



**UNIVERSITY OF ALBERTA**  
**FACULTY OF PHARMACY AND**  
**PHARMACEUTICAL SCIENCES**

**PHARM 316 - Experiential Education**  
**COURSE OUTLINE and SYLLABUS**

Spring/Summer, 2019

PHARM 316: Introductory Pharmacy Practice Experience Part 2  
*Hospital Practice Placement*  
**Course weight: \*4**

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**Online course access:** <https://eclass.srv.ualberta.ca/portal/>  
**Office Hours:** M-F by appointment

Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar - See more [here](#)

## TABLE OF CONTENTS

COURSE DESCRIPTION.....	3
STUDENT REQUIRED READINGS (to be completed prior to placement starting).....	3
STUDENT RECOMMENDED RESOURCES.....	3
COURSE OBJECTIVES.....	3
GRADING.....	4
ASSESSMENT INFORMATION.....	4
COURSE SCHEDULE.....	4
COURSE ACTIVITIES.....	5
COURSE ASSIGNMENTS.....	8
POLICIES and PROCEDURES.....	9
LATE ASSIGNMENT AND ASSESSMENT POLICIES.....	9
SUGGESTIONS AND TIPS FOR SUCCESS.....	10
TECHNOLOGY REQUIREMENTS.....	10
APPENDIX 1: Student Performance Assessment.....	11
APPENDIX 2: Activity, Assignment and Assessment Schedule.....	14
APPENDIX 3: Skills Inventory and Learning Plan.....	16
3a. Skills Inventory and Learning Plan Assignment Instructions.....	16
3b. Skills Inventory – Part 1.....	17
3c. Learning Plan Template – Part 2.....	18

## COURSE DESCRIPTION

This course provides an introduction to hospital pharmacy practice. It allows students opportunity to integrate the knowledge and skills obtained in the classroom, practice skills labs and the community placement following first year, to the care of patients in hospital practice sites. Using the patient care process, this course allows students to develop their patient interviewing skills to gather patient information, assess drug therapy by completing a pharmacotherapy work-up, and prepare basic care plans and clinical documentation. Students will be expected to navigate medical charts, incorporate labs and diagnostic information into patient assessments, participate in patient education and discharge planning (where possible), collaborate with other team members, answer drug information questions, and learn about drug distribution and medication safety in a hospital setting. Students will also explore the professional expectations of the pharmacist in a hospital setting, as well as be socialized to the professional practice environment.

As an introductory hospital placement, practicing the patient care process in this setting is a primary focus. Students are expected to apply knowledge from the modules completed in the curriculum to date (Derm/ENT, pulmonary, lab values, nephrology, urology, hematology, cardiology, GI/liver, transplant, and pain). In addition, they should utilize their drug information and evidence-based medicine skills to acquire new knowledge and apply it to patient care activities. During the course, students will be expected to develop critical thinking and decision-making skills required of a pharmacist. The course was designed to provide students with opportunities to experience and deliver patient care and accordingly, confidence, knowledge and overall performance should increase as the placement progresses.

**Course Prerequisite:** Pharm 305, meet all experiential education requirements.

## STUDENT REQUIRED READINGS (to be completed prior to placement starting)

See eClass for [Required Readings](#) that pertain to all Introductory Pharmacy Practice Experiences (IPPEs). Students are expected to review these readings prior to the first IPPE and then as needed to support learning. For detailed information on course requirements and policies/procedures, students must review the [Undergraduate Experiential Education Policies and Procedures Manual](#).

## STUDENT RECOMMENDED RESOURCES

See eClass for [Recommended Resources](#). Prior to the placement students should ask their preceptor about resources that should be brought to the placement or pre-readings that should be completed prior to the placement.

## COURSE OBJECTIVES

The objectives encompass the knowledge, behaviours and skills that are expected a student will complete during the course. They have been developed with consideration of the student's current level of knowledge and skill.

### Knowledge

1. Demonstrate fundamental knowledge and critical thinking to care for patients.
2. Identify factors for safe and efficient medication distribution.

### Skills

3. Demonstrate effective verbal and non-verbal communication skills with patients, team members and pharmacy colleagues.
4. Communicate effectively in writing (written activities, assignments, documentation notes).

5. Provide patient care using the Patient Care Process with focus on patients with conditions covered in years 1 and 2
6. Work effectively with members of the team.
7. Integrate best available evidence into patient care decisions.
8. Participate in site-based advocacy activities such as health promotion and disease prevention programs.
9. Use effective strategies to manage and improve the practice of pharmacy.

### Attitudes

10. Display professional behaviour in attitude, action, language and dress.
11. Demonstrate professional responsibility and accountability and practices within the scope of a second-year student.
12. Demonstrate initiative and self-directed learning.

## GRADING

Pharm 316 is a Credit/No Credit Course. At the end of the placement, preceptors recommend a grade on the final Student Performance Assessment. To pass the course, students must receive a “pass” on their final Student Performance Assessment (*see Appendix 1*) from their preceptor, complete all required assignments including resubmissions requested by the course coordinator (or designate reviewer) in a satisfactory manner (*see course assignments section*) and complete all required course evaluations (*see information below*). The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the assessments and submitted assignments.

