PHARMD FOR PRACTICING PHARMACISTS
PHARM 511-14 COURSE REVIEW 2017
Sheila Walter, B.Sc. Pharm, ACPR

Outline
- Resources
- Course Updates & Changes
  - MyCred
  - Learning Plans
- PharmD Seminars

Preceptor Resources
- Syllabus
  - Reformatted; includes placement assignment evaluations
- Preceptor Summaries
- Preceptor Guide
- PharmD Experiential Education Manual
  - Section 3

Additional Preceptor Resources
- Preceptor Orientation
  - Preceptors > Course Information
    http://pharm.ualberta.ca/preceptors/course-information
- Experiential Education Student Performance Assessments Video
  - Preceptors > Training & Resources > Student Assessment Resources
    https://www.youtube.com/watch?v=juhVbFvYDk&feature=youtu.be
- Peer Assisted Learning or Near Peer Teaching Resources
  - Preceptors > Training & Resources > Models
    http://pharm.ualberta.ca/preceptors/training-and-resources/models-of-precepting/near-peer-teaching-model

Preceptors – Course Information
- Ensure you can log into CORE ELMS (formerly RXPreceptor - RxP)
  - www.rxpreceptor.com now www.corehighered.com
  - Contact Candace Ramjohn if you have questions phexed@ualberta.ca
- Review your student’s MyCred Portfolio

Planning

www.pharm.ualberta.ca
MyCred: What is it?

- MyCred is an Electronic Credential Presentation Portfolio; available through RxPreceptor
- Available to all students and preceptors for 5 years; FREE
- Manage and store educational, professional and personal achievements
- In your RxPreceptor account, navigate to MyCred ePortfolio

MyCred – Student Information

- Courses Take
- Employment History
- Licenses & Certification
- Goals
- Cases
- Presentations
- Projects

How do I view MyCred ePortfolios?

Login to RxPreceptor and select ‘Rotation Schedule’

Click on the MyCred icon to see your students’ ePortfolio

Students assigned to your site will appear

PharmD Course Work

- Critical Analysis of Evidence in Practice
- Advanced Patient Care Skills and Health Assessment
- Advanced Pharmacotherapy
- Frameworks for Teams, Collaboration and Education

Expectations of Students

- Organize time to fulfill all placement commitments
- Complete activities under indirect supervision
- Show initiative and actively participate all learning opportunities.
- Assume responsibility and accountability for patient care
- Develop care plans that address complexity & ambiguity in practice
- Maintain professionalism
Activities

- Learning Plan
  - MyCred (Goals Module) 1 week pre placement
- Placement Activities
  - Provide patient care & take on the pharmacist’s role
  - 2 clinical assignments
  - Small scholarly or supportive projects
  - Develop &/or deliver education sessions or tools (patients, staff, health students)

Learning Plans

- What is a learning plan?
  - Tool to facilitate self-directed learning
- Where do I find my student’s learning plan?
  - Accessed through MyCred: Goals Module
- When should I expect to view it?
  - 1 week before the placement
- What is my role?
  - Encourage self-assessment & self-directed learning
  - Refine goals, facilitate learning opportunities, provide feedback on progress

Learning Plan

Name:

Placement Site:

Block:

Course #

Learning Goal

•  indicate what knowledge or skill(s) you would like to obtain and elaborate on
  relevance or applicability to the placement as appropriate.
  SMART format preferred (if applicable).

Related Activities

•  specify the activities, tasks, or deliverables you will do, participate in or complete in order to achieve your learning goal.

