Pharm 428
Preceptor Course Review

Experiential Education Program
Faculty of Pharmacy, UofA

Marlene Gukert; mgukert@ualberta.ca
Course Coordinator

Michelle MacDonald: michelle.macdonald@ahs.ca
AHS/Faculty Liaison

2017/2018
• Preceptor Resources
• Course Overview
• What’s New?
• MyCred
• Course Activities & Assignments
• Assessing Your Student
• Preceptor Roles and Responsibilities
First of All: Thank You!

Preceptors are the heart of our program

A small sample of student comments from last year: far too numerous to include all!

- My preceptors were all amazing and provided me with great support and learning opportunities.

- My preceptors challenged me and gave me all the resources I needed to succeed.

- The preceptors were dedicated to helping me get the best out of my experiential education.

- My preceptors provided me with an environment full of opportunities to learn and they always pushed me to improve by providing me with feedback and suggestions for improvement.

- My preceptor was the best teacher I have ever had. I learned a lot of practical information and gained a better understanding of evidence based medicine.
U of A Pharmacy Faculty Website

• [https://www.ualberta.ca/pharmacy/preceptors](https://www.ualberta.ca/pharmacy/preceptors)

• Course Information
  • Syllabi
  • Preceptor Course Review Podcasts

• News and Events
  • Preceptor Appreciation Event

• How to become a Preceptor

• Training and Resources
  • Preceptor Guide
  • Experiential Program Policies and Procedures Manual
  • Patient Care Process Module Podcasts
  • Preceptor Workshops
  • Library Access Form

• Preceptor Benefits and Awards
“Preceptor Preparation Flow Map”

- **Purpose:** assist and guide preceptors to prepare for a placement, navigate available resources and avoid ‘re-inventing the wheel’.

- **Encourage preceptors to use this document:** located on Provincial Pharmacy Clinical Practice, Preceptor Support, Sharepoint Page [https://share.ahsnet.ca/teams/PSPP/PCP/PreceptorSupport/U%20of%20A%20Pharm%20428/Forms/AllItems.aspx](https://share.ahsnet.ca/teams/PSPP/PCP/PreceptorSupport/U%20of%20A%20Pharm%20428/Forms/AllItems.aspx)

- Supporting documents hyperlinked from Preceptor Preparation Flow Map
  - Site welcome Letter Template (may be used by site secretary or manager depending on site’s processes)
  - Preceptor Expectation Letter Template
  - Template Calendars

- **Preceptor Connection & Online Communities of Support for New Models of Precepting**
  - Every 2 months. Invites sent out via LYNC
Preceptors are the “heart” of the pharmacy profession and make substantial contributions to the advancement of our students and the profession.

In this section

- **Course Information**
  Comprehensive reviews and manuals to give you information about the course you are precepting.

- **News and Events**
  News and event information.

- **How to Become a Preceptor**
  Outlines the steps you take to get started as a preceptor.

- **Training and Resources**
  Information on training opportunities and preceptor/course resources.

Four distinct areas of preceptorship

The success of this program is due to our preceptors’ dedication. They create patient care opportunities, guide students and then assess our student’s performance.

These committed professionals work in a wide variety of sites:

- Institutions
- Community pharmacies
- Ambulatory clinics (including Primary Care Networks or Family Care Clinics)
- Specialty sites/Out of province
Quick Reference Guide

• Emailed by RxPreceptor to each primary preceptor 1 month prior to start of placement
• Contains many hyperlinks: Course Syllabus, Policies and Procedures Manual, Preceptor Guide
• Includes summary tables: activities, preceptor discussions and assignments
• Assessment information: tips and suggestions
• Pharmacy Care Plan Worksheet with Checklist for Assessment
• Orientation Checklist
• Curriculum Overview
• *Let Marlene/Michelle know if you didn’t receive it*
Course Overview

What’s New
and
What’s Not New, But Is Still Really Important
What’s New? Bridging Program

• 65 students accepted into Pharmacy Bridging Student (PBS) Program February 2017
• PBS Program; BScPharm students bridging to Pharm D
• Complete courses spring/summer 2017

