Clinical and Experiential Placements Program: Weekly Placements

PRECEPTOR INFORMATION PACK
THIRD YEAR BACHELOR OF PHARMACY, UNIVERSITY OF SYDNEY
Dear Pharmacist,

Thank you for accepting the invitation to supervise a third year pharmacy student for weekly community pharmacy placements. In this document you will find the same information that has been given to students to guide their learning during the year. Additionally, there is a copy of the insurance document confirming the arrangements for university coverage of students while on placements.

You will note that the student has information provided to them online via the University Learning Management System (LMS) and an online Portfolio. Students will continue to build their portfolios of activities, observations and experiences during the range of placements during their third and fourth years of the curriculum.

Third year weekly clinical placements complement the integrated curriculum, where students learn about a number therapeutic areas from hard sciences to clinical and pharmacy practice. Students have been given “templates” to complete during their weekly clinical placements in order to better integrate their on campus learning with their observations and experiences on placement. Students are required to choose topics that align with their tutorial timetable during the semester and complete these templates. Units of study covered on campus in third year include:

- **Semester 1:**
  - Cardiovascular and renal
  - Respiratory
  - Endocrine, diabetes and reproductive
  - Gastrointestinal
  - Pharmaceutical skills and dispensing A

- **Semester 2:**
  - Musculoskeletal, dermatological and senses
  - Oncology and immunology
  - Mental health
  - Neurology
  - Pharmaceutical skills and dispensing B

For more details of the Bachelor of Pharmacy course please go to: [http://sydney.edu.au/handbooks/pharmacy/undergraduate/b_pharmacy_tables.shtml](http://sydney.edu.au/handbooks/pharmacy/undergraduate/b_pharmacy_tables.shtml)

Students should be self-directed, under your guidance, to complete their templates. These templates are designed to complement the daily activities of the pharmacy that you may bring to the attention of your student.

At the end of the semesters (June and October) you will be asked to fill in a brief assessment form regarding the student (this is on the last three pages of this document). You are able to complete this online ([http://sydney.edu.au/pharmacy/current-students/preceptor-assessment.php](http://sydney.edu.au/pharmacy/current-students/preceptor-assessment.php)) or fax to 02 9351 4391.

This assessment focuses on the professional behaviour of the student during the placement time overall. The student will also ask you to sign the attendance and interview record forms (copies in this document for information only). In addition, to help orientate students to Work Health and Safety information relevant to your pharmacy we have provided a short WHS checklist that needs to be completed and signed by yourself on the student’s first day of placement.
As part of our on-going quality assurance measures, once you have read through the information in this package **please confirm your acceptance of this clinical placement by fax or email to our office.** The student cannot complete their clinical placement with you until we receive this confirmation.

Please do not hesitate to contact us if you have questions or concerns regarding any aspect of the placements programme. Any queries in the first instance should be directed to the Faculty Placement Officer, Vinnie Xue, on 93518597, or on pharmacy.placement@sydney.edu.au.

Yours sincerely

Dr Paulina Stehlik

Associate Lecturer (Clinical Placements)
Information from LMS (provided online)

General Information

The overall objective of the Clinical Placements program is to provide introductory professional clinical experience in a variety of pharmacy settings.

Development of knowledge and skills as a health practitioner is a continuing process, from ‘early’ to ‘late’ student placement experiences, and continuing as a novice practitioner intern to more experienced pharmacist. This is a lifelong process!

As you are aware, there are steps in progression in this development as is measured by assessments of student placements, internship and professional practice in your career. You should also become familiar with the pharmacy profession’s practice competency standards: The National Competency Standards Framework for Pharmacists as these will be used to help guide your block Clinical Placement experiences and dictate our profession’s standard of practice.

Much like when you become an intern and then registered pharmacist, during your Clinical Placements you will be expected to identify gaps in your knowledge, plan strategies to address these and document your learning using your portfolio. During the BPharm, your Clinical Placements will continue and you will have more opportunities to build your own (unique) personal set of experiences of clinical and professional practice. This portfolio will serve for you to document and reflect on these experiences while on placements and beyond into your professional career. This may be in the form of written text, pictures and videos; be as creative as you like! This portfolio is yours to keep after you finish your degree, you are welcome to keep a record of other relevant activities in your portfolio such as certificates, projects, presentations, workshop attendance, and other CPD activities.

Please note, due to Health Records and Information Privacy Act, patients must remain ANONYMOUS when documenting your experiences - doing otherwise means that you are BREAKING THE LAW. This means that their name, face, and any other identifying information must be excluded from your portfolio and any other form of documentation that is not directly related to patient care. This is also common sense - if this was you, would you want people taking down and sharing/ posting your health information without your permission?

During your Clinical Placements you will have observational and hands on experience of professional practice such as communication skills, ethical practice, clinical reasoning and decision making, preparation of pharmaceutical products and dispensing, supply of pharmaceutical products and information, research and education, leadership and management. You will have the privilege to observe and be part of provision of health care to patients. You are encouraged to consider the perspectives of patients, their families and carers, in the way health care is provided and their experiences of illness and health and the difficulties and challenges that may be involved. You will also have the opportunity to consider how health services are organised and delivered, whether this be in community pharmacy practices (primary health care), in specialist hospital settings (tertiary health care), or other fields such as industry or professional organisations. All of your experiences, "good" and "bad", will help you decide the kind of pharmacist you want to be.

