



UNIVERSITY OF ALBERTA
FACULTY OF PHARMACY AND
PHARMACEUTICAL SCIENCES

PHARM 515

COURSE OUTLINE and SYLLABUS

Winter, Spring/Summer, Fall 2018

PHARM 515: Experiential Learning Part 5

Course weight: *6

Off Campus

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Office Hours: Wednesday to Friday by Appointment

Policy about course outlines can be found in
[Course Requirements, Evaluation Procedures and Grading](#)
of the University Calendar.

Course Description

PharmD students are required to design and complete a practice-based placement including objectives, activities, and an assessment mechanism. The placement proposal is subject to approval by the preceptor and the Course Coordinator. Travel and accommodation costs are the responsibility of the student. Credit may be obtained for this course more than once. Restricted to PharmD for Practicing Pharmacists students.

Course Prerequisites

- Students must achieve satisfactory standing in PHARM 501, PHARM 502, PHARM 503, and PHARM 504 or with Faculty consent.
 - *Faculty consent may be considered for students in the part-time program between first and second term for those that have achieved satisfactory standing in PHARM 521 and 522.*
 - *Faculty consent may be considered for students in the part-time program after the third term of courses for those that have achieved satisfactory standing in PHARM 521, 522, 523, 524, 525, 533, and 534.*
- Students must be licensed by the Alberta College of Pharmacists as a clinical pharmacist.
- Students must be certified to give injections prior to commencing any clinical placement.
- Students must provide proof of licensure and authorization to administer drugs by injection prior the placement.
- Course is restricted to PharmD for Practicing Pharmacists students

Other Course Requirements

Course requirements are listed below. For detailed information refer to the **PharmD for Practicing Pharmacists Experiential Education Manual** or the University Calendar at ([\\$Faculty Regulations](#)).

Requirements are monitored by the Faculty & must be provided to Student Services (MSB 2-55). All requirements must be provided at least 30 days before the start of the first placement (PHARM 511-515). Students who fail to provide the documentation outlined in the course requirements, will not be able to begin their placements as scheduled.

The requirements include:

- Police Information Check with Vulnerable Sector Check (original must be provided & copy retained)
- Proof of licensure
- Proof of authorization to give injections
- Proof of minimum of \$2 million in personal liability insurance
- Up-to-date immunization record
- Up-to-date N95 certification
- Standard or Emergency First-Aid and Level C CPR
- AHS Information & Privacy and IT Security & Compliance Training Module Certificate (if applicable)
- AHS Informed Consent for Disclosure of Personal Information form (if applicable)
- AHS Student Orientation Modules (if applicable)

Course Objectives

The PharmD for Practicing Pharmacists student is expected to demonstrate competencies of professionalism, communication, care provider, scholar, collaborator and advocate as appropriate and applicable to the practice setting. Further details of the learning objectives will be developed by the student in consult with the preceptor as part of the placement proposal and learning plan.

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

Skills:

- Application of the knowledge required of pharmacists in the practice setting
- Proficiency in verbal, non-verbal (appropriate body language), 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)
- Application of the patient care process (as applicable to the placement setting)
- Ability to function as a member of a team and demonstrate relational competence (as applicable to the placement setting)
- Ability to apply scholarly skills such as teaching and principles of scientific inquiry (as applicable to the placement setting)

Attitudes:

- Professional behavior, responsibility, and accountability
- Initiative and self-directed learning
- Promotes the vision of the pharmacy profession

Required Textbooks

There are no required textbooks for this course.

Required readings/videos

The following websites/readings/videos provide important background for the course and its assignments (Placement Proposal with embedded Learning Plan and Participation in Continuing Competence Program).

- **Pharm 515 Orientation Podcast**
https://drive.google.com/file/d/1ol_2YlyFLhehF01ab9BULwATB0ZptngQ/view
- **Pharm 515 Assignments Overview Podcast**
<https://www.youtube.com/watch?v=zrPNvjliKpM&feature=youtu.be&hd=1>
- **Pharm 515 Professionalism with Preceptors Video (Powtoons)**
https://www.youtube.com/watch?v=gaVK_lhpJ38&rel=0

Suggested readings

The following websites may be used as references for course assignments (Placement Proposal with embedded 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>
- Continuing Competence Program Tutorial (login required)
 - <https://pharmacists.ab.ca/ccp/>
- Continuing Professional Development Portal login:

- https://www2.skilsure.net/skilsure_acp_cpd/login/ccplogin.php

AFPC Educational Outcomes 2017

http://afpc.info/system/files/public/AFPC-Educational%20Outcomes%202017_final%20Jun2017.pdf

NAPRA Professional Competencies for Pharmacists at Entry to Practice

<http://www.nbpharmacists.ca/LinkClick.aspx?fileticket=f7%2Fs2K14JvM%3D&tabid=261&mid=695>

CAPE Educational Outcomes

<http://www.aacp.org/resources/education/cape/Open%20Access%20Documents/CAPEoutcomes2013.pdf>

Blooms Taxonomy

<http://uofa.ualberta.ca/-/media/ualberta/centre-for-teaching-and-learning/catalysts/design-multidomain-demonstrations/blooms-taxonomy-of-learning2014.pdf>

Other required materials (lab equipment, software, supplies, etc.)

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 while on placement.

Technology Requirements

Personal Computers

Students may be asked to bring personal lap tops to placement sites to use for non-patient care activities due to space limitations at the practice site.

eClass

Students must routinely access eClass (powered by Moodle) to obtain course information. The Experiential Education Manual and supplementary material will be posted on eClass and RxPreceptor. Supplementary material includes assignment descriptions, checklists or other resources. Students must upload required assignments into eClass.

RxPreceptor

Students must complete relevant placement and course evaluations in RxPreceptor.

MyCred

Students must develop a MyCred professional portfolio. Further students should be contributing to and updating their e-portfolios as they complete their experiential education courses.

Netcare

Students must explore the need for Netcare with their preceptor at least 2 months prior to the start of the placement. Please note that access to Netcare may be restricted or unavailable for non-direct patient care activities. Procedures for accessing Netcare for placements is detailed in the PharmD for Practicing Pharmacists Experiential Education Manual.

U of A Communications Policy

The University has approved an Electronic Communications Policy for Students and Applicants. When appropriate, the University, including course instructors, will send you important information through e-mail.

As a result, you will receive this information in a timely way and can follow-up promptly. Please keep in mind these key points regarding electronic communications relating to this course:

- Check your e-mail at least once a week.
- All students and applicants are assigned a University of Alberta Campus Computing ID (CCID) with e-mail privileges. The 'CCID@ualberta.ca' e-mail address originally assigned by the University is the e-mail address to which communications will be sent relating to this course.
- You must advise Academic Information and Communication Technologies (AICT) immediately of any problems encountered with University e-mail accounts by contacting the Help Desk at www.ualberta.ca/HELP or by calling 780.492.9400.
- It is recommended that you do not forward your University directed e-mail to other non-University e-mail addresses such as those provided by Hotmail, Yahoo, Shaw, TELUS, etc. You could miss important communications that may affect your University career.
- When emailing a course instructor, include PHARM 515 in the subject line to ensure the screening process does not delete your email. Please use your U of A email address.

Failure to receive or read University communications sent to the University e-mail address in a timely manner does not absolve students and applicants from knowing, responding to or complying with the content of that communication.

See the full policy at <http://www.registrarsoffice.ualberta.ca/About/U-of-A-Electronic-Communications-Policy.aspx>

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 the Winter, Spring/Summer, and Fall terms. It may be repeated once. 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 Program Placement Blocks are as follows:

<u>Block 1</u> Jan 8-Feb 16, 2018	<u>Block 2</u> Feb 19 - Mar 30, 2018	<u>Block 3</u> Apr 9 - May 18, 2018	<u>Block 4</u> May 21 – Jun 29, 2018
<u>Block 5</u> Jul 2 – Aug 10, 2018	<u>Block 6</u> Aug 13 – Sep 21, 2018	<u>Block 7</u> Sep 24 – Nov 2, 2018	<u>Block 8</u> Nov 5 – Dec 14, 2018

Placement Selection and Scheduling:

