

Pharm 428

Preceptor Quick Reference Guide

2018 - 2019

This guide is to provide you with links and quick information that will be helpful when precepting your Pharm 428 student.

Also to assist you in preparation, there is a “Preceptor Preparation Flow Map” and Pharm 428 Calendar Template available on the AHS Pharmacy Clinical Practice, Preceptor Support, Sharepoint page; <https://share.ahsnet.ca/teams/PSPP/PCP/PreceptorSupport/U%20of%20A%20Pharm%20428/Forms/AllItems.aspx>

Table of Contents

| | |
|---|----|
| What’s <i>New</i> in Pharm 428 | 2 |
| Quick Links | 2 |
| Contact Information | 2 |
| Placement Policies and Procedures: | 3 |
| Assessment Procedures and Information | 3 |
| Learning Plan: Activity and Assignment | 4 |
| Activity Summary | 5 |
| Preceptor Discussion Summary | 6 |
| Assignment Summary | 8 |
| Patient Care Presentation: Content and Rubric | 8 |
| Patient Care Presentation Rubric | 10 |
| Activity, Assignment and Assessment Schedule | 11 |
| Orientation Checklist for Student and Preceptor | 13 |
| Pharmacy Care Plan Worksheet with Checklist for Assessment | 14 |
| BScPharm On-Campus Curriculum Overview: courses, therapeutic modules & practice skills (undergraduate)..... | 15 |
| PharmD for BScPharm Students (PBS): Curriculum Overview..... | 15 |

What's New in Pharm 428

Minor changes were made to the course this year as overall the course was well received by preceptors and students.

- **PharmD for BSc Students (PBS Program);** continuing. Students bridging from a BSc Pharm to a Pharm D program will be taking courses during spring/summer 2018 and 2 additional placements. (4 in total; fall 2018 and winter 2019).
- **Learning Plan:** Important for self-directed learning and to ensure areas that require extra focus are addressed. Format has been revised. (see page 4)
- **Early Assessments; Preceptor and Student:** NO assessment will need to be submitted at the end of the first week. However, it is recommended students and preceptors discuss how things are going after week one. Items to be discussed at this time include any early concerns or clarifications regarding expectations or course related activities such as the Learning Plan.
- **Student Evaluation of the Preceptor and Site:** will be done at midpoint AND at the end of the placement. (previously just midpoint)
- **My Requirements:** Students will no longer be using MyCred to post information. Their CV/Resume and Learning Plan will be posted on RxPreceptor as a requirement. Instructions to view a Student requirement on RxPreceptor;
 - Login to RxPreceptor (CORE ELMS) and click on the drop-down menu to select your student. Scroll to the Student Requirement Section. Click on the file button.

The screenshot displays the RxPreceptor interface for a student. On the left is a navigation menu with options like Electronic Forms, Surveys, Message Center, Document Library, Reporting, Preceptor Training/Benefits, Help Center, and External Resources. The main content area is titled 'Custom Fields' and includes sections for 'Student Evaluations' and 'Student Requirements'. An orange arrow points from the 'Attachment' column in the 'Student Requirements' table to the 'File' button.

| Student | Rotation Dates | Rotation Type | Evaluation |
|------------|---------------------|---|--|
| [REDACTED] | 05/07/18 - 06/01/18 | PHARM 316 - Institutional Mental Health | Early Assessment of Student 2018 |
| [REDACTED] | 05/07/18 - 06/01/18 | PHARM 316 - Institutional Mental Health | Pharm 316 Student Performance Assessment - Midpoint and Final (2018) |

| Requirements | Completed | Completed On | Attachment | Expiration |
|-------------------|-----------|--------------|------------|------------|
| Student CV/Resume | | 03-05-18 | File | |

Quick Links

- [Pharm 428 Syllabus](#)
- [Undergraduate Experiential Education Program Policies and Procedures Manual](#)
- [Preceptor Guide](#)
- [Faculty Preceptor Webpage](#)
- [Models of Precepting](#), guiding principles for co-precepting or other models, such as peer-assisted learning (PAL) model.

Contact Information

Course Coordinator: Marlene Gukert
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General Inquiries: Email: phexed@ualberta.ca

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Placement Policies and Procedures:

The following are policies that preceptors often have questions about. Further information regarding other policies can be found in the [Policies and Procedures Manual](#). Preceptors are encouraged to contact the Faculty if they are unsure.

- **Absence Tracker:** Students are required to record absences using the Absence Tracker in RxPreceptor. The preceptor will receive an email noting the absence and is required to confirm or deny the request through RxPreceptor.
- **Statutory Holidays:** If a stat holiday falls during a placement, it is at the discretion of the preceptor to determine how to proceed. Students may be granted the stat day off, a day off in lieu of the stat or include that day as a placement day.
- **Illness:** In the case of illness, students are expected to notify the preceptor as soon as possible. Absences due to illness of 2 days or more may require an explanation and/or evidence such as a physician's note. Either the student or preceptor should contact the Faculty if the absence exceeds 2 days. Routine medical appointments are expected to occur on personal time. Time missed from the placement site due to illness that exceeds 1 day needs to be made up.
- **Bereavement:** In the case of death of a family member, students should notify their preceptor and the course coordinator to determine a course of action. Time missed from the placement site due to bereavement that exceeds 1 day needs to be made up.
- **Faculty Endorsed Activities:** The Faculty supports student participation in activities such as the career fair, educational interviews, conferences and PDW if feasible with the placement schedule, if preceptor approval is confirmed prior to the activity and the time away from the placement is reasonable. Time missed from the placement for approved professional development activities that exceeds 1 day needs to be made up.
The preceptor may deny a request for professional development if patient care or the practice site is negatively affected by the student's absence or it's anticipated that the time missed will impact the student's ability to complete the placement successfully.
- **Non-Endorsed Activities:** Activities ineligible for absence approval include; mock OSCE's, job interviews, jurisprudence exams, travel and vacation. Changes to course dates to accommodate personal holidays are not permitted.
- **Placement Timeframe:** modification to the placement schedule outside of the stated course timelines must be approved by the course coordinator in advance of the change.
- **Needle Stick Injury Procedures:** If a student experiences a needle stick injury, they must report the incident immediately to the preceptor and follow the placement site protocol. The Faculty must be advised immediately. There is further information in the [Policies and Procedures Manual](#).

