

**THE HANDBOOK OF FIELDWORK PRACTICE FOR  
PHARMACIST PROFESSION (PKPA) IN COMMUNITY  
PHARMACY PERIOD 118**



**STUDY PROGRAM OF  
PHARMACIST PROFESSION  
EDUCATION  
FACULTY OF PHARMACY UNIVERSITAS AIRLANGGA  
2023**

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## **CHAPTER 1**

### **INTRODUCTION**

Pharmacy Professional Fieldwork Practice (PKP): Community is one of the learning activities at the professional level of education in the Pharmacist Education Study Program, which is intended for learners' comprehensive understanding of pharmacist practice in community practice facilities, i.e., Pharmacy and Public Health Centers. This PKP Handbook was designed as a guideline to implement activities during the fieldwork to run orderly and smoothly. This book is intended as a guide to implementing PKP for advisors, preceptors, and students of the pharmacist profession education at the Faculty of Pharmacy Universitas Airlangga. It was designed with reference to the Competency Standards of Pharmacists' graduates initially set by the Faculty of Pharmacy, Universitas Airlangga in Curriculum 2014, namely:

1. Able to perform pharmaceutical practice professionally, legally, and ethically.
2. Able to provide pharmaceutical care to patients by considering aspects of legal, ethical, professional, socio-cultural, and economic to ensure therapy's quality, safety and efficacy.
3. Able to serve requests for pharmaceutical preparations and medical devices, either with a prescription or non-prescription, accurately and safely.
4. Able to carry out formulation, manufacture, and quality assurance of pharmaceutical preparations on the basis of knowledge and pharmaceutical technology.
5. Able to communicate and collaborate with patients and colleagues of other health care officers related to rational drug therapy to achieve improved health and quality of life.
6. Able to participate in preventive and promotive efforts to improve the quality of public health.
7. Able to manage pharmacy's preparation and standardized health equipment.
8. Able to self-introspective/aware and self-development with reference to developing knowledge and pharmaceutical technology.

With learning experience during PKP, students will master the ability and problem-solving skills for practical problems in practice with their preceptor's guidance. Learning from the experience, students are expected to master cognitive, psychomotor skills in addition to attitude as being affective in facing problems during practice. PKP is held during semesters I and II, divided into 3 periods after participants accept the material provision.

1.1. General Objectives:

To graduate students capable of making decisions in pharmaceutical work, perform appropriate professional action based on pharmaceutical sciences, ethics, and laws to solve problems in pharmaceutical practice in the community sector.

1.2. Specific Objectives:

To graduate students capable of practicing correctly, well, and responsibly and also able to collaborate with health officers in Pharmacies, Public Health Centers, and Clinics.

## CHAPTER 2 GENERAL PROVISIONS

### 2.1. Participants Rules

During professional practical work, students must:

1. Be punctual at the practical work site within the stipulated implementation time following the preceptor's instructions, calculated as equivalent to **42 hours per week or 7 (seven) hours a day**.
2. Fill out daily attendance with proof of the preceptor's signature.
3. When absent, enclose a permission letter and be obliged to exchange PKP time session on site.
4. Uphold, obey, and abide by the pharmaceutical ethical code.
5. Behave politely and speak proper and correct Indonesian language.
6. Dress cleanly, neatly, and politely; wear shoes and use your PKP student identity and lab coat.  
Male : Shirts and trousers (No jeans)  
Female : Shirts and skirts (No jeans, a below the knee skirt)
7. Dress up neatly/makeup naturally.
8. Obey all rules on site.
9. Maintain good work relations with fellow PKP participants, pharmacists or all staff on site.
10. Fill in the meeting log book with the faculty advisor at least five times during PKP (without the advisor's signature), and then collect it from the administrative officers on campus.
11. **Students are forbidden to perform PKP in Pharmacy that previously hosted an internship for the involved students or Pharmacy owned by their parents/family.**

Several additional rules during pandemic covid-19, students must:

1. Submit a statement letter of willingness to follow PKP, known and signed by their parents.
2. Must have 2 clean and white lab coats (unless required differently by the PKP pharmacy), worn and washed every day.
1. Prepare personal protective equipment (PPE) such as hand sanitizer, liquid soap, masks, face shield/google and disposable gloves (unless required differently by the

PKP pharmacy).

2. Do Covid-19 rapid test only when required by the PKP institution.

## 2.2. Activities of Community PKP

### 1. PKP at the Pharmacy

Students must undergo PKP on-site activities in pharmacies located in Surabaya, Sidoarjo, and Gresik areas for five weeks, for a total of 42 hours/week.

### 2. PKP at Public Health Center

Students must undergo PKP onsite activities in the Public Health Center for 3 weeks (18 weekdays) at Surabaya Public Health Centers. Students prepare presentations (Power Points Presentation) for discussion during learning share.

### 3. Learning share

Learning share is part of the stages of the PKP learning process to accommodate exchange results and learning experiences among them. It is designed due to the onset of differences in time/schedule, opportunity/achievements, and learning facilities/infrastructures during PKP. Learning share activities are guided by advisors. The schedule includes:

During the COVID-19 pandemic, learning shares were held offline on campus. Each meeting lasts for 120 minutes. Students prepare presentations on their learning activities using PowerPoint presentations.