- Students are encouraged to identify a preceptor and site that aligns with their professional interests within the scope of pharmacy. The course coordinator will be available to students for consultation during this process.
- Although not a requirement, students may wish to finalize the placement dates of their specialty elective(s) prior to matching their other experiential courses. This allows students more awareness of scheduling limitations during the match process for PHARM 511, 512, 513, or 514. Additional timeline recommendations for scheduling a PHARM 515 placement can be found in Appendix 1.
- Students are required to be self-aware of possible conflicts of interest when organizing a PHARM 515 placement site. Students should choose a placement site and preceptor that fosters an unbiased and constructive learning environment.
- The course coordinator will make available to students a list of potential PHARM 515 placements where the site has already met the Experiential Education requirements (such as an established Student Placement Agreement) AND the preceptors have confirmed interest and availability for precepting. This list is referred to as the “Pharm515 Opportunities List”. It is available on eClass and is updated continually based on changes in student capacity.
- The preceptor and student will determine the placement dates based on preceptor availability and what is mutually agreeable between student and preceptor. Placement dates can align with the Program Placement Blocks or may have an alternate schedule. In most cases, students complete PHARM 515 with a “full time” regular schedule of 240 hours evenly distributed over 6 weeks. Students that wish to complete the 240 hour course using a different schedule must consult with the course coordinator. A modified schedule is subject to approval by the course coordinator and preceptor. The schedule must NOT hinder optimal learning in the placement.
- If the student confirms a placement from the “Pharm 515 Opportunities List” he/she must complete the google form at <https://goo.gl/forms/qUj9Xnb4k9VAjx2p2> to prompt scheduling of the placement by the course coordinator in RxPreceptor. The placement must be mutually agreeable between the student and preceptor prior to scheduling and the course coordinator may consult with the preceptor to confirm the arrangement. Within the google form, the student will be asked to provide the following details:
 - Preceptor name, contact information, and placement site
 - Description of the placement activities if the preceptor did not provide a site description
 - Placement dates
 - Indicate the placement block or proposed modified schedule. If modified schedule, please indicate the start and end dates, days/hours in placement and any mid placement breaks.
 - Conflict of Interest declaration
 - Declare any actual or potential conflict of interest and mitigating factors
 - Netcare requirements
- If the student wishes to schedule a Pharm515 that is not part of the “Pharm515 Opportunities List” it will be considered a “Student Initiated Placement” (SIP) and is subject to the requirements of Student

Initiated Placements as outlined in Section 4.4 of the PharmD for Practicing Pharmacists Experiential Education Manual. Students must follow the procedures outlined in the PharmD for Practicing Pharmacists Experiential Education Manual. As per the procedures, official SIP requests can be made by completing the SIP google form on eClass.

- Students enrolled in PHARM 505 are expected to be away from the placement site to attend PHARM 505 Seminars. Please refer to PHARM 505 syllabus for exact dates.
- Students are required to have at least 4 experiential education placements in direct patient care. Students must be mindful of this requirement when planning their PHARM 515 placement(s).

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

Detailed Course Outline

Details of learning activities and topics will be outlined in the placement “Site Description” and/or the student’s Placement Proposal (Assignment #1)

Grading

Course is credit/no credit.

Preceptors will complete student performance assessments in RxPreceptor. Preceptors will base their assessments on observation of the student, discussion and debriefing with the student, feedback from other healthcare team members and/or patients, as well as quality of placement activities and assignments.

Preceptors will assign a placement grade and the Course Coordinator will assign a final course grade based on the preceptor assessments and the completion of all other course requirements.

Assessment

For each outcome, the preceptor will provide a rating from the following scale:

- Exceeds an Acceptable Level of Performance
- Meets an Acceptable Level of Performance
- Needs Improvement to Reach an Acceptable Level of Performance
- Not Meeting an Acceptable Level of Performance

The outcomes assessed for PHARM 515 are variable based on the type of placement:

A. **Patient Care within a Specialty Practice** (Appendix 5 - Pharm 515 Student Performance Assessment Form A)

- The PharmD student will be assessed on their ability to demonstrate proficiencies in outcomes of:
 - Professionalism (3)
 - Communication (2)
 - Scholar (3)
 - Care Provider (6)
 - Collaboration (1)

- B. Non-Patient Care (Appendix 6 - Pharm 515 Student Performance Assessment Form B)
- The PharmD student will be assessed on their ability to demonstrate proficiencies in outcomes of:
 - Professionalism (3)
 - Communication (2)
 - Scholar (4)
 - Collaboration (2)
 - Advocacy (1)
- C. Combination of Patient Care and Non-Patient Care (Appendix 7 - Pharm 515 Student Performance Assessment Form C)
- The PharmD student will be assessed on their ability to demonstrate proficiencies in outcomes of:
 - Professionalism (3)
 - Communication (2)
 - Scholar (3)
 - Care Provider (5)
 - Collaboration (1)

Section 5 of the PharmD for Practicing Pharmacists Experiential Education 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.

Assessment Points:

- 40 hours (early placement assessment), 120 hours (midpoint), 240 hours (final).

Assessment Procedures

- Early Placement Assessment
 - To be completed by both student and preceptor on-line in RxPreceptor.
- Midpoint and Final – Pharm 515 Student Performance Assessment (Form A, B, or C).
 - The preceptor will complete the Pharm 515 Student Performance Assessment in RxPreceptor at midpoint and final.
 - See Appendix 5 (Form A), Appendix 6 (Form B), Appendix 7 (Form C)
- Midpoint and Final – Learning Plan (Part C of Placement Proposal) Review and Discussion
 - The student will review their learning plan and utilize their indicators of progress and self-reflection to identify if learning goals are being achieved. It is the student's responsibility to update the learning plan and discuss with the preceptor at both the midpoint and final assessment point.
 - The completed learning plan should be uploaded into eClass at the end of the placement (Final Assessment point ONLY)
 - The Course Coordinator may ask to view the learning plan or the entire placement proposal at any time during the placement.

Activity/Assessment/Responsibility	Weight	Placement Point (Due Date)
Placement Proposal Assignment: <i>Student responsibility:</i> <ul style="list-style-type: none"> • Discuss your placement proposal with preceptor to refine components • Incorporate feedback from your preceptor 	Required for course credit	As early as possible but at least 1 month prior to the proposal due date for Pharm 515
Placement Proposal Assignment: <i>Student responsibility:</i> <ul style="list-style-type: none"> • Submit placement proposal to course coordinator 	Required for course credit	Block 1 - December 1, 2017 Block 2 – January 5, 2018 Block 3 - February 15, 2018 Block 4 – April 1, 2018 Blocks 5 – May 15, 2018 Block 6 – July 1, 2018 Block 7 - August 15, 2018 Block 8 – Oct 1, 2018 For alternate placement dates, due date will correspond with the due date for the closest Block.
Placement Proposal Assignment: <i>Student responsibility:</i> <ul style="list-style-type: none"> • Provide preceptor with finalized placement proposal 	Required for course credit	3 weeks prior to the placement start date
Early Assessment: <i>Preceptor responsibility:</i> <ul style="list-style-type: none"> • PharmD Early Assessment of Student in RxPreceptor (preceptor to complete and discuss with student) <i>Student responsibility:</i> <ul style="list-style-type: none"> • PharmD Early Assessment of Preceptor in RxPreceptor (student to complete and discuss with preceptor) 	Required for course credit	End of 40 hours (week 1) of the placement
Midpoint Assessments <i>Preceptor responsibility:</i> <ul style="list-style-type: none"> • PHARM 515 Student Performance Assessment (A, B, or C)– Midpoint in RxPreceptor (preceptor to complete and discuss with student) <i>Student responsibility:</i> <ul style="list-style-type: none"> • PHARM 515 Student Self Assessment (A, B, or C) in RxPreceptor (student to complete and provide to preceptor) • Student Evaluation of Preceptor and Site – Midpoint in RxPreceptor (student to complete and discuss with the preceptor) Placement Proposal Assignment <i>Student responsibility:</i> <ul style="list-style-type: none"> • Update Learning Plan (part C of Placement Proposal) - complete the “Progress at Midpoint” column incorporate new goals or update/refine existing ones as appropriate. <u>Share with preceptor.</u> 	Required for course credit	End of 120 hours (week 3)

Final Assessment: <i>Preceptor Responsibility</i> <ul style="list-style-type: none"> PHARM 515 Student Performance Assessment (A,B, or C)– Final in RxPreceptor (preceptor to complete and discuss with student) <i>Student Responsibility</i> <ul style="list-style-type: none"> Student Evaluation of Preceptor and Site – Final in RxPreceptor (student to complete and discuss with the preceptor) Placement Proposal Assignment <i>Student Responsibility</i> <ul style="list-style-type: none"> Complete the “Progress at Final” column of the learning plan (part C of the placement proposal). <u>Share with preceptor</u> Upload learning plan (part C) of the placement proposal into eClass. 	Required for course credit	End of 240 hours (week 6)
After Final Assessment <i>Student Responsibility:</i> <ul style="list-style-type: none"> Post Course Evaluation of Preceptor and Practice Setting (student to complete; is NOT shared with the preceptor) Participation in CCP Assignment <i>Student Responsibility:</i> <ul style="list-style-type: none"> Ensure learning record and implementation record is completed in the ACP CCP. Upload copy of documentation of implementation into eClass 	Required for course credit	Within 5 <u>calendar</u> days of the end of the placement
Preceptor Nomination <i>Student Responsibility (optional):</i> <ul style="list-style-type: none"> Consider preceptor nomination for Preceptor of the Year award or Preceptor Recognition Program. If fitting, complete the appropriate survey in RxPreceptor. 	optional	After the end of the placement

As per University policy (see [Evaluations Procedures and Grading System of the University Calendar](#)), final grade assessment will be based on consideration of absolute achievement and relative performance in the class.

