This guide is to provide you with links and quick information that will be helpful when precepting your Pharm 426 student.

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What’s New in Pharm 426

Overall this course was well liked by both students and preceptors, however there are a few changes. Last year Learning Plans and MyCred were introduced and will continue to be used; additional information regarding these is in this guide or provided to all preceptors in advance of the placements.

- **PharmD for BSc Students (PBS Program):** Students completing Pharm 426 in the fall of 2017 are bridging from a BSc Pharm to a Pharm D program. This involves 1 semester of courses during spring/summer 2017 and 2 additional placements that they will complete winter 2018. Students completing Pharm 426 in the winter of 2018 are continuing with their BSc Pharm program.

- **Attendance Policy Update:** Students are required to use the new Absence Tracking feature in RxPreceptor. See pg 3

- **Learning Plan:** 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.

- **Assignments:** Two of the assignments previously posted at the end of the placement were modified to activities and discussions to occur during the placement.
  1. **Clinical Judgment Activity:** the corresponding Clinical judgment Assignment has been changed to a written summary and discussion with the preceptor for the first experience. At least 2 more clinical judgment discussions should follow; written summaries are optional. (preceptor discretion).
  2. **Inter-professional Activity:** the corresponding Inter-professional Reflection Assignment has been changed to a discussion with the preceptor.

- **Activities:** Acute and Chronic Disease Management Activities: minimum number of patients who should be provided care has increased to 16 (from 12).

- **Student Performance Assessments:** To align with the current Post Professional Pharm D grading practices, the Final Student Performance Assessment grading policies, including threshold to obtain a pass were changed. Previously students needed grades of Meets an Acceptable Level of Performance on ALL outcomes to pass. Now, for the preceptor to provide a recommendation of “PASS” for the placement, 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 (maximum of 2 for Care Provider) outcomes achieve a rating of "Needs Improvement to Reach an Acceptable Level of Performance" AND,**
  3. **Have ZERO ratings of “Not Meeting an Acceptable Level of Performance”**.

Quick Links

- Pharm 426 Syllabus
- Undergraduate Experiential Education Program Policies and Procedures Manual
- Preceptor Guide
- Faculty Preceptor Webpage
- Models of Precepting, guiding principles for co-precepting or other models, such as peer-assisted learning (PAL) model.

Contact Information

**Course Coordinator**
Marlene Gukert
Phone: 403.254.6449  E-mail: mgukert@ualberta.ca

**Community Practice Faculty Liaison**
Renette Bertholet
Phone: 780.492.8066  E-mail: renette@ualberta.ca

**General Inquiries**
Candace Ramjohn
3-172, Edmonton Clinic Health Academy
Phone: 780.492.9780 Fax: 780.492.1217
Email: phexed@ualberta.ca
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.

- **Absence Tracker:** Students are required to use the new Absence Tracking feature in RxPreceptor. Students must record an intended absence on RxPreceptor and the preceptor will receive an email noting the absence and be required to confirm or deny the request through RXpreceptor.

- **Statutory Holidays:** Should a statutory holiday fall within the timeframe of the 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. Absences due to illness of 2 days or more may require an explanation and/or evidence such as a physician’s note. Either the student or preceptor should contact the Faculty if the absence exceeds 2 days. Routine medical appointments are expected to occur on personal time. Time missed from the placement site due to illness that exceeds 1 day needs to be made up.

- **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.

- **Faculty Endorsed Activities:** The Faculty supports student participation in activities such as the UofA on-campus flu clinic, 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 developments activities that exceeds 1 day needs to be made up.

  The preceptor may deny a request for professional development should the standard of care to patients or practice site be negatively affected by the absence of the student 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, 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.

- **Students:** Students are NOT permitted to conduct patient home visits without the direct supervision of a preceptor or designate.
Assessment Procedures and Information

- All assessments are completed and submitted through RxPreceptor.
- After logging in, the evaluation tab is in the grey column on the left side of the screen.
- To allow for preparation by preceptors, assessments can be viewed in RxPreceptor at least 1 week prior to the start of the placement.
- More assessment information can be found in the Course Syllabus.
- Instructions for preceptors are at the beginning of the Student Performance Assessment.
- If you have difficulties accessing or submitting assessments, contact: phexed@ualberta.ca.

Tips and Suggestions

- Periodically click on “save” tab at bottom of form, to avoid a “time-out” and losing information entered.
- 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.
- Assessments can be printed.
- Disregard the “section weight” and “minimum AVG score required” sections.
- All assessments must be discussed. There is an acknowledgment at the end of each form that indicates the assessment has been discussed by the student and preceptor.
- Comment boxes should be used to provide evidence to support the grade given. This is especially important when the student is not meeting expectations, or needs improvement, as it provides specific details about concerns.
- Completion reminders are emailed by the Faculty.
- Faculty reviews all assessments at early, midpoint and final for completion and content.
- If you are co-precepting or using another precepting model such as peer-assisted learning, refer to the Faculty Models of Precepting Webpage for suggestions on completing assessments.

NEW! Student Performance Assessment; Final Grading Policy

Previously students needed grades of “Meets an Acceptable Level of Performance” on ALL outcomes to pass. Now, for the preceptor to recommend a “PASS” for the placement, 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 (maximum of 2 for Care Provider) outcomes achieve a rating of "Needs Improvement to Reach an Acceptable Level of Performance" AND,
3. Have ZERO ratings of “Not Meeting an Acceptable Level of Performance”.

