Faculty of Pharmacy & Pharmaceutical Sciences

PHARM 515 – Experiential Learning Part 5 (2020)

Winter, Spring/Summer, Fall 2020

Course weight: *6
Off Campus

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Office Hours: Tuesday to Friday by Appointment
**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.

**Other 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.

**Required Readings:**

**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 - update in process. 2018 version available at: [https://drive.google.com/file/d/1ol_2YlFhF01ab9BULwATB0ZptngQ/view](https://drive.google.com/file/d/1ol_2YlFhF01ab9BULwATB0ZptngQ/view)
- Pharm 515 Placement Proposal Powtoon [https://www.youtube.com/watch?v=yI6Y4QVXy1Y](https://www.youtube.com/watch?v=yI6Y4QVXy1Y)
- Pharm 515 Professionalism with Preceptors Video (Powtoons) [https://www.youtube.com/watch?v=gaVK_lhpJ38&rel=0](https://www.youtube.com/watch?v=gaVK_lhpJ38&rel=0)

**Recommended 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](https://pharmacists.ab.ca/sites/default/files/CompetenceProgramGuide.pdf)
- Continuing Competence Program Requirements: [https://pharmacists.ab.ca/ccp-requirements](https://pharmacists.ab.ca/ccp-requirements)
- Continuing Competence Program Tutorial (login required): [https://pharmacists.ab.ca/ccp/](https://pharmacists.ab.ca/ccp/)
- Continuing Professional Development Portal login: [https://www2.skilsure.net/skilsure_acp_cpd/login/ccplogin.php](https://www2.skilsure.net/skilsure_acp_cpd/login/ccplogin.php)

AFPC Educational Outcomes 2017

**Course Objectives/Outcomes**
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

**Grading**
Course is credit/no credit.

Preceptors will complete student performance assessments in CORE Elms. 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.

**Additional Information about Assessments**

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

A. **Direct Patient Care** (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-Direct 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 (1)
  - Leadership/Advocacy (1)

C. **Combination of Direct Patient Care and Non-Direct 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)
  - Care Provider (5)
  - Scholar (3)
  - Collaboration (1)

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

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:**
- 120 hours (midpoint), 240 hours (final).

**Assessment Procedures**

- Midpoint and Final – Pharm 515 Student Performance Assessment (Form A, B, or C).
  - The preceptor will complete the Pharm 515 Student Performance Assessment in CORE Elms 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.
<table>
<thead>
<tr>
<th>Activity/Assessment/Responsibility</th>
<th>Weight</th>
<th>Placement Point (Due Date)</th>
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<tbody>
<tr>
<td><strong>Placement Proposal Assignment (Assignment #1):</strong> &lt;br&gt;Student responsibility:  &lt;br&gt;• Discuss your placement proposal with preceptor to refine components  &lt;br&gt;• Incorporate feedback from your preceptor</td>
<td>Required for course credit</td>
<td>As early as possible but at least 1 month prior to the proposal due date for Pharm 515</td>
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<td><strong>Placement Proposal Assignment:</strong> &lt;br&gt;Student responsibility:  &lt;br&gt;• Submit placement proposal to course coordinator</td>
<td>Required for course credit</td>
<td>Block 1 - December 15, 2019 &lt;br&gt;Block 2 – January 15, 2020 &lt;br&gt;Block 3 – March 1, 2020 &lt;br&gt;Block 4 – April 15, 2020 &lt;br&gt;Block 5 – June 1, 2020 &lt;br&gt;Block 6 – July 15, 2020 &lt;br&gt;Block 7 – Sept 1, 2020 &lt;br&gt;Block 8 – Oct 15, 2020</td>
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<tr>
<td><strong>Midpoint Assessments</strong>  &lt;br&gt;Preceptor responsibility:  &lt;br&gt;• PHARM 515 Student Performance Assessment (A, B, or C) – Midpoint in CORE Elms (preceptor to complete and discuss with student)  &lt;br&gt;Student responsibility:  &lt;br&gt;• PHARM 515 Student Self Assessment (A, B, or C) in CORE Elms (student to complete and provide to preceptor)  &lt;br&gt;• Student Evaluation of Preceptor and Site – Midpoint in CORE Elms (student to complete and discuss with the preceptor)</td>
<td>Required for course credit</td>
<td>End of 120 hours (week 3)</td>
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<td><strong>Placement Proposal Assignment</strong>  &lt;br&gt;Student responsibility:  &lt;br&gt;• Update Learning Plan (part C of Placement Proposal) - complete the “Progress at Midpoint” column incorporate new goals or update/refine existing ones as appropriate. Share with preceptor.</td>
<td>Required for course credit</td>
<td>End of 240 hours (week 6)</td>
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<td><strong>Final Assessment:</strong>  &lt;br&gt;Preceptor Responsibility  &lt;br&gt;• PHARM 515 Student Performance Assessment (A, B, or C) – Final in CORE Elms (preceptor to complete and discuss with student)  &lt;br&gt;Student Responsibility</td>
<td>Required for course credit</td>
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<td>Activity</td>
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<td><strong>Student Evaluation of Preceptor and Site – Final in CORE Elms</strong> (student to complete and discuss with the preceptor)</td>
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<td><strong>Placement Proposal Assignment</strong></td>
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<td><strong>Student Responsibility</strong></td>
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<tr>
<td>Complete the “Progress at Final” column of the learning plan (part C of the placement proposal). <strong>Share with preceptor</strong></td>
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<td>Upload learning plan (part C) of the placement proposal into eClass.</td>
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<td><strong>After Final Assessment</strong></td>
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<td><strong>Student Responsibility:</strong></td>
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<tr>
<td>Post Course Evaluation of Preceptor and Practice Setting (student to complete; is NOT shared with the preceptor)</td>
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<td><strong>Participation in CCP Assignment</strong></td>
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<td><strong>Student Responsibility:</strong></td>
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<td>Ensure learning record and implementation record is completed in the ACP CCP. Upload copy of documentation of implementation into eClass</td>
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<td><strong>Preceptor Nomination</strong></td>
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<td><strong>Student Responsibility (optional):</strong></td>
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<td>Consider nomination of preceptor for the Preceptor Recognition Program. If fitting, complete the appropriate survey in CORE Elms.</td>
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<td><strong>Required for course credit</strong></td>
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<td><strong>Within 5 calendar days of the end of the placement</strong></td>
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<td><strong>optional</strong></td>
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<td><strong>After the end of the placement</strong></td>
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**Letter Grading**