Late Assignment Policy

Assignment #1

- Late submission of Assignment #1 may result in cancellation or postponement of the placement. Students that are unable to submit on or prior to the deadline are encouraged to contact the course coordinator to discuss an alternate deadline as early as possible.

Assignment #2

- Late submission of documentation of Assignment #2 in eClass may result in a grade of NC. Students that need extra time for completion of Assignment #2 are encouraged to contact the course coordinator to discuss an alternate deadline as early as possible.

Incomplete Assessments (Student Self Assessment, Evaluation of Preceptor and Site, or Post Course Evaluation of Preceptor and Practice Setting)

- Late completion of assessments by the student may result in a grade of NC. Students that need extra time for completion of assessments are encouraged to contact the course coordinator to discuss alternate deadline as early as possible.

Assignments and Exams

Assignment #1: PHARM 515 Specialty Elective Placement Proposal

Students are required to develop a PHARM 515 Specialty Elective Placement Proposal using the template in Appendix 2. Once a suitable draft is developed, the student will provide it to his/her preceptor for review. In consultation with the preceptor, the student will refine and finalize the components of the Placement Proposal. The Placement Proposal must be submitted to the course coordinator as a **typed word document** prior to the deadline of the corresponding placement block. The Placement Proposal is subject to approval by the course coordinator and preceptor. As such, requests for clarification or revisions may be requested by either.

The Placement Proposal must include:

- General Information (Part A)
 - placement name
 - placement site
 - preceptor(s) name and contact information
 - overview of the placement
 - students are expected to provide a brief description or summary of the placement in 200 words or less
 - if the preceptor has developed a site description for the placement, the student may opt to check off "See Site Description" instead of, or in addition to, providing an overview.
- Placement schedule (Part B)
 - students must indicate the dates of the proposed placement by checking off the block or detailing the alternate dates
- Learning Plan (Part C)
 - Goals

- Students are expected to indicate the skill(s) and/or knowledge they hope to achieve or further develop into the wording of their learning goals. Avoid listing activities and/or deliverables as goals.
- Objectives
 - Students should develop learning objectives that inform a mechanism for achieving the learning goal.
 - SMART format is preferred as objectives are expected to be fairly specific, measurable/observable by the student and/or preceptor, attainable within the 6 week placement, realistic for the placement setting and student's expected knowledge and ability level (preceptor can provide guidance) and timely.
 - A maximum of 2 objectives for each goal is suggested but not mandatory.
- Indicators of progress
 - Students will describe how they will measure their own progress or achievement within their learning goals and objectives.
- Progress at midpoint (completed at 120 hours) and final (completed at 240 hours)
 - using the indicators described in "indicators of progress" and the details of their SMART objectives, students will self assess their progress at midpoint and final and provide a short reflection and rating from the self-assessment scale (meeting expectations or needs improvement).
- Plan for participation in ACP Continuing Competence Program (Part D)

Deadlines for pre-placement submission of Assignment #1 (Placement Proposal) to the Pharm 515 Course Coordinator:

- Placements occurring in block 1: December 1, 2017
- Placements occurring in block 2: January 5, 2018
- Placements occurring in block 3: February 15, 2018
- Placements occurring in block 4: April 1, 2018
- Placements occurring in block 5: May 15, 2018
- Placements occurring in block 6: July 1, 2018
- Placements occurring in block 7: August 15, 2018
- Placements occurring in block 8: Oct 1, 2018
- For alternate placement dates, the deadline will be the same as the block with the closest start date.

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

Students are required to contribute to their ACP Continuing Competence Program (CCP) portfolio online as part of their PHARM 515 placement. Students are expected to complete the following:

- Develop a Learning Record within his/her ACP Continuing Professional Development (CPD) portal (online) based on one or more of their learning goals from their Learning Plan (Part C of placement proposal).
- Develop an Implementation Record within his/her ACP Continuing Professional Development (CPD) portal (online) related to their ACP learning record and a placement activity or assignment.

- Upload, into eClass, documentation that provides evidence of implementation. This documentation can be a copy of the same piece of documentation uploaded into the student's ACP CCP implementation record or a copy of the implementation record itself.

Students completing PHARM 515 in block 4 (May 22 – Jun 30, 2017) are encouraged to complete both their learning record and implementation record prior to June 1 or after May 31 in order to maintain both records within the same CE cycle.

Students are to complete this assignment online within their CPD portal. However, a copy of the Learning Record and Implementation Record online forms are in Appendix 3 and 4 respectively for reference.

Deadlines for Assignment #2 (Participation in CCP)

- The Learning Record and Implementation Record should be submitted by the student to his/her CPD portal on or before the last day of the placement.
- Evidence of implementation or a copy of the implementation record must be uploaded as a field encounter in eClass within 5 calendar days of the end of the placement.

Additional Assignments:

Other placement assignments will be determined by the student and in consultation with the preceptor.

Assignment Scoring Criteria or Rubrics

Assignment #1 Scoring:

- Complete or Incomplete
 - A mark of complete must be obtained prior to the start of the placement in order for the placement to proceed.

Assignment #2 Scoring:

- Complete or Incomplete
 - The assignment must be completed and evidence/documentation uploaded into eClass in order for course credit to be granted.

Additional Assignments:

- Assignments determined within the placement by the preceptor and/or student are to be completed to the satisfaction of the preceptor. Quality of work done on assignments will be considered by the preceptor when rating performance on the assessments.
- Rubrics for assessing oral presentations are available to the preceptor in RxPreceptor. Use of these rubrics is optional.

Instructor Assumptions

Students

Students must be self directed in developing this placement. The Course Coordinator is available to advise the student on placement selection and consult with the student regarding potential preceptors. This placement

provides an opportunity for the student to tailor an experience to his or her unique program or career goals. Students should provide the course syllabus to the preceptor and are responsible for ensuring that all course requirements are completed and deadlines are met.

Experiential education is most successful when learners and practice sites are engaged in learning with and from each other. In the placement environment, the students are expected to drive the learning process. They 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 (examples include preparing for patient care activities and completing non-direct patient care assignments). See Section 2 of the Pharm D for Practicing Pharmacists Experiential Education Manual for additional student requirements and responsibilities.

Students are expected to follow the experiential education policies and procedures as outlined in the PharmD for Practicing Pharmacists Experiential Education Manual.

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 Experiential Education Manual.

Preceptors

Preceptors may be pharmacists or other healthcare professionals if they meet the Preceptor Qualifications and Requirements outlined in the PharmD for Practicing Pharmacists Experiential Education Manual. Preceptors should contact Candace Ramjohn (or designate) at phexed@ualberta.ca if they do not have an active account in RxPreceptor.

During placement proposal development, the preceptor is expected to provide feedback on learning goals and activities with regards to quality and feasibility. Preceptors must determine any student requirements, such as IT access, and take the necessary steps to facilitate these requirements. Refer to Section 3 of the Experiential Education Manual or contact the Course Coordinator for further information. The Preceptor Guide, located at <http://pharm.ualberta.ca/preceptors/training-and-resources/preceptor-guide>, provides guidance to preceptors about their role.

Policy about Recording Lectures

“Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).”

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](http://www.governance.ualberta.ca) (online at www.governance.ualberta.ca) and avoid any behavior 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.

Specialized Support and Disability Services (SSDS)

Students registered with Specialized Support and Disability Services (SSDS) who will be using accommodations in the classroom or the lab, or who will be writing exams through SSDS, are required to provide a *"Letter of Introduction"* to the course coordinator and a separate letter to the lab coordinator within 1 week of the start of the class.

Those students who need accommodated exams must provide the course coordinator with an *"Exam Instructions & Authorization form"* within 1 week of the start of class. They are encouraged to make an appointment with the course coordinator and the lab coordinator to discuss any required accommodations.

For students who write exams with accommodations at **SSDS**, please be cognizant of their deadlines and regulations. If you fail to meet these deadlines or follow the procedures, the result is most likely that SSDS will be unable to provide the necessary space and/or services you require. In these situations, the Faculty of Pharmacy and Pharmaceutical Sciences does not have the resources to provide disability-related exam accommodations, and you will be invited to write your exams with peers during the allotted time in the assigned room.

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.

