

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

PharmD for Practicing Pharmacists
Experiential Education Manual
(Pharmacy 511, 512, 513, 514, 515)

6 rotations x 6 weeks each at 40 hours per week

Click here for a 2 page overview of Pharm 511
Click here for a 2 page overview of Pharm 512
Click here for a 2 page overview of Pharm 513

Pharm 511/514 Course Outline and Syllabus
Pharm 512/514 Course Outline and Syllabus
Pharm 513/514 Course Outline and Syllabus
Pharm 515 Syllabus

* PharmD Preceptor Orientation 2015/16 Audio Podcast
PharmD Preceptor Orientation 2015/16 Handout
PharmD Course Review 2016/17 Video
PharmD Course Review 2016/17 Powerpoint
PharmD Seminars

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

How do I view MyCred ePortfolios?

Home
Profile Information
Scheduling / Availability
Rotation Schedule
Submit Availability

Login to RxPreceptor and select 'Rotation Schedule'

Student	Rotation Dates	Rotation Type	MyCred
	PharmD 2017 – Block 1 – 09-01-17 – 19-02-17	PHARM 513	

Students assigned to your site will appear

Click on the 'MyCred' icon to see your students' ePortfolio



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 roll
 - 2 clinical assignments
 - Case presentations & journal clubs
 - Small scholarly or supportive projects
 - Develop &/or deliver education sessions or tools (patients, staff, health students)

Expectations & 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 Summary

Assessment	Time point	Completed by
Early Assessment of Student/Preceptor	End of week 1 (40h); must be submitted within 3 days	Student & Preceptor
Midpoint Student Performance Assessment	Midpoint of placement (120h) must be submitted within 3 days	Student & preceptor
Student Evaluation of Preceptor and Site	Midpoint (120h) must be submitted within 3 days	Student
Final Student Performance Assessment	End of placement (240h) must be submitted within 3 days	Preceptor

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 \geq Meets an Acceptable Level
 - Passing grade may be considered if you feel performance is acceptable & NI \leq 3 in the entire assessment; NI \leq 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

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

Learning Plan - Pharm 511-04
PharmD for Practicing Pharmacists

Name:	Placement Site:	Block:	Course #
Learning Goal	Resources & Strategies	Indicators of Progress	Progress at MIDPOINT
<ul style="list-style-type: none"> • include what knowledge or skill you would like to attain/develop in this practice setting. • Use SMART format – objectives must be specific and measurable/observable by you and your preceptor. 	<ul style="list-style-type: none"> • specify the activities, books, or activities you will do to participate in or complete your learning goal. 	<ul style="list-style-type: none"> • how will you evaluate if you have achieved or are making progress towards the goal? • examples include: self-reflection with preceptor, receiving feedback from team members, self-reflection or evaluation, etc. 	<ul style="list-style-type: none"> • how do you evaluate if you have achieved or are making progress towards the goal? • key accomplishments • important next steps • additional skills/knowledge requiring further improvement
Progress at FINAL	Summary		
<ul style="list-style-type: none"> • Completed by student at 240 log • key accomplishments • important next steps • additional skills/knowledge requiring further improvement 	<ul style="list-style-type: none"> • key accomplishments • important next steps • additional skills/knowledge requiring further improvement 		
Previous Feedback: Strengths		Previous Feedback: Areas for improvement	
1.			
2.			
3.			
4.			

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.

Learning Goal	Resources & Strategies	Progress Indicators
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

PharmD Seminars

Pharm 505A	Pharm 505B	Pharm 505C
Informative Presentation	Comprehensive Presentation	Poster Presentation & Abstract
1)Delivering effective presentation Assignment 2)Peer Feedback Session 3)Career Services Presentation 4)Participation 5)Self Assessment	1)Placement Reflection 2)BEAR Assignment 3)Participation 4)Self Assessment	1)Developing an Effective Poster and Abstract (On-line discussion) 2)Poster peer/faculty feedback session 3)MyCred Portfolio Reflection (Written assignment) 4)Participation
March	May/June	August

PharmD Seminar

Date	Time	Location	Topics
03/08/2018	0900-1600	ECHA TBD Calgary:	1. Learning plans & CPD 2. Developing Resumes & CVs 3. "Articles that may change your practice"

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

