UNIVERSITY OF ALBERTA
FACULTY OF PHARMACY AND PHARMACEUTICAL SCIENCES

PHARM 537
COURSE OUTLINE and SYLLABUS

Winter 2018
PHARM 537 Advanced Pharmacy Practice Experience – Specialty Elective
Course weight: *8

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Policy about course outlines can be found in
Course Requirements, Evaluation Procedures and Grading
of the University Calendar

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Course Description

This 8-week elective is intended to give students an opportunity to expand their knowledge and skills in other areas of professional practice, including patient care and non-patient care settings. Students will be responsible for developing their own learning plan and demonstrating how they have achieved their goals. The learning plan will be finalized after preceptor review.

Practice settings in which this elective may occur include, but are not limited to: Academic Setting (teaching or projects), Advocacy/Professional Associations, Administration/Leadership/Management, Clinical Practice (various settings), Compounding, Drug Use Evaluation/Drug Stewardship, Health Policy/Government Services, Knowledge Translation, Practice Innovation, or Research (Practice- or Lab-based).

Course Prerequisites: Pharm 316, Restricted to PharmD for BScPharm students.

Course Objectives

The student is expected to demonstrate competencies of professionalism, communication, care provider, scholar, and collaborator as appropriate and applicable to the practice setting. The student will develop learning goals, with specific learning objectives, and indicators of progress to individualize his/her learning experience; finalization of the learning plan will occur after consultation with the preceptor. Students will be responsible for updating their progress on achieving their learning objectives across the placement, including providing a self-assessment rating at both midpoint and final. Students will also be required to meet the learning objectives as outlined in the preceptor's Site Description for the elective practice setting chosen.

The course is designed to develop the following ***knowledge, skills and attitudes***:

Knowledge:

- Application of the knowledge required of pharmacists in the practice setting

Skills:

- Competency in verbal, non-verbal, and written communication (as applicable to the placement setting)
- Integration of critical thinking, sound judgment and evidence based medicine into practice (as applicable to the placement setting)
- Provide care utilizing the patient care process (for electives in clinical settings)
- Function effectively as a member of a team
- Apply scholarly skills such as teaching and principles of scientific inquiry (as applicable to the placement setting)
- Develop a learning plan and track progress across the experience

Attitudes:

- Professional behavior, responsibility, and accountability
- Initiative and self-directed learning

Required Reading

1. For detailed information on course requirements, students must review the Undergraduate Experiential Education Policies and Procedures Manual. They are also outlined on the website here.
2. Listen to CSHP's webinar entitled "Goals and Objectives – What's the Difference Anyways?" This is a helpful resource for preparing your Learning Plan as it provides a nice overview of goals, objectives and how to approach writing them. Go to webinars, scroll down to the topic; May 21, 2014. It is suggested that the handout be printed and reviewed (listening to the webinar is optional). Focus on slides 11-39.

Recommended Resources

The following websites may be used as references for course assignments (Learning Plan and Participation in Continuing Competence Program).

Alberta College of Pharmacists

- Continuing Competence Program Guide:
  - https://pharmacists.ab.ca/sites/default/files/CompetenceProgramGuide.pdf
- Continuing Competence Program Requirements:
  - https://pharmacists.ab.ca/ccp-requirements

AFPC Educational Outcomes 2010 (Anticipated update 2017)
NAPRA Professional Competencies for Pharmacists at Entry to Practice (2014)
Blooms Taxonomy

Prior to the placement:

- Students should ask their preceptor about references and resources that should be brought to the placement site or pre-readings that should be completed prior to the placement.
- The following article will also provide strategies for success: Jackson LD. Strategies pharmacy students can use to ensure success in an experiential placement. Can Pharm J 2015; 148:308-13.

Other Required Materials

Students are required to wear their Faculty identification at all times when they are in the practice environment. Students are required to have a lab coat and should be prepared to wear it (if deemed appropriate based on setting) while on placement.

Technology Requirements

Personal Laptop Computers

Students may be asked to bring personal lap tops to placement sites to use for non-patient care activities.

eClass

Students must routinely access eClass to obtain course information, resources and tools. Assignments will be posted in eClass.

RxPreceptor

Students must complete placement and course evaluations in RxPreceptor. If assistance is required with RxPreceptor, contact phexed@ualberta.ca

MyCred

Students must develop a MyCred professional portfolio. The Learning Plan will be posted in MyCred (linked to RxPreceptor, *to allow for preceptor access*) under the GOALS module. MyCred can be accessed on the RxPreceptor landing page, at the bottom of the grey column on left side of the page. Students should be contributing to and updating their e-portfolios as they complete their experiential education courses.

Netcare

For information on obtaining Netcare (if required), see the Undergraduate Experiential Education Policies & Procedures Manual.

Additional course fees

Students are expected to travel within the province to complete their experiential education course requirements. Costs associated with the travel, accommodation or additional placement site requirements are the responsibility of the student.

Course Schedule

This course is offered in Winter term. Students must register for the course in the term that the placement is scheduled to occur in accordance with University Policies outlined in the Calendar.

The Placement Dates are as follows:

1. Jan 8 – March 2, 2018
2. March 5 – April 27, 2018

Placement Selection and Scheduling:

- Students will be provided with a list of available elective opportunities in a variety of practice settings. Non-patient care opportunities will have a brief description of the practice setting and the learning objectives to be achieved there as developed by the preceptor(s). For patient care electives, students will be expected to demonstrate the same patient care objectives as with Pharm 536. As with other experiential education courses, students will be able to rank elective options, and matching will occur via a lottery system within RxPreceptor.

