Pharm 454 (formerly Pharm 316)
Preceptor Quick Reference Guide- Spring-Summer 2020

This guide is to provide you with links and quick information that will be helpful when precepting your Pharm 454 student this spring/summer.

For those preceptors at Alberta Health Services (AHS)/Covenant Health, to assist you in preparation, there is a “Preceptor Preparation Flow Map” available on the AHS Pharmacy Clinical Practice, Preceptor Support, Sharepoint page: https://share.ahsnet.ca/teams/PSPP/PCP/PreceptorSupport/Mentorship%20Documents/Forms/AllItems.aspx

Table of Contents
Table of Contents ................................................................................................................................. 1
What’s New in Pharm 454 (formerly Pharm 316)? ........................................................................... 2
Quick Links ........................................................................................................................................ 2
Contact Information ............................................................................................................................ 2
Attendance Policies ............................................................................................................................... 3
Orientation Checklist for Student and Preceptor ................................................................................. 4
Assessment Procedures and Information ............................................................................................. 5
Activity Summary .................................................................................................................................. 6
Assignment Summary .......................................................................................................................... 8
Activity, Assignment and Assessment Schedule .................................................................................. 9
Pharmacy Care Plan Worksheet with Checklist .................................................................................. 11
Pharmacy Student Practice Readiness at the End of Year 2 ............................................................... 12
What’s New in Pharm 454 (formerly Pharm 316)?
The biggest new situation influencing this course is the Covid-19 pandemic. *Given the situation, the Faculty has expanded the opportunity for this course to be taken in hospital OR community settings* (typically, this course has been offered in the hospitals only). This is to facilitate our students completing the course given the factors influencing our hospital system, and giving them flexibility to do this course in a location that provides them with safe accommodations. The course syllabus has been updated to emphasize flexibility to meet course outcomes using practical activities that are consistent with what is happening in pharmacy practice during the Covid-19 pandemic. We are grateful to all the preceptors who can accommodate a learner during this time as they progress in their pharmacy education journey.

For those who have precepted the course before, there are no changes to the course outcomes. However, due to pandemic, and variety in practice settings, the following suggestions and changes are outlined:

- **Required readings/website review** for students on Covid-19 to keep them safe and practicing within guidelines during pandemic.
- Patient care activities may occur virtually or without face-to-face contact – this is OK.
- Interprofessional collaboration activity does not require in-person interaction and can instead be replaced by discussion of IP collaboration in setting of pandemic.
- Patient care plan presentation not required. If students still want to prepare this for learning, this can be done and delivered online or recorded if it works for preceptors.
- One note about assessments: given the scheduling of the course will be different for each student, please complete the midpoint at the half-way mark of the placement. If there are concerns, please contact the course coordinator (Ann Thompson, athompson@ualberta.ca) to arrange a time to discuss.

Quick Links
- **Pharm 454 Syllabus** – scroll to Pharm 454 in table
- **Undergraduate Experiential Education Program Policies and Procedures Manual**
- **Faculty Preceptor Webpage**
- **Models of Precepting**, guiding principles for co-precepting or other models, such as peer-assisted learning (PAL) model.

Contact Information
**General Inquiries**
Anjela dela Cruz
Phone: 780.492.3362 E-mail: phxed@ualberta.ca

**Course Coordinator**
Ann Thompson
Phone: 780.492.5905 E-mail: athompson@ualberta.ca

**Institutional (AHS) Faculty Liaison**
Michelle MacDonald
Phone: 403.561.6278 E-mail: michelle.macdonald@ahs.ca
Attendance Policies

Preceptors often have questions regarding student attendance during the placement. Further information regarding other policies can be found in the Policies and Procedures Manual.