Summary of Assessments/Evaluations to Be Discussed between Preceptor and Student (all are completed and submitted through RxPreceptor)

<table>
<thead>
<tr>
<th>Assessment/Evaluation</th>
<th>Submission Timeframe</th>
<th>Submitted by</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Student Self-Assessments (completed twice) | Midpoint and end of placement | Student      | - The midpoint should be submitted and printed a day prior to the Midpoint Student Performance Assessment discussions to allow time for the preceptor to review.  
- For Final Student Performance Assessment, student should bring the printed copy to review and compare it with preceptor assessment as discussion. |
| Early Assessment of Preceptor             | At end of 1st placement week  | Student      | - Takes about 5 mins to complete.  
- Encourages discussion between student and preceptor.  
- Advises the Faculty if there are any concerns; option to |
<p>| Early Assessment of Student               | At end of 1st placement week  | Preceptor    |                                                                                                                                 |</p>
<table>
<thead>
<tr>
<th>Event/Assignment</th>
<th>Timing</th>
<th>Responsible parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Performance Assessment MIDPOINT</td>
<td>At the end of the 4th placement week</td>
<td>Preceptor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Assessment of all learning outcomes.</td>
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<tr>
<td></td>
<td></td>
<td>- Takes about 1 hour to complete.</td>
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<tr>
<td></td>
<td></td>
<td>- Includes identification and discussion of areas and skills that will be focussed on for balance of the placement.</td>
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<tr>
<td></td>
<td></td>
<td>- Must be discussed with the student.</td>
</tr>
<tr>
<td>Student Performance Assessment – FINAL Final Placement Mark (at the end of the Assessment)</td>
<td>End of placement</td>
<td>Preceptor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Takes about 1 hour to complete.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Assessment of all learning outcomes. (same as midpoint)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- At the end of the assessment preceptors provide a Placement Mark: PASS or FAIL based on the overall grades assigned to each learning outcome.</td>
</tr>
<tr>
<td>Student Evaluation of Preceptor and Site – MIDPOINT</td>
<td>At the end of the 2nd placement week</td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students must discuss with preceptor after discussion of the Student Performance Assessment.</td>
</tr>
<tr>
<td>Preceptor Evaluation of Course</td>
<td>After student has left placement site</td>
<td>Preceptor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Anonymous – option provided to have Faculty contact the preceptor.</td>
</tr>
</tbody>
</table>

**Learning Plan Activity and Assignment**

This activity and assignment helps students to prepare for the placement as well as assess their learning. It provides an early introduction to self-directed learning, a concept similar to the Continuing Professional Development model used by practicing pharmacists.

**Preceptor feedback is important** to ensure that student’s learning goals and objectives are appropriate and feasible. Also preceptors can reinforce the importance of self-directed learning and the expectation that students update their progress at midpoint and final in their learning plan is encouraged.

**Steps to completing a Learning Plan. Students should:**

- **Complete** the Skills Inventory table. (see below)
- **State** 1 goal and corresponding objective(s) on the Learning Plan template using the SMART format.
  - The goal and objective(s) should be a clinical skill on which they plan to focus.
  - Each objective should be specific and linked to placement activities.
  - Students are required to review; [Goals and Objectives; What’s the Difference Anyways](#). A CSHP Webinar (focus on slides 11-39) and handout for information that will be helpful to develop a goal and corresponding objectives using a SMART format. Preceptors may find this helpful for development of annual competence goals and objectives associated with practice.
- **Determine** indicators that inform progress for the chosen goal.
- **Post** the Skills Inventory and Learning Plan in MyCred (GOALS module) **at least 1 week prior to the start of the placement** to allow the preceptor to review.
- **During the first few days of the placement the Learning Plan should be discussed with the preceptor. The preceptor should provide feedback about the feasibility of the chosen goal; modifications may be required based on the opportunities at the practice site.** After discussion, post the revised Learning Plan. If no changes were made no additional posting is required.
- Discuss the progress achieved for the goal with the preceptor at the midpoint and end of the placement and post the updated Learning Plan into MyCred both at midpoint and end of placement.
- 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. This is to ensure these areas will be addressed in the second half of the placement.
## Skills Inventory

<table>
<thead>
<tr>
<th>Activity</th>
<th>Limited amount of Practice (i.e. completed in Skills lab &amp; placements only)</th>
<th>Moderate Amount of Practice (i.e. completed in skills lab, placements and work experience)</th>
<th>Comments: (to provide perspective on the rating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering medical and medication history</td>
<td></td>
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<tr>
<td>Conducting Patient Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating and Implementing Patient Care Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing Patient Assessment and Monitoring</td>
<td></td>
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<tr>
<td>Patient Education</td>
<td></td>
<td></td>
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<tr>
<td>Seamless Care Activities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Documenting Patient Care Activities</td>
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</tr>
<tr>
<td>Responding to Drug Information Requests</td>
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<tr>
<td>Interacting with Other Healthcare Professionals</td>
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</tr>
</tbody>
</table>

**Feedback:** Student should provide examples of feedback that they have received from preceptors, lab facilitators, peers and/or pharmacists about areas of strength.

**Feedback:** Student should provide examples of feedback that they have been received from preceptors, lab facilitators, peers and/or pharmacists about areas for improvement.

**Learning Goal:** to be developed by student

**Learning Objective(s):**
Use SMART format (objectives must be measurable/observable by your preceptor).

**Indicators of Progress**
Describe indicators that will inform you of your progress or achievement. Examples: debriefing with preceptor, receiving feedback from team members, reflection or evaluation, etc.

**Progress at MIDPOINT (end week 4)**
Summarize: Key accomplishments, important next steps, behaviours/skills/knowledge requiring further improvement.

**Progress at FINAL (end week 8)**
Summarize: Key accomplishments, important next steps, behaviours/skills/knowledge requiring further improvement.

The student must add outcomes and skills that are identified as “needing improvement” by the preceptor on the Midpoint Student Performance Assessment to the Midpoint Learning Plan for the second half of the placement.

Student to type progress here
Activity Summary
See pages 5-10 of the Pharm 426 Course Syllabus, including the appendices, for more information.

<table>
<thead>
<tr>
<th>Students should participate in the full-scope of pharmacist activities as deemed appropriate by the preceptor. Students must always consult with the preceptor prior to initiating new recommendations. Injections and activities related to prescribing must be completed under the direct supervision of the preceptor.</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>

### Patient Care
For all patient care encounters students should provide patient care as deemed appropriate by the preceptor(s).
- Develop & maintain a professional, collaborative relationship with the patient or agent/caregiver.
- Interview the patient or agent or other relevant healthcare providers to obtain necessary information.
- Gather and organize the information required to determine the patient's medication related & other relevant health-related needs.
- Assess if the patient’s medication needs are being met. (complete a medication reconciliation and review for indication, effectiveness, safety and adherence)
- List and prioritize the patient’s medical conditions and drug related problems.
- Develop and implement a care plan (e.g. CACPs, SMMAs, etc.) that is based on best evidence and prioritizes and addresses the patient's drug therapy problems and wellness needs (care plan to include pharmacist responsibilities, specific monitoring parameters and follow up).
- Engage patients in shared decision making regarding their medication therapy (as appropriate).
- Provide accurate and appropriate patient education, including patient self-management.
- Conduct follow-up and modify care plans as needed.
- Communicate and document patient care activities. (HCP correspondence, computer documentation)
- Provide continuity of care.
- Assist in patients’ self-care (e.g. use of diagnostics, point-of-care testing and self-monitoring of patient’s health status)

### Patient Assessment during dispensing (Refill and New Prescriptions)
- Assess patients and their drug therapy to provide and document care for a minimum of 2 patients each day receiving refills and 2 patients each day receiving new Rx’s.
- Across the placement, develop proficiency doing this for all prescriptions as part of a systematic patient care process (including documentation) to ensure safe and effective drug therapy for all patients.