### 4. Lectures on PKP Provision

The briefing is given before the PKP schedule at the practice site, equivalent to 2 credits, in accordance with the academic guidelines of the Faculty of Pharmacy, Universitas Airlangga. Materials given cover Pharmaceutical Management Practice, those from BPOM-related “cases of product,” from Service Health Province Java East-related “cases of practice,” and materials from the Public Health Office of Surabaya.

### 5. Tutorials on Pharmaceutical Management Practice (2 credits)

The lecture is held onsite (adapted with the online method) with 14 meetings @ 2 hours.

### 6. Guest Lectures

Guest lectures on field community/sector are held once for each period, given by practitioner.

### 2.3. Tasks/Assignments

Each student is required to complete any assignment given by the preceptor at the Pharmacy and task related to PKP Public Health Center. The tasks/assignments consist of structured and non-structured ones.

#### a. Structured Tasks

The structured task must be completed individually, including (Look Chapter 4):

1. Writing learning activity plan (Workplan)
2. Writing process and learning results into a Portfolio (Pharmacy)
3. Writing a paper on Design of Pharmacist Practice in the Pharmacy
4. Writing topic's material presentation (individual) for Pre-PKP Pharmacy and Learning Share activities of PKP in Pharmacy (group) or PKP in Public Health Center.

#### b. Non-Structured Tasks

The non structured task is given by preceptor, either individually or in group.

### 2.4. Grades

Grades' proportion for PKPA Community (Subject code of KLF504, 8 credits) as follows:

- |  |     |
|--|-----|
| 1. Grades from PKP Pharmacy (Pharmacy Preceptor)                     | 20% |
| 2. Grades from PKP Health Center (Community Health Center Preceptor) | 20% |
| 3. Grades of manuscript of PKP Pharmacy (Advisor)                    | 20% |
| 4. Grades of Thesis/Oral Exam  | 40% |

## CHAPTER 3

### LEARNING OUTCOME

#### 3.1. Learning Outcome

After completing PKP, students are expected to be capable of showing the following skills, including:

##### 1. Profession Judgment

The ability to make **professional decisions** in being **responsible** for **professional conduct and pharmaceutical work** based on knowledge & technology, pharmaceutical practice standards and legislation stipulated by the government, and professional ethics.

##### 2. Pharmaceutical Care

The ability to implement pharmaceutical care, **as real conduct of professional responsibility**, ensures patients' appropriate and correct use of medicines to achieve the goal of safe and effective therapy and maintaining their health and quality of life.

##### 3. System Management

The ability to perform as **manager** in managing pharmaceutical system in all sectors, those oriented towards pharmaceutical **products** (pharmaceutical industry, etc.) and the ones with pharmaceutical **service** (pharmacy, hospital, etc.), encompasses financial management, pharmaceutical supplies, personnel, services, “pharmacotherapy” and information.

##### 4. Practice Business Plan

The ability to become a leading role (**leader**) in all types of pharmaceutical practice businesses, namely through experience in preparing **planning and developing pharmaceutical professional practices**, based on creative-innovative thinking to create excellent and competitive business plan.

##### 5. Public Health

The ability to **care and respond** for pharmaceutical efforts to improve and protect public health, to prevent diseases and extending people's life expectancy, as well as conducting activities of community service in the pharmaceutical field.

## 6. Research and Development

The ability to **proactively, creatively and innovatively** respond to situations and surrounding potency on practice site or in certain community, to conduct a study, exploration, assessment, research and development, in order to contribute solutions for national problems and also increase quality, professional image and nation's competitiveness.

## 7. Continuous Professionalism Development

The ability to continuously learn to develop one's professionalism, through experience in preparing learning plans to achieve competency, portfolios for learning process and learning outcome presentation, in addition to a forum discussion "**learning share**".

### 3.2. Competence

Learning Outcomes	Competence	Description
Profession Judgment	1. Trained to make <u>professional decisions</u> about procurement on pharmaceutical supplies.	Ensuring the correct procurement of pharmaceutical supplies and with a good (quality) from the pharmaceutical aspect, regulations, ethics, and economics, by the practice of: <ol style="list-style-type: none"> <li>1. Placing an order for pharmaceutical supplies,</li> <li>2. Receiving pharmaceutical supplies</li> <li>3. Performing storage and recording of pharmaceutical supplies</li> <li>4. Reporting narcotics and psychotropic drug use</li> </ol>
	2. Trained to make a <u>professional decision</u> at work of drug compounding, preparing and administering	Ensuring the appropriate and correct process of drug compounding, preparing and administering by the practice of: <ol style="list-style-type: none"> <li>1. Compounding appropriate prescribed drug</li> <li>2. Preparing non-concocting drug as prescribed</li> <li>3. Preparing drug for patients ready to be administered</li> <li>4. Labelling (e-ticket, labels) on drug packaging to be administered</li> </ol>
	3. Trained to make professional decisions in serving patients and consumers' needs	Ensure the correct and proper implementation of services for patients and consumers by practicing decision-making when: <ol style="list-style-type: none"> <li>1. Serving prescription admission</li> <li>2. Serving drug needs as requested by patients/consumers</li> <li>3. Serving drug needs as complaints or self-medication/care</li> <li>4. Serving information needs/required information</li> </ol>