PLACEMENT DATES

• Fall Term: PBS students
  - August 28-October 20, 2017
  - October 23- December 15, 2017
  - then complete 2 more placements Winter 2018

• Winter Term: BSc Pharm students
  - January 8- March 2, 2018
  - March 5- April 27, 2018
What’s New? The Course

• Patient Care: increased minimum patient number from 12 → 16
• Clinical Judgment Assignment: changed to activity: student completes 3 written summaries to review with preceptor
• Inter-Professional Assignment: changed to discussion with preceptor about a collaborative example that resonated with them
• Removed: Medication Safety Activity
• Learning Plan changes
  - increased number of goals student must determine and work on during placement from 1 → 2
  - student must add outcomes and skills identified as needing improvement to Midpoint Learning Plan
  - Skills Inventory modified
What’s New? Assessment

- Final Student Performance Assessment policy changed
- Changed to align with Post Professional Pharm D grading policies
- Changed from: *to pass student must receive grades of Meets or Exceeds Acceptable Level of Performance on ALL outcomes to:*

**The student must:**

<table>
<thead>
<tr>
<th>1. Achieve a rating of &quot;Meets an Acceptable Level of Performance&quot; on <strong>all Professionalism</strong> outcomes AND</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Have no more than 3 grades (<strong>maximum of 2 for Care Provider</strong>) of &quot;Needs Improvement” AND</td>
</tr>
<tr>
<td>3. Have <strong>no</strong> grades of “Not Meeting an Acceptable Level of Performance”</td>
</tr>
</tbody>
</table>


Pharm 428: The Course

- Advanced clinical placement: *Entry to Practice* competence expected by end
- Able to provide collaborative and comprehensive patient care: increasingly efficient
- Provides opportunities to:
  - accept professional responsibilities
  - apply clinical and ethical judgment
  - develop critical thinking and decision making skills

<table>
<thead>
<tr>
<th>Pharmacist Roles Emphasized:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
</tr>
<tr>
<td>Communicator</td>
</tr>
<tr>
<td>Care Provider</td>
</tr>
<tr>
<td>Collaborator</td>
</tr>
</tbody>
</table>

- Activities and discussions enable student to learn about pharmacist practice in an institutional setting.
- *Practice & preceptor informs the activities*
**FYI: Skills Labs**

**Second year skills labs**: students had sessions on;

<table>
<thead>
<tr>
<th>Allergy Assessment</th>
<th>Shared decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medication Reconciliation</td>
<td>Informal case presentation to another health care professional</td>
</tr>
<tr>
<td>Discharge Counseling</td>
<td>Critical appraisal of journal article</td>
</tr>
</tbody>
</table>

**Third year skills labs**: students had sessions on;

<table>
<thead>
<tr>
<th>Clinical judgment</th>
<th>Patient goal setting/ motivational interviewing/ patient self-empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical decision making</td>
<td>Health promotion, disease prevention</td>
</tr>
<tr>
<td>Applying full scope of practice</td>
<td>Injections training (immunizations)</td>
</tr>
</tbody>
</table>

**Other Training:**

- During 428 orientations in the spring students receive Advanced Netcare training
- Prior to Pharm 316; Antimicrobial Stewardship session with review of precautions and Institutional Medication Distribution presentation
What’s Not New But Still Important

• Professionalism; ethical behaviours, appropriate appearance, punctual, accountability

• Communication; written (charting) and verbal (patients, presentations; in-service, patient presentation: formal and informal)

• Provide Patient Care
  - Care planning
  - Medical and Medication histories (including med rec)
  - Discharge teaching, where possible and appropriate
  - Documentation

• Collaboration with other health professionals

• Drug Information

• Drug Distribution; guided tour or participation
• MyCred is an Electronic Credential Presentation Portfolio; available through RxPreceptor

• Available to all students \textit{and preceptors} for 5 years; FREE

• Manage & store educational, professional and personal achievements

• In your RxPreceptor account, navigate to ‘\textit{MyCred}’ to activate and develop your ePortfolio

