Pharm 305
Preceptor Course Review
SPRING 2018

Experiential Education Program
Faculty of Pharmacy and Pharmaceutical Sciences
UofA

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• Preceptor Resources
• Course Overview
• What’s New?
• Course Activities & Assignments
• Assessing Your Student
• Preceptor Roles and Responsibilities
First of All!

A small sample of student comments from last year: Too many to include all!

*With my preceptors guidance and support I have gained more confidence in myself and in counselling patients. It was a very comfortable environment to learn in.*

I learned a lot of things such as dispensing, developing a care plan, communicating with patients and counselling.

*Both of my preceptors taught me a lot. Everyone in the dispensary team pitched in to help me out. Overall, it was an excellent experience.*

My preceptor provided me with plenty of teaching moments. He allowed me to have a lot of 1-on-1 time with patients that helped me improve on my patient care skills.

*Throughout the placement, my preceptor provided a lot of feedback that allowed me to improve.*
U of A Pharmacy Faculty Website

• https://www.ualberta.ca/pharmacy/preceptors

• Course Information
  • Syllabi
  • Preceptor Quick Reference Guide
  • Modifiable Schedule

• News and Events
  • Preceptor Appreciation Events and Workshops

• Training and Resources
  • Preceptor Guide
  • Experiential Program Policies and Procedures Manual
  • Patient Care Process Module Podcasts
  • ACP Continuing Competence Program Resources
  • Library Access Form

• Preceptor Benefits and Awards

Check it out!
Faculty of Pharmacy and Pharmaceutical Sciences

Preceptors

Preceptors are the “heart” of the pharmacy profession and make substantial contributions to the advancement of our students and the profession.

In this section

Course Information
Comprehensive reviews and manuals to give you information about the course you are precepting.

News and Events
News and event information.

How to Become a Preceptor
Outlines the steps you take to get started as a preceptor.

Training and Resources
Information on training opportunities and preceptor/course resources.

Four distinct areas of preceptorship

The success of this program is due to our preceptors’ dedication. They create patient care opportunities, guide students and then assess our student’s performance.

These committed professionals work in a wide variety of sites:

- Institutions
- Community pharmacies
- Ambulatory clinics (including Primary Care Networks or Family Care Clinics)
- Specialty sites/Out of province

Academy of Preceptors
View or download the list of our Preceptors, Aug 2015 to Aug 2016

Become a preceptor

PBS Information Session for Preceptors
View the Adobe Connect Recording

Dean’s Grand Rounds Series, Dr. Ali – Professionalism
View the Adobe Connect Recording
Quick Reference Guide

1 month prior to start of placement emailed via RxPreceptor to each primary preceptor. Includes:

• Summary of “What’s New”
• Instructions for viewing student information “requirements” posted on RxPreceptor
• Hyperlinks to Course Syllabus, Policies and Procedures Manual, Preceptor Guide, etc
• Summary tables: activities, preceptor discussions, assignments
• Learning Plan Information
• Assessment information; tips and suggestions
• Orientation Checklist
Course Overview

What’s New

and

What’s Not New, But Is Still Really Important
Pharm 305: The Course

**FOCUS:** introduction to community pharmacy practice
- practice basic skills; including communication
- participate in patient care
- socialization in the profession
- observe pharmacist role; providing patient care, use of clinical judgment and decision making to improve patient outcomes

<table>
<thead>
<tr>
<th>Pharmacist Role Emphasized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
</tr>
<tr>
<td>Scholar</td>
</tr>
<tr>
<td>Communicator</td>
</tr>
<tr>
<td>Health - Advocate</td>
</tr>
<tr>
<td>Care Provider</td>
</tr>
<tr>
<td>Manager - Leader</td>
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<tr>
<td>Collaborator</td>
</tr>
</tbody>
</table>

- Activities and discussions allow student to learn about pharmacist practice in a community setting.
- Build basic skills & apply what they learned in classroom and skills labs
First Year Courses

Class Room:  Medicinal Chemistry    Communication
Drug Information    Pharmacy Math
Dispensing Workflow    Pharmaceutics (compounding)
Critical appraisal of literature
Pharmaceutical Biotech and Immunology
Introduction to Patient Care Process

Therapeutic Modules:  Dermatology (warts, dermatitis, psoriasis, acne, lice, etc.)
EENT: allergic rhinitis, general ear conditions, glaucoma, etc