What will be your role in provision of health services as a pharmacist in the future?

If you have any questions or concerns about your learning about pharmacy during Clinical Residencies please contact your Unit of Study Co-ordinator as soon as possible.
In the BPharm you must complete

1. Weekly Placements
   - 2 hours x 10 weeks
     - Will occur in Semester 1 and Semester 2 of Third year BPharm

2. Block
   - 35 hrs per block x 5
     - ONE block in Third year (all students)
     - ONE block at the beginning of Semester 1 4th year (all students)
     - ONE block at the end of Semester 1 4th year (all students)
     - ONE block at the beginning of Semester 2 4th year (non-honours or industrial major students)
     - ONE block at the end of Semester 2 4th year (non-honours or industrial major students)
Rules During Clinical Placements

Failure to adhere to these standards may result in a fail.

General points on conduct and dress

You should remember that the preceptor/supervising pharmacist and other staff are voluntarily devoting time and effort to aid you in the learning process. It is expected that you behave in a courteous and professional manner at all times.

You MUST adhere to the following guidelines and rules:

- You should wear professional dress, be well groomed and neatly attired.
- Closed toe shoes are the only acceptable form of footwear.
- You should wear a name badge (the university student card is a suitable badge)
- You should produce your student card on arrival at the pharmacy for identification and security purposes.

Confidentiality

You must always ask your pharmacist/preceptor for permission before discussing a patient's medications. You should respect patient confidentiality at all times. You must delete the names and addresses of patients, prescribers, pharmacists and all other persons from any material associated with the placement visit. No identifying information should ever be recorded or presented. Professional and business matters discussed at the workplace are also confidential and cannot be discussed outside the placement.

You should be mindful of the fact you are representing the University while on placements, and you are expected to adhere to the University Student Code of Conduct at all times.

You must sign and submit the Confidentiality Form prior to commencing your Clinical Placements.

Vaccine Requirements and Clearance

The Clinical Placements website (http://sydney.edu.au/pharmacy/current-students/clinical-placements/) provides information about the mandatory work, health and safety requirement for vaccinations and confirmation of your immunisation status before clinical placements. Read this file, and follow directions to the NSW Health website for instructions about vaccinations and the necessary documentation.

You are responsible for this and cannot undertake any clinical placements without it. If you are unsure about your compliance status, please contact the Student Services Officer (Clinical Placement).

Work Health and Safety

While on placement you should be aware of your health and safety responsibilities and follow the directions of your preceptor/supervising pharmacist. In the event of any emergency you should follow the directions of the preceptor/supervising pharmacist. The University Health and Safety policy relating to clinical fieldwork is found at:

Also, for your safety while on placement, it is important you familiarise yourself with the Clinical placement Risk Assessment.

During your residency the University of Sydney provides you with insurance that covers you for the purposes stated in the Insurance Policy.

For any concerns, contact the one of the people found on the "University Contact Details" tab.
Placement Checklist

Before the beginning of placements I have:

- Compliance checks met
- Completed the pre-placement quiz
- Signed the confidentiality forms
- Filled out the relevant site forms to inform the faculty where I will be completing my weekly/block placement
- Completed at the recommended (optional) pre-work to help orientate myself to your placement site type

A week before attending a new site I have:

- Contacted the preceptor to:
  - Remind them you are coming
  - Ask what time I should arrive and where to park/catch transport etc...
  - Find out what to bring (pen, paper, laptop/tablet, AMH, APF, etc...?)
  - Come up with a list of potential goals I could focus on while on placement

On the first day at a new site I have:

- Completed the WHS Checklist
- Discussed my potential goals with my preceptor

By the due date for my portfolio:

- Placed the completed the WHS Checklist in my LabArchives portfolio (completed on one day 1 of each new placement site)
- Completed the other required assessment components of the portfolio
- Created a pdf of my portfolio for submission
Pre-placement work: Orientating yourself to different site types

Community Pharmacy

Background

The majority of registered pharmacists practise in the primary care setting, in a community pharmacy.

No two community pharmacies are the same: some are busy, some are quiet, some have affiliations with nursing homes, and many will provide a range of services. It is an aim of this degree for you to have the opportunity to undertake placements indifferent pharmacy settings. This enables you to have the chance to benefit from seeing different professional role models.

Aim

The aim of this placement is to provide students with an more in depth insight into aspects of community pharmacy.

Pre-Placement Work (Optional)

Familiarise yourself with the Best Possible Medication History (BPMH) and Medication Reconciliation process by completing the National Medication Management Plan (MMP) training: http://www.safetyandquality.gov.au/our-work/medication-safety/medication-reconciliation/nmmp/

"PBS for Pharmacy Students": http://www.medicareaust.com/PBS/PBSForStudents/Welcome/index.html

Familiarise yourself with all sections of the APF. In particular, please read:

- Section H: Policies and professional practice
- Section A: Compounding and dispensing
- Section F: Counselling guides for common ailments
- Section G: Provision of Pharmacist Only medicines
Compounding Pharmacy

Background

It is recognised that pharmacists are now engaging in specialised extemporaneous compounding to meet the “unmet” medical needs of patients. This is achieved through the production of individualised doses and dose forms.

