This guide is to provide you with links and quick information to precept your Pharm 426 student. As always, but this time seems special, we appreciate your involvement with our learners.

Contents

Contact Information
Quick Links
Updates and Reminders
Preplacement Planning Checklist for Preceptors
Orientation Checklist
Placement Policies and Procedures
Assessment Information and Tips
Learning Plan
Course Activity and Preceptor Discussion Summary
Assignments
Pharmacy Care Plan Worksheet with Checklist for Students and Preceptors
On-Campus Curriculum Overviews: BScPharm and PharmD for BScPharm Students (PBS):
Clinical Expectations for Care Provider Role for PBS PharmD students Across Y4 Experiential Courses:
Guidance for Preceptors and Students
Activity, Assignment and Assessment Schedule

CONTACT INFORMATION
Course Coordinator: Jody Shkrobot
Phone: 780.492.7482
Email: shkrobot@ualberta.ca

General Inquiries/CORE ELMS assistance: Anjela dela Cruz
Phone: 780.492.3362
Email: phexed@ualberta.ca

Community Practice Faculty Liaison; Renette Bertholet
Phone: 780.492.8066
Email: renette@ualberta.ca

QUICK LINKS
• Pharm 426 (2020-21) Course Information; syllabus, modifiable calendar, podcast
• Undergraduate Experiential Education Policy and Procedure Manual
• Faculty Preceptor Webpage
**UPDATES and REMINDERS**

Overall, the course was well received last year by students and preceptors. Therefore, changes to the course are minor; assessments overall were updated and some activities were tweaked.

**COVID-19 Update**

The COVID-19 pandemic may have differing influences on pharmacy practice in the next year. Because this course runs for an entire school year, it is difficult to predict what pharmacy practice will look like over the span of a year. Flexibility regarding the course activities undertaken to achieve the outcomes is acceptable and encouraged. The syllabus was modified to reflect this. *(see Course Activities and Discussion Summary).* Primary changes include:

- Required COVID-19 readings/website review for students; to keep them safe and practicing within guidelines during pandemic.
- Patient care activities may occur by telephone or virtually if deemed
- Interprofessional collaboration activity (i.e. physician/health care professional visits). This activity may be modified to reflect procedures regarding collaboration with other health care professionals at your site. If the student is able to visit with a health care professional at their site, that is acceptable. However, telephone collaborations are also an acceptable
- Health Promotion Presentation and Health Awareness Clinic; these activities may be changed or omitted to reflect the current pandemic policies in place.

**Seminar Course:** Students will attend their seminar course on select weeks throughout each placement block of placements. Students are responsible for advising their preceptor when they will be participating in these sessions during the work day (typically over lunch hour).

**Lab Facilitation by Students:** Students may participate in one Skills Lab at the faculty (students in Edmonton only) across the placement. This provides them with an opportunity for teaching and providing feedback. If students sign up for a lab, they are to advise the preceptor which date they will be at the faculty.

**Resources for Students on Placement**

If you feel your student is experiencing difficulty, please contact the Faculty ([phexed@ualberta.ca](mailto:phexed@ualberta.ca)) or the course coordinator. Province-wide student resources are outlined on our [Student Services Wellness Resources webpage](https://www.ualberta.ca/services/wellness/). This includes access to province-wide resources.

**Instructions how to view a student requirement.** Students will post their Resume and Learning Plan on CORE ELMS as a “Student Requirement.”

- Login to CORE ELMS. Click on the drop-down menu to select your student. Scroll to “Student Requirement” Section. Click on the file button.

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**Student Requirements**

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<td>Pharm 428 - Learning Plan</td>
<td></td>
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PREPLACEMENT PLANNING CHECKLIST for PRECEPTORS

□ Ensure you can log into CORE ELMS; if you have concerns contact phexed@ualberta.ca
□ Submit Netcare Form to Alberta Netcare (students are advised to send form to preceptor at least 4 weeks prior to start of placement.)
□ Review this Quick Reference Guide. More Course Information can be found here; scroll down to Pharm 426, links to course syllabus, Preceptor Review podcast, modifiable calendar
□ Watch the Preceptor Review Podcast; scroll down to Pharm 426 Start to develop placement activity schedule; modifiable calendar on Faculty Course Information Webpage
□ Coordinate orientation and activities with dispensary team/co-preceptor and other health care professionals.
□ Review Student Information: posted on CORE ELMS as a requirement 1 month prior to start of placement. (see instructions above) Reply to student confirming review of their posting; include additional information such as pre-readings, parking, start time, appropriate dress, etc.
□ Review Student Learning Plan: posted as a requirement on CORE ELMS 1 week prior to start of placement.

