

Pharm 428

Preceptor Quick Reference Guide

2019-2020

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>

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Contact Information

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What’s New in Pharm 428

Minor changes were made to the course this year; overall the course was well received. **Reminders:**

- **CORE ELMS** is the new name for RxPreceptor. Used for assessments, viewing requirements, etc.
- **PharmD for BSc Students (PBS Program)** is continuing. Students bridging from a BSc Pharm to a Pharm D program will be taking courses during spring/summer 2019 and 2 additional placements. (4 in total; fall 2019 and winter 2020).
- **Seminar Course:** PBS students are required to attend on-line seminars over the course of the placements. Please discuss the seminar schedule with your student at the start of the placement.

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. 	<hr/> <hr/> <hr/> <hr/> <hr/>
5. Technology orientation <ul style="list-style-type: none"> • Computer order entry systems • Phone, fax, internet 	<hr/> <hr/>
6. Other	

Placement Policies and Procedures:

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

- **Absence Tracker:** Students are required to record absences using the Absence Tracker in CORE ELMS. The preceptor will receive an email noting the absence and is required to confirm or deny the request through CORE ELMS.
- **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. Time missed from the placement due to illness that exceeds 1 day needs to be made up. 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.
- **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. Preceptor approval is required prior to the activity and the time away 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 Instructions and Information

- All assessments are completed and submitted through CORE (RxPreceptor.) After logging in, the evaluation tab is in the column (left side of screen.) Assessments can be viewed in CORE at prior to the start of the placement.

- Instructions are at the beginning of the Student Performance Assessment.
- Periodically click on “save” tab at bottom of form to avoid a “time-out” and losing information.
- 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.
- All assessments must be discussed; acknowledgment indicates the assessment has been discussed.
- Comment boxes should be used to provide evidence to support the grade given. It is especially important to provide details when the student is struggling or not meeting expectations.
- If you have difficulties accessing or submitting assessments, contact: phexed@ualberta.ca.
- 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.
- A 14 min podcast overview of assessments is available at https://youtu.be/helc7ynfe_k
- [Click here](#) to view grading information and a summary of assessments/evaluations to be completed and discussed by preceptor and student

Learning Plan

The Learning Plan helps students prepare for the placement, assess their learning and develop self-directed learning skills. **Preceptor feedback is important** to ensure the student’s learning goals are appropriate for the placement site. The following timelines describe this activity:

- At least 1 week prior to the start of the placement; students post the Skills Inventory and Learning Plan in CORE as a requirement. This allows time for preceptor review.
- During the first few days of the placement the Learning Plan should be discussed. If changes are made the student reposts the revised Learning Plan. If no changes were made no additional posting is required.
- Midpoint: Students discuss the progress achieved with the preceptor. 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 track progress.
- Final: Students discuss their progress at end of the placement and post the updated Learning Plan.

Course Activity and Preceptor Discussion Summary

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.

Summary tables of Course Activities and Preceptor Discussions;

<https://docs.google.com/document/d/1GulEhhGed1pcodcMNJ9dkZpBxU86pvq02CyeCaOfbAQ/edit>

Assignment Summary

Students have been advised to submit assignments to preceptors in a timely basis to allow time for review and to provide feedback prior to posting. It is suggested that preceptors advise students of their timelines and expectations.

Summary of Course Assignments

https://docs.google.com/document/d/1Hi2JbtW_xmeAIS01ALEDI030ZSzs54aK5C6wXgentBk/edit

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)

<https://docs.google.com/document/d/1BSI9VHaHznteJAMabXVDI16VvVjsVFY9EjS0UO083HM/edit>

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 the syllabus. Student to bring copies to the presentation.

https://docs.google.com/document/d/1CaeKs7hZBtNa_AyJx_sf6RCSBIQgRayeGTHXpFkDfqw/edit#heading=h.qn2pjne4f7nk