Aim

The aim of this placement is to provide students with an insight into aspects of compounding including the:

- types of products that are formulated;
- following good compounding practice;
- pharmacy practice issues and counselling that are specific to the use of such products;
- ethical and legal requirements with respect to compounding;
- pharmaceutical issues such as the source of materials,
- use and maintenance of specialised equipment;
- appropriate staff training;
- occupational health and safety issues pertinent to compounding;
- aspects of product suitability and ingredients;
- standards needed to inform compounding activities in community pharmacy;
- procedures for handling complaints

Project Activity (BLOCK PLACEMENTS)

Students will be required to submit a portfolio of all preparations completed while on BLOCK placement.

Students should include in their portfolio:

1. A summary of extemporaneous compounded products that are dispensed in the pharmacy with a brief description of their content, method of preparation and how the product meets the individual needs of the patient (i.e. the clinical utility of the product).
2. Students should be directly involved in the preparation of specific products (under the direct supervision of a pharmacist). Students should discuss the following for each preparation they are involved in preparing:
   - Details of preparation of the product including:
     - Names, strengths and quantities of all ingredients used
     - Explanation of the actual preparation technique and the reasoning behind each step
     - Special preparation instructions
   - Indications for use of the product:
     - In this patient
     - Broadly
     - Appropriateness of dosing with respect to the individual ingredients and the indication
     - Reasons for special preparation of this product
     - Discuss alternatives available commercially (and why they are unsuitable for this patient)
   - Discuss special patient needs and any other issues requiring the use of an extemporaneous preparation rather than the aforementioned alternatives
   - Stability and storage issues for this product
o Specifically, how this expiry dates are assigned and stability is assessed
o Information given to the patient about this product
o Costs associated with this product and options for the pharmacy to be remunerated

3. Comment on the need for standards in this area.

Pre-Placement Work (Optional)

Please read the Pharmacy Board of Australia's "Guidelines on Compounding of Medicines"

Familiarise yourself with the process of taking a Best Possible Medication History (BPMH):

- Familiarise yourself with the sections of the APF Please read:
- Section H: Policies and professional practice
- Section A: Compounding and dispensing - Please focus on the "Extemporaneous dispensing" and "Crushing, dispersing or repackaging medicines" sections.
- Section F: Counselling guides for common ailments
- Section G: Provision of Pharmacist Only medicines

"PBS for Pharmacy Students":
http://www.medicareaust.com/PBS/PBSForStudents/Welcome/index.html
Hospital Pharmacy

Background

The second most common sector of employment for registered pharmacists practice is in a hospital setting. Even if you are not planning on becoming a hospital pharmacist, you need to appreciate different aspects of the profession and health care services. This will assist you in providing your patients with the best possible care.

Hospital pharmacy provides a number of career options for registered pharmacists from generalist and niche clinical pharmacy, clinical trials, drug information, sterile and chemotherapeutic manufacturing, to stewardships and community outreach.

Aim

The aim of this placement is to provide students with an insight into aspects of hospital pharmacy.

Pre-Placement Work (Optional)

Please watch these videos regarding what a hospital pharmacists does (https://www.youtube.com/watch?v=5Qt3cEyc3-k, https://www.youtube.com/watch?v=FxqVFchQpco)

Familiarise yourself with the Best Possible Medication History (BPMH) and Medication Reconciliation process by completing the National Medication Management Plan (MMP) training: http://www.safetyandquality.gov.au/our-work/medication-safety/medication-reconciliation/nmmp/

Familiarise yourself with ISBAR, a method for communicating about a patient with other health professionals: https://www.youtube.com/watch?v=h0Ol6CiJAZw; watch a few of the ISBAR Case studies: https://www.youtube.com/watch?v=1WI9qogPw1E

A fundamental skill of the hospital pharmacist involves inpatient chart review. Please complete the NPS inpatient chart training to begin your understanding of this process: http://learn.nps.org.au/course/view.php?id=307

Hand hygiene is important everywhere, and even more so in hospital due to the presence of sicker people than in the community, close proximity of patients and increased number of antibiotic resistant bacteria. Please complete the hand hygiene training prior to your hospital placement: http://www.hha.org.au/221/section.aspx/SectionInstructions/35

The SHPA (http://www.shpa.org.au/About) provides a number of practice standards for hospital pharmacist; read the "SHPA Standards of Practice for Clinical Pharmacy" and "Definitions for Hospital Pharmacy Services" document to gain insight into what services are provided by hospital pharmacists.
Weekly Placement Information
Duration: 2 x 10 hours per semester

Your weekly clinical placements are intended to compliment your learning at university. Look at your timetable for the semester/year and listed the tutorial topics. These upcoming topics should be used as triggers to help you prepare for your weekly pharmacy placement.