Learning Outcomes	Competence	Description
	4. Trained to make professional decisions to complete pharmaceutical and therapeutic problems in serving patients' and consumers' needs	Ensure the pharmaceutical and therapeutic problem solving correctly and well in compliance with science, regulations, and ethics (professional and inter-professional) by practicing: <ol style="list-style-type: none"> <li>1. Decision in changing form preparation</li> <li>2. Decision to change dose</li> <li>3. Decision in replacement of drug material types</li> <li>4. Decision to change drug brand (generic and brand name)</li> <li>5. Decision in prescribing</li> <li>6. Decision to give information</li> </ol>
Pharmaceutical Care	1. Trained to administer the drug to patients/customers along with verbal information (orally) and an information sheet on drug use	Efforts to ensure patient's compliance with the proper use of drugs by having dialogue and providing information when administering the drug by practicing to: <ol style="list-style-type: none"> <li>1. Create patient information sheets given to the patient as a form of further and extended description of labels/ e-ticket</li> <li>2. Learn to be self-confident to communicate, explain what is written in the patient's information sheet</li> </ol>
	2. Trained to make a care plan	Implement safe and effective drug therapy responsibilities (achieving therapeutic goals), maintain and improve health and quality of life) after the medicine administration by practicing to: <ol style="list-style-type: none"> <li>1. Write patient data (patient medication record)</li> <li>2. Write a care plan, i.e. notes on monitoring activity plan and solution/follow-up action carry on after administering the drug</li> </ol>
	3. Especially trained in monitoring therapy, with communication via telephone and patient visit (home visit/care)	Make direct contact with patients about ongoing drug therapy by practicing to: <ol style="list-style-type: none"> <li>1. Communicate via telephone</li> <li>2. Visit patients' home</li> </ol>
	4. Trained to make patient data records	Make data records of patient therapy by learning to perfect or develop for data system as follows: <ol style="list-style-type: none"> <li>1. Taking notes on therapy, care plans, and action</li> <li>2. Recording data on a computer system (if available)</li> <li>3. Evaluating data of a number of patients</li> </ol>
Management System	1. Learning to become manager	A learning opportunity to observe, help or trusted to do how all the "internal factors" in Pharmacy/Public Health Centers are managed, developed, and sustainable, including: <ol style="list-style-type: none"> <li>1. Pharmaceuticals</li> <li>2. Facilities</li> <li>3. Finances</li> <li>4. Human Resource</li> <li>5. Customer services</li> <li>6. Information</li> <li>7. Drug therapy</li> <li>8. Waste</li> </ol>

Learning Outcomes	Competence	Description
	2. Understanding regulation of laws and ethics	A learning opportunity to observe how government officials supervise and guide the implementation of all policies, laws and regulations about Practicing pharmacists as a pharmaceutical service facility
Practice Business Plan	1. Able to plan strategic professional practice in Pharmacy with compliance to the health concept in the national health system and public health program.	Consider the concept of health and the national health system, make a SWOT analysis (strength, weaknesses, opportunity, threat) to make a strategic plan (Renstra) for professional practice in a Pharmacy after graduated
	2. Able to make a Pharmacy management plan document as a place of pharmaceutical service practice of the community for the public	Make pharmaceutical management plan documents at a pharmacy in pharmacies for various fields of obligations/responsibilities as a service system of goods and professional service
	3. Able to make plans on performing professional practice in pharmaceutical service in Pharmacy to the public.	Make a conceptual and operational framework manuscript for the practice of the community pharmacy profession direct to customer/client
	4. Able to make the required documents to open professional practice in Pharmacy in compliance with laws and regulations until getting a Pharmacist Practice License (profession) (SIPA)	Make a collection of documents and forms required to open professional practice in Pharmacy within the established procedural flow by the government.
Public Health	1. Plan to provide information on improving the public health	A learning opportunity to learn to prepare/make publication-information system for implementing caring and responsibility profession Pharmacist to health public in system health national in accordance with Health paradigm (presentation poster, leaflets distribution, making databases, etc.)
	2. Perform activity actions to improve public health	A learning opportunity to plan and perform real activities of professional care and responsibility to public health by carrying out awareness action activities, outreach, and community service.
Research and Development	Make research plan	A learning opportunity to utilize available practice record documents/scripts to make a conceptual framework manuscript research plan in the field of professional practice pharmaceutical community to improve quality service
Continuous Professionalism Development	1. Make a Learning Portfolio	A learning opportunity to plan and real time record all learning activities and learning outcomes to be evaluated to summarize and present in learning outcome report. <ol style="list-style-type: none"> <li>1. Individual learning plans (work plan)</li> <li>2. Writing portfolio individually</li> <li>3. Writing learning outcomes</li> </ol>

<b>Learning Outcomes</b>	<b>Competence</b>	<b>Description</b>
	2. Make reflection and development of learning outcomes	A learning opportunity to communicate learning outcomes in academic forums as a reflection to learn, discuss, and exchange for making decisions for the follow-up study plan. <ol style="list-style-type: none"><li>1. Share learning achievements in forums (learning share)</li><li>2. Access information new</li><li>3. Writing learning new plan</li></ol>

## **CHAPTER 4**

### **PKPA OUTCOMES**

#### **4.1. Portfolio of PKP Pharmacy**

Ability to make an experiential learning portfolio that is a daily record of the learning process, learning outcomes, and learning impression during the PKP Pharmacy Community, learning to seek professional practice experience in pharmacy to achieve learning outcomes. The Activity of PKP pharmacy is conducted offline at the pharmacy.

