Pharm 354

Preceptor Course Review

SPRING 2020

Experiential Education Program

Faculty of Pharmacy and Pharmaceutical Sciences
UofA

Renette Bertholet: renette@ualberta.ca

Course Coordinator and Community Practice Coordinator
• Preceptor Resources
• Course Overview
  • What’s New? Different times!!!!!
  • Assignments and Activities
  • Assessments
• Preceptor Roles and Responsibilities
• Contact information
Preceptor Resources

• HUGE, HUGE THANK YOU!!!!! These are exceptional times and you are exceptional preceptors

• U of A Pharmacy Faculty Website
  https://www.ualberta.ca/pharmacy/preceptors

  • Go to Pharm 354 Section for course information: tools, podcasts, syllabus and calendar templates are posted

• Training and Resources
  • 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!
Preceptor Quick Reference Guide

• Emailed to primary preceptor via CORE ELMS about 1 month prior to start of placement
• Quick links to resources: Course Syllabus, calendar template
• Checklists: orientation, activities, assignments, assessments, care plan review
• Summaries: Overview of on-campus resources, expectations of students.

Please share with the pharmacy team!
CORE ELMS: Finding student information
Students post their Resume/CV – 1 month prior
Learning plan – 1 week prior

CORE ELMS

• Students to post their CV/Resume and Learning Plan under Student Requirements.....viewable by preceptors when they login and select their student from drop-down menu.

Select student

Student Requirements

Click “File”
Course Overview

Placement Dates

• Block 1: May 4 – May 29, 2020
• Block 2: June 1 – 26, 2020

* Stat: Monday, May 18; preceptor discretion
COVID-19: Course Implications

- If you have ANY questions or concerns regarding your student, the course or if circumstances change; important to contact Faculty ASAP; Renette Bertholet: renette@ualberta.ca, 780-935-3281
- Students are advised to contact Student Services

- We ask that you be flexible; these are exceptional times for students to learn about PPE and prudent infection control and MORE!
- Important that students are not exposed to risks beyond usual practice
- Changes to course activities: removal of activities outside of pharmacy - keep everyone safe
What’s Changed/Adapted for COVID-19

• Include site specific precautions in orientation
• Encourage flexibility and creativity to meet course objectives
  ● Keep the Care plans very simple and basic
    • telephone interviews vs face to face
    • role playing

• This year NOT doing the following activities - discuss with preceptor instead
  • Inter-professional activity
  • Health Education activity
• Consider including impact of pandemic to practice in discussions as appropriate
Course Activities and Assignments

Refer to *Quick Reference Guide* for further information

Syllabus – Appendix 2 – Schedule for Assessments and Assignments
Assignment #1: Learning Plan:
posted in CORE ELMS as a requirement 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.

Skills Inventory and Learning Plan Activity and Assignment - Templates
Skills Inventory — Part 1 (complete and discuss with preceptor(s)).

<table>
<thead>
<tr>
<th>Skill Development in Pharm 354 and Skills Lab</th>
<th>Student considers their ability to:</th>
<th>Comfort Scale</th>
<th>Amount of Practice Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with patients</td>
<td>- Engage/greet patient</td>
<td>Comfort Scale</td>
<td>Amount of Practice Scale</td>
</tr>
<tr>
<td></td>
<td>- Speak clearly with appropriate</td>
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<tr>
<td></td>
<td>confidence.</td>
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<tr>
<td></td>
<td>- Listen in a way that picks up</td>
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<td>patient cues and adapt responses.</td>
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<td></td>
<td>- Explore patient’s perspective.</td>
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</tr>
<tr>
<td>Gathering medical and medication history</td>
<td>- Introduce self and establish</td>
<td>Comfort Scale</td>
<td>Amount of Practice Scale</td>
</tr>
<tr>
<td>(Med Rec and BPMH)</td>
<td>rapport</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Gather sufficient information</td>
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<tr>
<td></td>
<td>while having a 2-way discussion</td>
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<tr>
<td></td>
<td>in a conversational manner.</td>
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<tr>
<td>Conducting Initial patient assessment</td>
<td>- Determine if medications are</td>
<td>Comfort Scale</td>
<td>Amount of Practice Scale</td>
</tr>
<tr>
<td></td>
<td>indicated, effective, safe and</td>
<td></td>
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<tr>
<td></td>
<td>patient can use/adhere</td>
<td></td>
<td></td>
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<tr>
<td>Creating Basic Care Plans</td>
<td>- Can work through care planning</td>
<td>Comfort Scale</td>
<td>Amount of Practice Scale</td>
</tr>
<tr>
<td></td>
<td>process, using worksheet for</td>
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<tr>
<td></td>
<td>guidance</td>
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</tbody>
</table>
Learning Plan Part 2:
Posted as requirement in CORE ELMS with Skills inventory

