



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

**PHARM 426: Experiential Education**  
**COURSE OUTLINE and SYLLABUS**

Fall, Winter, 2017-2018

PHARM 426: Experiential Learning Part 4 - Community Practice Placement  
**Course weight: \*8**

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**Online course access:** <https://eclass.srv.ualberta.ca/portal/>  
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Policy about course outlines can be found in  
[Course Requirements, Evaluation Procedures and Grading of the University Calendar](#)

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## COURSE DESCRIPTION

This 8 week experiential course is designed for students 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 increasingly efficient professional competencies with the focus on providing effective patient care. Students are also expected to develop their role in supporting patient care through effective provision of drug information, advocating for patients and communities, and managing their practice. This course provides opportunities for students to further develop evidence based clinical decision-making and judgment skills necessary for optimizing patient-centered care.

This is considered to be an advanced clinical placement as students are in their final year of undergraduate degree studies. Students are expected to be self-directed and step into the role of a pharmacist, accepting professional responsibilities as outlined in the course under the guidance of a pharmacist preceptor. By completion of the placement, students should be “entry to practice” competent as they are within months of graduating.

## COURSE PREREQUISITE

Pharm 316

## REQUIRED READING

1. [The Patient Care Process](#)
2. [Undergraduate Experiential Education Policies and Procedures Manual](#)
3. CSHP’s webinar with presentation handout; [“Goals and Objectives – What’s the Difference Anyways?”](#) (scroll down to May 21, 2014). This is a helpful resource for writing learning goals and objectives, components of the Learning Plan Assignment. It is suggested that the handout be printed and reviewed (listening to the webinar is optional). Focus on slides 11-39.
4. Jackson LD. [Strategies Pharmacy Students Can Use to Ensure Success in an Experiential Placement. Can Pharm J 2015; 148: 308-13.](#)
5. There are additional readings/website resources associated with select activities (to be completed during the course) to support discussion topics with the preceptor.

## RECOMMENDED RESOURCES

Prior to the placement students should ask their preceptor about references and resources that should be brought to the placement or pre-readings that should be completed prior to the placement. These resources may be helpful for students to use these when completing activities and assignments.

1. Standards of Practice for Pharmacists and Pharmacy Technicians <https://pharmacists.ab.ca/standards-practice>
2. Standards for Operation of Licensed Pharmacies, <https://pharmacists.ab.ca/standards-practice>
3. Clinical Resources: Bugs and Drugs, RxFiles, Dipiro’s Pharmacotherapy: A Pathophysiologic Approach (Textbook), Lexicomp, Dynamed and RxTx (all located at: <http://guides.library.ualberta.ca/pharmacy>)
4. Alberta College of Pharmacists (ACP) Jurisprudence Learning Module; <https://pharmacists.ab.ca/login/jurisprudence/>. Login required to access this resource. Review of this resource will assist with preparation for the Jurisprudence Exam as well as be beneficial for the placement.

## COURSE OBJECTIVES

The course is designed to develop the following **knowledge, skills and attitudes**. During the course, students will:

### Knowledge:

1. Apply fundamental knowledge in daily practice.

### Skills:

2. Provide patient care and manage patients' medication and health needs.
3. Exercise critical thinking and clinical judgment to make informed decisions and solve problems.
4. Communicate effectively with patients, family members, caregivers and team members both verbally and in writing.
5. Work collaboratively with the patient, family, caregivers and other healthcare professionals to facilitate the management of the patient's health needs.
6. Respond appropriately, using best evidence, to drug information requests and proactively seek answers to self-identified questions to care for patients.
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.
9. Manage and document medication errors and adverse drug reactions.
10. Describe the impact of funding to provide professional services, and participate in strategic planning of new and/or improved patient care services where possible.
11. Participate in quality assurance and improvement programs (e.g. quality of care, cost effectiveness of services provided, planning for practice change and/or implementation of services).

### Attitudes:

12. Demonstrate professionalism to patients and others, and practice in a manner demonstrating professional accountability.
13. Develop personal and professional leadership skills.
14. 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.

To pass the course, students must receive a "pass" on their final Student Performance Assessment (*see Appendix 1*) from their preceptor, complete all required assignments including resubmissions requested by the course coordinator (or designate reviewer) in a satisfactory manner (*see Course Assignments*) and complete all required assessments (*see information below*). The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the submitted assessments and assignments.

### Students at Risk

If at any time, the preceptor or student has a concern about the student's performance or ability to pass the course, they should contact the Course Coordinator. The Course Coordinator must be contacted if any outcomes are rated as **Not Meeting an Acceptable Level of Performance** or more than 3 outcomes are rated **Needs Improvement to Reach an Acceptable Level of Performance** on the Midpoint Assessment of Student Performance.

## ASSESSMENT INFORMATION

There are three types of assessments in the course: **Summative, Formative, and Course Evaluation**. All assessments are completed and submitted using RxPreceptor. Information regarding submission of assessments including placement mark, course grade, students at risk and placement failure can be found in the [Undergraduate Experiential Education Policies and Procedures Manual](#).

Preceptors are encouraged to provide comments to support their assessment ratings and must discuss their final recommendation with students prior to submitting the assessment.

All assessments are posted in RxPreceptor prior to the start of the placement. Students are encouraged to review so they know what they will be assessed on and what they will be assessing.

### 1. SUMMATIVE ASSESSMENT

Purpose: facilitate the final decision on the extent to which students have achieved the course learning objectives for the course. There is one summative assessment in the course; at the end of the placement called the Final Student Performance Assessment.

#### A. Final Student Performance Assessment

***Completed at the end of placement by preceptor***

Preceptor assesses student's performance on 18 outcomes (grouped in 7 major areas):

- Professionalism (3 outcomes)
- Communication (1 outcome)
- Care Provider (7 outcomes)
- Collaborator (1 outcome)
- Scholar (3 outcomes)
- Advocate (1 outcome)
- Practice Management (2 outcomes)

The skills and behaviours associated with each outcome define expectations for Pharm 426.

The individual behaviours for each of the 18 outcomes assessed in Pharm 426 are listed in *Appendix 1*.

Preceptors indicate student's level of achievement of the outcomes using the following 4 point scale:

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

### 2. FORMATIVE ASSESSMENTS

Purpose: support the provision of specific feedback to students that can be used to improve learning and to provide specific feedback to preceptors that can be used help improve their ability to instruct and

guide student learning.		
<b>A. Preceptor and Student Early Assessments</b>		
<i>Completed by the preceptor and student at the end of the first week.</i> (Preceptor completes the “Early Assessment of the Student”; student completes the “Early Assessment of the Preceptor”.)		
<ul style="list-style-type: none"> <li>Identifies and addresses concerns early in the hope that discussion will provide a resolution to any early identified concerns.</li> <li>If there are concerns, the student and preceptor are offered the option to discuss the assessment and may indicate if they would like to be contacted by a Faculty member.</li> </ul>		
<b>B. Student Self-Assessments; Midpoint and Final</b>		
<i>Completed by student at the midpoint and at the end of the placement.</i>		
Students rate their perceived level of ability on the same 18 outcomes assessed on the Student Performance Assessment using the following 3 point scale:		
<i>Needs Improvement</i>	<i>Meets an Acceptable Level of Performance</i>	<i>Exceeds an Acceptable Level of Performance</i>
<p>i. <u>Midpoint Student Self-Assessment</u></p> <ul style="list-style-type: none"> <li>Provides opportunity for students to identify the behavior, skills and knowledge that need to be focused on for the balance of the placement. Students must also provide written comments to support their ratings.</li> <li>Students must complete and submit the Midpoint Student Self-Assessment at least 1 day prior to the Midpoint Student Performance Assessment discussion allowing the preceptor to pre-review and compare ratings. Students should print and bring a copy to the assessment discussion.</li> </ul> <p>ii. <u>Final Student Self-Assessment</u></p> <ul style="list-style-type: none"> <li>It is important that students reflect on their learning at the end of the placement.</li> <li>This assessment does not need to be submitted in advance for preceptor review, but students must come prepared to discuss their perceived performance with their preceptor and discuss any discrepancies.</li> </ul>		
<b>C. Midpoint Student Performance Assessment</b>		
<i>At a time, determined by the preceptor, around the midpoint of the course the preceptor will complete the Midpoint Student Performance Assessment.</i>		
This assessment:		
<ul style="list-style-type: none"> <li>Is important as it ensures the student is aware of their progress, by indicating areas of strength and areas that require improvement.</li> <li>Provides a good indication of what needs to be focused on as well as indicating areas of concern.</li> <li>Has the same format as the final assessment.</li> <li>Requires preceptors to rate students on each of the 18 outcomes using the same rating scale shown under the Final Student Performance Assessment.</li> </ul>		
A midpoint grade of;		
<ul style="list-style-type: none"> <li><i>Needs Improvement</i> indicates that the preceptor feels that with more time, effort and practice the skills will likely be achieved.</li> <li><i>Not Meeting an Acceptable Level of Performance</i> indicates that the preceptor has concerns about the ability of the student to pass and the Faculty should be contacted.</li> </ul> <p><b>These ratings in combination with the Midpoint Student Self-Assessment serve as a basis for the preceptor to identify goals and expectations for the remainder of the placement. The preceptor includes these goals and expectations at the end of the Midpoint Student Performance Assessment and discusses them with the student.</b></p> <p><b>The student must add these outcomes and skills that are identified as needing improvement to the Midpoint Learning Plan for the second half of the placement.</b></p>		
<b>D. Student Midpoint Evaluation of Preceptor and Site</b>		
<i>Completed by the student and discussed with the preceptor at the midpoint of the placement.</i>		
<ul style="list-style-type: none"> <li>This evaluation is designed to generate discussion about important preceptor attributes, placement</li> </ul>		