**Corresponding Assignment:** Patient Assessments for Refill and New Rx Assignment

### Acute Condition and/or Self-Care Assessment
- Provide patient care for a minimum of 16 patients with acute conditions and/or self-care needs such as infection, pain, allergic reaction, minor ailments, etc.
- Assessment should be discussed with the preceptor and then documented on the patient’s profile. (Written care plan is not required, a care plan worksheet may be used to guide the care provided.)

**Corresponding Assignment:** Acute Condition Assignment

### Chronic Disease Management
- Provide patient care for a minimum of 16 patients with chronic conditions.
- Students should provide care for a minimum of 4 different chronic diseases.
- As the placement progresses, students should care for patients with co-morbidities and increasing complexity.

**ALL** care plans must be reviewed by the preceptor. If a CACP or SMMA is submitted it must also be signed by the preceptor prior to submission.

**ANY** documentation to be sent to another healthcare professional must be co-signed by the preceptor, and include their contact information, prior to sending.

**Corresponding Assignment:** Chronic Disease Management Assignment
**Pharmacy Services**

Participate in the scope of professional practice under the supervision of the preceptor(s). This includes:
- Prescription renewal and adaptation when appropriate.
- Emergency prescribing.
- Prescribing at initial access (Pharmacist preceptor must have additional prescribing authorization from ACP.)
- Administration of Drugs by Injection: Students in the Class of 2018 had the option to complete the training as required by ACP to administer drugs by injection. Students who successfully completed the training and also have completed CPR Level C + First Aid, should practice administering drugs by injection. Students must only administer injections under the direct supervision of a pharmacist authorized by ACP to administer drugs by injection.
- Ordering (with pharmacists who have a PracID) and monitoring lab test results on Netcare.

**Medication Distribution**

Participate in all stages of the distribution process and apply the standards of practice, laws, and regulations governing pharmacy practice. This includes prescription intake, review, processing and checking (under preceptor supervision) and counselling. Students are expected to demonstrate competency in each of these components as well as with the laws and regulations associated with pharmacy practice.

ACP’s Jurisprudence Learning Module: [https://pharmacists.ab.ca/jurisprudence/](https://pharmacists.ab.ca/jurisprudence/) is recommended

**Drug Information Requests**

- Respond to questions in a timely manner using best evidence, including answers to self-identified questions to care for patients.
- Information may be required either verbally, written or both. (Drug Information Inquiry Record form is posted on RxPreceptor and eClass).

Students are expected to use appropriate resources and various levels of evidence; primary, secondary and tertiary references. Student should also use more than 1 resource for each question and discuss all answers with the preceptor.

**Clinical Judgment: Review and Reflection**

- For at least one patient care assessment and resulting actions, students will write a summary of the decision making and critical thinking that they used to justify their actions (e.g. change a dose, recommend a different therapy, refuse to fill, no change required, etc). The summary should include the clinical issue, the findings from the patient assessment and rationale for their recommendation.
- The student should review this summary with the preceptor and discuss their rationale for the decision made, challenges they encountered (if any), documentation required and outcome.
- After the initial discussion with a written summary, it is suggested that students have at least 2 more clinical judgment discussions with the preceptor. If deemed appropriate by the preceptor, a written summary is not required.

**Inter-Professional Collaboration**

- Students are required to complete visits with a physician. If a physician opportunity is not available, alternatives include a PCN or homecare nurse, optometrists, physiotherapists, etc. (PCN pharmacists, or other pharmacists, do not qualify for this activity, as they are not a different health care professional.)
- Four 1/2 day visits or 2 full days are recommended. The number of visits with the same healthcare professional should be maximized. The intent is that with repeated visits with the same practitioner, students will be involved as a collaborator rather than an observer.

**Corresponding Assignment**: The physician or HCP completes the **Inter-Professional Collaboration**: Feedback for Pharmacy Student

**Corresponding Assignment**: Pharm 426 Inter-professional Visit Thank you Assignment

**Enhancement of Community Pharmacy Practice Project**

In collaboration with the preceptor, the student will design and complete a project that will benefit the practice site. Examples include creating a resource or brochure, and/or enhancing patient care processes and clinical services.

**Corresponding Assignment**: Enhancement of Community Pharmacy Practice Project
### Health Promotion Presentation
Provide a minimum of one health promotion presentation for the public. (e.g. school; teachers or student classes, senior groups, disease advocacy groups). This should be done in the community.

### Health Awareness Clinic
Provide a health promotion, screening or education clinic for the public on a disease state or focus for the pharmacy. (e.g. women’s health, hypertension). Can be in the community or the pharmacy. The activities (presentation and clinic mentioned above) are NOT a substitute for the Community Pharmacy Practice Enhancement Project. However, they may be linked. i.e. the Project may be preparation of a brochure/poster and planning for a clinic.

### Pharmacist for the Day
Students (with supervision) should assume patient care and dispensing responsibilities as the sole pharmacist at the practice site. A minimum of a ½ day during week 7 of the placement is suggested; can be increased as deemed appropriate by preceptor. The experience should be discussed so the student can reflect on their strengths and weaknesses and ways to address these. The activity may be repeated if needed to better assess if the student is capable and confident regarding these responsibilities.