Failed Experiential Education Placements ([§Faculty Regulations](#))

Students receiving a grade of no credit and will be placed on Academic Warning and considered to be in Conditional Standing. The student will be required to retake the course involved the next time it is offered. The student must meet with the Course Coordinator to discuss the failed placement, and opportunities to retake the course. Failure of a placement will extend the duration of a student's program and may result in changes to the student's placement schedule and convocation date. Failure to pass the course on the second attempt will result in withdrawal of the student from the program.

APPENDIX #1 – EXECUTIVE SUMMARY

Suggested Timeline for Pharm515 Placement Development and Completion of Assignment #1

1. Students in the full time program (PHARM 515 in Block 1-6 of 2018):

- July/August 2017:
 - Review the “Pharm 515 Opportunities List” and approach potential preceptors as appropriate. Meet with the Course Coordinator to discuss placement options if needed.
- Late August to Early September 2017:
 - Confirm placement preceptor, site and dates.
 - Discuss initial placement goals, activities and feasibility with the preceptor.
- At least 2-3 months before the placement begins:
 - Confirm with preceptor if Netcare Access is required.
- At least 1 month before the PHARM 515 Course Coordinator Placement Proposal deadline (approximately 6-8 weeks prior to the start of the placement):
 - Provide your Placement Proposal to your preceptor in draft form. Discuss it with the preceptor to refine the components including the Learning Plan.
- Submit placement proposal via eClass to the course coordinator on the block specific due date
- Ensure Experiential Education “other course requirements” are submitted to student services at least 30 days prior to first placement
- At least 3 weeks before the placement begins:
 - Provide your finalized Placement Proposal to your preceptor

2. Students in the 2018 cohort of the part time program considering Pharm515 between the first and second term after completion of Pharm 521 and 522 (Pharm 515 in Spring/Summer of 2018)

- December 2017/January 2018:
 - Review the “Pharm 515 Opportunities List” and approach potential preceptors as appropriate. Meet with the Course Coordinator to discuss placement options if needed.
 - NOTE – Students completing Pharm 515 after one term of courses will not have completed Pharm 523 and as such may be discouraged from scheduling a Pharm 515 in patient care areas (depending on past experience). Options for Pharm 515 may be more limited for this cohort. Faculty approval is required prior to finalizing a Pharm 515 placement between the first and second term.
- February 2018:
 - Confirm placement preceptor, site and dates.
 - Discuss initial placement goals, activities and feasibility with the preceptor.
 - Confirm with preceptor if Netcare Access is required.
- At least 1 month before the PHARM 515 Course Coordinator Placement Proposal deadline (approximately 6-8 weeks prior to the start of the placement):
 - Provide your Placement Proposal to your preceptor in draft form. Discuss it with the preceptor to refine the components including the Learning Plan.
- Submit placement proposal via eClass to the course coordinator on the block specific due date
- Ensure Experiential Education “other course requirements” are submitted to student services at least 30 days prior to first placement
- At least 3 weeks before the placement begins:
 - Provide your finalized Placement Proposal to your preceptor

3. Students in the 2016 or 2017 cohort of the part time program scheduling Pharm 515 in 2018 after completion of Pharm 521, 522, 523, 524, 533, 534, and 544 (Pharm 515 in Spring/Summer or Fall 2018):

- June/July/Aug 2017:
 - Meet with the Course Coordinator to discuss placement options, and discuss/approach potential preceptors.
- At least 6 months prior to the placement start date:
 - Confirm placement preceptor, site and dates.
 - Discuss initial placement goals, activities and feasibility with the preceptor.
- At least 3 months before the placement begins:
 - Confirm with preceptor if Netcare Access is required.
- At least 1 month before the PHARM 515 Course Coordinator Placement Proposal deadline (approximately 6-8 weeks prior to the start of the placement):
 - Provide your Placement Proposal to your preceptor in draft form. Discuss it with the preceptor to refine the components including the Learning Plan.
- Submit placement proposal via eClass to the course coordinator on the block specific due date
- Ensure Experiential Education “other course requirements” are submitted to student services at least 30 days prior to first placement
- At least 3 weeks before the placement begins:
 - Provide your finalized Placement Proposal to your preceptor

Reminders of Deadlines for submission of Placement Proposal to the Pharm 515 Course Coordinator:

BLOCK	DUE DATE for Submission of Placement Proposal on eClass
Block 1	December 1, 2017
Block 2	January 5, 2018
Block 3	February 15, 2018
Block 4	April 1, 2018
Block 5	May 15, 2018
Block 6	July 1, 2018
Block 7	August 15, 2018
Block 8	October 1, 2018
Modified Placement Dates	Due date is the same as that of the Block with the closest start date

Other Course Requirements include:

- Police Information Check with Vulnerable Sector Check (original must be provided & copy retained).
- Proof of licensure
- Proof of authorization to give injections
- Proof of minimum of \$2 million in personal liability insurance.
- Up-to-date immunization record
- Up-to-date N95 certification
- Standard or Emergency First-Aid and Level C CPR
- AHS Information & Privacy and IT Security & Compliance Training Module Certificate (if applicable)
- AHS Informed Consent for Disclosure of Personal Information form (if applicable)
- AHS Student Orientation Modules (if applicable)

Appendix #2: PHARM 515 Specialty Elective Placement Proposal

<<Name>>, PharmD student
Faculty of Pharmacy and Pharmaceutical Sciences
University of Alberta
<<Date>>

A. General Information

<u>Placement Name:</u>		
<u>Placement Site(s):</u>	<u>Primary Preceptor and Contact Information:</u>	<u>Additional Preceptors:</u>
<u>Overview of Placement</u> (maximum 200 words)		<input type="checkbox"/> See Site Description

B. Placement Schedule (check appropriate box and provide details as appropriate)

<input type="checkbox"/> Standard schedule <ul style="list-style-type: none">(240 hours evenly distributed over 6 weeks in a program placement block) BLOCK _____	<input type="checkbox"/> Modified Schedule (please provide details below)
---	--

C. Learning Plan

Goals <ul style="list-style-type: none"> indicate what knowledge or skill(s) you would like to obtain and/or further develop in this setting 	Objectives <p>Objectives will inform how you will achieve your goal. Use SMART format – objectives must be specific and measureable/observable by you and your preceptor. (suggest maximum of 2 for each goal)</p>	Indicators of Progress <ul style="list-style-type: none"> 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, meeting expected timelines for deliverables, etc 	Progress at MIDPOINT (Completed by student at 120 hr) Summary <ul style="list-style-type: none"> key accomplishments important next steps behaviors/skills/knowledge requiring further improvement Self-Assessment Rating (SAR) <ul style="list-style-type: none"> Meeting Expectations of progress in learning (ME) Needs Improvement (NI) 	Progress at FINAL (Completed by student at 240 hrs) Summary <ul style="list-style-type: none"> key accomplishments important next steps behaviors/skills/knowledge requiring further improvement Self-Assessment Rating (SAR) <ul style="list-style-type: none"> Meeting Expectations of progress in learning (ME) Needs Improvement (NI)
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 ____
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 ____
5.			Summary <i>Student types progress here</i>	Summary <i>Student types progress here</i>

Goals <ul style="list-style-type: none"> indicate what knowledge or skill(s) you would like to obtain and/or further develop in this setting 	Objectives <p>Objectives will inform how you will achieve your goal. Use SMART format – objectives must be specific and measureable/observable by you and your preceptor. (suggest maximum of 2 for each goal)</p>	Indicators of Progress <ul style="list-style-type: none"> 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, meeting expected timelines for deliverables, etc 	Progress at MIDPOINT (Completed by student at 120 hr) Summary <ul style="list-style-type: none"> key accomplishments important next steps behaviors/skills/knowledge requiring further improvement Self-Assessment Rating (SAR) <ul style="list-style-type: none"> Meeting Expectations of progress in learning (ME) Needs Improvement (NI) 	Progress at FINAL (Completed by student at 240 hrs) Summary <ul style="list-style-type: none"> key accomplishments important next steps behaviors/skills/knowledge requiring further improvement Self-Assessment Rating (SAR) <ul style="list-style-type: none"> Meeting Expectations of progress in learning (ME) Needs Improvement (NI)
			SAR _____	SAR _____
6.			Summary <i>Student types progress here</i>	Summary <i>Student types progress here</i>
			SAR _____	SAR _____

D. 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 placement plan and a copy of the documentation providing evidence of implementation or implementation record (from CCP) must be uploaded as a field encounter in eClass at the end of the placement.

Appendix 3: ACP CCP Learning Record

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 #4: ACP CCP Implementation Record

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
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

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?

APPENDIX 5: PHARM 515 Student Performance Assessment – Form A (Patient Care within a Specialty Practice)

Pharm 515 FORM A (Patient Care) Student Performance Assessment 2016 - Midpoint and Final

General overview

IMPORTANT NOTE: Please save your work periodically (save button is at bottom of form). You also must save before exiting (as "Save as Draft"), or the information entered will be lost. Once you have completed the assessment, hitting the "Submit" button will lock in your responses and send your assessment to the Faculty.

