Pharm 536 and 537
Preceptor Course Review

Q&A Sessions scheduled across year; watch for invite from CORE ELMS.

Copy of slides and audio recording on website at:
https://www.ualberta.ca/pharmacy/preceptors/preceptors/course-information
(Scroll down to Pharm 536/537, right-hand column for links)

2018/19
Ann Thompson: Pharm 537 Course Coordinator: athompson@ualberta.ca

AGENDA

• Preceptor Resources and Technology Used
• PharmD for BSc Students Overview
• Course Information
  • What’s New?
  • Objectives
  • Activities
  • Assignments
  • Assessments
• Preceptor Roles and Responsibilities
• Contact Info

Preceptor Resources

1. U of A Pharmacy Faculty Website
https://www.ualberta.ca/pharmacy/preceptors
  • Go to Course Information
  • Course Information & tools, podcasts, syllabi, calendars

2. Quick Reference Guide
  • Emailed (by CORE ELMS) to primary preceptor approximately one month prior to start of placement
  • Quick Links: Course Syllabus, calendar template
  • Checklists: orientation, activities, assignments, assessments, care plan review
  • Summaries: Overview of on-campus courses, clinical expectations of students
Background: “PBS”

- PBS Program = PharmD for BScPharm Students: modified year 4 to earn Pharm D (instead of BScPharm).
  - Students completed on-campus courses during spring/summer

- PBS students complete 32 weeks of placements (4 x 8 weeks)
  - Pharm 426: Community Practice Placement (Also BScPharm)
  - Pharm 428: Acute Care/Inpatient Hospital Placement (Also BScPharm)
  - Pharm 536: (New to PBS) – Selective in Patient Care; Additional Patient Care Placement
  - Pharm 537: (New to PBS) – Specialty Experience; Either patient care, non-patient care or combination

- Fall/Winter placements: Blocks 1&2 in Fall, and 3&4 in Winter

Course Information

Highlight Changes from Last Year, Objectives, Activities, Assignments and Assessments

TIP: Have the Preceptor Quick Reference Guide handy as you listen!
What's Changed from Last Year?

**BOTH COURSES**
- Removal of Early Assessments as on-line requirement
  - Still important to check in with student at the end of week 1 to see how things are going
- Re-added Final Student Evaluation of Preceptor & Site

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<thead>
<tr>
<th>Pharm 536</th>
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<tbody>
<tr>
<td>• Change to Patient Care Assignment</td>
<td>• Removal of 1 assignment (Participation in CCP process) from this course and transferred to Seminar Course</td>
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<tr>
<td>• Not posting care plans</td>
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<tr>
<td>• Rather, posting documentation note, and findings at follow-up.</td>
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<td>• Due date is final day of placement (not during placement)</td>
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Course Objectives: Overview

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<thead>
<tr>
<th>Pharm 536</th>
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<tr>
<td><strong>Emphasis on:</strong></td>
<td><strong>Emphasis is variable:</strong></td>
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<tr>
<td>• Patient Care</td>
<td>• Patient Care</td>
</tr>
<tr>
<td>• Professionalism</td>
<td>• Non-Patient Care</td>
</tr>
<tr>
<td>• Collaboration</td>
<td>• Combination of Patient Care and Non-Patient Care</td>
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<td>• Critical Thinking</td>
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<td>• Leadership</td>
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<tr>
<td><strong>Assessments</strong></td>
<td><strong>Assessments pending focus of experience</strong></td>
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<tr>
<td>• Similar to other patient care experiential courses</td>
<td>• Review Syllabus, Appendix 1 (Forms A/C or B) or CORE ELMS</td>
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<tr>
<td>• Based on pharmacist roles developed across placement</td>
<td>• Preceptor has developed objectives that relate to practice setting, and will also assess student on these.</td>
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<td>• Specific competencies assessed are in Syllabus and CORE ELMS.</td>
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**Learning Plan (required for both courses)**
- Ability to tailor experience to personal goals
- Work in self-directed manner towards achievement of goals

