

# PHARM 536: Selective Placement – Direct Patient Care

## Preceptor Quick Reference Guide

This guide is designed to provide you with links and quick information that will be helpful when precepting your Pharm 536 student.

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## Quick Links

- [Pharm 536 Course Syllabus](#)
- [Undergraduate Experiential Education Policy and Procedure Manual](#)
- [Preceptor Guide](#)
- [Faculty Preceptor Webpage](#)

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## Planning for the Placement

- Review course syllabus, this quick reference guide, and if you didn't attend the preceptor course overview (presented by the course coordinators), this is available as an audio podcast [here](#) (scroll down table to Pharm 536/537, link located in right-hand column).
- Utilize the modifiable calendar available to you for customization and organization of schedule/activities. This is posted on the [Faculty Course Information webpage](#) in Word for customized use.
- Ensure you can login to RxPreceptor. Review the student's information (posted on MyCred; Biography/Summary Module). Advise students of pre-readings and information such as start time on day one, parking, work attire, etc.
- If applicable: ensure Netcare access has been applied for.
- One week prior to the placement starting, review student's first draft of Learning Plan (posted in MyCred; Goals module). More information on page
- Review the on-campus courses the students have taken in year 4 prior to this placement ([see Appendix 1](#)). A review of the curriculum in years 1-3 is available in Appendix E of the [Preceptor Guide](#).

## Placement Policies and Procedures

The following are policies that preceptors often have questions about. Further information regarding other policies can be found in the [Policies and Procedures Manual](#). Preceptors are encouraged to contact the Faculty if they are unsure.

- *Absence Tracker*: Students are required to use the Absence Tracking feature in RxPreceptor. Students must record an intended absence on RxPreceptor and the preceptor will receive an email noting the absence and be required to confirm or deny the request through RXpreceptor.
- *Statutory Holidays*: Should a statutory holiday fall within the timeframe of the placement, it is at the discretion of the preceptor to determine how to proceed. Students may be granted the stat day off, a day off in lieu of the stat, or include that day as a placement day.
- *Illness*: If ill, students are expected to notify the preceptor as soon as possible. Absences due to illness of 2 days or more may require an explanation and/or evidence such as a physician's note. Either the student or preceptor should

contact the Faculty if the absence exceeds 2 days. Routine medical appointments are expected to occur on personal time. Time missed from the placement site due to illness that exceeds 1 day needs to be made up.

- *Bereavement*: In the case of death of a family member, students should notify their preceptor and the course coordinator to determine a course of action.
- *Faculty Endorsed Activities*: The Faculty supports student participation in activities such as educational interviews, conferences, career fairs and PDW if feasible with the placement schedule, if preceptor approval is confirmed prior to the activity and the time away from the placement is reasonable. Time missed from the placement for approved professional development activities that exceeds 1 day needs to be made up. *For 2018, since University of Alberta is hosting PDW (Professional Development Week), the Faculty is allowing students who would like to attend 3-days to do so. Students are not required to make-up this time.*

The preceptor may deny a request for professional development should the standard of care to patients or practice site be negatively affected by the absence of the student or it's anticipated that the time missed will impact the student's ability to complete the placement successfully

- *Non-Endorsed Activities*: Activities ineligible for absence approval include: mock OSCE's, jurisprudence exams, job interviews, travel and vacation. Changes to course dates to accommodate personal holidays are not permitted.
- *Placement Timeframe*: Modification to the placement schedule outside of the stated course timelines must be approved by the course coordinator in advance of the requested schedule change.
- *Needle Stick Injury Procedures*: If a student experiences a needle stick injury, they must report the incident immediately to the preceptor and follow the placement site protocol. The Faculty must be advised immediately. There is further information in the [Policies and Procedures Manual](#).
- Students are NOT permitted to conduct patient home visits without the direct supervision of a preceptor.

## Assessment Procedures and Information

- All assessments are completed and submitted through RxPreceptor.
- After logging in, the evaluation tab is in the grey column on the left side of the screen.
- To allow preceptors to prepare, assessments can be viewed in RxPreceptor at least 1 week prior to the start of the placement.
- The Student performance Assessments is in Appendix 2. Instructions for preceptors are at the beginning of the Student Performance Assessment in RXpreceptor.
- More assessment information can be found in the Course Syllabus or at the beginning of the Student Performance assessment on RxPreceptor.
- If you have difficulties accessing or submitting assessments, contact: [phexed@ualberta.ca](mailto:phexed@ualberta.ca).

## Grading Criteria

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 3 **Professionalism** outcomes **AND**
2. **Have no more than 3 (maximum of 2 for Care Provider, if applicable) 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/knowledge. The skills and behaviours associated with each outcome define expectations for this placement.