ORIENTATION CHECKLIST

1. COVID-19 Precautions and Protocols
   • Review the infection measures currently used at practice site (hand washing hygiene, PPE, etc.)
   • Review how to communicate with patients to mitigate risks.
   NOTE: Prior to the placement; students are required to review information on hand washing hygiene, PPE and infection control measures.

2. Professional Discussions
   • Preceptor’s practice experience and interests
   • Feedback and communication; including preceptors preferred method of contact
   • Student/preceptor responsibilities and expectations; including preceptor review of assignments, provision of feedback and student’s submission of assignments or documentation for review
   • Practice expectations; patient confidentiality, dress and appearance policies
   • Pharmacy/facility information regarding policies and procedures, including patient and staff safety
   • Information regarding professional and pharmacy activities
   • Review Student’s Learning Plan

3. Course Discussions; review course syllabus
   • Activities & Assignments; patient care, presentations, in-services, projects, etc.
   • Assessment process; review forms (Student Performance Assessment in syllabus) & timing
   • Discuss student/preceptor responsibilities & expectations
   • Review preliminary student schedule

4. Pharmacy Practice
   • Practice specialties and characteristics
   • Site resources and learning opportunities
   • How will the student be involved in patient care
   • Provide samples of forms used, documentation policies and procedures

5. Practice Environment
   • Guided tour of practice environment; dispensary, offices
   • Introduction to staff; include roles and how they will be involved with student experience
   • Library, drug information and other resources
   • Student workspace
   • Staff cafeteria, coffee area, lockers, washrooms, etc.
   • Computer, phone, fax, internet resources
PLACEMENT POLICIES and PROCEDURES

The following are policies that preceptors often have questions about. Further information regarding other policies can be found in the Policies and Procedures Manual. Preceptors are encouraged to contact the Faculty if they are unsure.

**Students are required to record absences using the Absence Tracker in CORE ELMS.** The preceptor will receive an email noting the absence and is required to confirm or deny the request through CORE.

- **Statutory Holidays:** If a stat holiday falls during a placement, it is at the discretion of the preceptor to determine how to proceed. Students may be granted the stat day off, a day off in lieu of the stat or include that day as a placement day.

- **Illness:** In the case of illness, students are expected to notify the preceptor as soon as possible and record their absence in the Absence Tracker. Time missed from the placement site due to illness that exceeds 1 day needs to be made up. Absences due to illness of 2 days or more will be assessed individually by the Faculty regarding if time needs to be made up.
  - If students experience Covid-19 like symptoms or have concerns due to a COVID-19 exposure, they should complete the AHS On-line Self-Assessment and follow instructions to be tested and/or self-isolate. If self-isolation is recommended, students are required to record their absence in the Absence Tracker.

- **Bereavement:** In the case of death of a family member, students should notify their preceptor and the course coordinator to determine a course of action. Time missed from the placement site due to bereavement that exceeds 1 day needs to be made up.

- **Faculty Endorsed Activities:** The Faculty supports student participation in activities such as the career fair, educational interviews, conferences and PDW if feasible with the placement schedule, if preceptor approval is confirmed prior to the activity and the time away from the placement is reasonable. Time missed from the placement for approved professional development activities that exceeds 1 day needs to be made up. The preceptor may deny a request for professional development if patient care or the practice site is negatively affected by the student’s absence or it’s anticipated that the time missed will impact the student’s ability to complete the placement successfully.

- **Non-Endorsed Activities:** Activities ineligible for absence approval include; mock OSCE’s, job interviews, jurisprudence exams, travel and vacation. Changes to course dates to accommodate personal holidays are not permitted.

- **Placement Timeframe:** Modification to the placement schedule outside of the stated course timelines must be approved by the course coordinator in advance of the change.