• More information available “Documents Library” of RxPreceptor or contact phexed@ualberta.ca
How do I view MyCred Student ePortfolios?
- Through Student Snapshot

Contact information

Name:
Grad year:
Email:
Phone:
Cell Phone:
MyCred:
MyCred: Students have been advised to

• Add their photo and contact information
• Activate 2 modules needed for the course; ‘Biography/Summary’ and ‘Goals’
• Type in brief summary of self in “brief bio section”
• Attach their Student Information Summary under Biography/Summary Module (see template next slide)
• NOT “lock” these modules

Click on Biography/Summary Module to see Student Information

Click on Goals Module to see Learning Plan Assignment
Student Information Summary Template

- Students post this template for preceptor review at least 1 month prior to start of placement
- Template includes:
  - Contact Information
  - Education
  - Employment History
  - Experiential Placement History
  - Goals, Practice Interests and more!
- Posted in Biography/Summary Module as an attachment
MG’s MyCred Page: student & preceptor accounts look same

Manage My Portfolio

Header Content Module
Available for viewing in your Portfolio

Marlene Gukert
Clinical Assistant Professor
Course Coordinator; Experiential Education Program
Faculty of Pharmacy and Pharmaceutical Sciences
University of Alberta

Address: 3-169 Edmonton Clinic Health Academy
11405-87 Ave
Edmonton, Alberta T6G 1C9
Canada
Phone: 403-254-6449
Email: mgukert@ualberta.ca

Tell me and I forget, teach me and I may remember, involve me and I learn.
- Benjamin Franklin

Active Content Modules
Currently available for viewing in your Portfolio

- Biography / Summary
  Updated: Feb 22, 2016
- Goals (Personal & Professional)
  Updated: No Content
- Academic Service
  Updated: No Content
When you click on Biography/Summary Module; you will see:

Marlene Gukert
Clinical Assistant Professor
Course Coordinator; Experiential Education Program
Faculty of Pharmacy and Pharmaceutical Sciences
University of Alberta

Address: 3-169 Edmonton Clinic Health Academy
11405- 87 Ave
Edmonton, Alberta T6G 1C9
Canada

Phone: 403-254-6449
Email: mgukert@ualberta.ca

Tell me and I forget, teach me and I may remember, involve me and I learn.
- Benjamin Franklin

Click here to see Student Information Summary
Course Activities and Assignments

Brief review to highlight primary activities and changes

Refer to *Quick Reference Guide* for further information
# Learning Plan: Activity and Assignment

Posted on MyCred: Goals Module

## Part 1: Student Skills Inventory (acts as self assessment)

- Students rate their amount of practice so far performing select skills prior to starting placement and provide examples of feedback they have received.
- Students must post *at least 1 week prior to start of placement to allow preceptor time to review.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Limited Amount of Practice (completed Skills Lab &amp; placements only)</th>
<th>Moderate Limited Amount of Practice (completed Skills Lab, placements &amp; work experience)</th>
<th>Comments (provide perspective on rating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering medical and medication histories.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting complex patient assessments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating and implementing patient care plans ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily patient assessment and monitoring.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbally presenting patient information to a team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient education (e.g. reviewing medications ....</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seamless care activities such as discharge ....</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documenting patient care activities in patient chart.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Feedback:** student should provide examples of feedback received from preceptors, lab facilitators, etc about areas of strength.

**Feedback:** student should provide examples of feedback they have received from preceptor, lab facilitators, etc about areas for improvement.
Learning Plan: Activity and Assignment

Part 2: Student Learning Plan. Students will:

• State 2 goals & corresponding objectives using SMART format. (A) They should be linked to specific clinical skills they plan to focus on during Pharm 428.
• Post Learning Plan template (A) along with Skills Inventory on MyCred (Goals Module) at least 1 week prior to the start of placement to allow preceptor to review.
• Preceptor & student discuss & finalize goal & objective(s) during first few days of the placement.
• Post revised Learning Plan (A) on MyCred. (Goals Module) when finalized.
• Discuss progress achieved for Learning Plan goal with preceptor at midpoint (B) & final (C).
• Post revised Learning Plans into MyCred. (Goals Module) both at midpoint & final of placement.

