



**UNIVERSITY OF ALBERTA**  
**FACULTY OF PHARMACY AND**  
**PHARMACEUTICAL SCIENCES**

**PHARM 537**  
**COURSE OUTLINE and SYLLABUS**

Fall/Winter 2018/19

PHARM 537 Advanced Pharmacy Practice Experience – Mandatory 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. Three options are available for students: (1) patient care experiences, (2) non-patient care experiences and (3) a combination of patient care and non-patient care experiences. Students will select a practice setting of interest based on availability. 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, Quality Improvement and/or Medication Safety, or Research (Practice- or Lab-based).

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

**Other Course Requirements:** Course requirements are listed and outlined on the Faculty of Pharmacy and Pharmaceutical Sciences website under Current Students < [Experiential Education Requirements](#). Students must have all items up-to-date to proceed on placement.

## Course Objectives

The student is expected to demonstrate competencies of professionalism, communication, scholar, collaborator and care provider (if a patient care 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.

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 placements in clinical settings, or with a clinical component)
- 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

See eClass for Required Readings that pertain to all Advanced Pharmacy Practice Experiences (APPEs). Review prior to the first APPE and then as needed to support learning. For detailed information on course requirements and policies/procedures, students must review the [Undergraduate Experiential Education Policies and Procedures Manual](#).

## Recommended Resources

See eClass for Recommended Resources that may pertain to all Advanced Pharmacy Practice Experiences (APPEs). Prior to the placement students should ask their preceptor about resources that should be brought to the placement or pre-readings that should be completed prior to the placement.

## 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). Students who are providing patient care will need to know their N95 Mask size in case this needs to be worn as personal protective equipment.

## 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 access eClass to obtain course information and resources.

### **CORE ELMS (formerly RXpreceptor)**

Students must complete placement and course evaluations in CORE ELMS. Additionally, students are required to post their Learning Plan and CV/Resume under My Requirements within CORE ELMS.

If technical assistance is required, contact [phexed@ualberta.ca](mailto:phexed@ualberta.ca)

### **Netcare Access**

For information on Netcare (if required), see [website](#).

## 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 placement requirements are the responsibility of the student.

## Course Schedule

This course is offered in each of the following blocks. Students will take this course once and must register for the course in the term that the placement is scheduled to occur in accordance with University Policies outlined in the Calendar.

Placement dates are:

1. August 27 – October 19, 2018
2. October 22 – December 14, 2018
3. January 7 – March 1, 2019
4. March 4 – April 26, 2019

### Placement Selection and Scheduling:

- Students will be provided with a list of available elective opportunities in a variety of practice settings. As with other experiential education courses, students will be able to rank elective options, and matching will occur via a lottery system within CORE ELMS.
- Students are required to be self-aware of possible conflicts of interest when ranking a placement site/preceptor. Students should choose a 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. At the end of the placement, preceptors recommend a grade on the final Student Performance Assessment. Formative feedback is provided by preceptors to guide and support achievement of course goals.

To pass the course, students must receive a “pass” on their final Student Performance Assessment (*see Appendix 1 or 2, pending the type of placement*) 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 Who May Require Support

The student should email the Course Coordinator following review of the Midpoint Student Performance assessment if *any outcomes* are rated as **Not Meeting an Acceptable Level of Performance** or if performance concerns are identified and students would like additional support to address these.

### Assessment Information

- All assessments are completed and submitted using CORE ELMS. All assessments are posted prior to the start of the placement. Students are encouraged to review so they know the assessment outcomes and criteria.
- Formative feedback is encouraged throughout the placement. It is recommended students and preceptors discuss how things are going after week 1 (formerly called the Early Assessment). Items to be discussed at this time include any early concerns or clarifications regarding expectations or course related activities.
- Preceptors are encouraged to provide comments to support their assessment ratings and must discuss their final recommendation with students.
- Time points for completing assessments is outlined in the Assessment and Assignment Schedule (Appendix 3).
- Further information and details regarding each assessment can be found in eClass.

### Course Schedule/Activities

- Course activities will be variable depending on the type of placement site. Your preceptor(s) will provide details within their Site Description and during the orientation.
- Students are expected to participate in the activities which routinely occur at the practice site. Specific assignments and projects will be discussed between preceptor(s) and student, including student expectations and timelines for completion.
- Students are expected to debrief and discuss placement activities with their preceptor(s).
- For students who have the opportunity to participate in administering drugs by injection, the following applies:
  - They must have successfully completed the training (as required by ACP) in Pharm 430, and
  - Completed CPR Level C + First Aid.