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.

**Sample Evaluation Information**

Details of the student assessments can be found in Appendix 4, 5, and 6.

**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:

Block 1: Jan 6 - Feb 14, 2020
Block 2: Feb 17 - Mar 27, 2020
Block 3: Apr 6 - May 15, 2020
Block 4: May 18 - June 26, 2020
Block 5: June 29 - Aug 7, 2020
Block 6: Aug 10 - Sep 18, 2020
Block 7: Sep 21 - Oct 30, 2020
Block 8: Nov 2 - Dec 11, 2020
Placement Selection and Scheduling:

- Students are encouraged to identify a preceptor and site that aligns with their educational 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 PHARM 515 placement(s) (mandatory electives) 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 or eClass.

- 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://docs.google.com/forms/d/e/1FAIpQLSfKnmmr4vcuL3ps0gQP_OLa7KGw6S1tab38Ukj43MQVawRQ/viewform?usp=sf to prompt scheduling of the placement by the course coordinator in CORE Elms. 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
- Acknowledgement of intent to review the "Preparing for your Pharm 515 Projects - Reminders for Pharm 505C/545" presentation and complete the quiz

- 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 procedures.

- Students enrolled in PHARM 505/535/545 are provided with excused absence time from the placement for the required online or face-to-face components of the course. Please refer to PHARM 505/535/545 syllabus for exact dates/times.

- Students are required to have at least 4 placements in direct patient care within their experiential education courses. 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.

Additional Teaching Information
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 is likely 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 authorized to administer injections prior to commencing any clinical placement.
- Students must provide proof of licensure and authorization to administer drugs by injection prior to 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)
- AHS Drugs and Alcohol Policy/Procedure (2 documents and survey) (if applicable)
- CV/Resume – Add to your CORE profile

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

Additional Information:

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.

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 CORE Elms. Supplementary material includes assignment descriptions, checklists or other resources. Students must upload required assignments into eClass.

CORE Elms
Students must complete relevant placement and course evaluations in CORE Elms.

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.