Learning Plan Template

<table>
<thead>
<tr>
<th>LEARNING GOAL:</th>
<th>Indicators of Progress: Describe indicators that will inform you of your progress or achievement. Examples: debriefing with preceptor, feedback from team members, reflection.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Learning Objective(s)</td>
<td>Use SMART format (objectives must be measurable/observable by your preceptor.</td>
</tr>
<tr>
<td>B. Progress at MIDPOINT (end week 4)</td>
<td>Summarize: Key accomplishments, important next steps, behaviours/skills/knowledge requiring further improvement</td>
</tr>
<tr>
<td>C. Progress at FINAL (end week 8)</td>
<td>Summarize: Key accomplishments, important next steps, behaviours/skills/knowledge requiring further improvement</td>
</tr>
</tbody>
</table>

Student to type progress here.

Student must add outcomes and skills identified as “Needs Improvement” by preceptor on Midpoint Student Performance Assessment to Midpoint Learning Plan for second half of placement.

Student to type progress here.
Care Provider Activities

- direct & indirect supervision; responsible to provide care for **minimum 16 patients**
- should care for > 1 patient with same condition; allows for depth of understanding
- should be able to care for minimum 4 patients daily by week 3
- complete patient assessment; interview patient and gather medical history and BPMH (or review for completeness if done by another HCP)
- develop care plan using the Patient Care Plan Process (should be familiar with Pharmaceutical Care Plan (PCP) worksheet for care plans)
  - student must review plan with preceptor
  - assistance should be minimal and decrease as placement proceeds
  - care plans should be comprehensive and well organized
  - **all elements of plan should be included;** including DRP statements. Careplan should not be a progress note.
- there is a Care Plan Worksheet Checklist in the Syllabus and Quick Reference Guide: it should be used as a guide when reviewing care plans
- **site specific forms** can be used when you feel student is ready
Care Provider: Preceptor Suggestions

• documentation entered onto patient’s chart/computer profile: may require practice; should have clear intent and include only relevant information

• Prepare with student prior to activity:
  - discuss steps involved
  - student should observe preceptor complete
  - student should prepare and share their planned approach with preceptor

• Student conducts session/activity with supervision/observation initially: may have indirect supervision after preceptor comfortable with demonstrated skills. Then:
  - debrief with preceptor; document in chart (if appropriate).
  - preceptor provides feedback to student; include shared decision making and critical thinking skills
Collaborator: Inter-Professional Collaboration Activity

• Student spend time with at least 1 other HCP caring for one of their patients or from their unit
  - i.e. assisting nurse with vital, med admin, shadowing dietician, social worker, accompanying patient receiving care from PT, OT

• Students should use IP Shadowing Card for planning & activity. Suggested discussion points:
  - Communication and collaboration techniques (past and current)
  - Dealing with challenges or barriers

• Verbal Patient Case Presentation
  - *informally* present patient to another HCP that both are caring for: RN, OT, MD
  - provide brief overview of patient (5-10 mins); include reason for admission, current status, relevant labs, meds currently ordered, suggested plan
  - not the same as more formal patient care presentation (20 mins)
Scholar

- Activities

- provide DI for patient care and upon request
- In-service; other HCPs including students or pharmacy team
- Patient Care Presentation (with inclusion of a Clinical Question); outline and evaluation form in syllabus
- assigned topics to present to preceptor or discuss, mini projects
- UofA Library tutorial : upon request
Advocate

• **Activity:** Participate in site-based advocacy activities where possible eg: patient education regarding appropriate use of medications, health promotion campaigns, flu clinics, etc.