Assessment Procedures and Information

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

Tips and Suggestions

- Periodically click "save" tab at bottom of form to avoid a "time-out" and losing information entered. Assessments can be saved as a draft and completed later; remember to "save" before exiting or information will be lost.
- Once the completed assessment is submitted, it is visible to the student being assessed.
- Disregard the "section weight" and "minimum AVG score required" sections.

- Comment boxes should be used to provide evidence to support the grade given. This is especially important when the student is not meeting expectations or needs improvement, as it provides specific details about concerns.
- If you are co-precepting or using another precepting model such as peer-assisted learning, refer to the [Faculty Models of Precepting Webpage](#) for suggestions on completing assessments.
- An Assessment Overview (14 mins long) posted on Faculty webpage; https://youtu.be/helc7ynfe_k

Summary of Assessments/Evaluations to Be Completed and Discussed by Preceptor and Student

| Assessment/ Evaluation | Submission Timeframe | Submitted by | Comments |
|---|--|-----------------|---|
| Student Self-Assessments (completed twice) | Midpoint and end of placement | Student | - The Self-Assessments should be submitted and printed a day prior to the Student Performance Assessment discussions to allow time for preceptor to review. |
| Student Performance Assessment MIDPOINT | At the end of the 4th placement week | Preceptor | - Assessment of all learning outcomes. - Takes about 1 hour to complete. - Includes identification and discussion of areas and skills that will be focussed on for balance of the placement. - Must be discussed with the student. |
| Student Performance Assessment – FINAL Final Placement Mark (at the end of the Assessment) | End of placement | Preceptor | - Takes about 1 hour to complete. (same assessment as midpoint) - At end of assessment preceptors provide a Placement Mark: <u>PASS</u> or <u>FAIL</u> based on overall grades assigned to each learning outcome. TO PASS 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". |
| Student Evaluation of Preceptor and Site – MIDPOINT and FINAL | End of 4 th and 8 th week of placement | Student | - Students must discuss with preceptor after discussion of the Student Performance Assessments. |
| Preceptor Course Evaluation | End of placement | Preceptor | - Anonymous – option provided to request Faculty to contact the preceptor. |

Learning Plan: Activity and Assignment

The Learning Plan helps students prepare for the placement as well as assess their learning. It provides an early introduction to self-directed learning, a concept similar ACPs Continuing Professional Development model.

Preceptor feedback is important to ensure the student’s learning goals are appropriate and feasible.

Preceptors are encourage to reinforce the importance of self-directed learning and review the student’s at midpoint and final at a minimum.

- *Students post* the Skills Inventory and Learning Plan in RxPreceptor as a requirement at least 1 week prior to the start of the placement to allow time for the preceptor review.
- During the first few days of the placement the Learning Plan should be discussed. If changes are made the student will post the *revised Learning Plan*. If no changes were made no additional posting is required.
- Students discuss the progress achieved for the goals with the preceptor at the midpoint and end of the placement and post the updated Learning Plan.
- Areas indicated by the preceptor as “Needs Improvement” on the midpoint Student Performance Assessment should be added by the student to their midpoint Learning Plan as learning goals to ensure these areas will be addressed in the second half of the placement.

Activity Summary

See pages 6-8 of the Pharm 428 Course Syllabus, including the appendices, for more information.

| COURSE ACTIVITIES | | ✓ |
|--|--|---|
| The following are activities that students must complete during the placement to meet course objectives | | |
| 1. Provide Patient Care | | |
| <p>For all patient care encounters students should provide patient care as deemed appropriate by the preceptor(s) and outlined in the Patient Care Process Document</p> <ul style="list-style-type: none"> • Develop & maintain a professional, collaborative relationship with the patient or agent/caregiver. • Interview the patient or agent or other relevant healthcare providers to obtain necessary information and organize the information required to determine the patient's medication related & other relevant health-related needs. • Complete Best Possible Medication History/medical history, & complete medication reconciliation (or review for completeness if completed by another provider). • Assess patient's medication needs; review for indication, effectiveness, safety and adherence. • List and prioritize the patient's medical conditions & drug related problems. • Develop & implement a care plan that is based on best evidence and prioritizes & addresses the patient's drug therapy problems and wellness needs (include pharmacist responsibilities, specific monitoring parameters) • Provide accurate & appropriate patient education e.g. patient education, discharge counselling, • Provide continuity of care; conduct follow-up (seamless care activities) & modify care plans as needed. • Communicate and document patient care activities. <p>Under direct and indirect supervision, students are responsible for providing care for a minimum of 16 patients. Students should choose care plans that best demonstrate their patient care skills for assignment postings. All care plans must be written up by the student and reviewed by the preceptor.</p> <p><u>Corresponding Assignment: Care Plan Assignment</u></p> | | |
| 2. Pharmacy Services | | |
| <p>Participate in the scope of professional practice under the supervision of the preceptor(s). This includes:</p> <ul style="list-style-type: none"> • Medication order adaptation when appropriate. • 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, & also have completed CPR Level C + First Aid, should practice administering drugs by injection. Students must only administer injections under the direct supervision of a pharmacist authorized by ACP to administer drugs by injection. • Ordering & monitoring lab tests. | | |
| 3. Clinical Judgment: Review and Reflection | | |
| <p>For 3 patients, students will write a summary of the factors considered (patient preference or specific variables, evidence) to formulate one of the recommendations made. The written summary should include the clinical issue, the patient assessment (including questions asked), clinical data retrieved & considered to make a decision.</p> <p>The student should review each written summary with the preceptor & discuss their rationale for the decision made, how they framed their recommendation to the team/prescriber and the outcome.</p> | | |
| 4. Inter-professional Collaboration | | |
| <ul style="list-style-type: none"> • Students will collaborate with other healthcare professionals to care for patients. This includes attending patient rounds (daily, or at frequency deemed appropriate by preceptors) or patient care conferences to review individual patient progress and provide input on patient's medication therapy. • Students will spend time with at least 1 other health care professional that is caring for their patient(s). If deemed appropriate by the preceptor, more than 1 experience with a health care professional may be arranged. This may include observing or assisting a nurse caring for your patient, shadowing a dietician, social worker, physiotherapist or occupational therapist, etc. • Verbal Patient Case Presentation: Students will present a patient to a doctor or nurse who they are both caring for. They should provide a brief overview of the patient (5-10 mins). Include reason for admission, current status, relevant labs, medications currently ordered, assessment and suggested recommendations (if any), & monitoring plan. | | |

