



PHARM 428 - ADV PHARMACY PRACTICE PART 2

Acute Care/Inpatient Hospital Placement

Combined CLN Fall19/Winter20

Course Weight: 8

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COURSE DESCRIPTION

This structured practical learning experience will allow students to apply and integrate knowledge and skills in an acute care/inpatient hospital practice settings. Students will develop practical knowledge necessary for the professional role of pharmacists as care providers, communicators, scholars, advocates, and collaborators. Students are expected to step into the role of a pharmacist under the guidance of a pharmacist preceptor.

This advanced clinical placement provides opportunities for students to accept professional responsibilities and further develop patient centered evidence based clinical judgment and decision making skills. As students are within months of graduating, at completion of the placement, they should be “entry to practice” competent.

OTHER COURSE FEES

Students are expected to travel within the province to complete their experiential education course requirements. Costs associated with travel, accommodation or additional placement site requirements are the responsibility of the student. Students are encouraged to apply for [travel awards](#) that are available.

REQUIRED READINGS

1. [Undergraduate Experiential Education Policies and Procedures Manual](#); course requirements and specific experiential policies/procedures
2. [Patient Care Process](#)

RECOMMENDED RESOURCES

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

COURSE SCHEDULE

Course dates are listed by the term. Individual student schedules are listed in CORE ELMS (RxPreceptor). Students must register for the course in the timeframe that the placement is scheduled

Fall Term

- Block 1: August 26 - October 18, 2019
- Block 2: October 21 - December 13, 2019

Winter Term

- Block 3: January 6 – February 28, 2020
- Block 4: March 2 - April 24, 2020

Attendance and stat holiday information: refer to [Undergraduate Experiential Education Policies and Procedures Manual](#)

COURSE OBJECTIVES/OUTCOMES

The course is designed to develop the following *knowledge, skills, and attitudes*:

Knowledge

1. Apply fundamental knowledge in daily practice.
2. Integrate best available evidence into pharmacy practice; e.g.; drug information requests, patient care.

Skill

3. Provide patient centered care and manage patients' medication and health needs.
4. Exercise critical thinking and clinical judgment to make informed decisions and solve problems.
5. Communicate both orally and in writing in an effective, responsible and responsive manner that encourages trust and confidence.
6. Work collaboratively with the patient, family, caregivers and other healthcare professionals to facilitate the management of the patient's health needs.
7. Demonstrate the inter-professional competencies of communication, collaboration, role clarification and reflection to optimize patient outcomes.
8. Integrate health promotion into patient care (encourage vaccinations, lifestyles changes, etc.) communities and populations (e.g. cultural groups, the vulnerable, disease awareness and prevention) and integrate health promotion into patient care.
9. Respond appropriately, using best evidence, to drug information requests and proactively seek answers to self-identified and/or team member questions to care for patients.
10. Manage and report/document medication errors and adverse drug reactions.
11. Review the steps involved in the drug distribution process and the roles of pharmacists, technician and assistants in that process.
12. Develop personal and professional leadership skills.

Attitude

13. Adhere to ethical standards in the delivery of pharmacy care and demonstrate accountability and respect to patients.
14. Display professional behavior and attitude, e.g. Initiative, maximizing learning opportunities.
15. Demonstrate a commitment to learning by evaluating their practice and knowledge/skills to identify areas for development.

GRADING

Pharm 426 is a Credit/No Credit course. At the end of the placement, preceptors recommend a grade on the final Student Performance Assessment. Preceptors indicate the student's level of achievement of the all outcomes (*see Appendix 1*) using the following 4-point scale:

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

In order for the preceptor to provide a recommendation of "PASS" for the placement, the student must:

1. **Achieve a rating of "Meets an Acceptable Level of Performance" on *all Professionalism* outcomes AND**
2. **Have no more than 3 (maximum of 2 for *Care Provider*) outcomes achieve a rating of "Needs Improvement to Reach an Acceptable Level of Performance" AND,**
3. **Have ZERO ratings of "Not Meeting an Acceptable Level of Performance".**

Preceptors base their overall rating for each outcome on how strongly they agree or disagree that the student has demonstrated a set of expected skills, behaviours and knowledge.

The student must include any area rated Needs Improvement or Not Meeting an Acceptable Level of Performance into the objectives of the Learning Plans for *future placements*.

To receive credit in the course, students must receive a "pass" on their final Student Performance Assessment from their preceptor, complete all required assignments in a satisfactory manner and submit all required assessments. The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the submitted assessments and assignments.