### Patient and Medication Safety
ACP and ISMP have developed a resource; Systems Approach to Quality Assurance for Pharmacy Practice: A Framework for Mitigating Risk. Pharmacies are busy environments and this tool helps teams to identify potential process vulnerabilities before an incident occurs. Students will go to: [https://pharmacists.ab.ca/acp-online-learning](https://pharmacists.ab.ca/acp-online-learning) to access this resource. After reading the resource students will have a discussion with the preceptor to discuss and potentially apply the concepts in the resource to the practice environment.

### OPTIONAL: Preceptor Library Resources
Provide preceptors with an overview of the library resources and search strategies for the UofA Library Database(s) now accessible to preceptors. The How-To-Guide: UofA Faculty of Pharmacy Library Resources is: [http://tinyurl.com/lgppqay](http://tinyurl.com/lgppqay). The link to the UofA pharmacy library home page is [http://guides.library.ualberta.ca/pharmacy](http://guides.library.ualberta.ca/pharmacy)

### OPTIONAL: Practice Based Research
Students may be involved with practice-based research developed by Pharmacy Faculty during their placement. Students will be provided with information regarding research possibilities prior to the start of the placement. Student participation in these research activities is voluntary.

### Preceptor Discussion Summary

<table>
<thead>
<tr>
<th>The following are discussions that students must complete during the placement to meet course objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsibilities as a Professional</strong></td>
</tr>
<tr>
<td>Discuss <a href="https://pharmacists.ab.ca/code-ethics">ACPs Code of Ethics</a></td>
</tr>
<tr>
<td>• Include strategies the preceptor uses to practice in an ethical manner.</td>
</tr>
<tr>
<td>• The student should include how they demonstrate this during the placement. Sharing examples during the discussion is helpful. (e.g. patient confidentiality, patient care challenges) It is important for the student to see if their ideas and strategies align with their preceptor.</td>
</tr>
<tr>
<td>• Discuss the role of the pharmacist in the practice setting and how they independently and collaboratively contribute to improving patient outcomes.</td>
</tr>
<tr>
<td><strong>Maintaining Professional Competency and Lifelong Learning</strong></td>
</tr>
<tr>
<td>• Discuss with the preceptor how they maintain professional competence through self-directed learning. Examples to highlight include reading literature (how is this identified?), conferences, formal training (e.g. Geriatric or Diabetic Certification), obtaining additional prescribing authorization or authorization to inject.</td>
</tr>
<tr>
<td>• Discuss ACP’s Continuing Competence Program. Review the preceptor’s previous or current learning and implementation records for their CCP portfolio. The student should reflect on this and compare/contrast it</td>
</tr>
</tbody>
</table>
to their Learning Plan for the placement.

- At the end of the placement the student will summarize the activities completed that would comply with ACPs Continuing Competence Program for learning and implementation and review these with the preceptor.

### Patient Communication
- Discuss motivational interviewing strategies used to engage patients with their care.
- Discuss how preceptors engage patients in shared decision making.

### Dispensing Regarding Schedule II and III drugs
Discuss the following with the preceptor:
- What is the responsibility of the pharmacist?
- What are the responsibilities of other pharmacy team members?
- What is the current process or strategies used in the dispensary to ensure that the sale of these products is safe and effective (e.g. oral iron products, Tylenol 1)? Are there stressors of the workplace that can affect the process used when selling these drugs?

### Inter-Professional Experience
Based on an inter-professional experience during the placement students should choose one example of inter-professional collaboration that impacted them and that they would like to model in their future practice and discuss this with their preceptor. The example must be outside of the pharmacy team. In the discussion, students should include:
- a description of the experience, what resonated with them and why it had such an impact.
- what they learned from the experience; personally and/or professionally.
- how they can apply what they have learned in their future practice.

### Health Promotion and Advocacy
Discuss the health promotion or disease prevention programs that the preceptor is involved with and/or are available at the pharmacy (e.g. smoking cessation, travel advice, blood pressure screening, etc.)

### Practice Resources
Discuss with the pharmacists:
- Which resources they use and why they prefer particular resource(s).
- The benefits of having Netcare access and the implications for assessing and monitoring drug therapy in community practice. Discuss how pharmacists incorporate its use into their patient care activities.

### Pharmacy Services and Scope of Practice
Discuss the following with the preceptor:
- The impact of funding policies on the provision of professional services with the pharmacy team.
- How they or colleagues use the expanded scope of practice within their practice; include how it contributes to patient care.

### Safe Medication Distribution Practices
Discuss the following with the preceptor:
- Documentation and reporting of medication errors or incidents (what to do if there is an error)
- Quality assurance processes (e.g. audits, double/triple checking, etc).

### Practice Based Research
Students will discuss the challenges and benefits of participating in Practice Based Research with the preceptor. Regardless of participation in the research study (as outlined in Activity 13), what are the challenges and benefits of participating in practice based research. Students should include:
- If they participated, why did they and what did they learn? OR
- If they did not participate, why not? What would have encouraged participation?
**Assignment Summary**

These assignments require preceptor review.

<table>
<thead>
<tr>
<th>Learning Plan Assignment</th>
<th>Posting Instructions (MyCred)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Learning Plan needs to be initiated before the start of the placement. First posting is 1 week prior to the start of the placement.</td>
<td>The Learning Plan must be posted in the “GOALS MODULE” of MyCred (student portfolio available through RxPreceptor) at least 1 week prior to the start of the placement to allow the preceptor to review. The updated plans must be posted by the end of 1st week, midpoint and at the final following review with the preceptor. 4 TOTAL POSTINGS; 1 before the placement and 3 during the placement. Students should title each upload to reflect the posting date to assist preceptor review.</td>
</tr>
</tbody>
</table>

Students are to develop 1 goal and corresponding objectives that describe a clinical skill they plan to focus on during the placement. The Learning Plan should be:
1. Discussed with the preceptor during first week of the placement; make adjustments if necessary.
2. Finalized by the end of the first week.
3. MIDPOINT: Reviewed with the preceptor and updated to indicate progress made with the initial learning goals. Also, the student must add the outcomes and skills that are identified as “needs improvement” in the Midpoint Student Performance Assessment to the Midpoint Learning Plan for the second half of the placement.
4. FINAL: Reviewed with the preceptor and updated at the final.

