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)

2019/20

Ann Thompson, Course Coordinator: athompson@ualberta.ca

AGENDA

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

Part 1

Part 2

“Education is not the learning of facts, but training the mind to think.”
- Albert Einstein
**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 What’s New (Part 1), Objectives, Activities, Assignments and Assessments (Part 2)

TIP: Have the Preceptor Quick Reference Guide handy as you listen!

What’s New Compared to Last Year?

BOTH COURSES

• Updated Student Performance Assessments!
  • Outcomes and behaviours updated to reflect 2017 AFPC Educational Outcomes. NAPRA and ACP Standards also reviewed.

<table>
<thead>
<tr>
<th>Pharm 536</th>
<th>Pharm 537</th>
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</table>
| • No change to Patient Care Assignment  
  • *Still need to complete a minimum of 20 care plans*  
  • Students post documentation note, and findings at follow-up.  
  • Due date is final day of placement (not during placement) | • No changes from last year  
  • Assignments to be chosen between preceptor(s) and student. |
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

Student Resources

Student Wellness or Students in Distress
See: https://sites.google.com/ualberta.ca/fopsservices/wellness?authuser=0

Link also included in Pharm 536/537 Preceptor Quick Reference Guide.
Questions?? Who do I contact?

• Administrative questions: CORE ELMS (eg. cannot log in, cannot submit assessment) PhExEd@ualberta.ca or 780-492-3362

• 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

Course Objectives: Overview

<table>
<thead>
<tr>
<th>Pharm 536</th>
<th>Pharm 537</th>
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<tbody>
<tr>
<td><strong>Emphasis on:</strong></td>
<td><strong>Emphasis is variable:</strong></td>
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<tr>
<td>• <strong>Patient Care</strong></td>
<td>• Patient Care</td>
</tr>
<tr>
<td>• Professionalism</td>
<td>• Non-Patient Care</td>
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<tr>
<td>• Collaboration</td>
<td>• Combination of Patient Care and Non-Patient Care</td>
</tr>
<tr>
<td>• Critical Thinking</td>
<td><strong>General Competencies Required:</strong> Professionalism, Communication, Learning and Applying Knowledge, Collaboration</td>
</tr>
<tr>
<td>• Leadership</td>
<td><strong>Assessments:</strong></td>
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<tr>
<td><strong>Assessments:</strong></td>
<td>• 3 different formats pending focus of experience</td>
</tr>
<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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<tr>
<td>• Specific competencies assessed are in Syllabus and CORE ELMS.</td>
<td><strong>Learning Plan (required for both courses):</strong></td>
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<tr>
<td></td>
<td>• Ability to tailor experience to personal goals</td>
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<td></td>
<td>• Work in self-directed manner towards achievement of goals</td>
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## Course Activities

<table>
<thead>
<tr>
<th>Pharm 536</th>
<th>Pharm 537</th>
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<tbody>
<tr>
<td><strong>Patient Care</strong></td>
<td><strong>Variable:</strong></td>
</tr>
<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>
</tr>
<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>
</tr>
<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 to patients and/or professionals, deliver a case presentation, journal club, or health promotion clinic</td>
<td>• General presentation</td>
</tr>
<tr>
<td>• Associated assignments with these activities</td>
<td>• Education session and/or materials</td>
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### Drug Information Requests

**Discussions:** Professionalism, Communication, interprofessional Practice (and how to achieve)

## Course Assignments

<table>
<thead>
<tr>
<th>Pharm 536</th>
<th>Pharm 537</th>
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<tbody>
<tr>
<td><strong>#1: Learning Plan</strong></td>
<td><strong>#2 – Assigned by preceptor</strong></td>
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<tr>
<td>• <strong>POST ≥ 1 WEEK</strong> prior to placement starting, finalize after week 1</td>
<td>• Complete 2 assignments based on preceptor discussion and site needs. Examples include: presentations, project, written materials</td>
</tr>
<tr>
<td><strong>#2: Post 4 documentation notes (from patients cared for)</strong></td>
<td>• <strong>DUE:</strong> determined with preceptor</td>
</tr>
<tr>
<td>• Include short narrative to orient to case</td>
<td>• <strong>DUE:</strong> last day of placement.</td>
</tr>
<tr>
<td>• Include follow-up that occurred (as short narrative), and what happened as a result.</td>
<td><strong>#3: Professional Practice and Education</strong></td>
</tr>
<tr>
<td>• <strong>DUE:</strong> last day of placement</td>
<td>• Complete 2 assignments based on preceptor discussion and site needs</td>
</tr>
<tr>
<td><strong>#3: Professional Practice and Education</strong></td>
<td><strong>Examples:</strong> Case presentation, project, clinic, education session, journal club, etc.</td>
</tr>
<tr>
<td>• Complete 2 assignments based on preceptor discussion and site needs/opportunities</td>
<td>• <strong>DUE:</strong> last day of placement.</td>
</tr>
<tr>
<td>• Examples: Case presentation, project, clinic, education session, journal club, etc.</td>
<td>More Information in syllabus and/or eClass to guide students</td>
</tr>
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</table>
Learning Plan: Activity and Assignment (both courses)

