PHARM 426 – ADVANCED PHARMACY PRACTICE EXPERIENCE
PART 1

Community Practice Placement

Fall 2020/Winter 2021

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.
Prerequisites: PHARM 316. Meet all experiential education requirements.
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 requirements are student responsibilities. Students are encouraged to contact student services regarding funding opportunities.

STUDENT REQUIRED READINGS (to be completed prior to start of placement)
2. Patient Care Process
3. COVID-19 Resources for Students on Placement

STUDENT RECOMMENDED RESOURCES
See eClass for Recommended Resources. Prior to the placement students should ask their preceptor about resources that should be brought to the placement or pre-readings that should be completed prior to the placement.

COURSE SCHEDULE
Due to the COVID-19 pandemic, scheduling changes may be required. Students and preceptors will be notified of any required changes. The original blocks are below. Course dates are listed by the term. Individual student schedules are listed in CORE ELMS. Students must register for the course in the term that the placement is scheduled.

Fall Term
· Block 1: August 31 - October 23, 2020
· Block 2: October 26 - December 18, 2020

Winter Term
· Block 3: January 4 – February 26, 2021
· Block 4: March 1 - April 23, 2021

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

COURSE OBJECTIVES/OUTCOMES
As this course runs for an entire school year, the pandemic may have differing influences on practice. Some outcomes may be emphasized more than others depending on the realities of pharmacy practice at that time. Flexibility regarding the activities undertaken to achieve the outcomes is acceptable and encouraged.
The course is designed to develop the following knowledge, skills, and attitudes:
1. Apply fundamental knowledge in daily practice.
2. Use best evidence to provide patient care and drug information requests.
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. Contribute to optimizing health care delivery and pharmacy.
10. Develop personal and professional leadership skills.
11. Adhere to ethical standards in the delivery of pharmacy care and demonstrate accountability and respect to patients.
12. Display professional behavior and attitude, e.g. initiative, maximizing learning opportunities.
13. Demonstrate a commitment to learning by evaluating their practice and knowledge/skills to identify areas for development.

**GRADING**

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<thead>
<tr>
<th>Title</th>
<th>Weight</th>
<th>Date</th>
<th>Type</th>
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<tbody>
<tr>
<td>Assignment #1: Pharm 426 Learning Plan</td>
<td>Pass/fail</td>
<td>See description</td>
<td>Assignment</td>
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<tr>
<td>Assignment #2: Acute Condition Assessment</td>
<td>Pass/fail</td>
<td>See description</td>
<td>Assignment</td>
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<tr>
<td>Assignment #3: Chronic Disease Care Plan</td>
<td>Pass/fail</td>
<td>See description</td>
<td>Assignment</td>
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<td>Assignment #4: Inter-professional</td>
<td>Pass/fail</td>
<td>See description</td>
<td>Assignment</td>
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<tr>
<td>Assignment #5: Enhancement of Community Pharmacy Practice Project Survey</td>
<td>Pass/fail</td>
<td>See description</td>
<td>Assignment</td>
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<tr>
<td>Preceptor Assessment of Student: Midpoint</td>
<td>Formative</td>
<td>After 160 hours</td>
<td>Assessment</td>
</tr>
<tr>
<td>Preceptor Assessment of Student: Final</td>
<td>Pass/Fail</td>
<td>After 320 hours</td>
<td>Assessment</td>
</tr>
<tr>
<td>Student Evaluation of Course</td>
<td>Completion required</td>
<td>After 160 and 320 hours and post-course</td>
<td>Evaluation</td>
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- Pharm 426 is a Credit/No Credit course. At the end of the placement, preceptors recommend a grade on the final Student Performance Assessment (see Appendix 1).
- To receive course credit, 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.

**Preceptors indicate a student’s level of achievement of all outcomes 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.