### Students Who May Require Support

The student should email the Course Coordinator following review of the Midpoint Student Performance assessment if *any outcomes* are rated as **Not Meeting an Acceptable Level of Performance** or if performance concerns are identified and students would like additional support to address these.

## ASSESSMENT INFORMATION

- All assessments are completed and submitted using CORE ELMS (formerly RXpreceptor). All assessments are posted prior to the start of the placement. Students are encouraged to review so they know the assessment outcomes and criteria.
- Formative feedback is encouraged throughout the placement. It is recommended students and preceptors discuss how things are going after week 1 (formerly called the Early Assessment). Items to be discussed at this time include any early concerns or clarifications regarding expectations or course related activities.
- Time points for completing assessments is outlined in the Assessment and Assignment Schedule (*Appendix 2*).
- Further information and details regarding each assessment can be found in eClass.

## COURSE SCHEDULE

Individual student schedules are listed in CORE ELMS.

- Block 1: May 6 – May 31, 2019
- Block 2: May 20 - June 14, 2019
- Block 3: June 3 - 28, 2019
- Block 4: July 1- July 26, 2019

\*May 20 and July 1 are statutory holidays: it is up to the discretion of the preceptor to decide how to proceed. They may grant the stat day off, a day off in lieu of the stat, provide readings to be done or include that day as a placement day. Refer to [Undergraduate Experiential Education Program Policies and Procedures Manual](#).

## COURSE ACTIVITIES

This section provides information about the activities; see appendices for additional information. Use this table as a checklist.

<p style="text-align: center;"><b>COURSE ACTIVITIES</b></p> <p style="text-align: center;"><b>The following are either a discussion or an activity that students must complete during the placement to meet course objectives.</b></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><b>Checkbox for completion</b></p>
<b>PROFESSIONAL</b>	
<p><b>DISCUSSION ACTIVITY:</b> <i>Students should have the following <b>THREE</b> discussions with the preceptor(s).</i></p> <ol style="list-style-type: none"> <li>1. Discuss the strategies the preceptor uses to achieve the professional behaviors outlined in the assessment. The student should include how they demonstrate this during the placement. Sharing examples during the discussion is helpful.</li> <li>2. Discuss application of the code of ethics and standards of practice related to hospital-based patient care; include ethical judgment and patient care challenges. For example: <ul style="list-style-type: none"> <li>• When is it ethically and professionally appropriate to involve caregivers and/or family? Are there circumstances where they should not be involved?</li> <li>• How does the team, including the pharmacist deal with family tensions?</li> <li>• How is patient confidentiality maintained? Are there scenarios where this may present challenges?</li> <li>• Are patients engaged in goal setting and shared decision-making about their care? How and when does this occur? Are there instances when this is not necessary?</li> </ul> </li> <li>3. Discuss how your preceptor maintains professional competency through self-directed learning. Examples to highlight include reading literature (how is this identified?), conferences (which ones?), professional advocacy groups, formal training (i.e. Geriatric OR Diabetic Certification), obtaining additional prescribing authorization or a authorization to inject, self-directed learning plans.</li> </ol>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>COMMUNICATOR</b>	
<p><b>DISCUSSION ACTIVITY:</b> <i>Students should have the following discussions with the preceptor:</i></p> <ul style="list-style-type: none"> <li>• Communication skills and strategies used to talk with patients and health care providers.</li> <li>• Modes of communication (written and verbal) used between team members within the pharmacy.</li> <li>• Communication with other health care professionals (outside the pharmacy) in the institution.</li> <li>• How they communicate patient care responsibilities to ensure continuity of care; e.g. documentation, hand off process, etc.?</li> </ul>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>CARE PROVIDER: See eClass for Supplementary Information</b>	
<p><b>ACTIVITY:</b> <i>Medical Chart Review</i></p> <p>Review the medical chart at your site, and be familiar with the various components. Learn where to find the various pieces of information you need to provide care.</p> <p>If you would like a refresher on the components of the medical chart, see Recommended Resources.</p>	<p style="text-align: center;"><input type="checkbox"/></p>
<p><b>ACTIVITY:</b> <i>Provide Patient Care</i></p> <p>For all patient care encounters, students should provide patient care as deemed appropriate by the preceptor(s) and outlined in the <a href="#">Patient Care Process Document</a>.</p> <p>All documentation and care plans must be reviewed by the preceptor.</p> <ul style="list-style-type: none"> <li>• Develop &amp; maintain a professional, collaborative relationship with the patient or agent/caregiver.</li> <li>• Interview the patient or agent or other relevant healthcare providers to obtain necessary information and determine the patient's medication related &amp; other relevant health-related needs.</li> <li>• Complete Best Possible Medication History/medical history, and complete medication reconciliation (or</li> </ul>	