Students must only administer injections under the direct supervision of a pharmacist authorized by ACP to administer drugs by injection.

## Assignments

### Assignment #1: PHARM 537 Learning Plan

Students are required to develop a PHARM 537 Learning Plan using the template in Appendix 4. Once developed, the student will email it to his/her preceptor (or co-preceptor team) for review at least 1-week prior to start of placement. Students must also upload it to Student Requirements in CORE ELMS (formerly RXpreceptor). 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 Student Requirements in CORE ELMS under Pharm 537 Learning Plan (end of week 1 of your placement block). At midpoint and final, progress updates must be entered (To facilitate version control, include the latest date of the Learning Plan in the **document title**).

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.

The Learning Plan must include:

- Placement Information (placement name, site, preceptor(s) name and contact information)
- Learning Plan
  - learning goals (maximum of 4)
  - strategies and resources to achieve goals
  - 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 (midpoint or final)

### Assignments #2 and 3 – Assignments related to placement

Specific placement activities and assignments will be determined between student and preceptor. Examples include projects, presentations, education sessions/resource development, research protocol development, literature review, etc. 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 (please provide to your preceptor(s):

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

A summary table outlining the schedule for assessments and assignments is in Appendix 3.

## Instructor Assumptions

### Students

This placement provides an opportunity for the student to diversify their experience based on the practice setting chosen. In addition to completing the placement activities outlined by the preceptor, it allows students to tailor the 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. Engaging with your preceptor(s) 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 after years 1 and 2, 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 if concerns 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 an individual and confidential manner.

### 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 the plan 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.

## Experiential Education Policies

Please refer to the [Undergraduate Experiential Education Policy and Procedure Manual](#) for experiential education 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. In general, it is expected that students are at the placement site 40 hours per week, with schedule to be determined between student and preceptor.
- Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury)
- Netcare access, deletion and troubleshooting information
- Communication Policy
- Protection of Privacy Policy
- Preceptor Awards 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](http://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)**

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/C (Patient Care or 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. For Type C placements, the proportion of time spent on patient care activities will be variable and dependent on the preceptor's patient care setting/schedule. Assessments are completed in CORE ELMS.

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. (ie: 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, pace and tone.</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>
2. Effectively communicates in writing (written assignments and notes in patient record).	<ul style="list-style-type: none"> <li>Correctly applies the rules of syntax, grammar and punctuation.</li> <li>Adapts the content of their writing to suit target audience.</li> <li>Uses appropriate tone for intended audience.</li> <li>Provides appropriate level of detail and complexity, breadth, and depth.</li> <li>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)</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.</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</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> </ul>

OUTCOME	BEHAVIOURS
	<ul style="list-style-type: none"> <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; i.e. past medical and medications history, lab tests and diagnostic assessments.</li> <li>• Completes appropriate physical exam when applicable (e.g. blood pressure assessment)</li> <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 condition(s) and determines those where medication needs are not 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 assess the pros and cons before making a decision</li> <li>• 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.)</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 including who is responsible</li> <li>• Provides follow-up if possible.</li> <li>• Interprets follow-up information and modifies plan if needed.</li> </ul>
<b>Collaborator</b>	
1. Works effectively with members of the team	<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 and applies to ongoing work.</li> </ul>
2. Applies principles of scientific inquiry.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrates the ability to formulate a research or clinical question or hypothesis.</li> <li>• Contributes to the development of new knowledge as applicable.</li> </ul>
3. Exercises critical thinking	<ul style="list-style-type: none"> <li>• Under conditions of uncertainty, weighs the pros and cons of alternatives to make</li> </ul>

OUTCOME	BEHAVIOURS
and sound judgment to make informed decisions and solve problems.	<p>decisions; <i>may require preceptor support.</i></p> <ul style="list-style-type: none"> <li>• Logically defends recommendation(s).</li> <li>• Undertakes appropriate learning to manage new situations.</li> </ul>
<b>Learning Objectives determined by preceptor (as outlined in Site Description)</b>	
1. Demonstrates the knowledge, skills and attitudes outlined by the preceptor in the Site Description	<ul style="list-style-type: none"> <li>• Negotiates and prioritizes a plan with the preceptor at the beginning of the placement to determine activities</li> <li>• Fulfills placement objectives as negotiated with the preceptor</li> <li>• Embraces opportunities in the practice setting as appropriate</li> </ul>