Practice Management

• Differences in practices; participation varies
• Discuss or participate:
  o primary steps of basic drug distribution process; include strategies used to ensure safe and effective drug distribution
  o if possible include:
    - drug formulary, study protocols, special access, compassionate drug programs
    - quality assurance programs; i.e. med admin policies
    - incident and ADR reporting policies and procedures
Assessing Your Student

Assessments PRECEPTORS complete of student
Assessments STUDENTS complete
Course Evaluations
Student Performance Assessments

- RxPreceptor allows only 1 primary preceptor to be assigned to student: ensure comments are shared between preceptors

- Options to address this:
  - Primary preceptor *logs in for other preceptor*; enter their comments on assessment
  - Primary Preceptor *shares their RxPreceptor password with team* so each has access. Password can be changed before and after placement to maintain access privacy
    - *Easy to do:* “reset password” on RxPreceptor landing page.
    - *Preceptors can set up ‘temporary password’ to maintain own password integrity.*
  - Print assessment forms; share with other preceptors to write comments & submit back to primary preceptor. (comments could be also be emailed)
Student Performance Assessment: Grades

• Provided descriptors for each outcome on assessment

• Preceptors provide **overall mark** for that outcome:
  - Exceeds an Acceptable Level of Performance
  - Meets an Acceptable Level of Performance
  - Needs Improvement to Reach an Acceptable Level of Performance
  - Not Meeting an Acceptable Level of Performance

• Needs Improvement: student getting better, more time and practice needed,
  - assessments are reviewed by Faculty for concerns; you may be contacted at midpoint if grades of Needs Improvement at >3; just to ensure things are OK
  - student must include NI areas to their midpoint Learning Plan as goals with objectives; ensures increased attention to these areas

• Not Meeting an Acceptable Level of Performance: indicates major concerns,
  Faculty must be notified by midpoint at latest

• Unable to Rate (midpoint): use if you have not had opportunities vs. using Needs Improvement
## Student Performance Assessment: Example

### Care Provider

Please provide an overall rating for each of the Care Provider outcomes.

#### Care Provider Outcome 1: Develops and maintains professional relationships with patients/care givers

- engages patient: may require some preceptor prompting and guidance
- exhibits sensitivity, respect and empathy with patients and care givers
- identifies/responds to patient cues with preceptor guidance

#### Care Provider Outcome 2: Gathers relevant medical and medication history

- utilizes multiple sources of patient information (i.e. electronic health record, patient profile/chart, other healthcare providers)
- employs effective interviewing techniques (i.e. appropriate open and closed ended questions)
- employs a systematic process to gather data accurately based on the Patient Care Process document with preceptor guidance
- gathers the appropriate amount of information with preceptor guidance
- retrieves and assesses relevant lab tests and diagnostic assessments with preceptor guidance
- is improving timeliness and efficiency over the course of the placement
- attempts to clarify and manage conflicting data, seeking support when necessary

#### Care Provider Outcome 3: Determine medical conditions and assess if the patient’s medication-related needs are being met

- considers patient perspective/priorities regarding meeting medication-related needs
- determines patient’s medical condition(s)
- assesses drug therapy for indication, efficacy, adherence and safety to identify DRPs with minimal preceptor guidance for therapeutic areas ALREADY covered in the curriculum (see Preceptor Guide for list)
- attempts to assess drug therapy and identify DRPs for therapeutic areas NOT covered in the curriculum with preceptor guidance

---

**Save work frequently when completing!**
Student Performance Assessment: PASS

To pass the placement, on the Final Student Performance Assessment 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 "Needs Improvement" Grades (maximum of 2 for Care Provider) **AND**,