<p><b>ACTIVITY:</b> Provide preceptors with an overview of the library resources and search strategies for the UofA Library Database(s) now accessible to preceptors.</p> <p><b>The How-To-Guide: UofA Faculty of Pharmacy Library Resources is:</b> <a href="http://tinyurl.com/lgppqay">http://tinyurl.com/lgppqay</a> <b>The link to the UofA Pharmacy library home page is</b> <a href="http://guides.library.ualberta.ca/pharmacy">http://guides.library.ualberta.ca/pharmacy</a></p> <p><b>DISCUSSION ACTIVITY:</b></p> <ul style="list-style-type: none"> <li>• Discuss with the preceptor which resources they use and why they prefer particular resource(s).</li> </ul>	<input type="checkbox"/>
<b>LEADER-MANAGER</b>	
<p><b>ACTIVITY: Medication Distribution</b> Depending on the practice site, participate in the distribution of medications (i.e. screening, order entry, filling, checking) or have a guided tour of the dispensary. Review how prescribed medications are delivered to the patient after they are ordered. Who is involved in the various stages? (physician, medical resident, nurse, ward clerk, pharmacist, pharmacy technician, etc, as appropriate).</p>	<input type="checkbox"/>
<p><b>ACTIVITY: Review the <a href="#">AHS Adverse Events and Patient Safety Website</a>.</b> This website provides AHS health care professionals with resources regarding how to disclose an adverse event to the organization, patients and their families. It also includes the AHS policy for reporting adverse events, close calls and potential hazards.</p>	<input type="checkbox"/>
<p><b>DISCUSSION ACTIVITY: Distribution Processes and Scope of Practice</b> Discuss distribution process (order entry, filling, checking), and scope of practice for each team member (pharmacists, technicians, assistants, as applicable). Discuss various components of the distribution system (unit dose, IV admixture, ward stock, narcotic controls) and the various scopes of practice of staff. Re-review the required reading article (Chart 45: Hospital Pharmacy Management) prior to this discussion as it includes practices that will be discussed.</p>	<input type="checkbox"/>
<p><b>DISCUSSION ACTIVITY: Medication Distribution Safety</b> <i>Identify and discuss 3 specific examples that contribute to drug and patient safety awareness.</i> (e.g. electrolyte audits and storage policies, smart pumps, unit dose packaging, use of Pyxis® (or equivalent), IV admixture programs, safety committees and other initiatives).</p>	<input type="checkbox"/>
<p><b>DISCUSSION ACTIVITY: Drug Formulary</b> Discuss with the preceptor or dispensary staff the institution's drug formulary and how this impacts medication ordering (i.e. therapeutic substitutions). Also discuss the unique or special medication processes used at that institution; i.e. study protocols, special access drugs, compassionate drug programs. (Chapter 45: Hospital Pharmacy Management provides an overview of this.)</p>	<input type="checkbox"/>
<p><b>DISCUSSION ACTIVITY: ADR and Incident Reporting Processes</b></p> <ul style="list-style-type: none"> <li>• Discuss with the preceptor the institution's ADR reporting policies and procedures. Do they report federally in <a href="#">Medeffect</a> in addition to AHS procedures (Report and Learning System (RLS) for Patient Safety) as outlined on the website?</li> <li>• Review and discuss the incident and reporting procedures followed at the site, including documentation.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>

## COURSE ASSIGNMENTS

### Assignments:

- Are posted before, during and at end of the placement.
- Must have all identifiers removed to ensure patient confidentiality.
- Must be typewritten, use 11-point font and be double-spaced.

### Assignment Review

Students will be advised by email if their assignment met the criteria or if a resubmission is required. As per course policy students must check UofA e-mail accounts every 3 days for at least 2 weeks following course completion in case a resubmission of an assignment is required.

The care plans and corresponding questions will be reviewed for completion at the end of placement. Feedback will not be given until September, as part of Pharm 430. At that time care plans will be verbally presented by each student in a small group facilitated session. ***Students must keep a copy of their care plan for this activity in September.***

<b>COURSE ASSIGNMENTS</b>	
<b>Skills Inventory and Learning Plan Assignment</b> <b><i>This assignment needs to be initiated before the start of the placement.</i></b>	<b>Posting Instructions (CORE ELMS)</b>
<p>Students are to complete the Skills Inventory (Part 1) in eClass (an electronic copy of this must also be shared with your preceptor in CORE ELMS), and subsequently, determine 1 goal describing a skill/attribute or behaviour to improve upon across the placement (Part 2).</p> <p>The Skills Inventory and Learning Plan goal should be:</p> <ol style="list-style-type: none"> <li>1. Reviewed and discussed with the preceptor during first week of the placement; make adjustments if necessary.</li> <li>2. Finalized by the end of the first week.</li> <li>3. Reviewed with the preceptor and updated at the midpoint and final points of the placement to indicate progress made with the learning goal.</li> <li>4. At the end of the placement, complete the Skills Inventory again (in eClass) to indicate how the placement impacted the learning and comfort for the skills listed.</li> </ol> <p>Skills Inventory and Learning Plan Assignment Instructions and Templates:  <i>Appendix 3</i></p>	<p>Post in CORE ELMS (under My Requirements) <b>at least 1 week prior to the start of the placement</b> to allow the preceptor to view.</p> <p>As the Learning Plan portion of the assignment is updated, it must be posted again (replacing the prior version). It will be posted a TOTAL of 4 times:</p> <ul style="list-style-type: none"> <li>• 1 week pre-placement</li> <li>• at the end of 1<sup>st</sup> week,</li> <li>• midpoint and</li> <li>• at the final (by the student).</li> </ul> <p>REMINDER: Skills Inventory will be completed twice; before and after the placement (within 72 hours after placement completed).</p>
<b>Other Course Assignments</b> <b><i>These assignments are completed during the placement and posted at various times during the placement as well as at the end of the placement.</i></b>	<b>Posting Instructions (eClass)</b>
<p><i>Patient Medical and Medication History and Care Planning Assignment</i></p> <p>The assignment is composed of 2 parts;</p> <p>Part 1: Post ONE pharmacy care plan with ONE DRP for ONE patient only. Relevant background data must be included. (See example, supplementary inform, eClass)</p> <p>Part 2: Respond to the following TWO questions based on the care plan that was posted in part 1 (see eClass for instructions).</p> <ol style="list-style-type: none"> <li>1. What element of care plan development did you find the most challenging and why? (i.e. determining DRPS, alternatives, etc)</li> <li>2. What specific skills have you refined with practice during this placement?</li> </ol>	<p>By the last day of the placement post on eClass</p> <p>Part 1: one care plan.</p> <p>Part 2: answer the three questions using an eClass survey titled "Care Plan Assignment: Part 2"</p>