- Students are required to be self-aware of possible conflicts of interest when ranking a PHARM 537 placement site. Students should choose a placement site and preceptor that fosters an unbiased and constructive learning environment.

- Students enrolled in PHARM 538/539 Integrating Seminars are expected to be away from the placement site to attend PHARM 538/539 Seminars. Please refer to PHARM 538/539 syllabi for exact dates.

Note: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances

Grading

Pharm 537 is a Credit/No Credit course. To pass the course, students must receive a "pass" on their final Student Performance Assessment *(see Appendix 1, 2 or 3, pending the type of elective)* from their preceptor at the end of the course, complete all course requirements in a satisfactory manner and complete all required assessments (*see information below).* The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the submitted assessments and assignments.

Students at Risk

If at any time, the preceptor or student has a concern about the student's performance or ability to pass the course, they should contact the Course Coordinator. The Course Coordinator must be contacted if any outcomes are rated as **Not Meeting an Acceptable Level of Performance** or more than 3 outcomes are rated **Needs Improvement to Reach an Acceptable Level of Performance** on the Midpoint Assessment of Student Performance.

Assessment Information

There are three types of assessments in the course: **Summative**, **Formative**, and **Course Evaluation**. All assessments will be completed on-line using RxPreceptor. Information on each is below.

1. Summative Assessment

The purpose of the summative assessment is to facilitate the final decision on the extent to which students have achieved the learning objectives for the course. There is one summative assessment in the course at the end of the placement called the Final Student Performance Assessment, which is completed by the preceptor.

- **Final Student Performance Assessment**.

The outcomes assessed are variable based on the type of placement:

Patient Care Setting **(Appendix 1 - Form A)** Performance outcomes include: ○ Professionalism (3) ○ Communication (2) ○ Scholar (3) ○ Care Provider (6) ○ Collaboration (1) ○ Learning Objectives determined by preceptor (as in Site Description) (1)	Non-Patient Care **(Appendix 2 - Form B)** Performance outcomes include: ○ Professionalism (3) ○ Communication (2) ○ Scholar (4) ○ Collaboration (1) ○ Leader-Manager (1) ○ Learning Objectives determined by preceptor (as in Site Description) (1)	Combination of Patient Care and Non-Patient Care **(Appendix 3 - Form C)** Performance outcomes include: ○ Professionalism (3) ○ Communication (2) ○ Scholar (3) ○ Care Provider (6) ○ Collaboration (1) ○ Learning Objectives determined by preceptor (as in Site Description) (1)

Preceptors indicate students level of achievement of the outcomes using the following scale:

Not Meeting an Acceptable Level of Performance –student has significant difficulty or deficits on the skills and behaviours associated with this outcome.	**Needs Improvement to Reach an Acceptable Level of Performance** – student needs improvement on the skills and behaviours associated with this outcome.	**Meets an Acceptable Level of Performance** –student is performing as expected on the skills and behaviours associated with the outcome.	**Exceeds an Acceptable Level of Performance** – student is performing better than expected on the skills and behaviours associated with the outcome.

******IMPORTANT*****

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 ***Professionalism*** outcomes **AND**
2. **Have no more than 3 (maximum of 2 for *Care Provider*) 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. Preceptor supervision is important, especially early in the placement, with graduated independence for various activities as competence is demonstrated. The individual behaviours for each of the

outcomes assessed in Pharm 537 Forms A, B or C are listed in *Appendices 1, 2 and 3*.

The Undergraduate Experiential Education Policy and Procedure Manual has more information about assessment and evaluation including students at risk, placement mark, course grade and failed clinical placements. Please refer to this document for more details.

2. Formative Assessments

The purpose of the formative assessments is to support the provision of specific feedback to students that can be used to improve learning. They are also used to provide specific feedback to preceptors that can be used help improve their ability to instruct and guide student learning.

▪ Student Self-Assessment (SSA)

A SSA is completed by the student and shared/emailed to the preceptor (or co-precepting team) 2-days prior to the scheduled midpoint during the placement. In this assessment, students rate their perceived level of ability on the same outcomes assessed on the midpoint assessment using the following scale:

Needs Improvement	Meeting an Acceptable Level of Performance	Exceeding an Acceptable Level of Performance

This SSA provides an opportunity for students to identify and acknowledge their skills and abilities at the midpoint of the placement which assists with identifying areas that are strengths and those which require more attention. It is important that students are honest about their perceived strengths and areas for improvement. This information forms the basis for discussions with the preceptor at the midpoint, and allows the preceptor to compare how the student is performing compared to the preceptor's assessment. The list of behaviours associated with each outcome *(Appendix 1, 2 or 3)* should be used as a basis for the self assessment. Students may also provide written comments summarizing their areas of concern on the SSA. It is important that students are familiar with the areas to be assessed prior to starting the placement.

▪ Preceptor and Student Early Assessments

The purpose of this assessment is to identify and address concerns early in the hope that discussion will provide a resolution to any early identified concerns and to promote a positive start to the placement.

- These assessments are to be completed and submitted using RxPreceptor by the preceptor *and* student **at the end of the first week.** The preceptor completes the "Early Assessment of the Student" and the student completes the "Early Assessment of the Preceptor".
- If there are concerns, the student and preceptor are offered the option to discuss the assessment and may indicate if they would like to be contacted by a Faculty member.

▪ Midpoint Student Performance Assessment

Around the midpoint of the course (160 hours), the preceptor will complete the midpoint Student Performance Assessment to assess and provide feedback to the student about how course objectives are being met so far. This assessment is important to ensure the student is aware of their progress, by indicating areas of strength and areas that require improvement.