Skills Lab:  Focus on professionalism and communication skills (patients, team)
  Patient-centered care and health assessment
  Medication/medical history
  Care plan creation and patient care process
  Documentation - basic
  Patient education
Drug information & basic literature evaluation
Dispensing/compounding
Placement Dates

• Block 1: May 7 – June 1, 2018
• Block 2: June 4 – 29, 2018

* Stat: Monday, May 21; preceptor discretion
What’s New in Pharm 305…not too much

• Learning Plan:
  • will involve a “Communication” goal
    • more focus compared to last year
  • continued skill from their communication course
  • student should be more aware and confident with this goal

• Dispensing activity:
  • Students must participate in dispensing process for a minimum of 40 patients (increased from 20)

• Students post their Resume/CV (1 month prior) and Learning Plan (1 week prior) as a “requirement” in RxPreceptor (not MyCred)
How to View a Student Requirement

• Log into RxPreceptor, select your student (drop down)
• Scroll down to the Student’s Requirement section
• Click on the File button to view the uploaded file (if one has been uploaded)
• Any troubles contact phexed@ualberta.ca or 780-492-9780
New Grading Policy: FINAL Student Performance Assessment

• PREVIOUSLY: Students needed to receive ALL grades of “Meets an Acceptable Level of Performance” at the final to pass.
• NOW: can receive some grades of “Needs Improvement” at final and pass

NEW CRITERIA: Students must;

1. Achieve a rating of “Meets an Acceptable Level of Performance” on all Professionalism outcomes AND

2. Have no more than 3 (Maximum of 2 for Care Provider) outcomes achieve a rating of “Needs Improvement to Reach an Acceptable level of Performance” AND

3. Have ZERO ratings of “Not Meeting an Acceptable Level of Performance”
What’s Not New But Still Important

• RxPreceptor emails from CORE ELMS
• Absence Tracking through RxPreceptor
• Professionalism: initiative, appropriate appearance, punctual
• Communication: verbal and written
• Patient Care activities
  • Medical and Medication Histories
  • Patient Counselling of Prescription and OTC Topical Preparations
• Collaboration with dispensary team & other health professionals
• Health Advocacy
• Drug Information questions
• Drug Distribution process
Course Activities and Assignments

Brief Review to highlight changes

Refer to *Quick Reference Guide* for further information
Learning Plan: Part 1: posted as requirement in RxPreceptor at least 1 week prior to start of placement to allow you to review

Part 1: Student Skills Inventory (acts as “self assessment”)
- Students rate their level of “comfort” performing select skills prior to starting the placement.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Student considers their ability to:</th>
<th>Comfort Scale</th>
<th>Comments (to provide perspective to rating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with patients during medication reviews</td>
<td>- Introduce self and establish rapport.</td>
<td>1 2 3 4 5</td>
<td>Uncomfortable Comfortable</td>
</tr>
<tr>
<td></td>
<td>- Speak clearly with appropriate confidence.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- Listen in a way that picks up patient cues and adapts responses.</td>
<td></td>
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<tr>
<td></td>
<td>- Explore patient’s perspective and is interested in listening.</td>
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<tr>
<td>Gathering information to create a Patient Database (includes allergy/</td>
<td>- Gather sufficient information while having a 2 way discussion in a conversational manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intolerance and adherence assessment)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Creating Basic Care Plan for conditions covered in the curriculum</td>
<td>- Determine if medications are indicated, effective, safe and patient can use/adhere.</td>
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<td></td>
</tr>
</tbody>
</table>
Learning Plan Part 2: posted as requirement in RxPreceptor with Skills inventory

Part 2: Learning Goal; Students will:

- State 1 goal communication goal they are working on in their communications course using SMART format.
- Post Learning Plan template (below) along with Skills Inventory at least 1 week prior to the start of placement to allow preceptor to review.
- Preceptor & student discuss & finalize goal & details during first few days of placement and student will post revised Learning Plan on RxPreceptor.
- Discuss progress achieved for Learning Plan goal with preceptor at midpoint and final. Post revised Learning Plan both at midpoint & final.