Students Who May Require Support

The student should email the Course Coordinator following review of the Midpoint Student Performance assessment if any outcomes are rated as **Not Meeting an Acceptable Level of Performance** or if performance concerns are identified and students would like additional support to address these.

ASSESSMENT INFORMATION

All assessments are completed and submitted using CORE ELMS (RxPreceptor) and posted in CORE ELMS prior to the start of the placement. Students are encouraged to review them prior to the start of the placement. It is important that students understand the purpose and timelines of each assessment. The Student Performance Assessment (completed by the preceptor at midpoint and final) and additional assessment information is in the syllabus (Appendix 1) and also in *eClass*.

ASSIGNMENT INFORMATION

- Learning Plans and assignments are posted before, during the placement on various weeks and by the last day of the placement. Assignments will be reviewed for completion to ensure course requirements are met. Individual feedback may be provided if the assignment does not meet course requirements.
- Assignments that are posted late on *eClass* without notification of a delay from the student will require completion and submission of a Professional Accountability Form which is placed on the student's file.
- Late assignments including assignment clarifications requested by the course coordinator may result in a delay of course grade posting. Students will receive a grade of "incomplete" until all course requirements are met.
- Posted assignments must be typed and patient care documents **must have all identifiers removed to ensure patient confidentiality.**
- To assist students and preceptors with planning across the 8 weeks, an "Activities, Assignments and Assessments Schedule" has been provided in *Appendix 3*.

ASSIGNMENTS

1. Learning Plan and Skills Inventory

Students post their Learning Plan on CORE ELMS as a requirement at least 1 week prior to the start of the placement to allow for preceptor review. (It is not posted in eClass as preceptors don't have access)

Instructions: Additional information can be found in *eClass*.

- Based on their self-assessment, students will determine 2 practice goals to focus on during their placement. Templates are offered in *eClass* to provide students with an option of how to organize a learning plan. However, students are encouraged to use their own template if they wish.
- After the initial posting prior to the start of the placement, updated plans are posted by the end of first week (if changes were made), midpoint and at the final following review with the preceptor. Minimum 4 TOTAL POSTINGS; 1 before the placement and 3 during the placement. However, students are encouraged to think of the Learning Plan as a tool to follow their learning and can update it as often as they wish to follow their learning.

Learning Plan Discussions and Posting Instructions;

1. FIRST WEEK OF PLACEMENT: Discuss with the preceptor; make adjustments if necessary. In some cases the practice may not reflect your goal(s) and therefore your goal(s) will be need to be modified based on the practice setting. Finalize by the end of the first week. Repost if changes were made.
2. MIDPOINT: Review with preceptor; update to indicate progress made with the initial learning goals. Students must add the outcomes that are identified as "needs improvement" in the Midpoint Student Performance Assessment to the Midpoint Learning Plan to ensure they are focused on during the second half of the placement.
3. FINAL: Review with preceptor, update and repost the final Learning Plan. As students develop Learning Plans for their next placement, they should consider their final Student Performance Assessment in their previous placement as well as consider findings in their previous Learning Plan.

2. Care Plan Assignment

- Students will be developing care plans for ALL patients. Students should choose care plans that best demonstrate their patient care skills for assignment postings.
- Blank pharmacy care plan worksheet and worksheet assessment form for preceptors and students are both posted in *eClass*. It is suggested that preceptors and students discuss which format is appropriate and most comfortable for the student to use.
- Patient care documents must have all identifiers removed to ensure patient confidentiality.
- Assignments should be reviewed with the preceptor and modify as needed prior to posting.
- Each assignment care plan should include:
 - relevant background data: reason for admission, HPI, past medical and medication history, BPMH, ROS (if applicable), relevant labs/diagnostic information (if applicable)
 - care plan using the pharmacy care plan worksheet or site specific format.
 - corresponding clinical documentation as entered on the patient's chart/medical record.

There are 2 eClass postings: Total: 4 patient care plans and corresponding documentation to be posted

- First Posting: Post patient documentation as instructed above in *eClass* for 2 patients by 9:00 PM on the 4th Thursday of the placement.
- Second Posting: Post documentation for 2 additional patients by 9:00 PM on the 6th Thursday of the placement.

COURSE ACTIVITIES AND DISCUSSIONS

Preceptor supervision is important, especially early in the placement, with graduated independence for various activities such as gathering a medication history, patient education, as competence is demonstrated.