The format of the Midpoint Student Performance Assessment is the same as the final assessment. Preceptors rate students on each of the outcomes using the same rating scale shown above under the Final Student Performance Assessment. These ratings in combination with the midpoint student self-assessment serve as a basis for the preceptor to identify goals and expectations for the remainder of the placement. The preceptor includes these goals and expectations at the end of the midpoint assessment and discusses them with the student.

- **Student Midpoint Evaluation of Preceptor and Site**

The midpoint evaluation of the preceptor and site is completed by the student at the midpoint of the placement in RXpreceptor and is designed to generate discussion about important preceptor attributes, placement site qualities and opportunites for learning.

3. Course Evaluation Assessments

Course evaluation assessments are used to provide summative evaluation of different aspects of course effectiveness. They are also used to identify problems that might arise when students or preceptors are not meeting the expectations for participating in the course.

- **Anonymous Student Course Evaluation**

At the end of the course, students complete an on-line survey after they have left the placement site with questions pertaining to Faculty coordination, administration of course, learning objectives and the activities and the assessment processes.

- **Non-anonymous Preceptor and Site Evaluation**

This evaluation is completed within 2 days after the student has left the placement site and is a final measure of quality assurance. This purpose of this evalution is to allow students to provide comments after completing the course without any potential influences. This evaluation is completed on RxPreceptor and does not need to be shared with the preceptor.

A summary table outlining the schedule for assessments and assignments is in Appendix 4.

Assignments

Assignment #1: PHARM 537 Learning Plan

Students are required to develop a PHARM 537 Learning Plan using the template in Appendix 5. Once developed, the student will email it to 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. Once the preceptor approves the final version, it must be uploaded to MyCred (end of week 1 of your placement block). At midpoint and final, progress updates must be entered.

At midpoint student performance assessment, any areas needing improvement according to the ratings provided by the preceptor, the student should add these to his/her Learning Plan, and specify Indicators of Progress.

At final student performance assessment, any area rated below expected (either Needs Improvement or Not Meeting an Acceptable Level of Performance) must be incorporated into the objectives of the learning plans for subsequent placements. It is recommended that students carry forward items where previous preceptors have given constructive feedback. This process allows the student to track growth across all placements and gives new preceptors information to better support continuity of skill development.

As the Learning Plan is updated at midpoint and final, it must be re-uploaded into MyCred. To facilitate version control, include the latest date of the Learning Plan in the ***document title***.

The Learning Plan must include:

- Placement Information (placement name, site, preceptor(s) name and contact information)
- Learning Plan

    - learning goals (maximum of 4)
    - objectives (SMART format, maximum of 2 per goal)
    - indicators of progress
    - progress at midpoint (completed at end of week 4) and final (completed at end, week 8), including the self-assessment rating the student would assign themselves at that point in the placement (midpoint or final)
- Plan for participation in ACP Continuing Competence Program (see assignment #2 below)

Assignment #2 – Participation in the Process of the Continuing Competence Program (CCP) of Alberta College of Pharmacists (ACP)

Students are required to develop a learning record and implementation record as part of continuing professional development. This also allows students to practice meeting the annual competency requirements of a licensed pharmacist in Alberta, as outlined by the ACP Continuing Competence Program (CCP) portfolio. Students are expected to complete the following:

- Develop a Learning Record using the same format/template required for ACP's Continuing Professional Development (CPD) portal based on one or more of their learning goals from their Learning Plan. For Learning Record template, see Appendix 6.
- Develop an Implementation Record using the same format/template required for ACP's Continuing Professional Development (CPD) portal related to their ACP Learning Record and a placement activity or assignment. For Implementation Record template, see Appendix 7.
- Upload, as 2 separate assignments, in eClass by midnight on the final day of the placement.

A summary table outlining the schedule for assessments and assignments is in Appendix 4.

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

Instructor Assumptions

Students

This placement provides an opportunity for the student to tailor an experience to his or her unique personal and career goals. Students must be self-directed when preparing for this course through the development of their Learning Plan. Reviewing the Site Description (prepared by the preceptor) will provide information about the preceptor's practice, and give students a basis for setting learning goals and specific learning objectives. Engaging with your preceptor further about the practice setting and learning opportunities is encouraged to maximize the student's ability to design a meaningful learning plan.

Having completed placements earlier in the program, students are aware that they are different from classroom learning. *Professionalism, communication skills and scholarly curiosity* are crucial components of the course. Although preceptors will guide the learning, *students are ultimately responsible* to drive the learning process and ensure completion of all activities, assignments and assessments. *This is an advanced placement so the preceptors expect students to be accountable and self-motivated.* Students should take an active role in their learning by setting goals, seeking out learning opportunities and being self-directed. Students should expect to spend time outside of the placement hours to complete or prepare for placement activities. See Section on Student Responsibilities in the Undergraduate Experiential Education Policy and Procedure Manual. Due to variability of practice sites, experiences will differ.

Another important student responsibility is contacting the Faculty with concerns if they arise. There are assessments built into the course that provide checks and balances about learning and the overall experience, however it is important that students contact the Faculty prior to or during the placement to discuss concerns or questions. These are dealt with in a individual and confidential manner.

Students are invited to participate in the nomination process for the Preceptor of the Year award and Preceptor Recognition Program. Information regarding these awards can be found in the Undergraduate Experiential Education Policy and Procedure Manual.

Preceptors

Preceptors may be pharmacists or other healthcare professionals. Some practice settings may have more than one preceptor (co-preceptors) to direct and supervise your learning experience.