- **Statutory Holidays**: If a statutory holiday falls during a placement, it is the preceptor’s discretion to decide what to do. The preceptor may grant the student the stat day off, a day off in lieu of the stat, or include that day as a placement day.
- **Modification to placement schedule** outside of the stated course timelines is acceptable this year given the various factors that can affect the placement timing. Should students and/or preceptors have questions about what is acceptable, please contact Ann Thompson, course coordinator.
- **Changes** to course dates to accommodate a student’s personal vacation are not permitted.
- **Routine medical visits**: in general, should be scheduled outside of course time.
- **Illness**: the student must notify the preceptor as soon as possible. Should students experience Covid-19 like symptoms, they should complete the AHS On-line Self-Assessment and follow instructions to be tested and/or self-isolate. Students are required to record their absence in the Absence Tracker (CORE ELMS) and email the preceptor regarding the absence. The Faculty will individually assess each situation regarding if the time has to be made up.
- **Bereavement**: an absence may be excused due to the death of a family member. The student should discuss this with the preceptor and advise the course coordinator. When more than one day is missed due to bereavement, arrangements should be made to make up the missed time and ensure all course objectives are met.
**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.

<table>
<thead>
<tr>
<th>Orientation Activity</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. COVID Precautions and Protocols</strong></td>
<td></td>
</tr>
<tr>
<td>● Review the infection measures currently used at practice site (hand washing hygiene, PPE, etc.)</td>
<td></td>
</tr>
<tr>
<td>● Review how to communicate with patients to mitigate risks.</td>
<td></td>
</tr>
<tr>
<td><em>(Prior to the placement; students are required to review information on hand washing hygiene, PPE and infection control measures)</em></td>
<td></td>
</tr>
<tr>
<td><strong>2. Professional Discussions</strong></td>
<td></td>
</tr>
<tr>
<td>● Preceptor’s practice experience and interests</td>
<td></td>
</tr>
<tr>
<td>● Feedback and communication, including preceptors preferred method of contact</td>
<td></td>
</tr>
<tr>
<td>● Student/preceptor responsibilities and expectations, including preceptor review of assignments, provision of feedback and documentation for review</td>
<td></td>
</tr>
<tr>
<td>● Practice expectations, patient confidentiality, dress and appearance policies</td>
<td></td>
</tr>
<tr>
<td>● Pharmacy information regarding policies and procedures, including patient and staff safety</td>
<td></td>
</tr>
<tr>
<td>● Review student’s Skills Inventory and Learning Goal (student to post in Requirements within CORE ELMS at least 1 week prior to placement)</td>
<td></td>
</tr>
<tr>
<td><strong>2. Course-Related Discussions; review course syllabus</strong></td>
<td></td>
</tr>
<tr>
<td>● Objectives and Activities: patient care, modifications given pandemic situation.</td>
<td></td>
</tr>
<tr>
<td>● Assignments that require preceptor feedback</td>
<td></td>
</tr>
<tr>
<td>● Assessment process: review forms (Student Performance Assessment in syllabus) and timing (including feedback)</td>
<td></td>
</tr>
<tr>
<td>● Discuss student/preceptor responsibilities and expectations</td>
<td></td>
</tr>
<tr>
<td>● Review preliminary student schedule.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Pharmacy Practice</strong></td>
<td></td>
</tr>
<tr>
<td>● Practice specialties and characteristics</td>
<td></td>
</tr>
<tr>
<td>● Site resources and learning opportunities</td>
<td></td>
</tr>
<tr>
<td>● Patient care practice set-up (start time, location of clinical unit/setting, daily processes)</td>
<td></td>
</tr>
<tr>
<td>● Provide samples of forms used, documentation, policies and procedures</td>
<td></td>
</tr>
<tr>
<td><strong>4. Practice Environment</strong></td>
<td></td>
</tr>
<tr>
<td>● Guided tour of practice environment: dispensary, offices, patient care areas</td>
<td></td>
</tr>
<tr>
<td>● Introduction to staff and health care practitioners (including students); include roles and how they will be involved with student experience</td>
<td></td>
</tr>
<tr>
<td>● Library, drug information and other resources</td>
<td></td>
</tr>
<tr>
<td>● Student workspace, eating area, storage of personal items, washrooms, etc</td>
<td></td>
</tr>
<tr>
<td><strong>5. Technology orientation</strong></td>
<td></td>
</tr>
<tr>
<td>● Computer order entry systems, patient profiles and electronic medical records (EMRs)</td>
<td></td>
</tr>
<tr>
<td>● Netcare</td>
<td></td>
</tr>
<tr>
<td>● Phone, fax, internet</td>
<td></td>
</tr>
<tr>
<td><strong>6. Other</strong></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Procedures and Information

• All assessments are completed and submitted through CORE ELMS. After logging in, the evaluation tab is in the green column on the left side of screen.
• Assessments can be viewed in CORE ELMS at least 1 week prior to the start of the placement.
• All assessments should be discussed. There is an acknowledgment at the end of each form that indicates the assessment has been discussed by the student and preceptor.
• Instructions for preceptors are at the beginning of the Student Performance Assessment.
• Given the various schedules for the course this year, please complete the midpoint at the half-way point in the placement. You will not receive a scheduled reminder. If you have any concerns, please contact the course coordinator.
• If you have difficulties accessing or submitting assessments, contact: phexed@ualberta.ca.