COURSE ACTIVITIES		✓
<p>The following are activities that students must complete during the placement to meet course objectives.</p>		
<p>1. Provide Patient Care</p> <p>Under direct and indirect supervision, students are responsible for providing care for a minimum of 16 patients. All care plans must be written by the student and reviewed by the preceptor. Students will be developing care plans for ALL patients. The number of patients may be adjusted by the preceptor depending on patient acuity and complexity.</p> <p>Students should be caring for four patients each day by week 3 of the placement. (add new patients if patients are discharged)</p> <p>Students will participate in the scope of professional practice under the supervision of the preceptor(s). For all patient care encounters students should provide patient care as deemed appropriate by the preceptor(s) and outlined in the Patient Care Process Document.</p> <ul style="list-style-type: none"> • Interview the patient or agent or other relevant healthcare providers to obtain necessary information and organize information to determine patient's medication related and other health-related needs. • Complete Best Possible Medication History /Medical History and complete medication reconciliation (or review if completed by another health provider). • Assess patient's medication needs; review for indication, effectiveness, safety and adherence. • List and prioritize the patient's medical conditions and drug related problems. • Develop and implement a care plan that is based on best evidence and prioritizes and addresses the patient's drug therapy problems and wellness needs. Integrate assessment of patient readiness (state of change into the care plan). Provide patient education; i.e. discharge counselling, medication teaching. • Provide follow-up/continuity of care;-conduct follow-up (seamless care activities) • Communicate and document patient care activities. • Administration of Drugs by Injection: Students who successfully completed the training and also have completed CPR Level C + First Aid, should practice administering drugs by injection. <i>Students must only administer injections under the direct supervision of a pharmacist authorized by ACP to administer drugs by injection.</i> • The Pharmacy Care Plan Worksheet (<i>posted in eClass</i>) can be used or site specific patient care plan formats may be used. It is suggested that preceptors and students discuss which format is appropriate and comfortable for the student to use. <p><u>Corresponding Assignment: Care Plan Assignment</u></p>		
<p>2. Clinical Judgment: Review and Reflection</p> <p>For 3 patients, students will write a summary of the factors considered (i.e. 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 and considered to make a decision. The student should review each written summary with the preceptor and discuss their rationale for the decision made and the outcome.</p>		
<p>3. Inter-professional Collaboration</p> <p>a. Students will collaborate with other healthcare professionals to care for patients. This includes attending patient rounds or patient care conferences (daily, or as deemed appropriate by preceptors).</p> <p>b. 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.</p> <ul style="list-style-type: none"> • It is suggested that students use Inter-professional (IP) Student Shadowing cards developed by Health 		

<p>Sciences Council (UofA) for this activity. It helps to guide expectations and the discussion. Cards can be printed at: http://issuu.com/hserc/docs/student_s_guid_to_interprofessional_shadowing/2</p> <ul style="list-style-type: none"> • It is important that student thank the health care professional for their time spent with the student. Students can choose the most appropriate method of thanks; verbal, email, card). • <u>Prior to</u> the activity students will prepare an expectation of what they want to learn from the activity review it with the preceptor. • <u>After</u> the activity students will debrief with their preceptor. Include primary learning points or insights. Also discuss mechanisms or strategies the preceptor(s) use to improve or promote inter-professional collaboration and relationships. <p>c. Students will verbally 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), and monitoring plan.</p> <ul style="list-style-type: none"> • Debrief with the preceptor the benefits of this type of patient review in practice and how it can be used to resolve patient issues. 	
<p>4. Patient Care Presentation (with inclusion of a Clinical Question)</p> <p>During week 6-7, students should present at least 1 patient care experience to pharmacy staff and where possible to other students. Students are encouraged if possible to present to different groups such as an allied healthcare team.</p> <ul style="list-style-type: none"> • 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 and reference any clinical data used in their presentation, <p>Suggested presentation format and rubric; <i>Appendix 2</i>.</p>	
<p>5. 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 <i>eClass</i>. • Students are expected to use appropriate resources and various levels of evidence (primary, secondary and tertiary references), use more than 1 resource for each question and discuss answers with the preceptor. 	
<p>6. 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>7. 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 including review how medications are delivered to the patient after they are ordered. • Students should re-review Chapter 45; Hospital Pharmacy Management (Recommended Resources) as it provides an overview of hospital distribution systems. 	
<p>8. Learning with Peers (Models of Precepting and Learning)</p> <p>When applicable, students will participate in peer-assisted and near-peer teaching and learning with classmates and other professional students.</p>	
<p>9. 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>	