site qualities and opportunities for learning.

### 3. COURSE EVALUATION ASSESSMENTS

**Purpose:** provide summative evaluation of different aspects of course effectiveness. They are also used to identify problems that might arise when students or preceptors are not meeting the course expectations.

#### A. Student Course Evaluation - Anonymous

- At the end of the course, students complete an on-line survey with questions pertaining to Faculty administration of the course, learning objectives and activities.

#### B. Post Course Evaluation of Preceptor and Site: Non-Anonymous

- Completed on RxPreceptor within 48 hours after completing the course and the student has left the placement site.
- Purpose of this evaluation is to allow students to provide comments without any potential influences and serves as a final measure of quality assurance.

### COURSE SCHEDULE

Course dates are listed by the term. Individual student schedules are listed in RxPreceptor.

Fall Term (PharmD for BScPharm Students will be taking this course in Blocks 1 and 2):

- Block 1: August 28 - October 20, 2017
- Block 2: October 22 - December 15, 2017

Winter Term (BScPharm Students will be taking this course in Blocks 3 and 4):

- Block 3: January 8 – March 2, 2018
- Block 4: March 5 - April 27, 2018

### ACTIVITIES

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.

Additional information for some activities is in the appendices.

<b>COURSE ACTIVITIES</b>	
<b>The following are activities that students must complete during the placement to meet course objectives.</b>	
<p><b>1. Patient Care</b></p> <p>For all patient care encounters students should provide patient care as deemed appropriate by the preceptor(s).</p> <ul style="list-style-type: none"> <li>• Develop &amp; maintain a professional, collaborative relationship with the patient or agent/caregiver.</li> <li>• Interview the patient or agent or other relevant healthcare providers to obtain necessary information.</li> <li>• Gather and organize the information required to determine the patient's medication related &amp; other relevant health-related needs.</li> <li>• Assess if the patient's medication needs are being met. (complete a medication reconciliation and review for indication, effectiveness, safety and adherence)</li> <li>• List and prioritize the patient's medical conditions and drug related problems.</li> <li>• 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 schedule).</li> <li>• Engage patients in shared decision making regarding their medication therapy (as appropriate).</li> <li>• Provide accurate and appropriate patient education, including patient self-management.</li> <li>• Conduct follow-up and modify care plans as needed.</li> <li>• Communicate and document patient care activities. (HCP correspondence, computer documentation)</li> <li>• Provide continuity of care.</li> <li>• Assist in patients' self-care (e.g. use of diagnostics, point-of-care testing and self-monitoring of patient's</li> </ul>	

<p>health status)</p> <p><b>1A. Patient Assessment during dispensing (Refill and New Prescriptions)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p><u>Corresponding Assignment:</u> <i>Patient Assessments for Refill and New Rx Assignment</i></p> <p><b>1B. Acute Condition and/or Self-Care Assessment</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.)</li> </ul> <p><u>Corresponding Assignment:</u> <i>Acute Condition Assignment</i></p> <p><b>1C. Chronic Disease Management</b></p> <ul style="list-style-type: none"> <li>Provide patient care for a minimum of 16 patients with chronic conditions.</li> <li>Students should provide care for a minimum of 4 different chronic diseases.</li> <li>As the placement progresses, students should care for patients with co-morbidities and increasing complexity.</li> </ul> <p>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.</p> <p>ANY documentation to be sent to another healthcare professional must be co-signed by the preceptor, and include their contact information, prior to sending. More information; <i>Appendix 2a</i></p> <p><u>Corresponding Assignment:</u> <i>Chronic Disease Management Assignment</i></p>	
<p><b>2. Pharmacy Services</b></p> <p>Participate in the scope of professional practice under the supervision of the preceptor(s). This includes;</p> <ul style="list-style-type: none"> <li>Prescription renewal and adaptation when appropriate.</li> <li>Emergency prescribing.</li> <li>Prescribing at initial access (Pharmacist preceptor must have additional prescribing authorization from ACP.)</li> <li>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.</li> <li>Ordering (with pharmacists who have a PraCID) and monitoring lab test results on Netcare.</li> </ul>	
<p><b>3. Medication Distribution</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>ACP's Jurisprudence Learning Module: <a href="https://pharmacists.ab.ca/jurisprudence/">https://pharmacists.ab.ca/jurisprudence/</a> is recommended as a resource for this. (Note: students need to be logged into the ACP website to access this resource).</li> </ul>	
<p><b>4. Drug Information Requests</b></p> <ul style="list-style-type: none"> <li>Respond to questions in a timely manner using best evidence, including answers to self-identified questions to care for patients.</li> <li>Information may be required either verbally, written or both. (Drug Information Inquiry Record form is posted on RxPreceptor and eClass).</li> <li>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.</li> </ul>	
<p><b>5. Clinical Judgment: Review and Reflection</b></p> <ul style="list-style-type: none"> <li>For at least one patient care assessment and resulting actions, students will write a summary of the</li> </ul>	

<p>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.</p> <ul style="list-style-type: none"> <li>• The student should review this summary with the preceptor and discuss their rationale for the decision made, the challenges they encountered (if any), the documentation required and the outcome.</li> <li>• 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.</li> </ul>	
<p><b>6. Inter-Professional Collaboration</b></p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• 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.</li> </ul> <p>Corresponding Assignments: The physician or HCP completes the <i>Inter-Professional Collaboration: Feedback for Pharmacy Student</i>; see Appendix 3b.</p> <p><u>Corresponding Assignment: Pharm 426 Inter-professional Visit Thank you Assignment</u></p>	
<p><b>7. Enhancement of Community Pharmacy Practice Project</b></p> <p>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. More Information: Appendix 4.</p> <p><u>Corresponding Assignment: Enhancement of Community Pharmacy Practice Project</u></p>	
<p><b>8. Health Promotion Presentation</b></p> <p>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.</p>	
<p><b>9. Health Awareness Clinic</b></p> <p>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. <i>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.</i></p>	
<p><b>10. Pharmacist for the Day</b></p> <p>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.</p>	
<p><b>11. Patient and Medication Safety</b></p> <p>ACP and ISMP have developed a resource; <i>Systems Approach to Quality Assurance for Pharmacy Practice: A Framework for Mitigating Risk</i>. Pharmacies are busy environments and this tool helps teams to identify potential process vulnerabilities before an incident occurs. Students will go to: <a href="https://pharmacists.ab.ca/acp-online-learning">https://pharmacists.ab.ca/acp-online-learning</a> and click on “Learning Modules” 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.</p> <p>More information regarding activity and discussion topics: Appendix 5</p>	
<p><b>12. OPTIONAL: Preceptor Library Resources</b></p> <p>Provide preceptors with an overview of the library resources and search strategies for the UofA Library Database(s) now accessible to preceptors.</p> <p>The How-To-Guide: UofA Faculty of Pharmacy Library Resources is: <a href="http://tinyurl.com/lgppqay">http://tinyurl.com/lgppqay</a>.</p> <p>The link to the UofA pharmacy library home page is <a href="http://guides.library.ualberta.ca/pharmacy">http://guides.library.ualberta.ca/pharmacy</a></p>	
<p><b>13. OPTIONAL: Practice Based Research</b></p> <p>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. Research information is posted</p>	