Tips and Suggestions

• Periodically save your work; click on “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. Saved drafts that are not submitted are not visible to the student.
• Disregard the “Section Weight” and “Minimum AVG Score Required” sections.
• Comment boxes should be used to provide evidence to support the rating given. This is especially important when the student is not meeting expectations, or needs improvement, as it provides specific details about deficiencies.

Summary of Assessments/Evaluations to Be Discussed between Preceptor and Student (all are completed and submitted through CORE ELMS)

<table>
<thead>
<tr>
<th>Assessment/Evaluation</th>
<th>Submission Timeframe</th>
<th>Submitted by</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Student Self-Assessments (completed twice) | Midpoint and end of placement | Student | - The midpoint should be submitted a day prior to the Midpoint Student Performance Assessment discussions.  
- For Final Student Performance Assessment, student should bring a copy to review and compare with preceptor assessment. |
| Student Performance Assessment MIDPOINT | At the end of 80 hours. | Preceptor | - Assessment of all learning outcomes.  
- Takes about 20 minutes to complete, and 20 minutes to review with student.  
- Includes identification and discussion of areas and skills that will be focused on for balance of the placement |
| Student Evaluation of Preceptor and Site – MIDPOINT | At the end of 80 hours. | Student | - Formative feedback from student to preceptor  
- Students must discuss with preceptor after discussion of the Student Performance Assessment |
| Student Performance Assessment – FINAL Final Placement Mark (at the end of the Assessment) | End of placement | Preceptor | - Takes about 1 hour total (to fill out and discuss).  
- Assessment of learning outcomes. (same as midpoint)  
- At the end of the assessment preceptors provide a Placement Mark: PASS or FAIL based on the overall grades assigned to each learning outcome. Placement Mark criteria outlined in on-line assessment. |
| Preceptor Evaluation of Course/Placement Experience | After student has left placement site | Preceptor | - Anonymous (link sent to preceptors) – option provided to have Faculty contact the preceptor. |
### Activity Summary
These can be modified as needed based on practice opportunities given pandemic. Role play also permitted.

<table>
<thead>
<tr>
<th>CARE PROVIDER</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| **Provide Patient Care** *(may be provided over phone or using other virtual methods)*  
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.  
All documentation and care plans must be reviewed by the preceptor.  
Students are responsible to complete the following for 4 patients *(adapt as needed based on practice setting)* [NOTE: direct patient care can be provided without face-to-face interaction with patient]:  
- *Interview the patient to gather a medical and medication history.* This includes conducting a BPMH (Best Possible Medication History), medication reconciliation and allergy assessment.  
  [NOTES: (1) Since med rec may have been completed already, your role may be to verify what was completed by the admitting physician/team, (2) Ensure allergies are documented within the chart AND within the patient’s profile in the dispensing system.]  
  For students in community settings, how is med rec completed when patients are presenting after hospital admission and discharge? Perform BPMH if opportunities present.  
- *Create a care plan*  
- *Complete a risk assessment* *(for example, renal function and drug dose adjustment, CV risk, atrial fibrillation stroke & bleeding risk)*: Students should complete based on patient population and preceptor guidance.  

| Pharmacy Care Plan worksheet with Checklist included on page 11 of this Guide. |

| Discharge Patient Care  
Provide discharge or medication counselling, reconciliation and seamless care for at least 2 patients and discuss with the preceptor. Document if appropriate. Review experience and documentation with the preceptor.  
**NOTE:** Students can use the same patient and drug related issue for more than one activity *(e.g. for the risk assessment, care plan and chart documentation)*. |

| COLLABORATOR |
|---------------|----------|
| **Inter-Professional Collaboration and Reflection** *(In-person collaboration not required. Written reflection not required. This activity is a discussion on current IP practices including how to support public health.)*  
1. Discuss with preceptor interprofessional collaboration that may have been observed or participated in during the placement as opportunities have arisen. What was the collaboration? How did they work with the other profession(s)? What was their role? How did they work together to help meet the patient’s needs? |