| | |
|--|--|
| <p>Debrief with the preceptor the benefits of this type of patient review in practice and how it can be used to resolve patient issues. Students are encouraged to collaborate with other health discipline students if available (e.g. medical or nursing students) to provide patient care learn with and from each other.</p> | |
| <p>5. Patient Care Presentation (with inclusion of a Clinical Question)</p> <ul style="list-style-type: none"> • During week 6-7, students should present at least 1 patient care experience to pharmacy staff & if possible to other students. Students are encouraged if possible to present to different groups such as allied healthcare team. • A PowerPoint or similar presentation format is recommended. Format used by the practice site can be used as deemed appropriate by the preceptor. • The student may be asked to provide a copy to the site. It is suggested that the student pdf & reference any clinical data used in their presentation, <p>Suggested presentation format and rubric; <i>see page 10</i></p> | |
| <p>6. Drug Information Requests</p> <ul style="list-style-type: none"> • Students will respond to questions in a timely manner using best evidence, including answers to self-identified questions to care for patients. • Information may be required either verbally, written or both. Site-specific forms should be used if available; Drug Information Inquiry Record form is posted in eClass. • Students are expected to use appropriate resources and various levels of evidence; primary, secondary & tertiary references. Student should also use more than 1 resource for each question & discuss all answers with the preceptor. | |
| <p>7. In-service Presentation</p> <p>Students will provide a minimum of 1 in-service presentation (i.e. overview of a therapeutic topic, journal club, etc) to pharmacy staff and/or allied health care team (including students).</p> | |
| <p>8. Pharmacy Advocacy Programs</p> <p>Students will participate in site-based advocacy activities where possible (i.e. patient education regarding appropriate use of medications, health promotion campaigns, flu clinics, etc.).</p> | |
| <p>9. Medication Distribution</p> <ul style="list-style-type: none"> • Students will participate in the distribution of medications or have a guided tour of the dispensary. Review how medications are delivered to the patient after they are ordered. • Students should re-review the article (Chapter 45; Hospital Pharmacy Management) in Recommended Readings as it provides an overview of hospital distribution systems. | |
| <p>10. Models of Precepting and Learning</p> <p>When applicable students will participate in peer-assisted & near-peer teaching & learning with classmates & other professional students.</p> | |
| <p>11. Preceptor Library Resources</p> <p>Students 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: http://tinyurl.com/lgppqay.</p> <p>The link to the UofA pharmacy library home page is http://guides.library.ualberta.ca/pharmacy</p> | |
| <p>12. OPTIONAL (if applicable): Adverse Drug Reaction Reporting</p> <p>Report Adverse Drug Reaction in MedEffect (http://www.hc-sc.gc.ca/dhp-mps/medeff/index-eng.php) & through site-procedures, if this occurs during placement.</p> | |

Preceptor Discussion Summary

| | |
|---|---|
| <p>The following are discussions that students must complete during the placement to meet course objectives.</p> | ✓ |
| <p>1. Responsibilities as a Professional</p> <p>Discuss ACPs Code of Ethics (https://pharmacists.ab.ca/code-ethics)</p> <ul style="list-style-type: none"> • Include strategies the preceptor uses to practice in an ethical manner. • The student should include how they demonstrate this during the placement. Sharing examples during the discussion is helpful. (i.e. patient confidentiality, practice challenges) It is important for the student to see if their ideas and strategies align with their preceptor. • Discuss the role of the pharmacist in the practice setting and how they independently & collaboratively contribute to improving outcomes. | |