##### **Format for Writing Portfolio of PKP Pharmacy**

1. Cover: light blue Buffalo paper
2. The Approval Sheet consists of the title, student's name, number, preceptor's signature (SIPA), and advisor's signature (NIP). The report is collected in hardcopy and softcover. The PKP Report is used as material for the thesis oral exam.
3. Guidelines:
  - A4 Paper
  - The minimum number of pages in accordance with the number of days during PKP in Pharmacy
  - The portfolio is handwritten, initialed/signed by the preceptor and advisor no later than the end of each day during PKP at the Pharmacy as learning proof.
4. Specific Tasks:
  - a. Write a minimum 1 prescription service or 1 nonprescription service (self-medication) in 1 day on the portfolio.
  - b. Write examples of high-alert drugs and LASA (look-and-sound-alike)/NORUM available in pharmacies. Make labels for those drugs.
  - c. Write about pharmaceutical services during the COVID-19 pandemic (special health issue Covid-19).

5. Learning checklist

No	Rating achievements Study	Meaning of Learning Checklists	Learning Checklist				
			0	1	2	3	4
0	Zero position	Has previous theoretical knowledge	√				
1	Understanding	Have understood from justification/explanation/instruction of APA	√	√			
2	Looking/Seeing	Have seen/observed the process, but not self performed	√	√	√		
3	Doing	Self-performed under the guidance/ supervision of APA	√	√	√	√	
4	Experience	Have trusted by the APA to self-perform properly and well	√	√	√	√	√

6. Example of Pharmacy Portfolio Sheet Format

No	Day, Date	Time	Learning Process, Learning Outcomes and Learning Impressions	Learning Checklist					L.O Code
				0	1	2	3	4	

Advisor Signature  
(Name & NIP)

Preceptor Signature  
(Name & SIPA)

Page .....

7. Learning Outcome Code (L.O) \*

PJD: Profession Judgment

PCA: Pharmaceutical Care

SMA: System Management

PBP: Practice Business Plan

PPH: Pharmaceutical Public Health

R&D: Research & Development

CPD: Continuous Professionalism Development

**\* Entire learning outcome must be fulfilled during PKP**

#### **4.2. Manuscript of Practice Pharmacist Draft at the Pharmacy**

It is a document of practice pharmacist design in pharmacy.

**It is a document of practice pharmacist design in pharmacy**

1. Cover: light blue Buffalo paper
2. The Approval Sheet consists of the title, student's name, number, preceptor's signature (SIPA), and advisor's signature (NIP). **The report is collected in hardcopy and softcover.**
3. Structure of Manuscript Contents includes:
  - Chapter 1 Introduction
    - a. Visions, Missions, Objectives
    - b. Practice Basis
    - c. Benefit-risk sustainability practice
  - Chapter 2 Management Design
    - a. License
    - b. Infrastructure
    - c. Staff
    - d. Budget
    - e. Designing procedures for procurement, storage and management, recording and reporting, service (prescription and non-prescription)
    - f. Initially administered list of drugs
  - Chapter 3 Care Plans (Implementation paper on pharmaceutical care for certain therapeutic purposes on someone by a pharmacist)  
**\*Students helped by preceptor and advisor determine prescription or self-medication cases later used as care plan material.**
  - Chapter 4 Designing Activities to Promote Health  
Students are capable of planning activities to promote health, such as

making posters and leaflets, designing counseling activities, etc.

Chapter 5 Designing Practice Development

Students can plan research and development proposals using data and facts available at the Pharmacy.

Chapter 6 Conclusion

Chapter 7 References

Chapter 8 Appendixes (if required)

4. Guidelines:

- A4 Paper, Times New Roman 12, Line spacing 1.5, left and below margins 4 cm, right and top margin 3 cm
- Maximum page numbers: **40 pages** (from introduction to appendixes)

5. Format for Writing Care Plans (Chapter 3)

- |        |  |
|--------|--|
| Input  | a. Cases for drug requests with compliance to the type of therapy (prescription or self-medication) chosen by students from the PKP pharmacy after consulting and approved by the preceptor and advisor. Prescriptions can be the previously served ones at a pharmacy or the new ones to be served later. |
|        | b. Write the therapy goals   |
|        | c. Write the patients' data  |
| Step-1 | Assess needs and identify drug therapy problem to achieve goal of therapy  |
| Step-2 | Develop a Care Plan (resolve and/or prevent drug therapy problems)   |
| Step-3 | a. Drug label<br>b. Direct information<br>c. Information sheet   |
| Step-4 | Monitor and review the care plan   |

**4.3. Outcomes of PKP Public Health Center in the form of Public Health Center Portfolio**

1. Activity PKP in Public Health Center in Surabaya is conducted offline as scheduled
2. The Provision-making portfolio of PKP Public Health Center is in accordance with that of PKP Pharmacy. The public health center portfolio approval sheet must include a signature from PHC preceptor and his/her SIPA number, the signature of

the head of the PHC and NIP with the office stamp, and signed by the advisor and NIP.

