Pharm 316
Preceptor Course Review

Experiential Education Program

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AGENDA

• Overview of Feedback from 2017
• Preceptor Resources
• Course Overview, including What’s New?
• Expectations of 2nd year Student
• Technology - CORE ELMS (RXpreceptor)
• Course Activities & Assignments
• Assessing your student
• Preceptor Roles and Responsibilities

"Here’s the bottom line, from (Ai-Leng) to you (preceptors): take a chance on a student. Mentor them, watch them become a full-fledged pharmacist, and know that you played a key role in their development."

CPJ 2018;151(2):89-90.
Students (in 2017) said.....

"I gained valuable learning experiences. The length was just right, and the objectives were very reasonable. I enjoyed that I had two preceptors as I learned different things from each and each pushed me to grow in different ways."

"We MUST always remember that we are treating another human being and their opinions matter."

"I have learned more about what professionalism is; it is not just displayed in the way we dress or behave, but involves the commitment of doing everything we can to ensure thorough patient care."

"Thinking on the spot, or during an interaction, has really improved for me."

"I was always focused and getting the "right" answer. I quickly realized there is a process to everything. It's a natural cascade and as long as you are able to justify why you chose the answers you did, you will be okay!"

"...refined how I organize my thoughts and prepare myself before going into patient interactions. " and "...I can adapt to patient conversations better and answer questions more confidently; whereas prior ... I felt as if I had to stick to a script."

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Student Course Evaluation says....

- All evaluations reviewed [N=37 responses (30% response rate)]

**TOP rated statements (scale 1-6)**

- The placement provided sufficient opportunities to experience interprofessional collaboration. (M = 5.48)
- The placement provided sufficient opportunities to contribute meaningfully to direct patient care. (M = 5.41)
- The placement provided sufficient opportunities to develop important clinical practice skills. (M = 5.34)
- The course challenged me and as a result enabled my learning. (M=5.28)

**LOWEST rated statement (scale 1-6)**

- MyCred provided an effective way to organize my professional portfolio to showcase my professional skills to others (i.e. Prospective employers, research, awards) (M=3.74)

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Preceptor Course Survey says....

**Top rated statements (scale 1-6)**

- The placement was able to build upon and develop the students’ knowledge and skills. (M=5.43)
- The course objectives were appropriate for the student. (M = 5.43)
- My student collaborated effectively while engaging with intra-professional activities. (M = 5.43)
- The placement provided sufficient opportunities for the student(s) to contribute meaningfully to direct patient care. (M = 5.36)

**Lowest rated statement (scale 1-6)**

- The Learning Plan Assignment was beneficial for the student and generated productive discussion between me and my student regarding their learning goals. (M = 4.79)
Preceptor Resources:
https://www.ualberta.ca/pharmacy/preceptors

Faculty of Pharmacy and Pharmaceutical Sciences

• Course Information: Syllabi, Preceptor Course Review Podcasts, Preceptor Quick Reference Guides
• Training and Resources:
  - Preceptor Guide
  - Models of Precepting
  - Patient Care Process Module Podcasts
  - Library Access Form
• Preceptor Faculty Appointment process, awards and recognition

AHS/Covenant: Preceptor Resource Package

• New “Preceptor Preparation Flow Map”
  • Purpose: assist and guide preceptors with preparing for a placement, navigate available resources and avoid ‘re-inventing the wheel’.
  • Encourage you to use this document; located on Provincial Pharmacy Clinical Practice, Preceptor Support, Sharepoint Page
  https://share.ahsnet.ca/teams/PSP9/PSP9/PreceptorSupport/Mentorship%20Documents/Preceptor%20Preparation%2c%20Reinventing%20the%20Wheel%20Documents/Preceptor%20Preparation%2c%20Reinventing%20the%20Wheel%20Documents.pdf
• Supporting documents hyperlinked from Preceptor Preparation Flow Map
  - Site Welcome Letter Template (may be used by site secretary or manager depending on site’s processes)
  - Preceptor Expectation Letter Template
  - Template Calendars
• Preceptor Connection & Online Communities of Support for New Models of Precepting
  - Throughout year. Invites sent out via LYNC.

Course Overview

What's New
What's Not New, But Is Still Really Important
Pharm 316: The Course

**Focus:** introduction to hospital practice
- First exposure for most students
- Building basic clinical skills
- Observe pharmacist role, provision of patient care, application of clinical judgment & decision making to improve patient outcomes

**Pharmacist Roles Emphasized:**

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Scholar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Advocacy and Leadership</td>
</tr>
<tr>
<td>Care Provider</td>
<td>Practice Management</td>
</tr>
<tr>
<td>Collaborator</td>
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 Activities and discussions will enable student to learn about pharmacist practice in an institutional setting.