## POLICIES and PROCEDURES

All course policies and procedures are included in the [Undergraduate Experiential Education Program Policies and Procedures Manual](#). It includes important course information such as:

- Attendance and scheduling policies (illness, professional opportunities, bereavement, etc.)
  - Students are expected to be at their placement site a minimum of 40 hours/week.
- Requirements for experiential courses (registration with ACP as pharmacy student, immunizations, N95-fit testing, etc.)
- Conflict of Interest Policy
- Student responsibilities (communication, professionalism, Netcare)
- Assessment and survey procedures
- Preceptor Award procedures
- Protection of Privacy
- UofA Electronic Communication Policy for students

### Additional Course Costs

Costs associated with the travel, accommodation or additional practice site requirements are the responsibility of the student. Students are encouraged to apply for [travel expenses](#) available for placements.

### Plagiarism and Cheating

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behavior, which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. See [academic regulations](#).

### Accessibility Resources

Student accommodations are offered in accordance with the Faculty of Pharmacy and Pharmaceutical Sciences (FoPPS) Essential Skills policy. Students registered with Accessibility Resources who will be using accommodations are advised early in the year to contact the course coordinator (Ann Thompson) to discuss possible accommodations.

## LATE ASSIGNMENT AND ASSESSMENT POLICIES

It is the student's responsibility to submit all assignments and assessments in accordance with the stated deadlines.

Assignments posted late on eClass will require completion and submission of a Professional Accountability Form (in eClass). This form, once completed by student, is placed in the student's file.

Late assignments or assessments may result in a delay of course grade posting. Students will receive a grade of "incomplete" until all course requirements are satisfied.

## SUGGESTIONS AND TIPS FOR SUCCESS

Placements are different from classroom learning; they are learning from experience. Students are asked to practice patient care skills in an inpatient hospital setting rather than a skills lab. Professionalism and communication skills are key to these experiences. It is expected that with time the students knowledge and skill ability will improve.

This is considered to be an introductory placement so preceptor supervision is important for learning and assessment. Although preceptors will guide the learning, students are ultimately responsible to ensure completion of all activities, assignments and assessments. Full participation in this placement is a professional responsibility as well as the first step to passing the course. Students that succeed maximize their learning opportunities and participate as a pharmacy team member. Due to the variability of practice sites, experiences will differ and students are expected to take initiative and identify learning opportunities.

An important student responsibility is contacting the Faculty with concerns if they arise. There are assessments built into the course that provide checks and balances about learning and the overall experience, however it is important that students contact the Faculty prior to or during the placement to discuss concerns or questions. These are dealt with in an individual and confidential manner. The article “Strategies Pharmacy Students Can Use to Ensure Success in an Experiential Placement” (*see Required Reading List*) provides helpful information including “obvious” and “not-so-obvious” strategies to ensure success in an experiential placement.

## TECHNOLOGY REQUIREMENTS

### Course Information and Assignments

- Course Information and forms (i.e. Netcare) will be posted in eClass prior to the start of the first placement.
- Assignments will be posted in eClass.
- The Learning Plan and your CV/Resume will be posted in CORE ELMS to allow preceptors to access.

### Assessments

All assessments are submitted on-line using CORE ELMS and will be posted prior to the start of the first placement for students to review. If CORE ELMS assistance is required, contact [PhExEd@ualberta.ca](mailto:PhExEd@ualberta.ca).

### Netcare

Information and instructions regarding Netcare registration and use are outlined in the [Undergraduate Experiential Education Program Policies and Procedures Manual](#).

## APPENDIX 1: Student Performance Assessment

This table outlines the 16 outcomes and associated behaviours that students will be assessed on by the preceptor at the midpoint and final points of the placement.