Step 1: Skills Inventory (Pharm 536 only): Students rate their amount of practice & comfort performing select skills & provide examples of feedback they have received

<table>
<thead>
<tr>
<th>Activity</th>
<th>Comfort Goals</th>
<th>Amount of Practice Goals</th>
<th>Comments (try to provide perspective on the ratings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td></td>
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<tr>
<td>• Communicates in a responsible &amp; responsive manner.</td>
<td>1 = Ineffective; 4 = Confident</td>
<td>1 = Rare Practice; 5 = Frequent Practice</td>
<td></td>
</tr>
<tr>
<td>• Uses appropriate language, tone &amp; pace.</td>
<td></td>
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<tr>
<td>• Expresses feedback &amp; Coleman/peer observations accurately &amp; clearly.</td>
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<tr>
<td>• Engages in respectful, culturally safe conversations when appropriate.</td>
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<tr>
<td>• Demonstrates basic understanding of and respect for patients’ cultural background.</td>
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<td></td>
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<td>• Demonstrates basic understanding of and respect for patients’ cultural background.</td>
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Step 2: Feedback Received (both): students provide examples of feedback received.

Feedback: Provide examples of feedback that you have received from preceptors, lab facilitators, peers and/or pharmacists about areas of strength.

Feedback: Provide examples of feedback that you have been received from preceptors, lab facilitators, peers and/or pharmacists about areas for improvement.

Learning Plan

Step 3: Students will:

• State 3 goals using SMART format. They should link to specific skills they plan to focus on.
• Post Learning Plan with Skills Inventory on CORE ELMS at least 1 week prior to the start of placement.
• Discuss during week 1 of placement and repost updated plan (if changes made); review progress at midpoint and final.
• At midpoint: student to add areas where “Needs Improvement” provided by preceptor on performance assessment. Repost.
• Discuss & post updated Learning Plan at final.
Learning Plan – Engaging Students

Resource for Preceptors – Recorded Webinar!
Delivered by Dr. Cosette Lemelin (Center for Teaching and Learning)

• **Topic:** Student Learning Plans: Actively Involving Students in their Learning

• **Presentation Duration:** 50 min

• **Web address:**
  https://www.ualberta.ca/pharmacy/preceptors/preceptors/resources/supplementary-precepting-resources

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 536/537, 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”.

Student Performance Assessment: Example

Descriptors for each outcome
## Assessments Preceptors Complete

<table>
<thead>
<tr>
<th>Assessment/ Evaluation</th>
<th>Completion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Midpoint Student Performance Assessment</strong></td>
<td>End of <strong>Week 4</strong> of Placement</td>
<td>• Assess behaviours/skills associated with Learning Outcome Areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• End of form; Identification of Expectations and Areas for Focus for rest of placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Note:</strong> 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><strong>Final Student Performance Assessment</strong></td>
<td>End of <strong>Week 8</strong> 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>
</tr>
<tr>
<td></td>
<td></td>
<td>• Anonymous, but can request Faculty to contact you</td>
</tr>
</tbody>
</table>

## Assessments Students Complete

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

- Assessment Webinar - 14 mins long – provides rationale and overview of assessments.
- Posted on UofA Preceptor Training and Resources: [https://www.ualberta.ca/pharmacy/preceptors/preceptors/resources/student-assessment](https://www.ualberta.ca/pharmacy/preceptors/preceptors/resources/student-assessment)

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

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**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!

• First and foremost, have fun!
• 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