You will also have an opportunity to debrief about your placement experiences each week during your scheduled on-campus tutorials.

Finding a Placement Site

Non Community Sites
1. The Student Services Officer (SSO) for Clinical Placements will let you know which rural sites (community and non-community) are available for each semester via an announcement. Please inform the SSO know of your site preferences

2. You may receive and email regarding offering a position at a metro hospital placement. You must confirm your acceptance to this within a week by email.

Please note that if you do not receive an offer for a hospital placement in third year you will be a priority in fourth year

Community Sites
1. Available community sites for each semester will be displayed under the "weekly placement site" tab. Please follow the instructions provided.
Weekly Placement Assessment Components

Your weekly clinical placements are intended to compliment your learning at university. Look at your timetable for the semester/year and listed the tutorial topics. These upcoming topics should be used as triggers to help you prepare for your weekly pharmacy placement.

There are three main components you need to complete during your weekly placements:

1. Clinical Aspects
2. Patient Interviews
3. Reflection on Practice

As you only have 2 hours each week while on placement, some of the work will be done at home to allow for more time to engross yourself fully into the pharmacy environment. The notes you develop will help you with your on campus studies.

If you develop more than the required amount for submission - fantastic! This will only benefit your learning and make you a better pharmacist in the long run. However you will only be given feedback on the required amount for submission.

You will also be required to submit:

1. WHS Guidelines and Checklist
2. Weekly attendance sheet (Semester ONE; Semester TWO)
3. Patient interview record form (min FOUR interviews per semester)

1. Clinical Aspects

This is intended as predominantly at home work.

To prepare yourself for your weekly placement you will need to choose a number of conditions from the subjects you are currently studying at university and write a brief summary using the condition management overview and drug profile templates provided.

NOTE: it's best to choose the most commonly seen conditions encountered in your pharmacy; ask your preceptor which ones are the best to focus on.

You will need to prepare a minimum of four condition management overviews and eight drug or device profiles throughout the semester. These aim to illustrate the links in what you are learning at the faculty and see how it fits into practice.

You may choose any condition (relevant to what you are studying on campus) to explore;

Drug/device profiles you cover are those that have been triggered by what a patient has requested/come in for/had dispensed (1 per week) including OTC, CAM, Rx, or device

To better utilise your time while on site during your weekly placements it is advisable to complete some of the templates at home using your lecture notes and references in preparation for your placement. You are not expected to complete these before your first day, but work on them throughout the semester.
Any “gaps” in your templates should be used to stimulate discussions with your preceptor, to look around the pharmacy, to observe, and interact. You will also need to use what you see and do during your placement to complete these templates.

For submission as part of your portfolio:

1. Only FOUR condition management overviews
2. Only EIGHT drug or device profiles

2. Patient Interviews

This is intended as predominantly on-site work.

Your patients will all have different experiences and ways to manage their condition. These are influenced by lifestyle, cultural and religious background, family, friends, and their own ethics, morals and beliefs surrounding health. Understanding patient’s perspectives is fundamental to providing optimal management for patients and allows health professionals to practice in a concordant manner.

During the semester, you are required to conduct four interviews with patients to gain insight into what it is like to experience certain illnesses and treatments. This is an important opportunity to gain experience and develop your communication skills. There are no set questions that need to be asked, however certain questions should be thought of before you commence the interview.

If possible you should, with the assistance of your preceptor/supervising pharmacist, seek to interview a patient who can discuss with you a topic that is scheduled for an upcoming tutorial. However, this may not always be possible, and it is acceptable to interview a patient about another (related) condition or relevant drug therapy. You should discuss this with your preceptor/supervising pharmacist. It is your responsibility to ensure that the interview declaration form is signed and submitted by the due date.

If the opportunity arises, interview a patient regarding their experience of their condition. As an example you can use the following triggers to stimulate the conversation:

- What does it mean to you to have [this condition]?
- How does it affect your lifestyle? (work/social/family)
- What sort of strategies do you have to deal with your [condition]?
- Does having [this condition] impact on how other people treat you? How do you cope with that?
- Can you describe how you felt when you found out you had [this condition]? What thoughts did you have at that time, and how have they changed now?
- Can you describe an example of how someone treated you differently when they found out you had [this condition]?
- How do you feel about the treatment you have to use for [this condition]?
- What specific monitoring do you have to do, and how does that impact on you?
- You can use the information you find out during your interviews to help complete your condition management overview and drug profiles.
Make sure you and your preceptor sign the “interview declaration form” for submission after each interview.

For submission on Blackboard:

1. Signed “interview declaration form”; minimum of FOUR interviews per semester

3. Reflection on Practice

This is intended as predominantly at home work.

Take the time to observe, do, and interact as much as possible while on placement. You may have seen an aspect of condition management in action. For example, this may have been an interaction with a patient/career or another health professional.

Please write a brief summary (no more than half a page each) of what happened using the following triggers:

1. Describe the scenario (Do NOT use names).
2. What happened? Often there are very sound reasons for not following “the guidelines”. Was what happened in line with what you would expect? If not, why? What was the reasoning (clinical or otherwise) behind this?
3. What did you like about how the pharmacist handled the situation? What didn’t you like?
4. How did you feel about the situation?
5. What did you learn from the situation?
6. If you encountered the same situation, would you do anything differently? Why or why not?