Students will

- State 1 goal using SMART format.
- Post Learning Plan with Skills Inventory at least 1 week prior to the start of placement to allow preceptor to review.
- Preceptor & student discuss; finalize goal during first few days of placement; student will post revised Learning Plan on CORE ELMS.
- Discuss progress achieved for Learning Plan goal with preceptor at midpoint and final.
- Post revised Learning Plan both at midpoint & final.
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
Assignment #2: Care plan

• Students will post 1 care plan, where student interviewed and provided care to the patient

• Care plan should include BPMH with
  • DRP identification
  • Therapeutic alternatives
  • Implementation plan (with rationale-
  • Follow-up ( if applicable)

• Please keep it simple - OTC, respiratory
• via phone, role play if needed

• Students must complete a minimum of 4 care plans (as above) but only 1 is posted.

• Should have at least 1 care plan completed by midpoint

• Reminder: Patient Care Process eModules on Faculty webpage:
When using, think about level of student and topics/skills already covered in curriculum to date. Students will likely require assistance for therapeutics areas they have not yet covered.

### Pharmacy Care Plan Worksheet with Checklist

#### MEDICAL CONDITIONS & MEDICAL RELATED NEEDS:
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:**
- unnecessary drug
- drug therapy required
- ineffective drug
- dose too low
- adverse drug reaction/interaction
- dose too high
- nonadherence

- Are all DRPs identified (based on 4 prime areas of **indication**, **efficacy**, **safety**, **adherence**)?
- If no, discuss with student, probe to see if those missing can be determined.
- Is rationale provided or discussed for DRPs (based on either patient or provider data)?

#### GOALS OF THERAPY:
For each medical condition and/or DRP state desired goals of therapy/timeframe.

**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.

- Therapeutic goal/outcome(s) stated?
- Patient goal incorporated (if appropriate)

#### ALTERNATIVES:
Compare relevant drug and non-drug therapies that will produce desired goals. List the **pros** and **cons** of each therapy as well as rationale for each being included.

- Consider: **Indication**, **Efficacy**, **Safety**, **Adherence**, **Cost/coverage**

- 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 current level of student(s)?

#### RECOMMENDATIONS/PLAN:
In collaboration with the patient and other healthcare providers, select the best alternative and implement the plan. Provide a rationale for the chosen plan relative to the other alternatives considered.

- **Consider:** Drugs: correct drug, formulation, route, dose, frequency, schedule, duration, medication management. Non-drug: non-drug measures, education, patient referral.

- Plan/recommendations are outlined
  - includes:
    - dosing considerations
    - patient preferences

#### ACTIONS TAKEN
- Appropriate/acceptable action has been taken
Assignment 3: Medication Safety

• Students will
  • Review the ACP “Drug Error Management Module – Part I, II and III” (link provided to students in syllabus)
  • Review the ACP Sample Drug Incident Report form
  • Resolve a real or hypothetical medication error using the ACP Drug Incident Report Form
  • Review and discuss with preceptor
Activities and Discussions (Modified)

- Other activities and discussion topics are listed in the student’s syllabus as well as in the Preceptor’s Quick Reference Guide.
- Students are responsible for keeping track of what discussion they must complete, scheduling a time is a joint effort.
- We encourage you to discuss the current COVID precautions and procedure as well as the role pharmacists play as first line healthcare providers.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Discussion Activity examples</th>
</tr>
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<tbody>
<tr>
<td>Professionalism</td>
<td>Discuss professional norms expected of a pharmacist? What strategies does the preceptor use to achieve professional behavior? How does the student demonstrate this during the placement? Do your ideas and strategies align with your preceptor?</td>
</tr>
<tr>
<td>Communication</td>
<td>Discuss modes of communication used between team members (written, verbal) and with other health care professionals.</td>
</tr>
<tr>
<td>Scholar</td>
<td>Discuss benefits and implications of Netcare</td>
</tr>
</tbody>
</table>
Pharm 354
Preceptor Course Review
PART 2
SPRING 2020

Experiential Education Program
Faculty of Pharmacy and Pharmaceutical Sciences
UofA

Renette Bertholet: renette@ualberta.ca
Course Coordinator and Community Practice Coordinator
Assessments