<table>
<thead>
<tr>
<th>ADVOCACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in site-based advocacy activities where possible <em>(i.e. patient education, education strategies regarding appropriate use of medications, etc.)</em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOLAR</th>
</tr>
</thead>
</table>
| **Drug Information Questions**  
Answer at least 4 drug information questions that utilize different resources and discuss with the preceptor. Whether the answers are in written or verbal format is at the discretion of the preceptor. |

| **Patient Care Plan Presentation (with inclusion of a Clinical Question)** Optional/Presentation Not Required. This is an activity for learning. If students want to prepare a presentation to practice the skill of doing this, they can. Due to restrictions of gatherings and social distancing, |

delivery of the presentation not required (if students want to do this for learning, it can be delivered virtually or recorded.) Instead, see Assignment #3 on Pandemic Issues. By early week 4, students must present 1 patient case to pharmacy staff and/or inter-professional team and where possible, other students.

**UofA Library Resources**
Provide preceptors with an overview of the library resources and search strategies for the UofA Library Database(s) now accessible to preceptors.

**The How-To-Guide:** [http://tinyurl.com/lgppqay](http://tinyurl.com/lgppqay)

Link to UofA pharmacy library home page is: [http://guides.library.ualberta.ca/pharmacy](http://guides.library.ualberta.ca/pharmacy)

Online application for preceptor library access is [https://www.ualberta.ca/pharmacy/preceptors/preceptors/resources/library-access](https://www.ualberta.ca/pharmacy/preceptors/preceptors/resources/library-access)

### LEADER MANAGER

**Medication Distribution**
Depending on the practice site, participate in the distribution of medications (i.e. screening, order entry, filling, checking) or have a guided tour of the dispensary. Review how prescribed medications are delivered to the patient after they are ordered. Who is involved in the various stages? (physician, medical resident, nurse, ward clerk, pharmacist, pharmacy technician, etc, as appropriate).

**Review the AHS Adverse Events and Patient Safety Website** (hospital sites) or the ACP Drug Incident Reporting process (community sites). This website provides AHS health care professionals with resources regarding how to disclose an adverse event. It also includes the AHS policy for reporting adverse events, close calls and potential hazards.

**ACP Drug Incident Reporting**
- [Word version](#)
- [PDF (editable) version](#)

Various discussion activities that student can direct as time permits (additional detail in student course syllabus):
1. Distribution processes and scope of practice of various members of team
2. Medication distribution safety principles
3. Drug Formulary *(for community sites, can discuss formulary for various public drug plans)*
4. Adverse Drug Reaction and Incident Reporting Processes
**Assignment Summary**
These assignments require preceptor review. Assignment 3 is optional for preceptor review. Students may request this, and if time permits, you are welcome to review.

<table>
<thead>
<tr>
<th>Skills Inventory and Learning Plan Assignment</th>
<th>Preceptor Instructions (CORE ELMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>This will be posted 1 week prior to the start of the placement.</em></td>
<td>Preceptors need to review the Learning Plan, which will be posted in CORE ELMS under <strong>Student Requirements</strong> (located on dashboard after you select your student) <strong>within 1 week prior to the start of the placement.</strong> Students will post updated plans, including progress (after review with preceptor), at the end of 1st week, midpoint and final.</td>
</tr>
</tbody>
</table>
| **Learning Plan**  
Students are to complete the Skills Inventory (Part 1), and subsequently, determine 1 goal describing a skill/attribute or behaviour to improve upon across the placement (Part 2 – this is the Learning Plan portion). The Learning Plan should be:  
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. Reviewed with the preceptor and updated at the midpoint and final points of the placement to indicate progress made with the learning goal. | |