<table>
<thead>
<tr>
<th>LEARNING GOAL (Stated in SMART format):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the resources and strategies you will use to achieve your learning goal</td>
</tr>
</tbody>
</table>

| Indicators of Progress: State the indicators that will inform you of your progress or achievement across the 4 weeks. Examples: debriefing with preceptor, receiving feedback from team members, self-reflection, etc |

<table>
<thead>
<tr>
<th>Progress at MIDPOINT (end week 2)</th>
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</thead>
<tbody>
<tr>
<td>Student to summarize: Key accomplishments. What has been achieved so far?</td>
</tr>
<tr>
<td>Are there goals that need to be added based on my Midpoint Student Performance Assessment? (grades of Needs Improvement)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress at FINAL (end week 4)</th>
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</thead>
<tbody>
<tr>
<td>Student to summarize: Key accomplishments. What did I achieve? What requires further improvement and that I need to continue to work on?</td>
</tr>
</tbody>
</table>

Student to type progress here
CARE PROVIDER Activities

1. PRIMARY ACTIVITY: Patient Medication History
   • **Minimum 3**: one prior to midpoint for feedback & assessment
   • Dermatology; only therapeutic module completed

Preceptor should:
• Assist with patient recruitment: at least first one
• Directly observe first session beginning of placement & provide feedback

Student should:
• After session, complete assessment & develop care plan using the Pharmacy Care Plan Worksheet from information gathered using Medical/Medication Review Form
  • students have used both forms during first year
• Review with preceptor prior to giving patient advice unless it is very obvious (i.e. change to snap caps, compliance packaging)
• Complete Medication Record (on-line resources in syllabus)
  • consider as a BPMH
  • vaccination/other medical information can also be added to the record
• Document findings on patient profile: DAP (Data, Assessment, Plan) note
  • brief & for continuity
<table>
<thead>
<tr>
<th>MEDICAL CONDITION AND/OR DRPs</th>
<th>GOALS OF THERAPY</th>
<th>ALTERNATIVES</th>
<th>RECOMMENDATIONS/PLAN</th>
<th>MONITORING PARAMETERS</th>
<th>FOLLOW-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each medical condition and/or DRP identified, create an integrated pharmacy care plan. List and prioritize each medical condition first, followed by any DRPs identified for a given condition. Although some medical conditions may not have a DRP, a care plan is still necessary for ongoing patient monitoring. DRP Categories: Indication: 1. Unnecessary drug therapy, 2. additional drug required, Effectiveness: 3. ineffective drug, 4. dose too low, Safety: 5. adverse drug reaction/interactions, 6. dose too high, Compliance: 7. Non-adherence.</td>
<td>For each medical condition and/or DRP state desired goals of therapy. Goals: cure, prevent, slow/stop progression, reduce/eliminate symptoms, normalize a lab value. (Consider realistic goals determined through patient discussion. Goals of therapy are measurable or observable parameters that are used to evaluate the efficacy and safety of therapy).</td>
<td>Compare relevant drug and non-drug therapies that will produce desired goals. List the pros and cons of each therapy. (Consider indication, efficacy, safety, adherence and cost/coverage).</td>
<td>In collaboration with the patient and other providers, select the best alternative and implement the plan. Provide a rationale for the chosen plan. Consider: Drugs: consider drug formulation, route, dose, frequency, schedule, duration, medication management. Non-drug: non-drug measures, education, patient referral.</td>
<td>Determine the parameters for monitoring efficacy and safety for each therapy. (Consider clinical and laboratory parameters, the degree of change and the time frame).</td>
<td>Determine who, how and when follow-up will occur.</td>
</tr>
</tbody>
</table>

**ASSESSMENT CHECKLIST**
- [ ] Therapeutic goal/outcome(s) stated?
- [ ] Patient goal incorporated (if appropriate)
- [ ] Is an assessment of each DRP provided (factors considered to influence/determine a plan)?
- [ ] Are alternatives (with rationale for each) provided that would be considered acceptable for a first year student? (First year students will likely require assistance)
- [ ] Plan/recommendations are outlined includes:
  - [ ] Dosing considerations
  - [ ] Patient preferences
- [ ] Monitoring plan present includes:
  - [ ] Safety
  - [ ] Efficacy
  - [ ] Frequency
  - [ ] Duration (if appropriate)
  - [ ] Which healthcare provider will follow-up (first year students will likely require assistance)
- [ ] Follow-up plan present includes:
  - [ ] Who
  - [ ] How
  - [ ] When
- [ ] Includes outcome (if possible)
CARE PROVIDER Activities