Placement Dates (2018)

- 4 Placement Blocks; Blocks 1-3 overlap
  - Block 1: May 7 – June 1
  - Block 2: May 21 – June 15
  - Block 3: June 4 - 29
  - Block 4: July 2 - 27

NOTES: Students have had 4 week community placement following 1st year.

What’s New in Pharm 316

- Grading criteria (to recommend a pass)
- Not using MyCred (generally not liked by students); will be replaced by using the Student Requirements section of CORE ELMS (Rxpreceptor)
- Promotion of Library Resources (students to show preceptors the site and how to navigate)
- Re-added Final Evaluation of Preceptor/Site by student

Will maintain following processes/activities:
- Tracking of student absences in CORE ELMS (Rxpreceptor).
- Skills Inventory and Learning Plan Activity
  - Re-vamped to have students indicate why their goal is important to them, to provide context to learning.
  - Pre- and post-level of comfort and practice with skills
  - Preceptor webinar delivered: Student Learning Plans: Actively Involving Them in Their Learning
  - [https://www.ualberta.ca/pharmacy/preceptors/preceptors/training-and-resources/other-online-precepting-resources](https://www.ualberta.ca/pharmacy/preceptors/preceptors/training-and-resources/other-online-precepting-resources)
**What’s Not New But Still Important**

- Professionalism and Communication
- Patient care activities: *(the more opportunities for practice, the better!)*
  - Medical and Medication histories (including med rec and allergy assessments)
  - Risk assessments (i.e. renal function, CV risk, etc)
  - Care planning
  - Discharge teaching, where possible and appropriate
  - Documentation
- Collaboration with other health professionals
- Patient Case Presentation *(informal; to support learning)*
- Drug Information questions
- Drug distribution overview

**Expectations of a Second Year Student**

**What can they do?**

- Review a chart; familiar with components
- Communication with patients
- Medication history (BPMH)
- Allergy assessments; need guidance with alternatives if allergy present
- Basic documentation (DAP format)
- Approach to answering DI questions
  - May need help with decision-making based on findings

**Skills with initial development, but guidance/support required in “real” practice**

- Medication reconciliation – practiced in lab
- Development of basic care plan for conditions covered
  - Includes identifying and resolving DRPs
- Communication with team members (have practiced SBAR)
- Patient education (for conditions covered)

**Finding Student Information in CORE ELMS (RXpreceptor)**

1. CV/Resume
2. Learning Plan
CORE ELMS (RXpreceptor)

- 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 Activities and Assignments

Refer to Quick Reference Guide for further information
(It includes summary tables included for activities, preceptor discussions and assignments.)

Skills Inventory & Learning Plan

Posted in CORE ELMS (RXp) 1 week pre-placement start date

**Part 1: Skills Inventory (acts as a self assessment)**
Students rate their level of “comfort” and “amount of practice” performing select skills prior to starting the placement.
Part 2: Create Learning Plan

Learning Goal (Use SMART format):

- Why is this goal important to you? How will it enable you to be a better pharmacist?
- Describe the resources and strategies you will use to enable you to achieve your learning goal.

Evaluation of Progress: Note the indicators that will inform you of your progress or achievement across the 4 weeks.

Progress at Midpoint (and week 2)

- What has been achieved thus far? What needs to be done in the next 2 weeks? Do I need to add any goals or remove any goals?
- Performance Assessment?

Progress at Final (and week 4)

- What did I learn? Did my goals meet my expectations? What will I continue to work on after this placement is over?

Preceptor feedback important to ensure goal is SMART.

Care Provider Activities

Medical Chart Review Activity

- Student reviews Medical Chart Module on AFPC Informatics eResource: http://afpc-education.info/moodle/index.php
- Student also reviews patient chart(s) at site
- Following review of both, student discusses what they have learned with preceptor (no assignment required)
  - i.e. organization & content comparisons and differences
- Activity must be completed in first 3 days of the placement
- Students have reviewed one mock chart in Skills Lab

BPMH & Medication Reconciliation for at least 4 patients

- Practiced both in Skills Lab
- If Med Rec completed by other team member, student can verify it is correct, and document as appropriate.

Care Provider Activities

Medical/Medication History and Care Planning for at least 4 patients

- with preceptor supervision
- following interview → create patient database (medical & medication review)
- complete patient assessment & care plan using patient care process
- care plans should include all elements; may need support
- document if appropriate: chart note
- develop acceptable, systematic assessment & care plan (only assessed on therapeutics they have taken in class)

Assignment: student will post 1 care plan with 1 DRP for 1 patient (along with relevant data) after reviewed with preceptor

- Care plans reviewed by Faculty for completion; students will present their care plan in September during Skills Lab.