Additional Teaching Information:

Assignments

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. The template in word format will be made available in eClass. 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)**
  - Learning 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; these are better suited for “Resources & Strategies”.
    - SMART format is preferred as goals/objectives are expected to be 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.
  - Resources & Strategies
    - Students should specify the activities, tasks, or deliverables they will do, participate in or complete in order to achieve their learning goal.
    - Students can include specific resources they will utilize if known and/or applicable.
  - Indicators of progress
    - Students will describe how they will measure their own progress or achievement within their learning goals and objectives. Examples can include debriefing with preceptor, receiving feedback from team members, self-reflection or self-evaluation.
  - 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 goals, 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)**
- Students are encouraged to identify one of their learning goals as likely to be utilized for assignment #2. NOTE that students are welcome to change to a different learning goal for assignment #2 during their placement.

- Confirmation of completion of “Preparing for Pharm 515 Projects – Reminders for Pharm 505C/545” presentation and quiz (Part E)

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

- Placements occurring in block 1: December 15, 2019
- Placements occurring in block 2: January 15, 2020
- Placements occurring in block 3: March 1, 2020
- Placements occurring in block 4: April 15, 2020
- Placements occurring in block 5: June 1, 2020
- Placements occurring in block 6: July 15, 2020
- Placements occurring in block 7: September 1, 2020
- Placements occurring in block 8: Oct 15, 2020
- 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 18 – Jun 26, 2020) 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.

Students that would prefer to apply their learnings for the licensing requirements of a province/jurisdiction other than Alberta, may be able to do so. Students interested in pursuing this, must connect with the course coordinator in advance of the placement.
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 CORE Elms. Use of these rubrics is optional.

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.

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 Recognition Program.

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 the Experiential Education program administrator phxed@ualberta.ca if they do not have an active account in CORE Elms.
During placement proposal development, the preceptor is expected to provide feedback on learning goals and activities (including resources and strategies) 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.
There are various preceptor resources on the UofA FoPPS preceptor website, located at https://www.ualberta.ca/pharmacy/preceptors.

Faculty Policy
Territorial Acknowledgement
The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Metis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.
L'Université de l'Alberta reconnaît qu'elle est située sur les terres du Traité 6 et respecte les histoires, les langues et les cultures des Premières Nations, des Métis, des Inuits et de tous les peuples autochtones du Canada, dont la présence continue d'enrichir notre communauté si vivante.

Pharmacy Code of Professionalism
Students are expected to abide by the Faculty's Pharmacy Code of Professionalism at all times. Lapses in professional conduct may result in the issuing of a Professional Accountability Form. If issued, these forms will be kept on student records for 2 years.
**Accessibility Resources and Accommodations**  
*(Formerly: Student Accessibility Services (SAS))*

Student accommodations are offered in accordance with the [Faculty of Pharmacy and Pharmaceutical Sciences (FoPPS) Essential Skills policy](#). Accommodations are not offered for quiz assessments. Students requiring accommodations for major assessment activities must seek to register with [Accessibility Resources](#) at the beginning of each academic term. Accessibility Resources will work with the FoPPS (Office of Student Services) to determine the nature of any accommodation that will be granted. Once approved, Accessibility Resources will provide students and the Faculty with a "Letter of Accommodation". The Faculty will share accommodation requirements with primary instructors and/or lab instructors. Those students who need accommodated exams must provide the primary instructor and/or the lab instructor with an Accessibility Resources Exam Instructions & Authorization Form one week before each exam. You are encouraged to make an appointment with the instructor to discuss the required accommodations.

For students who write exams with accommodations at Accessibility Resources, 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 Accessibility Resources will be unable to provide the necessary space and/or services you require. In these situations, the FoPPS 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.

**Deferred Final Exams**

The Faculty of Pharmacy and Pharmaceutical Sciences provides re-examinations according to [Academic Regulations about Attendance](#) for students who miss a final exam due to incapacitating mental and/or physical illness, severe domestic affliction or for circumstances as described in the University's Discrimination, Harassment and Duty to Accommodate Policy (including religious belief).

Students who miss an exam for acute unexpected reason as described above must notify their instructor and Student Services within 48 hours of missing the exam or as soon as they are able. Use the [Deferred Final Exam Request Form](#) to notify Student Services of missed exams.

Deferrals for religious reasons must be brought to the attention of Student Services within 2 weeks of the start of Fall or Winter classes and within 3 days of the start of Spring/Summer classes.

The Faculty of Pharmacy and Pharmaceutical Sciences deferred final exam date for final exams missed in the Fall 2019 term is January 8th, 2020 at 2pm.

The Faculty of Pharmacy and Pharmaceutical Sciences deferred final exam date for final exams missed in the Winter 2020 term is April 27th, 2020. Specific time to be determined.