The assessments of the student's performance are completed on-line using RxPreceptor by the preceptor at the midpoint and end of the placement. Following completion of the MIDPOINT Student Performance Assessment please complete the Midpoint Assessment Confirmation (included near the end of this assessment form). Following completion of the FINAL Student Performance Assessments please provide a Final Placement mark (at the end of this assessment form).

How to apply scoring

There are 5 major areas of assessment:

1. Professionalism (3 outcomes)
2. Communication (2 outcomes)
3. Care Provider (6 outcomes)
4. Scholar (3 outcomes)
5. Collaborator (1 outcome)

Please provide an overall rating of the performance of your student for each outcome. The overall rating scale is as follows:

1. **Exceeds an Acceptable Level of Performance** – Apply this rating if you believe your student is performing better than expected on the skills and behaviours associated with the outcome.
2. **Meets an Acceptable Level of Performance** – Apply this rating if you believe your student is performing as expected on the skills and behaviours associated with the outcome.
3. **Needs Improvement to Reach an Acceptable Level of Performance** – Apply this rating if you believe your student needs improvement on the skills and behaviours associated with this outcome but is capable of meeting an acceptable level of performance with practice and hard work.
4. **Not Meeting an Acceptable Level of Performance** – Apply this rating if you believe your student has significant difficulty or deficits on the skills and behaviours associated with this outcome and is not likely to meet an acceptable level of performance by the end of the placement.
5. **Unable to Rate at Midpoint** – Apply this rating if you were unable to observe your student demonstrating MOST of the skills or behaviours associated with this outcome AT MIDPOINT but will likely be able to observe by the end of placement. Selecting this rating will serve as a signal to pay special attention to these skills and behaviours between the midpoint and the final assessment.
6. **Not Applicable** - This rating should be awarded when the outcome cannot be assessed within your practice setting.

The same set of behaviours is assessed at the midpoint and the final so that the midpoint assessment can be used to guide where students need to focus to ensure they improve before the final evaluation.

Contributor (s) to Assessments

Midpoint Assessment - Please state the name and email address of the preceptor completing this assessment in the "MIDPOINT COMMENTS" field below. If other preceptors have provided input for the assessment, please list their names as well followed by an asterisk*.

Final Assessment - Please state the name and email address of the preceptor completing this assessment in the "FINAL COMMENTS" field below. If other preceptors have provided input for the assessment, please list their names as well followed by an asterisk*.

Section Comments (Midpoint):

Section Comments (Final) :

Professionalism - Zero Tolerance Policy

Professionalism is an important outcome for all healthcare professions. The Alberta College of Pharmacists (ACP) continues to monitor members for breaches in this area. As a result, professionalism in the University of Alberta experiential education courses is positioned first to promote its significance.

In addition, the Faculty of Pharmacy and Pharmaceutical Sciences has a ZERO tolerance policy for unprofessional behaviours, including but not limited to:

- referring to oneself or holding oneself to be more qualified than one is
- failing to call/notify preceptor when unable to meet deadlines, complete tasks or arrive on time
- breaching confidentiality or falsifying records
- violating the Criminal Code or demonstrating infractions of the Human Rights Code
- conducting sexual impropriety with a patient, caregiver, their families or with colleagues
- being impaired with a substance while participating in patient care

MIDPOINT

FINAL

Please indicate if you have concerns that the student is engaged in unprofessional behaviours as listed above.

NO SCORE SELECTED

NO SCORE SELECTED

If you have concerns that the student is demonstrating unprofessional behaviours, please contact the course coordinator at leslie1@ualberta.ca and document the details of the incident below. The specific occurrence will be reviewed and appropriate action taken which could include removal from the placement site.

**Question Comments
(Midpoint) :**

**Question Comments
(Final):**

Section Weight: 0.00%

Professionalism Outcomes (3 Questions)**MIDPOINT****FINAL****Professionalism Outcome 1: Displays professional behaviour.**

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. displays honesty and integrity.
2. is well groomed and wears clothing and attire that is professional in appearance.
3. respects patients/other team members and does not engage in distracting behavior.
4. responds to and incorporates feedback on ways to improve.

Professionalism Outcome 2: Demonstrates professional responsibility and accountability.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. fulfills their professional commitments and assignments in a diligent and timely manner.
2. accepts responsibility for his/her work.
3. prioritizes activities to fulfill all responsibilities in a timely manner.
4. is punctual.

Professionalism Outcome 3: Demonstrates initiative and self directed learning.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. takes initiative to learn, enhance skills and integrate knowledge (i.e. maximizes learning opportunities).
2. evaluates their practice and knowledge to identify areas for continuing professional development.
3. seeks and interprets feedback to identify deficits or strengths in competence / performance.

If desired, you can document any important information or examples of performance that led to your overall ratings within the Professionalism Outcomes in the "Section Comments" box below. Comments can include feedback to help the student improve and/or remarks on performance.

Section Comments (Midpoint):

Section Comments (Final) :

Section Weight: 0.00%

Communication Outcomes (2 Questions)**MIDPOINT****FINAL****Communication Outcome 1: Demonstrates effective non-verbal and verbal communication skills.**

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. speaks clearly and effectively.
2. uses appropriate language.
3. uses appropriate non-verbal communication (i.e. open body language, use of facial expressions) and responds to non-verbal cues.
4. engages in and manages 2-way conversations.
5. listens effectively.
6. demonstrates the appropriate level of confidence.

Communication Outcome 2: Effectively communicates in writing (written assignments and notes in patient care record).

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on on how strongly you agree or disagree that your student:

1. correctly applies the rules of syntax, grammar and punctuation.
2. adapts the content of their writing to suit target audience.
3. uses appropriate tone for intended audience.
4. provides appropriate level of detail and complexity, breadth, and depth.
5. 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)

If desired, you can document any important information or examples of performance that led to your overall ratings within the Communication Outcomes in the "Sections Comments" box below. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):

Section Comments (Final) :

Section Weight: 0.00%

Care Provider Outcomes (6 Questions)**MIDPOINT****FINAL**

Care Provider Outcome 1: Develops and maintains professional relationships with patients/care givers.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. engages patients independently.
2. exhibits sensitivity, respect and empathy with patients and care givers.
3. establishes goals in collaboration with the patient.
4. determines when it is ethically and professionally appropriate to involve (or not involve) caregivers and/or family members.

Care Provider Outcome 2: Gathers relevant medical and medication history.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. employs effective interviewing techniques (i.e. appropriate open and closed ended questions, uses motivational interviewing where appropriate).
2. employs a systematic process to gather data accurately based on the Patient Care Process document.
3. gathers and interprets relevant lab tests and diagnostic assessments.
4. completes appropriate physical exam when applicable (e.g. blood pressure assessment) and interprets findings to monitor drug therapy or assess then need for drug therapy.
5. clarifies and manages conflicting data.
6. synthesizes data to complete a patient history in a timely fashion.

Care Provider Outcome 3: Assesses if the patient's medication-related needs are being met.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. evaluates patient's medications for indication, efficacy, safety, and adherence.
2. determines whether a patient's medications are achieving the desired goals.
3. identifies medical conditions where medication related needs are not currently being addressed.
4. prioritizes medication related needs based on urgency, patient preference and available resources.

Care Provider Outcome 4: Develops a care plan that addresses medication and health needs.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. establishes relevant and realistic goals.
2. addresses the breadth of issues in the case.
3. considers a realistic set of alternatives and assesses the pros & cons before making decision.
4. develops a safe and effective plan (recommendations, monitoring & follow-up), including specific actions for managing patients needs (i.e. dispense, adapt, prescribe, refer, order a laboratory test etc).
5. anticipates treatment failures and complications.
6. identifies patient needs outside of pharmacist's scope that require referral.
7. develops a care plan that considers the complexity, uncertainty and ambiguity in practice.

Care Provider Outcome 5: Implement the care plan when appropriate.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. implements and adapts plan (if needed) with team and patient/caregivers.
2. undertakes the specific actions specified in the care plan.
3. educates patient about pharmacological and non-pharmacological recommendations and verifies understanding.
4. effectively transfers care to another healthcare professional (when applicable).

Care Provider Outcome 6: Follow-up and evaluate as appropriate.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. determines follow-up (mechanism and timing) required considering clinical circumstances, patient preferences and best practices.
2. establishes the role of the pharmacist and other healthcare professionals in providing follow up.
3. schedules and/or provides patient education regarding required follow up.
4. gathers and interprets follow-up information and modifies plan if needed.