on eClass.	
<b>COURSE DISCUSSIONS</b> <b>The following are discussions that students must complete during the placement to meet course objectives.</b>	
<p><b>1. Responsibilities as a Professional</b>  Discuss <a href="https://pharmacists.ab.ca/code-ethics">ACPs Code of Ethics</a> (<a href="https://pharmacists.ab.ca/code-ethics">https://pharmacists.ab.ca/code-ethics</a>)</p> <ul style="list-style-type: none"> <li>• Include strategies the preceptor uses to practice in an ethical manner.</li> <li>• 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.</li> <li>• Discuss the role of the pharmacist in the practice setting and how they independently and collaboratively contribute to improving patient outcomes.</li> </ul>	
<p><b>2. Maintaining Professional Competency and Lifelong Learning</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 to their Learning Plan for the placement.</li> <li>• 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.</li> </ul>	
<p><b>3. Patient Communication</b></p> <ul style="list-style-type: none"> <li>• Discuss motivational interviewing strategies used to engage patients with their care.</li> <li>• Discuss how preceptors engage patients in shared decision making.</li> </ul>	
<p><b>4. Dispensing Regarding Schedule II and III drugs</b>  Discuss the following with the preceptor:</p> <ul style="list-style-type: none"> <li>• What is the responsibility of the pharmacist?</li> <li>• What are the responsibilities of other pharmacy team members?</li> <li>• 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?</li> </ul>	
<p><b>5. Inter-Professional Experience</b>  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:</p> <ul style="list-style-type: none"> <li>• a description of the experience, what resonated with them and why it had such an impact.</li> <li>• what they learned from the experience; personally and/or professionally.</li> <li>• how they can apply what they have learned in their future practice.</li> </ul>	
<p><b>6. Health Promotion and Advocacy</b>  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.)</p>	
<p><b>7. Practice Resources</b>  Discuss with the pharmacists:</p> <ul style="list-style-type: none"> <li>• Which resources they use and why they prefer particular resource(s).</li> <li>• 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.</li> </ul>	
<p><b>8. Pharmacy Services and Scope of Practice</b>  Discuss the following with the preceptor:</p> <ul style="list-style-type: none"> <li>• The impact of funding policies on the provision of professional services with the pharmacy team.</li> </ul>	

<ul style="list-style-type: none"> <li>How they or colleagues use the expanded scope of practice within their practice; include how it contributes to patient care.</li> </ul>	
<p><b>9. Safe Medication Distribution Practices</b> Discuss the following with the preceptor:</p> <ul style="list-style-type: none"> <li>Documentation and reporting of medication errors or incidents (what to do if there is an error)</li> <li>Quality assurance processes (e.g. audits, double/triple checking, etc).</li> </ul>	
<p><b>10. Practice Based Research</b> 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;</p> <ul style="list-style-type: none"> <li>If they participated, why did they and what did they learn? OR</li> <li>If they did not participate, why not? What would have encouraged participation?</li> </ul>	

## ASSIGNMENTS

- Assignments are posted before, during the placement on various weeks and by the last day of the placement.
- All posted documents must have all identifiers removed to ensure patient confidentiality.**
- All assignments must be typewritten; using minimum 11-point font and double-spaced.
- Assignments posted during the placement will be reviewed for completion only to ensure course requirements are being met.
- No grade is assigned to the posted assignments however reviewer comments will be provided.
- If deemed necessary by the Course Coordinator (or designate Faculty reviewer), assignments may require resubmission. Students will be advised by email if their assignment met the criteria or if a resubmission is required. If a resubmission is deemed necessary, students are provided with an explanation regarding the reason for the resubmission as well as instructions about how to better meet the assignment requirements.
- As per course policy students must check UofA e-mail accounts every 3 days for at least 2 weeks following course completion in case a resubmission of an assignment is required.
- To assist students and preceptors with planning across the 8 weeks, an “Activities, Assignments and Assessments Schedule” has been provided in *Appendix 7*.

<b>Learning Plan Assignment (see template in Appendix 6)</b> <b><i>The Learning Plan needs to be initiated <u>before the start of the placement</u>. First posting is 1 week prior to the start of the placement</i></b>	<b>Posting Instructions (MyCred)</b>
<p>Students are to develop 1 goal and corresponding objectives that describe a clinical skill they plan to focus on during the placement.</p> <p>The Learning Plan should be:</p> <ol style="list-style-type: none"> <li>Discussed with the preceptor during first week of the placement; make adjustments if necessary.</li> <li>Finalized by the end of the first week.</li> <li>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.</li> <li>FINAL: Reviewed with the preceptor and updated at the final.</li> </ol> <p>Learning Plan Instructions and Template: <i>Appendix 6</i>.</p>	<p>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 <u>updated</u> plans must be posted by the end of 1<sup>st</sup> week, midpoint and at the final following review with the preceptor.</p> <p>4 TOTAL POSTINGS; 1 before the placement and 3 during the placement.</p> <p>Students should title each upload to reflect the posting date to assist preceptor review.</p>
<b>OTHER COURSE ASSIGNMENTS</b> <b><i>These assignments are completed during the placement and posted at various times during the placement as well as at the end of the placement</i></b>	<b>POSTING INSTRUCTIONS (eClass)</b> <b><i>REMOVE ALL IDENTIFIERS FROM ALL POSTINGS</i></b>

<p><b>1. Patient Assessments for Refill and New Rx Assignment</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Review worksheets and documentation with the preceptor prior to posting.</li> <li>• A blank Pharmacy Care Plan Worksheet is posted in eClass.</li> <li>• A Pharmacy Care Plan Worksheet with a Checklist for Assessment is posted in <i>Appendix 2b</i></li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Each posting should include a worksheet and documentation as it was entered into the computer. (screen shots are OK)</li> <li>• Post by <b>9:00 PM on the 2nd Tuesday</b> of the placement.</li> </ul>
<p><b>2. Acute Condition Assignment</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• <b>Total: 2 examples of documentation to be posted</b></li> <li>• Screen shot is OK</li> </ul>	<ul style="list-style-type: none"> <li>• Post patient documentation in eClass (as entered on the computer profile) for 1 patient by <b>9:00 PM on the 4th Tuesday</b> of the placement.</li> <li>• Post documentation of 1 additional patient by <b>9:00 PM on the 6th Tuesday</b> of the placement.</li> </ul>
<p><b>3. Chronic Disease Care Plan Assignment</b> Each assignment consists of:</p> <ul style="list-style-type: none"> <li>• relevant background data (see <i>Appendix 2a</i>)</li> <li>• a care plan using the pharmacy care plan worksheet or site specific forms</li> <li>• corresponding clinical documentation as entered on the patient computer profile</li> <li>• written communication sent to another healthcare professional (if completed).</li> <li>• Students will be developing care plans for ALL patients</li> <li>• <b>Total: 2 patient care plans &amp; documentation to be posted.</b> Students should choose care plans that best demonstrate their patient care skills for assignments.</li> <li>• A blank Pharmacy Care Plan Worksheet is posted in eClass</li> </ul> <p>Activity and Assignment Information: <i>Appendix 2a</i></p>	<ul style="list-style-type: none"> <li>• Post patient documentation in eClass for 1 patient by <b>9:00 PM on the 4<sup>th</sup> Tuesday</b> of the placement.</li> <li>• Post documentation of 1 additional patient by <b>9:00 PM on the 6<sup>th</sup> Tuesday</b> of the placement.</li> <li>• Care plans must be typed unless the site completes only hand-written CACPs and SMMAAs.</li> </ul>
<p><b>4. Inter-Professional Collaboration: Feedback for Pharmacy Student</b> 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. Assessment form: <i>Appendix 3b or posted in eclass.</i></p>	<p>Feedback form must be posted on eClass by the last day of the placement</p>
<p><b>5. Pharm 426 Inter-professional Visit: Thank you</b> It is important that the health care professionals be thanked for their involvement in our program.</p> <ul style="list-style-type: none"> <li>• Students must provide the healthcare professional(s) with a written or emailed thank you note.</li> <li>• 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.</li> </ul>	<p>The letter(s)/email(s) must be scanned onto eclass by the last day of the placement.</p>
<p><b>6. Enhancement of Community Pharmacy Practice Project</b> Following completion of the project create a summary that includes:</p> <ul style="list-style-type: none"> <li>• Outline: topic, learning goals, stimulus/trigger and activities completed.</li> <li>• Outcomes: potential and real for the practice site; include what was learned through completion of the project</li> </ul> <p>Word Count: Max. 250 words. Include word count on assignment.</p>	<p>Assignment must be posted on eClass by the last day of the placement</p>

## POLICIES AND PROCEDURES

All course policies and procedures are included in the [Undergraduate Experiential Education Policies & Procedures Manual](#) . Students must review this manual prior to the placement, as there are policies specific to this placement.