For students who miss more than one Fall final exam, additional dates will be scheduled in the period between January 19th and the start of Reading week or between May 18th and June 30th on an as needed basis. If you have missed an assessment that is not a final examination (e.g. Midterm), an [Application for Excused Absence from Term Work](#) should be completed and provided to the Instructor within 2 business days, or as soon as you are able to physically come in to the University.

**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.
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

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 2020):
   - July/August 2019:
     - 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 2019:
     - Confirm placement preceptor, site and dates.
     - Discuss initial placement goals, activities and feasibility with the preceptor.
   - Once you have decided on a placement
     - Request scheduling of your placement in CORE Elms by completing the Pharm 515 Confirmation and Information google form HERE
     - Enroll in Pharm 515 through bear tracks for the correct term/block/section. More information available HERE.
   - At least 2-3 months before the placement begins:
     - Confirm with preceptor if Netcare Access is required.
     - Note that Netcare access for research usually requires ethics board approval.
   - 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 2020 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 2020)
   - December 2019/January 2020:
     - 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 2020:
     - Confirm placement preceptor, site and dates.
     - Discuss initial placement goals, activities and feasibility with the preceptor.
     - Confirm with preceptor if Netcare Access is required.
     - Request scheduling of your placement in CORE Elms by completing the Pharm 515 Confirmation and Information google form HERE.
Enroll in Pharm 515 through bear tracks for the correct term/block/section. More information available HERE.

- 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 2 weeks before the placement begins:
  - Provide your finalized Placement Proposal to your preceptor

3. Students in the 2016, 2017,2018, 2019 cohort of the part time program scheduling Pharm 515 in 2020 after completion of Pharm 521, 522, 523, 524, 533, 534, and 544 (Pharm 515 in Winter, Spring/Summer or Fall 2019):
   - July/Aug 2019:
     - Review the Pharm 515 Opportunities List
     - Email Course Coordinator to connect you with preceptors on the opportunities list.
     - If uncertain of plans or what placement(s) to pursue, 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.
   - Once you have decided on a placement
     - Request scheduling of your placement in CORE Elms by completing the Pharm 515 Confirmation and Information google form HERE
     - Enroll in Pharm 515 through bear tracks for the correct term/block/section. More information available HERE.
   - At least 2 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 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 2 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:

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>DUE DATE for Submission of Placement Proposal on eClass</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHARM 515, Winter, Spring/Summer, Fall 2020</td>
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<tr>
<td>Updated March 27, 2020</td>
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<tr>
<td>Block</td>
<td>Modified Placement Dates</td>
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<td>---------</td>
<td>--------------------------</td>
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<tr>
<td>1, 2020</td>
<td>December 10, 2019</td>
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<tr>
<td>2, 2020</td>
<td>January 15, 2020</td>
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<tr>
<td>3, 2020</td>
<td>March 1, 2020</td>
</tr>
<tr>
<td>4, 2020</td>
<td>April 15, 2020</td>
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<tr>
<td>5, 2020</td>
<td>June 1, 2020</td>
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<tr>
<td>6, 2020</td>
<td>July 15, 2020</td>
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<tr>
<td>7, 2020</td>
<td>September 1, 2020</td>
</tr>
<tr>
<td>8, 2020</td>
<td>October 15, 2020</td>
</tr>
</tbody>
</table>

**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)
- AHS Drugs and Alcohol Policy/Procedure (2 documents and survey) (if applicable)
- CV/Resume – upload to your CORE account
Appendix #2: PHARM 515 Specialty Elective Placement Proposal

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

A. General Information

<table>
<thead>
<tr>
<th>Placement Name:</th>
<th></th>
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<table>
<thead>
<tr>
<th>Placement Site(s):</th>
<th>Primary Preceptor and Contact Information:</th>
<th>Additional Preceptors:</th>
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<tbody>
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</table>

Overview of Placement (maximum 200 words)

☐ See Site Description

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

☐ Standard schedule
- (240 hours evenly distributed over 6 weeks in a program placement block)