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

(Completed by student at 120 hr)

Summary

•  key accomplishments
  important next steps
  behaviors/skills/knowledge requiring further improvement

Progress at FINAL

(Completed by student at 240 hrs)

Summary

•  key accomplishments
  important next steps
  behaviors/skills/knowledge requiring further improvement

Previous Feedback:

Strengths

Areas for improvement

Journal Club

- Describe the patient case or problem
- Explain how you came across the study
- Describe the study
- Describe the research question (PICO)
- Describe the importance/relevance/context of the study
- Describe the methods by giving more detail on the question components
- Integrate the critical appraisal questions on validity
- Summarize the results
- Describe how the results apply to your patient, scenario or context
- Conclude with your own decision about the utility of the study

http://ebm.bmj.com/content/12/3/66.2.full.pdf+html

Case Presentation

- 2 proposed formats
- PICO Question
  - Clinical question posed by patient scenario (patient, intervention, comparison & outcome)
- Disease state review
  - Explores assessment & management of clinical case
  - Relate the patient case to the disease state by describing aspects of the disease
  - Describe assessment & management in context

Supervision

- Student’s baseline abilities will vary; expect growth throughout placement
- ACP Guidelines
  - Patient safety is of the utmost importance
  - Ability to observe, assess & provide feedback
  - Licensed learners may perform all activities under indirect supervision
- Supervision should be based on student & patient factors
  - Previous experience, place in the program, complexity of practice or scenario
ASSESSMENTS

Assessment Tips

- Review the assessments prior to the placement
- Make comments in RXP throughout the placement
- Review student’s self assessment before the midpoint
  - Needs Improvement – acceptable at midpoint & indicates progress towards expected level
  - Not Meeting an Acceptable Level – flag major concerns
  - Exceeds an Acceptable Level – minimize at midpoint
  - Unable to Rate vs. Not Applicable –
    - UR: able to assess, but have not seen it yet (midpoint only)
    - N/A: use if the outcome cannot be assessed in your practice

Near Peer Teaching

- Objective: Participate in education of patients, other healthcare workers, and pharmacy and allied health care students, interns and residents.
- Activities:
  - Assist with orientation and clarifying expectations
  - Oversee daily junior learner activities
  - Model, observe, coach & debrief patient care activities with junior learners
  - Review & provide feedback on junior learner care plans, documentation and assignments
  - Provide feedback to junior learners on knowledge & skills
  - Develop and/or lead therapeutic or patient discussions, as determined

Assessment

- New section in RXPreceptor – not required for placements without near peer teaching
- 3 Outcomes
  - Commitment to teaching
  - Providing feedback
  - Setting expectations

Co-Precepting & Student Performance Assessments

- RxP allows only 1 preceptor to be assigned to a student
- Options
  - Assigned preceptor logs in for other preceptors to review & comment on the assessment
  - Assigned preceptor shares RxP user name & password with precepting team (change password after placement)
  - Download word version of assessment forms (Document library) & assigned preceptor copies comments into RxP
## PharmD Seminars

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<thead>
<tr>
<th>Pharm 505A</th>
<th>Pharm 505B</th>
<th>Pharm 505C</th>
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<tbody>
<tr>
<td><strong>Informative Presentation</strong></td>
<td><strong>Comprehensive Presentation</strong></td>
<td><strong>Poster Presentation &amp; Abstract</strong></td>
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<tr>
<td>1) Delivering effective presentation Assignment</td>
<td>3) Pharm/Pharm Intervention</td>
<td>1) Developing an Effective Poster &amp; Abstract (On-line discussion)</td>
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<tr>
<td>2) Peer Feedback Session</td>
<td>2) BEAR Assignment</td>
<td>2) Poster peer/faculty feedback session</td>
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<tr>
<td>3) Career Services Presentation</td>
<td>3) Self Assessment</td>
<td>3) MyCred Portfolio Reflection (Written assignment)</td>
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<td>4) Participation</td>
<td>4) Self Assessment</td>
<td>4) Participation</td>
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<td>5) Self Assessment</td>
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**February/March**

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<td>Delivering effective presentations assignment due</td>
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**May/June**

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**July/August**

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<td>Portfolio Reflection Assignment Due</td>
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**THANK YOU**

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Monday to Thursday