## 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. Assessments are completed on-line in CORE ELMS.

OUTCOME	BEHAVIOURS
<b>Professional</b>	
1. Displays professional behaviour	<ul style="list-style-type: none"> <li>• Displays honesty, integrity, and commitment.</li> <li>• Respects 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. (ie: 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, pace and tone.</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>
2. Effectively communicates in writing.	<ul style="list-style-type: none"> <li>• Correctly applies the rules of syntax, grammar and punctuation.</li> <li>• Adapts the content of their writing to suit target audience.</li> <li>• Uses appropriate tone for intended audience.</li> <li>• Provides appropriate level of detail and complexity, breadth, and depth.</li> </ul>
<b>Collaborator</b>	
1. Works effectively with members of the team	<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. Exercises critical thinking and sound judgment to make	<ul style="list-style-type: none"> <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> </ul>

OUTCOME	BEHAVIOURS
informed decisions and solve problems.	<ul style="list-style-type: none"> <li>• Undertakes appropriate learning to manage new situations.</li> </ul>
2. 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 tasks.</li> </ul>
3. Applies principles of scientific inquiry.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrates the ability to formulate a research or clinical question/hypothesis.</li> <li>• Contributes to the development of new knowledge.</li> </ul>
4. Demonstrates the ability to educate others.	<ul style="list-style-type: none"> <li>• Is able to identify (or understands) the learning needs of the learner/audience/reader.</li> <li>• Selects educational techniques and content appropriate for the learner/audience/reader.</li> <li>• Delivers content in a thoughtful and organized fashion.</li> <li>• Assesses and/or reflects on the outcomes of the education provided.</li> </ul>
<b>Leader-Manager</b>	
1. Demonstrate leadership and management skills	<ul style="list-style-type: none"> <li>• Demonstrates effective problem-solving skills (as it applies to the strategic priorities of the practice setting)</li> <li>• Asks good questions to inform themselves of a situation or task before taking action</li> <li>• Exhibits empathy to appreciate others' perspectives</li> <li>• Demonstrates ability to develop trusting relationships</li> </ul>
<b>Learning Objectives determined by preceptor (as outlined in Site Description)</b>	
2. Demonstrates the knowledge, skills and attitudes outlined by the preceptor in the Site Description	<ul style="list-style-type: none"> <li>• Negotiates and prioritizes a plan with the preceptor at the beginning of the placement to determine activities</li> <li>• Fulfills placement objectives as negotiated with the preceptor</li> <li>• Embraces opportunities in the practice setting as appropriate</li> </ul>

## APPENDIX 3: PHARM 537 Assessments and Assignment Schedule

Week	Activities/Assessments/Assignments
1-4 weeks before placement starts	<input type="checkbox"/> Review syllabus: course expectations, activities and assignments. <input type="checkbox"/> Review Site Description prepared by your preceptor; note learning objectives and any recommendations for preparation. <input type="checkbox"/> <b>Learning Plan Assignment:</b> Prepare after reviewing the Site Description. Can contact preceptor if desired to discuss prior to its creation. Email to preceptor(s) and upload to Student Requirements (in CORE ELMS) at least 1 week prior to placement. <input type="checkbox"/> Corresponded with preceptor regarding: start time, dress code, parking, etc. <input type="checkbox"/> Provide preceptor with Netcare registration form (if applicable) {4 weeks before start}
<b>Week 1: Date:</b> _____	
Orientation (preceptors can use Orientation Checklist in Preceptor Guide)	<input type="checkbox"/> Review and discuss student-prepared Learning Plan. <input type="checkbox"/> Discuss preceptor's learning course objectives and activities. <input type="checkbox"/> Develop/discuss preliminary schedule for placement. <input type="checkbox"/> Discuss student/preceptor expectations and responsibilities. <input type="checkbox"/> Discuss assessment processes and timelines (including plan for feedback and debriefing). <input type="checkbox"/> Tour practice setting. <input type="checkbox"/> Log in to ensure Netcare access, as well as access to other on-site systems. (if applicable)
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"/> MID-POINT Assessments (CORE ELMS): Student Performance Assessment: midpoint; completed by preceptor; review with student. <input type="checkbox"/> Student Evaluation of Preceptor; midpoint; and Student Self-Assessment (midpoint); discuss both with preceptor
Learning Plan Progress Update	<input type="checkbox"/> Update progress achieved (midpoint column) in Learning Plan, and assign self-assessment rating. Incorporate new goals or update/refine existing ones as appropriate. <u>Share with preceptor.</u> Post updated Learning Plan in CORE ELMS.
<b>Week 8: Date:</b> _____	
Final Assessments and Evaluations	<input type="checkbox"/> Review Final Student Performance Assessment and Placement Grade; completed by preceptor; reviewed with student. <input type="checkbox"/> Student Evaluation of Preceptor/Site (final) and Student Self-Assessment (final); discuss both with preceptor
Learning Plan Progress Update	<input type="checkbox"/> Update progress achieved (final column) in Learning Plan, and assign self-assessment rating. Incorporate new goals or update/refine existing ones as appropriate. <u>Share with preceptor.</u> Post completed Learning Plan in CORE ELMS (RXpreceptor).
Program Evaluation	<input type="checkbox"/> Post Placement Evaluation (RxPreceptor); submit AFTER leaving site within 48 hours. <input type="checkbox"/> Consider preceptor nomination for Preceptor Recognition Program. <input type="checkbox"/> Anonymous Student Survey (survey link emailed to student)