For submission as part of your portfolio:

1. FOUR reflections on practice (MAX two pages in total)
Fundamentals: Human Biology, Genetics, Microbiology, and Clinical Application

Aetiology

How/why does this condition manifest? (provide a brief one-two sentence description, use pictures/diagrams where appropriate)

In one-two sentences, how would you explain this to a patient using lay language?

Diagnosis

How is this condition diagnosed? Use pictures/diagrams if applicable

What symptoms would you look for in the pharmacy to indicate a possible diagnosis? What questions would you ask to determine whether the patient has these symptoms?

Are there any screening tools available for pharmacist use for this condition?

TIP: ask/observe your preceptor if they conduct any clinics or similar where they may use screening tools.

TIP: OTC is a great opportunity to practice your diagnostic skills; if it is ok with your preceptor, take up the opportunity where possible!

Differential Diagnosis

What are the differential diagnoses?

What symptoms would suggest these alternate diagnoses?

TIP: Ask your preceptor how they differentiate between this condition and the differential diagnoses – they may have a few tricks up their sleeve.

Red Flags

What symptoms would warrant referral to a GP? How urgently? What about to hospital? Why?

TIP: Ask your preceptor how they do this – they may have a few tricks up their sleeve.

Treatment

How is this condition managed? (Be sure to include non-pharmacological and pharmacological management)

Monitoring and follow up
How can the patient monitor and self-assess their condition? Is there any additional monitoring required?

What follow up should you recommend to the patient? When should this occur? Why?

TIP: Ask your preceptor if they have any programs or devises that help patients monitor their condition. Find out how these programs are run and the devices used.

Practical Aspects: Communication with Patient Perspective

What are some things you should be aware of when providing care to a patient with this condition?

TIP: Ask your preceptor about their experiences. Also use your patient interviews to build on this section.

References:

List references used
Please choose a pharmacological therapy (including prescription, OTC, CAM and other non-prescription drugs) you saw during your weekly placement and fill in the profile below using the prompts.

### Fundamentals: Pharmacology, Medicinal Chemistry, Pharmaceutical Properties and Clinical Application

<table>
<thead>
<tr>
<th>Drug</th>
<th>Generic drug name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>What class is this drug in? &lt;br&gt; Provide one-two sentence description of the pharmacological action of this drug</td>
</tr>
<tr>
<td>Precautions and contraindications</td>
<td>When is this medication contraindicated? &lt;br&gt; When should this medication be used with caution? &lt;br&gt; Are these specific to the formulation?</td>
</tr>
<tr>
<td>Brand</td>
<td>Which brand was used during your interaction/ have you chosen to examine? &lt;br&gt; What does it look like inside? (E.g. pink suspension, smells like fruit, white round tablet, etc…) TIP: if you are unsure, DO NOT open the packet, ask your preceptor! &lt;br&gt; Provide a picture of this brand (Do NOT use boxes that have been labelled)</td>
</tr>
<tr>
<td>Other available brands</td>
<td>Provide photos of a few OTHER brands (Do NOT use boxes that have been labelled) &lt;br&gt; What do they look like inside? (E.g. pink suspension, smells like fruit, white round tablet, etc…) TIP: if you are unsure, DO NOT open the packet, ask your preceptor! &lt;br&gt; Are the brands bioequivalent?</td>
</tr>
<tr>
<td>Formulation</td>
<td>Which formulation have you chosen? &lt;br&gt; Are there any clinical/ practical implications for this formulation? If YES, what are they?</td>
</tr>
<tr>
<td>Other formulations available</td>
<td>How do these formulations different? &lt;br&gt; What clinical/ practical implications do the different formulations have? &lt;br&gt; Are these formulations used for this condition? If YES, what would make one more appropriate than the other?</td>
</tr>
<tr>
<td>Indication and Dose</td>
<td>What was the drug being used for &lt;br&gt; Dose, formulation, frequency and duration for this condition</td>
</tr>
<tr>
<td>Other indications</td>
<td>What else is this drug used for? &lt;br&gt; Are the doses different for other indications?</td>
</tr>
<tr>
<td>Monitoring</td>
<td>What monitoring required for this medication (if any)?</td>
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</tbody>
</table>
Practical Aspects: Patient Counselling

Write down what you would say to a patient if you were counselling them or attach a video of yourself. You can use the “content” section as described in the article “ASHP Guidelines on Pharmacist-Conducted Patient Education and Counseling” and the AMH to help formulate your counselling points. Make sure your counselling is informative but succinct.

TIP: Practice counselling this with your preceptor and, if the opportunity arises, ask if you can counsel a patient on this medication.

References

List references used.
Please choose device you saw during your weekly placement and fill in the profile below using the prompts.