3. Have **ZERO** ratings of “Not Meeting an Acceptable Level of Performance”.
## Assessments: Preceptors Complete

<table>
<thead>
<tr>
<th>Assessment/Evaluation</th>
<th>Completion</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Early** Assessment of Student     | End of **Week 1** of placement | • Identifies early concerns, mostly involves professionalism criteria  
• Quick; 5-10 mins to complete                                                                                                           |
| **Midpoint** Student Performance Assessment | End of **Week 4** of Placement | • assess behaviours/skills  
• 7 Learning Outcome Areas (professional, care provider, etc) assessed; *distribution may be NA*  
• End of form; identification of expectations and areas for focus for rest of placement  
• *NEW: Student adds all areas given “Needs Improvement” to their midpoint Learning Plan*  
• NO GRADE GIVEN (Pass or Fail)                                                                                                         |
| **Final** Student Performance Assessment | End of **Week 8** of Placement | • behaviours/skills assessed same as midpoint  
• “Placement Grade” given by preceptor; PASS or FAIL as per criteria  
• Faculty provides “Course Grade” based on assessment & assignment review                                                    |
| Preceptor Evaluation                | End of Placement      | • link to evaluation emailed; not RxPreceptor  
• comments appreciated! (~30 mins to complete)  
• anonymous, can request Faculty to contact you                                                                                         |
Assessment Tips

• Assessment information and tips in Quick Reference Guide and at beginning of Student Performance Assessment on RxPreceptor
• Review assessments in advance (posted RxPreceptor): know what you will be assessing student on, also in syllabus
• Forms can be printed
• Viewable by student AFTER submitted: save as draft
• Important to discuss and review with student: acknowledgement on each form indicating discussion occurred
• Comment Boxes on Student Performance Assessment: please be specific, comments VERY helpful for students and Faculty
• Discourage use of “Exceeds” at midpoint unless student is “outstanding”
• Remember to review Student Self Assessments prior to completing Student Performance Assessments especially at midpoint; good comparator
• Overview of Completing Assessments; [http://youtu.be/n1C0QxVzGf0](http://youtu.be/n1C0QxVzGf0) (22 min long; soon to be updated)
# Assessments: Students Complete

<table>
<thead>
<tr>
<th>Assessment/Evaluation</th>
<th>Completion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Assessment of Preceptor</td>
<td>End of <strong>Week 1</strong> of placement</td>
<td>• identifies early concerns, mostly involves professionalism criteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• quick; 5-10 mins to complete</td>
</tr>
<tr>
<td>Student Self Assessments; <strong>Midpoint and Final</strong></td>
<td>End of <strong>Week 4</strong> and <strong>Week 8</strong></td>
<td>• compare Student Performance Assessment (completed by preceptor) with Student Self Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• at midpoint, student should provide this to you 1-2 days in advance of assessment review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• at final; include in final assessment review; good comparator</td>
</tr>
<tr>
<td>Midpoint Assessment of Preceptor and Site</td>
<td>End of <strong>Week 4</strong></td>
<td>• to be discussed with preceptor</td>
</tr>
<tr>
<td>1. Course Evaluation</td>
<td>End of <strong>Week 8</strong>; After student has left placement site</td>
<td>• comments about all aspects of the course</td>
</tr>
<tr>
<td>2. Preceptor and Site Evaluation</td>
<td></td>
<td>• final quality assurance check</td>
</tr>
</tbody>
</table>
Preceptor Roles and Responsibilities

Co-Precepting
Pre-Placement Planning
Correspondence
Policies and Procedures
Preceptor Roles

• Student should mirror your roles & responsibilities of institutional practice: **guide** student through course; direct instruction, modeling and coaching

• **Supervision**: guiding principle: *ensure patient safety*
  - student observes preceptor → student assists preceptor → student performs while preceptor observes → student performs independently
  - ACP: **Direct Supervision**: Restricted Activities: dispensing Sch 1 & 2 drugs, administer vaccines, adapting, emergency prescribing
    - **Indirect Supervision**: other patient care related activities
  - preceptor’s discretion to determine how often and how independently an activity is done

• Provide regular **feedback**: debriefing after activities is key to learning

• **Review documentation**: care plans, documentation

• **Assess** the student; formally & informally

• **Contact us** if needed
Tips and Suggestions!