<table>
<thead>
<tr>
<th>OTHER COURSE ASSIGNMENTS</th>
<th>POSTING INSTRUCTIONS (eClass)</th>
</tr>
</thead>
<tbody>
<tr>
<td>These assignments are completed during the placement and posted at various times during the placement as well as at the end of the placement.</td>
<td>REMOVE ALL IDENTIFIERS FROM ALL POSTINGS</td>
</tr>
</tbody>
</table>

**Patient Assessments for Refill and New Rx Assignment**
- Use the Pharmacy Care Plan Worksheet to document the patient care provided. Use this to create documentation to be entered onto the computer profile. (use DAP format, or equivalent)
- Review worksheets and documentation with the preceptor prior to posting.
- A blank Pharmacy Care Plan Worksheet is posted in eClass.
- A Pharmacy Care Plan Worksheet with a Checklist for Assessment is posted in the syllabus; Appendix 2b

- Post 1 care plan worksheet in eClass outlining the care provided for a patient receiving a new Rx and 1 worksheet for a patient receiving a refill.
- Each posting should include a worksheet and documentation as it was entered into the computer. (screen shots are OK)
- Post by 9:00 PM on the 2nd Tuesday of the placement.

**Acute Condition Assignment**
- Following discussion of a patient with an acute condition with the preceptor, document assessment findings on the patient’s computer profile. (review indication, effectiveness, safety and adherence)
- Total: 2 examples of documentation to be posted
- Screen shot is OK

- Post patient documentation in eClass (as entered on the computer profile) for 1 patient by 9:00 PM on the 4th Tuesday of the placement.
- Post documentation of 1 additional patient by 9:00 PM on the 6th Tuesday of the placement.

**Chronic Disease Care Plan Assignment**
Each assignment consists of:
- relevant background data
- a care plan using the pharmacy care plan worksheet or site specific forms
- corresponding clinical documentation as entered on the patient computer profile
- written communication sent to another healthcare professional (if completed).
- Total: 2 patient care plans & documentation to be posted.

Students should choose care plans that best demonstrate their patient care skills for assignments.
- Students will be developing care plans for ALL patients.

- Post patient documentation in eClass for 1 patient by 9:00 PM on the 4th Tuesday of the placement.
- Post documentation of 1 additional patient by 9:00 PM on the 6th Tuesday of the placement.
- Care plans must be typed unless the site completes only hand-written CACPs and SMMAs.

**Inter-Professional Collaboration: Feedback for Pharmacy Student**
Feedback form must be posted on eClass by
The health care professional where the student completed their visits must complete the Inter-professional Feedback Form. (either written or on-line) Online form can be emailed to the health care practitioner and when completed it is given back or emailed.

The last day of the placement

**Pharm 426 Inter-professional Visit: Thank you**

It is important that the health care professionals be thanked for their involvement in our program.

- Students must provide the healthcare professional(s) with a written or emailed thank you note.
- In addition to the thank you gesture, the note or email should include at least one thing that they learned from that health care professional.

The letter(s)/email(s) must be scanned onto eClass by the last day of the placement.

**6. Enhancement of Community Pharmacy Practice Project**

Following completion of the project create a summary that includes:

- Outline: topic, learning goals, stimulus/trigger and activities completed.
- Outcomes: potential and real for the practice site; include what was learned through completion of the project.

Assignment must be posted on eClass by the last day of the placement.
<table>
<thead>
<tr>
<th>Week</th>
<th>Student Activities</th>
</tr>
</thead>
</table>
| 1-4 weeks before placement starts | Review:  
- Therapeutics as instructed by preceptor or relevant to the practice area.  
- Syllabus: course expectations, patient care process tools, activities and assignments.  
- Readings included on the Course Required Reading list.  
Students should ensure they have:  
- corresponded with preceptor regarding: start time, dress code, parking, etc.  
- provided their preceptor with their Netcare registration form.  
- started to develop the Learning Plan; post on MyCred at least 1 week prior to placement. |
| Daily throughout the placement |  
- Provision of Patient Care, review with preceptor.  
  - Patient Assessments for Refills and New Rxs  
  - Acute condition patients (pain, infection, etc) minimum: 16 patients  
  - Chronic medical condition patients: minimum: 16 medical/medication reviews  
- Prepare care plans for ALL patients using pharmacy care plan worksheet or practice specific forms; document in accordance with preceptor’s practice. (care plan documentation is not required for the acute condition patients but may be requested by the preceptor.)  
- Document care provided according to site processes.  
- Address specific patient issues as they arise and/or are assigned.  
- Complete medical and drug information requests.  
- Conduct follow-up as required, callbacks, seamless care.  
- Involvement with Patient Education; Rx and OTC counselling.  
- Participate in Pharmacy Services; injections, Rx adaptations and renewals, emergency prescribing, (prescribing if pharmacist has authority) under direct supervision.  
- Ensure activities and assignments are being completed (student is ultimately responsible for ensuring completion of all course requirements). |

**Week 1: Orientation, Create Placement Schedule, Early Assessments**

**Date:**

| Orientation (see Orientation Checklist in Preceptor Guide) |  
- Review and discuss the Skills Inventory and Learning Plan  
- Review course objectives and activities.  
- Develop preliminary schedule: Inter-Professional visits, clinics, presentations, patient care.  
- Discuss student/preceptor expectations and responsibilities.  
- Discuss assessment processes and timelines (include informal/daily feedback, debriefing).  
- Tour of pharmacy.  
- Log in to ensure Netcare access, as well as access to other on-site systems. |
| Daily Patient Care and Documentation |  
- Discuss care plans, clinical documentation; format and process  
- Discuss key factors for effective and safe distribution systems to optimize patient medication safety.  
- Complete assessments of New and Refill Rxs. |
| Acute and Chronic Condition Management |  
- Provide care for at least 1 Acute Condition Patient (review indication, effectiveness, safety and adherence). Discuss findings with preceptor and post documentation on the patient’s computer profile. Minimum 16 patients.  
- Schedule first Chronic Condition Patient Management session for week 2. Plan patient assessment; review profile, information from preceptor, Netcare. |
| Additional Activities to be incorporated and scheduled across the placement |  
- Schedule and arrange visits with family MD or HCP (Inter-professional activity)  
- Discuss/schedule the health promotion presentation for the public.  
- Discuss/schedule the health promotion activity or clinic day in the pharmacy.  
- Discuss topic and scope of Community Pharmacy Practice Enhancement Project with |
<table>
<thead>
<tr>
<th>Week 2: Date:</th>
<th><strong>END of Week 1:</strong> Complete, submit and discuss Student and Preceptor EARLY ASSESSMENTS (RxPreceptor)</th>
</tr>
</thead>
</table>
| **Daily Patient Care and Chronic Condition Management** | - Continue to complete assessments of New and Refill Rxs.  
- Continue to conduct Acute Condition Assessments and document on patient’s profile following preceptor discussion. Select 1 example of documentation to post next week.  
- Conduct Chronic Patient Management (CDM) session for first patient.  
- Document care (use format agreed to by site for documenting care plans)  
- Schedule template for additional CDM medication reviews. |
| **eClass Posting** | - ASSIGNMENT: Post Pharmacy Care Plan Worksheet (typewritten, no identifiers) and corresponding documentation for 1 patient receiving a refill Rx and 1 patient receiving a new Rx. |