- **Needle Stick Injury Procedures:** If a student experiences a needle stick injury, they must report the incident immediately to the preceptor and follow the placement site protocol. The Faculty must be advised immediately. There is further information in the Policies and Procedures Manual.

- **Home Visits:** Students are NOT permitted to conduct patient home visits without the direct supervision of a preceptor or designate.

ASSESSMENT INFORMATION and TIPS

- All assessments are completed and submitted using CORE ELMS. *(See evaluation tab on left side of screen.)* Assessments can be viewed in CORE ELMS prior to the start of the placement.
- The Faculty reviews all assessments at midpoint and final for completion and content.
- Instructions including grading criteria are stated at the beginning of the Student Performance Assessment. Click here to view grading criteria and a summary of all assessments/evaluations to be completed and discussed by preceptor and student.
- Periodically click on “save” tab at bottom of form to avoid a “time-out” and losing information.
Assessments can be saved as a draft and completed later; remember to “save” before exiting or information will be lost.

- Once the completed assessment is submitted, it is visible to the student being assessed.
- All assessments must be discussed; acknowledgment indicates the assessment has been discussed.
- Comment boxes should be used to provide evidence to support the grade given and it is especially important to provide details when the student is struggling or not meeting expectations.
- If you have difficulties accessing or submitting assessments, contact: phexed@ualberta.ca.
- Assessment information including a FAQ document and 14 min podcast available here.

LEARNING PLAN

The Learning Plan helps students prepare for the placement, assess their learning and develop self-directed learning skills. Preceptor feedback is important to ensure the student’s learning goals are appropriate for the placement site. The following timelines describe this activity:

- **At least 1 week prior** to the start of the placement; students post the Skills Inventory and Learning Plan in CORE as a requirement. This allows time for preceptor review.
- **During the first few days of the placement** the Learning Plan should be discussed. If changes are made the student reposts the revised Learning Plan. If no changes were made no additional posting is required.
- **Midpoint:** Students discuss the progress achieved with the preceptor. Areas indicated by the preceptor as “Needs Improvement” on the midpoint Student Performance Assessment should be added by the student to their midpoint Learning Plan as learning goals to track progress.
- **Final:** Students discuss their progress at end of the placement and post the updated Learning Plan.

COURSE ACTIVITY and PRECEPTOR DISCUSSION SUMMARY

Preceptor supervision is important, especially early in the placement, with graduated independence for various activities such as gathering a medication history, patient education, as competence is demonstrated. Throughout the placement, restricted activities such as final checking of prescriptions and injections must be supervised.

Click here to view summary tables of Course Activities and Preceptor Discussions.

ASSIGNMENTS

Students have been advised to submit assignments to preceptors in a timely basis to allow time for review and to provide feedback prior to posting. It is suggested that preceptors advise students of their timelines.

Click here to view Summary of Course Assignments

PHARMACY CARE PLAN WORKSHEET with CHECKLIST for STUDENTS and PRECEPTORS

Preceptors and students can use this worksheet to ensure the student’s care plan is complete. Click here to access the worksheet.

ON-CAMPUS CURRICULUM OVERVIEW: BScPharm and PharmD for BScPharm STUDENTS (PBS)

Click here view the courses, therapeutic modules and practice skills students have taken
**CLINICAL EXPECTATIONS for CARE PROVIDER ROLE for PBS PharmD STUDENTS ACROSS Y4 EXPERIENTIAL COURSE: Guidance for Preceptors and Students**

During 4th year, students in PBS program complete three 8-week clinical experiences and one 8-week specialty elective/professional practice experience that may or may not be in a patient care setting. The order these are completed will vary for each student. This table is to guide expectations from initial to final placement for the Care Provider role. Students are expected to improve across their final year placements and:

- Integrate/apply their knowledge using a systematic patient care process
- Increase proficiency, clinical judgment, confidence, and complexity of care by the final placement.