| | |
|--|--|
| <p>2. Maintaining Professional Competency and Lifelong Learning</p> <ul style="list-style-type: none"> • 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 (i.e. Geriatric or Diabetic Certification) or obtaining additional prescribing authorization. • Discuss ACP's Continuing Competence Program. Review the preceptor's previous or current learning & implementation records for their CCP portfolio. The student should reflect on this and compare/contrast it to their Learning Plan for the placement. • At the end of the placement the student will summarize the activities completed that would comply with ACP's Continuing Competence Program for learning & implementation. Review with the preceptor. | |
| <p>3. Communication Skills</p> <ul style="list-style-type: none"> • Discuss communication strategies to build rapport with patients & address their concerns. Include patients with challenging situations such as those who are very ill, have dementia or mental health concerns. • Discuss communication strategies used to optimize team functioning & the contributions of each healthcare provider to patient care. How are conflicts managed if they occur between team members? • Discuss how the preceptor communicates patient care responsibilities to ensure continuity of care; e.g. patient care hand off; is it verbal or written, what information is included? How do they communicate therapeutic information that is controversial? | |
| <p>4. Scope of Practice</p> <ul style="list-style-type: none"> • Discuss with the preceptor how they (or another colleague) use the expanded scope of practice to contribute to patient care. • Have they received formal training or specialization (e.g. Geriatric or Diabetic Certification)? • Did they obtain additional prescribing authorization (APA)? What is their professional experience with APA both in obtaining & using it? If they don't have APA, are they planning to obtain it? How do they anticipate using it? | |
| <p>5. Inter-Professional Experience</p> <p>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"> • A description of the experience, what resonated with them and why it had such an impact? • What they learned from the experience; personally and/or professionally. • How they can apply what they have learned in their future practice. | |
| <p>6. Patient Advocacy in a Hospital Setting</p> <ul style="list-style-type: none"> • Determine what health promotion programs are available at the hospital. • Discuss the pharmacist's role in health promotion to patients including what strategies they use. (e.g. immunizations, smoking cessation, lifestyle changes, etc.) • Discuss and where possible demonstrate the patient advocacy roles of pharmacists in the hospital (e.g. research involvement, how to handle drug shortages, acquisition of compassionate/special access drugs). • Discuss and where possible demonstrate the leadership roles of pharmacists within their team and also within the institution; e.g. committee involvement, development of resources and protocols for patients & team members, disaster planning (i.e. pandemics). | |
| <p>7. Practice Resources</p> <ul style="list-style-type: none"> • Discuss which resources they use & why they prefer particular resource(s) for specific purposes. | |
| <p>8. Medication Distribution Process and Safety Practices; the student should have the following discussion with the preceptor and/or dispensary staff.</p> <ul style="list-style-type: none"> • Components of the distribution system used at the site (unit dose, IV admixture, ward stock, narcotic controls) & the scopes of practice of staff involved with each; order entry, filling, checking. • Error prevention strategies that are used to promote safe and accurate dispensing? (e.g. dose calculation checks, double or triple checks (tech-check-tech). What is the incidence of errors and how are they tracked? Are near misses/ good catches reported? • What are the policies to address safe medication administration practices? (i.e. high alert medications; IV electrolytes, narcotics, ICU restricted drugs). How is pharmacy involved with development and/or promotion of these policies? • What is the process for reporting of medication errors or incidents at the site? Has the preceptor ever reported an error? If so was the patient and/or doctor informed? | |

Assignment Summary

These assignments require preceptor review.

| LEARNING PLAN <i>First posting is 1 week prior to start of the placement to allow for preceptor review.</i> | Posting Instructions (RxPreceptor: as a Requirement) |
|--|--|
| <p>Based on their self-assessment (Steps 1 & 2), students will determine 2 practice goals to focus on during their placement. (Step 3). The learning plan should be:</p> <ol style="list-style-type: none"> 1. Discussed with the preceptor during first week of the placement; make adjustments if necessary. 2. Finalized by the end of the first week. 3. MIDPOINT: Reviewed with the preceptor & updated to indicate progress made with the initial learning goals. <p>Students 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.</p> <ol style="list-style-type: none"> 4. FINAL: Reviewed with the preceptor and updated at the final. | <p>Learning Plan must be posted in RxPreceptor as a requirement (under My Requirements) at least 1 week prior to the start of the placement to allow the preceptor to review. <u>Updated</u> plans must be posted by the end of 1st week, midpoint & at the final following discussion with preceptor.</p> <p>4 TOTAL POSTINGS: 1 before the placement & 3 during the placement. Include posting date in title.</p> |
| ASSIGNMENTS <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> | POSTING INSTRUCTIONS (eClass) REMOVE ALL IDENTIFIERS |
| <p>1. Care Plan Assignment</p> <p>Total: 4 patient care plans & documentation to be posted.</p> <p>Each care plan assignment consists of:</p> <ul style="list-style-type: none"> - relevant background data (as narrative) - a care plan using the pharmacy care plan worksheet or site- specific forms and - corresponding documentation as entered on the patient’s chart/medical record. - corresponding documentation sent to another health care professional if completed (i.e. discharge note) <p>Assignments should be reviewed with the preceptor & modify as needed prior to posting.</p> <p>PRECEPTOR TIP: Use the Care Plan Worksheet Assessment Checklist; <i>see pg 14</i></p> | <p>Post patient care plan & chart documentation for 2 patients on eClass by 9:00 PM on the 4th Thursday of the placement.</p> <p>Post documentation of 2 additional patients on eClass by 9:00 PM on the 6th Thursday of the placement</p> <p>Care plans must be typewritten, documentation can be a screen shot with no patient identifiers.</p> |
| <p>2. Pharm 428 Inter-professional Collaboration: Thank you</p> <p>It is important that the health care professional(s) that provided you with the Inter-professional Collaboration Activity be thanked for their involvement in our program.</p> <ul style="list-style-type: none"> • Students must provide the healthcare professional(s) with a written or emailed thank you note. • In addition to the thank you gesture, the note or email should include at least one thing that they learned from that health care professional. | <p>The letter(s)/email(s) must be scanned onto eClass by the last day of the placement.</p> |

Patient Care Presentation: Content and Rubric

Goals of this activity are to allow students:

- To share patient care experiences and understanding of clinical issues.
- To provide a verbal presentation of their patient, DRP(s) and recommendation in a systematic manner (this has been practiced in the skills lab)
 - Practice presentation skills (use the PowerPoint slides is optional, **the format should be discussed with the preceptor**)
 - Provide evidence-based review of literature to support their recommendations(s) (this has been practiced in the skills lab using the BEARs format as a way to keep evidence review brief.)

