UNIVERSITY OF ALBERTA

PHARM 426 - ADV PHARMACY PRACTICE PART 1

Community Practice Placement

Combined CLN Fa2019/Winter20

Course Weight: 8

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COURSE DESCRIPTION

This structured practical learning experience will allow students to apply and integrate knowledge and skills in community practice settings. Students will develop practical knowledge necessary for the professional role of pharmacists as care providers, communicators, scholars, advocates, managers and collaborators. Students are expected to step into the role of a pharmacist under the guidance of a pharmacist preceptor.

This advanced clinical placement provides opportunities for students to accept professional responsibilities and further develop evidence based clinical judgment and decision making skills. As students are within months of graduating, at completion of the placement, they should be "entry to practice" competent.

OTHER COURSE FEES

Students are expected to travel within the province to complete their experiential education course requirements. Costs associated with travel, accommodation or additional placement site requirements are the responsibility of the student. Students are encouraged to apply for travel awards that are available.

REQUIRED READINGS

1. Undergraduate Experiential Education Policies and Procedures Manual; course requirements and specific experiential policies/procedures
2. Patient Care Process

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 SCHEDULE

Course dates are listed by the term. Individual student schedules are listed in CORE ELMS (RxPreceptor) Students must register for the course in the term that the placement is scheduled.

Fall Term
· Block 1: August 26 - October 18, 2019
· Block 2: October 21 - December 13, 2019
Winter Term
· Block 3: January 6 – February 28, 2020
· Block 4: March 2 - April 24, 2020

Attendance and stat holiday information: see Undergraduate Experiential Education Policies and Procedures Manual

COURSE OBJECTIVES/OUTCOMES

The course is designed to develop the following *knowledge, skills, and attitudes:*

Knowledge
1. Apply fundamental knowledge in daily practice.
2. Integrate best available evidence into pharmacy practice; e.g.; drug information requests, patient care.

Skill
3. Provide patient centered care and manage patient's medication and health needs.
4. Exercise critical thinking and clinical judgment to make informed decisions and solve problems.
5. Communicate both orally and in writing in an effective, responsible and responsive manner that encourages trust and confidence.
6. Work collaboratively with the patient, family, caregivers and other healthcare professionals to facilitate the management of the patient's health needs.
7. Promote the health of communities and populations (e.g. cultural groups, the vulnerable, disease awareness and prevention) and integrate health promotion into patient care.
8. Participate in the site's process for managing accurate, effective and safe drug distribution; including management and documentation of medication errors.
9. Describe the impact of funding to provide professional services, and participate in strategic planning of new and/or improved patient care services where possible.
10. Participate in quality assurance and improvement programs (e.g. quality of care, cost effectiveness of services provided, planning for practice change, implementation of services).
11. Develop personal and professional leadership skills.
12. Respond appropriately, using best evidence , to drug information requests and proactively seek answers to self-identified and/or questions to care for patients.

Attitude
13. Adhere to ethical standards in the delivery of pharmacy care and demonstrate accountability and respect to patients.
14. Display professional behavior and attitude, e.g. initiative, maximizing learning opportunities.
15. Demonstrate a commitment to learning by evaluating their practice and knowledge/skills to identify areas for development

GRADING

Pharm 426 is a Credit/No Credit course. At the end of the placement, preceptors recommend a grade on the final Student Performance Assessment. Preceptors indicate the student's level of achievement of the all outcomes *(see Appendix 1)* using the following 4-point scale:

Not Meeting an Acceptable Level of Performance: Student has significant difficulty or deficits on the skills and behaviours associated with this outcome.	*Needs Improvement to Reach an Acceptable Level of Performance:* Student needs improvement on the skills and behaviours associated with this outcome.	*Meets an Acceptable Level of Performance:* Student is performing as expected on the skills and behaviours associated with the outcome.	*Exceeds an Acceptable Level of Performance:* Student is performing better than expected on the skills and behaviours associated with the outcome.

> *****IMPORTANT*****
> **In order 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*".*
>
> Preceptors base their overall rating for each outcome on how strongly they agree or disagree that the student has demonstrated a set of expected skills, behaviours and knowledge.
> **The student must include any area rated Needs Improvement or Not Meeting an Acceptable Level of Performance into the objectives of the Learning Plans for *future placements.***

To receive credit in the course, students must receive a "pass" on their final Student Performance Assessment from their preceptor, complete all required assignments in a satisfactory manner and submit all required assessments. The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the submitted assessments and 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 (RxPreceptor) and posted in CORE ELMS prior to the start of the placement. It is important that students understand the purpose and timelines of each assessment. Students are encouraged to review them prior to the start of the placement. The Student Performance Assessment (completed by the preceptor at midpoint and final) and additional assessment is in the syllabus (*Appendix 1)* well as *eClass.*

ASSIGNMENT INFORMATION

•   Assignments are posted before, during the placement on various weeks and by the last day of the placement. Assignments will be reviewed for completion to ensure course requirements are met. Individual feedback may be provided if the assignment does not meet course requirements.
•   Assignments that are posted late on eClass without notification of a delay from the student will require completion and submission of a Professional Accountability Form which is placed on the student's file.
•   Late assignments including assignment clarifications requested by the course coordinator may result in a delay of course grade posting. Students will receive a grade of "incomplete" until all course requirements are met.
•   Posted assignments must be typed and patient care documents **must have all identifiers removed to ensure patient confidentiality.**
•   To assist students and preceptors with planning across the 8 weeks, an "Activities, Assignments and Assessments Schedule" has been provided in *Appendix 3.*

ASSIGNMENTS

1. Learning Plan and Skills Inventory

Students post their Learning Plan on CORE ELMS as a requirement at least 1 week prior to the start of the placement to allow for preceptor review. (It is not posted in eClass as preceptors do not have access)

Instructions: Additional information can be found in *eClass.*
- Based on their self-assessment, students will determine 2 practice goals to focus on during their placement. Templates are offered in *eClass* to provide students with an option of how to organize a learning plan. However, students are encouraged to use their own template if they wish as it is their learning plan.
- After the initial posting prior to the start of the placement, updated plans are posted by the end of first week, midpoint and at the final following review with the preceptor. Minimum 4 TOTAL POSTINGS; 1 before the placement and 3 during the placement. However, students are encouraged to think of the Learning Plan as a tool to follow their learning and can update it as often as they wish to follow their learning.

Learning Plan Discussions and Posting Instructions;
1. FIRST WEEK OF PLACEMENT: Discuss with the preceptor; make adjustments if necessary. In some cases the practice may not reflect your goal(s) and therefore your goal(s) will be need to be modified based on the practice setting. Finalize by the end of the first week. Repost if changes were made.
2. MIDPOINT: Review with preceptor; update to indicate progress made with the initial learning goals. Students must add the outcomes that are identified as "needs improvement" in the Midpoint Student Performance Assessment to the Midpoint Learning Plan to ensure they are focused on during the second half of the placement.
3. FINAL: Review with preceptor, update and repost the final learning plan. As students develop Learning Plans for their next placement, they should consider findings in their previous placement/learning plan.

2. Acute Condition Assignment

Following discussion of a patient with an acute condition with the preceptor, document assessment findings on patient's computer profile. (indication, effectiveness, safety, adherence). Screen shot is OK.

There are 2 *eClass* postings (submitted *during* the placement):
- First Posting: 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.
- Second Posting: Post documentation of 1 additional patient by 9:00 PM on the 6th Tuesday of the placement.

3. Chronic Disease Care Plan Assignment

- Students will be developing care plans for ALL patients. They should post those that best demonstrate their patient care process.
- The Pharmacy Care Plan Worksheet (posted in *eClass*) can be used or Comprehensive Annual Care Plans (CACP) and Standard Medication Management Assessments (SMMA) can be submitted. It is suggested that preceptors and students discuss which format is appropriate and most comfortable for the student to use.

- ALL chronic medical conditions should be included in chronic disease management care plans as students should be caring for the patient holistically. If there is no DRP associated with a condition it should be stated in the care plan that the assessment resulted in no DRP for that specific condition but monitoring will be ongoing.
- Each assignment consists of:
  o relevant background data; as applicable; chief complaint/concern, HPI, past medical history
  o BPMH, pertinent ROS, relevant labs/diagnostic information
  o care plan using the pharmacy care plan worksheet or site specific forms
  o corresponding clinical documentation as entered on the patient computer profile (can be a screen shot with no identifiers) if applicable
  o written communication sent to another healthcare professional (if completed)

There are 2 *eClass* postings: (submitted *during* the placement; same posting schedule as Acute Condition Assignment)
- <u>First Posting</u>: 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.
- <u>Second Posting</u>: Post documentation of 1 additional patient by 9:00 PM on the 6th Tuesday of the placement.

4. Inter-professional Assignment; completed at end of placement

After completion of visits with a healthcare professional, the student completes the Inter-Professional Survey Assignment on *eClass.* This assignment is due on the last day of the placement.

5. Enhancement of Community Pharmacy Practice Project; completed at end of placement

Following completion of the project, the student completes the Enhancement Project Survey questions on *eClass* at the end of the placemen*t.* Questions include;
  o Topic
  o Learning Goals
  o Stimulus/Trigger
  o Activities completed
  o Outcomes: potential and real, include what was learned through completion of the project.

COURSE ACTIVITIES and DISCUSSIONS
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.

COURSE ACTIVITIES The following are activities that students must complete during the placement to meet course objectives.	✓
1. Provide Patient Care During the placement, students will participate in the scope of professional practice under the supervision of the preceptor(s). For all patient care encounters students should provide patient care as deemed appropriate by the preceptor(s) and outlined in the Patient Care Process Document. • Interview the patient or agent to obtain necessary information and organize the information to determine medication and health related needs.	

• Assess if the patient's medication and other health related needs are being met. (complete a medication reconciliation; 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 addresses the patient's drug therapy problems and wellness needs. • Engage patients in shared decision-making (as appropriate). • Provide patient education, including patient self-management. • Provide follow-up/continuity of care and modify care plans as needed. • Assist in patients' self-care (e.g. use of diagnostics, point-of-care testing and self-monitoring) • Administration of 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.* ***1A. Patient Assessment during dispensing (Refill and New Prescriptions)*** • Students assess patients and their drug therapy for indication, safety, adherence and efficacy 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, students should develop proficiency assessing all prescriptions as part of a systematic patient care process (including documentation). ***1B. Acute Condition and/or Self-Care Assessment*** • Students 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. • The assessment developed by the student 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.* ***1C. Chronic Disease Management*** • Students provide patient care for a minimum of 16 patients with chronic conditions. (minimum of 4 different chronic diseases). To gain a greater understanding of an illness, it is suggested that students care for more than 1 patient with the same/similar condition to allow for a greater understanding of how conditions present in different patients and also see various stages or severity of diseases. As the placement progresses, students should care for patients with co-morbidities and increasing complexity. Students should • Use all sources (Netcare, speaking with patient/caregiver, other pharmacy team members) to develop the Best Possible Medication History and care plan, identify discrepancies and if appropriate make suggestions. • Integrate assessment of patient readiness (state of change) into the care plan. • Review all care plans and documentation with the preceptor; discuss rationale for decisions and modify as needed. If the care plan is submitted it must be signed by the preceptor. • Develop written communication to other health care professionals as needed; ensure it is reviewed and co-signed by the preceptor prior to sending. • Ensure continuity of care for patients is arranged or handed-over to the preceptor after placement completion. Corresponding Assignment: *Chronic Disease Care Plan Assignment.*
2. Medication Distribution • Students participate in all stages of the distribution process and apply the standards of practice, laws, and regulations governing pharmacy practice. Includes Rx intake, review, processing, checking (under preceptor supervision) and counselling. • By the end of the placement students should be able to fill and check at least 25 sequential prescriptions without errors.

• Students are expected to demonstrate competency in each stage of the distribution process as well as with the laws and regulations associated with pharmacy practice. ACP's Jurisprudence Learning Module: https://pharmacists.ab.ca/jurisprudence/; see recommended resources in eClass. (Note: to access, students need to be logged into the ACP website)	
3. *Drug Information Requests* • Students 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 *eClass*). • Students are expected to use appropriate resources and various levels of evidence; primary, secondary and tertiary references and should also use more than 1 resource for each question and discuss all answers with the preceptor.	
4. *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, no change required, etc). The summary should include the clinical issue, findings from the patient assessment and rationale for their recommendation. • The student should review this written summary with the preceptor and discuss their rationale for the decision made, the challenges they encountered (if any), the documentation required and the 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.	

5. *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; 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 as the intent is that with repeated visits with the same practitioner, students will be involved as a collaborator rather than an observer.
 • Students have been advised to use Inter-professional Student Shadowing cards developed by Health Sciences Council (UofA) for all placements. This card helps to guide expectations and discussion. Cards can be printed by going to: http://issuu.com/hserc/docs/student_s_guid_to_interprofessional_shadowing/2
 • It is important that the student thanks the health care professional for their time spent with the student. This can be in the method of choice by the student; verbal, email, card, etc.
 Prior to the IP visits, students will prepare an expectation of what they want to learn at the IP practice site and review with the preceptor.
     • Activity information *(see Appendix 2)* can be sent to the physician/healthcare professional involved with the visits so they understand the objectives for the visits.
 During the IP visits, students will work collaboratively and demonstrate respect of the practice and knowledge of other health care professionals.
     • Give the healthcare professional the "Practitioners Guide to IP Student Shadowing" (half of the green shadowing card) to provide topics for discussion.
 After the IP visits, students will debrief their experience with his/her preceptor. Include primary learning points/insights, mechanisms or strategies the preceptor(s) use to improve or promote inter-professional collaboration and what barriers may affect collaborative professional healthcare relationships.
 Corresponding Assignment: Inter-*Professional Assignment*	

6. *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 tool for practice, developing a patient brochure, and/or enhancing patient care processes and clinical services. *Corresponding Assignment: Enhancement of Community Pharmacy Practice Project*	

7. 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, etc).	
8. 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). This can be done 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.*	
9. Pharmacist for the Day Students (with supervision) should assume patient care and dispensing responsibilities as the sole pharmacist at the practice site. Minimum of a ½ day during week 7 of the placement is suggested and can be increased as deemed appropriate by preceptor. The experience should be discussed so the student can reflect on their strengths and challenges. The activity may be repeated if needed to better assess if the student is capable and confident regarding these responsibilities. Students should be aware of dispensing regulations *(see Jurisprudence Module; recommended reading.)*	
10. Preceptor Library Resources Students 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. The link to the UofA pharmacy library home page is http://guides.library.ualberta.ca/pharmacy	
11. OPTIONAL: Practice Based Research Students may be involved with practice-based research developed by Faculty during their placement. Information will be provided prior to the start of the placement. Student participation in research activities is voluntary.	
COURSE DISCUSSIONS **The following are discussions students complete during the placement to meet course objectives.** **ADDITIONAL DISCUSSION POINTS ARE IN ECLASS.**	
1. Responsibilities as a Professional Discuss ACPs Code of Ethics (https://pharmacists.ab.ca/code-ethics)	
2. Maintaining Professional Competency and Lifelong Learning Discuss with the preceptor how they maintain professional competence and the ACP Continuing Competence Program.	
3. Patient Communication Discuss motivational interviewing strategies used to engage patients with their care.	
4. Dispensing Regarding Schedule II and III drugs Discuss the responsibility of the pharmacist and other pharmacy team members. Include strategies and stressors.	
5. 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 the preceptor.	
6. 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.)	
7. Practice Resources Discuss with the pharmacists resources they use including Netcare.	
8. Pharmacy Services and Scope of Practice	

Discuss the impact of funding policies on the provision of professional services and how the expanded scope of practice contributes to patient care.	
9. *Safe and Effective Medication Distribution Practices* Discuss documentation and reporting of medication errors/incidents, quality assurance processes and how the pharmacy keep current with jurisprudence/standards of practice.	
10. *Drug Shortages* Drugs shortages can have serious patient effects. Discuss how the preceptor manages these.	
10. *Practice Based Research* Discuss the challenges and benefits of participating in Practice Based Research.	

ADDITIONAL COURSE INFORMATION

POLICIES AND PROCEDURES
Course policies and procedures are included in the [Undergraduate Experiential Education Policies & Procedures Manual](). This is required reading prior to the placement. There are policies <u>specific to this placement.</u> These include:
- Attendance policies, students are expected to
  - be at the placement site for a minimum of 40 hours/week. Placement schedule is determined with preceptor. May include evenings and weekends.
  - know policies regarding completion of Absence Tracker for illness, bereavement, etc.
  - know policies regarding Faculty endorsed (e.g. job fair, PDW) and non-endorsed activities (e.g. job interviews)
- Netcare; registration and deletion processes
- Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury) Procedure
- Procedure for failed Clinical Placements
- Protection of Privacy Policy

OTHER REQUIRED MATERIALS
Students are required to wear their Faculty name tag or one provided to them when they are at the placement site. Students are required to have a lab coat if deemed appropriate based on setting. See [Undergraduate Experiential Policies and Procedures Manual]() for more information regarding attire.

SUGGESTIONS and TIPS FOR SUCCESS
Professionalism and communication skills are crucial components of these courses. Although preceptors will guide learning, students are ultimately responsible to ensure completion of all activities, assignments and assessments.

Full participation in the course is the first step to passing the placement. Because this is considered to be an advanced placement, patient accountability and self-motivation is expected by the preceptors. The course activities listed are minimums; maximizing learning opportunities is a professional responsibility. Students that succeed go beyond these minimums and participate as a pharmacy team member. Due to the variability of practice sites, experiences will differ and students are expected to take initiative, identify learning opportunities and improve timeliness and efficiency over the course of the placement

An important student responsibility is contacting the Faculty with concerns if they arise. Activities and 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 Resources posted in eClass)* provides information including "*obvious*" and "*not-so-obvious*" strategies to ensure success in a placement.

POLICIES

University Policy: 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 Code of Student Behaviour; www.governance.ualberta.ca

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s). Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar.

Faculty Policies

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

Equality, Equity and Respect
The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The faculty recommends that staff and students use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic backgrounds. In order to create a thoughtful and respectful community, you are encouraged to use gender-neutral or gender-inclusive language and to become more sensitive to the impact of devaluing language.

APPENDICES

USE THIS LINK TO ACCESS APPENDICES

APPENDIX 1: Student Assessment Information
        1a. Student Performance Assessment
        1b. Additional Assessment Information
APPENDIX 2: Inter-Professional Activity Information
APPENDIX 3: Activity, Assignment and Assessment Schedule