**Fundamentals: Pharmacology, Medicinal Chemistry, Pharmaceutical Properties and Clinical Application**

- **What**
  - What is the non-drug therapy or device called?
  - Choose one brand to focus on – what is the name of this brand?
  - Provide a picture of this device

- **Indication**
  - What was this being used for when you encountered it in the pharmacy?
  - Are there any other indications?

- **Mechanism**
  - Briefly describe how this device works?
  - How does this device benefit the patient? How would you describe this to the patient?

- **Other brands available**
  - Are there different brands of similar devices?
  - How are these different? Are there any practice/clinical implications between the various brands?
  - Provide a picture of the other brands

- **Frequency and targets**
  - How often should this device be used?
  - If this device measures something, is there are target value?

- **Other indications**
  - What else is this device used for?
  - Is the frequency of use different for other indications? If applicable, are the targets different?

- **Precautions and contraindications**
  - When is this device contraindicated?
  - When should this device be used with caution?

**Practical Aspects: Patient Counselling**

Write down what you would say to a patient if you were counselling them. You can include pictures to illustrate or upload video of you counselling.

**TIP:** Practice counselling this with your preceptor and, if the opportunity arises, ask if you can counsel a patient on this medication.

**References**

List references used here
Patient Interview Record

FOUR INTERVIEWS ARE TO BE COMPLETED EACH SEMESTER.

This form must be signed by the supervising pharmacist as each interview is conducted and the completed form must be submitted at the end of semester.

It is suggested that you seek to interview patients on topics that align with the general themes of the on-campus tutorials. The tutorial topics during the year are listed below.

Note: no identifying patient information is to be recorded. Patient confidentiality to be maintained at all times)

<table>
<thead>
<tr>
<th>Interview topic</th>
<th>Please tick</th>
<th>Date</th>
<th>Student Signature</th>
<th>Preceptor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cardiovascular/ Renal</strong></td>
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<tr>
<td>Hypertension</td>
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<tr>
<td>Ischaemic heart disease</td>
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<td>Atrial fibrillation (?on warfarin)</td>
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<tr>
<td>Other (please specify)</td>
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<td><strong>Endocrinology</strong></td>
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<td>Diabetes</td>
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<tr>
<td>Diabetes in pregnancy</td>
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<tr>
<td>Menopause</td>
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<tr>
<td>Osteoporosis</td>
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<tr>
<td>Thyroid disorder</td>
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<tr>
<td>Other (please specify)</td>
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<tr>
<td>Interview topic</td>
<td>Please tick</td>
<td>Date</td>
<td>Student Signature</td>
<td>Preceptor Signature</td>
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<tr>
<td><strong>GIT</strong></td>
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<tr>
<td>Dyspepsia</td>
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<tr>
<td>Inflammatory bowel disease</td>
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<tr>
<td>Constipation</td>
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<tr>
<td>Diarrhoea</td>
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<tr>
<td>Other (please specify)</td>
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<tr>
<td><strong>Mental Health</strong></td>
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<tr>
<td>Sleeping disorders/sleep hygiene</td>
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<tr>
<td>Depression/Anxiety</td>
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<tr>
<td>Schizophrenia</td>
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<tr>
<td>Other (please specify)</td>
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<tr>
<td><strong>Neurology</strong></td>
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<tr>
<td>Migraine</td>
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<tr>
<td>Epilepsy</td>
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<tr>
<td>Parkinson’s Disease</td>
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<tr>
<td>Alzheimers Disease</td>
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<td>Other (please specify)</td>
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<td>Interview topic</td>
<td>Please tick</td>
<td>Date</td>
<td>Student Signature</td>
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<tr>
<td><strong>Musculoskeletal/skin/eye disorders</strong></td>
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<td>Gout</td>
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<tr>
<td>Arthritis</td>
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<tr>
<td>Sprain/injury</td>
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<tr>
<td>Glaucoma</td>
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<tr>
<td>Dermatitis</td>
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<tr>
<td>Infection/cellulitis/osteomyelitis</td>
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<tr>
<td>Other (please specify)</td>
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<tr>
<td><strong>Oncology/Immunology</strong></td>
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<tr>
<td>Cancer</td>
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<tr>
<td>Other (please specify)</td>
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</table>
Attendance Declaration Form for Semester One 2016
(To be signed by preceptor each week and submitted as part of your portfolio at the end of semester)

I (print preceptor name)…………………………………………………………………………………… hereby declare that
the student (print student name)…………………………………………………………………………………… has spent
the following periods at (print pharmacy name)…………………………………………………………………………………
as part of the requirements of the WEEKLY COMMUNITY PHARMACY PLACEMENTS PROGRAMME
(10 x 2hour visits per semester)

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Date</th>
<th>Preceptor Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>29/2/16</td>
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<tr>
<td>7/3/16</td>
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<td>14/3/16</td>
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<tr>
<td>21/3/16</td>
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<tr>
<td>4/4/16</td>
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<td>11/4/16</td>
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<td>18/4/16</td>
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<td>25/4/16</td>
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<td>2/5/16</td>
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<td>9/5/16</td>
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<td>16/5/16</td>
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<td>23/5/16</td>
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<td>30/5/16</td>
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</table>
**Work Health and Safety**

Work Health and Safety (WHS) should be a concern to all in the workplace, including students, whether on campus at the University or off-campus at an external site whilst on placement.