After learning plan development, the preceptor is expected to provide feedback on learning goals, learning objectives and indicators of progress with respect to quality and feasibility. Preceptors must determine any student requirements, such as IT access, and take the necessary steps to facilitate these requirements are met at the practice site. The Preceptor Guide, located at https://www.ualberta.ca/pharmacy/preceptors/preceptors/training-and-resources, provides guidance to preceptors about their role.

Experiential Education Policies

Please refer to the Undergraduate Experiential Education Policy and Procedure Manual for experiential educations policies. Students must review this manual prior to the placement.

These include:

- Attendance policies (illness, bereavement) and participation in professional opportunities such as conferences, UofA flu clinics, PDW, Pharm D interviews, etc.
- Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury)
- Requirements (N95-fit testing, first aid, etc.)
- Netcare access, deletion and troubleshooting information
- Procedure for Failed Placements
- Communication Policy
- Protection of Privacy Policy
- Preceptor Award procedures

Plagiarism and Cheating

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour, which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Student Accessibility Services (SAS)

(Formerly: Specialized Support and Disability Services (SSDS)

Students registered with Student Accessibility Services (SAS) who require accommodations are advised to contact the course coordinator early in the year to discuss. Given placements occur off-campus, time is needed to assess appropriateness and ability to meet any recommended accommodations.

Equality, Equity and Respect

The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The faculty recommends that staff and students use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic backgrounds. In order to create a thoughtful and respectful community, you are encouraged to use gender-neutral or gender-inclusive language and to become more sensitive to the impact of devaluing language.

APPENDIX 1: PHARM 537 Student Performance Assessment – Form A (Patient Care)

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.

OUTCOME	BEHAVIOURS
Professional	
1. Displays professional behaviour	• Displays honesty, integrity, and commitment. • Respects patients/other team members and does not engage in distracting behavior. • Is well groomed and wears clothing and attire that is appropriate for the practice setting.
2. Demonstrates professional responsibility and accountability	• Fulfills their professional commitments and assignments in a diligent and timely manner. • Accepts responsibility for his/her recommendations. • Prioritizes activities to fulfill all responsibilities in a timely manner. • Is punctual. • Responds to and incorporates feedback on ways to improve.
3. Demonstrates initiative and self-directed learning	• Takes initiative to learn, enhance skills and integrate knowledge and skills (i.e. maximizes learning opportunities). • Evaluates their skills and knowledge to identify areas for continuing professional development. (ie: development of Learning Plan, with progress updates and addition of new goal(s) as appropriate). • Seeks and interprets feedback to identify deficits or strengths in competence/performance.
Communicator	
1. Demonstrates effective non-verbal and verbal communication skills	• Speaks clearly and effectively. • Uses appropriate language, pace and tone. • Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions) • Engages in and manages 2-way conversations with patients/caregivers. • Listens effectively. • Demonstrates the appropriate level of confidence.
2. Effectively communicates in writing (written assignments and notes in patient care record).	• Correctly applies the rules of syntax, grammar and punctuation. • Adapts the content of their writing to suit target audience. • Uses appropriate tone for intended audience. • Provides appropriate level of detail and complexity, breadth, and depth. • Patient care notes are written clearly and with focus, using an organized process in keeping with the guidelines of the clinical content (i.e. DAP)
Care Provider	
1. Develops and maintains professional relationships with patients/care givers	• Engages patient independently. • Exhibits sensitivity, respect and empathy with patients and care givers. • Identifies/responds to patient cues. • Establishes goals in collaboration with the patient • Determines when it is ethically and professionally appropriate to involve caregivers and/or family members.
2. Gathers relevant medical and	• Appropriately utilizes multiple sources of patient information. (e.g. Netcare, patient/caregiver, patient profile/chart, other healthcare providers)

OUTCOME	BEHAVIOURS
medication history	• Employs effective interviewing techniques. (e.g. appropriate open and closed ended questions, uses motivational interviewing when appropriate) • Employs a systematic process to gather data accurately based on the Patient Care Process document. • Gathers and interprets relevant data; i.e. past medical and medications history, lab tests and diagnostic assessments. • Completes appropriate physical exam when applicable (e.g. blood pressure assessment) • Synthesizes data to complete a patient history. • Clarifies and manages conflicting data *seeking support when necessary.*
3. Determine medical conditions and assess if the patient's medication-related needs are being met	• Evaluates patient's medications for indication, efficacy, adherence and safety • Determines whether a patient's medications are achieving the desired goals. • Prioritizes medication-related needs based on urgency and patient preferences. • Identifies all medical condition(s) and determines those where medication needs are not being addressed.
4. Develops a care plan that addresses medication and health needs	• Establishes relevant and realistic goals. • Uses a systematic approach to develop care plans including for patients with multiple co-morbidities. • Seeks guidance for complex problems or areas with poorly defined evidence. • Generates a realistic set of alternatives and assess the pros and cons before making a decision • Develops a safe and effective plan (recommendations, monitoring and follow-up), including specific actions for managing patient needs. (e.g. dispense, adapt, prescribe, refer, etc.) • Provides rationale for the chosen plan.
5. Implements the care plan when appropriate	• Implements and adapts plan (if needed) with team and patient/caregivers. *Preceptor support may be required depending on complexity of patient.* • Undertakes the actions specified. • Educates the patient on both non-pharmacological (e.g. lifestyle) and pharmacological recommendations • Initiates and completes seamless care activities when appropriate.
6. Follow-up and evaluate as appropriate	• Determines follow-up process and timelines including who is responsible • Provides follow-up if possible. • Interprets follow-up information and modifies plan if needed.
Collaborator	
1. Works effectively with members of the team including patients and their families, pharmacy colleagues and individuals from other professions	• Establishes and maintains positive relationships • Recognizes and respects the roles and responsibilities of team members. • Join with others in respectful, effective shared decision-making • Contributes to optimize team functioning.
Scholar	
1. Demonstrates the fundamental knowledge required for pharmacists	• Has minimal gaps in therapeutic knowledge required to provide patient care. • Uses experience(s) and knowledge gained in the placement to better manage patients.