## Tips and Suggestions

- Periodically 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 click "save" tab before exiting or information will be lost.
- Once the completed assessment is submitted, it is visible to the student being assessed.
- Assessments can be printed.

- Disregard the “section weight” and “minimum AVS score required” sections.
- All assessments must be discussed. There is an acknowledgment at the end of each form that indicates the assessment has been discussed by the student and preceptor.
- Comment boxes should be used to provide evidence to support the grade given. This is especially important when the student is not meeting expectations, or needs improvement, as it provides specific details about concerns.
- Completion reminders are emailed by the Faculty.
- Faculty reviews all assessments at early, midpoint and final for completion and content.
- If you are co-precepting or using another precepting model such as peer-assisted learning, refer to the [Faculty Models of Precepting Webpage](#) for suggestions on completing assessments.

## Summary of Assessments/Evaluations to Be Discussed between Preceptor and Student

(all are completed and submitted through RxPreceptor)

Assessment/ Evaluation	Submission Timeframe	Submitted by	Comments
Student Self-Assessments (completed twice)	Midpoint and end of placement	Student	- The midpoint should be submitted and printed 2-days prior to the Midpoint Student Performance Assessment discussions to allow time for the preceptor to review. - For Final Student Performance Assessment, student should bring the printed copy to review and compare it with preceptor assessment as discussion.
Early Assessment of Preceptor	At end of 1 <sup>st</sup> placement week	Student	
Early Assessment of Student	At end of 1st placement week	<b>Preceptor</b>	- Takes about 5 mins to complete. - Encourages discussion between student and preceptor - Advises the Faculty if there are any concerns; option to have Faculty contact the preceptor.
Student Performance Assessment MIDPOINT	At the end of the 4th placement week	<b>Preceptor</b>	- Assessment of all learning outcomes. - Take about 30-60 minutes to complete. - Includes identification and discussion of areas and skills that will be focussed on for balance of the placement. - Must be discussed with the student.
Student Performance Assessments – FINAL Recommend Final Placement Mark (at the end of the Assessment)	End of placement	<b>Preceptor</b>	- Take about 30-60 minutes to complete. - Assessment of all learning outcomes. (same as midpoint) - At the end of the assessment preceptors provide a <u>Placement Mark: PASS or FAIL</u> based on the overall grades assigned to each learning outcome.
Student Evaluation of Preceptor and Site – MIDPOINT	At the end of the 2nd placement week	Student	- Students must discuss with preceptor after discussion of the Student Performance Assessment
Preceptor Evaluation of Course	After student has left placement site	<b>Preceptor</b>	- Anonymous – option provided to have Faculty contact the preceptor

## Course Activities Summary

More information is available in the course syllabus.

<b>COURSE ACTIVITIES</b>		✓
<b>The following are activities students must complete during the placement to meet course objectives.</b>		
<b>1. Patient Care</b>	For all patient care encounters students should provide patient-centered care as deemed appropriate by the preceptor(s) for a minimum of 20 patients and develop a care plan for each patient. Care plans should reflect the patient population at the practice site. Students should participate in patient appointments, conferences, meetings or rounds as appropriate. <i>ALL</i> care plans must be reviewed by the preceptor. <i>Corresponding Assignment; Care plan assignment</i>	
<b>2. Pharmacy Services</b>	Participate in the scope of professional practice as appropriate to optimize patient care under the supervision of the preceptor(s). This may include: <ul style="list-style-type: none"> <li>Adapting prescriptions, Ordering (with pharmacists who have a PraCID), Prescribing (pharmacist preceptor must have additional prescribing authorization from ACP).</li> <li>Administration of Drugs by Injection: Students in the Class of 2018 had the option to complete the training as required by ACP to administer drugs by injection. Students who successfully completed the training and also have completed CPR Level C + First Aid, should practice administering drugs by injection. It would be prudent to review and assess a student's technique prior to allowing them to give injections. Students must only administer injections under the direct supervision of a pharmacist authorized by ACP to administer drugs by injection.</li> </ul>	
<b>3. Inter-Professional Collaboration</b>	Integrate into the patient care team where possible and work collaboratively with the other healthcare professionals to facilitate management of the patient's health needs.	
<b>4. Professional Practice and Education</b>	<ul style="list-style-type: none"> <li>Provide patient education. i.e. provide counselling and teaching to patients and caregivers regarding medications and disease states.</li> <li>Professional Practice and Educational Activities: Students must discuss with the preceptor and complete at least TWO activities. Examples: providing an educational session on a therapeutic topic or controversy, providing a patient case presentation, or in-service. These can be for the pharmacy and/or interdisciplinary audiences. Other options include participation in a health promotion clinic (i.e. BP screening) or developing a project (related to patient care or practice enhancement) project (i.e. assessment tool or algorithm for disease management). <ul style="list-style-type: none"> <li>The chosen activities should be of importance to the team.</li> <li>The preceptor and student should negotiate the activity details.</li> <li>The student is responsible for completing the activity to the expectations set with the preceptor. If not completed in a satisfactory manner, the activity will be re-done to a satisfactory level during the placement.</li> <li>The activity may be assessed using an evaluation form. Forms are posted in eClass and syllabus</li> </ul> </li> </ul>	
<b>5. Drug Information Requests</b>	Respond to questions in a timely manner using best evidence, including answers to self-identified questions to care for patients.	
<b>6. Models of Teaching and Learning</b>	Participate in peer-assisted and near peer teaching and learning with other health care professional students including pharmacy students as applicable.	
<b>7. OPTIONAL: Preceptor Library Resources</b>	Provide preceptors with an overview of the library resources and search strategies for the UofA Library Database(s) now accessible to preceptors.	
<b>8. OPTIONAL: Practice-Based Research</b>	Students may be involved with practice-based research developed by Pharmacy Faculty during their placement. Students will be provided with information regarding research possibilities prior to the start of the placement. Student participation in these research activities is voluntary. Research resources and information are posted on eClass.	