The Work Health and Safety Act 2011 identifies the general requirements necessary to promote and ensure a safe and healthy workplace. It is designed to minimise injuries sustained in the workplace by requiring responsibilities of individuals and corporations and any person conducting a business or undertaking. This includes responsibilities of management, staff, preceptors and students.

To comply with the WHS Act 2011, the students must:
1. Take reasonable care for their own health and safety; and
2. Take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons; and
3. Comply with any reasonable instruction that is given by the person supervising them; and
4. Co-operate with any reasonable policy or procedure of the establishment or business

**Pre-placement WHS Information**

The Work Health and Safety in the Faculty of Pharmacy Placement Program is managed by the Faculty Placement Committee, with shared responsibility with placement organisations. Any incidents or hazardous reports or any WHS issues in the placement should be reported to preceptors and the Faculty Placement Officer (pharmacy.placement@sydney.edu.au). The information on safety in placement is available from NSW Health Department, Safe Work Australia and the University.

Students are required to complete WHS checklist (on the Placement Blackboard site [Supplementary Materials]) issues as a part of mandatory requirements for the placement.

**Work Health and Safety Site Checklist**

Instructions: the WHS Site Induction Checklist should be completed by each student in consultation with their supervisor in placement within the first week of their placement. The completed checklist is to be completed online after the first day of attending a placement site. This is required for the UoS assessment to be complete.
<table>
<thead>
<tr>
<th>Yes / No / N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory requirement in the Faculty– prior to placement</strong></td>
</tr>
<tr>
<td>• WHS Information online</td>
</tr>
<tr>
<td><strong>I understand who to discuss health and safety within this workplace, I was introduced to health and safety representative for the work area (where relevant)</strong></td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>• location of nearest fire exits</td>
</tr>
<tr>
<td>• explain alarm system for the area/building</td>
</tr>
<tr>
<td>• emergency assembly points</td>
</tr>
<tr>
<td>• who to report to in event of an emergency</td>
</tr>
<tr>
<td>• location of the emergency button (if applicable)</td>
</tr>
<tr>
<td>• occupational violence prevention (if applicable)</td>
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<td>•</td>
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<tr>
<td>•</td>
</tr>
<tr>
<td>• who to report to in the placement site (preceptor)</td>
</tr>
<tr>
<td>• incident reports forms for the site/organization</td>
</tr>
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<td>•</td>
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<td>•</td>
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<tr>
<td>• safe work procedures for the substance, I the student, will be working with</td>
</tr>
<tr>
<td>• location of material safety data sheets (where relevant)</td>
</tr>
<tr>
<td>•</td>
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<tr>
<td>• main hazards associated with equipment the person will be operating</td>
</tr>
<tr>
<td>• how to do a risk assessment and use existing RA prior to operating the equipment</td>
</tr>
<tr>
<td>• safe working methods including location of the emergency stop buttons</td>
</tr>
<tr>
<td>• where to access induction manuals for equipment</td>
</tr>
<tr>
<td>• protective clothing if relevant</td>
</tr>
<tr>
<td>•</td>
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<tr>
<td>• areas that pose a potential risk</td>
</tr>
<tr>
<td>• manual handling safe practice e.g. lifting, use of equipment, sitting position at computer etc.</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>• location of hand washing facilities and procedures for hand washing</td>
</tr>
<tr>
<td>• procedures for cleaning equipment after use</td>
</tr>
<tr>
<td>• procedures for use of and disposal consumables</td>
</tr>
<tr>
<td>• vaccination requirements</td>
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<td>•</td>
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</tbody>
</table>
I understand the principles of radiation safety and radiation protection as applicable to my workplace (if applicable)

I know where the workplace amenities (toilets) are located

I have prepared the skills and background knowledge required to do this placement

I (the student) hereby declare that I have I had the site specific health and safety rules and procedures explained to me and I have been provided with relevant training in the procedures (where applicable) associated with my placement.

I understand the standards expected of me and I agree to work safely and comply with these standards and procedures at all times.

Name and Address of Site/ Organisation: ______________________________

Student Name ___________________ SID __________________________

Dates of Placement __________________ Signature and Date________________________

Course and Year of Course __________________________

Name of Preceptor ________________ Contact Number: __________

Signature and Date ________________________________

References:

1. University Work Safety Health and Wellbeing [website](#)
2. Work Health and Safety Act 2011 (NSW)
3. Work Health and Safety Regulation 2011 (NSW)
4. [NSW Government Health Department Policy Directives and Guidelines](#)
TO WHOM IT MAY CONCERN

INSURANCE FOR STUDENTS ON WORK EXPERIENCE

Stated below are the insurance details which currently cover students of the University of Sydney whilst on work experience/placement. These policies apply to:

a) activities that are a course requirement or are sanctioned by the Dean of the Faculty, authorised officer for the Faculty, or Head of School concerned, and;

b) students who are not employees or workers of the organisation they are placed with for the purposes of or Workers compensation legislation.