OUTCOME	BEHAVIOURS
<b>Professional</b>	
1. Displays professional behaviour	<ul style="list-style-type: none"> <li>• Displays honesty, integrity, commitment, compassion, and respect for diversity and patient autonomy.</li> <li>• Respects patients/other team members and does not engage in distracting behavior.</li> <li>• Is well groomed and wears clothing and attire that is appropriate for the practice setting.</li> <li>• Maintains privacy and confidentiality</li> </ul>
2. Demonstrates professional responsibility and accountability	<ul style="list-style-type: none"> <li>• Fulfills their professional commitments and course assignments in a diligent and timely manner.</li> <li>• Accepts responsibility for his/her actions and inactions.</li> <li>• Prioritizes activities to fulfill all responsibilities in a timely manner.</li> <li>• Is punctual.</li> <li>• Responds to and incorporates feedback on ways to improve.</li> </ul>
3. Demonstrates initiative and self-directed learning	<ul style="list-style-type: none"> <li>• Takes initiative to learn, enhance skills and integrate knowledge and skills (i.e. maximizes learning opportunities).</li> <li>• Evaluates their skills and knowledge to identify areas for continuing professional development (i.e.: development of Learning Plan, with progress updates and addition of new goal(s) as appropriate).</li> <li>• Seeks and interprets feedback to identify deficits or strengths in competence/performance.</li> </ul>
<b>Communicator</b>	
1. Demonstrates effective and respectful non-verbal and verbal communication skills	<ul style="list-style-type: none"> <li>• Speaks clearly and effectively</li> <li>• Uses appropriate language, pace and tone for audience</li> <li>• Uses appropriate non-verbal communication (i.e. open body language, use of facial expressions)</li> <li>• Engages in and manages 2-way conversations with patients/caregivers</li> <li>• Listens effectively and responds appropriately to ideas, opinions and feedback from others.</li> <li>• Demonstrates appropriate level of confidence</li> </ul>
2. Is able to communicate effectively in writing	<ul style="list-style-type: none"> <li>• Correctly applies the rules of syntax, grammar and punctuation</li> <li>• Includes appropriate/relevant content for intended audience (e.g.. drug info questions, written assignments, patient documentation) <i>with preceptor guidance</i></li> <li>• Provides appropriate level of detail and is written using an organized process (e.g. care plans, DAP notes [Data, Assessment and Plan]) <i>with preceptor guidance</i></li> <li>• Has focus/clear intent or purpose</li> </ul>

Care Provider	
1. Develops and maintains professional relationships with patients/caregivers	<ul style="list-style-type: none"> <li>engages patient; <i>may require some preceptor prompting and guidance</i></li> <li>exhibits sensitivity, respect and empathy with patients and caregivers</li> <li>identifies/responds to patient cues <i>with preceptor guidance</i></li> </ul>
2. Gathers relevant medical and medication history (including ability to perform BPMH and medication reconciliation)	<ul style="list-style-type: none"> <li>utilizes multiple sources of patient information (i.e. Netcare, patient/caregiver, patient profile/chart, other healthcare providers); <i>may need guidance initially</i></li> <li>employs effective interviewing techniques (i.e. appropriate open and closed ended questions)</li> <li>employs a systematic process to gather data accurately based on the Patient Care Process document <i>with preceptor guidance</i></li> <li>gathers an appropriate amount of information <i>with preceptor guidance</i></li> <li>retrieves and assesses relevant lab test and diagnostic assessments <i>with preceptor guidance</i></li> <li>is improving timeliness and efficiency over the course of the placement</li> <li>attempts to clarify and manage conflicting data <i>seeking support when necessary</i></li> </ul>
3. Determine medical conditions and assess if the patient's medication-related needs are being met	<ul style="list-style-type: none"> <li>considers patient perspective/priorities regarding meeting medication-related needs</li> <li>determines patient's medical condition(s)</li> <li>assesses drug therapy for indication, efficacy, adherence and safety to identify DRPs for therapeutic areas already covered <i>with minimal preceptor guidance</i></li> <li>attempts to assess drug therapy and identify DRPs for therapeutic areas NOT covered in the curriculum <i>with preceptor guidance</i></li> </ul>
4. Develops a care plan that addresses medication and health needs	<ul style="list-style-type: none"> <li>uses a systematic approach (i.e.: Patient Care Plan worksheet) <i>with preceptor guidance</i></li> <li>sets goals that are relevant, realistic and that include timelines if appropriate <i>with preceptor guidance</i></li> <li>plans care for common DRPs for conditions covered in curriculum</li> <li>independently begins development of care plan for DRPs for conditions NOT covered in curriculum</li> <li>creates an acceptable plan that does not cause harm for conditions ALREADY covered in curriculum</li> <li>provides rationale for the chosen plan</li> <li>determines monitoring parameters (what, when &amp; how it may change) for chosen plan <i>with preceptor guidance</i></li> <li>decides on specific actions for managing medication-specific needs (e.g.: dispense, adapt, prescribe, refer, etc.) <i>with preceptor guidance</i></li> </ul>
5. Implements the care plan when appropriate	<ul style="list-style-type: none"> <li>is able to communicate the agreed upon care plan and rationale to patients and/or other healthcare providers <i>with direct supervision</i></li> <li>educate the patient on topics covered in years 1&amp;2 of the program.</li> </ul>
6. Follow-up and evaluate as appropriate	<ul style="list-style-type: none"> <li>determines follow-up required including who is responsible</li> <li>provides follow-up <i>with supervision</i></li> <li>interprets follow-up information to evaluate</li> </ul>