3. Structured Task (required)

- a. Write a minimum 1 prescription service or 1 nonprescription service (self-medication) in 1 day on the portfolio
- b. Write examples of high-alert drugs and LASA (look alike, sound alike)/NORUM available at the health center. Make label for those drugs
- c. Write about pharmaceutical service during pandemic Covid-19 (special health issues Covid-19).
- d. Observe and write about cold chain vaccine, collecting certificates obtained from Massive Open Online Courses (MOOC) from WHO

The activity of PKP Public Health Center completes learning experience at PKP Pharmacy, such as:

- i. Drug Management in City Pharmacy Warehouse (GFK)
- ii. Drug Procurement at the Public Health Center
- iii. The use of Electronic Application in Drug Management and Pharmaceutical Service in Public Health Center
- iv. Program of Medicine Anti tuberculosis Therapy (TB DOTS) in Public Health Center
- v. Type of Vaccine and Immunization Program in Public Health Center
- vi. Cold Chain Vaccines Storage and Distribution in Public Health Center
- vii. Program of Drug Antiretroviral Therapy in Public Health Center
- viii. Program of Remedial Methadone Therapy in Public Health Center
- ix. The use of Herbal Medicine in Public Health Center

Link for Lecturers Attendance : <https://bit.ly/FormKendaliPembelajaranProfesi116>

Link for Students Attendance : <https://bit.ly/PresensiMahasiswaKuliahProfesi116>

Evaluation Form by Advisor and Preceptor of the Pharmacy with google form link.

**PKP outcomes (pharmacy portfolio, design of pharmacist practice in pharmacies, Public Health Center portfolio) are collected in hardcopy (original manuscript) in softcover. Photocopied manuscript in softcover is used as student archives. PKP outcome is used as materials in thesis/oral exam held offline in campus afterward.**



Example of Portfolio of Public Health Center Format Sheet

No	Day, Date	Time	Learning Process and Learning Outcomes and Learning Impressions	Learning Checklist					Kode L.O
				0	1	2	3	4	

Advisor Signature  
(Name & NIP)

Preceptor Signature  
(Name & SIPA)

Page.....

4. Activity Schedule

The PKP activities are held offline as scheduled.

5. Grades

The grading proportion of PKP Community is as follows:

1. Grades from preceptor pharmacy, 20%
2. Grades from preceptor public health center, 20%
3. Grades for the manuscript (advisor), 20%  
(portfolio of pharmacy, BP, Public health center)
4. Grades from Thesis/Oral Exam, 40%

## APPENDIX 1

### GRADING GUIDELINES



Universitas Airlangga – Faculty of Pharmacy  
Pharmacist Profession Study Program

#### ASSESSMENT GUIDELINE OF DEFENSE EXAM PHARMACIST PROFESSION STUDY PROGRAM

Range Numerical Value	Letter Grade	
<b>86 - 100</b>	<b>A</b>	
<b>78 - &lt; 86</b>	<b>AB</b>	
<b>70 - &lt; 78</b>	<b>B</b>	Pass ↑
<b>62 - &lt; 70</b>	<b>BC</b>	
<b>54 - &lt; 62</b>	<b>C</b>	

#### Information:

1. **A minimum score of B must be achieved in order to pass the exam**
2. **Students who score <B are allowed to retake make-up exam in the same semester providing that the maximum score obtained after retaking the make-up exam is B**

## **APPENDIX 2**

### **COVER**

# **BUSSINESS PLAN IN COMMUNITY PHARMACY**

**This Report is Written as an Outcome of PKP in Community Pharmacy**

**Faculty of Pharmacy Universitas Airlangga**

**29 Oktober – 24 November 2018**



**Agnes Maharani, S.Farm**

**051713143009**

**PROGRAM EDUCATION PROFESSION PHARMACIST PERIOD 108**

**FACULTY OF PHARMACY UNIVERSITAS AIRLANGGA SURABAYA**

**2019**

**LEARNING PORTFOLIO PKP  
COMMUNITY PHARMACY  
AT PUBLIC HEALTH CENTER OF XXX  
SURABAYA, 11-23 FEBRUARY 2019**



**Agnes Maharani,  
SFarm051713143009**

**PHARMACIST PROFESSION EDUCATION PROGRAM PERIOD 108  
FACULTY OF PHARMACY UNIVERSITAS AIRLANGGA SURABAYA  
2019**

**LEARNING PORTFOLIO PKP  
COMMUNITY PHARMACY  
FACULTY OF PHARMACY  
UNIVERSITAS AIRLANGGA SURABAYA  
07 JANUARY – 02 FEBRUARY 2019**



**Agnes Maharani, S.Farm  
051713143009**

**PROGRAM OF PHARMACIST PROFESSION EDUCATION PERIOD 108  
PHARMACY FACULTY OF UNIVERSITAS AIRLANGGA  
SURABAYA  
2019**

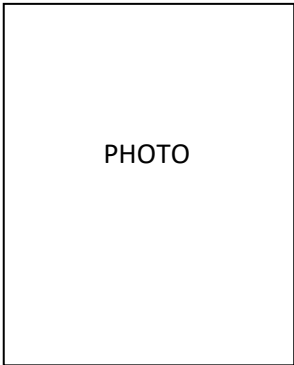
**APPENDIX 3**

**ACTIVITY OF PKP COMMUNITY PHARMACY**

Student's Name : .....

Student's Number : .....

Pharmacy's Name : .....