Allergy Assessment, Risk Assessment and Discharge Patient Care/Patient Teaching for at least 2 patients

- document findings, include in chart if appropriate
**Care Provider: Preceptor Tips and Suggestions**

- Preparation with student prior to initiatiing activity:
  - Discuss steps involved
  - Student should observe preceptor complete one patient interview
  - Student should prepare & share with preceptor his/her 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; document in chart (if appropriate).
  - Preceptor provides feedback to student; challenge student to think about decision making and next steps
- All care plans and documentation should be reviewed by preceptor.
- Encourage use of Pharmacy Care Plan Worksheet as guide (teaches systematic process)
- Care Plan Worksheet Preceptor Checklist; in both syllabus & Quick Reference Guide.

**Skills refined with practice**

Data from 2017

**Elements**

- SDM = shared decision making

**Care plan development - most challenging**

(Data from 2017)

**Elements**
Collaborator

Inter-Professional Activity: student will spend time with at least 1 other HCP caring for one of their patients or is from their unit
  - i.e. assisting nurse with BP/med admin, shadowing dietician, social worker, accompanying patient while they are receiving care from PT/OT
  - Students should debrief with preceptor to discuss what they learned
  - i.e. what skills used by that professional were effective, and could be applied to pharmacist practice?
  - Students can use IP Shadowing Card for planning & activity. Suggested discussion points on back of card.


Scholar

• Drug Information: student will answer at least 4 drug information questions that utilize different resources
  - provide DI as needed for patient care
  - answers written or verbal: preceptor discretion
• Patient Care Plan Presentation (with clinical question) [15-18 min]
  - students have learned components of formal patient presentations; have not presented individually
  - completed activity that asked them to consider what content to include in a presentation (formal/informal) depending on audience
  - created formal case presentation outline using their shared decision case
  - presented their patient as an informal case using SBAR format
  - suggested format & evaluation in syllabus & Quick Reference Guide

Advocacy and Leadership

• Participate in site based advocacy activities (PAW, immunizations, smoking cessation) & discuss pharmacist’s role (committee involvement, development of resources for patients & team members)

Practice Management

• Differences in practice depending on site; participation varies
  - Students should have guided tour or participate in distribution
  - drug distribution process; include delivery to patient & who is responsible for each step (Scope of Practice)
• Other activities involve
  - drug formulary
  - AHS Adverse Events & Patient Safety Website
  - error prevention strategies
  - incident & ADR reporting processes

Deb van Haften has recorded a presentation on: Drug Distribution in Hospital Pharmacies*. Students will be required to watch prior to placement starting.
Assessment and Evaluation

1. Assessments YOU complete of student
2. Assessments STUDENTS complete
3. Course Evaluations

Student Performance Assessments (SPA)

- RxPreceptor assigns 1 primary preceptor to student
- Options for co-precepting teams:
  - Primary preceptor logs in for other preceptor to review RxP (student profile/resume & assessment).
  - Primary Preceptor shares RxPreceptor password with team for each to access. Password can be changed after placement.
  - Print assessment forms; co-preceptors write comments & submit back to primary preceptor. (comments could be also be emailed)

NOTE: Your RxPreceptor password can be changed before & after placement. Preceptors can set up "temporary password" to maintain own password integrity & privacy.

Student Performance Assessment: Midpoint/Final
Completing SPAs and Final Grade

- Preceptors provide a rating for each outcome area (16 total):
  - Not Meeting an Acceptable Level of Performance
  - Needs Improvement to Meet Acceptable Level of Performance
  - Meets Acceptable Level of Performance
  - Exceeds an Acceptable Level of Performance

To pass Pharm 316 on the Final Student Performance Assessment, the student must:
1. Achieve a rating of “Meets an Acceptable Level of Performance” on all Professionalism outcomes, AND
2. Have no more than 3 “Needs Improvement” ratings (maximum of 2 for Care Provider) AND
3. Have ZERO ratings of “Not Meeting an Acceptable Level of Performance”.

Assessment Tips

- Review assessments in advance in CORE ELMS (RxPreceptor)
- Midpoint Identification of Goals:
  - after midpoint assessment important to discuss “action plan” with goals for areas that “need improvement” or to address course objectives that have not yet been done
- What to do if student Does Not Meet Expectations, or has many areas “Needing Improvement”?
  - CONTACT THE FACULTY ASAP; Michelle or Ann
  - Important to tell student your concerns & provide specific feedback; documentation important with specific examples
- Discourage use of “Exceeds” at midpoint unless student is outstanding.
- Remember to review Student Self Assessments prior to completing Student Performance Assessments at midpoint; good comparator
- For overview of Completing Assessments, see webinar at: https://youtu.be/heIc7ynfe_k (14 min long)

