8th week of internship:

1. Completed OPPCAT (*separate document*)
2. Completed appendix 1, 2, 3 and 4 from this internship manual

Authorized practice while a student or Conditional Pharmacist:



For Pharmacist Students:

As per regulation 20.4; *a pharmacist student may be delegated, and engage in the practice of pharmacy or any other task supporting the practice of pharmacy, under the close or routine supervision of a member, including but not limited to:*

- (i) compounding;*
- (ii) dispensing, also subject to any standards related to counselling the client;*
- (iii) advising on the contents, therapeutic values and hazards of drugs; (iv) advising on the use, calibration, effectiveness and hazards of devices;*
- (v) identifying and assessing drug-related problems and making recommendations to prevent or resolve them;*
- (vi) educating a client about their drug or drug therapy; and*
- (vii) receiving and recording verbal prescriptions.*

For Conditional Pharmacists:

Same as above, in addition to regulation 12.7 (a): *Conduct the practice of pharmacy only in accordance with any conditions imposed; and (b) except as set out in section 12.8, exercise all the other rights and privileges of a registrant.*

Responsibilities for Preceptors and Apprentices

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

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

Responsibilities of the apprentice

As a pharmacist apprentice, it is your responsibility to:

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.

- Identify yourself as a student, apprentice, or conditional pharmacist; do not represent yourself as a pharmacist.
- Be aware of, and adhere to, all policies and procedures of the practice site.
- Always maintain professionalism.
- Assume responsibility for your own learning. A learning plan example is provided in Appendix 1.
- Begin to develop lifelong learning skills: self- reflection, self-assessment, self-directed learning, etc.



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- Keep all practice site policies, operations, records and patient information strictly confidential.
- Perform a variety of tasks and activities to apply your acquired knowledge and skills in practice situations under the direct supervision of your preceptor.
- Seek regular consultation with your preceptor or another pharmacist to obtain feedback on your performance.
- Complete the final evaluations for both the preceptor and internship. (Appendix 2)
- If you discontinue your training program, you must notify the College office immediately.

Responsibilities of the preceptor

As a preceptor, it is your responsibility to:

- Be knowledgeable about the goals and objectives of the internship period.
- Act as a role model in the development of the apprentice's professional and ethical values and attitudes.
- Encourage active participation and involve the apprentice in appropriate decision-making situations under supervision.
- Be prepared to provide the time needed to answer questions or have discussions with the apprentice.
- Provide instructions and demonstrate desired skills to the apprentice before they undertake new tasks or skills.
- Encourage critical thinking and problem solving by frequently posing problems to the apprentice and asking them to formulate answers or responses.
- Actively observe the apprentice and provide constructive feedback to assist in the further development of their skills and competencies.
- If the apprentice withdraws, or ceases training at your site, you must notify the College office immediately.

Activities and scenarios

These activities and scenarios are for discussion between the preceptor and apprentice to allow the opportunity to apply their knowledge and skills in New Brunswick practice. Consider the activities and scenarios in the context of the practice site. The apprentice is advised to consider options for resolution and outcomes arising from the discussion.

The answers are **not** to be submitted to the College.

1. Pharmacists are commonly asked to prescribe for patients, to renew a prescription for continuity of care (Regulation 21.3(a)(ii)). What information is to be gathered as part of an assessment of a patient for renewals?
2. Discuss situations, when prescribing for a patient requesting a renewal of a prescription for continuity of care, it is appropriate to provide up to 90 days of medication, or to extend refills, for medications to treat chronic conditions.
3. In Section 21 of the College Regulations, pharmacists are directed to notify the patient's primary

care provider (when one is available) of any prescribing which is considered “clinically significant.” Discuss situations and types of prescribing which are clinically significant. What tools can be used to notify other health care professionals, and what information is important to communicate?