<table>
<thead>
<tr>
<th>Week 3: Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acute Condition Patient Care</strong></td>
<td>- Continue to provide care for Acute Condition Patients (review indication, effectiveness, safety and adherence). Discuss findings with preceptor and post documentation on the patient’s computer profile. Select 1 example of documentation to post next week.</td>
</tr>
</tbody>
</table>
| **Chronic Condition Management and Patient Care** | - Continue Chronic Condition Reviews  
- Select 1 patient to post care plans and documentation; review with preceptor prior to posting. |

<table>
<thead>
<tr>
<th>Week 4: Date:</th>
<th></th>
</tr>
</thead>
</table>
| **Acute and Chronic Condition Management** | - Ensure health care professional visits are scheduled  
- Review progress on the Practice Enhancement Project.  
- Review progress on the health promotion presentation for the public; community based.  
- Review progress on the clinic day or health promotion in the pharmacy.  
- Complete the ACP Module; Systems Approach for Quality Assurance for Pharmacy Practice; A Framework for Mitigating Risk. Schedule time to discuss with preceptor. |
| **eClass Postings (no identifiers)** | - 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 care plan and documentation (as entered on the computer patient profile). Include documentation sent to another health care professional (if occurred). Ensure preceptor review prior to posting.  
- MID-POINT Assessments: Student Performance Assessment: midpoint; completed by preceptor; review with student.  
- MID-POINT Student Evaluation of Preceptor and Student Self-Assessment (midpoint); discuss both with preceptor  
- Update and post the Learning Plan (MyCred) |

<table>
<thead>
<tr>
<th>Week 5: Date:</th>
<th></th>
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</thead>
</table>
| **Chronic and Acute Condition Management** | - Complete physician/healthcare professional inter-professional visits.  
- Continue Chronic Condition Management Reviews; care plans and corresponding clinical documentation. (should have completed approx. 10-12 by now)  
- Continue Acute Condition Assessments and corresponding documentation. (should have completed approx. 10-12 by now) |
<table>
<thead>
<tr>
<th>Week 6: Date:</th>
<th>_________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician/Healthcare Inter-professional visits.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Continue with follow-up and documentation for patient reviews and assessments.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Time permitting continue to provide care for new patients.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Chronic Condition Management</td>
<td>[ ]</td>
</tr>
<tr>
<td>eClass Postings Due: 9PM, 6th Tuesday of the placement</td>
<td>[ ]</td>
</tr>
<tr>
<td>For 1 patient with an Acute Condition: post documentation (as entered on the computer patient profile; screen shot OK, no care plan required)</td>
<td>[ ]</td>
</tr>
<tr>
<td>For 1 patient with a Chronic Condition: post a care plan worksheet or site specific care plan and documentation (as entered on computer patient profile). Include documentation sent to another HCP (if completed). Ensure preceptor review.</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7: Date:</th>
<th>_________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute and Chronic Patients Safety Processes Assessment Pharmacist for the Day Activity</td>
<td>[ ]</td>
</tr>
<tr>
<td>Continue follow-up of Chronic and Acute Condition Patient Management patients.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Discuss chosen Medication Safety process with preceptor. (Mitigating Risk Activity)</td>
<td>[ ]</td>
</tr>
<tr>
<td>Conduct “Pharmacist for the Day” activity early in the week. Debrief with preceptor afterwards. Redo later in the week if needed.</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8: Date:</th>
<th>_________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize activities and assignments</td>
<td>[ ]</td>
</tr>
<tr>
<td>Review activities and assignments to ensure all have been completed and posted,</td>
<td>[ ]</td>
</tr>
<tr>
<td>Update and submit the final Learning Plan on MyCred</td>
<td>[ ]</td>
</tr>
<tr>
<td>Ensure completion of: minimum of one community presentation and one health promotion activity/clinic in the pharmacy. (2 separate activities)</td>
<td>[ ]</td>
</tr>
<tr>
<td>Finalize Practice Enhancement Project and assignment for the preceptor for review.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Ensure the Inter-professional Pharmacy Feedback Form has been completed.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Email or mail a thank you card to the physician/healthcare professionals involved in your inter-professional visits. Scan before sending.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Ensure continuity of care documentation is entered into patient profile and conveyed to patient pharmacy team.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Ensure continuity of Care</td>
<td>[ ]</td>
</tr>
<tr>
<td>FINAL Assessments (RxPreceptor)</td>
<td>[ ]</td>
</tr>
<tr>
<td>Final Student Performance Assessment and Placement Grade; completed by preceptor; reviewed with student.</td>
<td>[ ]</td>
</tr>
<tr>
<td>Student Self-Assessment (final): discuss with preceptor.</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

| Posting of Assignments Surveys | [ ] |
| All assignments are to be posted by last day of placement including the Learning Plan | [ ] |
| eClass: Inter-professional Visit Thank You, Enhancement of Community Pharmacy Practice Project Summary, Inter-Professional Skills Feedback for Pharmacy Student | [ ] |
| Submit Preceptor Awards form; link emailed to student | [ ] |
| Post Rotation Survey (RxPreceptor); submit AFTER leaving site; due 48 hours after placement completion | [ ] |
| Anonymous Student Survey (survey link emailed to student) | [ ] |
## Pre-placement Checklist

The following should be addressed or completed prior to the start of the placement.