**Primary Focus:** assess student’s ability to gather information

By talking to patients, students should:

- *Determine* medical conditions & indication for medications
- *Address* adherence, administration, patient goals
- *Address* effectiveness & safety (basic level due to limited therapeutics)
- *Develop* care plan & documentation (DAP note) for computer profile

- Focus is determining DRPSs related to above, medical conditions & patient goals
- Likely need preceptor support beyond assessment
- Other columns on care plan worksheet (alternatives, monitoring, etc.) beyond their abilities...but they can try!
- Write up as many care plan worksheets as needed for practice; preceptor review helpful

**ASSIGNMENT:** Post 1 Medical/Medication review Form & corresponding Care plan with 1 DRP for 1 patient along with relevant background data.
Other CARE PROVIDER Activities

2. Counselling of Topical Rxs
   • all types of topicals; eye & ear drops, vag, rectal, etc.

3. OTC Counseling of OTC Dermatological Preparation

   Students should:
   • develop Pharmacy Care Plan worksheet for all 3 Care Provider activities; helps develop systematic process skills
   • role play activities 2 and 3 if opportunities don’t arise

• DISCUSSION ACTIVITIES: about practice

Reminder: Patient Care Process eModules on Faculty webpage:  http://pharm.ualberta.ca/preceptors/training-and-resources
CARE PROVIDER: Preceptor Tips and Suggestions

• Prepare with student prior to initiating activity
  • discuss steps involved, discuss your expectations
  • student should observe preceptor complete 1 patient interview
  • student should prepare & share with preceptor their planned approach

• Students conduct session/activity with supervision/observation initially; may be able to have indirect supervision after preceptor comfortable with demonstrated skills. Then
  • debrief with preceptor
  • preceptor provides feedback to student

• Patient profile documentation; may require practice, should have clear intent & include only relevant information

• ALL care plans and documentation should be reviewed by preceptor
COLLABORATOR

• Concept of inter-professional practice introduced early
• **ACTIVITY:** Community Based Inter-Professional Collaboration
• Identify health care practices in community available to patients (eg. physiotherapists, chiropractors, dieticians, well baby clinics, etc.)
• Visit with practitioner to briefly discuss (15-20 mins) healthcare professional collaboration
  • **Prior to visit:** student should discuss their expectations with you
    - students given *IP Student Shadowing Cards* to use to guide discussion
  • **After visit:** debrief with you
• **DISCUSSION ACTIVITIES:** with techs & assistants (Intra-Professional) about roles & scope of practice

**ASSIGNMENT:** Inter-Professional Reflection of Experience; your review not required
HEALTH ADVOCATE

• **ACTIVITY:** Prepare or participate in health promotion initiative at pharmacy OR in community

Examples:
• creating sun safety or first aid display, diabetes or blood pressure screening day at pharmacy, giving presentation to seniors group or school
• Most students will need some degree of help
• Group activity is fine if there are other students in the community

• **DISCUSSION ACTIVITIES**
• **ACTIVITY:** students should be completing all drug information questions
  • DI form available to students in eClass or use site specific form
  • **DISCUSSION ACTIVITIES:** PADIS, Netcare, medical & drug information resources at practice site
  • Provide preceptors with overview of U of A Library: upon request
    [https://www.ualberta.ca/pharmacy/preceptors/preceptors/training-and-resources/library-resources](https://www.ualberta.ca/pharmacy/preceptors/preceptors/training-and-resources/library-resources)
MANAGER - LEADER

• Participate with dispensing; not formally assessed on dispensing or compounding proficiency

• **ACTIVITY:** Patient Information Requirements
  • Complete “*Patient Information*” section of Institute for Safe Medication Practices (ISMP) Self-Assessment for Community & Ambulatory Pharmacy
  • Discuss findings with preceptor: purpose is to have positive discussion about practice requirements as well as challenges

• **ACTIVITY:** Medication & Patient Safety
  • Complete “*Quality Processes & Risk Management*” section of ISMP Medication Safety Self-Assessment for Community/ Ambulatory Pharmacy
  • Discuss findings with preceptor

• **ASSIGNMENT:** Following discussion, choose 1 characteristic to include in Medication & Patient Safety Assignment
Assessing Your Student

Assessments YOU complete of student
Assessments STUDENTS complete
Course Evaluations
Student Performance Assessments