Activity	Activity Details	Practice	Preceptor Signature	Remarks
Orientation	Introduction to the pharmacy			
	Discussion with preceptor: PKP's Objectives and Learning Outcomes			
	Discussion with preceptor: PKP Timetable			
Observation	Layout of the pharmacy			
	Drugs Management in the pharmacy			
	Available Drug Types			
Storage	Requirements in drug storage			
	Narcotics and Psychotropics drugs			
	FIFO, FEFO			
	Look Alike Sound Alike (LASA)/(NORUM)			
	High Alerts drugs			
	Physical stock checking			
Pharmacy care	Prescription Service			
	Self-medication service/Responding to symptoms			
	Making care plans			

	Dealing with special health issues (Covid-19)			
Counseling	Basic counseling skills			
Pharmacy Establishment	Process of pharmacy establishment licensing			
	Drafting Practice Business Plans			
Waste management	Handling damaged and expired drugs			
	Reporting damaged and expired drugs			
	Drug Disposal			
Reporting	Reporting narcotics and psychotropic			
Drug Procurement	Order Letter			
	Criteria of Drug Selection and Procurement Processes			
	Administration for drug procurement (Invoice, etc.)			
	Payment and billing process			
Taxation	Tax Payment			
	Tax Report			
Health Promotion	Designing health promotion			
R & D	Designing R & D			

Note:

On column **Practice** mark with (√) when done by the student or (N/A) – Not Applicable when irrelevant.

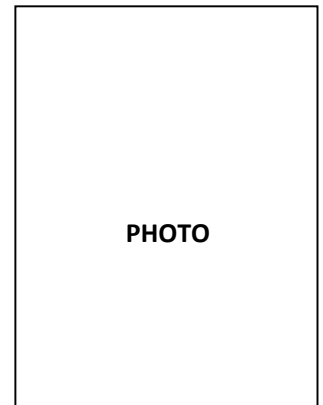
**APPENDIX 4**

**ACTIVITY OF PKP PUBLIC HEALTH CENTER**

Student's Name : .....

Student's Number : .....

Public health center's Name : .....



Activity	Activity Details	Practice	Preceptor Signature	Remarks
Orientation	Introduction to Public health center			
	Discussion with preceptor: PKP's Objectives and learning outcomes			
	Discussion with preceptor: PKP's Schedule			
Observation	Layouts of Public health center			
	Drug management in Public Health Center			
	Available Drug Types			
Storage	Requirements in drug storage			
	Narcotics and Psychotropics drugs			
	FIFO, FEFO			
	Look Alike Sound Alike (LASA)/(NORUM)			
	High Alerts drugs			
	Stock opname			
Pharmacy Care	Prescription Service			
	Making Care Plan			
	Dealing with special health issues			


	(Covid-19)			
	Home Pharmacy Care			
Counseling	Basic counselling skills			
Waste Management	Handling damaged and expired drugs			
	Reporting damaged and expired drugs			
	Drug Disposal			
Reporting	Reporting narcotics and psychotropic			
Drug Procurement	Order Letter			
	Criteria of Drug Selection and Procurement Processes			
	Administration for drug procurement (Invoice, etc)			
	Payment and billing process			
Health Promotion	Designing health promotion			
R & D	Designing R & D			

Note:

On column **Practice** mark with (√) when done by the student or (N/A) – Not Applicable when irrelevant.



**APPENDIX 5  
LOG BOOK OF COUNSELLING WITH ADVISOR FROM THE FACULTY**

	Universitas Airlangga Faculty of Pharmacy – Pharmacist Profession Education Program	PKPA Community Semester-2 Even 2022, Pg 24of 28pg	<b>RECORDS OF DISCUSSION EVIDENCE</b>	Revised by: Coordinator of Community Dept.	Form No.: <b>DP.1.4.4.R1</b>
	Process Records Guidelines Pharmacist Professional Fieldwork (PKPA) Community			Dr. apt. Yuni Priyandani, Sp.FRS.	Valid from:  Date. 1-4-2022

**RECORDS OF DISCUSSION EVIDENCE WITH THE ADVISOR**

Student Name		Advisor :
Student Number		
PKPA Pharmacy in		Preceptor:
PKPA PHC in		Preceptor:

The objectives of this Records of Discussion Evidence with the Advisor is:


1. As evidence of the records process that discussions have taken place, students are expected to have a minimum of 5 meetings until the last day when they show the final PKPA portfolio at the pharmacy and at the PHC with the advisor's signature on the manuscript assignment.
2. As a record of the discussion's topic/results/impressions, reflecting learning progress from the first meeting to the last.
3. Students must keep this discussion evidence sheet, can be shown to The Dean and Program Chair if necessary in the context of monitoring, evaluating, and considering answers/solutions to problems that may arise or judgement considerations.

Notes: If necessary, attach photocopies of discussion results or notes/instructions from the advisor.

↓filled in by students↓			Advisor Signature
No.	Date	Topics / Results / Impressions	
1.			
2.			
3.			
4.			
5.			
6.			
7.			