<table>
<thead>
<tr>
<th>Other Course Assignments That Require Preceptor Review</th>
<th>Preceptor Instructions</th>
</tr>
</thead>
</table>
| **Patient Medical and Medication History and Care Planning Assignment**  
The assignment is composed of 2 parts;  
Part 1: Post ONE pharmacy care plan with ONE DRP for ONE patient only. Relevant background data must be included. There is also a Part2 that does not require preceptor review. | Review care plan with student. (Student will post on eClass one care plan with one DRP for one patient on last day of placement.) |

**OPTIONAL for PRECEPTOR REVIEW**

| Assignment #3: Students will also present a Pandemic Issue to their classmates towards the end of their placement. They have been given the following guidance: Prepare to discuss a topic related to the pandemic using the SBAR (Situation, Background, Assessment and Recommendation) format. The topic can be any issue related to the practice of pharmacy during a pandemic. Sample ideas will be provided on eClass. To guide your 3-5 min discussion, write your SBAR on 1-page (approximately 250-300 words). | Optional to brainstorm ideas with student and provide feedback. Student will post their 1-page review for course coordinator and also present to their classmates. |
### Activity, Assignment and Assessment Schedule

<table>
<thead>
<tr>
<th>Pre-</th>
<th>Preceptor Activities (to support student)</th>
</tr>
</thead>
</table>
| **Before placement starts** | - Review Course Syllabus: course expectations, patient care process tools, activities and assignments.  
- Watch recorded Pharm 454 Course Overview for Preceptors, which is located on the [Course Information webpage](#).  
- Prepare calendar/schedule for your student; if AHS, see template on Sharepoint page.  
- Discuss course, including assessments, with co-preceptors.  
- Correspond with your student(s) about where to meet you on Day 1.  
- Review your student’s CV/Resume and Learning Plan (located under Student Requirements once you login to CORE ELMS within week prior to placement starting). |

<table>
<thead>
<tr>
<th>WEEK 1 (first 40 hours)</th>
<th></th>
</tr>
</thead>
</table>
| **Orientation** | - Review Orientation Checklist on Day 1  
- Involvement with or introduction to distribution process (site dependent; see Leader-Management Activities).  
- Discuss potential patients for providing patient care. |
| **End of Week 1** | - At end of week 1, have quick check-in with student to ensure everything on track. Share feedback on experience to date.  
- Review any revisions to student’s Learning Plan.  
- Student complete at least 1 Patient Medical and Medication History; review with preceptor(s). |

<table>
<thead>
<tr>
<th>WEEK 2 (hours 40-80)</th>
<th></th>
</tr>
</thead>
</table>
| **Activities and Assignments** | - Student to complete med recs, allergy assessment, risk assessment and discharge patient activities and assignments/clinical documentation – discuss with preceptor(s).  
- Student to complete at least 1 more Patient Medical and Medication History by end of week.  
- Review responses to 1-2 drug information requests.  
- Have discussions with student about various topics outlined in syllabus. Student should ensure all discussions are not left to the end. |
| **End of 80 hours: midpoint** | - Review student’s [Midpoint Student Self-Assessment](#) (on CORE ELMS) prior to discussion with student.  
- Preceptor to complete/submit [Midpoint Student Performance Assessment](#) in CORE.  
- Student to discuss: [Evaluation of Preceptor and Site](#) (in CORE ELMS).  
- Review and discuss student progress from Learning Plan. |
<table>
<thead>
<tr>
<th>WEEK 3 (hours 80-120)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Activities</strong></td>
</tr>
<tr>
<td><strong>Continue</strong></td>
</tr>
<tr>
<td>☐ Student to continue to complete course activities/discussions and discuss with preceptor.</td>
</tr>
<tr>
<td>☐ Student should have completed at least 3 Patient Medical and Medication Histories by now.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 4 (hours 120-160)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient Care Activities</strong></td>
</tr>
<tr>
<td>☐ Student to continue to complete course activities/discussions and discuss with preceptor.</td>
</tr>
<tr>
<td>☐ Review activity table to ensure all activities and discussions have been completed.</td>
</tr>
<tr>
<td><strong>End of Week 4 (or 160 hours)</strong></td>
</tr>
<tr>
<td>☐ Preceptor to complete Final Student Performance Assessment.</td>
</tr>
<tr>
<td>☐ Student to complete: Final Student Self-Assessment</td>
</tr>
<tr>
<td>☐ Preceptor to provide the Grade Recommendation for placement (pass/fail).</td>
</tr>
<tr>
<td>☐ Student to complete: Evaluation of Preceptor and Site and discuss with preceptor.</td>
</tr>
<tr>
<td>☐ Student to update and post the final Learning Plan (on CORE ELMS) after discussing with preceptor.</td>
</tr>
<tr>
<td><strong>After student has left the site</strong></td>
</tr>
<tr>
<td>☐ Preceptor will be sent link to Anonymous Course Survey; complete if you would like to provide your feedback on the course.</td>
</tr>
<tr>
<td>☐ Provide any feedback you may have to the Course Coordinator.</td>
</tr>
</tbody>
</table>
## Pharmacy Care Plan Worksheet with Checklist