• RxPreceptor allows only 1 primary preceptor to be assigned
  • ensure comments are shared between preceptors
• Options we have seen co-preceptors do to address this:
  • Primary preceptor logs in for other preceptor; enter their comments.
  • Primary Preceptor shares their RxPreceptor password with other preceptor so each has access.
  • Print assessment forms; share with other preceptor to write comments & submit back to primary preceptor. Comments could be also be emailed

Your RxPreceptor password can be changed before & after placement. Easy to do; “reset password” on RxPreceptor landing page.
- Preceptors can set up ‘temporary password’ to maintain password integrity.
- Contact phexed@ualberta.ca if you have questions.
## Assessments: Preceptors Complete

<table>
<thead>
<tr>
<th>Assessment /Evaluation</th>
<th>Completion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early</strong> Assessment of Student</td>
<td>End of <strong>Week 1</strong></td>
<td>- Identifies early concerns, mostly involves professionalism criteria&lt;br&gt;- Quick, 5-10 mins to complete</td>
</tr>
<tr>
<td><strong>Midpoint</strong> Student Performance</td>
<td>End of <strong>Week 2</strong></td>
<td>- Assess behaviours/skills&lt;br&gt;- 6 learning outcome areas (professional, care provider, etc.) are assessed; 17 specific outcomes&lt;br&gt;- End of form; Identification of Expectations &amp; Areas for Focus for next 2 weeks; discuss with student&lt;br&gt;- Student to include areas that NI to Learning Plan&lt;br&gt;- NO GRADE GIVEN (pass or fail)</td>
</tr>
<tr>
<td><strong>Final</strong> Student performance</td>
<td>End of <strong>Week 4</strong></td>
<td>- Behaviours/skills assessed same as midpoint&lt;br&gt;- “Placement Grade” given preceptor; PASS or FAIL&lt;br&gt;- Faculty provides “Course Grade” based on assessment &amp; assignment review</td>
</tr>
<tr>
<td><strong>Preceptor</strong> Evaluation/Survey</td>
<td>End of placement</td>
<td>- Link to survey emailed; not RxPreceptor&lt;br&gt;- Comments appreciated! (~ 5-10 mins to complete&lt;br&gt;- Anonymous; can request Faculty to contact you</td>
</tr>
</tbody>
</table>
Student Performance Assessment: Grades

- Preceptors provide **overall mark** for each outcome:
  - *Not Meeting* an Acceptable level of performance
  - *Needs Improvement* to Reach an Acceptable Level of Performance
  - *Meets* Acceptable Level of Performance
  - *Exceeds* an Acceptable Level of Performance
- Needs Improvement: **OK at MIDPOINT**
  - more practice, effort & time you think student will pass
- **Not Meeting an Acceptable Level of Performance**: indicates major concerns, Faculty must be notified by midpoint at latest
- You may be contacted by Faculty; **just to ensure things are OK**
- **NEW!** To pass: students must;
  1. Achieve rating of “Meets an Acceptable Level of Performance” on ALL *Professionalism* outcomes **AND**
  2. Have no more than 3 (Max of 2 for Care Provider) outcomes achieve rating of “Needs Improvement” **AND**
  3. Have ZERO ratings of “Not Meeting an Acceptable Level of Performance”
### Student Performance Assessment: Example

**Care Provider**

Please provide an overall rating for each of the Care Provider outcomes.

<table>
<thead>
<tr>
<th>Care Provider Outcome 1: Develops and maintains professional relationships with patients/care givers</th>
</tr>
</thead>
</table>
| When making your overall rating, please reflect on how strongly you agree or disagree that your student:
  - engages patient: *may require some preceptor prompting and guidance*
  - exhibits sensitivity, respect and empathy with patients and care givers
  - identifies/responds to patient cues *with preceptor guidance*

<table>
<thead>
<tr>
<th>MIDPOINT</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Exceeds an Acceptable level of Performance</td>
<td></td>
</tr>
<tr>
<td>Meets an Acceptable Level of Performance</td>
<td></td>
</tr>
<tr>
<td>Needs Improvement to Reach an Acceptable Level of Performance</td>
<td></td>
</tr>
<tr>
<td>Not meeting an Acceptable Level of Performance</td>
<td></td>
</tr>
<tr>
<td>Unable to Rate (Midpoint Only)</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Exceeds an Acceptable level of Performance</td>
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<td>Meets an Acceptable Level of Performance</td>
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<tr>
<td>Needs Improvement to Reach an Acceptable Level of Performance</td>
<td></td>
</tr>
<tr>
<td>Not meeting an Acceptable Level of Performance</td>
<td></td>
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<tr>
<td>Unable to Rate (Midpoint Only)</td>
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</tbody>
</table>