These include:

- Attendance policies (illness, bereavement, etc.) and participation in professional opportunities such as conferences, UofA flu clinics, PDW, Pharm D interviews, etc.
- Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury)
- Requirements (N95-fit testing, first aid, etc.)
- Netcare access, deletion and troubleshooting information
- Protection of Privacy Policy

### **Additional Course Costs**

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

### **Plagiarism and Cheating**

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

### **Student Accessibility Services (SAS)**

Students registered with Student Accessibility Services (SAS) who require accommodations are advised to contact the course coordinator early in the year to discuss. Given placements occur off-campus, time is needed to assess appropriateness and ability to meet any recommended accommodations.

## LATE SUBMISSION POLICY

It is the student's responsibility to submit all assignments, including resubmissions, according to stated deadlines. UofA email accounts must be monitored every 3 days for at least 2 weeks after the end of the course to ensure all assignments have been completed satisfactorily and assessments submitted.

Late assignments, including requests for a resubmission, may result in a delay of course grade posting; students will receive a grade of "incomplete" until all course requirements are satisfied.

Assignments that are posted late on eClass will require completion and submission of a Professional Deficiency Form. This form is placed on the student's file.

### **Activity, Assignment and Assessment Schedules**

To assist students and preceptors with planning across the 8 weeks, an "Activities, Assignments and Assessments Schedule" has been provided in *Appendix 7*.

## SUGGESTIONS and TIPS FOR SUCCESS

Pharm 426 students have completed introductory placements and are aware that these courses are different from classroom learning. *Professionalism and communication skills* are crucial components of these experiences. Although preceptors will guide the learning, *students are ultimately responsible* to ensure completion of all activities, assignments and assessments.

*Because this is considered to be an advanced placement, patient accountability and self-motivation is expected by the preceptors.* Full participation in the experience is the first step to passing the placement. 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

Another important student responsibility is contacting the Faculty with concerns if they arise. There are assessments built into the course that provide checks and balances about learning and the overall experience, however it is important that students contact the Faculty prior to or during the placement to discuss concerns or questions. These are dealt with in an individual and confidential manner.

The article "Strategies Pharmacy Students Can Use to Ensure Success in an Experiential Placement" (*see Required Reading List*) provides helpful information including "obvious" and "not-so-obvious" strategies to ensure success in a placement.

Students are invited to participate in the nomination process for the Preceptor of the Year Award and Preceptor recognition Program. Information regarding these awards can be found in the [Undergraduate Experiential Education Policies & Procedures Manual](#).

## TECHNOLOGY REQUIREMENTS

### Course Information

Course information (syllabi, tools, resources) will be posted in eClass prior to the start of the first placement. Experiential program information such as Netcare will be posted in the documents library of RxPreceptor and eClass. If assistance is needed with eClass or RxPreceptor, contact [phexed@ualberta.ca](mailto:phexed@ualberta.ca)

### Assignments

Assignments will be posted in eClass-

*To allow for preceptor access*, the Learning Plan will be posted in MyCred (linked to RxPreceptor) under the GOALS module. MyCred can be accessed on the RxPreceptor landing page; at the bottom of the grey column on left side of the page.

### Assessments

All assessments are submitted using RxPreceptor.

### Netcare

The pharmacy student is responsible for initiating their Netcare request for Pharm 426 with the site Access Administrator (AA) at least 4 weeks in advance of the placement start date to ensure access is obtained in time. Student Netcare hard token will be mailed directly to the pharmacy address that was entered on the eForm.

Students are encouraged to login to Netcare on the first day to ensure access.

Further information regarding registration, how to confirm access, troubleshooting and contact information is posted in the Documents Library of RxPreceptor (see Netcare Resources folder), in eClass and in the [Undergraduate Experiential Education Policies & Procedures Manual](#).

## APPENDIX 1: Student Performance Assessment

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

OUTCOME	BEHAVIOURS
<b>Professional</b>	
1. Displays professional behaviour	<ul style="list-style-type: none"> <li>• Displays honesty, integrity, and commitment.</li> <li>• Respects patients/other team members and does not engage in distracting behavior.</li> <li>• Is well groomed and wears clothing and attire that is appropriate for the practice setting.</li> </ul>
2. Demonstrates professional responsibility and accountability	<ul style="list-style-type: none"> <li>• Fulfills their professional commitments and assignments in a diligent and timely manner.</li> <li>• Accepts responsibility for his/her recommendations.</li> <li>• Prioritizes activities to fulfill all responsibilities in a timely manner.</li> <li>• Is punctual.</li> <li>• Responds to and incorporates feedback on ways to improve.</li> </ul>
3. Demonstrates initiative and self-directed learning	<ul style="list-style-type: none"> <li>• Takes initiative to learn, enhance skills and integrate knowledge and skills (i.e. maximizes learning opportunities).</li> <li>• Evaluates their skills and knowledge to identify areas for continuing professional development. (ie: development of Learning Plan, with progress updates and addition of new goal(s) as appropriate).</li> <li>• Seeks and interprets feedback to identify deficits or strengths in competence/performance.</li> </ul>
<b>Communicator</b>	
1. Demonstrates effective non-verbal and verbal communication skills	<ul style="list-style-type: none"> <li>• Speaks clearly and effectively.</li> <li>• Uses appropriate language, tone and pace</li> <li>• Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions)</li> <li>• Engages in and manages 2-way conversations with patients/caregivers.</li> <li>• Listens effectively.</li> <li>• Demonstrates the appropriate level of confidence.</li> </ul>
<b>Care Provider</b>	
1. Develops and maintains professional relationships with patients/care givers	<ul style="list-style-type: none"> <li>• Engages patient independently to determine reason for seeking care.</li> <li>• Exhibits sensitivity, respect and empathy with patients and care givers.</li> <li>• Identifies and responds to patient cues.</li> <li>• Determines when it is ethically and professionally appropriate to involve caregivers and/or family members.</li> </ul>
2. Gathers relevant medical and medication history	<ul style="list-style-type: none"> <li>• Utilizes multiple sources of patient information. (e.g. Netcare, patient/caregiver, patient profile/chart, other healthcare providers)</li> <li>• Employs effective interviewing techniques. (e.g. appropriate open and closed ended questions, uses motivational interviewing when appropriate)</li> <li>• Employs a systematic process to gather data accurately based on the Patient Care Process document.</li> <li>• Gathers an appropriate amount of information.</li> <li>• Retrieves and assesses relevant lab tests and diagnostic assessments.</li> <li>• Is improving timeliness and efficiency over the course of the placement.</li> <li>• Clarifies and manages conflicting data <i>seeking support when necessary.</i></li> </ul>