	effectiveness/safety/adherence and modify plan if needed <i>with preceptor guidance</i>
<b>Collaborator</b>	
1. Functions as a member of a team within the practice setting	<ul style="list-style-type: none"> <li>• Establish and maintain positive relationships</li> <li>• Recognizes and respects the roles and responsibilities of other professionals</li> <li>• Contributes to optimize team functioning by participating with all healthcare professionals in a professional and respectful manner</li> </ul>
<b>Scholar</b>	
1. Demonstrates the fundamental knowledge required for pharmacists	<ul style="list-style-type: none"> <li>• Has minimal therapeutic gaps in knowledge for topics covered in Years 1 and 2</li> <li>• Uses knowledge and problem-solving to arrive at recommendations and decisions that are appropriate, accurate and practical (for topics covered in years 1 &amp; 2)</li> </ul>
2. Uses evidence-based processes to provide drug information and care plan recommendations	<ul style="list-style-type: none"> <li>• Determines appropriate search terms for a given question</li> <li>• Uses appropriate sources to gather information (e.g. guidelines, primary, secondary and tertiary sources)</li> <li>• Documents and references recommendations where applicable</li> <li>• Critically analyzes information</li> <li>• Responds with an appropriate recommendation based on analysis of evidence/information <i>with preceptor guidance</i></li> </ul>
3. Exercises critical thinking and judgment to make informed decisions and solve problems.	<ul style="list-style-type: none"> <li>• Considers multiple perspectives in analyzing and solving a variety of problems <i>with preceptor guidance</i></li> <li>• Takes active role in discussions involving decision making</li> <li>• Can provide a rationale for decisions, and discuss his/her thinking that led to decision made.</li> </ul>
<b>Leader-Manager</b>	
1. Identifies factors critical for safe and efficient medication distribution in a hospital	<ul style="list-style-type: none"> <li>• Identifies components and steps of the drug distribution process; from prescriber to delivery to the patient</li> <li>• Describes mechanisms and strategies used by the pharmacy and other health care professionals to ensure safe and effective medication distribution and administration</li> <li>• Describes examples of drug distribution policies and processes (e.g. formulary, therapeutic substitution, special access medications, use of patients own medication, etc.)</li> </ul>

## APPENDIX 2: Activity, Assignment and Assessment Schedule

Week	Student Activities
<i>1-4 weeks before placement starts</i>	Review: <ul style="list-style-type: none"> <li><input type="checkbox"/> Therapeutics as instructed by preceptor(s) or relevant to the practice area.</li> <li><input type="checkbox"/> Syllabus: course expectations, patient care process tools, activities and assignments.</li> <li><input type="checkbox"/> <a href="#">Undergraduate Experiential Education Program Policies and Procedures Manual</a></li> <li><input type="checkbox"/> Readings included on the Required Reading list.</li> </ul> Students should: <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure they have corresponded with the preceptor; complete any pre-readings assigned by the preceptor.</li> <li><input type="checkbox"/> Complete the Skills Inventory in eClass, and start to develop the Learning Plan; post both components on CORE ELMS (under My Requirements) at least 1 week prior to placement.</li> </ul>
<i>Daily throughout the placement</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare care plans and other assignment documentation; medical chart notes, etc.</li> <li><input type="checkbox"/> Complete drug information requests.</li> <li><input type="checkbox"/> Ensure activities and assignments are being met (student is responsible for ensuring completion of all course requirements).</li> <li><input type="checkbox"/> Discuss course objectives with preceptor and other members of the pharmacy team.</li> </ul>
<b>WEEK 1</b> <b>Date:</b> _____	
<i>Orientation (Day ONE)</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss expectations; both preceptor and student.</li> <li><input type="checkbox"/> Discuss and develop placement schedule.</li> <li><input type="checkbox"/> Discuss assessment processes and timelines.</li> <li><input type="checkbox"/> Review syllabus (activities and assignments). There are approximately 12 discussion topics, 13 activities and 2 assignments. Students need to ensure these occur across the 4 weeks (keep track and arrange with preceptor as time permits).</li> <li><input type="checkbox"/> Tour of pharmacy and institution, including patient care units.</li> <li><input type="checkbox"/> Login to ensure Netcare access.</li> <li><input type="checkbox"/> Review and discuss the Skills Inventory and Learning Plan.</li> </ul>
<i>Familiarization with institution, dispensary and processes</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Involvement with or introduction to distribution process (site dependent; see Manager Activities).</li> <li><input type="checkbox"/> Discuss potential patients for the Medical and Medication History assignment.</li> <li><input type="checkbox"/> Review patient and practice forms and resources; i.e. med rec, patient information.</li> </ul>
<i>End of Week 1</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure a chart has been reviewed, and that you are able to locate pertinent patient information. Clarify any aspects with your preceptor, as required.</li> <li><input type="checkbox"/> Debrief with preceptor about expectations, activities, and plan for following 3 weeks.</li> <li><input type="checkbox"/> Finalize any revisions to the Learning Plan. (Post in CORE ELMS)</li> <li><input type="checkbox"/> Complete at least 1 Patient Medical and Medication History; review with preceptor.</li> </ul>
<b>WEEK 2</b> <b>Date:</b> _____	
<i>Activities and Assignments</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete med recs, allergy assessment, risk assessment, discharge patient activities and clinical documentation – discuss with preceptor.</li> <li><input type="checkbox"/> Complete at least 1 more Patient Medical and Medication History by end of week; review with preceptor. Choose one that will be presented as the Patient Care presentation.</li> <li><input type="checkbox"/> Provide responses to 1-2 drug information requests.</li> <li><input type="checkbox"/> Initiate discussions with preceptor about various topics outlined in syllabus. Ensure all discussions are not left to the end. Student should bring up topics for discussion to ensure they are completed.</li> </ul>

