PharmD for Practicing Pharmacists
Pharm 511-14 Course Review

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Outline
• Resources & General Information
• MyCred
• Learning Plans
• PharmD Seminars

Pharm 511, 512, 513
• 6 week placement (240 hours)
  • 511 – Interprofessional Team
  • 512 – Acute Care
  • 513 – Community/Ambulatory practice
• Aims
  • Develop skills and knowledge required to optimize patient care and deliver pharmacy services
  - Proficiency, confidence & adaptability
  - Demonstrate autonomy & responsibility
  - Enhance critical thinking
  - Manage complexity & uncertainty
  - Near peer & small group teaching
  - Prepare for role as an educator

Preceptors – Course Information
www.ualberta.ca/pharmacy > Course Information

Planning
• Ensure you can log into CORE ELMS (formerly RXPreceptor - RxP)
  • www.rxpreceptor.com now
  • www.corehighered.com
  • Contact Melanie if you have questions phexed@ualberta.ca
• Review your student’s MyCred Portfolio
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
  - Post in MyCred 1 week pre placement (Goals or Assignments)
- Placement Activities
  - Provide patient care & take on the pharmacist’s role
  - 2 clinical assignments
    - Case presentations & journal clubs
    - Small scholarly or supportive projects
    - Develop &/or deliver education sessions or tools (patients, staff, health students)

Assessments

Assessment Summary

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Last post</th>
<th>Completed by</th>
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</thead>
<tbody>
<tr>
<td>Early Assessment of Student/Preceptor</td>
<td>End of week 1 (24h) must be submitted within 3 days</td>
<td>Student &amp; Preceptor</td>
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<tr>
<td>Midpoint Student Performance Assessment</td>
<td>Midpoint of placement (120h) must be submitted within 3 days</td>
<td>Student &amp; Preceptor</td>
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<tr>
<td>Student Evaluation of Preceptor &amp; Site</td>
<td>Midpoint (120h) must be submitted within 3 days</td>
<td>Student</td>
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<tr>
<td>Final Student Performance Assessment</td>
<td>End of placement (240h) must be submitted within 3 days</td>
<td>Preceptor</td>
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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

Criteria for Passing

• 0 Not meeting Expectations
• 0 Needs Improvements (NI) in Professionalism
• All outcomes ≥ Meets an Acceptable Level
  • Passing grade may be considered if you feel performance is acceptable & NI≤3 in the entire assessment; NI≤2 within 1 outcome &

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

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 Plans

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Goal</th>
<th>Score</th>
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Learning Goal | Resources & Strategies | Progress Indicators
---|---|---
Understand and review ICU sedation, pain and delirium by the end of week 1-2. | Review pain, sedation and delirium guidelines. Discuss delirium cases (and management) with my preceptor(s) and the team. | Self-reflect on my understanding of ICU pain/sedation/delirium management at the end of weeks 1 and 2. Receive on the spot feedback on case management with preceptor. Receive feedback from preceptor at the end of week 1 on my management and assessment skills.

Develop an effective sedation plans for 3 different intubated patients by the end of week 1-2. | Review sedation guidelines Determine available agents & pros & cons Identify appropriate sedation goals & monitoring parameters Discuss cases & management with preceptor/team | Self-reflect on my knowledge of ICU sedation management at the end of weeks 1 and 2. Receive on the spot feedback on case management with preceptor. Receive feedback from preceptor at the end of week 1 on my management and assessment skills.

Feedback on Learning Plans
- Watch the verbs: avoid “understand”
- Check of alignment with the purpose or the placement
- Don’t let them tackle too much at once
  - Break up complex or multi-step goals
- Check that the goals are at the “right level”
  - Participate in management vs. manage
  - Describe the role vs. take on the role
- Ensure the timelines are feasible and hold the learner accountable
- Consider, will activities support achieving the goal & are they reasonable for the placement

PharmD Seminars
Pharm 505

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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>Informative Presentation</td>
<td>Comprehensive Presentation</td>
<td>Poster Presentation &amp; Abstract</td>
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<tr>
<td>1) Delivering effective presentation Assignment 2) Peer Feedback Session 3) Career Services Presentation 4) Participation 5) Self Assessment</td>
<td>1) Placement Reflection 2) BEAR Assignment 3) Participation 4) Self Assessment</td>
<td>1) Developing an Effective Poster and Abstract (On-line discussion) 2) Poster peer/faculty feedback session 3) MyCred Portfolio Reflection (Written assignment) 4) Participation</td>
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PharmD Seminar

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<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topics</th>
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<tr>
<td>March 03/2018</td>
<td>0900-1600</td>
<td>ECHA TBD Calgary</td>
<td>1. Learning plans &amp; CPD 2. Developing Resumes &amp; CVs 3. “Articles that may change your practice”</td>
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Informative Presentation

• Journal Club
  • 12 minute presentation + 5 min questions
• Based on a PICO question & patient scenario
• Integrate critical appraisal into the presentation
• "How to present a journal club in 10 min"

BEAR – Brief Evidence-Based Assessment of Literature

• Brief Evidence-based Assessment of Research
• Select a question from practice
• Search question in a variety of sources
• Review for strengths, weaknesses & take home messages
• Develop your bottom line
• Decide if/how influence future decisions

https://www.ualberta.ca/medicine/departments/family-medicine/research/resident-research/bears

Comprehensive Presentation

• General Expectations
  • Clinical Controversy,
• Length
  • 30 minute presentation
  • 10 minute question period
• Topic Selection
  • Link to practice experience
  • Focused clinical question centred around a patient case
  • Presenting to a general pharmacists audience

Thank you

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Monday to Thursday