OUTCOME	BEHAVIOURS
3. Determine medical conditions and assess if the patient's medication-related needs are being met	<ul style="list-style-type: none"> <li>• Considers patient perspective/priorities regarding meeting medication-related needs.</li> <li>• Determines patient's medical condition(s).</li> <li>• Assesses drug therapy for indication, efficacy, adherence and safety to identify DRPs.</li> </ul>
4. Develops a care plan that addresses medication and health needs	<ul style="list-style-type: none"> <li>• Uses a systematic approach to develop care plans including for patients with multiple co-morbidities.</li> <li>• Seeks guidance for complex problems or areas with poorly defined evidence.</li> <li>• Sets goals that are relevant, realistic and that include timelines if appropriate.</li> <li>• Generates a realistic set of alternatives and assess the pros and cons</li> <li>• Determines monitoring parameters (what, when &amp; how it may change) for chosen plan</li> <li>• Decides on specific actions for managing medication-specific needs. (e.g. dispense, adapt, prescribe, refer, etc.)</li> <li>• Determines patient needs outside of pharmacist's scope of practice that require referral.</li> <li>• Provides rationale for the chosen plan.</li> </ul>
5. Implements the care plan when appropriate	<ul style="list-style-type: none"> <li>• Educates the patient on non-pharmacological. (e.g. lifestyle) recommendations</li> <li>• Educates the patient on pharmacological recommendations</li> <li>• Negotiates and adapts plan with team and/or patient/caregivers <i>with preceptor support when necessary</i></li> <li>• Initiates and completes seamless care activities when appropriate.</li> </ul>
6. Follow-up and evaluate as appropriate	<ul style="list-style-type: none"> <li>• Determines follow-up required including who is responsible.</li> <li>• Provides follow-up if possible.</li> <li>• Interprets follow-up information and modifies plan if needed.</li> </ul>
7. Documents patient information gathered in an appropriate manner	<ul style="list-style-type: none"> <li>• Is written using an organized process. (i.e. DAP [Data, Assessment and Plan])</li> <li>• Has focus/clear intent or purpose.</li> <li>• Includes relevant information and appropriate level of detail.</li> </ul>
<b>Collaborator</b>	
1. Works effectively with members of the team including patients and their families, pharmacy colleagues and individuals from other professions	<ul style="list-style-type: none"> <li>• Establishes and maintains positive relationships.</li> <li>• Recognizes and respects the roles and responsibilities of team members.</li> <li>• Join with others in respectful, effective shared decision-making.</li> <li>• Contributes to optimize team functioning.</li> </ul>
<b>Scholar</b>	
1. Demonstrates the fundamental knowledge required for pharmacists	<ul style="list-style-type: none"> <li>• Has minimal gaps in therapeutic knowledge required to provide patient care.</li> <li>• Uses experience(s) and knowledge gained in the placement to better manage patients.</li> </ul>
2. Uses evidence based processes to provide drug information and recommendations	<ul style="list-style-type: none"> <li>• Determines appropriate search terms for a given question.</li> <li>• Uses multiple and appropriate sources to gather information. (e.g. guidelines, primary, secondary and tertiary sources)</li> <li>• Documents and references recommendations where applicable.</li> <li>• Critically analyzes information and demonstrates clinical judgment.</li> <li>• Responds with an appropriate recommendation based on analysis of</li> </ul>

OUTCOME	BEHAVIOURS
	evidence/information.
3. Integrates clinical judgment and critical thinking	<ul style="list-style-type: none"> <li>• Under conditions of uncertainty, weigh the pros and cons of alternatives to make decisions; <i>may require preceptor support.</i></li> <li>• Logically defends recommendation(s).</li> </ul>
<b>Advocacy and Leadership</b>	
1. Promotes the health of individual patients, communities and populations	<ul style="list-style-type: none"> <li>• Facilitates patient's interaction with the health care system through advice, education and/or guidance <i>with minimal preceptor guidance.</i></li> <li>• Integrates health promotion into patient care (e.g. encourages vaccinations, smoking cessation, lifestyle changes, self-monitoring of medical conditions).</li> </ul>
<b>Practice Management</b>	
1. Manages the safe and efficient distribution of medications	<ul style="list-style-type: none"> <li>• Evaluates factors critical for safe and efficient medication distribution.</li> </ul>
2. Participates in quality assurance and improvement programs	<ul style="list-style-type: none"> <li>• Understands the process of disclosing, managing and reporting adverse drug events.</li> <li>• Understands the process of disclosing, managing and reporting incidents and unsafe practices.</li> <li>• Participates in practice change initiatives to improve the quality of care and/or practice environment <i>with preceptor guidance.</i></li> </ul>

## APPENDIX 2: Patient Care Outcome

### 2a. Chronic Disease Management Activity Information

Chronic disease management (CDM) care plans include all disease states considered to be chronic in nature. This includes those eligible for Comprehensive Annual Care Plans (COPD, asthma, heart failure, ischemic heart disease, mental health, hypertension, diabetes) as well as chronic pain, bone and joint disease, women's or men's health, cancer, etc or as identified by the preceptor. The patient does not need to have multiple drug related problems. Care involves verifying that patient outcomes are optimized and assisting with non-drug interventions to support patient goals.

To gain a greater understanding of an illness, it is suggested that students care for more than 1 patient with the same/similar condition as this allows them to see how the condition presents in different patients and also see various stages of conditions.

Students must develop care plans for a minimum of 4 different conditions; exceeding this is encouraged.

#### Students should;

- Initiate as many care plans as possible by midpoint to ensure time for implementation of recommendations and follow-up.
- 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 the rationale for decisions and modify as needed. If the care plan is submitted it must be signed by the preceptor.
- Ensure preceptor is aware of the care plan worksheet assessment checklist. (*Appendix 2b*)
- 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.

#### Assignment Guidelines and Suggestions

- The Pharmacy Care Plan Worksheet is the format students use at the Faculty and can be used. Alternatively, the Comprehensive Annual Care Plans (CACP) and Standard Medication Management Assessments (SMMA) are care plans using a different format, with similar components. It is suggested that preceptors and students discuss which format is appropriate and most comfortable for the student to use. In some cases students may start with the worksheet first and change later in the placement to site specific forms.
- It is important that the care plans demonstrate a patient care process and include the elements of a care plan; medical conditions and/or DRPs, goals of therapy, alternatives (as appropriate), plan and monitoring, follow-up (as appropriate).
- If the site uses only hand written documentation processes these can be posted as is.
- All patient identifiers **MUST** be removed.
- Each posted care plan assignment must include relevant background data with the following components.
  - Chief complaint/concern
  - HPI
  - PMHx (past medical history)
  - Medication history (include generic name, doses and sig)
  - Pertinent ROS (if applicable)
  - Relevant labs/diagnostic information (if applicable)

## 2b. Pharmacy Care Plan Worksheet Assessment Form for preceptors and students

MEDICAL CONDITION AND/OR MED-RELATED NEEDS	GOALS OF THERAPY	ALTERNATIVES	RECOMMENDATIONS/ PLAN	MONITORING PLAN	
				MONITORING PARAMETERS	FOLLOW-UP
<p>For each medical condition and/or DRP identified, create an integrated pharmacy care plan. List and prioritize each medical condition first, followed by any DRPs identified for a given condition. Although some medical conditions may not have a DRP, a care plan is still necessary for ongoing patient monitoring.</p> <p><b>DRP Categories:</b> <b>Indication:</b> 1. Unnecessary drug therapy, 2. additional drug required, <b>Effectiveness:</b> 3. ineffective drug, 4. Dose too low, <b>Safety:</b> 5. adverse drug reaction/interactions, 6. dose too high, <b>Compliance:</b> 7. Non-adherence</p>	<p>For each medical condition and/or DRP state desired goals of therapy.</p> <p><b>Goals: cure, prevent, slow/stop progression, reduce/eliminate symptoms, normalize a lab value.</b></p> <p><i>(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).</i></p>	<p>Compare relevant drug and non-drug therapies that will produce desired goals. List the <b>pros</b> and <b>cons</b> of each therapy.</p> <p><i>(Consider indication, efficacy, safety, adherence and cost/coverage).</i></p>	<p>In collaboration with the patient and other providers, select the best alternative and implement the plan. Provide a rationale for the chosen plan.</p> <p><i>Consider:</i></p> <p><b>Drugs:</b> consider drug, formulation, route, dose, frequency, schedule, duration, medication management.</p> <p><b>Non-drug:</b> non-drug measures, education, patient referral.</p>	<p>Determine the parameters for monitoring <b>efficacy</b> and <b>safety</b> for each therapy.</p> <p><b>Provide rationale for including this and how you expect the parameter to change.</b></p> <p><i>(Consider clinical and laboratory parameters, the degree of change and the time frame).</i></p>	<p>Determine <b>who, how and when</b> follow-up will occur.</p>
<p><b>ASSESSMENT CHECKLIST</b></p> <p><input type="checkbox"/> Are all medical conditions and/or medication needs identified? (For DRPs, consider drug therapy assessment of indication, efficacy, safety, medication organization / adherence)?</p> <p><input type="checkbox"/> If no, discuss with student and probe to see if those missing can be determined.</p> <p><input type="checkbox"/> Are medical conditions/DRPs prioritized in an acceptable manner?</p> <p><input type="checkbox"/> Is rationale provided or discussed (based on either patient or provider data)?</p>	<p><input type="checkbox"/> Therapeutic goal/outcome(s) stated?</p> <p><input type="checkbox"/> Patient goal incorporated (if appropriate)</p>	<p><input type="checkbox"/> Is an assessment of each medical condition/DRP provided (factors considered to influence/determine a plan)?</p> <p><input type="checkbox"/> Are alternatives (with rationale for each) provided?</p>	<p><input type="checkbox"/> Plan/recommendations are outlined</p> <p>Includes:</p> <p><input type="checkbox"/> dosing considerations</p> <p><input type="checkbox"/> patient preferences</p> <p><b>ACTIONS TAKEN</b></p> <p><input type="checkbox"/> Appropriate/acceptable action has been taken</p> <p><input type="checkbox"/> Inappropriate or suboptimal action has been taken – need to discuss next steps</p>	<p><input type="checkbox"/> Monitoring plan present</p> <p>Includes:</p> <p><input type="checkbox"/> safety</p> <p><input type="checkbox"/> efficacy</p> <p><input type="checkbox"/> frequency</p> <p><input type="checkbox"/> duration (if appropriate)</p> <p><input type="checkbox"/> which healthcare provider will follow-up</p>	<p><input type="checkbox"/> Follow-up plan present</p> <p>Includes:</p> <p><input type="checkbox"/> who</p> <p><input type="checkbox"/> how</p> <p><input type="checkbox"/> when</p> <p><input type="checkbox"/> includes outcome (if possible)</p>