4. You receive an order for a compound of liquid tacrolimus, and your pharmacy has not compounded this in the past. You determine that, based on your risk assessment², that your pharmacy lacks the facilities and expertise to prepare it. What is your responsibility to your patient? What steps do you take to ensure continuity of care?
5. As a pharmacy manager, you determine that in the upcoming weeks, you will lack the resources amongst your pharmacy team to administer injections for respiratory viruses but have the ability to hire a nurse. What items do you need to consider prior to doing so? If you do hire a nurse, or another health care professional, what, if any, changes need to be made regarding workflow and/or documentation?
6. A patient is requesting you to assess and prescribe for a sinus infection, and they have heard pharmacists can treat infections. Where are pharmacists to look for information on Minor Ailments? Which infections will you explain to the patient that pharmacists are authorized to assess and prescribe for?
7. Explain the difference between the three sections in Appendix 2 to the Regulations (List of Minor Ailments, Prescribing for Preventable Conditions, and Travel-related Diseases). For which section may a pharmacist not prescribe, but only administer the medication?
8. A patient has been discharged from hospital with a prescription for a costly medication needed to complete a course of treatment initiated while an inpatient. The community pharmacist determines that their pharmacy does not have the medication in inventory, and that there are challenges because of the drug cost. Describe what options the community pharmacist must address such that the patient’s continuity of care is not impacted negatively. How might a hospital pharmacist collaborate with the community pharmacist to facilitate the process?
9. Define an exempted codeine product. What must a pharmacist consider when a patient request one of these medications? Where is College guidance on Exempted Codeine Products found?
10. You are presented with a prescription that you suspect is a forgery. What action should you take?
11. A patient presents you with a prescription for a medication, written by a doctor from another Canadian province. Can this prescription be filled in New Brunswick? If it were from an American prescriber, could it be filled in New Brunswick? What steps would you take to manage these situations?
12. A patient with chronic pain has been managed on a long-acting narcotic analgesic, which they receive every month at your pharmacy. If the patient runs out of part-fills and their physician is unavailable in a timely manner, how might a pharmacist meet this patient’s needs? Describe how CDSA

² See Section 4 of the Mode Standards for Pharmacy Compounding of Non-Sterile Preparation;
<https://www.napra.ca/wp-content/uploads/2022/09/NAPRA-Mdl-Stnds-Pharmacy-Compounding-Nonsterile-Preparations-EN-March-2018-CLAR-Jan-2022.pdf>

(Controlled Drugs and Substances Act) Section 56 exception applies to pharmacists.

13. Medication incidents and near misses are an opportunity for pharmacy professionals and their teams to learn how to decrease risk of a similar incident recurring. Think about an incident that has occurred in your practice, and how it was managed and documented. What were key learnings which resulted from the root cause analysis and development of an improvement plan? Describe the College's expectation for handling of medication incidents and which College guidance documents outline those expectations?
14. Describe College requirements for reporting of medication incidents to a common central database. Are there different requirements for hospital practice and community practice? What College documents are available to provide guidance for these tasks?
15. The College has published a document which outlines expectations for provision of virtual care for patients. After reviewing that document, discuss when using virtual methods for provision of care would be appropriate. When might it be inappropriate to provide care virtually? What factors are to be considered when making that decision?
16. What steps you would take in following up on a suspected adverse drug reaction?
17. A patient comes to the pharmacy. They are obviously short of breath, audibly wheezing and can hardly speak because of an acute asthmatic attack. They have forgotten their inhaler and ask you to give them one of those "blue puffers" right away. What would you do? Which College guidance documents could you access to support your action plan?
18. You get a telephone call from a physician's office and the person on the telephone is giving you a new prescription for a patient that will be visiting your pharmacy. You realize the person giving the order is not the physician but is the nurse working in the physician's office. How do you handle this situation? Which guidance document from the College, or which Regulation, supports this requirement?
19. A patient asks for a patient care service that is not provided at your pharmacy (e.g., assessment and prescribing for oral contraception or another minor ailment which is not provided). How do you assist this patient? What staff training or process might be required at your practice site to best support these patients?
20. A female patient is over 65 years of age and is seeking to be assessed for what she believes to be a urinary tract infection. What is the difference between funding of services and authorized practice? What will you tell this patient?
21. A patient is travelling from outside of New Brunswick and has forgotten their prescriptions at home. The patient comes from another province in Canada, and two of her medications are for narcotic/controlled/benzodiazepines. Will you be able to transfer refills/partial fills from out of province? Why or why not? If you determine that you are unable to do so, what options can you offer your patient?
22. After the death of a previous patient, a family member returns to the pharmacy with unused

medications for your pharmacy to safely destroy. What steps do you take to provide help for this patient? After examining the products, you recognize that there are several forms of cannabis included for destruction. What requirements are there for destruction and documentation of these? Where would you look for these requirements?