**GUIDING PRINCIPLES:**

1. As each placement progresses and similar patient scenarios are encountered, students are expected to incorporate knowledge/skills and provide care with more confidence. Initially, complex patients may require more preceptor support.
2. By the end of APPE 3/4, students should demonstrate competence to apply foundational knowledge and skills to effectively manage patients with common medication therapy problems.
3. Students are expected to embody and demonstrate the attitudes and behaviors of a pharmacist and integrate required skills to enable them to achieve the expectations of their care provider role (such as effective communication, demonstrating professionalism, etc).
4. Students are expected to identify areas for development across placements and incorporate this into their Learning Plans. They should come prepared and ready to learn (i.e. read recommended materials, show initiative).

**APPE (Advanced Pharmacy Practice Experience) 1 & 2**

For assigned patients, students should:

- Gather data completely and accurately.
- Identify and prioritize DRPs/patient needs; may need support with prioritization.
- Recognize and integrate relevant patient-specific factors into pharmacotherapy work-up and care planning; support may be required, especially in weeks 1-4 of each placement.
- Develop an acceptable care plan; emphasis on process.
- Justify recommendations/decisions; clinical judgment will require support, especially initially, but should improve with experience;
  - Consult literature/references to support rationale.
- Implement care plan and undertake appropriate actions;
  - Includes adapting, initiating, renewing/continuing, discontinuing, referral, etc.
- Provide accurate and appropriate patient education for common conditions; may need support tailoring and/or researching information for less common conditions/medications.
- Document using DAP or consult format; may require coaching to ensure consistent with the practice; adapts appropriately to practice setting.
- Fulfill commitment for follow-up as appropriate.
- Present patients verbally in acceptable manner; may need coaching with format and content; confidence builds over placement.
- Increase knowledge of disease states relevant to practice setting, and develop confidence applying knowledge.

**APPE (Advanced Pharmacy Practice Experience) 3 &/or 4**

Building upon the skills practiced in APPE 1 and 2, students should:

- Increase confidence and proficiency with patient care.
- Identify and prioritize commonly encountered DRPs.
- Prioritize patient needs appropriately.
- Integrate patient-specific factors into decision-making; with minimal prompting.
- Develop acceptable care plans: emphasis on quality and appropriateness of patient care recommendations.
- Defend recommendations with confidence.
- Demonstrate ability to make prescribing decisions, when appropriate.
- Provide accurate and complete patient education, identifying when additional information is required and proactively seeking this.
- Document information in appropriate manner, with minimal assistance.
- Complete verbal patient presentations concisely and confidently.
- Readily identify knowledge gaps and seek to find answers, and review with preceptor to verify understanding.
# ACTIVITY, ASSIGNMENT and ASSESSMENT SCHEDULE

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<th>STUDENT ACTIVITIES</th>
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| 1-4 weeks before placement starts (see Preplacement Planning Checklist; page 3) | ___ Review course information, activities and assignments; [Click here to access](#), scroll down  
___ Ensure Netcare access has been submitted/obtained; advised student of pre-readings, start time, initial schedule, etc.  
___ Start to develop placement schedule; use Modifiable Calendar; [Click here to access](#)  
___ Review student resume on CORE (4 wk prior) & Skill Inventory/ Learning Plan (1 wk prior) |

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<th>WEEK 1: Orientation, Review Preliminary Placement Schedule</th>
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| Orientation (see Orientation Checklist; page 3) - Tour of site - Log in to ensure Netcare access | ___ Discuss the Skills Inventory and Learning Plan.  
___ Review course objectives and activities; [including modifications due to pandemic](#).  
___ Discuss preliminary schedule: Inter-Professional visits, clinics, presentations; activities may be different or omitted due to pandemic policies in place.  
___ Discuss student/preceptor expectations and responsibilities.  
___ Review the pandemic policies and procedures in place for staff and patients. |

| Orientation (see Orientation Checklist; page 3) - Tour of site - Log in to ensure Netcare access | ___ Discuss care plans, clinical documentation; format and process. Discuss current strategies used to provide patient care; some patients may not be coming to pharmacy.  
___ Discuss and complete assessments of New and Refill Rxs.  
___ Provide care for Acute Condition Patient. Discuss with preceptor; post on patient profile.  
___ Schedule Chronic Condition Patient Management review for week 2. Review plan |

| Additional Activities to be incorporated and scheduled across the placement | ___ Schedule and arrange visits with MD or HCP (Inter-professional activity); if possible. Otherwise, daily collaborations with health care professionals involving patient care communication or initiatives is acceptable.  
___ Discuss/schedule the health promotion presentation for the public; if possible.  
___ Discuss/schedule the health promotion activity or clinic day in the pharmacy; if possible.  
___ Discuss topic and scope of Community Pharmacy Practice Enhancement Project.  
___ Ensure discussions with preceptor are completed |