## APPENDIX 3: Collaborator Outcome

### 3a. Inter- Professional Visit Activity Information

This activity allows students to have opportunities to establish positive working relationships with other health care professionals and see how other practitioners provide patient care.

**The number of visits with one health care professional should be maximized.** The hope is that with repeated visits with the same practitioner, students will be involved more as a collaborator than an observer.

Inter-professional visits with a PCN or homecare nurse, optometrists and physiotherapists, etc. are alternatives if a physician opportunity is not available.

*PCN pharmacists do not qualify for this activity, as they are not a different health care professional.*

Students have been provided with Inter-professional (IP) Student Shadowing cards; green cards developed by Health Sciences Council (UofA) and advised to use them in all placements. The IP Shadow Card may help to guide expectations as it provides suggestions to consider prior to an interaction. e.g. communication methods; student may ask how the healthcare professional prefers to communicate with pharmacists.

The card is perforated so it can be given to the healthcare professional for their suggestions regarding which questions may be the best or most appropriate for the interaction. The card provides goals of the interaction as well as suggested discussion points.

Cards can also be printed by going to:

[http://issuu.com/hserc/docs/student\\_s\\_guid\\_to\\_interprofessional\\_shadowing/2](http://issuu.com/hserc/docs/student_s_guid_to_interprofessional_shadowing/2)

Prior to the IP visits students must;

- Prepare an expectation of what they want to learn at the IP practice site and review it with the preceptor.
- Information can be copied and sent to the physician/ healthcare professional involved with the visits so they understand the objectives for the visits including completion of the student feedback form.

During the IP visits students must;

- Demonstrate respect of the practice and knowledge of other health care professionals.
- Work collaboratively.
- Give the healthcare professional the “Practitioners Guide to IP Student Shadowing” (half of the green shadowing card) to provide topics for discussion.

Following the IP visits, students must debrief their experience with their preceptor. Include;

- What were the primary learning points or insights? (*see Inter-Professional Experience Discussion; pg 10*)
- Mechanisms the preceptor(s) use to improve or promote inter-professional collaboration
- What barriers affect collaborative relationships between physicians and community pharmacists? (non-face-to-face interactions, use of written documentation )
- Strategies that work well to overcome common barriers or negotiate role-overlap.

**3b. Inter-professional Activity: Information and Assessment Form for Healthcare Professional**

*The content of this section may be copied and faxed/given to the physician/ healthcare professional so they have an understanding of the activity and assessment.*

**Faculty of Pharmacy and Pharmaceutical Sciences  
University of Alberta**

**Inter-professional Practice Activity  
2017-18**

**Pharmacy 426 - Community Practice Clinical Placement**

***Information and Feedback Form  
for Healthcare Professional***

Pharmacy Student Name \_\_\_\_\_

Pharmacy Name \_\_\_\_\_

Health Care Professional Name \_\_\_\_\_

Community Pharmacy Preceptor Name \_\_\_\_\_

## Pharmacy 426 - Course Description

This course is designed for students 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. Students are expected to develop their role in supporting patient care through development of clinical decision-making and judgment skills, effective provision of drug information and advocating for patients. The course is also designed to help students gain an understanding of the opportunities for inter-professional collaboration and the chance to develop and enhance skills important to this collaboration.

### During the visit(s) the student should be able to:

- Function as a member of a team within the practice setting.
- Recognize and respect the roles and responsibilities of other healthcare professionals.
- Contribute to optimize team functioning.
- Utilize team members(s) to fill information gaps where applicable.
- Respectfully share expertise and point of view.

### Guidelines for Other Health Care Providers

The students completing the placement are in the final undergraduate year of the pharmacy program. Four 1/2 day visits or 2 full days are recommended within a medical clinic in collaboration with the physician or healthcare professional team. Written feedback is provided on the feedback form (**Inter-professional Performance - Feedback for the Pharmacy Student Form is on the next page**) at the completion of visits. If preferred, a writable PDF assessment form can be requested from the student.

### Examples of activities for the pharmacy student

1. Collaborate with the patient's physician and other health care providers to obtain the necessary medical information, discuss proposed care plans related to the patients medication needs.
2. Collaborate with health care providers to provide seamless care as the patient transitions between sites of care. Provide the patient and the patient's physician and other health care providers with a best possible medication history including OTCs, herbal and other products.
3. Assess patients to determine any concerns with current medications and discuss findings and recommendations. Document care as required by the practice.
4. Following patient assessment, counsel patients on newly prescribed medications including demonstration of techniques for unique dosage delivery systems and use of blood glucose meters, inhalers, patches, nasal sprays.
5. Provide drug information as needed by other health care providers.
6. Provide an in-service or formal presentation on a requested topic.

**PHARMACY 426**

**Inter-professional Collaboration- Feedback for the Pharmacy Student**

Name of Student \_\_\_\_\_

Use the following form to provide specific feedback about the students ability to collaborate.

<b>Collaborator Outcome:</b> <i>Works effectively with members of the team including patients and their families, pharmacy colleagues and individuals from other professions</i>
<b>To demonstrate this outcome to an acceptable level of performance, the student should be able to:</b> <ul style="list-style-type: none"><li>• Establish and maintain positive relationships</li><li>• Recognize and respect the roles and responsibilities of team members</li><li>• Join with others in respectful, effective shared decision-making</li></ul>
<b>Time Spent by Student at Clinic/Practice Site:</b> _____
<b>Project(s) completed</b> (e.g. Patient assessment, Medication Reviews, Development of care plans, Follow-up Evaluation; Drug Information questions):  
<b>Targeted feedback:</b> (Using the list of criteria above, please provide information about the student's strengths and areas for improvement)  
<b>Overall Feedback and Comments:</b>  

**Name (Physician/Health Professional)** \_\_\_\_\_

**Address :** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Profession:** \_\_\_\_\_

## APPENDIX 4: Advocate Outcome

### Enhancement of Community Pharmacy Practice Project Information

In collaboration with the preceptor, students design and implement a project that will benefit the practice site. Examples include setting up processes for patient care documentation, profiling clinical services provided by the pharmacy, facilitating inter-professional collaboration, developing community programs. Students should review the project periodically with the preceptor to discuss progress or challenges.

#### Project Criteria:

- The goal is focused on a professional or clinical area of practice.
- Outcomes can be integrated into practice.

#### Project Outline:

The outline should be completed by the end of the second week to allow for discussion and implementation. Include:

- Topic
- Learning goal
- Stimulus/Trigger: the most influential factor involved in selecting the goal.
- Proposed resources: potential resources or activities needed to complete the project.