23. A long-term patient of your pharmacy indicates that they are going to start treatment for opioid use disorder, and that the physician has stated they will start this treatment with buprenorphine/naloxone. Your pharmacy is closed on Sundays and statutory holidays and has never provided Opioid Agonist Treatment in the past. How will you manage this patient's request? What resources will you access and what staff training will be undertaken to provide this?
24. As a new staff pharmacist, your pharmacy manager has asked you to take the lead on scheduling, creating agendas for and documenting team meetings regarding your pharmacy's Quality Management Program (QMP). What does the College require for these meetings, with regard to frequency and agenda contents? Where will you look to find guidance? What organizations are good resources for patient safety activities?
25. You recognize that many of your diabetic patients are not having A1C testing done due to lack of access to a primary care provider and you are considering purchasing and using a point of care testing (POCT) device to provide that test for these patients. What must you consider prior to implementing this service; are pharmacists and/or pharmacy technicians able to do POCT in the pharmacy? Are there any restrictions, and if so, where do you find this information?
26. While at work in your pharmacy, a very concerned individual arrives and states that his friend is outside, and he believes the friend is experiencing effects of an overdose of opioids. He asks you for naloxone immediately, and makes it clear he wants you to come outside to administer it. Does your pharmacy have a procedure to address this type of situation? What steps will you take to safely provide care?
27. As one of only two pharmacists working in a small rural hospital, you are asked to prepare medications to provide to health care providers who will be providing Medical Assistance in Dying (MAiD). You have a conscientious objection to providing these medications for this purpose. What steps must you undertake to address patient needs at your institution? What does the College require of you? What documents or resources will you access to navigate this situation?
28. As a new pharmacist, you recognize that there are deficiencies in the processes, accountability, and documentation of inventory management of CDSA medications, and you approach your pharmacy manager to discuss improving those. The manager is resistant to your suggestions and says, "I've been managing all the narcotics for years now, and I have a system that works." Firstly, what resources could you access to find out how to best develop a thorough process for managing this inventory? Do federal and provincial requirements differ at all? Secondly, discuss how to best address the pharmacy manager's comments.
29. What are the College requirements for Continuing Professional Development? Where will you find guidance to explain those requirements? Describe how you identify your own personal learning needs, and what steps you take to address those learning needs. Explain the difference between self-assigned learning opportunities and accredited learning activities. What are the potential

benefits to using accredited learning activities?

30. You recognize that a pharmacy colleague is coming to work while they appear to be under the influence of a drug or alcohol. What steps are you to take to ensure patients are safe? Is there a duty to report, and if so, to whom?
31. A physician presents you with an order for medications intended for office use. Several of these are for narcotics and benzodiazepines; when checking the office profile in the pharmacy software, you recognize that this is a practice which has been going on for several years, and that the quantities of CDSA medications are substantial. What will be your response? What resources can you access to answer your concerns?
32. Describe the process used at your pharmacy to remove expired/unusable controlled medications from inventory, in preparation for their return or destruction. Is this process consistent with Health Canada requirements? What process do you have in place for post-consumer medications returned to the pharmacy for destruction, when these contain controlled medications?

Appendices

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

The apprentice is referred to the College website (www.nbpharmacists.ca) for current legislation, practice guideline documents and other resources.

Appendix 1
Personal learning plan

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

Appendix 2 - Apprentice evaluation of preceptor and internship

Apprentice name: _____

Date: _____

Preceptor name: _____

Pharmacy name: _____

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		

_____ The goals and objectives of my training period were discussed and planned at the beginning of the internship.

_____ The preceptor was effective in instructing me in pharmacy practice.

_____ The preceptor treated me as an individual.

_____ The preceptor encouraged me to actively participate in discussions and problem-solving exercises

_____ I was made aware of available resources and encouraged to use them.

_____ The preceptor described their approach to resolving therapeutic problems to me and helped me develop my own approach.

_____ The preceptor was readily available to answer questions and concerns.

_____ I was given good direction and feedback was provided.

_____ The preceptor practiced pharmacy in accordance with the Standards of Practice.

_____ Staff members were receptive and willing to interact with me.

_____ My verbal communication skills were enhanced.

_____ My written communication skills or documentation skills were enhanced.

_____ I was able to apply my knowledge to practice in New Brunswick.

_____ I was encouraged to interact with other health care professionals when appropriate

_____ The preceptor evaluated me at the end of the rotation in a manner which was helpful to me

_____ The practice site provided an environment that facilitated my learning.

Overall, how would you rate your training experience?

_____ Excellent
_____ Good
_____ Fair
_____ Poor

Please elaborate and give examples:

Was the internship period of appropriate length, or was it too short or too long?

Were the activities helpful to learn about practice in New Brunswick?

Other comments:

Apprentice signature: _____

Date: _____

Appendix 3 – Preceptor comments

Apprentice name: _____

Date: _____

Preceptor name: _____

Pharmacy name: _____

Preceptor's Comments

Were you able to observe or speak to each of the activities? If not, please provide reasons.

Do you feel the apprentice adequately adapted to their role and responsibilities in the practice of pharmacy?

Preceptor signature: _____

Date: _____

Appendix 4– Statement of completion of Internship period

I hereby declare that (name of apprentice) _____ **has** successfully completed the requirements of the New Brunswick College of Pharmacists internship program.

Preceptor signature: _____

Date: _____

OR

I hereby declare that (name of apprentice) _____ **has NOT** successfully completed the requirements of the New Brunswick College of Pharmacists Internship program.

Preceptor signature: _____

Date: _____