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<th>WEEK 2: Dates: ____________________________</th>
<th>WEEK 3: Dates: ____________________________</th>
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| Patient Care: Daily Rxs, Acute & Chronic Condition | ___ Continue patient care; New and Refill Rx Assessments, Continue Acute Condition Assessments; Chronic Condition Patient Management review for first patient; [Due to pandemic telephone or virtual methods of communication with patients are acceptable](#).  
___ Consider scenario for clinical judgment assignment; review written summary. |

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<th>WEEK 4: Dates: ____________________________</th>
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| ECLASS POSTINGS Due: 9 PM; 4th Tuesday (no identifiers) | ___ For 1 patient with an Acute Condition: post documentation (as entered on computer patient profile; screen shot OK; no care plan required).  
___ For 1 patient with a Chronic Condition: post a care plan worksheet or site-specific care plan and corresponding documentation. Review with preceptor prior to posting. |
| Medication Reviews & Course Activities | Ensure health care professional visits are scheduled. Review progress on projects, presentations, clinics. (If possible; depending on pandemic policies in place)
| | Review written Clinical Judgment Summary with preceptor. Have at least 2 more conversations involving clinical judgment; preceptor discretion: written vs verbal.
| | Continue Patient Medication Reviews and Acute Condition Patients assessments.
| Mid-Point Evaluations & Learning Plan | Submit MID-POINT Student Self-Assessment 2 days prior to Performance Assessment Session to allow time for preceptor review. Discuss with preceptor at review session.
| | MID-POINT Assessments: Student Performance Assessment: completed by preceptor.
| | MID-POINT Student Evaluation of Preceptor: discuss with preceptor.
| | Update Learning Plan with progress as well as grades of “Needs Improvement” from Student Performance Assessment: post Midpoint Learning plan on CORE ELMS.
| WEEK 5: Dates: ___________________________ Week 6: Dates: ___________________________
| Assess completion of activities & discussions. | Continue chronic condition reviews and acute condition assessments (should have 10-12 of each completed by now.
| | Complete Physician/Healthcare Inter-professional visits. (If possible. If not possible, discuss daily interprofessional collaboration experiences with preceptor)
| eClass Postings Due: 9PM, 6<sup>th</sup> Tuesday | For 1 patient with an Acute Condition: post documentation (as entered on the computer patient profile; screen shot OK; no care plan required)
| | For 1 patient with a Chronic Condition: post a care plan; worksheet or site specific format. Include documentation sent to another HCP (if completed).
| WEEK 7: Dates: ___________________________ |
| Acute/Chronic Patient Reviews Pharmacist for the Day Activity | Conduct “Pharmacist for the Day” activity early in the week. Debrief with preceptor afterwards. Repeat later in the week as needed.
| | Complete clinical judgment and other discussions with preceptor.
| | Complete HCP inter-professional visit debrief with preceptor or have similar discussion regarding daily inter-professional collaboration experiences with preceptor.
| WEEK 8: Dates: ___________________________ |
| Finalize activities & assignments. | Review activities, discussions and assignments to ensure all have been completed; Practice Enhancement Project, presentation/clinic (if possible), Inter-Professional activity
| | Update and submit the final Learning Plan in CORE ELMS
| | Ensure continuity of care
| FINAL Assessments (CORE ELMS) | Final Assessments (CORE ELMS)
| | FINAL Student Performance Assessment and Placement Grade; completed by preceptor; reviewed with student.
| | FINAL Student Evaluation of Preceptor and Site AND FINAL Student Self-Assessment; discuss both with preceptor
| Posting of Assignments Surveys | Assignments are to be posted by last day of placement;
| | - CORE ELMS: post final Learning Plan
| | - eClass: complete Enhancement of Community Pharmacy Practice Project Assignment Survey and Inter-Professional Visit Assignment Survey
| | Complete Anonymous Preceptor Course Survey (survey link emailed to preceptor)