#### Suggested timeframe:

- Week 1/2: set project goals, develop project outline.
- Week 3/4: mid-point progress review. Discuss project with the preceptor. Include timelines, resources needed and proposed outcomes.
- Final week: Review project outcomes.

Assignment: review with the preceptor prior to posting

Summary that includes the following:

- 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.

## APPENDIX 5: Practice Management Outcome

### Medication Safety Activity and Assignment

ACP and ISMP have developed a document; *Systems Approach to Quality Assurance for Pharmacy Practice; A Framework for Mitigating Risk*. This document describes the *Failure Mode and Effects Analysis* concept (FMEA) which identifies potential process problems *before* they occur. Pharmacies are busy environments so it is inevitable that errors will occur. This tool helps teams identify potential vulnerabilities before an incident occurs.

#### ACTIVITY DESCRIPTION - Failure Mode and Effects Analysis (FMEA)

This activity introduces the FMEA concept and addresses processes that are relevant to pharmacy practice; Drug Shortages and Patient Assessment. Students will become familiar with the concept and then discuss one of these topics with the preceptor to see what process they currently follow. Students will then contrast this with the corresponding example in the ACP document.

**Students will NOT be conducting a FMEA for this activity.** The purpose of this activity is to become aware of this important safety initiative that has been utilized by other professions such as aviation for years and is being utilized more in healthcare. The discussion with the preceptor is not to “fix” concerns but more to gain awareness and explore possible options.

#### ACTIVITY STEPS

1. Go to [ACP Online Learning Modules](#)
2. Click on “Learning Modules” and Listen to Module 1- The Systems Approach for Quality Assurance for Pharmacy Practice; A Framework for Mitigating Risk. This presentation provides an introduction to the concept of FMEA. (duration: just over 5 minutes)
3. Once completed the module, click on “Learning Materials and Guidelines” listed just under the modules. Click on “The Systems Approach for Quality Assurance for Pharmacy Practice; a Framework for Mitigating Risk.
4. Consider which “process” you would like to discuss with your preceptor. Either:
  - a. Operational Pharmacy – managing drug shortages; pages 31- 38 **or**
  - b. Clinical Pharmacy – patient assessment process; pages 39-46Review the information so you are familiar with some of the key concepts. **This activity is a discussion with the preceptor involving the processes that the site currently uses.**
5. Have a discussion with your preceptor about the topic you have chosen. Include:
  - a. What processes they currently are using; are they effective? Any potential/current concerns?
  - b. Discuss possible actions or suggestions that have been provided to reduce risk. (as outlined in the examples)
  - c. Discuss whether some of these are reasonable to implement at the practice site or considered to be helpful suggestions.

## APPENDIX 6: Learning Plan

### 6a. Learning Plan Assignment Instructions

This assignment helps with preparation for the placement as well as assessment of learning during the placement. Self-directed learning is similar to the Continuing Professional Development model used by practicing pharmacists. Completion of Learning Plans during placements will provide students with practice so they can confidently complete them when they are practicing pharmacists.

Determining objectives to meet self-directed goals emphasizes the student's responsibility for development during the placement. It also assists with development of skills needed for practice. As this is an advanced placement it is important that students are looking for areas in which they can improve in order to become excellent practitioners.

There are blank templates and examples posted in eClass as well as instructions regarding posting of Learning Plans in MyCred.

The CSHP Webinar and handout listed in the Required Reading list will be helpful with development of this goal and objective(s). It is suggested to review the handout and focus on slides 11-39. Examples are included that will be helpful in development of a goal and corresponding objectives using a SMART format.

#### **Steps to Learning Plan completion; students should:**

- First reflect on his/her comfort with the skills and complete the Skills Inventory table within the Learning Plan Template below.
- Then, state 1 goal and corresponding objective(s) on the Learning Plan template using the SMART format. The goal and corresponding objective(s) should be a clinical skill that he/she plans to focus on. Each objective should be specific and linked to placement activities.
- Determine indicators that inform their progress for the chosen goal.
- Post Learning Plan on MyCred in the GOALS module at least 1 week prior to the start of the placement to allow the preceptor to review.
- Review and finalize the goal and objective(s) with the preceptor during the first few days of the placement. When finalized, post the *revised* Learning Plan on MyCred. Include the posting date in the title of this and all future Learning Plan postings.
- MIDPOINT: Discuss the progress achieved for each Learning Plan goal with the preceptor at the midpoint. The outcomes and areas identified as "Needs Improvement" on the Midpoint Student Performance Assessment should be included in the Midpoint Learning Plan so they can be addressed during the second half of the placement. Post the updated Learning Plan into MyCred.
- END OF PLACEMENT: Discuss the progress regarding all goals at the end of the placement with the preceptor. Post the updated Learning Plans into MyCred at the end of the placement.
- NOTE: If applicable: preceptor feedback from the previously completed Final Student Performance assessment should be incorporated into the learning objectives on the initial Learning Plan for the next placement. This allows future preceptors to better support the student to achieve ongoing skill/knowledge/attitude development across placements. This applies to students who are proceeding to another placement.

## 6b. Learning Plan Template

### Pre-Placement Student Skills Inventory and Feedback

Students must rate their level of comfort in performing the following skills prior to starting the placement based on the amount of practice they have had. They must also include examples of feedback provided to them and discuss both the Skills Inventory and the feedback provided to them in the past with the preceptor.

Activity	Limited amount of Practice (i.e. completed in Skills lab & placements only)	Moderate Amount of Practice (i.e. completed in skills lab, placements and work experience)	Comments: (to provide perspective on the rating)
Gathering medical and medication history			
Conducting Patient Assessment			
Creating and Implementing Patient Care Plans			
Ongoing Patient Assessment and Monitoring			
Patient Education			
Seamless Care Activities			
Documenting Patient Care Activities			
Responding to Drug Information Requests			
Interacting with Other Healthcare Professionals			
<b>Feedback:</b> Student should provide examples of feedback that they have received from preceptors, lab facilitators, peers and/or pharmacists about areas of strength.			
<b>Feedback:</b> Student should provide examples of feedback that they have been received from preceptors, lab facilitators, peers and/or pharmacists about areas for improvement.			
<b>Learning Goal:</b> to be developed by student			
<b>Learning Objective(s):</b> <i>Use SMART format (objectives must be measurable/observable by your preceptor).</i>	<b>Indicators of Progress</b> <i>Describe the indicators that will inform you of your progress or achievement</i> <i>Examples include debriefing with preceptor, receiving feedback from team members, self-reflection or evaluation, etc.</i>		
<b>Progress at MIDPOINT (end week 4)</b> <i>Summarize:</i> <i>Key accomplishments, important next steps, behaviours/skills/knowledge requiring further improvement</i>	<i>Student to type progress here.</i>		
<b>Progress at FINAL (end week 8)</b> <i>Summarize:</i> <i>Key accomplishments, important next steps, behaviours/skills/knowledge requiring further improvement</i>	<i>Student to type progress here.</i>		

## APPENDIX 7: Activity, Assignment and Assessment Schedule

Students are required to thoroughly read the syllabus to ensure they are meeting all course objectives. This outline should be used as a guideline.