The presentation should be approximately 20 mins in duration, with up to 5 minutes for questions.

It is suggested that a patient case be chosen in which interaction with the patient helped the student to assess the patient’s DRPs and where their intervention affected or potentially will affect outcomes.

Students and preceptors should discuss the patient care plan they want to present by the midpoint of the placement. Students should provide the preceptor with a first draft soon thereafter to allow time for preceptor review. Students should then revise the presentation based on the feedback given.

Suggested Presentation Content

(Adapted from FMC Clinical Presentation Guidelines and Rural Journal Club Case Presentation Format)

- a. Introduction/outline (including learning objectives)
- b. Patient case and data
- c. Listing of all DRPs and selection of main DRP
- d. Disease state background
- e. Goals of therapy
- f. Therapeutic alternatives
- g. Focused clinical question (PICO format; to be researched by student using primary literature)
- h. Evidence Review; including search strategy – BEARS (Brief Evidence-based Assessment of Research) worksheet, utilized in Skills lab.
- i. Summary of evidence
- j. Therapeutic recommendation; include monitoring plan (efficacy/toxicity)
- k. Resolution of patient case

a. Introduction

Introduce the case briefly; include why the case was chosen and what the main focus of the presentation will be. Provide a brief outline of the major components of the presentation. Include learning objectives for the audience.

b. Patient Data

Present the following information about the patient;

- Summarize reason for admission/consult, history of present illness, and **relevant** medical and drug therapy history.
- Summarize presenting symptoms, physical assessment, labs tests, and diagnostic exams pertaining to the focus of the presentation.
- Describe the patient's drug therapy relating to the case presentation focus, including indications for all drug therapy as well as specific drug therapy information; dose, route, duration, etc.
- Describe the patient's progress related to the case presentation focus.

c. Listing of all DRPs and Presentation of DRP selected for review and work-up

List ALL DRPs related to that patient and highlight the DRP that will be the focus of the presentation. The DRP selected does not need to be the most important DRP; it will simply be the focus of the presentation. The student should be familiar with all aspects of the patient's case and prepared to answer any questions related to any of the DRPs.

d. Disease State Background

Briefly review the disease state relevant to the main DRP. This review should include pathophysiology, therapeutic alternatives and any therapeutic controversies relevant to this case.

e. Goals of Therapy

Describe the individualized goals of drug therapy for the main DRP. Include the patient perspective where possible.

f. Therapeutic Alternatives

Discuss alternative ways (both drug and non-drug) to resolve the main DRP and achieve the individualized goals of therapy for this patient.

g. Focused Clinical Question; State the focused clinical question using the PICO format:

P: Patient, population or problem (*How would I describe a group of patients similar to mine?*)

I: Intervention, prognostic factor or exposure (*Which main intervention, prognostic factor or exposure am I considering?*)

C: Comparator or alternative intervention (if appropriate) (*What is the main alternative to compare with the intervention?*)

O: Outcome you would like to measure or achieve (*What can I hope to accomplish, measure, improve or affect?*)

Example:

| Patient | Intervention | Comparator | Outcome |
|---|---|--|--|
| In a mechanically ventilated ICU patient... | ...would administering IV ranitidine... | ...compared to sucralfate given via NG tube... | ...reduce clinically important bleeding? |

h. Evidence Review (including search strategy)

Review each of the meta-analyses, studies or case reports selected as being relevant to answer the clinical question. Students have practiced brief reviews of the literature in their Skills Lab course using the BEARS (Brief Evidence-based Assessment of Research) worksheet, and this can be used if students choose. The form can be found at:

<http://www.familymed.med.ualberta.ca/Home/Research/ResidentResearch/Guidetobears.cfm>

i. Summary of Evidence

Summarize the evidence that has been reviewed (i.e. identify strengths and weaknesses of each paper reviewed) and explain the relevance to the patient where applicable.

j. Therapeutic Recommendation and Monitoring Plan

Outline the recommendation(s) made for the patient to achieve the therapeutic goals for the patient. Explain why this was chosen as the best solution(s) for the patient incorporating best evidence principles and patient-specific factors. Describe monitoring parameters and activities that were/would be done to determine the outcome of the drug therapy recommendations (if applicable).

k. Resolution of Case

Where possible, present the results of follow-up monitoring to illustrate the patient outcome.

Patient Care Presentation Rubric

Adapted from PharmD Experiential Learning Presentation Rubric and FMC Clinical Presentation Guidelines

To be used by the preceptor & other observers. Rubric is in syllabus. Student to bring copies to the presentation.