ASSESSMENT INFORMATION
• Assessments are completed and submitted using CORE ELMS and posted in CORE ELMS prior to the start of the placement. Students are encouraged to review them prior to the start of the placement.
• It is important that students understand the purpose and timelines of each assessment. It is the student’s responsibility to submit all assessments in accordance with the stated deadlines.
• Submission timelines for completing assessments is outlined in the Activities, Assignments and Assessments Schedule; Appendix 2.
• Preceptors are encouraged to provide formative feedback throughout the placement. It is recommended students and preceptors discuss how things are going after week 1. This discussion should include any early concerns or clarifications regarding expectations or course activities.

Assessments completed by the students for each placement are:
1. Self-Assessments: completed 1-2 days prior to midpoint and final student performance discussions.
2. Student Evaluation of Preceptor and Site: completed and discussed with the preceptor during the midpoint and final student performance discussions.
3. Student Post-Course Evaluation: completed within 48 hours after placement completion. Anonymous and not discussed with the preceptor.

There is additional information regarding each of these assessments in eClass.

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.

ASSIGNMENT INFORMATION AND POLICIES
• Learning Plans and assignments are posted before, during the placement on various weeks and by the last day of the placement. Assignments are 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 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. As per course policy, students must check UofA email accounts every 3 days for at least 2 weeks following course completion in case an assignment resubmission is required.
• 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 2.
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 don’t 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.
- After the initial posting prior to the start of the placement, updated plans are posted by the end of first week (if changes were made), midpoint and at the final following review with the preceptor. Minimum 4 TOTAL POSTINGS: 1 before the placement and 3 during the placement. 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 allow for attainment of student goal(s) and therefore goal(s) will be need to be modified. 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” on the Midpoint Student Performance Assessment to the Midpoint Learning Plan to ensure these areas 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 their final Student Performance Assessment in their previous placement as well as consider findings in their previous 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 as long as patient identifiers are concealed.

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 site specific 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:
- relevant background data as applicable (reason for consult, past medical history, BPMH, pertinent ROS, relevant labs/diagnostic information)
- care plan using the pharmacy care plan worksheet or site-specific format
- corresponding clinical documentation as entered on the patient computer profile if applicable
- 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)
- First Posting: Post patient documentation in eClass (as instructed above) 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.

4. Inter-professional Assignment (completed at end of placement)
After completion of visits with a healthcare professional (or alternate, pending the opportunities available), the student completes the Inter-Professional Survey Assignment on eClass. This assignment is due on the last day of the placement.

The survey assignment is completed regardless of whether there are face-to-face visits with another professional; it will ask about your experience(s). See corresponding IP activity in course activities table.

5. Enhancement of Community Pharmacy Practice Project (completed at end of placement)
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.
Following completion of the project, the student completes the Enhancement Project Survey questions on eClass at the end of the placement. Questions include title/topic, stimulus/trigger, activities completed, potential and real outcomes and 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.

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<tr>
<th>COURSE ACTIVITIES</th>
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<tr>
<td><strong>1. Provide Patient Care</strong></td>
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<td>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. Based on pharmacy practice procedures at the time of the placement, patient care may be provided over phone or using other virtual methods.</td>
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<tr>
<td>• Interview the patient or agent to obtain necessary information and organize the information to determine medication and health related needs.</td>
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<tr>
<td>• 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)</td>
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<td>• List and prioritize the patient’s medical conditions and drug related problems.</td>
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- 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 training and also completed CPR Level C + First Aid, should practice administering drugs by injection. Students must only administer injections under 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 20 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.

Corresponding Assignment: Acute Condition Assignment.

1C. Chronic Disease Management (adapt as needed based on practice; care may be provided over the phone or using other virtual methods)
- Students provide patient care for a minimum of 20 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 to develop the Best Possible Medication History and care plan.
- Integrate assessment of patient readiness (state of change) into the care plan.
- Review all care plans and documentation with the preceptor. 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 at end of placement.

Corresponding Assignment: Chronic Disease Care Plan Assignment.

2. 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; discuss rationale for the decision made, challenges they encountered (if any), 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.

3. 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)

4. 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.

5. Inter-Professional (IP) Collaboration: This activity may be modified to reflect current practice procedures regarding collaboration with other health care professionals at your site. In-person visits are not required. If the student is able to visit with a health care professional at their site, that is acceptable. Telephone collaborations are also an alternative. Due to the uncertainty of practices during the 2020-2021 year, there is flexibility to address this activity depending on current practice realities at the time of the placement.

- If students are able to have an in-person visits with a physician that is preferred. If a physician opportunity is not available, alternatives include a PCN or homecare nurse, optometrists, physiotherapists, etc.
- Four 1/2-day visits or 2 full days are recommended but we understand that due to the pandemic this may not be possible. We ask that you attempt to maximize the inter-professional opportunities to the best of your ability.
- Students can use Inter-professional Student Shadowing cards developed by Health Sciences Council (UofA) to guide expectations and discussion. Cards can be printed by going to: http://issuu.com/hsrec/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.

   If in person visits are conducted: Prior to the IP visits, students will prepare an expectation of what they want to learn from the experience and review with the preceptor.

   - Activity information (see Appendix 3) 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 their preceptor. Include strategies the preceptor uses to improve/promote collaboration and what barriers may affect professional collaboration. If visits are not able to be completed, a discussion should still occur using the same topics of inter professional strategies and barriers.

Corresponding Assignment: Inter-Professional Survey Assignment in eClass

6. Health Promotion Presentation

This activity may be changed or omitted to reflect the current pandemic policies in place.

Provide a minimum of one health promotion presentation for the public. (e.g. school; teachers or student classes, senior groups, disease advocacy groups, etc).

7. Health Awareness Clinic

This activity may be changed or omitted to reflect the current pandemic policies in place.

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.

8. **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 activity should be debriefed 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.)

9. **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](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).

10. **OPTIONAL: Practice Based Research**  
Students may be involved with practice-based research 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 with the preceptor to meet course objectives.

1. **Pandemic Response**  
   - Discuss how the preceptor felt being on the “front line” as a healthcare professional during a pandemic.  
   - Discuss how pharmacy practice evolved during the pandemic. What was learned from the experience?

2. **Maintaining Professional Competency and Lifelong Learning**  
Discuss with the preceptor how they maintain professional competence and the ACP Continuing Competence Program. Review the preceptor’s previous or current ACP learning/implementation records and compare it to the student’s placement Learning Plan.

3. **Patient Communication**  
   - Discuss how communication strategies were adapted due to the pandemic to maintain safety for patients and staff.  
   - Discuss motivational interviewing and shared decision-making strategies used to engage patients.

4. **Dispensing Regarding Schedule II and III drugs**  
Discuss the responsibility of the pharmacist and other pharmacy team members. Include strategies to ensure sale of these products is safe and effective. Are there stressors that can affect the sale of these drugs?

5. **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.)  
   - Review the health advocacy responses provided by the pharmacy team as a result of the pandemic. (deliveries to patients, infection control, etc)

6. **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. Include the impact of funding policies on the provision of professional services with the pharmacy team.  
   - Discuss obtaining additional prescribing authorization (APA)? What is their professional experience with APA both in obtaining & using it? If they don’t have APA, are they planning to obtain it?  
   - Discuss how the pharmacy scope of practice was implemented during the pandemic; i.e. COVID -19 Assessment, etc.)
7. **Safe and Effective Medication Distribution Practices**
   - Discuss documentation and reporting of medication errors/incidents, quality assurance processes (audits triple checks) and how the pharmacy keeps current with jurisprudence/standards of practice (e.g. patient or opioid assessment).
   - Discuss how the 30-day dispensing policy implemented during the pandemic affected practice.

8. **Drug Shortages**
   - Drugs shortages can have serious patient effects. Discuss how the preceptor manages these.
   - Discuss how some shortages of specific drugs were handled during the pandemic (hydroxychloroquine, zinc lozenges, etc).

**POLICIES AND PROCEDURES**
Course policies and procedures are included in the [Undergraduate Experiential Education Policies and Procedures Manual](#); required reading prior to the placement. Policies specific to this placement are:

- **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, residency interviews) and non-endorsed activities (e.g. job interviews)

- **Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury) Procedure**
  - 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.

**TECHNOLOGY REQUIREMENTS AND 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.
- Course Information and forms (e.g. Netcare, care plan worksheets, Learning Plan templates) will be posted in eClass.
- Students post assignments in eClass.
- Student post resume and Learning Plans in CORE ELMS to allow preceptors to access.
- Assessments are submitted using CORE ELMS and will be posted prior to the start of the first placement for students to review. If CORE ELMS assistance is required, contact PhExEd@ualberta.ca.
- Netcare Information and instructions regarding Netcare registration and use are outlined on the Faculty website here: [https://www.ualberta.ca/pharmacy/programs/current-undergrad-students/experiential-education](https://www.ualberta.ca/pharmacy/programs/current-undergrad-students/experiential-education)

**SUGGESTIONS and TIPS FOR SUCCESS**
Full participation *in the course is the first step to being successful in the placement*. This includes preparing for the placement by reviewing therapeutics. Because this is considered to be an advanced placement, patient accountability and self-motivation is expected. The course activities listed are minimums; students that succeed go beyond these minimums and participate as a pharmacy team member. Although preceptors will guide learning, students are ultimately responsible to ensure completion of all activities, assignments and assessments. Due to the variability of practice sites, experiences will differ. 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 are built into the course to 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. This includes if they are struggling or feeling overwhelmed. 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, 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

Territorial Acknowledgement
The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Metis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Pharmacy Code of Professionalism; Students are expected to abide by the Faculty's Pharmacy Code of Professionalism at all times. Lapses in professional conduct may result in the issuing of a Professional Accountability Form. If issued, these forms will be kept on student records for 2 years.

Accessibility Resources and Accommodations (Formerly: Student Accessibility Services (SAS))
Student accommodations are offered in accordance with the Faculty of Pharmacy and Pharmaceutical Sciences (FoPPS) Essential Skills policy. Accessibility Resources will work with the FoPPS (Office of Student Services) to determine the nature of any accommodation that will be granted. Once approved, Accessibility Resources will provide students and the Faculty with a "Letter of Accommodation". The Faculty will share accommodation requirements with course instructors.

Equality, Equity and Respect
The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equality and respect for all people and to developing teaching and learning contexts that are welcoming to all. The faculty recommends that staff and students use inclusive language to create an 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.
APPENDIX 1: ASSESSMENT INFORMATION

1a. **Student Performance Assessment**: outlines the behaviours and outcomes students will be assessed on by the preceptor at the midpoint and final points of the placement.

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| 1. Displays professional behaviour. | - Displays honesty, integrity, humility, commitment, altruism, compassion and respect towards others.  
- Does not engage in distracting behavior.  
- Maintains privacy and confidentiality.  
- Dresses professionally and maintains appropriate personal hygiene.  
- Maintains appropriate interpersonal boundaries.  
- Is punctual, accessible, diligent, timely and reliable to others. |
| 2. Demonstrates professional responsibility and accountability and practices within the scope of a 4th year student | - Takes responsibility and accountability for actions and inactions; *preceptor support may be required early in placement.*  
- Prioritizes activities and manages time to balance course requirements and practice site workflow.  
- Responds appropriately to ethical issues encountered in practice; *preceptor support may be required.*  
- Applies standards of practice, policies and codes that govern the profession; practices within the scope of fourth year student. |
| 3. Demonstrates initiative, self-directed learning and commitment to excellence in practice of pharmacy. | - Takes initiative to learn, enhance skills and integrate knowledge (i.e. maximizes learning opportunities).  
- Accepts, incorporates and provides feedback in an effective and constructive manner.  
- Sets personal goals to support development of professional skills, knowledge and attitudes. |
| **Communicator** | |
| 1. Demonstrates effective non-verbal and verbal communication to instill trust and confidence. | - Speaks clearly, effectively and respectfully; tailoring responses to the context and audience.  
- Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions)  
- Listens, actively solicit and responds appropriately to ideas, opinions and feedback from others (e.g. patients, team members, preceptors)  
- Uses appropriate language, tone and pace that is suitable for the complexity, ambiguity, urgency of the situation.  
- Expresses recommendations, facts, evidence, opinions and positions accurately and effectively, with clarity and confidence; *may require preceptor support early in the placement.* |
| Scholar | 2. Effectively communicates in writing. | - Provides appropriate level of detail and complexity, breadth and depth; *preceptor support may be required early in placement.*  
- Uses appropriate language and tone for the type of written communication and intended audience  
- Prepares timely, clear documentation that maximizes safety and understanding. |
| --- | --- | --- |
| 1. Demonstrates the fundamental knowledge required for pharmacists. | - Has minimal gaps in therapeutic knowledge required to provide patient care.  
- Uses experience and knowledge gained in the placement to better manage patients. |
| 2. Uses best evidence available to provide medical information and patient care. | - Uses systematic approach to search for best available evidence.  
- Able to formulate a clinical question.  
- Analyzes and appraises health related research and literature to inform responses to questions and patient care decisions.  
- Provides an appropriate, accurate and practical answer or recommendation. |
| 3. Applies clinical judgment to make patient care decisions. | - Applies knowledge and professional judgment to provide safe and effective patient care.  
- Makes decisions using an evidence-informed approach.  
- Provides rationale and logically defends rationale related to decisions. |
| Care Provider | 1. Establishes and maintains positive & professional relationships. | - Engages patient; *may require some preceptor prompting and support.*  
- Exhibits sensitivity, respect and empathy with patients and caregivers.  
- Identifies and responds to patient cues; *with preceptor support.*  
- Determines when it is ethically and professionally appropriate to involve caregivers and/or family members. |
| 2. Gathers and interprets relevant, necessary information about a patient’s health related needs. | - Utilizes multiple sources of patient information. (e.g. Netcare, patient/caregiver patient profile/chart, other healthcare providers) to synthesize data to complete a patient history; *may require preceptor support early in the placement.*  
- Employs effective interviewing techniques. (e.g. appropriate open and closed ended questions, uses motivational interviewing when appropriate)  
- Employs a systematic process to gather data accurately based on the Patient Care Process document.  
- Gathers and interprets appropriate amount of information including relevant physical exams, lab tests, point of care and diagnostic assessments.  
- Clarifies and manages conflicting data; *may require preceptor support initially.* |
| 3. Formulate assessment of actual & potential issues in collaboration with patient & healthcare team members; prioritize issues to be addressed. | - Assesses drug therapy for indication, efficacy, adherence and safety.  
- Prioritizes medications related needs based on urgency and patient priorities/perspective.  
- Determines patient’s medical condition(s) and determines those where medication needs are not currently being addressed. |
### 4. Develops a care plan that addresses medication and health needs.
- Uses a systematic approach to develop care plans including for patients with multiple comorbidities.
- Establishes goals in collaboration with the patient that are relevant, realistic and timely.
- Generates a realistic set of alternatives and assesses the pros and cons.
- Develops a safe and effective plan (recommendations, monitoring and follow-up) for managing patient needs.

### 5. Implements the care plan when appropriate.
- Implements specific actions for managing medication specific needs (dispense, adapt, prescribe, refer, etc.) with preceptor supervision.
- Communicates the agreed upon care plan and rationale to patients and/or other healthcare providers; with preceptor support when necessary.
- Educates the patient on pharmacological and non-pharmacological recommendations.
- Negotiates and adapts plan with patient/caregivers; with preceptor support when necessary.
- Initiates and completes seamless care activities when appropriate.

### 6. Follow-up & evaluate as appropriate.
- Provides follow-up as appropriate.
- Interprets follow-up information to evaluate effectiveness, safety and adherence and modify plan if needed.

### Collaborator

#### 1. Works effectively with team members including patients and families, pharmacy colleagues & individuals from other professions.
- Establishes and maintains positive relationships.
- Recognizes and can negotiate shared and overlapping responsibilities with other professionals.
- Participates in respectful, effective shared decision-making.
- Provides services and care as agreed upon with the patient and team.
- Manages disagreements or conflict in a way that supports collaborative culture.

#### 2. Able to hand-over care of a patient to other pharmacy and non-pharmacy team members to facilitate continuity of safe patient care.
- Identifies when patient handover should occur and what information should be communicated; with preceptor support.
- Demonstrates safe handover of patient care issues and information using appropriate communication processes; with preceptor support.

### Advocate

#### 1. Advocates for patients within and beyond patient care environments.
- Facilitates timely access to services or resources through advice, education and/or guidance to address determinants of health.
- Integrates health promotion into patient care and works with patients to adopt healthy behaviours (e.g. encourages vaccinations, smoking cessation).
- Provides patients with health and wellness strategies which include screening.
and educational services.

**Leader- Manager**

| 1. Dispense a product safely & accurately. | - Participates in the site’s process for managing accurate, effective and safe drug distribution. (i.e. can fill and check prescriptions accurately and appropriately and provide relevant patient education.)  
- Evaluates factors critical for safe and efficient medication distribution. |
| 2. Participate in quality assurance & practice improvement strategies. | - Work with others to optimize provision of pharmacist care.  
- Contribute to a culture of patient safety.  
- Use health informatics to improve the quality of care. |
## APPENDIX 2: ACTIVITY, ASSIGNMENT and ASSESSMENT SCHEDULE

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<th>WEEK</th>
<th>STUDENT ACTIVITIES</th>
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| 1-4 weeks before placement starts | Students should ensure they have:  
  _Reviewed therapeutics as instructed by preceptor or relevant to the practice area.  
  _Reviewed Syllabus and required readings (in syllabus and eClass): be aware of course expectations, activities and assignments. [See new Covid-19 resources.](#)  
  _Corresponded with preceptor; start time, dress code, parking, pre-readings, etc.  
  _Provided their preceptor with their Netcare registration form.  
  _Started to develop Learning Plan: post as requirement on CORE ELMS at least 1 week prior to placement. (include posting date on title) |
| Daily throughout the placement |  
  __ Provide Patient Care, review with preceptor.  
  • Patient Assessments for Refills and New Rxs.  
  • Acute condition patients (pain, infection, GERD, etc) minimum: 20 patients.  
  • Chronic medical condition patients: minimum: 20 medication reviews.  
  Depending on pandemic status, these reviews can be done in person or via telephone or any other virtual way of communicating with patients.  
  ____ Prepare care plans for ALL patients using pharmacy careplan worksheet or practice specific forms; document care provided according to site processes.  
  __ Complete medical and drug information requests.  
  ___ Participate in Patient Education; Rx and OTC counselling and follow -ups.  
  ___ Participate in Pharmacy Services; injections (due to pandemic, some sites may not be providing injections), Rx adaptations and renewals, emergency prescribing, prescribing if pharmacist has authority) under direct supervision. |

### WEEK 1: Orientation, Create Placement Schedule  
**Dates:** __________________________

| Orientation | __ Review and 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.  
  __ Discuss assessment processes and timelines (including informal/daily feedback)  
  __ Tour of site and log in to ensure Netcare access  
  __ Review the pandemic policies and procedures in place for staff and patients. |

| Daily Patient Care and Documentation | __ 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. |

| Acute and Chronic Condition Management | __ Provide care for at least 1 Acute Condition Patient (review indication, effectiveness, safety and adherence). Discuss with preceptor and post findings on patient profile.  
  __ Schedule first Chronic Condition Patient Management review for week 2. Plan patient assessment; review profile, Netcare, discuss plan with preceptor. Minimum 20 patients. |
**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 will suffice.
- 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 are completed see eClass for complete list: Professionalism; etc

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**WEEK 2: Dates:** ______________________  **WEEK 3: Dates:** ______________________

**Daily Patient Care and Chronic Condition Management**
- Continue to complete assessments of New and Refill Rxs.
- Continue Acute Condition Assessments; select 1 example to post in week 4.
- Conduct Chronic Patient Management (CDM) session for first patient and schedule additional CDM reviews. Due to pandemic telephone or virtual methods of communication with patients are acceptable.
- Consider a scenario for clinical judgment assignment; review written summary.

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**ECLASS POSTINGS (no identifiers)**
**Due:** 9 PM; **4th Tuesday**

**WEEK 4: Dates:** ______________________

**Medication Reviews and Course Activities**
- 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 documentation. Include documentation sent to another health care professional (if occurred). Ensure preceptor review prior to posting.
- 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; care plans and corresponding documentation.
- Continue with assessment of Acute Condition Patients and documentation.

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**Mid-Point Evaluations and 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 and post the midpoint Learning plan on CORE ELMS.

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**WEEK 5: Dates:** ______________________

- Assess completion of activities and discussions; professionalism, dispensing, scope of
- Assess completion of the minimum 3 clinical judgment discussions
- Continue CDM reviews and acute condition assessments (should have 10-12 of each completed by now.

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**WEEK 6: Dates:** ______________________

- Complete Physician/Healthcare Inter-professional visits. (If possible. If not possible, discuss daily interprofessional collaboration experiences with preceptor)
### eClass Postings
**Due: 9PM, 6th Tuesday of the placement**

- Continue follow-up and documentation for patient reviews and assessments.
- 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 and Chronic Patients Discussions
**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 discussions with preceptor; professionalism, communication, health promotion. Inter-professional practice, dispensing practices, medication safety, etc.
- Ensure minimum 3 Clinical Judgment summaries/discussions have been completed.
- Complete HCP inter-professional visit debrief with preceptor(s). Or have similar discussion regarding daily inter-professional collaboration experiences with preceptor.

### WEEK 8: Dates: ______________________

### Finalize activities and assignments

- Ensure continuity of care documentation is entered into patient profile and conveyed to patient pharmacy team.
- Review activities, discussions and assignments to ensure all have been completed
- Update and submit the final Learning Plan in CORE ELMS
- Ensure completion of: minimum of 1 community presentation and 1 health promotion activity/clinic in the pharmacy. (2 separate activities)
- Finalize Practice Enhancement Project; complete corresponding assignment on eClass

### Ensure continuity of care

- Complete Inter-Professional Survey Assignment in eClass

### FINAL Assessments

**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

- 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

### Surveys

- CORE ELMS: Post-Course Student Evaluation of Preceptor and Practice Setting; submit AFTER leaving site; due 48 hours after placement completion. This survey is NOT visible to the preceptor.
- Submit Preceptor Recognition form; link emailed to student.
- Complete Anonymous Student Course Evaluation (link emailed to student)
APPENDIX 3: INTER-PROFESSIONAL ACTIVITY INFORMATION

Information and Confirmation Form for Healthcare Professional Visits

Pharmacy 426: Course Description: This course for students completing their final undergraduate year of the pharmacy program is designed to allow them to practice their knowledge and skills from the classroom and skills lab in a community practice setting. Through structured activities, the student is expected to demonstrate professional competencies with the focus on providing effective patient care; this includes development of clinical decision-making and judgment skills as well as gain an understanding of the opportunities for inter-professional collaboration.

Guidelines for Other Health Care Providers
Four 1/2-day visits or 2 full days are recommended within a medical practice in collaboration with the physician or healthcare professional team.

During the visit(s) the student should be able to:
- Recognize and respect the roles and responsibilities of other healthcare professionals.
- Contribute to optimize team functioning.
- Respectfully share expertise and point of view.

Examples of activities for the pharmacy student:
- Collaborate with the patient’s physician and other health care providers to obtain necessary medical information; discuss proposed care plans related to the patient’s medication needs.
- Provide the patient, the patients physician and other health care providers with a best possible medication history (including OTCs, complementary products, etc.)
- Assess patients to determine concerns with current medications and discuss findings and recommendations. Document care as required by the practice.
- Counsel patients on newly prescribed medications including demonstration usage of unique dosage delivery systems. Also use of blood glucose meters, inhalers, patches, etc.
- Provide drug information as needed.