OUTCOME	BEHAVIOURS
2. Uses evidence based processes to provide drug information and recommendations	• Determines appropriate search terms for a given question. • Uses multiple and appropriate sources to gather information. (e.g. guidelines, primary, secondary and tertiary sources) • Documents and references recommendations where applicable. • Critically analyzes information and demonstrates clinical judgment. • Responds with an appropriate recommendation based on analysis of evidence/information.
3. Integrates clinical judgment and critical thinking	• Identifies missing information when considering a clinical situation • Under conditions of uncertainty, weighs the pros and cons of alternatives to make decisions; *may require preceptor support.* • Logically defends recommendation(s). • Anticipates the outcome of decisions and actions.
Learning Objectives determined by preceptor (as outlined in Site Description)	
1. Demonstrates the knowledge, skills and attitudes outlined by the preceptor in the Site Description	• Negotiates and prioritizes a plan with the preceptor at the beginning of the placement to determine activities • Fulfills placement objectives as negotiated with the preceptor • Embraces opportunities in the practice setting as appropriate

APPENDIX 2: PHARM 537 Student Performance Assessment – Form B (Non-Patient Care)

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.

OUTCOME	BEHAVIOURS
Professional	
1. Displays professional behaviour	• Displays honesty, integrity, and commitment. • Respects team members and does not engage in distracting behavior. • Is well groomed and wears clothing and attire that is appropriate for the practice setting.
2. Demonstrates professional responsibility and accountability	• Fulfills their professional commitments and assignments in a diligent and timely manner. • Accepts responsibility for his/her recommendations. • Prioritizes activities to fulfill all responsibilities in a timely manner. • Is punctual. • Responds to and incorporates feedback on ways to improve.
3. Demonstrates initiative and self-directed learning	• Takes initiative to learn, enhance skills and integrate knowledge and skills (i.e. maximizes learning opportunities). • Evaluates their skills and knowledge to identify areas for continuing professional development. (ie: development of Learning Plan, with progress updates and addition of new goal(s) as appropriate). • Seeks and interprets feedback to identify deficits or strengths in competence/performance.
Communicator	
1. Demonstrates effective non-verbal and verbal communication skills	• Speaks clearly and effectively. • Uses appropriate language, pace and tone. • Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions) • Engages in and manages 2-way conversations with patients/caregivers. • Listens effectively. • Demonstrates the appropriate level of confidence.
2. Effectively communicates in writing.	• Correctly applies the rules of syntax, grammar and punctuation. • Adapts the content of their writing to suit target audience. • Uses appropriate tone for intended audience. • Provides appropriate level of detail and complexity, breadth, and depth.
Collaborator	
1. Works effectively with members of the team	• Establishes and maintains positive relationships • Recognizes and respects the roles and responsibilities of team members. • Join with others in respectful, effective shared decision-making. • Contributes to optimize team functioning.
Scholar	
1. Exercises critical thinking and sound judgment to make informed decisions	• Under conditions of uncertainty, weighs the pros and cons of alternatives to make decisions; *may require preceptor support.* • Logically defends recommendation(s). • Undertakes appropriate learning to manage new situations.

OUTCOME	BEHAVIOURS
and solve problems.	
2. Demonstrates the fundamental knowledge required for pharmacists	• Has minimal gaps in therapeutic knowledge required to provide patient care. • Uses experience(s) and knowledge gained in the placement to better manage tasks.
3. Applies principles of scientific inquiry.	• Understands the need for the generation and discovery of new information as it pertains to professional development, innovations in practice and/or projects in practice setting. • Demonstrates the ability to formulate a research or clinical question/hypothesis. • Contributes to the development of new knowledge.
4. Demonstrates the ability to educate others.	• Is able to identify (or understands) the learning needs of the learner/audience/reader. • Selects educational techniques and content appropriate for the learner/audience/reader. • Delivers content in a thoughtful and organized fashion. • Assesses and/or reflects on the outcomes of the education provided.
Leader-Manager	
1. Demonstrate leadership and management skills	• Demonstrates effective problem solving skills (as it applies to the strategic priorities of the practice setting) • Asks good questions to inform themselves of a situation or task before taking action • Exhibits empathy to appreciate others' perspectives • Demonstrates ability to develop trusting relationships
Learning Objectives determined by preceptor (as outlined in Site Description)	
2. Demonstrates the knowledge, skills and attitudes outlined by the preceptor in the Site Description	• Negotiates and prioritizes a plan with the preceptor at the beginning of the placement to determine activities • Fulfills placement objectives as negotiated with the preceptor • Embraces opportunities in the practice setting as appropriate

APPENDIX 3: PHARM 537 Student Performance Assessment – Form C (Combination of Patient Care and Non-Patient Care)

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.