Student's Name: _____ **Assessor's Name:** _____

Presentation Title: _____

| 1 – Unable to rate Could not evaluate or missing. | 2 – Needs Improvement Outcome measure partially achieved. | 3 – Meets Expectations Outcome measure generally achieved. | 4 – Exceeds Expectations Outcome measure achieved in exemplary manner. | | | |
|--|---|--|--|---|---|---|
| Introduction and Overview of Patient Data | | | | | | |
| <ul style="list-style-type: none"> Includes information that explain why case was chosen Identifies the main focus of the presentation Provides outline of major components of the presentation & learning objectives | | | 1 | 2 | 3 | 4 |
| Patient Data | | | | | | |
| <ul style="list-style-type: none"> Presents concise summary of patient's history presenting symptoms and progress Accurately interprets physical assessment, laboratory and diagnostic data Describes the patient's drug therapy in relation to the presentation focus Presents only relevant data | | | 1 | 2 | 3 | 4 |
| DRPs | | | | | | |
| <ul style="list-style-type: none"> Identifies and prioritizes all DRPs accurately Identifies the primary DRP that is the focus of the presentation | | | 1 | 2 | 3 | 4 |
| Goals of Therapy | | | | | | |
| <ul style="list-style-type: none"> Describe goals of drug therapy for the focus DRP; include patient perspective where appropriate | | | | | | |
| Therapeutic Alternatives | | | | | | |
| <ul style="list-style-type: none"> Identifies drug and non-drug alternatives for the main DRP and to achieve goals of therapy; considers the pros and cons of each | | | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| Focused Clinical Question <ul style="list-style-type: none"> States the question using the PICO format Outlines search strategy used & reviews evidence selected to answer the question Summarizes evidence & includes relevance to the patient | 1 | 2 | 3 | 4 |
| Therapeutic Recommendation <ul style="list-style-type: none"> Outlines recommendations made to achieve therapeutic goals for the focus DRP; include rationale | | | | |
| Monitoring Plan and Resolution of Case <ul style="list-style-type: none"> Describe monitoring parameters & interventions that were/would be done to achieve the outcome of any recommendations make for the focus DRP If possible include follow-up monitoring | 1 | 2 | 3 | 4 |
| Presentation and Organization Skills <ul style="list-style-type: none"> Speaks clearly; uses appropriate pace and tone Poised and maintains focus Adheres to time limits (20 min + up to 5 min for questions) Key points are presented in a logical, coherent way; uses transitions well | 1 | 2 | 3 | 4 |
| Questions <ul style="list-style-type: none"> Understands question(s) and provides (or attempts to provide) reasonable response | 1 | 2 | 3 | 4 |
| Overall Impression and Comments | | | | |

Activity, Assignment and Assessment Schedule To be used a guide

| Week | Student Activities |
|---|---|
| Daily throughout the placement | <input type="checkbox"/> Provision of Patient Care, review with preceptor. <ul style="list-style-type: none"> Prepare care plans & document care provided in accordance with preceptor's practice Minimum: 16 patients across the placement (provide care for a minimum of 4 patients concurrently by week 3) <input type="checkbox"/> Conduct Medication Reconciliations. <input type="checkbox"/> Retrieve drug information. <input type="checkbox"/> Collaborate with the pharmacy team as a student pharmacist. <input type="checkbox"/> Ensure activities, discussions and assignments are being completed (student is ultimately responsible for ensuring completion of all course requirements). |
| Week 1 | Orientation , Create Placement Schedule Date: _____ |
| Orientation (see Orientation Checklist in Preceptor Guide) | <input type="checkbox"/> Review & discuss the initial Learning Plan, course objectives and activities. <input type="checkbox"/> Discuss student/preceptor expectations & responsibilities. <input type="checkbox"/> Discuss assessment processes and timelines (including informal feedback and debriefing). <input type="checkbox"/> Develop schedule; preliminary activity planning; in-service, presentations, patient care. <input type="checkbox"/> Tour of pharmacy & institution; including patient care units. <input type="checkbox"/> Log in to ensure Netcare access as well as other on-site systems. |
| Daily Patient Care and Documentation | <input type="checkbox"/> Discuss pharmacy care plan worksheet, clinical documentation, format & process for documenting in chart/computer profile. <input type="checkbox"/> Set up routine & process for providing daily care for assigned patients: e.g. rounding, patient conferences, medication reconciliations, discharge counselling & seamless care. <input type="checkbox"/> Plan initial patient interaction based on review of patient's chart & other information sources (Netcare, other healthcare professionals). <input type="checkbox"/> Implement care for patients including documentation (reviewed by preceptor). |
| Additional Activities to be incorporated and scheduled across the placement | <input type="checkbox"/> Schedule & arrange visits with HCP(s); Inter-professional Activity. <input type="checkbox"/> Discuss/schedule in-services(s) & presentation(s). <input type="checkbox"/> Observe/ discuss or participate with the institution's distribution process. <input type="checkbox"/> Ensure discussions are scheduled: Professionalism; Responsibilities as a Professional, Maintaining Professional Competency, Pharmacy Services, Scope of Practice, etc <input type="checkbox"/> END of Week 1: Review Learning Plan and discuss how things are going; address concerns. |
| Week 2: Date _____ | Week 3: Date _____ |