Course Activities

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<thead>
<tr>
<th>Pharm 536</th>
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<tr>
<td><strong>Patient Care</strong></td>
<td><strong>Variable:</strong></td>
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<tr>
<td>• Care for a minimum of 20 patients</td>
<td>• Pending the nature of the placement, preceptor to work with student to outline and/or determine activities to meet course objectives</td>
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<tr>
<td>• Includes pharmacist scope of practice, with opportunity to participate in prescribing decisions, and providing injections (under direct supervision)</td>
<td>• To be discussed with preceptor; orientation should set the stage for initial activities, and nature of opportunities across the 8 weeks.</td>
</tr>
<tr>
<td><strong>Professional Practice and Education</strong></td>
<td>• Activities include (but are not limited to):</td>
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<tr>
<td>• Ability to tailor experience to personal goals and preceptor/site needs</td>
<td>• Case presentation</td>
</tr>
<tr>
<td>• Examples:</td>
<td>• Journal Club presentation</td>
</tr>
<tr>
<td>• Projects, provide educational sessions</td>
<td>• General presentation</td>
</tr>
<tr>
<td>to patients and/or professionals, deliver a case presentation, journal club, or health promotion clinic</td>
<td>• Education session and/or materials</td>
</tr>
<tr>
<td>• Associated assignments with these activities</td>
<td>• Written projects/materials</td>
</tr>
<tr>
<td><strong>Drug Information Requests</strong></td>
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<tr>
<td><strong>Discussions:</strong></td>
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<tr>
<td>Professionalism, Communication,</td>
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<td>Interprofessional Practice (and how to achieve)</td>
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</table>
#3: Professional Practice and Education
- Complete 2 assignments based on preceptor discussion and site needs/opportunities
  - Examples: Case presentation, project, clinic, education session, journal club, etc.
- **DUE:** last day of placement.

More Information in syllabus and/or eClass to guide students
Assessments

Assessment information in Quick Reference Guide & instructions on completion in CORE ELMS.

1. Assessments PRECEPTORS complete of student
2. Assessments STUDENTS complete
3. Course Evaluations

Assessments

- **ONE** primary preceptor assigned to student
- Options to complete assessment when there is >1 preceptor:
  - Primary Preceptor shares their CORE password so each has access. Password can be changed: “reset password” on CORE landing page.
  - Primary preceptor logs in for other preceptor; enter comments
  - Print assessment forms; share with other preceptors to write comments
- Review assessments before your student starts (in CORE).
- Viewable by student AFTER submitted: can save as draft
- Important to discuss with student: acknowledgement on form

Student Performance Assessments

- Preceptors provide **overall rating** for each outcome:
  - Exceeds an Acceptable Level of Performance
  - Meets an Acceptable Level of Performance
  - Needs Improvement to Reach an Acceptable Level of Performance
  - Not Meeting an Acceptable level of performance
- Needs Improvement(NI): indicates more practice needed
- Not Meeting an Acceptable Level of Performance: **indicates major concerns** (Faculty must be notified by midpoint at latest)
- Unable to Rate (midpoint): use if you have not had opportunities vs. using Needs Improvement
- Assessments reviewed by Faculty; you may be contacted at midpoint if concerning comments/ratings;
  - To check-in, gather more information, offer support.
- Review Student Self Assessments prior to completing Student Performance Assessments especially at midpoint; good comparator.
Student Performance Assessments

To pass BOTH Pharm S36/S37, on the Final Student Performance Assessment the student must:

1. Achieve a rating of "Meets an Acceptable Level of Performance" on ALL Professionalism outcomes, AND

2. Have no more than 3 "Needs Improvement" ratings (maximum of 2 for Care Provider) AND,

3. Have ZERO ratings of "Not Meeting an Acceptable Level of Performance".

Assessments Preceptors Complete

<table>
<thead>
<tr>
<th>Assessment/ Evaluation</th>
<th>Completion</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Midpoint Student Performance Assessment</td>
<td>End of Week 4 of Placement</td>
<td>• Assess behaviours/skills associated with Learning Outcome Areas</td>
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<td></td>
<td></td>
<td>• End of form; Identification of Expectations and Areas for focus for rest of placement</td>
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<tr>
<td></td>
<td></td>
<td>• Note: Student adds all areas given “Needs Improvement” to their midpoint Learning Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NO GRADE GIVEN (Pass or Fail)</td>
</tr>
<tr>
<td>Final Student Performance Assessment</td>
<td>End of Week 8 of Placement</td>
<td>• Behaviours/skills assessed same as midpoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “Placement Grade” given by preceptor, PASS or FAIL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Faculty provides “Course Grade”</td>
</tr>
<tr>
<td>Preceptor Evaluation of course</td>
<td>End of Placement</td>
<td>• Link to evaluation emailed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Comments appreciated!* (~5-10 mins to complete)</td>
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<tr>
<td></td>
<td></td>
<td>• Anonymous, but can request Faculty to contact you</td>
</tr>
</tbody>
</table>
Assessments Students Complete

<table>
<thead>
<tr>
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</table>
| Student Self Assessments, Midpoint and Final | End of Week 4 and End of Week 8 | • compare Student Performance Assessment (completed by preceptor) with Student Self Assessment  
• at midpoint, student should provide this to you 1-2 days in advance of assessment review  
• at final, include in final assessment review; good comparator |
| Midpoint and Final Assessment of Preceptor and Site | End of Week 4 and End of Week 8 | • to be discussed with preceptor |
| 1. Course Evaluation  
2. Preceptor and Site Evaluation | End of Week 8  
After student has left placement site | • comments about all aspects of the course  
• final quality assurance check |

Assessment Tips!