OUTCOME	BEHAVIOURS
Professional	
1. Displays professional behaviour	• Displays honesty, integrity, and commitment. • Respects patients/other team members and does not engage in distracting behavior. • Is well groomed and wears clothing and attire that is appropriate for the practice setting.
2. Demonstrates professional responsibility and accountability	• Fulfills their professional commitments and assignments in a diligent and timely manner. • Accepts responsibility for his/her recommendations. • Prioritizes activities to fulfill all responsibilities in a timely manner. • Is punctual. • Responds to and incorporates feedback on ways to improve.
3. Demonstrates initiative and self-directed learning	• Takes initiative to learn, enhance skills and integrate knowledge and skills (i.e. maximizes learning opportunities). • Evaluates their skills and knowledge to identify areas for continuing professional development. (ie: development of Learning Plan, with progress updates and addition of new goal(s) as appropriate). • Seeks and interprets feedback to identify deficits or strengths in competence/performance.
Communicator	
1. Demonstrates effective non-verbal and verbal communication skills	• Speaks clearly and effectively. • Uses appropriate language, pace and tone. • Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions) • Engages in and manages 2-way conversations with patients/caregivers. • Listens effectively. • Demonstrates the appropriate level of confidence.
2. Effectively communicates in writing (written assignments and notes in patient care record).	• Correctly applies the rules of syntax, grammar and punctuation. • Adapts the content of their writing to suit target audience. • Uses appropriate tone for intended audience. • Provides appropriate level of detail and complexity, breadth, and depth. • Patient care notes are written clearly and with focus, using an organized process in keeping with the guidelines of the clinical content (i.e. DAP)
Care Provider	
1. Develops and maintains professional relationships with patients/care givers	• Engages patient independently. • Exhibits sensitivity, respect and empathy with patients and caregivers. • Establishes goals in collaboration with the patient • Determines when it is ethically and professionally appropriate to involve

OUTCOME	BEHAVIOURS
	caregivers and/or family members.
2. Gathers relevant medical and medication history	• Appropriately utilizes multiple sources of patient information. (e.g. Netcare, patient/caregiver, patient profile/chart, other healthcare providers) • Employs effective interviewing techniques. (e.g. appropriate open and closed ended questions, uses motivational interviewing when appropriate) • Employs a systematic process to gather data accurately based on the Patient Care Process document. • Gathers and interprets relevant lab tests and diagnostic assessments. • Completes appropriate physical exam when applicable (e.g. blood pressure assessment) • Synthesizes data to complete a patient history • Clarifies and manages conflicting data *seeking support when necessary.*
3. Determine medical conditions and assess if the patient's medication-related needs are being met	• Evaluates patient's medications for indication, efficacy, adherence and safety • Determines whether a patient's medications are achieving the desired goals. • Prioritizes medication-related needs based on urgency and patient preferences. • Identifies all medical condition(s) and determines those where medication needs are not being addressed.
4. Develops a care plan that addresses medication and health needs	• Establishes relevant and realistic goals. • Uses a systematic approach to develop care plans including for patients with multiple co-morbidities.. • Seeks guidance for complex problems or areas with poorly defined evidence. • Generates a realistic set of alternatives and assess the pros and cons before making a decision • Develops a safe and effective plan (recommendations, monitoring and follow-up), including specific actions for managing patient needs. (e.g. dispense, adapt, prescribe, refer, etc.) • Provides rationale for the chosen plan.
5. Implements the care plan when appropriate	• Implements and adapts plan (if needed) with team and patient/caregivers. *Preceptor support may be required pending complexity of patient.* • Undertakes the actions specified. • Educates the patient on both non-pharmacological (e.g. lifestyle) and pharmacological recommendations • Initiates and completes seamless care activities when appropriate.
6. Follow-up and evaluate as appropriate	• Determines follow-up process and timelines including who is responsible • Provides follow-up if possible. • Interprets follow-up information and modifies plan if needed.
Collaborator	
1. Works effectively with members of the team	• Establishes and maintains positive relationships • Recognizes and respects the roles and responsibilities of team members. • Join with others in respectful, effective shared decision-making. • Contributes to optimize team functioning.
Scholar	
1. Exercises critical thinking and sound judgment to make informed decisions and solve problems.	• Under conditions of uncertainty, weighs the pros and cons of alternatives to make decisions; *may require preceptor support.* • Logically defends recommendation(s). • Undertakes appropriate learning to manage new situations.
2. Demonstrates the	• Has minimal gaps in therapeutic knowledge required to provide patient care.

OUTCOME	BEHAVIOURS
fundamental knowledge required for pharmacists	• Uses experience(s) and knowledge gained in the placement to better manage tasks.
3. Applies principles of scientific inquiry.	• Understands the need for the generation and discovery of new information as it pertains to professional development, innovations in practice and/or projects in practice setting. • Demonstrates the ability to formulate a research or clinical question/hypothesis. • Contributes to the development of new knowledge.
Learning Objectives determined by preceptor (as outlined in Site Description)	
1. Demonstrates the knowledge, skills and attitudes outlined by the preceptor in the Site Description	• Negotiates and prioritizes a plan with the preceptor at the beginning of the placement to determine activities • Fulfills placement objectives as negotiated with the preceptor • Embraces opportunities in the practice setting as appropriate