COURSE DISCUSSIONS	
The following are discussions students complete during the placement to meet course objectives. ADDITIONAL DISCUSSION POINTS ARE IN ECLASS.	
1. Responsibilities as a Professional Discuss ACPs Code of Ethics (https://pharmacists.ab.ca/code-ethics).	
2. Maintaining Professional Competency and Lifelong Learning Discuss with the preceptor how they maintain professional competence and the ACP Continuing Competence Program.	
3. Patient Communication Discuss communication strategies preceptors used with patients, their team and other pharmacists to build rapport and ensure continuity of care.	
4. Scope of Practice Discuss how preceptors (or one of their colleagues) use the extended scope of practice to contribute to patient care. Included additional training or specialization.	
5. Inter-Professional Experience 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 the preceptor.	
6. Patient Advocacy in a Hospital Setting <ul style="list-style-type: none"> • Discuss the pharmacist's role health promotion to patients including strategies they use. Review what health promotion programs are available at the hospital. • Discuss the advocacy and leadership roles of pharmacists such as site based advocacy activities, committee involvement, development of protocols for patient care, etc. 	
7. Practice Resources Discuss with the pharmacists resources they use and why they prefer particular resources for specific purposes.	
8. Medication Distribution Processes and Safety Practices <ul style="list-style-type: none"> • Discuss with the preceptor and/or dispensary staff the components of the distribution system and the scopes of practice of staff involved with each component. • Discuss error prevention strategies as well as the policies and process involved with safe and accurate dispensing processes as well as administration practices. Include how pharmacy is involved with the development and/or promotion of these processes and policies. 	

ADDITIONAL COURSE INFORMATION

POLICIES AND PROCEDURES

Experiential placement policies and procedures are included in the [Undergraduate Experiential Education Policies & Procedures Manual](#). This is required reading prior to the placement. There are policies specific to this placement. These include:

- Attendance policies, students are expected to;
 - be at the placement site for a minimum of 40 hours/week. Placement schedule is determined with preceptor. May include evenings and weekends.
 - know policies regarding completion of Absence Tracker for illness, bereavement, etc.
 - know policies regarding Faculty endorsed (e.g. job fair, PDW) and non-endorsed activities (e.g. job interviews)
- Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury) Procedure

- Netcare; registration and deletion processes
- Procedure for failed Clinical Placements
- Protection of Privacy Policy

OTHER REQUIRED MATERIALS

Students are required to wear their Faculty name tag or one provided to them when they are at the placement site. Students are required to have a lab coat if deemed appropriate based on setting. See [Undergraduate Experiential Policies and Procedures Manual](#) for more information regarding attire.

SUGGESTIONS and TIPS FOR SUCCESS

Professionalism and communication skills are important elements to placements. Although preceptors will guide learning, students are ultimately responsible to ensure completion of all activities, assignments and assessments.

Full participation is the first step to passing the placement. This is considered to be an advanced placement, therefore preceptors expect students to demonstrate patient accountability and self-motivation. The listed course activities are minimums; maximizing learning is a professional responsibility. Students are expected to show initiative, and identify knowledge gaps. Students that succeed go beyond the course minimums and participate as a pharmacy team member. Due to the variability of practice sites, experiences will differ. Students are expected to improve timeliness and efficiency over the course of the placement

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

The article “Strategies Pharmacy Students Can Use to Ensure Success in an Experiential Placement” (*see Recommended Resources in eClass*) provides helpful information including “obvious” and “not-so-obvious” strategies to ensure success in a placement.

POLICIES

University Policy: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the Code of Student Behaviour; www.governance.ualberta.ca

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s). Policy about course outlines can be found in [Course Requirements, Evaluation Procedures and Grading](#) of the University Calendar.

Faculty Policies

[Accessibility Resources](#) (Formerly: *Student Accessibility Services (SAS)*)

Student accommodations are offered in accordance with the Faculty of Pharmacy and Pharmaceutical Sciences Essential Skills policy. Students registered with Student Accessibility Services (SAS) who will be using accommodations are advised early in the year to contact the course coordinator to discuss possible accommodations.

Equality, Equity and Respect

The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The faculty recommends that staff and students use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic backgrounds. In order to create a thoughtful and respectful community, you are encouraged to use gender-neutral or gender-inclusive language and to become more sensitive to the impact of devaluing language.

APPENDICES

[Use this link to access the Appendices](#)

APPENDIX 1: Student Assessment Information

1a. Student Performance Assessment

1b. Additional Assessment Information

APPENDIX 2: Patient Care Plan Presentation (with inclusion of a Clinical Question) Information and Rubric

APPENDIX 3: Activity, Assignment and Assessment Schedule