**Descriptors for each outcome**

<table>
<thead>
<tr>
<th>Care Provider Outcome 2: Gathers relevant medical and medication history</th>
</tr>
</thead>
</table>
| When making your overall rating, please reflect on how strongly you agree or disagree that your student:
  - utilizes multiple sources of patient information (i.e. Netcare, patient/caregiver, patient profile/chart, other healthcare providers)
  - employs effective interviewing techniques (i.e. appropriate open and closed ended questions)
  - employs a systematic process to gather data accurately based on the Patient Care Process document with preceptor guidance
  - gathers the appropriate amount of information *with preceptor guidance*
  - retrieves and assesses relevant lab tests and diagnostic assessments *with preceptor guidance*
  - is improving timeliness and efficiency over the course of the placement
  - attempts to clarify and manage conflicting data, seeking support when necessary |

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Required</td>
<td></td>
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<tr>
<td>Not meeting an Acceptable Level of Performance</td>
<td></td>
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<tr>
<td>Unable to Rate (Midpoint Only)</td>
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<tr>
<td>Required</td>
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<td>Unable to Rate (Midpoint Only)</td>
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</table>

**Care Provider Outcome 3: Determine medical conditions and assess if the patient’s medication-related needs are being met**

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

<table>
<thead>
<tr>
<th>Care Provider Outcome 3: Determine medical conditions and assess if the patient’s medication-related needs are being met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider patient perspective/priorities regarding meeting medication-related needs</td>
</tr>
<tr>
<td>Determines patient’s medical condition(s)</td>
</tr>
<tr>
<td>Assesses drug therapy for indication, efficacy, adherence and safety to identify DRPs with minimal preceptor guidance for therapeutic areas ALREADY covered in the curriculum (see Preceptor Guide for list)</td>
</tr>
<tr>
<td>Attempts to assess drug therapy and identify DRPs for therapeutic areas NOT covered in the curriculum <em>with preceptor guidance</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tr>
<td>Needs Improvement to Reach an Acceptable Level of Performance</td>
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<tr>
<td>Not meeting an Acceptable Level of Performance</td>
<td></td>
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<tr>
<td>Unable to Rate (Midpoint Only)</td>
<td></td>
</tr>
<tr>
<td>Required</td>
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<tr>
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<tr>
<td>Unable to Rate (Midpoint Only)</td>
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</table>

**Save work frequently when completing!**
Assessment Tips

• You can review assessments in advance on RxPreceptor
• Remember to review Student Self Assessment (especially at midpoint) before completing Student Performance Assessments: good comparator
• Discuss assessments with student; acknowledgement on form
• Discourage use of “Exceeds” at midpoint unless student is outstanding
• Comment boxes are helpful for student & Faculty; be specific
• Midpoint Identification of Goals:
  • After midpoint assessment important to discuss “action plan”
  • Student will add outcomes that received “Needs Improvement” to their midpoint Learning Plan to ensure that they are addressed.

Webinar: Completion of Assessments Overview (14 mins):
https://youtu.be/helc7ynfe_k
Assessment Tips

• What if student clearly is struggling, needs improvement or you have concerns???
  • **CONTACT THE FACULTY ASAP**; Renette or Marlene
  • You do not need to wait until midpoint if concerned

• Important:
  • tell student your concerns
  • provide specific feedback
  • document with specific examples
  • advise student to contact the Faculty (Renette or Marlene)
# Assessments: Students Complete