## APPENDIX 4: PHARM 537 Mandatory Elective Learning Plan Template

<<Name>>

<<Date>>

<u>Placement Name:</u>		
<u>Placement Site(s):</u>	<u>Primary Preceptor Name:</u>	<u>Additional Preceptors:</u>

### Learning Plan

Goal Indicate what knowledge or skill(s) you would like to obtain and/or further develop in this setting. <b>Use SMART format.</b>	Strategies <ul style="list-style-type: none"> <li>Describe strategies you will use to attain your learning goal.</li> <li>Include actions you will do to achieve your goal.</li> <li>Strategies may change as you work towards your goal.</li> </ul>	Indicators of Progress <ul style="list-style-type: none"> <li>describe the indicators that will inform you of your progress or achievement</li> <li>examples include debriefing with preceptor, receiving feedback from team members, self-reflection or evaluation, etc</li> </ul>	Progress at MIDPOINT <b>Summary</b> <ul style="list-style-type: none"> <li>key accomplishments</li> <li>important next steps</li> <li>behaviors/skills/knowledge requiring further improvement</li> </ul>	Progress at FINAL <b>Summary</b> <ul style="list-style-type: none"> <li>key accomplishments</li> <li>important next steps</li> <li>behaviors/skills/knowledge requiring further improvement</li> </ul>
			<b>Self-Assessment Rating (SAR)</b> <ul style="list-style-type: none"> <li><input type="radio"/> Meeting Expectations of progress in learning (ME)</li> <li><input type="radio"/> Needs Improvement (NI)</li> </ul>	<b>Self-Assessment Rating (SAR)</b> <ul style="list-style-type: none"> <li><input type="radio"/> Meeting Expectations of progress in learning (ME)</li> <li><input type="radio"/> Needs Improvement (NI)</li> </ul>
1.			Summary <i>Student types progress here</i>	Summary <i>Student types progress here</i>
			SAR _____	SAR _____
2.			Summary <i>Student types progress here</i>	Summary <i>Student types progress here</i>
			SAR _____	SAR _____

Goal Indicate what knowledge or skill(s) you would like to obtain and/or further develop in this setting. Use SMART format.	Strategies <ul style="list-style-type: none"> <li>Describe strategies you will use to attain your learning goal.</li> <li>Include actions you will do to achieve your goal.</li> <li>Strategies may change as you work towards your goal.</li> </ul>	Indicators of Progress <ul style="list-style-type: none"> <li>describe the indicators that will inform you of your progress or achievement</li> <li>examples include debriefing with preceptor, receiving feedback from team members, self-reflection or evaluation, etc</li> </ul>	Progress at MIDPOINT Summary <ul style="list-style-type: none"> <li>key accomplishments</li> <li>important next steps</li> <li>behaviors/skills/knowledge requiring further improvement</li> </ul>	Progress at FINAL Summary <ul style="list-style-type: none"> <li>key accomplishments</li> <li>important next steps</li> <li>behaviors/skills/knowledge requiring further improvement</li> </ul>
			Self-Assessment Rating (SAR) <ul style="list-style-type: none"> <li>Meeting Expectations of progress in learning (ME)</li> <li>Needs Improvement (NI)</li> </ul>	Self-Assessment Rating (SAR) <ul style="list-style-type: none"> <li>Meeting Expectations of progress in learning (ME)</li> <li>Needs Improvement (NI)</li> </ul>
3.			Summary <i>Student types progress here</i>	Summary <i>Student types progress here</i>
			SAR _____	SAR _____
4.			Summary <i>Student types progress here</i>	Summary <i>Student types progress here</i>
			SAR _____	SAR _____

Please provide a summary of feedback you have received from previous preceptors/lab facilitators/employers/peers to date.

<b>Previous Feedback: Strengths</b>	<b>Previous Feedback: Areas for Improvement</b>