APPENDIX 4: PHARM 537 Assessments and Assignment Schedule

Week	Activities/Assessments/Assignments
1-4 weeks before placement starts	☐ Review syllabus: course expectations, activities and assignments. ☐ Review Site Description prepared by your preceptor; note learning objectives and any recommendations for preparation. ☐ **Learning Plan Assignment:** Prepare after reviewing the Site Description for the elective. Can contact preceptor if desired to discuss prior to its creation. Upload to MyCred, Goals Module at least 1 week prior to placement ☐ Corresponded with preceptor regarding: start time, dress code, parking, etc. ☐ Provide preceptor with Netcare registration form (if applicable) {4 weeks before start date)
Week 1: Orientation, Create Placement Schedule, Early Assessments **Date: _____**	
Orientation (see Orientation Checklist in Preceptor Guide)	☐ Review items on orientation checklist (in Preceptor Guide) ☐ Review and discuss student-prepared Learning Plan. ☐ Discuss preceptor's learning course objectives and activities. ☐ Develop preliminary schedule for placement. ☐ Discuss student/preceptor expectations and responsibilities. ☐ Discuss assessment processes and timelines (including informal/daily feedback and debriefing). ☐ Tour practice setting. ☐ Log in to ensure Netcare access, as well as access to other on-site systems. (if applicable)
Early Assessments	☐ **END of Week 1**: Complete, submit and discuss Student and Preceptor EARLY ASSESSMENTS (in RxPreceptor).
Week 4: Date: _____	
Midpoint Assessments and Evaluations	☐ MID-POINT Assessments (RxPreceptor): Student Performance Assessment: midpoint; completed by preceptor; review with student. ☐ Student Evaluation of Preceptor; midpoint; and Student Self-Assessment (midpoint); discuss both with preceptor
Learning Plan Progress Update	☐ Update progress achieved (midpoint column) in Learning Plan, and assign self-assessment rating. Incorporate new goals or update/refine existing ones as appropriate. Share with preceptor. Post updated Learning Plan in MyCred.
Week 8: Date: _____	
Final Assessments and Evaluations	**Final Assessments (RxPreceptor)** ☐ Final Student Performance Assessment and Placement Grade; completed by preceptor; reviewed with student. ☐ Student Self-Assessment (final): discuss with preceptor.
Learning Plan Progress Update	☐ Update progress achieved (final column) in Learning Plan, and assign self-assessment rating. Incorporate new goals or update/refine existing ones as appropriate. Share with preceptor. Post completed Learning Plan in MyCred.
Posting of	☐ **Participation in CCP Assignment** (Assignment #2): Ensure learning record and

Assignments Surveys	implementation records are completed and uploaded into eClass. Upload copy of documentation of implementation goal also into eClass. ☐ All assignments are to be posted by last day of placement including the Learning Plan ☐ Consider preceptor nomination for Preceptor of the Year award or Preceptor Recognition Program. If fitting, complete the appropriate survey in RxPreceptor. ☐ Post Placement Survey (RxPreceptor); submit AFTER leaving site; due 48 hours after placement completion ☐ Anonymous Student Survey (survey link emailed to student)

APPENDIX 5: PHARM 537 Elective Learning Plan Template

<<Name>>
<<Date>>

Placement Name:		
Placement Site(s):	Primary Preceptor and Contact Information:	Additional Preceptors:

Learning Plan

Goal Indicate what knowledge or skill(s) you would like to obtain and/or further develop in this setting.	**Objectives** Objectives will inform how you will achieve your goal. Use SMART format – objectives must be specific and measureable/observable by you and your preceptor. (max of 2)	**Indicators of Progress** • describe the indicators that will inform you of your progress or achievement • examples include debriefing with preceptor, receiving feedback from team members, self-reflection or evaluation, etc	**Progress at MIDPOINT** **Summary** • key accomplishments • important next steps • behaviors/skills/knowledge requiring further improvement **Self-Assessment Rating (SAR)** ○ Meeting Expectations of progress in learning(ME) ○ Needs Improvement (NI)	**Progress at FINAL** **Summary** • key accomplishments • important next steps • behaviors/skills/knowledge requiring further improvement **Self-Assessment Rating (SAR)** ○ Meeting Expectations of progress in learning (ME) ○ Needs Improvement (NI)
1.			Summary *Student types progress here* SAR _____	Summary *Student types progress here* SAR ___
2.			Summary *Student types progress here* SAR _____	Summary *Student types progress here* SAR _____

Goal Indicate what knowledge or skill(s) you would like to obtain and/or further develop in this setting.	**Objectives** Objectives will inform how you will achieve your goal. Use SMART format – objectives must be specific and measureable/observable by you and your preceptor. (max of 2)	**Indicators of Progress** • describe the indicators that will inform you of your progress or achievement • examples include debriefing with preceptor, receiving feedback from team members, self-reflection or evaluation, etc	**Progress at MIDPOINT** **Summary** • key accomplishments • important next steps • behaviors/skills/knowledge requiring further improvement **Self-Assessment Rating (SAR)** ○ Meeting Expectations of progress in learning(ME) ○ Needs Improvement (NI)	**Progress at FINAL** **Summary** • key accomplishments • important next steps • behaviors/skills/knowledge requiring further improvement **Self-Assessment Rating (SAR)** ○ Meeting Expectations of progress in learning (ME) ○ Needs Improvement (NI)
3.			Summary *Student types progress here*	Summary *Student types progress here*
			SAR _____	SAR _____
4.			Summary *Student types progress here*	Summary *Student types progress here*
			SAR _____	SAR _____

Please provide a summary of feedback you have received from previous preceptors to date.

Previous Preceptor Feedback: Strengths	**Previous Preceptor Feedback: Areas for Improvement**

Participation in ACP Continuing Competence Program:

Which of your learning goals do you plan to utilize for your ACP CCP learning record? _____ (Note – this can be changed during the placement)

REMINDER – The completed Learning Plan and a copy of the documentation providing evidence of implementation or implementation record (from CCP) must be uploaded in eClass at the end of the placement.

APPENDIX 6: ACP CCP Learning Record (Template – copy also posted in eClass)

1. Description of learning activity

Title:

Completion Date:

This learning activity was:

(Select one and) enter the number of CEUs you are claiming.