- Ensure you can login to *RxPreceptor* and are familiar with how to use MyCred (difficulties: contact phexed@ualberta.ca or 780-492-9780).

- Start to develop placement *schedule* template (see summaries in this guide)

- Coordinate *orientation & activities* with dispensary team/co-preceptor and other health care professionals.

- Submit *Netcare Form* to Alberta Netcare (students are advised to send form to preceptor at least 4 weeks prior to start of placement).

- Review *Student Information Template* (posted on MyCred) one month prior to start of placement. 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 on MyCred) one week prior to start of placement.
**Orientation Checklist for Student and Preceptor**

This orientation checklist is to be used by both the student and preceptor to cover important topics at the beginning of the placement. Site specific items can be added to the list at the bottom.

<table>
<thead>
<tr>
<th>Orientation Activity</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Professional Discussions</strong></td>
<td></td>
</tr>
<tr>
<td>• Preceptor’s practice experience and interests</td>
<td></td>
</tr>
<tr>
<td>• Feedback and communication; including preceptors preferred method of contact</td>
<td></td>
</tr>
<tr>
<td>• Student/preceptor responsibilities and expectations; including preceptor review of assignments, provision of feedback and students submission of assignments or documentation for review</td>
<td></td>
</tr>
<tr>
<td>• Practice expectations; patient confidentiality, dress and appearance policies</td>
<td></td>
</tr>
<tr>
<td>• Pharmacy/facility information regarding policies and procedures, including patient and staff safety</td>
<td></td>
</tr>
<tr>
<td>• Information regarding professional and pharmacy activities</td>
<td></td>
</tr>
<tr>
<td>• Review Student’s Skills Inventory and Learning Goal (student to post on MyCred Goals module at least 1 week prior to placement)</td>
<td></td>
</tr>
<tr>
<td><strong>2. Course Discussions; review course syllabus</strong></td>
<td></td>
</tr>
<tr>
<td>• Objectives</td>
<td></td>
</tr>
<tr>
<td>• Activities; patient care, presentations, in-services, projects, etc.</td>
<td></td>
</tr>
<tr>
<td>• Assignments</td>
<td></td>
</tr>
<tr>
<td>• Assessment process; review forms (Student Performance Assessment in syllabus) and timing</td>
<td></td>
</tr>
<tr>
<td>• Discuss student/preceptor responsibilities and expectations</td>
<td></td>
</tr>
<tr>
<td>• Review preliminary student schedule</td>
<td></td>
</tr>
<tr>
<td><strong>3. Pharmacy Practice</strong></td>
<td></td>
</tr>
<tr>
<td>• Practice specialties and characteristics</td>
<td></td>
</tr>
<tr>
<td>• Site resources and learning opportunities</td>
<td></td>
</tr>
<tr>
<td>• How will the student be involved in patient care</td>
<td></td>
</tr>
<tr>
<td>• Provide samples of forms used, documentation policies and procedures</td>
<td></td>
</tr>
<tr>
<td><strong>4. Practice Environment</strong></td>
<td></td>
</tr>
<tr>
<td>• Guided tour of practice environment; dispensary, offices</td>
<td></td>
</tr>
<tr>
<td>• Introduction to staff ; include roles and how they will be involved with student experience</td>
<td></td>
</tr>
<tr>
<td>• Library, drug information and other resources</td>
<td></td>
</tr>
<tr>
<td>• Student workspace</td>
<td></td>
</tr>
<tr>
<td>• Staff cafeteria, coffee area, lockers, washrooms, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Technology orientation</strong></td>
<td></td>
</tr>
<tr>
<td>• Computer order entry systems</td>
<td></td>
</tr>
<tr>
<td>• Phone, fax, internet</td>
<td></td>
</tr>
<tr>
<td><strong>6. Other</strong></td>
<td></td>
</tr>
</tbody>
</table>
Pharmacy Care Plan Worksheet with Checklist for Assessment

Preceptors can use this form to ensure the student’s care plan is complete. Students should use it as a guide.

<table>
<thead>
<tr>
<th>MEDICAL CONDITION AND/OR DRPs</th>
<th>GOALS OF THERAPY</th>
<th>ALTERNATIVES</th>
<th>RECOMMENDATIONS/PLAN</th>
<th>MONITORING PARAMETERS</th>
<th>FOLLOW-UP</th>
</tr>
</thead>
</table>
| For each medical condition and/or DRP identified, create an integrated care plan. List each medical condition first, followed by any DRPs identified for that condition. (*Some medical conditions may not have a DRP, a care plan is still necessary for ongoing patient monitoring.*)  
**DRP Categories:**  
**Indication:** 1. Unnecessary drug therapy, 2. additional drug required, 3. ineffective drug, 4. Dose too low, 5. adverse drug reaction/interaction, 6. dose too high, 7. Non-adherence  
**Effectiveness:** 3. ineffective drug, 4. Dose too low, 5. adverse drug reaction/interaction, 6. dose too high, 7. Non-adherence  
**Safety:** 5. adverse drug reaction/interaction, 6. dose too high, 7. Non-adherence  
**Compliance:** 7. Non-adherence | For each medical condition and/or DRP state desired goals of therapy.  
**Goals:** cure, prevent, slow/stop progression, reduce/eliminate symptoms, normalize a lab value. Consider realistic goals determined through patient discussion. Goals of therapy are measurable or observable parameters that are used to evaluate the efficacy and safety of therapy. | Compare relevant drug and non-drug therapies that will produce desired goals. List the pros and cons of each therapy. Consider:  
Indication, Efficacy, Adherence, Safety, Cost/coverage. | In collaboration with the patient and other providers, select the best alternative and implement the plan. Provide a rationale for the chosen plan. Consider:  
Drugs: consider drug, formulation, route, dose, frequency, schedule, duration, medication management.  
Non-drug: non-drug measures, education, patient referral. | Determine the parameters for monitoring efficacy and safety for each therapy. Consider:  
Clinical and laboratory parameters, Degree of change, Time frame. | Determine who, how and when follow-up will occur. |

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

☐ Is an assessment of each DRP provided (factors considered to influence/determine a plan)?  
☐ Are alternatives (with rationale for each) provided that would be considered acceptable for a first year students? (*Second year students will likely require assistance for therapeutic areas they have not covered*)  
Alternatives should be complete for therapeutic areas that have been covered. i.e. cardiovascular.  
☐ Plan/recommendations are outlined  
Includes:  
☐ dosing considerations  
☐ patient preferences  