If desired, you can document any important information or

examples of performance that led to your overall ratings within the Care Provider Outcomes in the "Section Comments" box below. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):

Section Comments (Final) :

Section Weight: 0.00%

Scholar Outcomes (3 Questions)

MIDPOINT

FINAL

Scholar Outcome 1: Demonstrates the fundamental knowledge required for pharmacists.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. has minimal gaps in therapeutic knowledge required to provide patient care.
2. uses experience(s) and knowledge gained in the placement to better manage patients.

Scholar Outcome 2: Uses evidence based processes to provide drug information and recommendations.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. uses appropriate sources to gather information (e.g. guidelines, primary, secondary and tertiary sources).
2. documents and references recommendations where applicable.
3. critically analyzes information.
4. responds with an appropriate recommendation based on analysis of evidence/information.

Scholar Outcome 3: Integrates clinical judgment and critical thinking.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. identifies missing knowledge or information when approaching a scenario.
2. under conditions of uncertainty, weighs the pros and cons of alternatives to makes decisions.
3. Integrates previous knowledge and experience into decision-making.
4. logically defends recommendation(s).
5. anticipates the outcome of decisions and actions.

If desired, you can document any important information or examples of performance that led to your overall ratings within the Scholar Outcomes in the "Section Comments" box below. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):		Section Comments (Final) :	
Section Weight: 0.00%			
Collaborator Outcome (1 Question)		MIDPOINT	FINAL
Collaborator Outcome 1: Functions as a member of a team within the practice setting.		NO SCORE SELECTED	NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. recognizes and respects the roles, responsibilities, and competence of other professionals.
2. contributes to optimize team functioning.
3. negotiates overlapping and shared responsibilities.
4. respectfully shares expertise and points of view.
5. listens to the opinions of others.
6. manages disagreements or conflict in a way that supports collaborative culture.

If desired, you can document any important information or examples of performance that led to your overall ratings within the Collaborator Outcome in the "Section Comments" box below. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):		Section Comments (Final) :	
Section Weight: 0.00%			
Learning Plan (Part C of Placement Proposal) Confirmation	MIDPOINT	FINAL	
Please confirm that you have reviewed the student's Learning Plan including the progress column (Midpoint or Final).	NO SCORE SELECTED	NO SCORE SELECTED	
Please confirm that you have provided the student with verbal feedback regarding their Learning Plan.	NO SCORE SELECTED	NO SCORE SELECTED	

Please comment on any feedback regarding the student's Learning Plan that you feel is important to document in this assessment.

Question Comments
(Midpoint) :

Question Comments
(Final):

Section Weight: 0.00%

Final Mark for Placement

How to apply scoring - To submit a grade of 'Pass', the student:

1. Must **not have** "Not Meeting an Acceptable Level of Performance" on any outcomes AND
2. There are no ratings of "Not Meeting an Acceptable Level of Performance" or "Needs Improvements to Reach an Acceptable Level of Performance" within the **Professionalism outcomes**.

A failing grade should be considered if the student:

- has **more than three** "Needs Improvements to Reach an Acceptable Level of Performance" throughout the assessment or,
- has **more than two** "Needs Improvements to Reach an Acceptable Level of Performance" within the same outcome area (example: Care Provider).
- the student did not meet the learning goals of their learning plan to a satisfactory level.

MIDPOINT

FINAL

Recommended Overall Placement Mark for Student: (PASS / FAIL)

NO SCORE SELECTED

NO SCORE SELECTED

Please complete this question at FINAL ASSESSMENT ONLY (skip this question if it is the midpoint assessment).

APPENDIX 6: PHARM 515 Student Performance Assessment – Form B (Non Patient Care)

Pharm 515 FORM B (Non-Patient Care) Student Performance Assessment 2016 - Midpoint and Final

General overview

IMPORTANT NOTE: Please save your work periodically (save button is at bottom of form). You also must save before exiting (as "Save as Draft"), or the information entered will be lost. Once you have completed the assessment, hitting the "Submit" button will lock in your responses and send your assessment to the Faculty.

The assessments of the student's performance are completed on-line using RxPreceptor by the preceptor at the midpoint and end of the placement. Following completion of the MIDPOINT Student Performance Assessment please complete the Midpoint Assessment Confirmation (included near the end of this assessment form). Following completion of the FINAL Student Performance Assessments please provide a Final Placement mark (at the end of this assessment form).

How to apply scoring

There are 5 major areas of assessment:

1. Professionalism (3 outcomes)
2. Communication (2 outcomes)
3. Scholar (4 outcomes)
4. Collaborator (2 outcomes)
5. Advocate (1 outcome)

Please provide an overall rating of the performance of your student for each outcome. The overall rating scale is as follows:

1. **Exceeds an Acceptable Level of Performance** – Apply this rating if you believe your student is performing better than expected on the skills and behaviours associated with the outcome.
2. **Meets an Acceptable Level of Performance** – Apply this rating if you believe your student is performing as expected on the skills and behaviours associated with the outcome.
3. **Needs Improvement to Reach an Acceptable Level of Performance** – Apply this rating if you believe your student needs improvement on the skills and behaviours associated with this outcome but is capable of meeting an acceptable level of performance with practice and hard work.
4. **Not Meeting an Acceptable Level of Performance** – Apply this rating if you believe your student has significant difficulty or deficits on the skills and behaviours associated with this outcome and is not likely to meet an acceptable level of performance by the end of the placement.
5. **Unable to Rate at Midpoint** – Apply this rating if you were unable to observe your student demonstrating MOST of the skills or behaviours associated with this outcome AT MIDPOINT but will likely be able to observe by the end of placement. Selecting this rating will serve as a signal to pay special attention to these skills and behaviours between the midpoint and the final assessment.
6. **Not Applicable** - This rating should be awarded when the outcome cannot be assessed within your practice setting.

The same set of behaviours is assessed at the midpoint and the final so that the midpoint assessment can be used to guide where students need to focus to ensure they improve before the final evaluation.

Contributor (s) to Assessments

Midpoint Assessment - Please state the name and email address of the preceptor completing this assessment in the "MIDPOINT COMMENTS" field below. If other preceptors have provided input for the assessment, please list their names as well followed by an asterisk*.

Final Assessment - Please state the name and email address of the preceptor completing this assessment in the "FINAL COMMENTS" field below. If other preceptors have provided input for the assessment, please list their names as well followed by an asterisk*.

Section Comments (Midpoint):

Section Comments (Final) :

Professionalism - Zero Tolerance Policy

Professionalism is an important outcome for all healthcare professions. The Alberta College of Pharmacists (ACP) continues to monitor members for breaches in this area. As a result, professionalism in the University of Alberta experiential education courses is positioned first to promote its significance.

In addition, the Faculty of Pharmacy and Pharmaceutical Sciences has a ZERO tolerance policy for unprofessional behaviours, including but not limited to:

- referring to oneself or holding oneself to be more qualified than one is
- failing to call/notify preceptor when unable to meet deadlines, complete tasks or arrive on time
- breaching confidentiality or falsifying records
- violating the Criminal Code or demonstrating infractions of the Human Rights Code
- conducting sexual impropriety with a patient, caregiver, their families or with colleagues
- being impaired with a substance while participating in patient care

MIDPOINT

FINAL

Please indicate if you have concerns that the student is engaged in unprofessional behaviours as listed above.

NO SCORE SELECTED

NO SCORE SELECTED

If you have concerns that the student is demonstrating unprofessional behaviours, please contact the course coordinator at leslie1@ualberta.ca and document the details of the incident below. The specific occurrence will be reviewed and appropriate action taken which could include removal from the placement site.

Question Comments
(Midpoint) :

Question Comments
(Final):

Section Weight: 0.00%

Professionalism Outcomes (3 Questions)

MIDPOINT

FINAL

Professionalism Outcome 1: Displays professional behaviour.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. displays honesty and integrity.
2. is well groomed and wears clothing and attire that is professional in appearance.
3. respects team members and does not engage in distracting behavior.
4. responds to and incorporates feedback on ways to improve.

Professionalism Outcome 2: Demonstrates professional responsibility and accountability.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. fulfills their professional commitments and assignments in a diligent and timely manner.
2. accepts responsibility for his/her work.
3. prioritizes activities to fulfill all responsibilities in a timely manner.
4. is punctual.

Professionalism Outcome 3: Demonstrates initiative and self directed learning.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. takes initiative to learn, enhance skills and integrate knowledge (i.e. maximizes learning opportunities).
2. evaluates their practice and knowledge to identify areas for continuing professional development.
3. seeks and interprets feedback to identify deficits or strengths in competence / performance.

If desired, you can document any important information or

examples of performance that led to your overall ratings within the Professionalism Outcomes in the "Section Comments" box below. Comments can include feedback to help the student improve and/or remarks on performance.