## Course Discussions Summary

More information is available in the course syllabus.

<b>COURSE DISCUSSIONS</b>		✓
<b>The following are discussions that students must complete during the placement to meet course objectives.</b>		
<p><b>1. Responsibilities as a Professional</b> Discuss <a href="https://pharmacists.ab.ca/code-ethics">ACPs Code of Ethics (https://pharmacists.ab.ca/code-ethics)</a></p> <ul style="list-style-type: none"> <li>• Include strategies the preceptor uses to practice in an ethical manner. When applicable include discussions about patient Goals of Care (e.g. M1, C1, etc.) as well as power of attorney, guardianship or trusteeship.</li> <li>• The student should include how they demonstrate ethical practice during the placement. Sharing examples during the discussion is helpful (e.g. patient confidentiality, patient care challenges). It is important for the student to see if their ideas and strategies align with their preceptor.</li> <li>• The role of the pharmacist in the practice setting and how they independently and collaboratively contribute to improving patient outcomes.</li> </ul>		
<p><b>2. Professional Accountability</b></p> <p>Students should prioritize patient care and other placement activities. Students should be aware of deadlines and proactively complete course requirements. Discuss how the preceptor addresses time management and achieves accountability to the patients, colleagues and other team members. Include the strategies the student will utilize to ensure accountability to the preceptor and the patients.</p>		
<p><b>3. Maintaining Professional Competency and Lifelong Learning</b></p> <ul style="list-style-type: none"> <li>• Discuss how the preceptor has optimized their patient care practice. Did they receive formal training or specialization (e.g. Geriatric or Diabetic Certification)? Did they obtain additional prescribing authorization (APA)? What is their professional experience with APA both in obtaining and using it? If they don't have APA; are they planning to obtain it? How do they anticipate using it?</li> <li>• Discuss how they keep up-to-date with therapeutic issues and maintain professional competence through self-directed learning. What resources are commonly used? Examples include reading literature (how is this identified?), conferences, formal training or specialization (e.g. Geriatric or Diabetic Certification).</li> <li>• ACP's Continuing Competence Program. Review and discuss the preceptor's previous or current learning and implementation records for their CCP portfolio. The student should reflect on this and compare/contrast it to their Learning Plan for the placement.</li> <li>• At the end of the placement the student will summarize the activities completed that would comply with ACPs Continuing Competence Program for learning and implementation and review these with the preceptor.</li> </ul>		
<p><b>4. Communication Strategies</b></p> <ul style="list-style-type: none"> <li>• Discuss the patient and team rapport building strategies in the practice setting. Include motivational interviewing techniques and shared decision-making skills with patients if applicable.</li> <li>• What strategies does the preceptor use to document on a consistent basis? What format and level of detail is needed? How does documentation differ depending on the audience?</li> </ul>		
<p><b>5. Inter-Professional Practice</b></p> <p>For this discussion students must refer to "Guidelines for pharmacists integrating into primary care team." See citation in the <a href="#">Required Reading list</a>. Although this article is written from the context of integrating into a primary care team, many of the recommendations would apply to any pharmacist practice setting. Discuss:</p> <ul style="list-style-type: none"> <li>• Steps taken to successfully develop the pharmacist's patient care practice at the site.</li> <li>• Which of the stated recommendations in the article would be applicable to the placement practice site.</li> <li>• Collaboration with other healthcare professionals occurs in their practice and how this influences providing patient care</li> </ul> <p>To read about how a pharmacist actioned the recommendations, see the following article; "Applying the guidelines for pharmacists integrating into primary teams." (see citation in <a href="#">Recommended Reading list</a>)</p>		
<p><b>6. Practice-Based Research</b></p> <p>Students will discuss the challenges and benefits of participating in Practice-Based Research with the preceptor. Regardless of participation in the research study (as outlined in Activity 8), what are the challenges and benefits of participating in practice based research. Students should include:</p> <ul style="list-style-type: none"> <li>• If they participated, why did they and what did they learn? OR</li> <li>• If they did not participate, why not? What would have encouraged participation?</li> </ul>		

## Assignments

### **Assignment #1: Learning Plan**

It is important that students embrace self-directed learning as they will need to continue this practice after they graduate. Students are required to develop a Learning Plan using the template provided in the syllabus.

**Preceptor feedback is important** to ensure the student's learning goals and objectives are appropriate and feasible. Also preceptors should reinforce the importance of self-directed learning; a component of current practice and completed by each pharmacist in compliance with the ACP Competency Requirements.

#### **Student Responsibilities**

- Students develop 3 goals; 1 involving clinical skill development, 1 involving inter-professional collaboration and 1 involving leadership development, and corresponding SMART objectives.
- Students determine indicators of progress that will inform if they are achieving their goals.
- Students must post the Learning Plan in MyCred (GOALS module) **at least 1 week prior** to the start of the placement to allow the preceptor time to review.
- During the first few days of the placement the Learning Plan should be discussed with the preceptor. The preceptor should provide feedback about the feasibility of the chosen goals; modifications may be required based on the opportunities at the practice site.
- After discussion, students will post the *revised Learning Plan*. If no changes were made, the original posting is sufficient.
- Discuss the progress achieved for the goal with the preceptor at the midpoint and end of the placement and post the updated Learning Plan into MyCred both at midpoint and end of placement.
- Areas indicated by the preceptor as "Needs Improvement" on the midpoint Student Performance Assessment should be added by the student to their midpoint Learning Plan as learning goals. This is to ensure these areas will be addressed in the second half of the placement

#### **Key Preceptor Responsibilities**

- Review the Learning Plan before the placement starts.
- Provide feedback on the feasibility and appropriateness of the goals and objectives. Suggest modifications as needed. Goals need to align with what is feasible within the practice setting.
- Review progress that student presents at midpoint and final; support and/or suggest strategies for enabling the student to achieve their goals.
- Provide feedback on the student's self-assessment ratings for their goals.

### **Assignment #2: Patient Care Plan Assignment**

Student must post 2 care plans.

1. First care plan should involve a patient with at least 2 co-morbidities and also reflect the patient population of the practice site; e.g. emerg, ambulatory clinics, long term or managed care facilities.
2. Second Care plan should focus on a care plan that was optimized through inter-professional collaboration. i.e. The assessment and recommended plan was influenced by IP team input, which enhanced patient care overall. Include in the narrative which elements of the patient database were obtained from team members.

### **Assignment #3: Professional Practice/Education Assignments**

Students must complete a minimum of 2 assignments per placement based on the activities they completed during the placement. These may include:

- Case presentation
- Developing and presenting a live educational session or written educational materials
- Delivering a journal club or teaching session
- Presenting an in-service
- Professional practice activity or project

Assignment postings should include evidence or artifacts relating to the activity completed such as slides and/or information handouts for presentations, educational sessions or information relating to the project or clinic conducted. If completed, evaluation forms should be submitted as well.

Teaching feedback forms, journal club and presentation format information and evaluation forms are posted in eClass and *syllabus*. Students should ensure the preceptor is aware of and uses the appropriate activity resources.

## Seminar Course

It is the student's responsibility to prepare for these prior to the first seminar and establish that they can connect via Adobe. It is also important that the student recognized this is a working lunch and ensure that their patients and tasks are managed effectively.

Students will attend their concurrent Seminar Course on select Wednesdays from 1200-1330 throughout Block 3 and 4 placements. Dates include:

1. Wed, January 17 (Block 3, week 2)
2. Wed, January 31 (Block 3, week 4)
3. Wed, February 21 (Block 3, week 7)
4. Wed, March 21 (Block 4, week 3)
5. Wed, April 11 (Block 4, week 6)

## APPENDIX 1: Assignment and Assessment Schedule/Checklist

This schedule can be used as a guideline.

Week	Student Activities
1-4 weeks before placement starts	Review: <ul style="list-style-type: none"> <li><input type="checkbox"/> Therapeutics as instructed by preceptor or relevant to the practice area.</li> <li><input type="checkbox"/> Syllabus: Required Reading List, objectives, assessment information, course activities and assignments.</li> </ul> Students should ensure they have: <ul style="list-style-type: none"> <li><input type="checkbox"/> corresponded with preceptor regarding: start time, dress code, parking, etc.</li> <li><input type="checkbox"/> provided their preceptor with their Netcare registration form (if applicable)</li> <li><input type="checkbox"/> started to develop the Learning Plans; post on MyCred at least 1 week prior to placement.</li> </ul>
<b>Week 1: Orientation, Create Placement Schedule, Learning Plans, Early Assessments</b>	
<b>Date:</b> _____	
Orientation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and discuss the Preceptor Feedback and the 3 Learning Plans.</li> <li><input type="checkbox"/> Review course objectives and activities.</li> <li><input type="checkbox"/> Develop preliminary schedule: plan activities and assignments.</li> <li><input type="checkbox"/> Discuss student/preceptor expectations and responsibilities.</li> <li><input type="checkbox"/> Discuss assessment processes and timelines; including informal feedback and debriefing.</li> <li><input type="checkbox"/> Tour of pharmacy/facility.</li> <li><input type="checkbox"/> Log-in to ensure Netcare access, as well as access to other on-site systems.</li> </ul>
Patient Care	<input type="checkbox"/> Discuss care plans, clinical documentation; format and process
Assessments and Learning Plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>END of Week 1:</b> Complete, submit and discuss Student and Preceptor EARLY ASSESSMENTS (RxPreceptor)</li> <li><input type="checkbox"/> Post revised Learning Plans on MyCred</li> </ul>
<b>Weeks 2: and 3 Date:</b> _____	
Patient Care	<input type="checkbox"/> Continue to provide care to patients. Develop and discuss care plans and documentation Minimum 20 patients/8 weeks.
eClass Posting Due: 9:00PM, 3rd Thursday	<ul style="list-style-type: none"> <li><input type="checkbox"/> ASSIGNMENT: First care plan must be posted by <b>9:00 PM on the 3<sup>rd</sup> Thursday</b> of the placement. Ensure preceptor review prior to posting.</li> <li><input type="checkbox"/> Discuss activities and assignments; e.g. presentation, in-service, etc.</li> </ul>
<b>Week 4: Date:</b> _____	
Patient Care	<input type="checkbox"/> Continue Patient Medication and Medical Reviews; care plans and corresponding documentation.
Mid-Point Assessments	<ul style="list-style-type: none"> <li><input type="checkbox"/> MID-POINT Assessments (RxPreceptor): Complete the midpoint Self-Assessment in preparation for the Student Performance Assessment discussion.</li> <li><input type="checkbox"/> Student Performance Assessment: midpoint; completed by preceptor; review with student.</li> <li><input type="checkbox"/> Student Evaluation of Preceptor; midpoint; and Student Self-Assessment (midpoint); discuss both with preceptor.</li> </ul>
Learning Plan	<input type="checkbox"/> Update and post the 3 Learning Plans (MyCred). Outcomes and skills that are identified by the preceptor as needing improvement should be included.
<b>Week 5 and 6: Date:</b> _____	
Patient Care	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue with Patient Reviews; care plans and documentation. Review with preceptor.</li> <li><input type="checkbox"/> Continue planning/completion of activities and corresponding assignments</li> </ul>
eClass Postings Due: 9PM, 6 <sup>th</sup> Thursday	<input type="checkbox"/> Post second care plan by <b>9:00 PM on the 6<sup>th</sup> Thursday</b> of the placement. Ensure preceptor review prior to posting.

<b>Week 7: Date:</b> _____	
Patient Care/Activities and Assignments	<input type="checkbox"/> Continue with patient reviews; should be close to or exceed the minimum of 20 patients. <input type="checkbox"/> Ensure activities are completed. To allow for "redos" if required.
<b>Week 8: Date:</b> _____	
Finalize activities and assignments	<input type="checkbox"/> Review activities and assignments to ensure all have been completed and posted. (Professional Practice and Education Assignments). <input type="checkbox"/> Update and submit the final Learning Plans on MyCred. <input type="checkbox"/> Ensure continuity of care is communicated to patient pharmacy team.
FINAL Assessments (RxPreceptor)	<input type="checkbox"/> Final Student Performance Assessment and Placement Grade; completed by preceptor; reviewed with student. <input type="checkbox"/> Student Self-Assessment (final): discuss with preceptor.
Posting of Assignments	<input type="checkbox"/> All assignments are to be posted by last day of placement on eClass <input type="checkbox"/> Post the finalized Learning Plans on MyCred <input type="checkbox"/> Submit Preceptor Awards form; form emailed to students <input type="checkbox"/> Post Rotation Survey (RxPreceptor); submit AFTER leaving site; due 48 hours after placement completion
Surveys	<input type="checkbox"/> Anonymous Student Survey (survey link emailed to student)

## APPENDIX 2: On-Campus PharmD for BScPharm Students Courses

(Taken in spring/summer after year 3, and prior to experiential placements.)

Course Name	When Taken	Course Description
Pharm 531: Critical Analysis of Evidence in Practice	Spring/summer after Y3	Apply the evidence-based clinical practice process by searching for best evidence, critically appraising and applying the evidence, incorporating patient values and clinical expertise to manage a patient's medication therapy.
		<ul style="list-style-type: none"> <li>• Randomized Controlled Trials                             <ul style="list-style-type: none"> <li>○ Superiority Trials</li> <li>○ Non-inferiority Trials</li> </ul> </li> <li>• Clinical Practice Guidelines</li> <li>• Systematic Reviews and Meta-analysis</li> <li>• Observational Research</li> <li>• Qualitative Research</li> <li>• Diagnostic Studies</li> </ul>
Pharm 532: Patient Assessment		<p>Topics covered:</p> <ol style="list-style-type: none"> <li>1. Symptom Assessment</li> <li>2. Anemia Assessment</li> <li>3. Liver and Kidney Function Assessment</li> <li>4. Pharmacokinetic Assessment (ex: tacrolimus, phenytoin, tobramycin, vancomycin; PK implications with IV/po conversion, missed doses, time to reach SS).</li> <li>5. Infectious Disease Assessment</li> <li>6. Mental Health Assessment</li> <li>7. Skin Assessment</li> <li>8. HTN and HF assessment</li> <li>9. COPD and Asthma Assessment</li> </ol>
Pharm 547: Advanced Therapeutics, Collaboration and Professional Learning	<p>Therapeutic topics include:</p> <ol style="list-style-type: none"> <li>1. CV Risk reduction - primary prevention lipid &amp; HTN management</li> <li>2. DM - oral, novel, insulin, comorbidity management</li> <li>3. HF (geriatrics) - deprescribing, MAID (medical assistance in dying) discussion</li> <li>4. Asthma (pediatrics)</li> <li>5. Mental Health – depression</li> <li>6. Substance Use Disorder - oral opioids</li> <li>7. Infectious Diseases - Staph aureus</li> </ol> <p>Cases 1-3 are in one South Asian patient; Cases 5-7 are in one young Indigenous patient. Focus of the course is collaboration (Team Based Learning pedagogy), confidence in decision making, monitoring/follow up with "what's next" as well as considering the broader picture (ie, cultural issues).</p>	
Pharm 538/539: PharmD Seminars	Fall and winter terms in Y4	<ul style="list-style-type: none"> <li>• Capstone courses - 1 credit each, taken concurrently across each term of ExEd</li> <li>• Designed to evaluate students' ability to integrate knowledge and skills in pharmacy practice.</li> <li>• Provides a forum for students to integrate experience gained through coursework with experiential learning.</li> <li>• Sample activities:                             <ul style="list-style-type: none"> <li>○ Educating peers: oral presentations</li> <li>○ Creation of a professional portfolio</li> <li>○ Reflection, self- and peer-assessment</li> </ul> </li> </ul>
Experiential Education Courses	Fall or winter term; must take all 4 courses	<p>Pharm 426: Community Practice Placement (8 weeks)</p> <p>Pharm 428: Acute Care/Inpatient Hospital Placement (8 weeks)</p> <p>Pharm 536: Selective in Patient Care (8 weeks)</p> <p>Pharm 537: Specialty Practice Experience (8 weeks)</p>

## APPENDIX 3: PHARM 536 Student Performance Assessment

This table outlines the behaviours and outcomes that students will be assessed on by the preceptor at the midpoint and final points of the placement. 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/knowledge. The skills and behaviours associated with each outcome define expectations for this placement.

OUTCOME	BEHAVIOURS
<b>Professional</b>	
1. Displays professional behaviour	<ul style="list-style-type: none"> <li>• Displays honesty, integrity, and commitment.</li> <li>• Respects patients/other team members and does not engage in distracting behavior.</li> <li>• Is well groomed and wears clothing and attire that is appropriate for the practice setting.</li> </ul>
2. Demonstrates professional responsibility and accountability	<ul style="list-style-type: none"> <li>• Fulfills their professional commitments and assignments in a diligent and timely manner.</li> <li>• Accepts responsibility for his/her recommendations.</li> <li>• Prioritizes activities to fulfill all responsibilities in a timely manner.</li> <li>• Is punctual.</li> <li>• Responds to and incorporates feedback on ways to improve.</li> </ul>
3. Demonstrates initiative and self-directed learning	<ul style="list-style-type: none"> <li>• Takes initiative to learn, enhance skills and integrate knowledge and skills (i.e. maximizes learning opportunities).</li> <li>• Evaluates their skills and knowledge to identify areas for continuing professional development. (i.e. development of Learning Plan, with progress updates and addition of new goal(s) as appropriate).</li> <li>• Seeks and interprets feedback to identify deficits or strengths in competence/performance.</li> </ul>
<b>Communicator</b>	
1. Demonstrates effective non-verbal and verbal communication skills	<ul style="list-style-type: none"> <li>• Speaks clearly and effectively.</li> <li>• Uses appropriate language, tone and pace.</li> <li>• Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions)</li> <li>• Engages in and manages 2-way conversations with patients/caregivers.</li> <li>• Listens effectively.</li> <li>• Demonstrates the appropriate level of confidence.</li> </ul>
<b>Care Provider</b>	
1. Develops and maintains professional relationships with patients/care givers	<ul style="list-style-type: none"> <li>• Engages patient independently. (when appropriate)</li> <li>• Exhibits sensitivity, respect and empathy with patients and care givers.</li> <li>• Identifies/responds to patient cues.</li> <li>• Establishes goals in collaboration with the patient. (when appropriate)</li> <li>• Determines when it is ethically and professionally appropriate to involve caregivers and/or family members.</li> </ul>
2. Gathers relevant medical and medication history	<ul style="list-style-type: none"> <li>• Appropriately utilizes multiple sources of patient information (e.g. Netcare, patient/caregiver, patient profile/chart, other healthcare providers).</li> <li>• Employs effective interviewing techniques (e.g. appropriate open and closed ended questions, uses motivational interviewing when appropriate).</li> <li>• Employs a systematic process to gather data accurately based on the Patient Care Process document.</li> <li>• Gathers and interprets relevant data; e.g. past medical and medications history, lab tests and diagnostic assessments.</li> <li>• Completes appropriate physical exam when applicable (e.g. blood pressure assessment).</li> </ul>

OUTCOME	BEHAVIOURS
	<ul style="list-style-type: none"> <li>• Synthesizes data to complete a patient history.</li> <li>• Clarifies and manages conflicting data <i>seeking support when necessary.</i></li> </ul>
3. Determine medical conditions and assess if the patient's medication-related needs are being met	<ul style="list-style-type: none"> <li>• Evaluates patient's medications for indication, efficacy, adherence and safety.</li> <li>• Determines whether a patient's medications are achieving the desired goals.</li> <li>• Prioritizes medication-related needs based on urgency and patient preferences.</li> <li>• Identifies all medical conditions and determines those where medication needs are not currently being addressed.</li> </ul>
4. Develops a care plan that addresses medication and health needs	<ul style="list-style-type: none"> <li>• Establishes relevant and realistic goals.</li> <li>• Uses a systematic approach to develop care plans including for patients with multiple co-morbidities.</li> <li>• Seeks guidance for complex problems or areas with poorly defined evidence.</li> <li>• Generates a realistic set of alternatives and assesses the pros and cons before making a decision.</li> <li>• Develops a safe and effective plan (recommendations, monitoring and follow-up), including decisions regarding specific actions for managing patient needs. (e.g. dispense, adapt, prescribe, refer, etc.)</li> <li>• Provides rationale for the chosen plan.</li> </ul>
5. Implements the care plan when appropriate	<ul style="list-style-type: none"> <li>• Implements and adapts plan (if needed) with team and patient/caregivers. <i>Preceptor support may be required depending on complexity of patient.</i></li> <li>• Undertakes the actions specified.</li> <li>• Educates the patient on both non-pharmacological. (e.g. lifestyle) and pharmacological recommendations.</li> <li>• Initiates and completes seamless care activities when appropriate.</li> </ul>
6. Follow-up and evaluate as appropriate	<ul style="list-style-type: none"> <li>• Determines follow-up process and timelines required including who is responsible.</li> <li>• Provides follow up if possible.</li> <li>• Interprets follow-up information and modifies plan if needed.</li> </ul>
7. Documents patient information gathered in an appropriate manner	<p>Documentation:</p> <ul style="list-style-type: none"> <li>• Is written using an organized process. (i.e. DAP [Data, Assessment and Plan])</li> <li>• Has focus/clear intent or purpose.</li> <li>• Includes relevant information and appropriate level of detail</li> </ul>
<b>Collaborator</b>	
1. Works effectively with members of the team including patients and their families, pharmacy colleagues and individuals from other professions.	<ul style="list-style-type: none"> <li>• Establishes and maintains positive relationships</li> <li>• Recognizes and respects the roles and responsibilities of team members.</li> <li>• Join with others in respectful, effective shared decision-making.</li> <li>• Contributes to optimize team functioning.</li> </ul>
<b>Scholar</b>	
1. Demonstrates the fundamental knowledge required for pharmacists	<ul style="list-style-type: none"> <li>• Has minimal gaps in therapeutic knowledge required to provide patient care.</li> <li>• Uses experience(s) and knowledge gained in the placement to better manage patients.</li> </ul>
2. Uses evidence based processes to provide drug information and recommendations	<ul style="list-style-type: none"> <li>• Determines appropriate search terms for a given question.</li> <li>• Uses multiple and appropriate sources to gather information (e.g. guidelines, primary, secondary and tertiary sources).</li> <li>• Documents and references recommendations where applicable.</li> </ul>

OUTCOME	BEHAVIOURS
	<ul style="list-style-type: none"> <li>• Critically analyzes information and demonstrates clinical judgment.</li> <li>• Responds with an appropriate recommendation based on analysis of evidence/information.</li> </ul>
3. Integrates clinical judgment and critical thinking	<ul style="list-style-type: none"> <li>• Completes learning to address new clinical situations.</li> <li>• Under conditions of uncertainty, weighs the pros and cons of alternatives to make decisions; <i>may require preceptor support.</i></li> <li>• Logically defends recommendation(s).</li> <li>• Anticipates the outcome of decisions and actions.</li> </ul>
<b>Advocacy and Leadership</b>	
1. Promotes the health of individual patients, communities and populations	<ul style="list-style-type: none"> <li>• Facilitates patient's interaction with the health care system through advice, education and/or guidance <i>with minimal preceptor guidance.</i></li> <li>• Integrates health promotion into patient care (e.g. encourages vaccinations, smoking cessation, lifestyle changes, self-monitoring of medical conditions)</li> <li>• Student promotes the role of the pharmacist in patient care</li> </ul>

## APPENDIX 4: 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.

Orientation Activity	√
<b>1. Professional Discussions</b> <ul style="list-style-type: none"> <li>• Preceptor's practice experience and interests</li> <li>• Feedback and communication; including preceptors preferred method of contact</li> <li>• Student/preceptor responsibilities and expectations; including preceptor review of assignments, provision of feedback and students submission of assignments or documentation for review</li> <li>• Practice expectations; patient confidentiality, dress and appearance policies</li> <li>• Pharmacy/facility information regarding policies and procedures, including patient and staff safety</li> <li>• Information regarding professional and pharmacy activities</li> <li>• Review Student's Skills Inventory and Learning Goal (student to post on MyCred Goals module at least 1 week prior to placement)</li> </ul>	 _____ _____ _____ _____ _____ _____ _____
<b>2. Course Discussions; review course syllabus</b> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Activities; patient care, presentations, in-services, projects, etc.</li> <li>• Assignments</li> <li>• Assessment process; review forms (Student Performance Assessment in syllabus) and timing</li> <li>• Discuss student/preceptor responsibilities and expectations</li> <li>• Review preliminary student schedule</li> </ul>	 _____ _____ _____ _____ _____ _____
<b>3. Pharmacy Practice</b> <ul style="list-style-type: none"> <li>• Practice specialties and characteristics</li> <li>• Site resources and learning opportunities</li> <li>• How will the student be involved in patient care</li> <li>• Provide samples of forms used, documentation policies and procedures</li> </ul>	 _____ _____ _____ _____
<b>4. Practice Environment</b> <ul style="list-style-type: none"> <li>• Guided tour of practice environment; dispensary, offices</li> <li>• Introduction to staff; include roles and how they will be involved with student experience</li> <li>• Library, drug information and other resources</li> <li>• Student workspace</li> <li>• Staff cafeteria, coffee area, lockers, washrooms, etc.</li> </ul>	 _____ _____ _____ _____ _____
<b>5. Technology orientation</b> <ul style="list-style-type: none"> <li>• Computer order entry systems</li> <li>• Phone, fax, internet</li> </ul>	 _____ _____
<b>6. Other</b>	    