• Assessment Webinar - 14 mins long – provides rationale and overview of assessments.
• Posted on UoA Preceptor Training and Resources: https://www.ualberta.ca/pharmacy/preceptors/preceptors/training-and-resources/student-assessment-resources

Completing midpoint and final
• Comment boxes are helpful for students and Faculty; be specific and provide examples
• Important to discuss and review with student; acknowledgement on each form indicating discussion occurred

Preceptor Roles and Responsibilities

Expectations, Pre-Placement Planning Policies and Procedures
Preceptor Expectations of Students

Expected to improve across final year placement sequence:
- Integrate/apply their knowledge using a systematic process
- Increase proficiency, clinical judgment, confidence and problem solving

GUIDING PRINCIPLES:
- As each placement progresses, students are expected to incorporate knowledge/skills and provide care with more confidence.
- Students should demonstrate competence to apply foundational knowledge/skills to effectively manage patients.
- Students expected to embody and demonstrate attitudes and behaviours of a pharmacist (effective communication, professionalism, team player)
- Students expected to identify areas for development and demonstrate initiative regarding self-directed learning.

Clinical Expectations for Care Provider in the Quick Reference Guide

Preceptor Roles

- Preceptors are the guides; provide direction
- Preceptor Roles: direct instruction, role modelling, coaching and facilitation
  - May be direct supervision at start, with modelling
  - Thereafter, should emphasize coaching and facilitation
  - Guiding principle: ensure patient safety

- Provide feedback: debriefing before and after activities
  - Preceptors should be spending time daily or approximately 3X/week
  - Review when you will provide feedback at orientation

- Review documentation; care plan, projects, presentations, etc

Planning!! i.e. Things to start thinking about before student arrives!

- Primary preceptors sent email ONE 1 month prior to start of placement with info and resources such as a modifiable schedule, Quick Reference Guide; please share with other preceptor(s)
- Develop “preliminary” schedule.
- Ensure you can login to CORE ELMS
  - Review your student’s info; posted in CORE
  - Students have been advised to post their information ONE month prior to start of placement
- Important you confirm at least 3 weeks prior to start of placement that you have reviewed their information
- Provide them with info: start time, pre-readings, dress policies, etc.
Planning!

• **Seminars:** online peer-facilitated, small groups
  • Mondays/Wednesdays: 12:00-13:30 (working lunch) – see modifiable calendar (dates on page 2 to insert based on block)
  • Students need to prioritize and manage time

• **Lab Facilitation:** possibly one lab in either block (Edmonton only)
  • Tues or Thursday, from 1200-1630 (ONE TIME ONLY per placement block)

• **Netcare:** AHS: through your manager.
  Non-AHS: follow practice at your site

• Other IT access: if needed, requisition prior to student start date
• Coordinate activities with team members and other HCPs

Policies and Procedures

• ExEd Policies and Procedures Manual: posted on website

• Attendance: allowance for sickness, bereavement, professional development; students have been advised what is endorsed and what is not
  • Requests must be authorized by preceptor and feasible with placement schedule
  • Stat holidays: preceptor discretion

• Absence Tracker through CORE ELMs; students responsibility to initiate; preceptors will confirm/deny absence.

What to do!

• If you are going to be away (for many days) during the placement, and no co-preceptor, please advise the student **AND US.**
• If you think you have a problem, you may, so don’t hesitate to contact us **ASAP**
• Important:
  • tell student your concerns as well as what they do well (and should keep doing)
  • provide specific feedback
  • document with specific examples
  • advise student to contact Faculty if they are struggling
Questions?? Who do I contact?

• Administrative questions: CORE ELMS (eg. cannot log in, cannot submit assessment) PhExEd@ualberta.ca or 780-492-9780

• Netcare issues: contact the Netcare helpdesk

• Otherwise contact Course Coordinator:
  Ann Thompson: athompson@ualberta.ca; 780-492-5905

• Or contact Faculty Liaison:
  Community: Renette Bertholet: renette@ualberta.ca; 780-492-8066
  AHS/Covenant: Michelle MacDonald: michelle.macdonald@AHS.ca; 403-561-6278