Accredited # CEUs:

May claim CEUs up to the number assigned by the accrediting body

Non-accredited # CEUs:

May claim one CEU per hour of study; maximum of 8 CEUs per learning record

2. Type of learning activity

Select at least one:

- ☐ Group program (workshop, course, conference)
- ☐ Self-study program (print, video/audio, Internet)
- ☐ Reading (articles, texts, newsletters, manuals, Internet)
- ☐ Discussion with colleagues or experts
- ☐ Preceptorship or mentorship (teaching)
- ☐ Other (please describe)

3. To which competency category does this learning relate?

Select at least one:

- ☐ Ethical, legal, and professional responsibilities
- ☐ Patient care
- ☐ Product distribution
- ☐ Practice setting
- ☐ Health promotion
- ☐ Knowledge and research application
- ☐ Communication and education
- ☐ Intra- and inter-professional collaboration
- ☐ Quality and safety

4. What was the result of the learning?

Check one:

- ☐ I acquired new knowledge or skills
- ☐ I confirmed that my knowledge or skills are current

5. What were the key elements I learned?

6. Evidence of Learning Activity

Upload a certificate or document of learning; OR

Describe the learning activity and explain how it relates to the competency category chosen in question three (3).

7. What impact will this learning have on my practice?

Select at least one:

- ☐ I plan to apply my learning and/or modify my practice
- ☐ I need more information before I can apply my learning and/or modify my practice
- ☐ I can confirm no change in my practice is needed at this time
- ☐ I do not plan to apply my learning at this time

8. Optional

The following questions are designed to help you devise a potential implementation objective.

a) How can I apply this learning?

- ❑ Incorporate a new step or tool into my patient care process
- ❑ Manage drug therapies and complete a care plan
- ❑ Implement a new or revised policy procedure or program
- ❑ Execute a health promotional activity or educational session

b) Consider the following "LIST" of questions to help determine the details for a potential implementation objective:

LEARNING: What knowledge and/or skill do I want to put to use? What additional learning need(s) did I identify?

IMPLEMENTATION: What steps do I need to take to apply this learning to practice?

SPECIFICS: What details do I need to consider? (e.g., intended audience, timelines, roles and responsibilities, supporting documentation)

TARGET: What is the intended outcome from this implementation?

- ❑ Improvement to my professional practice
- ❑ Improvement in organization and/or delivery of care
- ❑ Transfer of knowledge, skills or abilities to patients or other health professionals

APPENDIX 7: ACP CCP Implementation Record (Template – copy also posted in eClass)

1. **What relevant learning activities did I undertake that apply to this *Implementation Record*?**
   Check appropriate Learning Records. You must select one or more of the following COMPLETED Learning Records that are relevant to your implementation objective. Your implementation must be directly related to a minimum of 1 CEU of learning activities completed within the current CE cycle.

	Learning Record Title	CEUs
❑		
❑		
❑		
❑		
❑		
❑		
❑		
❑		

Additional learning activities that are relevant but completed in the previous CE cycle (optional)
CEUs completed in the previous CE cycle do not count towards the minimum 1 CEU requirement

2. **What was my implementation objective?** *(SMART format)*
   Consider: What learning did I apply to my practice? How did I put this new learning to use? Who was the intended audience? How did I know I achieved my implementation objective (i.e., what was the outcome)? What supporting documentation am I uploading?

3. **To which domain did this objective relate?**
   Select at least one:
   - ☐ Pharmacy practice, including but not limited to patient care practice
   - ☐ Medical knowledge
   - ☐ Systems-based practice, including collaboration and patient safety
4. **What prompted me to implement this into my practice?**
   Select at least one:
   - ☐ Acquired knowledge, skill or ability in this CE Cycle

- ☐ Completion of one of the tools in the ACP self-assessment module
- ☐ Addressed issues regarding specific patient cases or practice-related problems
- ☐ Requested information from patients, colleagues, or other health professionals
- ☐ Updated practice or clinical guidelines
- ☐ Modified regulatory or policy-related environment
- ☐ Received feedback from ACP on my past *Learning* or *Implementation Records*
- ☐ Participation in writing, research, teaching
- ☐ Other (please specify):

5. A brief description of why I chose this implementation objective (including the knowledge or skill that I applied or implemented), and how it is relevant to my professional practice.

Consider: What was my rationale for choosing this objective? Did I identify a gap or need in my practice? How does this objective relate to my overall professional practice? How would this objective benefit me and/or my audience?

6. The steps I took to achieve my implementation objective, including details such as timelines, the audience, people involved and my role if it was a team effort.

7. a) What was the outcome of the implementation?

Select one:

- ☐ Improvement to my professional practice

- Incorporated a new step or tool into my patient care process
- Managed drug therapies and completed care plans

☐ Improvement in organization and/or delivery of care

- Implemented a new or revised policy, procedure or program

☐ Transfer of knowledge, skill or ability to patients or other health professionals

- Executed a health promotional activity or educational session

b) Explanation of my selection (7(a)) above:

Consider: What has changed as a result of my application of learning? Explain how the outcome resulted in an improvement to my practice/organization and/or a transfer of knowledge. How did my implementation impact my audience?

8. a) One piece of documentation that provides evidence of my implementation.

Upload Supporting Documentation

b) Which of the following best describes the documentation that I am uploading?

Select at least one:

☐ Records of care with, all identifying information removed

☐ Counselling or education tools, resources, poster, article, paper

☐ Presentation, facilitation documentation

☐ Policies and procedures

☐ Other (please specify*)*

c) Explanation of the documentation that I am uploading (optional)

9. Optional Reflection

a) Did I identify ideas for other implementation objectives?

b) Did I identify the need for future learning?

c) What did I learn from this implementation and what would I do differently?