| | |
|--|---|
| Continue patient care activities and documentation | <input type="checkbox"/> Develop & discuss at least one Clinical Judgement written summary with preceptor (total of 3 to be completed across placement) <input type="checkbox"/> Schedule in-services & presentations; topics, discuss timelines for preceptor review, presentation format. <input type="checkbox"/> Plan healthcare collaboration activities. |
| Week 4: Date _____ | |
| Patient Care and other course requirements | <input type="checkbox"/> Continue care plans & corresponding documentation. <input type="checkbox"/> Select 2 patients to post care plans; review with preceptor prior to posting. <input type="checkbox"/> Ensure plan for completing the other 2 Clinical Judgement written summaries with preceptor (if not yet completed). <input type="checkbox"/> Patient Care Presentation; discuss with preceptor; which patient to use, timelines for review. <input type="checkbox"/> Review progress regarding in-service. |
| 4th Thursday of the placement eClass Posting Due: 9:00PM | <input type="checkbox"/> Post assignment on eClass; first 2 of 4 pharmacy care plan worksheets or site-specific forms and documentation as entered onto the patients chart/profile or sent to a HCP. (care plans must be typewritten, documentation can be a screen shot; no patient identifiers) <input type="checkbox"/> Complete & submit midpoint Student Self-Assessment (RxPreceptor) to allow preceptor can review prior to Student Performance Assessment. |
| Mid-Point (end of Week 4) | MID-POINT Assessments: <input type="checkbox"/> Student Performance Assessment-midpoint; completed by preceptor; review with student. <input type="checkbox"/> Student Evaluation of Preceptor and Site & Student Self-Assessment; discuss both with preceptor <input type="checkbox"/> Update with progress as well as grades of Needs Improvement from the Student Performance Assessment and post the midpoint Learning Plan. (RxPreceptor requirement) |
| Week 5: Date _____ Week 6: Date _____ | |
| | <input type="checkbox"/> Complete in-service & continue to develop patient care presentation <input type="checkbox"/> Continue medication reconciliations, patient care plans & corresponding clinical documentation; review with preceptor. <input type="checkbox"/> Select 2 patients to post care plans and documentation. <input type="checkbox"/> Assess completion of discussions; professionalism, communication, medication distribution process and safety practices, scope of practice, practice resources, advocacy, etc. |
| 6th Thursday of the Placement eClass Posting due by 9:00 PM | <input type="checkbox"/> Post 2 additional care plan worksheets or site-specific documentation and clinical documentation. (Same as week 4 assignment) |
| Week 7: Date _____ Week 8: Date _____ | |
| Assignment and Assignment Completion | <input type="checkbox"/> Review activity table to ensure all activities & discussions have been completed. <input type="checkbox"/> Ensure HCP visit has been completed; conduct debrief of HCP visit <input type="checkbox"/> Conduct Patient Care Presentation <input type="checkbox"/> Ensure all assignments are near to completion or completed. <input type="checkbox"/> Ensure completion of discussions; professionalism, communication, advocacy promotion. Inter-professional practice, Medication Distribution Process and Safe practices, etc. |
| Patient Care | <input type="checkbox"/> Ensure continuity of care documentation is entered into patient profile & conveyed to patient pharmacy team. |
| End of Week 8 (final) | <input type="checkbox"/> Ensure assignments are posted <input type="checkbox"/> Update and submit the final Learning Plan in RxPreceptor Final Assessments <input type="checkbox"/> Final Student Performance Assessment & Placement Grade; completed by preceptor: review with student <input type="checkbox"/> FINAL Student Evaluation of Preceptor & FINAL Student Self-Assessment discuss with preceptor. <input type="checkbox"/> RxPreceptor Survey: Complete the Post-Course Preceptor Evaluation (non-anonymous). Not to be discussed with preceptor. Evaluation not viewable by preceptor. <input type="checkbox"/> Anonymous Student Course Survey (survey link emailed to student) |

Orientation Checklist for Student and Preceptor

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

| Orientation Activity | √ |
|--|---|
| 1. Professional Discussions <ul style="list-style-type: none"> • Preceptor’s practice experience and interests • Feedback and communication; including preceptors preferred method of contact • Student/preceptor responsibilities and expectations; including preceptor review of assignments, provision of feedback and students submission of assignments or documentation for review • Practice expectations; patient confidentiality, dress and appearance policies • Pharmacy/facility information regarding policies and procedures, including patient and staff safety • Information regarding professional and pharmacy activities • Review Student’s Skills Inventory and Learning Goal (student to post on RxPreceptor as a requirement at least 1 week prior to placement) | _____ _____ _____ _____ _____ _____ _____ |
| 2. Course Discussions; review course syllabus <ul style="list-style-type: none"> • Objectives • Activities; patient care, presentations, in-services, projects, etc. • Assignments • Assessment process; review forms (Student Performance Assessment in syllabus) and timing • Discuss student/preceptor responsibilities and expectations • Review preliminary student schedule | _____ _____ _____ _____ _____ _____ |
| 3. Pharmacy Practice <ul style="list-style-type: none"> • Practice specialties and characteristics • Site resources and learning opportunities • How will the student be involved in patient care • Provide samples of forms used, documentation policies and procedures | _____ _____ _____ _____ |
| 4. Practice Environment <ul style="list-style-type: none"> • Guided tour of practice environment; dispensary, offices • Introduction to staff ; include roles and how they will be involved with student experience • Library, drug information and other resources • Student workspace • Staff cafeteria, coffee area, lockers, washrooms, etc. | _____ _____ _____ _____ _____ |
| 5. Technology orientation <ul style="list-style-type: none"> • Computer order entry systems • Phone, fax, internet | _____ _____ |
| 6. Other | |

