Pharm 536 and 537
Preceptor Course Review, Part 2

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)

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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!
Course Objectives: Overview

<table>
<thead>
<tr>
<th>Pharm 536</th>
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<tbody>
<tr>
<td><strong>Emphasis on:</strong></td>
<td><strong>Emphasis is variable:</strong></td>
</tr>
<tr>
<td>• Patient Care</td>
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<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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<tr>
<td>• Critical Thinking</td>
<td>General Competencies Required: Professionalism, Communication, Learning and Applying Knowledge, Collaboration</td>
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<td>• Leadership</td>
<td><strong>Assessments:</strong></td>
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<tr>
<td></td>
<td>• Similar to other patient care experiential courses</td>
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<tr>
<td></td>
<td>• Based on pharmacist roles developed across placement</td>
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<tr>
<td></td>
<td>• Specific competencies assessed in Syllabus and CORE ELMS</td>
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<tr>
<td><strong>Assessments:</strong></td>
<td>Learning Plan (required for both courses)</td>
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<tr>
<td>Similar to other patient care experiential courses</td>
<td>• Ability to tailor experience to personal goals</td>
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<tr>
<td>Based on pharmacist roles developed across placement</td>
<td>• Work in self-directed manner towards achievement of goals</td>
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<td>Specific competencies assessed in Syllabus and CORE ELMS</td>
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Course Activities

<table>
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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>
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<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>
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<tr>
<td>• Projects, provide educational sessions to patients and/or professionals, deliver a case presentation, journal club, or health promotion clinic</td>
<td>• Journal Club presentation</td>
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<tr>
<td>• Associated assignments with these activities</td>
<td>• General presentation</td>
</tr>
<tr>
<td><strong>Drug Information Requests</strong></td>
<td>• Education session and/or materials</td>
</tr>
<tr>
<td><strong>Discussions:</strong> Professionalism, Communication, interprofessional Practice (and how to achieve)</td>
<td>• Written projects/materials</td>
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Course Assignments

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

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

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**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](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 - Logistics

• **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.
  ◦ 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

Assessments Preceptors Complete

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

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| 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 UofA Preceptor Training and 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
• Create opportunities for students to learn
• 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
  - Students are told which weeks they need to meet; they will arrange a time that works for their group members.

• **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**: link in the Quick Reference Guide

• **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