<table>
<thead>
<tr>
<th>Assessment/Evaluation</th>
<th>Completion</th>
<th>Comments</th>
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</table>
| Early Assessment of Preceptor          | End of Week 1 of placement                       | - Identifies early concerns, mostly professionalism criteria  
                                           |                                                 | - Quick; 5-10 mins to complete                  |
| Student Self Assessments; Midpoint and Final | End of Week 2 and End of Week 4 of placement | - Compare Student Performance Assessment (completed by preceptor) with Student Self Assessment  
                                           |                                                 | - At midpoint, student should provide this to you  
                                           |                                                 | 1-2 days in advance of assessment review        
                                           |                                                 | - At final; include in final assessment review; good comparator |
| Assessment of Preceptor and Site; Midpoint and Final | End of Week 2 and Week 4 | - To be discussed with preceptor                                                                  |
| 1. Course Evaluation                   | End of Week 4; after student has completed course | - Comments about all aspects of the course  
                                           |                                                 | - Final quality assurance check                 |
| 2. Post Course Preceptor and Site Evaluation | End of Week 4; after student has completed course |                                                                                                   |
Preceptor Roles and Responsibilities

- Pre-Placement Planning
- Co-Precepting
- Correspondence
- Policies and Procedures
Preceptor Roles

• **Pharm 305: preceptor usually providing direct instruction, modeling & coaching**
  - student observes preceptor → student assists preceptor → student performs while preceptor observes → student performs independently

• **Guide** student through course; roles and responsibilities of community practice

• **Provide** regular feedback; debriefing after activities is key to learning

• **Supervision** - guiding principle: *ensure patient safety*

**ACP:**  
**Direct Supervision:** Restricted Activities: Dispensing Schedule 1 & 2 drugs, administer vaccines, adapting, emergency prescribing  
**Indirect Supervision:**  
Other patient care related activities preceptor’s discretion how often & how independently an activity is done

• **Review documentation:** care plans, DAP notes

• **Assess** the student; formally & informally

• **Contact us** if needed
Pre-Placement Planning

• Ensure you can log into RxPreceptor; contact: phexed@ualberta.ca or 780-492-9780 with any concerns: log-in, viewing, assessments

• Good idea to start developing schedule template; weekend & evenings OK
  • modifiable calendar posted on preceptor website (link in Quick Reference Guide)

• Coordinate orientation & activities with team, co-preceptor (if applicable) and other health care professionals

• Students should have already contacted you about Netcare Registration: important to submit form early!

• Review Quick Reference Guide will be emailed 4 weeks prior to start; resources and tools

• Important to reply to student to confirm you have reviewed their CV/resume on RxPreceptor; advise about Day 1 & other details (i.e. what they should bring, how they should prepare)
Co-Precepting

Often precepting in teams of 1-2 preceptors. **Important to consider:**

- **Planning:** meet prior to student starting to plan. *Try to schedule preceptors in “time blocks” vs changing daily*
- **Communication:** establish how you will communicate; especially in transition between preceptors
- **Expectations:** discuss having consistent expectations
- **Assessment:** if primary preceptor is not completing the assessments, determine who will. How will RxPreceptor be accessed? Have plan for each preceptor involved to contribute.
  - If student is struggling, preceptors develop an action plan, Faculty can help.
- **Debrief:** after placement, *what went well? changes?*
- Information about new models of precepting and co-precepting on faculty website

http://pharm.ualberta.ca/preceptors/training-and-resources/models-of-precepting/co-precepting-model
ExEd Policies and Procedures Manual

• Online; link to manual in Quick Reference Guide
• Outlines student responsibilities and course policies
• Attendance: 40 hours/week; 5 x 8 hour days
  • **May 21**: stat holiday; preceptor’s discretion
• Absences: students must record request in RxPreceptor Absence Tracker; you confirm/deny
  • Sickness: if > 1 day missed, time must be made up
  • Bereavement (for family member); same as above
  • Contact faculty for guidance
• Cannot take another course at same time as placement
• Change of schedule outside of stated timelines must be approved by course coordinator in advance of change
• Schedule routine medical appts outside of course time
• If unsure best to check with us!
What To Do?

• If you think you have a problem; you usually do!!!
• Please call Faculty early
  • Renette Bertholet: renette@ualberta; 780-492-8066
  • Marlene Gukert: mgukert@ualberta.ca; 403-254-6449
    • you might not have experienced the issue before but we likely have
    • we would like to assist you in any way we can!
    • no concern is too small; we develop plan and work together
    • encourage student to contact Faculty
    • IMPT to discuss difficulties with students, concerns should not be a surprise; specific feedback helpful with examples for student
• Contacts listed in syllabus, website or just contact: phexed@ualberta.ca or 780.492.9780; will triage
• Course Questions; contact Marlene; mgukert@ualberta.ca
• RxPreceptor Questions: contact phexed@ualberta.ca