Activity, Assignment and Assessment Schedule: to be used as a guide

Week	Student Activities
1-4 weeks before placement starts	Students should ensure they have: <ul style="list-style-type: none"> ___ Reviewed therapeutics as instructed by preceptor or relevant to practice area. ___ Reviewed Syllabus: course expectations, patient care process tools, activities and assignments; including Course Required Reading list. ___ Corresponded with the preceptor; regarding parking, dress code, start time, etc ___ Completed pre-readings assigned by the preceptor ___ Started to develop the Learning Plan; posted on CORE ELMS (RxPreceptor) as a requirement at least 1 week prior to placement (include posting date on title).
Daily throughout the placement	<ul style="list-style-type: none"> ___ Provision of Patient Care, review documentation with preceptor. • Prepare care plans and document care provided according to practice area. • Minimum: 16 patients across the placement (provide care for a minimum of 4 patients concurrently by week 3). ___ Conduct Medication Reconciliations. ___ Retrieve drug information. ___ Collaborate with the pharmacy team as a student pharmacist. ___ 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	<ul style="list-style-type: none"> ___ Review and discuss the initial Learning Plan, course objectives and activities. ___ Discuss student/preceptor expectations and responsibilities. ___ Discuss assessment processes and timelines (include informal feedback) ___ Develop and plan activity schedule; in-service, presentations, patient care. ___ Tour of pharmacy and institution; including patient care units. ___ Log in to ensure Netcare access as well as other on-site systems.
Daily Patient Care and Documentation	<ul style="list-style-type: none"> ___ Discuss pharmacy care plans and clinical documentation; format and process for documenting in chart/computer profile. ___ Set up routine process for providing daily care for assigned patients: rounding, patient conferences, medication reconciliations, discharge counselling, etc. ___ Plan initial patient interaction based on review of patient's chart and other information sources (Netcare, other healthcare professionals). ___ Implement care for patients including documentation (reviewed by preceptor). ___ Schedule visits with Health Care Professional(s); Inter-professional Activity. ___ Discuss/schedule in-services(s) and presentation(s). ___ Observe/discuss or participate with the institution's distribution process. ___ Ensure discussions are scheduled: Professionalism; Maintaining Professional Competency, Scope of Practice, etc. (see <i>eClass</i> for discussions information)
Additional Activities to be incorporated and scheduled across the placement	
Week 2: Date _____ Week 3: Date _____	
Continue patient care activities and documentation	<ul style="list-style-type: none"> ___ Develop and discuss at least one Clinical Judgement written summary with preceptor (total of 3 to be completed across placement) ___ Plan healthcare collaboration activities.
Week 4: Date _____	
Patient Care and other course requirements	<ul style="list-style-type: none"> ___ Continue care plans and corresponding documentation. ___ Select 2 patients to post care plans; review with preceptor prior to posting. ___ Review progress regarding other 2 Clinical Judgement written summaries with preceptor (if not yet completed). ___ Review progress regarding Patient Care Presentation and in-service ; discuss
4th Thursday of the placement eClass Posting Due: 9:00PM	<ul style="list-style-type: none"> ___ Post assignment on eClass; first 2 of 4 pharmacy care plan worksheets or site-specific forms and documentation as entered onto the patient's chart/profile. (must be typewritten, documentation can be screen shot; no patient identifiers) ___ Complete and submit midpoint Student Self-Assessment (CORE ELMS) by Wednesday to allow preceptor review prior to Student Performance Assessment.
Mid-Point (end of Week 4)	<ul style="list-style-type: none"> ___ MID-POINT Assessments: Student Performance Assessment-midpoint; completed by preceptor; review with student. ___ Student Evaluation of Preceptor and Site and Student Self-Assessment; discuss ___ Update Learning Plan with progress as well as grades of Needs Improvement from Student Performance Assessment and post the midpoint Learning Plan.
Week 5: Date _____ Week 6: Date _____	
	<ul style="list-style-type: none"> ___ Complete in-service and continue to develop patient care presentation. ___ Continue medication reconciliations, patient care plans and 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, etc.
6th Thursday; eClass Post 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 and discussions have been done. <input type="checkbox"/> Ensure Inter-Professional visit has been completed and debriefed. <input type="checkbox"/> Conduct Patient Care Presentation. <input type="checkbox"/> Ensure completion of discussions; advocacy, resources, etc.
Patient Care	<input type="checkbox"/> Ensure continuity of care documentation is entered into patient profile and conveyed to patient pharmacy team.
End of Week 8: Final Assessments (CORE ELMS), Source	<input type="checkbox"/> Final Student Performance Assessment and Placement Grade; review with student <input type="checkbox"/> FINAL Student Evaluation of Preceptor and FINAL Self-Assessment; discuss with preceptor. <input type="checkbox"/> Post-Course Preceptor Evaluation (non-anonymous). Not to be discussed with preceptor. This evaluation is not viewable by preceptor. <input type="checkbox"/> Update and post the final Learning Plan in CORE ELMS <input type="checkbox"/> Preceptor Awards and Anonymous Student Course Survey (links emailed to student)

Pharmacy Care Plan Worksheet with Checklist for Assessment

Preceptors can use this form to ensure the student's care plan is complete. Students should use it as a guide.

https://docs.google.com/document/d/1iW5RoT5N2AzFeSY_KidXDdPotxjI2Tkd4_ORQhRqW-k/edit#heading=h.7oflmy8nlymu

On-Campus Curriculum Overviews: BScPharm and PharmD for BScPharm Students (PBS):

Courses, therapeutic modules & practice skills (undergraduate)

https://docs.google.com/document/d/1RuUSpRVQWxSfaLDIkkmZZb0HjTZu40v_mfStS564IDk/edit