→This recording evidence sheet was created for the purpose of accountability in the mentoring process←

## APPENDIX 6 FORM EVALUATION BY ADVISOR


	Universitas Airlangga – Faculty of Pharmacy – Pharmacist Profession Education Program	PKPA Community Semester-2 Even 2022 Pg 25of 1 pg	<b>ASSESSMENT ADVISOR</b>	Revised by: Coordinator of Community Dept.	Form No.: <b>DP.1.4.2.R1</b>
	ASSESSMENT GUIDELINES PKPA COMMUNITY FIELD			Dr. apt. Yuni Priyandani, Sp.FRS.	Valid from: Date. 1-4-2022

### GRADES FOR MAKING A MANUSCRIPT OF PHARMACIST PROFESSIONAL WORK PRACTICE

PKPA participants		Assessment Guidelines				Average Numerical Value ↓ Pass ≥ 70 (B)
NAME		↓ <b>not all has to be filled in</b> ↓				
ST. No.		Learning Levels	Learning Report			
PHARMACY		Principle Concept Creative-Innovative	Knowledge Writing Language			
PUBLIC HEALTH CENTER						
Book		Component				
1.	Manuscript "Pharmacy Learning Portfolio"	Making daily records of "learning processes, learning outcomes and learning impressions" during PKP Pharmacy Community, learn to seek professional practice experience in pharmacy to achieve learning outcomes				
		Expressing "time management" skills, to capture opportunities to gain experience; Honest in self-assessment of learning outcomes by filling in the "learning checklist" for each component of the 7 Learning Outcomes.				
		The portfolio is also a "Learning History"; there is improvement and development from start to finish.				
2.	"Practice business plan" manuscript	2.1. Make a personal plan document after graduating to open a pharmacist professional practice in a pharmacy. Expressing self readiness as a prospective pharmacist to plan "where, how and what"				
		professional practice in Pharmacy. Strategic Planning, Management System, Service of Concepts-Procedures, Public/Social Care Initiative, Development Plan. (Focus on creating service schemes visible decisions-action) including preparing a CPD (Continuous Professionalism Development) plan.				
		2.2. Express the "social dimension (context) of pharmacy", as a form of positioning the pharmacy in society (social) in accordance with its role in the national health system, in the form of:				
		a. Care Plan: taken from examples of cases experienced during PKP in pharmacies (possibly from retrospective service cases in pharmacies).				
		b. Public Health: examples of Public Health Programs in pharmacies as a form of care for public health in the form of banners, posters, leaflets, education; Information services, etc.				
		c. Research & Development: ideas for pharmacy development based on observations during PKP in pharmacies .				
3.	Public health center	Manuscript of "Public Health Center Learning Portfolio": refers to "daily report" experiential learning				
Considerations for assessment from advisor:					Total	
					Final Average Grade →	
GRADE GUIDELINES			Assessment (Appovement) of Learning Outcomes Manuscripts			
Grade Range	Alphabet Grade	Grades	Learning Levels		Learning Report	
			Concepts-Principles	Creative-Innovative	Knowledge	Writing Language
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
86 – 100	A	4.0	Primary	Primary	Primary	Primary
78 – < 86	AB	3.5	Good & Correct	Very good	Good	Very good
70 – < 78	B	3.0	Correct	Good	Sufficient	Good
62 – < 70	BC	2.5	Sufficient	Sufficient	Less sufficient	Less sufficient
54 – < 62	C	2.0	Less sufficient	Less sufficient	Don't know	Not good
Notes (more can be written on the back of the paper):		Surabaya,		FFUA Advisor		
		Signature →				
		Name →				

APPENDIX 7

Assessment Form by Preceptor at the Pharmacy (during the pandemic also use Google Forms Link)


	Universitas Airlangga - Faculty of Pharmacy – Pharmacist Profession Education Program	PKPA Community Semester-2 Even 2022 Pg 26of 1 pg	<b>ASSESSMENT OF PHARMACY MANAGERS (PRECEPTOR)</b>	Revised by: Coordinator of Community Dept.  Dr. apt. Yuni Priyandani, Sp.FRS.	Form No.: <b>DP.142.R1</b> Valid from:  Date. 1-4-2022
	PROCESS ASSESSMENT GUIDELINES PKPA COMMUNITY FIELD IN PHARMACY				