- Students should participate in full-scope of pharmacist activities as preceptor deems appropriate
- Students must always consult with preceptor prior to initiating new recommendations
  - injections and prescribing must be completed under direct preceptor supervision
- Activities may require differing degrees of supervision: *need for supervision should decrease as placement progresses*
  - preceptor role should be more coaching and facilitation as placement progresses
- Presentations (patient, in-services) should be submitted to preceptor to allow time for review and revisions: *clear deadlines should be given*
- Important for preceptors to share their expectations (activities, etc) with the student
Co-Precepting

• Most often co-precepting; teams of 1-3 preceptors

Important to consider:

• **Planning:** meet as a team prior to placement to plan. *Try to schedule preceptors in time blocks vs changing daily*

• **Communication:** establish how you will communicate team: especially in transition between preceptors

• **Expectations:** discuss having consistent expectations

• **Assessment:** determine who/how assessments will be completed throughout the placement

• **Debrief:** after placement, *what went well? improvements?*

• **Models of Precepting Information and Resources** found on Faculty website

• Students sent “AHS Tips” and “Protection of Privacy” information prior to start of placement
Pre-Placement Planning

• **Ensure you can log into RxPreceptor;** contact phexed@ualberta.ca or 780.492.9780 with RxPreceptor or MyCred concerns

• Good idea to start developing schedule template

• Coordinate orientation & activities with team, co-preceptor (if applicable) and other HCPs

• Managers/secretaries are requesting student IT access and Netcare

• See Sharepoint: https://share.ahsnet.ca/teams/PSPP/PCP/PreceptorSupport/SitePages/Home.aspx

• Students instructed to post their Student Information Template on MyCred (Biography/Summary module) one month prior to placement

• Contact phexed@ualberta.ca if template is not posted on time
**Preceptor/Student Correspondence**

<table>
<thead>
<tr>
<th>Pharm 426 and Pharm 428 run back to back. Either placement can be first.</th>
<th>First Placement</th>
<th>Second Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date whereby student info should be posted on MyCred</td>
<td>At least 1 month prior to start of 1st placement</td>
<td>Will already be posted from 1st placement</td>
</tr>
<tr>
<td>Date whereby preceptors should email student to confirm review of MyCred</td>
<td>At least 3 weeks prior to the start of the placement</td>
<td>At least 3 weeks prior to the start of the placement</td>
</tr>
<tr>
<td>When students have been instructed to email/phone preceptor if no communication received from preceptor</td>
<td>2 weeks prior to the start of the placement</td>
<td>2 weeks prior to the start of the placement</td>
</tr>
</tbody>
</table>

Important that preceptors reply to students to confirm that they have reviewed the Student Information Template posted MyCred. Also advise about where to meet on Day 1, provide pre-readings, advise of dress policies, etc.
ExEd Policies and Procedures Manual

• Online; link included in Quick Reference Guide
• Outlines student responsibilities & course policies (needle stick injuries, Netcare, etc)

• **Attendance**: 40 hours/week; 5 x 8 hour days
  • Stat holidays; preceptor’s discretion
  • Absences: students must record request in RxPreceptor Absence Tracker; preceptor receives email and confirms/denies request
  • Sickness: if > 1 day missed, time must be made up
  • Bereavement (for family member): same as above

• **Endorsed Activities**: 1 day/placement for PD related activities: UofA flu clinic, conferences, PDW, etc.
  - must be authorized by preceptor and feasible with placement schedule
• **Non-Endorsed Activities**: mock OSCE’s, jurisprudence exams, travel/vacation
• Students cannot change placement timelines
• *If unsure: best to contact Michelle or Marlene*
What To Do???

• *If you think you have a problem; you usually do*
• What to do if student clearly “Needs Improvement” or you have concerns: CONTACT THE FACULTY ASAP
  Michelle: Michelle.macdonald@ahs.ca ; 403-561-6278
  Marlene: mgukert@ualberta.ca ; 403-254-6449
• Important to tell student your concerns & provide specific feedback; documentation important with specific examples
• Encourage student to contact Faculty; renette@ualberta.ca (Placement Student Advisor)
  - develop plan and work together: Faculty, preceptor(s), student
• You might not have experienced the issue before but we likely have! We want to provide support!!
  - each situation is unique