INSURED:  THE UNIVERSITY OF SYDNEY

Policy: Public Liability Insurance
Insurers: LLOYD'S SYNDICATES & OTHERS
Sum Insured: In excess of $10 Million
Policy No: PC02350915

Policy: Professional Indemnity
Insurers: Vero
Sum Insured: In excess of $10 million (per claim).
Policy No: LPP012483456

Policy: Personal Accident
The University has in place personal accident cover for students whilst on authorised Work Experience activities and who are not employees or workers for the purposes of the Workers' Compensation legislation.

Subject to the terms, conditions, limitations and exclusions contained in the relevant policy wording this policy provides the following benefits:

- Death & Capital benefits
- Weekly benefits
- Non Medicare medical expenses

Please note that this is a summary only. All insurance cover referred to in this advice is subject to the terms, conditions, limitations and exclusions contained in the relevant policy wording.
PRECEPTOR ASSESSMENT OF STUDENTS
Faculty of Pharmacy, The University of Sydney

Student name:  
Signature & date: 

Student SID:  
Placement site: 

Preceptor name:  
Signature & date: 

to be returned to:
Placement Officer, Faculty of Pharmacy (A15), The University of Sydney, 2006
OR
Fax: 02 9351 4391

Preceptors Assessment
For each criteria preceptors will assign a grade of:
5 = Student demonstrated excellent skills in this area; was extremely effective and/or very consistent,
4 = Student demonstrated very good skills in this area; was above average in effectiveness and/or consistency,
3 = Student demonstrated satisfactory skills in this area; was generally effective and/or consistent,
2 = Student needs some improvement in this area; was somewhat ineffective and/or inconsistent,
1 = Student needs significant improvement in this area; was ineffective and/or inconsistent (performance was unsatisfactory),
or
N = Not enough evidence to evaluate,

For each individual placement, students must receive an average minimum total preceptor assessment of 3/5 corresponding to “satisfactory”. Students must receive an average preceptor assessment mark of 3.25/5 for their three placements. Any student who does not receive an average preceptor evaluation of 3.25 for the three placements or receives less than 3/5 for any individual placement will be required to undertake remediation and successfully complete an additional placement in order to meet requirements.
## PROFESSIONAL BEHAVIOUR

1. **Student is punctual**
   - i.e., arrives at practice site and meetings early or on time; meets deadlines
   - [ ] [ ] [ ] [ ] [ ] OR [ ]
   - Unsatisfactory
   - Excellent

2. **Student wears appropriate attire**
   - i.e., adheres to dress code (written or unwritten); attire is acceptable to practice setting.
   - [ ] [ ] [ ] [ ] [ ] OR [ ]
   - Unsatisfactory
   - Excellent

3. **Student behaves in an appropriate, polite, professional manner**
   - i.e., student is courteous, appropriately behaved, follows instructions
   - [ ] [ ] [ ] [ ] [ ] OR [ ]
   - Unsatisfactory
   - Excellent

4. **Student behaves in an ethical manner**
   - i.e., acts in patients’ best interests; respects patient privacy; acts in accord with the profession’s and/or practice site’s code of ethics
   - [ ] [ ] [ ] [ ] [ ] OR [ ]
   - Unsatisfactory
   - Excellent

5. **Student follows directions; is self-directed in undertaking and completing tasks**
   - i.e., after initial instruction completes the task, self-motivated; functions independently
   - [ ] [ ] [ ] [ ] [ ] OR [ ]
   - Unsatisfactory
   - Excellent

## COMMUNICATION AND TIME MANAGEMENT

1. **Student communicates articulately**
   - i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary
   - [ ] [ ] [ ] [ ] [ ] OR [ ]
   - Unsatisfactory
   - Excellent

2. **Student demonstrates confidence**
   - i.e., communicates in a self-assured but unassuming manner
   - [ ] [ ] [ ] [ ] [ ] OR [ ]
   - Unsatisfactory
   - Excellent

3. **Student accepts and applies constructive criticism**
   - i.e., responds openly and positively to feedback; modifies behaviour if necessary
   - [ ] [ ] [ ] [ ] [ ] OR [ ]
   - Unsatisfactory
   - Excellent

4. **Student is an active learner and willing participant**
   - i.e., seeks knowledge; asks questions; searches for information; takes responsibility for own learning, keen to participate in team effort if required
   - [ ] [ ] [ ] [ ] [ ] OR [ ]
   - Unsatisfactory
   - Excellent

5. **Student uses time efficiently**
   - i.e., allocates and utilises appropriate amounts of time to fulfil responsibilities
   - [ ] [ ] [ ] [ ] [ ] OR [ ]
   - Unsatisfactory
   - Excellent
FEEDBACK (OPTIONAL)
We greatly value your comments and feedback, both about individual students and the Experiential Placements programme overall. Please use this page to provide any comments to us, or, we invite you to contact the Faculty directly to discuss with us. In the first instance, please contact Ms Vinnie Xue the Placements Officer for the Faculty on 93518957 or email to pharmacy.placement@sydney.edu.au, and we would be delighted to speak with you.

Feedback on Student:

Feedback on Placements Program: