

PHARM 537: Advanced Pharmacy Practice Experience – Mandatory Elective  
**Preceptor Quick Reference Guide**

This guide is designed to provide you with links and quick information that will be helpful when precepting your Pharm 537 student.

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## What's *New* in Pharm 537?

1. Assessment processes/forms have been updated
  - a. The Student Performance Assessment (midpoint and final) has been updated to reflect the new [Association of Faculty of Pharmacy \(AFPC\) Educational Outcomes](#) published in 2017.
  - b. The Student Self-Assessment has been updated, with the intent that students can provide more informative ratings about their perceived progress at midpoint and final during the placement.
2. The PharmD for BScPharm Students (PBS) program requires students to be co-enrolled in a Seminar Course when they are also in experiential education courses. In the past, student groups were asked to meet for seminar course activities on a specific day. The new format allows students to schedule their meetings within a 1 week timeframe.

## Quick Links

- [Pharm 537 Course Syllabus and Modifiable Calendar Template](#)
- [Undergraduate Experiential Education Policy and Procedure Manual](#)
- [Faculty Preceptor Webpage](#)

## Planning for the Placement

- Review course syllabus and/or this quick reference guide,
- Watch the preceptor course overview podcast [here](#) (scroll down table to Pharm 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.
- Review the on-campus courses the students have taken in year 4 prior to this placement ([see Appendix 1](#)).
- Within week before placement starts, review student's first draft of Learning Plan (posted in CORE under Student Requirements, located on your dashboard once you select your student(s)).
- For patient care placements, review [Appendix 2](#) which outlines clinical expectations for students in their care provider role as they progress through placements 1-4.

## 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 new Absence Tracking feature in CORE ELMS. Students must record an intended absence in CORE ELMS and the preceptor will receive an email noting the absence and be required to confirm or deny the request on-line.

- *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:* In the case of illness, 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 the UofA on-campus flu clinic, lab facilitation (for one day per placement block), conferences 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 developments activities that exceeds 1 day needs to be made up.  
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, 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 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.

## Resources for Students

Student Wellness is important. If you feel your student is experiencing difficulty, many resources are outlined for them on our [Student Services Wellness Resources webpage](#). This includes access to AB province-wide resources.

## Assessment Procedures and Information

- All assessments are completed and submitted through CORE ELMS.
- After logging in, the evaluation tab is in the green column on the left side of the screen.
- To allow for preparation by preceptors, assessments can be viewed in CORE ELMS at least 1 week prior to the start of the placement. Instructions are outlined at the top of the Student Performance Assessment.
- An overview of assessments and procedures, as well as a FAQ document, is on [our website here](#). This information will help you in completing assessments.
- If you have difficulties accessing or submitting assessments, contact: [phexed@ualberta.ca](mailto:phexed@ualberta.ca).
- An [Assignment/Assessment Checklist](#) is located on page 7.

This course has 2 different assessments, pending the type of practice setting. The correct assessment form should be linked to your student. The 2 types are:

1. Patient Care or Combination of Patient Care and Non-Patient Care – corresponds to Form A/C assessment
2. Non-Patient Care - corresponds to Form B assessment
3. The criteria for each outcome is in CORE ELMS (on-line) and is also in the [course syllabus](#).

## 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.

## Assessment 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; "save" before exiting or information will be lost.
- Once the completed assessment is submitted, it is visible to the student being assessed.
- 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 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 CORE ELMS)

Assessment/ Evaluation	Submission Timeframe	Submitted by	Comments
Student Self-Assessments (SSA) (completed twice)	Midpoint and end of placement	Student	- Midpoint should be submitted 2-days prior to the Midpoint Assessment discussions to allow time for preceptor review. - For Final SSA, student should complete and be prepared to discuss at final assessment.
Student Performance Assessment MIDPOINT	End of week 4	<b>Preceptor</b>	- 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.
Student Evaluation of Preceptor and Site – MIDPOINT	End of week 4	Student	- Students must discuss with preceptor after discussion of the Student Performance Assessment
Student Performance Assessments – FINAL Recommend Final Placement Mark	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 – FINAL	End of week 8	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

## Assignments and Activities

Completion of course activities is the responsibility of the student, with preceptor guidance to arrange for various opportunities and to identify appropriate learning opportunities. There are course discussions, and students need to make sure they schedule time with their preceptor(s) to have these. A guidance document is provided for students in eClass (their on-line course management system).

### **Assignment #1:**

#### **Learning Plan**

Students are required to develop a Learning Plan using the template provided in the syllabus. Once developed, the student will post it to Student Requirements in CORE ELMS for his/her preceptor (or co-preceptor team) for review 1-week prior to start of placement. In consultation with the preceptor(s), the student will refine and finalize the components of the Learning Plan by the end of week 1 of the placement. The revised plan should be posted in CORE ELMS. At midpoint and final, progress updates must be added, and the newest version re-reported to CORE ELMS.

**Preceptor feedback is important** to ensure that student's learning goals and objectives are appropriate and feasible. Also preceptors can reinforce the importance of self-directed learning and the expectation that students update their progress at midpoint and final in their learning plan is encouraged.

#### **Key Student Responsibilities**

- Students develop 3-4 goals (no more than 4).
- Students determine strategies to achieve each, as well as indicators of progress that will inform if they are achieving their goals.
- Students must post a *revised Learning Plan* when progress updates are added (at midpoint and final). The Skills Inventory does not need to be updated at midpoint and final, just the learning plan.
- 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. 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.

#### **Additional Assignments**

Specific placement activities and assignments will be determined between student and preceptor. The Site Description for each elective placement setting outlines the Learning Objectives appropriate for the practice setting. Should presentations be required as part of the placement, rubrics for the following types of presentations are located in eClass and can be used during the placement:

- Case presentation
- Journal Club presentation
- General presentation
- Education Session – Feedback Form

An [Assignment/Assessment Checklist](#) is located on page 7.

## Student Scheduled Activities/Opportunities

### Seminar Course

Students will attend Seminar Course on select weeks throughout each Block of placements. Dates include:

- Block 1: Weeks 2, 4, and 8
- Block 2: Weeks 2 and 6
- Block 3: Weeks 2, 4 and 7
- Block 4: Weeks 3 and 6

Students will be responsible for letting you know if they will be participating in these during the work day (typically over lunch hour).

### Lab Facilitation By Students

Students may participate in one Skills Lab at the faculty (students in Edmonton only) across the placement, and this provides them with skills in teaching and providing feedback. If students sign up for a lab, they are responsible to let preceptor(s) know which date they will be at the faculty.

## Assignment and Assessment Schedule/Checklist

Week	Planning/Assessments/Assignments
1-4 weeks before placement starts	<input type="checkbox"/> Review syllabus: course expectations, activities and assignments. <input type="checkbox"/> In week prior to student arriving, review Skills Inventory/Learning Plan posted by your student. This is in Student Requirements in CORE ELMS (formerly RXpreceptor) <input type="checkbox"/> Correspond with student regarding: start time, dress code, parking, etc. <input type="checkbox"/> Develop preliminary schedule for placement. (Use modifiable calendar template, <a href="#">posted on Faculty website under Pharm 537</a> ) <input type="checkbox"/> Determine if IT access, and any other required accesses, is established for your student.
<b>Week 1: Orientation to Practice Site</b>	
Orientation (see Orientation Checklist, Appendix 6)	<input type="checkbox"/> Review items on orientation checklist (Appendix 3) <input type="checkbox"/> Discuss student-prepared Skills Inventory, prior feedback and Learning Plan, and your learning objectives and activities. <input type="checkbox"/> Review preliminary schedule: plan activities and assignments and add to schedule as needed. <input type="checkbox"/> Discuss expectations for feedback process and timelines. <input type="checkbox"/> Tour practice setting.
Early Check-In	<input type="checkbox"/> <b>END of Week 1:</b> Discuss how things are going from both preceptor/student perspectives. Clarify any questions. Review schedule and expectations for balance of placement.
<b>Week 4: Date:</b> _____	
Midpoint Assessments and Evaluations	<input type="checkbox"/> Review MID-POINT Student Performance Assessment (in CORE ELMS) with student. <input type="checkbox"/> Student will discuss Student Evaluation of Preceptor/Site and Student Self-Assessment
Learning Plan Progress Update	<input type="checkbox"/> Student to share progress achieved in Learning Plan, including self-assessment rating. Student will incorporate new goals or update/refine existing ones as appropriate.
<b>Week 8: Date:</b> _____	
Final Assessments and Evaluations	<input type="checkbox"/> Review Final Student Performance Assessment with student and recommend the Placement Grade. <input type="checkbox"/> Student will discuss Student Evaluation of Preceptor/Site and Student Self-Assessment
Learning Plan Progress Update	<input type="checkbox"/> Student to share progress achieved in Learning Plan, including self-assessment rating.
Complete Anonymous Course Survey	<input type="checkbox"/> Anonymous Preceptor Course Survey (survey link emailed to preceptor)

## APPENDIX 1 - 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 steady state).</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 – <a href="#">see dates page 6</a>	<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>○ Participation in the ACP Continuing Competency Portfolio process</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: Mandatory Elective Practice Experience (8 weeks)</p>



## APPENDIX 2 – Clinical Expectations for Care Provider Role for PBS PharmD Students Across Y4 Experiential Courses: Guidance for Preceptors and Students

During 4<sup>th</sup> year, students in PBS program complete **three 8-week clinical experiences**, and **one 8-week specialty elective/professional practice experience** that may or may not be in a patient care setting. The order these are completed will vary for each student. This table is to guide expectations from initial to final placement **for the Care Provider role**. Students are expected to improve across their final year placements and:

- Integrate/apply their knowledge using a systematic patient care process
- Increase proficiency, clinical judgment, confidence and complexity of care by the final placement.

GUIDING PRINCIPLES:	
<ol style="list-style-type: none"> <li>1. As each placement progresses, and similar patient scenarios are encountered, students are expected to incorporate knowledge/skills and provide care with more confidence. Initially, complex patients may require more preceptor support.</li> <li>2. By the end of APPE 3/4, students should demonstrate competence to apply foundational knowledge and skills to effectively manage patients with common medication therapy problems.</li> <li>3. Students are expected to embody and demonstrate the attitude and behaviours of a pharmacist, and integrate required skills to enable them to achieve the expectations of their care provider role (such as effective communication, demonstrating professionalism, etc).</li> <li>4. Students are expected to identify areas for development across placements and incorporate this into their Learning Plans. Furthermore, they should come prepared and ready to learn (for example: read recommended materials, demonstrate initiative).</li> </ol>	
APPE (Advanced Pharmacy Practice Experience) 1 and 2	APPE (Advanced Pharmacy Practice Experience) 3 and/or 4
<p><b><i>For assigned patients, students should:</i></b></p> <ul style="list-style-type: none"> <li>● Gather data completely and accurately.</li> <li>● Identify and prioritize DRPs/patient needs (may need support with prioritization),</li> <li>● Recognize and integrate relevant patient-specific factors into pharmacotherapy work-up and care planning; support may be required, especially in weeks 1-4 of each placement.</li> <li>● Develop an acceptable care plan (emphasis on process).</li> <li>● Justify recommendations/decisions; clinical judgment will require support, especially initially, but should improve with experience               <ul style="list-style-type: none"> <li>○ Consult literature/references to support rationale.</li> </ul> </li> <li>● Implement care plan and undertake appropriate actions               <ul style="list-style-type: none"> <li>○ Includes adapting, initiating, renewing/continuing, discontinuing, referral, etc.</li> </ul> </li> <li>● Provide accurate and appropriate patient education for common conditions; may need support tailoring and/or researching information for less common conditions/medications.</li> <li>● Document using DAP or consult format; may require coaching to ensure consistent with the practice; adapts appropriately to practice setting.</li> <li>● Fulfill commitment for follow-up as appropriate.</li> <li>● Present patients verbally in acceptable manner; may need coaching with format and content; confidence builds over placement.</li> <li>● Increase knowledge of disease states relevant to practice setting, and develop confidence applying knowledge.</li> </ul>	<p><b><i>Building upon the skills practiced in APPE 1 and 2, students should:</i></b></p> <ul style="list-style-type: none"> <li>● Increase confidence and proficiency with patient care.</li> <li>● Identify and prioritize commonly encountered DRPs.</li> <li>● Prioritize patient needs appropriately</li> <li>● Integrate patient specific factors into decision-making with minimal prompting</li> <li>● Develop acceptable care plans (emphasis on quality and appropriateness of patient care recommendations).</li> <li>● Defend recommendations with confidence.</li> <li>● Demonstrate ability to make prescribing decisions, when appropriate.</li> <li>● Provide accurate and complete patient education, identifying when additional information is required and proactively seeking this.</li> <li>● Document information in appropriate manner, with minimal assistance.</li> <li>● Complete verbal patient presentations concisely and confidently.</li> <li>● Readily identify knowledge gaps and seek to find answers, and review with preceptor to verify understanding.</li> </ul>

### APPENDIX 3: 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 student’s 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>• Discuss student-prepared Skills Inventory, prior feedback and Learning Plan</li> </ul>	 _____ _____ _____ _____ _____ _____ _____
<b>2. Course Overview: review course syllabus</b> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Activities: patient care (in applicable), projects/assignments, presentations, etc.</li> <li>• Assignments (as determined between preceptor and student)</li> <li>• Assessment process: review each assessment in CORE ELMS and timing</li> <li>• Discuss student/preceptor responsibilities and expectations</li> <li>• Review preliminary student schedule; modifiable calendar available on <a href="#">website</a> under Pharm 537.</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 various activities across placement?</li> <li>• Provide samples of forms/processes used, documentation policies and procedures</li> </ul>	 _____ _____ _____ _____
<b>4. Practice Environment</b> <ul style="list-style-type: none"> <li>• Guided tour of practice environment/setting</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>• Eating 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>	    