1. Assessments PRECEPTORS complete of student
2. Assessments STUDENTS complete
3. Course Evaluations
Assessments: Preceptor tips

• Only 1 primary preceptor assigned to student; ensure comments are shared between preceptors
• Options to complete assessment on CORE when > 1 preceptors:
  1. Primary preceptor logs in for other preceptor; enter their comments.
  2. Primary Preceptor shares password. Reset password on landing page.
  3. Print assessment forms; share with other preceptor to write comments.
• Can view assessments in CORE before student starts
• Viewable by student after submitted: can save as a draft
• Important to discuss with student
• Discourage use of “exceeds” at midpoint
• Comment boxes are helpful for student & Faculty; be specific
• After midpoint assessment important to discuss plan; student adds outcomes with “Needs Improvement” to midpoint Learning Plan
Student Performance Assessment:

• 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

• Unable to rate (midpoint): use if you have not had opportunities versus using Needs improvement

• Assessments are reviewed by Faculty. You may be contacted by Faculty at midpoint if concerning comments/ratings; **to check in, gather more information, offer support**
Grading Policy: FINAL Student Performance Assessment

To PASS 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”
## Assessments: Preceptors Complete

<table>
<thead>
<tr>
<th>Assessment /Evaluation</th>
<th>Completion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Midpoint</strong> Student Performance Assessment</td>
<td>End of Week 2 of placement</td>
<td>- Assess behaviours/skills associated with learning outcome areas&lt;br&gt;- End of form; <em>Identification of Expectations &amp; Areas for Focus</em> for rest of placement; discuss with student&lt;br&gt;- NOTE: Student adds all areas that Needs Improvement to Learning Plan&lt;br&gt;- NO GRADE GIVEN (pass or fail)</td>
</tr>
<tr>
<td><strong>Final</strong> Student performance Assessment</td>
<td>End of Week 4 of placement</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”</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>
# Assessments: Students Complete

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

Expectations
Pre-Placement Planning
Policies and Procedures
Preceptor Expectations of Students

Guiding Principles

● As placement progresses, students are expected to incorporate knowledge and skills and provide care with more confidence.

● Students expected to embody and demonstrate attitudes and behaviors of a pharmacist (effective communication, professionalism, team player).

● Students expected to identify areas for development and demonstrate initiative regarding self-directed learning.
Preceptor Roles

• PH 354 is an Introductory placement: preceptor usually providing direct instruction modeling & coaching
  • student observes preceptor □ student assists preceptor □ student performs while preceptor observes □ student performs independently
• Guiding principle: ensure patient safety
• Provide regular feedback; debriefing before and after activities
  • Spend time daily, especially at start
  • Review when you will provide feedback at orientation
• Review documentation: care plans, DAP notes
• Contact us if needed
Planning

• Primary preceptors sent email ONE month prior to start with info and resources; ie: schedule, Quick reference Guide

• Ensure you can log into CORE ELMS; Contact: phexed@ualberta.ca or 780-492-3362 with concerns: log-in, etc
  • View your students information (students to post 1 month prior to start)
  • Confirm at least 3 weeks prior to start of placement that you have reviewed their resume
  • Provide students with information: start time, pre-readings etc
  
  Are there specific readings or information you want them to review related to COVID 19?
  Is there PPE they should bring?

• Develop “Preliminary” Schedule
  • weekends & evenings OK
  • If you have questions/challenges re: reduced hour please contact Renette
Policies and Procedures

• Policies and Procedures manual: posted on Faculty website
• Attendance: 40 hours/week; 5 x 8 hour days
• **COVID-19 realities: flexibility OK**
• Stat holidays; preceptor’s discretion
• Absences: Contact faculty for guidance
  • Students must record request in CORE ELMS Absence Tracker
  • Requests must be authorized by preceptor and feasible with placement schedule: you confirm/deny
    • Sickness: if > 1 day missed, time must be made up
    • Bereavement (for family member); same as above
• 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
What To Do?? Who Do I Contact??

• If you are going to be away (for many days) during the placement, and no co-preceptor, please advise the student AND US

• If you think you have a problem or student is struggling for ANY reason, don’t hesitate to contact us ASAP; Renette: renette@ualberta.ca or 780-935-3281 (cell)

• You do not need to wait until midpoint if concerned
• We develop plan with the preceptor and work together: Faculty, preceptors & student.

• Important:
  • Tell student your concerns as well as what they do well
  • Provide specific feedback & document specific examples
  • Advise student to contact faculty if struggling
• Administrative questions: (CORE ELMS)
  • phexed@ualberta.ca or 780.492.3362