**GRADES OF THE PHARMACY PROFESSIONAL FIELD WORK PROCESS IN THE PHARMACY**

PKP participants		Assessment Guidelines (not all has to be filled in)				Average Grade ↓ Pass ≥ 70 (B)
NAME		Learning Motivation		Attitude-Behavior-Professionalism		
St. No.		Under-stand	See the process	Doing	Experi-ence	
PHARMACY		1	2	3	4	
Outcomes		Component				
1.	Professional judgment Procurement (order-receive); Recording-Storage; Compounding-Dispensing; Reception (customer service); Administration (Ix = Information sheet); Care-Plan					
2.	System Management Pharmaceuticals; Financial ; Teamwork; Internal practice/works; Information systems					
3.	Practice Business Plan Readiness of business plan, road map and documents to open professional practice in Pharmacy as a new prospectus Pharmacist with high professionalism and entrepreneurship: Leadership & Staff; Money management plan; Medication management plan; Service Plans (Rx & Non-Rx); Self-development & practice					
4.	Pharmaceutical care Rx → Ox: Pharmacotherapy Workup; Goals of Therapy → DIP; Planning: Table , (DIP → Care Plan + Ix); Mx: Monitoring (communication); Ax: Action (resolve DIP)					
5.	Public Health Posters ; Leaflets ; Health environmental Issues; Public information & Public Care ; Social Responsibility (Social service). (care for public health)					
6.	Research and Development Document-based: pharmacy (economy; epidemiology; genome inc); People-based: customer satisfaction, pharmacovigilance, and public health. (concept map)					
7.	Continuous Professionalism Development Development learning portfolio; Reflection learning results/achievement; Continuing Learning Plan (passion for a continuous learning plan )					
Considerations for assessment from pharmacy preceptors:					Total	
					<b>Final Average Grade →</b>	
GRADE GUIDELINES			Experiential Learning Achievement (Reality)			
Grade Range	Alphabet Grades	Grades	Learning Motivation		Attitude-Behavious-Professionalism	
			Understand	See process	Doing	Experience
86 – 100	A	4.0	1	2	3	4
78 – <86	AB	3.5	Very good	Very good	Good	Much
70 – <78	B	<b>Pass →</b>	Correct	Good	Sufficient	Good
62 – <70	BC	2.5	Not good	Less Sufficient	Less sufficient	Sufficient
54 – <62	C	2.0	Poor			Less Sufficient
Notes :			Surabaya, Date.			
Further information/assessment regarding the impression of student attitudes and behavior can be written on the back of the paper.			<b>APA PKP Advisor in the Pharmacy (Preceptor)</b>			
			Signature →			
			Name →			

## APPENDIX 8

### Assessment Form By Preceptor at the PHC (during the pandemic also use Google Forms Link)

	Airlangga University – Faculty of Pharmacy – Program Pharmacist Professional Education	Community PKPA Semester-2 Even 2022 Pg 27of 1 pg	<b>ASSESSMENT OF HEALTH CENTER PHARMACY</b> <b>(PRECEPTOR)</b>	Revised by: Bid Coordinator. Community  Dr. apt. Yuni Priyandani, Sp.FRS.	Form No.: <b>DP.1.4.2.R1</b> Valid from:  Date. 1-4-2022
	PROCESS ASSESSMENT GUIDELINES PKPA COMMUNITY FIELD IN PUSKESMAS				

### THE VALUE OF THE PRACTICE PROCESS OF THE PHARMACY PROFESSION IN THE PUBLIC HEALTH CENTER

PKP participants		Assessment Guidelines				Average Grade
NAME		<b>(not all has to be filled in)</b>				
St. No.		Learning Motivation	Attitude-Behavior-Professionalism			
Public health center		Under stands	See the process	Doing	Experi ence	
Outcomes	Component	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>1. Professional Judgment</b>						
Ability to understand and perform the role of making professional decisions, being responsible in all types of professional actions and pharmaceutical work according to standards pharmaceutical practices set by the government (at PHC) Procurement planning; Receipt of Record → Keeping →; Compounding-Dispensing; Administration and information; Counselling Activities						
<b>2. System Management</b> →(see also Portfolio)						
Ability to understand the duties/functions of the profession as the person responsible for a quality management system for professional practice as a pharmacist at the Public Health Center ( Medicine; Information; Pharmacotherapy; Public Health)						
<b>3. Pharmaceutical Care</b> →(see also Portfolio)						
Ability to implement pharmaceutical care (care plan) in pharmaceutical services at the Public Health Center (Pharmacotherapy Workup, Rx-Ox, Goal of Therapy (GOTx); DTPx; Care Plan (Ix-Mk-Ax); Nx; (Px treatment record)						
<b>4. Public Health</b> →(see also Portfolio)						
Ability to create information systems and carry out activities relevant to care for public health through outreach activities inside and outside the Public Health Center (Quality-Safety-Efficacy; Pharmaceutical Care; Hospital/ Medicine-induced disorders; Preventive pharmacotherapy; Correct drug use; Supportive pharmacotherapy)						
<b>5. Research and Development</b> →(see also Portfolio)						
Ability to prepare research plans/proposals based on data available at the Public Health Center and/or which can be accessed by the community. (Research : Management; Complaint; Satisfaction; Pharmacoecconomy; pharmacoepidemiology Development : CPx Module, Information Sheet/Booklet, Manual Procedure)						
<b>6. Continuous Professionalism Development</b> →(see also Portfolio)						
Ability to create a learning portfolio and study plan to develop one's professionalism as a professional at the Public Health Center. Learning Portfolio Development : determination and diligence in writing a portfolio. Learning Reflection and Improvement : the ability to write learning impressions and learning progress.						
Considerations for assessment from health center preceptors:					Total	
					<b>Final Average Grade→</b>	
GRADE GUIDELINES			Experiential Learning Achievement (Reality)			
Grade Range	Alphabet Grade	Grades	Learning Motivation		Attitude-Behaviour-Professionalism	
			Understand	See process	Doing	Experience
86 – 100	A	4.0	Primary	Primary	Very good	Very much
78 – <86	AB	3.5	Very well	Very well	Good	Much
70 – <78	B	<b>Pass→</b>	Good	Good	Enough	Enough
62 – <70	BC	2.5	Not good	Not enough	Not enough	Not enough
54 – <62	C	2.0	Less sufficient			
			Know,		Surabaya, Date.	
			<b>Head of Public Health Center</b>		<b>Public Health Center's Pharmacist Advisor (Preceptor)</b>	
Signature →						
Name →						