<i>Second Thursday</i>	<input type="checkbox"/> Complete and submit <b>Midpoint Student Self-Assessment (CORE ELMS)</b> so preceptor can review prior to Student Performance Assessment review.
<i>End of Week (midpoint)</i>	<input type="checkbox"/> Preceptor to complete and submit <b>Midpoint Student Performance Assessment; (CORE ELMS)</b> . <input type="checkbox"/> Student to complete: <b>Evaluation of Preceptor and Site (CORE ELMS)</b> . <input type="checkbox"/> Update progress in Learning Plan ( <b>post in CORE ELMS</b> ).
<b>WEEK 3</b> Date: _____	
<i>Course Activities Continue</i>	<input type="checkbox"/> Spend time with at least one other health care professional (IP Collaboration Experience). <input type="checkbox"/> Continue to complete medication reconciliations, allergy assessment, risk assessment and discharge patient activities and assignments/clinical documentation – discuss with preceptor. <input type="checkbox"/> Complete at least 3 Patient Medical and Medication Histories by now; review with preceptor. Choose one that will be presented as the Patient Care presentation. <input type="checkbox"/> Complete the Advocacy and Leadership activities and discussions. <input type="checkbox"/> Complete discussions involving the distribution process; discuss components of the distribution system and the drug formulary. <input type="checkbox"/> Identify 3 specific examples that contribute to drug and patient safety awareness. Discuss the institution’s ADR and incident reporting policies and procedures including documentation processes <input type="checkbox"/> Finalize the Patient Case Presentation; present either by the end of week 3 or the beginning of week 4.
<b>WEEK 4</b> Date: _____	
<i>Patient Care Activities</i>	<input type="checkbox"/> Complete care provider activities. (total of 4 to be completed as outlined in activities). <input type="checkbox"/> Complete at least 2 patient discharges by end of placement. <input type="checkbox"/> Review activity table to ensure all activities and discussions have been completed.
<i>End of Week 4 (final)</i>	<input type="checkbox"/> Preceptor to complete <b>Final Student Performance Assessment</b> . <input type="checkbox"/> <b>Preceptor to provide the Grade Recommendation for placement (pass/fail)</b> . <input type="checkbox"/> Student to complete: <b>Final Student Self-Assessment (CORE ELMS)</b>  <input type="checkbox"/> Student to complete: <b>Evaluation of Preceptor and Site (in CORE ELMS) and discuss with preceptor</b> <input type="checkbox"/> Student to complete and post assignments in eClass; Pharmacy Care Plan Assignment, Parts 1 and 2. <input type="checkbox"/> Update and post the final Learning Plan (in CORE ELMS).
<i>Within 72 hours of placement completion (after the student has left the site)</i>	Student to complete: <input type="checkbox"/> Post-Course Evaluation of Preceptor and Site - Non-Anonymous; must be completed in CORE ELMS within 72 hours of course completion and is not reviewed/shared with preceptor. <input type="checkbox"/> Complete (again) the Skills Inventory in eClass. <input type="checkbox"/> Complete Student Course Evaluation - link to survey will be emailed to student. <input type="checkbox"/> Consider nomination of preceptor for an award. (Nomination Survey will be emailed to students).

## APPENDIX 3: Skills Inventory and Learning Plan

### 3a. Skills Inventory and Learning Plan Assignment Instructions

This assignment helps with preparation for the placement as well as assessment of learning during the placement. This assignment is an example of self-directed learning, a concept similar to the Continuing Professional Development model used by practicing pharmacists.

Determining your own placement-specific goal emphasizes the student's responsibility for development during the placement. It provides insight to your preceptor about areas for development that are important to you. After reviewing together, your preceptor will provide feedback about the feasibility of your goal, which must be written using SMART format. Modifications may be required based on the opportunities at the practice site. **See required reading list for tips on making your goal SMART.**

#### SMART GOAL: Reminders

**Specific:** *Have you **precisely described** what you are going to achieve?*

**Measurable:** ***How will you know** if you have achieved your goal?*

**Attainable:** *Is this **realistic** in the time-frame specified?*

**Relevant:** *Is this **important** for patient interaction communications?*

**Timed:** ***When** will you achieve your goal?*

**Steps to Learning Plan Completion** (this needs to be posted 1 week before your placement starts, so plan ahead accordingly)