Assessments: Preceptors Complete

- End of Week 1: Early Assessment of Student (quick, 5-10min)
  - Ensures progress on track, mostly involves professionalism criteria and preparedness for course – formative feedback
- End of Week 2: Midpoint Student Performance Assessment (~1hr)
  - Assess behaviours/skills related to objectives of course
  - Identification of expectations & areas for focus for rest of placement
  - NO GRADE GIVEN (Pass or Fail)
- End of Week 4: Final Student Performance Assessment (~ 1hr)
  - Assess same behaviours/skills as midpoint
  - Placement Grade recommended by preceptor; pass or fail
- Faculty provides “Course Grade” based on assessment & assignment review
Assessments and Evaluations: Students Complete

- Student Self Assessments
  - Midpoint & final
  - Compare student performance assessment completed by you with self assessment completed by the student (at midpoint, student should provide this to you 1-2 days in advance of review)

- Early Assessment of Preceptor; quick
  - End of Week 1

- Midpoint and Final Assessment of Preceptor and Site
  - Formative assessment to be discussed at the midpoint

- Two evaluations completed post placement by student
  - Preceptor & site
  - Course

Preceptor Roles and Responsibilities

Pre-Placement Planning
Co-Precepting
Correspondence
Policies and Procedures

Pharm 316: preceptor usually providing direct instruction, modeling & coaching

- Student observes preceptor → student assists preceptor → student performs while preceptor observes → student performs independently

- Guide student through the course; roles and responsibilities of hospital practice; including inter-professional & patient-centred care opportunities

- Provide regular feedback and assess the student

- Supervision - guiding principle: ensure patient safety
  - ACP: Direct Supervision - Restricted Activities: dispensing Sch 1 & 2 drugs, administer vaccines, adapting, emergency prescribing
  - Indirect Supervision – other patient care related activities

- Preceptor’s discretion to determine how often and how independently an activity is done

Contact us with questions or if your student is struggling or not progressing in any way
Pre-Placement Planning

• Primary Preceptors (all blocks) were emailed “Pharm 316 Quick Reference Guide”. This guide includes:
  - links to course syllabus, ExEd Program Policies & Procedures Manual
  - orientation checklist, activity & discussion summaries & schedules
  - suggested presentation format & evaluation form
  - assessment information
  - information about courses covered in curriculum already including skills lab
• Start developing schedule – modifiable calendar template emailed
• Coordinate orientation & activities with team, co-preceptor (if applicable)
• Managers/secretaries are requesting student IT access and Netcare
  • See Sharepoint link in Quick Reference Guide.

Co-Precepting

• Often you are not precepting alone; co-precepting team of 1-2 preceptors
• Important to consider:
  • Planning: meet as a team prior to placement to plan.
  • Communication: establish strategies especially in transition
  • Expectations: discuss having consistent expectations
  • Assessment: determine who will complete assessments & RxPreceptor access.
  • Debrief: after placement (What went well? What can be improved?)

• See Guide: https://www.ualberta.ca/pharmacy/preceptors/preceptors/training-and-resources/models-of-precepting/co-precepting-model
• Students have had an overview of precepting models included in orientation sessions.

Preceptor/Student Correspondence

Ensure you can log into CORE ELMS (RxPreceptor); contact phexed@ualberta.ca or 780.492.9780 if problems

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<tr>
<th>Blocks: 1 &amp; 2</th>
<th>Blocks: 3 &amp; 4</th>
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<tbody>
<tr>
<td>Date student CV/Resume visible</td>
<td>One month prior to start date</td>
</tr>
<tr>
<td>Date for preceptors to email student re: placement specifics</td>
<td>April 16</td>
</tr>
<tr>
<td>When students have been instructed to email/phone preceptor if no communication received from preceptor</td>
<td>April 23</td>
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Important to reply to students to confirm that you can access their CV/Resume, and advise about where to meet on Day 1 & pre-readings they should complete to prepare.
ExEd Policies and Procedures Manual

- Online manual; link included in Quick Reference Guide
- Outlines student responsibilities & course policies
  - Students have all been fitted for N95 Masks
- Scheduling
  - 40 hours/week; 5 x 8 hour days (*May 22 and July 1: stat holidays; preceptor’s discretion)
  - Sickness, bereavement 1 day OK; if 2 days missed, time must be made up.
  - 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

What To Do?

- If you think you have a problem
  - you usually do!!!
- Call Faculty early
  - Michelle.macdonald@AHS.ca; 403-561-6278
  - athompson@ualberta.ca; 780-492-5905
- 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!
- Contacts listed in syllabus/quick reference guide and website. Our office can be contacted at:
  - 780.492.9780 (Candace Ramjohn or Melanie Patten) or
  - PHExEd@ualberta.ca