Section Comments (Midpoint):	Section Comments (Final) :
Section Weight: 0.00%	

Communication Outcomes (2 Questions)

MIDPOINT

FINAL

Communication Outcome 1: Demonstrates effective non-verbal and verbal communication skills.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. speaks clearly and effectively.
2. uses appropriate language.
3. uses appropriate non-verbal communication (i.e. open body language, use of facial expressions) and responds to non-verbal cues.
4. engages in and manages 2-way conversations.
5. listens effectively.
6. demonstrates the appropriate level of confidence.

Communication Outcome 2: Effectively communicates in writing.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on on how strongly you agree or disagree that your student:

1. correctly applies the rules of syntax, grammar and punctuation.
2. adapts the content of their writing to suit target audience.
3. uses appropriate tone for intended audience.
4. provides appropriate level of detail and complexity.

If desired, you can document any important information or examples of performance that led to your overall ratings within the Communication Outcomes. in the "Section Comments" box below. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):	Section Comments (Final) :
Section Weight: 0.00%	

Scholar Outcomes (4 Questions)

MIDPOINT

FINAL

Scholar Outcome 1: Exercises critical thinking and sound judgement to make informed decisions and solve problems.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. under conditions of uncertainty, weighs the pros and cons of alternatives to makes decisions.
2. logically defends decisions and/or recommendation(s).
3. undertakes appropriate learning to manage new situations.

Scholar Outcome 2: Demonstrates the fundamental knowledge required for pharmacists.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. has minimal gaps in basic knowledge required for placement learning activities.
2. uses experience(s) and knowledge gained in the placement to better manage tasks and/or situations.

Scholar Outcome 3: Applies principles of scientific inquiry.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. understands the need for the generation and discovery of new information as it pertains to professional development, innovations in practice and/or optimization of pharmacotherapy.
2. is able to recognize a practice or medication use problem and describe its parameters.
3. demonstrates the ability to formulate a research or clinical question/hypothesis.
4. contributes to the development of new knowledge.

Scholar Outcome 4: Demonstrates the ability to educate others.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. is able to identify (or understands) the learning needs of the learner/audience/reader.
2. selects educational techniques and content appropriate for the learner/audience/reader.
3. delivers content in a thoughtful and organized fashion.

- assesses and/or reflects on the outcomes of the education provided.

If desired, you can document any important information or examples of performance that led to your overall ratings within the Scholar Outcomes in the "Section Comments" box below. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):

Section Comments (Final) :

Section Weight: 0.00%

Collaborator Outcomes (2 Questions)

Please note that in this section, "team" refers to any collaborative group (small or large) that the student is engaging with for learning activities. Examples include (but are not limited to) a group research panel, an education planning duo/group, or a project team.

MIDPOINT

FINAL

NO SCORE SELECTED

NO SCORE SELECTED

Collaborator Outcome 1: Demonstrates relational competence required for team based projects/practice.

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

- contributes to team discussion.
- utilizes self-reflection as appropriate prior to action.
- respectfully shares their point of view and defends points appropriately.
- listens and respects the opinions of others.
- manages disagreements or conflict in a way that supports collaborative culture.

Collaborator Outcome 2: Understands the role of themselves, the team, and its members.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

- contributes to planning, organizing, and performing of work to be done.
- recognizes the responsibilities and competence of themselves and other team members.
- utilizes self or team members to fill in gaps as appropriate.
- accepts leadership roles where appropriate.
- respects the rules established by the group/team.

If desired, you can document any important information or examples of performance that led to

your overall ratings within the Collaborator Outcomes. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):		Section Comments (Final) :	
Section Weight: 0.00%			
Advocate Outcome (1 Question)		MIDPOINT	FINAL
Advocate Outcome 1: Promotes the vision of the pharmacy profession.		NO SCORE SELECTED	NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. promotes the role and impact of pharmacists in health outcomes, and/or research.
2. demonstrates commitment for the advancement of the pharmacy profession.

If desired, you can document any important information or examples of performance that led to your overall ratings within the Advocate Outcome in the "Section Comments" box below. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):		Section Comments (Final) :	
Section Weight: 0.00%			
Learning Plan (Part C of Placement Proposal) Confirmation	MIDPOINT	FINAL	
Please confirm that you have reviewed the student's Learning Plan including the progress column (Midpoint or Final).	NO SCORE SELECTED	NO SCORE SELECTED	
Please confirm that you have provided the student with verbal feedback regarding their Learning Plan	NO SCORE SELECTED	NO SCORE SELECTED	

Please comment on any feedback regarding the student's learning plan that you feel is important to document in this assessment.

Question Comments (Midpoint) :	Question Comments (Final):
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Section Weight: 0.00%		
Final Mark for Placement	MIDPOINT	FINAL

How to apply scoring - To submit a grade of 'Pass', the student:

1. Must **not have** "Not Meeting an Acceptable Level of Performance" on any outcomes AND
2. There are no ratings of "Not Meeting an Acceptable Level of Performance" or "Needs Improvements to Reach an Acceptable Level of Performance" within the **Professionalism outcomes**.

A failing grade should be considered if the student:

- has **more than three** "Needs Improvements to Reach an Acceptable Level of Performance" throughout the assessment or,
- the student did not meet the learning goals of their learning plan to a satisfactory level.

Recommended Overall Placement Mark for Student: (PASS / FAIL)

NO SCORE SELECTED

NO SCORE SELECTED

Please complete this question at FINAL ASSESSMENT ONLY (skip this question if it is the midpoint assessment).

APPENDIX 7: PHARM 515 Student Performance Assessment – Form C (Combination of Patient Care and Non-Patient Care)

Pharm 515 FORM C (Combination of Patient Care and Non-Patient Care) Student Performance Assessment 2016 - Midpoint and Final

General overview

IMPORTANT NOTE: Please save your work periodically (save button is at bottom of form). You also must save before exiting (as "Save as Draft"), or the information entered will be lost. Once you have completed the assessment, hitting the "Submit" button will lock in your responses and send your assessment to the Faculty.

The assessments of the student's performance are completed on-line using RxPreceptor by the preceptor at the midpoint and end of the placement. Following completion of the MIDPOINT Student Performance Assessment please complete the Midpoint Assessment Confirmation (included near the end of this assessment form). Following completion of the FINAL Student Performance Assessments please provide a Final Placement mark (at the end of this assessment form).

How to apply scoring

There are 5 major areas of assessment:

1. Professionalism (3 outcomes)
2. Communication (2 outcomes)
3. Care Provider (5 outcomes)
4. Scholar (3 outcomes)
5. Collaborator (1 outcome)

Please provide an overall rating of the performance of your student for each outcome. The overall rating scale is as follows:

1. **Exceeds an Acceptable Level of Performance** – Apply this rating if you believe your student is performing better than expected on the skills and behaviours associated with the outcome.
2. **Meets an Acceptable Level of Performance** – Apply this rating if you believe your student is performing as expected on the skills and behaviours associated with the outcome.
3. **Needs Improvement to Reach an Acceptable Level of Performance** – Apply this rating if you believe your student needs improvement on the skills and behaviours associated with this outcome but is capable of meeting an acceptable level of performance with practice and hard work.
4. **Not Meeting an Acceptable Level of Performance** – Apply this rating if you believe your student has significant difficulty or deficits on the skills and behaviours associated with this outcome and is not likely to meet an acceptable level of performance by the end of the placement.
5. **Unable to Rate at Midpoint** – Apply this rating if you were unable to observe your student demonstrating MOST of the skills or behaviours associated with this outcome AT MIDPOINT but will likely be able to observe by the end of placement. Selecting this rating will serve as a signal to pay special attention to these skills and behaviours between the midpoint and the final assessment.
6. **Not Applicable** - This rating should be awarded when the outcome cannot be assessed within your practice setting.

The same set of behaviours is assessed at the midpoint and the final so that the midpoint assessment can be used to guide where students need to focus to ensure they improve before the final evaluation.

Contributor (s) to Assessments

Midpoint Assessment - Please state the name and email address of the preceptor completing this assessment in the "MIDPOINT COMMENTS" field below. If other preceptors have provided input for the assessment, please list their names as well followed by an asterisk*.

Final Assessment - Please state the name and email address of the preceptor completing this assessment in the "FINAL COMMENTS" field below. If other preceptors have provided input for the assessment, please list their names as well followed by an asterisk*.

Section Comments (Midpoint):

Section Comments (Final) :

Professionalism - Zero Tolerance Policy

Professionalism is an important outcome for all healthcare professions. The Alberta College of Pharmacists (ACP) continues to monitor members for breaches in this area. As a result, professionalism in the University of Alberta experiential education courses is positioned first to promote its significance.