- First, reflect on your comfort and practice experience with the skills and complete the Skills Inventory table (*Appendix 3b Part 1*). This will provide your preceptor with some perspective about your previous experience and comfort with skills to be further developed in the course.
  - Part 1 will be in eClass as an electronic assignment. Complete there, both prior to the placement starting and at the end of the placement. As this does not download in an easy-to-read format, also complete the paper version below (*3b Part 1 – template*) to post for your preceptor in CORE ELMS (under My Requirements).
- Then, state 1 SMART goal in the Learning Plan Template (*Appendix 3c Part 2*).
- Reflect and state why this goal is important to you, and how it will enable you to be a better pharmacist.
- Describe the resources and strategies you will use to attain the learning goal.
- Determine indicators that will inform your progress.
- Post both the Skills Inventory (Part 1) and Learning Plan (Part 2) in CORE ELMS (under My Requirements) at least 1 week prior to the start of the placement to allow the preceptor to review.
- During week 1 of your placement, review both your Skills Inventory (Part 1) and your Learning Plan (Part 2) with your preceptor. If your preceptor had trouble accessing your documents, please provide for him/her.
- Review and finalize the goal stated in your Learning Plan with the preceptor during the first few days of the placement. When finalized, post the *revised* Learning Plan in CORE ELMS.
- Discuss the progress achieved for the Learning Plan goal with the preceptor at the midpoint and final of the placement and document this within the Learning Plan. This is your responsibility.
- Post the Learning Plan (with progress updates) into CORE ELMS both at midpoint and final of placement.
- Within 72 hours of the placement finishing, complete the Skills Inventory again (in eClass), indicating your level of comfort and amount of practice for each skill. This will serve as a pre/post comparison.



### 3b. Skills Inventory – Part 1

Student Name:

Preceptor Name:

#### Skills Inventory (indicate ratings)

Skill Development in Pharm 305 and Skills Lab	Student considers their ability to:	Comfort Scale						
		1	2	3	4	5	6	7
		Uncomfortable			Comfortable			
		Amount of Practice Scale						
		1	2	3	4	5	6	7
		Limited Practice			++ Practice			
Communicating with patients	<ul style="list-style-type: none"> <li>- Engage/greet patient</li> <li>- Speak clearly with appropriate confidence.</li> <li>- Listen in a way that picks up patient cues and adapt responses.</li> <li>- Explore patient's perspective</li> </ul>	Comfort Scale						
		1	2	3	4	5	6	7
		Amount of Practice Scale						
		1	2	3	4	5	6	7
Gathering medical and medication history (Med Rec and BPMH)	<ul style="list-style-type: none"> <li>- Introduce self and establish rapport</li> <li>- Gather sufficient information while having a 2-way discussion in a conversational manner.</li> </ul>	Comfort Scale						
		1	2	3	4	5	6	7
		Amount of Practice Scale						
		1	2	3	4	5	6	7
Conducting Initial patient assessment	<ul style="list-style-type: none"> <li>- Determine if medications are indicated, effective, safe and patient can use/adhere</li> </ul>	Comfort Scale						
		1	2	3	4	5	6	7
		Amount of Practice Scale						
		1	2	3	4	5	6	7
Creating Basic Care Plans	<ul style="list-style-type: none"> <li>- Can work through care planning process, using worksheet for guidance</li> </ul>	Comfort Scale						
		1	2	3	4	5	6	7
		Amount of Practice Scale						
		1	2	3	4	5	6	7
Ongoing Patient Assessment and Monitoring	<ul style="list-style-type: none"> <li>- Determines follow-up required including who is responsible</li> <li>- Interprets follow-up information to evaluate medication therapy and modify plan if needed</li> </ul>	Comfort Scale						
		1	2	3	4	5	6	7
		Amount of Practice Scale						
		1	2	3	4	5	6	7
Documenting Patient Care Activities	<ul style="list-style-type: none"> <li>- Provides appropriate level of detail and is written using an organized process (e.g. Data, Assessment and Plan).</li> <li>- Has focus/clear intent or purpose</li> </ul>	Comfort Scale						
		1	2	3	4	5	6	7
		Amount of Practice Scale						
		1	2	3	4	5	6	7
Responding to Drug Information Requests	<ul style="list-style-type: none"> <li>- Use appropriate resources</li> <li>- Create an evidence-based response that is tailored to audience</li> </ul>	Comfort Scale						
		1	2	3	4	5	6	7
		Amount of Practice Scale						
		1	2	3	4	5	6	7
Interacting with Other Healthcare Professionals	<ul style="list-style-type: none"> <li>- Verbal and nonverbal communication expresses confidence, interest, and connection.</li> </ul>	Comfort Scale						
		1	2	3	4	5	6	7
		Amount of Practice Scale						
		1	2	3	4	5	6	7

### 3c. Learning Plan Template – Part 2

<b>Learning Goal (Use SMART format):</b>	
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.	
<b>Indicators of Progress:</b> State the indicators that will inform you of your progress or achievement across the 4 weeks.	
<b>Progress at MIDPOINT (end week 2)</b> Summarize: What has been achieved thus far? What needs to be the focus in the next 2 weeks? Do I need to add any goals (on separate sheet) based on my Midpoint Student Performance Assessment?	<i>Student to type progress here.</i>
<b>Progress at FINAL (end week 4)</b> Summarize: What did I achieve? Did this meet my expectations? What will I continue to work on after this placement is over?	<i>Student to type progress here.</i>