**ACTIONS TAKEN**  
☐ Appropriate/acceptable action has been taken  
(*Second year students will likely require assistance for therapeutic areas they have not covered*) Plan should be complete for therapeutic areas that have been covered. i.e. cardiovascular  
☐ Monitoring plan present  
Includes:  
☐ safety  
☐ efficacy  
☐ frequency  
☐ duration (if appropriate)  
☐ which healthcare provider will follow-up  
(*Second year students will likely require assistance for therapeutic areas they have not covered*) Monitoring should be thorough for therapeutic areas that have been covered.  
☐ Follow-up plan present  
Includes:  
☐ who  
☐ how  
☐ when  
☐ includes outcome (if possible)
### BScPharm On-Campus Curriculum Overview: courses, therapeutic modules & practice skills (undergraduate)

<table>
<thead>
<tr>
<th>Year</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class-room</td>
<td>• Medicinal Chemistry</td>
<td>• Law and Ethics</td>
<td>• Management</td>
</tr>
<tr>
<td></td>
<td>• Drug Information</td>
<td>• Pharm and Ethics</td>
<td>• Provincial and Canadian healthcare</td>
</tr>
<tr>
<td></td>
<td>• Pharmaceutical Biotech and Immunology</td>
<td>• Interdisciplinary Collaboration</td>
<td>Therapeutic Modules</td>
</tr>
<tr>
<td></td>
<td>• Communications</td>
<td>• Radiopharmacy</td>
<td>• ID (bacteria, viral, fungal, parasites, immuniz)</td>
</tr>
<tr>
<td></td>
<td>• Introduction to Patient Care Process</td>
<td>• Pharmacokinetics</td>
<td>• Neurology (Stroke, seizure, movement disord)</td>
</tr>
<tr>
<td></td>
<td>• Critical appraisal of literature</td>
<td></td>
<td>• Bone and Joint (OA, RA, gout, osteoporosis)</td>
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<tr>
<td></td>
<td>• Pharmaceutics (compounding)</td>
<td></td>
<td>• Peds/Geriatrics (drug principles &amp; conditions)</td>
</tr>
<tr>
<td></td>
<td>• Pharmacy Math</td>
<td></td>
<td>• Oncology (select Ca &amp; supportive care Tx)</td>
</tr>
<tr>
<td></td>
<td>• Dispensing Workflow</td>
<td></td>
<td>• Mental health (depression, bipolar, schizop)</td>
</tr>
<tr>
<td></td>
<td><strong>Therapeutic Modules</strong></td>
<td></td>
<td>• Endocrine (DM, thyroid, pituitary/adrenal)</td>
</tr>
<tr>
<td></td>
<td>• Dermatology (warts, dermatitis, psoriasis, acne, lice, scabies, minor wounds, sunburn)</td>
<td>• Nutrition (vitamins/minerals, sports, obesity)</td>
<td>• Women/Men’s Health (contraception, meno/andropause, pregnancy/lactation, sexual dys)</td>
</tr>
<tr>
<td></td>
<td>• Ear, Eye, Nose, Throat (allergic rhinitis, ear conditions, glaucoma, contact lens care)</td>
<td>• Hematology (anemia, anticoag's)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Therapeutic Modules</strong></td>
<td>• Cardiology (HTN, CAD/ACS, CHF, AFib, PVD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Therapeutic Modules</strong></td>
<td>• Transplant (heart, lung, kidney, liver)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pulmonary (asthma, COPD)</td>
<td>• Pulmonary (asthma, COPD)</td>
<td></td>
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<tr>
<td></td>
<td><strong>Therapeutic Modules</strong></td>
<td>• Nephrology and Urology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pain (opioids, NSAIDs, neuropathic agents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td><strong>Therapeutic Modules</strong></td>
<td><strong>Therapeutic Modules</strong></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>• focus on professionalism and communication skills (patients, team)</td>
<td>• Patient/health assessment: physical assessment, Med Rec &amp; discharge, Allergy assessment</td>
<td><strong>Therapeutic Modules</strong></td>
</tr>
<tr>
<td></td>
<td>• Patient-centered care and health assessment: Medication/medical history</td>
<td>- Shared decision making with patient</td>
<td>• Patient/health assessment</td>
</tr>
<tr>
<td></td>
<td>- Patient care process and care plan</td>
<td>- Evaluating literature (therap controversy)</td>
<td>• Clinical judgment &amp; prioritization</td>
</tr>
<tr>
<td></td>
<td>- Documentation - basic</td>
<td>• Pt education &amp; oral patient presentation</td>
<td>• Patient goal setting/ motivational interviewing/patient self-empowerment</td>
</tr>
<tr>
<td></td>
<td>• Select EENT/derm products</td>
<td>• Intro to research design &amp; EBM</td>
<td>• Health promotion, disease prevention</td>
</tr>
<tr>
<td></td>
<td>• DI &amp; basic literature evaluation</td>
<td>• Documentation; medical chart; care plans, inter-professional practice</td>
<td>• Therapeutic Drug Monitoring</td>
</tr>
<tr>
<td></td>
<td>• Dispensing/compounding</td>
<td></td>
<td>• Injections training (immunizations)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Management (service proposal/ implementation)</td>
</tr>
</tbody>
</table>

### PharmD for BScPharm Students (PBS): Curriculum Overview
- PBS Program often referred to as the “bridging program” as it bridges current BScPharm students to receipt of a Pharm D degree at the end of 4 years.
- final year is 3 terms in total; BScPharm is 2 terms (2 placements, 3 electives and 2 options)
- PharmD: 5 required courses: 4 in spring/summer and 1 seminar across placements and 2 additional placements (4 in total)
- Spring/summer Term (May- August 2017): 3 required classroom courses; Critical Analysis of Evidence, Patient Assessment, Advanced Therapeutics, Collaboration and Professional Learning plus 1 elective course
- Fall term: (August –December 2017): Pharm 426 Community Placement, Pharm 428 Acute Care Placement, Pharm D Seminar
- Winter Term (January – April 2018): Selective in Patient Care Placement, Elective/ Specialization Placement, Pharm D Seminar