Week	Student Activities
1-4 weeks before placement starts	Review: <ul style="list-style-type: none"> <li><input type="checkbox"/> Therapeutics as instructed by preceptor or relevant to the practice area.</li> <li><input type="checkbox"/> Syllabus: course expectations, patient care process tools, activities and assignments.</li> <li><input type="checkbox"/> Readings included on the <i>Course Required Reading list</i>.</li> </ul> Students should ensure they have: <ul style="list-style-type: none"> <li><input type="checkbox"/> corresponded with preceptor regarding: start time, dress code, parking, etc.</li> <li><input type="checkbox"/> provided their preceptor with their Netcare registration form.</li> <li><input type="checkbox"/> started to develop the Learning Plan; post on MyCred at least 1 week prior to placement.</li> </ul>
Daily throughout the placement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provision of Patient Care, review with preceptor.               <ul style="list-style-type: none"> <li>• Patient Assessments for Refills and New Rxs</li> <li>• Acute condition patients (pain, infection, etc) minimum: 16 patients infection, GERD, etc)</li> <li>• Chronic medical condition patients: minimum: 16 medical/medication reviews</li> </ul> </li> <li><input type="checkbox"/> 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.)</li> <li><input type="checkbox"/> Document care provided according to site processes.</li> <li><input type="checkbox"/> Address specific patient issues as they arise and/or are assigned.</li> <li><input type="checkbox"/> Complete medical and drug information requests.</li> <li><input type="checkbox"/> Conduct follow-up as required, callbacks, seamless care.</li> <li><input type="checkbox"/> Involvement with Patient Education; Rx and OTC counselling.</li> <li><input type="checkbox"/> Participate in Pharmacy Services; injections, Rx adaptations and renewals, emergency prescribing, (prescribing if pharmacist has authority) under direct supervision.</li> <li><input type="checkbox"/> Ensure activities and assignments are being completed (student is ultimately responsible for ensuring completion of all course requirements).</li> </ul>
<b>Week 1: Orientation, Create Placement Schedule, Early Assessments</b>	
Date: _____	
Orientation (see Orientation Checklist in Preceptor Guide)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and discuss the Skills Inventory and Learning Plan</li> <li><input type="checkbox"/> Review course objectives and activities.</li> <li><input type="checkbox"/> Develop preliminary schedule: Inter-Professional visits, clinics, presentations, patient care.</li> <li><input type="checkbox"/> Discuss student/preceptor expectations and responsibilities.</li> <li><input type="checkbox"/> Discuss assessment processes and timelines (including informal/daily feedback and debriefing).</li> <li><input type="checkbox"/> Tour of pharmacy.</li> <li><input type="checkbox"/> Log in to ensure Netcare access, as well as access to other on-site systems.</li> </ul>
Daily Patient Care and Documentation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss care plans, clinical documentation; format and process</li> <li><input type="checkbox"/> Discuss key factors for effective and safe distribution systems to optimize patient medication safety.</li> <li><input type="checkbox"/> Complete assessments of New and Refill Rxs.</li> </ul>
Acute and Chronic Condition Management	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Schedule first Chronic Condition Patient Management session for week 2. Plan patient</li> </ul>

	assessment; review profile, information from preceptor, Netcare.
Additional Activities to be incorporated and scheduled across the placement	<input type="checkbox"/> Schedule and arrange visits with family MD or HCP (Inter-professional activity) <input type="checkbox"/> Discuss/schedule the health promotion presentation for the public. <input type="checkbox"/> Discuss/schedule the health promotion activity or clinic day in the pharmacy. <input type="checkbox"/> Discuss topic and scope of Community Pharmacy Practice Enhancement Project with preceptor. Finalize by end of week 2. <input type="checkbox"/> <b>END of Week 1:</b> Complete, submit and discuss Student and Preceptor EARLY ASSESSMENTS (RxPreceptor)
<b>Week 2: Date:</b> _____	
Daily Patient Care and Chronic Condition Management	<input type="checkbox"/> Continue to complete assessments of New and Refill Rx's. <input type="checkbox"/> Continue to conduct Acute Condition Assessments and document on patient's profile following preceptor discussion. Select 1 example of documentation to post next week. <input type="checkbox"/> Conduct Chronic Patient Management (CDM) session for first patient. <input type="checkbox"/> Document care (use format agreed to by site for documenting care plans) <input type="checkbox"/> Schedule template for additional CDM medication reviews.
<b>eClass Posting</b> Due: 9:00PM, 2 <sup>nd</sup> Tuesday of the placement.	<input type="checkbox"/> 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.
<b>Week 3: Date:</b> _____	
Acute Condition Patient Care	<input type="checkbox"/> 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.
Chronic Condition Management and Patient Care	<input type="checkbox"/> Continue Chronic Condition Reviews <input type="checkbox"/> Select 1 patient to post care plans and documentation; review with preceptor prior to posting.
<b>Week 4: Date:</b> _____	
	<input type="checkbox"/> Ensure health care professional visits are scheduled <input type="checkbox"/> Review progress on the Practice Enhancement Project. <input type="checkbox"/> Review progress on the health promotion presentation for the public; community based. <input type="checkbox"/> Review progress on the clinic day or health promotion in the pharmacy. <input type="checkbox"/> Complete the ACP Module; Systems Approach for Quality Assurance for Pharmacy Practice; A Framework for Mitigating Risk. Schedule time to discuss with preceptor.
Acute and Chronic Condition Management	<input type="checkbox"/> Continue Patient Medication Reviews; care plans and corresponding clinical documentation for chronic disease patients. (minimum 16 patients) <input type="checkbox"/> Continue with assessment of Acute Condition Patients and documentation into patient profile. (minimum 16 patients)
<b>eClass Postings</b> (no identifiers) Due: 9 PM; 4 <sup>th</sup> Tuesday of the Placement	<input type="checkbox"/> For 1 patient with an Acute Condition: post documentation (as entered on the computer patient profile; screen shot OK, no care plan required) <input type="checkbox"/> 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.
<b>Mid-Point Evaluations</b>	<input type="checkbox"/> MID-POINT Assessments: Student Performance Assessment: midpoint; completed by preceptor; review with student. <input type="checkbox"/> MID-POINT Student Evaluation of Preceptor and Student Self-Assessment (midpoint); discuss both with preceptor <input type="checkbox"/> Update and post the Learning Plan (MyCred)

<b>Week 5: Date:</b> _____	
	<input type="checkbox"/> Complete physician/healthcare professional Inter-professional visits.
Chronic and Acute Condition Management	<input type="checkbox"/> Continue Chronic Condition Management Reviews; care plans and corresponding clinical documentation. (should have completed approx. 10-12 by now) <input type="checkbox"/> Continue Acute Condition Assessments and corresponding documentation. (should have completed approx. 10-12 by now)
<b>Week 6: Date:</b> _____	
	<input type="checkbox"/> Physician/Healthcare Inter-professional visits.
Chronic Condition Management	<input type="checkbox"/> Continue with follow-up and documentation for patient reviews and assessments. <input type="checkbox"/> Time permitting continue to provide care for new patients.
<b>eClass Postings</b> Due: 9PM, 6 <sup>th</sup> Tuesday of the placement	<input type="checkbox"/> For 1 patient with an Acute Condition: post documentation (as entered on the computer patient profile; screen shot OK, no care plan required) <input type="checkbox"/> 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.
<b>Week 7: Date:</b> _____	
Acute and Chronic Patients Safety Processes Assessment Pharmacist for the Day Activity	<input type="checkbox"/> Continue follow-up of Chronic and Acute Condition Patient Management patients. <input type="checkbox"/> Discuss chosen Medication Safety process with preceptor. (Mitigating Risk Activity) <input type="checkbox"/> Conduct "Pharmacist for the Day" activity early in the week. Debrief with preceptor afterwards. Redo later in the week if needed.
<b>Week 8: Date:</b> _____	
Finalize activities and assignments	<input type="checkbox"/> Review activities and assignments to ensure all have been completed and posted, <input type="checkbox"/> Update and submit the final Learning Plan on MyCred <input type="checkbox"/> Ensure completion of: minimum of one community presentation and one health promotion activity/clinic in the pharmacy. (2 separate activities) <input type="checkbox"/> Finalize Practice Enhancement Project and assignment for the preceptor for review.
Ensure continuity of Care	<input type="checkbox"/> Ensure the Inter-professional Pharmacy Feedback Form has been completed. <input type="checkbox"/> Email or mail a thank you card to the physician/healthcare professionals involved in your inter-professional visits. Scan before sending. <input type="checkbox"/> Ensure continuity of care documentation is entered into patient profile and conveyed to patient pharmacy team.
<b>FINAL Assessments (RxPreceptor)</b>	<b>Final Assessments (RxPreceptor)</b> <input type="checkbox"/> Final Student Performance Assessment and Placement Grade; completed by preceptor; reviewed with student. <input type="checkbox"/> Student Self-Assessment (final): discuss with preceptor.
Posting of Assignments	<input type="checkbox"/> All assignments are to be posted by last day of placement including the Learning Plan <input type="checkbox"/> eClass: Inter-professional Visit Thank You, Enhancement of Community Pharmacy Practice Project Summary, Inter-Professional Skills Feedback for Pharmacy Student <input type="checkbox"/> Submit Preceptor Awards form; link emailed to student
Surveys	<input type="checkbox"/> Post Rotation Survey (RxPreceptor); submit AFTER leaving site; due 48 hours after placement completion <input type="checkbox"/> Anonymous Student Survey (survey link emailed to student)