**MEDICAL CONDITIONS & MEDICAL-RELATED NEEDS:** List and prioritize each medical condition first, followed by any DRPs identified for a given condition. Although some medical conditions may not have a DRP, a care plan is still necessary for ongoing patient monitoring.

**DRP Categories:** unnecessary drug • drug therapy required • ineffective drug • dose too low • adverse drug reaction/interaction • dose too high • nonadherence

- Are all DRPs identified (based on 4 prime areas of **indication**, **efficacy**, **safety**, **adherence**)?
- If no, discuss with student; probe to see if those missing can be determined.
- Is rationale provided or discussed for DRPs (based on either patient or provider data)?

**GOALS OF THERAPY:** For each medical condition and/or DRP state desired goals of therapy/timeframe.

**Goals:** cure, prevent, slow/stop progression, reduce/eliminate symptoms, normalize a lab value.

- Consider realistic goals determined through patient discussion. Goals of therapy are measurable or observable parameters that are used to evaluate the efficacy and safety of therapy.
- Therapeutic goal/outcome(s) stated?
- Patient goal incorporated (if appropriate)

**ALTERNATIVES:** Compare relevant drug and non-drug therapies that will produce desired goals. List the **pros** and **cons** of each therapy as well as rationale for each being included.

- Is an assessment of each DRP provided (factors considered to influence/determine a plan)?
- Are alternatives (with rationale for each) provided that would be considered acceptable for current level of student(s)?

**RECOMMENDATIONS/PLAN:** In collaboration with the patient and other health care providers, select the best alternative and implement the plan. Provide a rationale for the chosen plan relative to the other alternatives considered.

**Consider:** Drugs: correct drug, formulation, route, dose, frequency, schedule, duration, medication management. Non-drug: non-drug measures, education, patient referral.

- Plan/recommendations are outlined
- Includes:
  - dosing considerations
  - patient preferences

**ACTIONS TAKEN**

- Appropriate/acceptable action has been taken

**MONITORING PLAN**

**MONITORING PARAMETERS:** Determine the parameters for monitoring **efficacy** and **safety** for each therapy. Provide rationale for including this and how you expect the parameter to change.

- Monitoring plan present
- Includes: ☐ safety ☐ efficacy ☐ frequency ☐ duration (if appropriate)
  - which healthcare provider will follow-up

**FOLLOW-UP:** Determine who, how and when follow-up will occur.

- Follow-up plan present
- Includes:
  - who  ☐ how  ☐ when  ☐ includes outcome (if possible)

---

Adapted with permission from the Division of Pharmacy Practice, Leslie Dan Faculty of Pharmacy, University of Toronto, 2011. Excerpt from Patient Care Process, Faculty of Pharmacy and Pharmaceutical Sciences, University of Alberta, 2018
Pharmacy Student Practice Readiness at the End of Year 2

This document should be used as a student and preceptor guide in setting expectations for students entering the Introductory Pharmacy Practice Experience (160 hours in either hospital or community practice settings) following year 2.

Although the students have learned these skills, experiential placements allow for practice and refinement of skills.