In addition, the Faculty of Pharmacy and Pharmaceutical Sciences has a ZERO tolerance policy for unprofessional behaviours, including but not limited to:

- referring to oneself or holding oneself to be more qualified than one is
- failing to call/notify preceptor when unable to meet deadlines, complete tasks or arrive on time
- breaching confidentiality or falsifying records
- violating the Criminal Code or demonstrating infractions of the Human Rights Code
- conducting sexual impropriety with a patient, caregiver, their families or with colleagues
- being impaired with a substance while participating in patient care

MIDPOINT

FINAL

Please indicate if you have concerns that the student is engaged in unprofessional behaviours as listed above.

NO SCORE SELECTED

NO SCORE SELECTED

If you have concerns that the student is demonstrating unprofessional behaviours, please contact the course coordinator at tleslie1@ualberta.ca and document the details of the incident below. The specific occurrence will be reviewed and appropriate action taken which could include removal from the placement site.

Section Weight: 0.00%

Professionalism Outcomes (3 Questions)

MIDPOINT

FINAL

Professionalism Outcome 1: Displays professional behaviour.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. displays honesty and integrity.
2. is well groomed and wears clothing and attire that is professional in appearance.
3. respects patients/other team members and does not engage in distracting behavior.
4. responds to and incorporates feedback on ways to improve.

Professionalism Outcome 2: Demonstrates professional responsibility and accountability.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. fulfills their professional commitments and assignments in a diligent and timely manner.
2. accepts responsibility for his/her work.
3. prioritizes activities to fulfill all responsibilities in a timely manner.
4. is punctual.

Professionalism Outcome 3: Demonstrates initiative and self directed learning.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. takes initiative to learn, enhance skills and integrate knowledge (i.e. maximizes learning opportunities).
2. evaluates their practice and knowledge to identify areas for continuing professional development.
3. seeks and interprets feedback to identify deficits or strengths in competence / performance.

If desired, you can document any important information or examples of performance that led to your overall ratings within the Professionalism Outcomes in the "Section Comments" box below. Comments can include feedback to help the student improve and/or remarks on performance.

Section Comments (Midpoint):

Section Comments (Final) :

Section Weight: 0.00%

Communication Outcomes (2 Questions)**MIDPOINT****FINAL****Communication Outcome 1: Demonstrates effective non-verbal and verbal communication skills.**

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. speaks clearly and effectively.
2. uses appropriate language.
3. uses appropriate non-verbal communication (i.e. open body language, use of facial expressions) and responds to non-verbal cues.
4. engages in and manages 2-way conversations.
5. listens effectively.
6. demonstrates the appropriate level of confidence.

Communication Outcome 2: Effectively communicates in writing (for non patient care activities).

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on on how strongly you agree or disagree that your student:

1. correctly applies the rules of syntax, grammar and punctuation.
2. adapts the content of their writing to suit the target audience.
3. uses appropriate tone for intended audience.
4. provides appropriate level of detail and complexity.

If desired, you can document any important information or examples of performance that led to your overall ratings within the Communication Outcomes in the "Section Comments" box below. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):

Section Comments (Final) :

Section Weight: 0.00%

Care Provider Outcomes (5 Questions)**MIDPOINT****FINAL****Care Provider Outcome 1: Develops and maintains professional relationships with patients/care givers.**

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly

you agree or disagree that your student:

1. engages patients independently.
2. exhibits sensitivity, respect and empathy with patients and care givers.
3. establishes goals in collaboration with the patient.
4. determines when it is ethically and professionally appropriate to involve (or not involve) caregivers and/or family members.

Care Provider Outcome 2: Assesses if the patient's medication-related needs are being met.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. employs effective interviewing techniques (i.e. appropriate open and closed ended questions, uses motivational interviewing where appropriate).
2. gathers and interprets patient information from multiple sources.
3. evaluates patient's medications for indication, efficacy, safety, and adherence.
4. determines whether a patient's medications are achieving the desired goals.
5. identifies medical conditions where medication related needs are not currently being addressed.
6. considers patient perspective/priorities for meeting medication related needs.

Care Provider Outcome 3: Develops a care plan that addresses medication and health needs.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. establishes relevant and realistic goals.
2. addresses the breadth of issues in the case.
3. considers a realistic set of alternatives and assesses the pros & cons before making decision.
4. develops a safe and effective plan (recommendations, monitoring & follow-up), including specific actions for managing patients needs (i.e. dispense, adapt, prescribe, refer, order a laboratory test etc).
5. anticipates treatment failures and complications.
6. identifies patient needs outside of pharmacist's scope that require referral.
7. develops a care plan that considers the complexity, uncertainty and ambiguity in practice.

Care Provider Outcome 4: Implements the

NO SCORE SELECTED

NO SCORE SELECTED

care plan, and provides follow up appropriately.

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. implements and adapts plan (if needed) with team and patient/caregivers.
2. **undertakes the specific actions specified in the care plan.**
3. educates patient about **pharmacological** and **non-pharmacological** recommendations and verifies understanding.
4. determines follow-up (mechanism and timing) required considering clinical circumstances, patient preferences and best practices.
5. gathers and interprets follow-up information and modifies plan if needed.

Care Provider Outcome 5: Documents patient information and patient care activities in an appropriate manner.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student **documents**:

1. clearly and with focus, using an organized process in keeping with the guidelines of the clinical context (i.e. DAP)
2. content of an appropriate depth and breadth.
3. in a manner that conveys clinical reasoning and rationale for decision making.
4. in a timely fashion.
5. to facilitate continuity of care.

If desired, you can document any important information or examples of performance that led to your overall ratings within the Care Provider Outcomes in the "Section Comments" box below. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):

Section Comments (Final) :

Section Weight: 0.00%

Scholar Outcomes (3 Questions)

MIDPOINT

FINAL

Scholar Outcome 1: Exercises critical thinking and sound judgement to make informed decisions and solve problems.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. under conditions of uncertainty, weighs the pros and cons of alternatives to makes decisions.
2. logically defends decisions and/or recommendation(s).
3. undertakes appropriate learning to manage new situations.

Scholar Outcome 2: Demonstrates the fundamental knowledge required for pharmacists.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. has minimal gaps in basic knowledge required for placement learning activities.
2. uses experience(s) and knowledge gained in the placement to better manage tasks and situations.

Scholar Outcome 3: Applies principles of scientific inquiry.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. understands the need for the generation and discovery of new information as it pertains to professional development, innovations in practice and/or optimization of pharmacotherapy.
2. is able to recognize a practice or medication use problem and describe its parameters.
3. demonstrates the ability to formulate a research or clinical question/hypothesis.
4. contributes to the development of new knowledge.

If desired, you can comment on any important information or examples of performance that led to your overall ratings within the Scholar Outcomes in the "Section Comments" box below. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):

Section Comments (Final) :

Section Weight: 0.00%

Collaborator Outcome (1 Question)

MIDPOINT

FINAL

Collaborator Outcome 1: Functions as a member of a team within the practice setting.

NO SCORE SELECTED

NO SCORE SELECTED

When making your overall rating, please reflect on how strongly you agree or disagree that your student:

1. recognizes the roles, responsibilities, and competence of other team members.
2. contributes to planning, organizing, and performing of work to be done.
3. respects the rules established by the group/team.
4. respectfully shares their point of view and defends points appropriately.
5. listens and respects the opinions of others.
6. manages disagreements or conflict in a way that supports collaborative culture.

If desired, you can document any important information or examples of performance that led to your overall ratings within the Collaborator Outcome in the "Section Comments" box below. Comments can include feedback to help students improve, and/or remarks on performance.

Section Comments (Midpoint):

Section Comments (Final) :

Section Weight: 0.00%

Learning Plan (Part C of Placement Proposal) Confirmation

MIDPOINT

FINAL

Please confirm that you have reviewed the student's Learning Plan including the progress column (Midpoint or Final).

NO SCORE SELECTED

NO SCORE SELECTED

Please confirm that you have provided the student with verbal feedback regarding their Learning Plan.

NO SCORE SELECTED

NO SCORE SELECTED

Please comment on any feedback regarding the students learning plan that you feel is important to document in this assessment.

Question Comments
(Midpoint) :

Question Comments
(Final):

Section Weight: 0.00%

Final Mark for Placement

How to apply scoring - To submit a grade of 'Pass', the student:

1. Must **not have** "Not Meeting an Acceptable Level of Performance" on any outcomes AND
2. There are no ratings of "Not Meeting an Acceptable Level of Performance" or "Needs Improvements to Reach an Acceptable Level of Performance" within the **Professionalism outcomes**.

MIDPOINT

FINAL

A failing grade should be considered if the student:

- *has **more than three** "Needs Improvements to Reach an Acceptable Level of Performance" throughout the assessment or*
- *the student did not meet the learning goals of their learning plan to a satisfactory level.*

Recommended Overall Placement Mark for Student: (PASS / FAIL)

NO SCORE SELECTED

NO SCORE SELECTED

Please complete this question at FINAL ASSESSMENT ONLY (skip this question if it is the midpoint assessment).