Pharmacy Care Plan Worksheet with Checklist for Assessment

| MEDICAL CONDITION AND/OR DRPs | GOALS OF THERAPY | ALTERNATIVES | RECOMMENDATIONS/ PLAN | MONITORING PARAMETERS | FOLLOW-UP |
|---|---|---|---|---|--|
| <p>List/prioritize each medical condition first, followed by any DRPs.</p> <p>DRP Categories Indication: (Unnecessary drug, Additional drug) Effectiveness: (Ineffective drug, Low dose) Safety: ADR/interactions. High dose), Adherence</p> | <p>For each medical condition and/or DRP state desired goals of therapy.</p> <p>Goals: cure, prevent, slow/stop progression, reduce/eliminate symptoms, normalize a lab value.</p> | <p>Compare relevant drug and non-drug therapies that will produce desired goals. List the <i>pros</i> and <i>cons</i> of each therapy.</p> <p><i>Consider: Indication, Efficacy, Adherence, Safety, Cost/coverage</i></p> | <p>Collaborating with patient, select best drug/non drug alternative and implement the plan. Provide rationale.</p> | <p>Determine <u>efficacy</u> and <u>safety</u> monitoring parameters for each therapy. (ie: <i>Clinical and laboratory parameters</i>)</p> | <p>Determine <u>who, how and when</u> follow-up will occur.</p> |
| <p>ASSESSMENT CHECKLIST</p> <p><input type="checkbox"/> Are all DRPs identified (based on 4 prime areas of indication, efficacy, safety, adherence)?</p> <p><input type="checkbox"/> If no, discuss with student; probe to see if missing DRPs can be determined.</p> <p><input type="checkbox"/> Is rationale provided for DRPs</p> | <p><input type="checkbox"/> Therapeutic goal/outcome(s) stated are realistic.</p> <p><input type="checkbox"/> Patient goal(s) incorporated (if appropriate)</p> | <p><input type="checkbox"/> Alternatives are provided that would be considered acceptable and realistic.</p> <p><input type="checkbox"/> Pros and cons are considered for each alternative</p> | <p><input type="checkbox"/> Plan/recommendations are outlined. Includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dosing considerations <input type="checkbox"/> patient preferences <input type="checkbox"/> rationale <p><input type="checkbox"/> Appropriate/acceptable action plan has been outlined with action steps.</p> | <p><input type="checkbox"/> Monitoring plan Includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> safety <input type="checkbox"/> efficacy <input type="checkbox"/> frequency <input type="checkbox"/> duration (if appropriate) <p><input type="checkbox"/> Monitoring parameters should be thorough</p> | <p><input type="checkbox"/> Follow-up plan present</p> <p>Includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> who <input type="checkbox"/> how <input type="checkbox"/> when <p><input type="checkbox"/> includes outcome (if possible)</p> |
| Comments | | | | | |
| | | | | | |

BScPharm On-Campus Curriculum Overview: courses, therapeutic modules & practice skills (undergraduate)

| Year | First | Second | Third |
|------------------------|--|---|--|
| Class-room | <ul style="list-style-type: none"> Medicinal Chemistry Drug Information Pharmaceutical Biotech and Immunology Communications Introduction to Patient Care Process Critical appraisal of literature Pharmaceutics (compounding) Pharmacy Math Dispensing Workflow <p>Therapeutic Modules</p> <ul style="list-style-type: none"> Dermatology (warts, dermatitis, psoriasis, acne, lice, scabies, minor wounds, sunburn) Ear, Eye, Nose, Throat (allergies, glaucoma) | <ul style="list-style-type: none"> Law and Ethics Pharm Practice Research Interdisciplinary Collaboration Radiopharmacy Pharmacokinetics <p>Therapeutic Modules</p> <ul style="list-style-type: none"> Nutrition (vitamins/minerals, sports, obesity) Hematology (anemia, anticoags) GI/liver (GERD, PUD, N/V, IBS, cirrhosis) Cardiology (HTN, CAD/ACS, CHF, AFib, PVD) Transplant (heart, lung, kidney, liver) Pulmonary (asthma, COPD) Nephrology and Urology Pain (opioids, NSAIDs, neuropathic agents) | <ul style="list-style-type: none"> Management Provincial and Canadian healthcare <p>Therapeutic Modules</p> <ul style="list-style-type: none"> ID (bacteria, viral, fungal, parasites, immuniz) Neurology (Stroke, seizure, movement disorder) Bone and Joint (OA, RA, gout, osteoporosis) Peds/Geriatrics (drug principles & conditions) Oncology (select Ca & supportive care Tx) Mental health (depression, bipolar, schizoph) Endocrine (DM, thyroid, pituitary/adrenal) Women/Men's Health (contraception, meno/andropause, pregnancy/lactation, sexual dys) |
| Practice Skills | <ul style="list-style-type: none"> focus on professionalism and communication skills (patients, team) Patient-centered care and health assessment: Medication/medical history <ul style="list-style-type: none"> - Patient care process and care plan - Documentation: basic Select EENT/derm products DI & basic literature evaluation Dispensing/compounding | <ul style="list-style-type: none"> Patient/health assessment: physical assessment, Med Rec & discharge, Allergy assessment <ul style="list-style-type: none"> - Shared decision making with patient - Evaluating literature (therap controversy) Pt education & oral patient presentation Intro to research design & EBM Documentation; medical chart; care plans, Inter-professional practice | <ul style="list-style-type: none"> Patient/health assessment Clinical judgment & prioritization Patient goal setting/ motivational interviewing/patient self-empowerment Health promotion, disease prevention Therapeutic Drug Monitoring Injections training (immunizations) Management (service proposal/ implementation) |

PharmD for BScPharm Students (PBS): Curriculum Overview

- PBS Program often referred to as the “bridging program” as it bridges current BScPharm students to receipt of a Pharm D degree at the end of 4 years.
- final year is 3 terms in total; BScPharm is 2 terms (2 placements, 3 electives and 2 options)
- PharmD: 5 required courses: 4 in spring/summer and 1 seminar across placements and 2 additional placements (4 in total)
- Spring/summer Term (May- August 2018): 3 required classroom courses; Critical Analysis of Evidence, Patient Assessment, Advanced Therapeutics, Collaboration and Professional Learning plus 1 elective course
- Two additional Placements: Pharm 536: Selective in Patient Care Placement, Pharm 537: Elective/ Specialization Placement, Pharm D Seminar occurs during placements