Students completing year 1 and 2 have taken the following courses:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmaceutics Part 1</td>
<td>Pharmaceutics 2</td>
</tr>
<tr>
<td>Principles of Medicinal Chemistry</td>
<td>Essentials of Pharmacokinetics</td>
</tr>
<tr>
<td>Introduction to Pharmacology</td>
<td>Pharmacotherapy 2 (Endocrine/Nephrology/Urology)</td>
</tr>
<tr>
<td>Physiology and Anatomy 1 and 2</td>
<td>Pharmacotherapy 3 (Cardiovascular)</td>
</tr>
<tr>
<td>Pharmacotherapy 1 (Self-care/pulmonary)</td>
<td>Pharmacotherapy 4 (GI/Nutrition/Derm/Ophth)</td>
</tr>
<tr>
<td>Essentials of Collaborative Practice</td>
<td>Pharmacotherapy 5 (ID 1 - bacterial)</td>
</tr>
<tr>
<td>Patient Care Skills 1 and 2</td>
<td>Patient Care Skills 3 and 4</td>
</tr>
<tr>
<td>Behavioural, Administrative, Social and Evidence-Based Pharmacy 1 and 2</td>
<td>Behavioural, Administrative, Social and Evidence-Based Pharmacy 3 and 4</td>
</tr>
</tbody>
</table>

Students are expected to integrate the following practice-related knowledge, skills and attitudes under preceptor guidance and supervision*:

Provide Patient Care (using the Patient Care Process)

- Conduct a patient interview to gather relevant information, including a BPMH (practiced in context of admission to and discharge from hospital).
- Use a multifaceted approach to gathering information for the purpose of performing an assessment of drug therapy, including conducting select patient assessment techniques, such as BP, HR, temp, CV risk, lab result interpretation.
- Ascertain patient goals where appropriate.
- Assess drug therapy regimen for indication, efficacy, safety, and adherence.
- Demonstrate an approach to assessing drug interactions.
- Discuss Point-of-Care testing (POCT) and its role in assessing patients.
- Identify and prioritize Drug Related Problems (DRPs) for patients with conditions covered in years 1 and 2 of the curriculum (see table above)
- Develop patient care plans that include monitoring of efficacy and safety endpoints.
- Make recommendations (pharm, non-pharm) in collaboration with the patient and the healthcare team.
- Follow-up with patients on the efficacy and safety of their medication therapy.
- Document patient assessments and plans using a structured approach.
- Provide discharge teaching and seamless care as appropriate.
- Perform appropriate pharmaceutical calculations (e.g. TDM, renal dose adjustment).
- Compound non-sterile and sterile products with support.
Communicate

- Select and use oral, non-verbal and written communication strategies with increasing effectiveness.
- Compose and share oral, written and electronic information in a manner that optimizes patient safety, dignity, confidentiality, and privacy.
- Apply shared decision-making principles when communicating with patients (explain benefit and risk to patient), as appropriate.

Collaborate

- Participate in inter- and intra-professional teams to deliver patient care.
- Recognize and respect the roles and shared/overlapping responsibilities of team members, and consult others as appropriate.
- Contribute to team effectiveness by interacting in a respectful and professional manner.

Manage/Lead

- Prioritize activities in daily practice to achieve placement outcomes.
- Participate in the resolution and reporting of a medication-related error.
- Create an education session/plan for patients.

Advocate

- Demonstrate awareness of professional ethics to decision-making and apply principles with preceptor support.
- Demonstrate initiative to participate in health promotion activities.
- Demonstrate understanding of the importance of patient safety by identifying, discussing and participating in patient safety initiatives.

Scholar

- Discuss and apply foundational knowledge for topics covered in years 1 and 2.
- Select appropriate drug information (DI) resources and respond to DI requests.
- Demonstrate an approach to critically appraise evidence.
- Use evidence-based processes to provide drug information and care plan recommendations.
- Be responsible and accountable for setting goals and developing strategies for self-directing learning (e.g. learning plan).

Professionalism

- Portray a professional in attitude, behaviour, language and dress.
- Committed to learn best practices and adhere to high ethical standards while delivering care.
- Self-identify situations where further expertise is warranted, and seek consultation as indicated.
- Accepts feedback to improve performance, and provides feedback in a constructive manner.

Adapted, with permission, from the Leslie Dan Faculty of Pharmacy, University of Toronto, for use in the academic pharmacy program at the University of Alberta, September 2019

*Restricted activities (such as prescribing, dispensing, or providing injections) must be directly supervised (Pharmacists and Pharmacy Technicians Profession Regulation, from Health Professions Act, Sections 16-23, https://abpharmacy.ca/provincial-legislation*