BLOCK _______

☐ Modified Schedule (please provide details below)
## C. Learning Plan

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Resources &amp; Strategies</th>
<th>Indicators of Progress</th>
<th>Progress at MIDPOINT (Completed by student at 120 hr) Summary</th>
<th>Progress at FINAL (Completed by student at 240 hrs) Summary</th>
<th>Self-Assessment Rating (SAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• indicate what knowledge or skill(s) you would like to obtain/develop in this practice setting.</td>
<td>• specify the activities, tasks, or deliverables you will do, participate in or complete in order to achieve your learning goal.</td>
<td>• how will you evaluate if you have achieved or are making progress towards the goal? • examples include debriefing with preceptor, receiving feedback from team members, self-reflection or evaluation, etc</td>
<td>key accomplishments • important next steps • behaviors/skills/knowledge requiring further improvement</td>
<td>key accomplishments • important next steps • behaviors/skills/knowledge requiring further improvement</td>
<td>o Meeting Expectations of progress in learning (ME) o Needs Improvement (NI)</td>
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<td>Summary</td>
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<td>SAR _____</td>
<td>SAR _____</td>
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<td>Summary</td>
<td>Student types progress here</td>
<td>Summary</td>
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<td>SAR _____</td>
<td>SAR _____</td>
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<td>Summary</td>
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<td>Summary</td>
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<td>Summary</td>
<td>Student types progress here</td>
<td>Summary</td>
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<tr>
<td>• use SMART format – objectives must be specific and measureable/observable by you and your preceptor.</td>
<td>• how will you evaluate if you have achieved or are making progress towards the goal? • examples include debriefing with preceptor, receiving feedback from team members, self-reflection or evaluation, etc</td>
<td>• key accomplishments • important next steps • behaviors/skills/knowledge requiring further improvement</td>
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</table>

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.

E. Preparing for Pharm 515 Projects:
• Please confirm that you have watched the mandatory presentation (youtube video) titled “Preparing for Pharm 515 Projects – Important Reminders for Pharm 505C/545”  

☐ YES  ☐ NO
• Please confirm that you have completed the required eClass quiz titled “Preparing for Pharm 515 Projects that may be used for Pharm 505C/545”.  □ YES  □ NO
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.

<table>
<thead>
<tr>
<th>Learning Record Title</th>
<th>CEUs</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

   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 Type A Student Performance Assessment 2020 – (Patient Care within a Focused Clinical Practice Setting)

General overview

PRECEPTOR INFORMATION AND TIPS FOR COMPLETING THIS ASSESSMENT

Please save your work periodically using the save button is at bottom of form. You may save as “Save as Draft” and return to update the form at any time. The “Submit” button will make your assessment visible to the Faculty and student and you will NOT be able to edit your response.

How to apply scoring

There are 5 required 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. Please comment on any behaviours or performance examples that lead to your overall assessment. 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 with the skills and behaviours associated with the outcome. In general, select this rating if you **STRONGLY AGREE** that your student has demonstrated ALL or MOST behaviours associated with the outcome.
2. **Meets an Acceptable Level of Performance** – Apply this rating if you believe your student is performing as expected with the skills and behaviours associated with the outcome. In general, select this rating if you **AGREE** or SOMEWHAT **AGREE** that the student has demonstrated ALL or MOST of the behaviours associated with this outcome.
3. **Needs Improvement to Reach an Acceptable Level of Performance** – Apply this rating if you believe your student needs improvement with the skills and behaviours associated with this outcome but is capable of meeting an acceptable level of performance with practice and hard work. In general, select this rating if you **SOMewhat AGREE** to **SOMETWHAT DISAGREE** that the student has demonstrated ALL or MOST of the behaviours associated with the outcome.
4. **Not Meeting an Acceptable Level of Performance** – Apply this rating if you believe your student has significant difficulty or deficits with 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. In general, select this rating if you **DISAGREE** or **STRONGLY DISAGREE** that the student has demonstrated ALL or MOST of the behaviours associated with this outcome.

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 more attention is required.

---

**Co-Preceptor Identification**

If there was a co-preceptor involved in the evaluation and assessment of this student, please include their name and email below.

Comments (Midpoint):  
Comments (Final):

---

**Professionalism**

**Professionalism - Zero Tolerance Policy**

Professionalism is an important outcome for all healthcare professions. 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:

- breaching confidentiality
- violating the Criminal Code
- falsifying records
- being impaired with a substance while participating in patient care

---

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If there was a co-preceptor involved in the evaluation and assessment of this student, please include their name and email below.

Comments (Midpoint):  
Comments (Final):

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- violating the Criminal Code
- falsifying records
- being impaired with a substance while participating in patient care

---

**Co-Preceptor Identification**

If there was a co-preceptor involved in the evaluation and assessment of this student, please include their name and email below.

Comments (Midpoint):  
Comments (Final):

---

**Professionalism**

**Professionalism - Zero Tolerance Policy**

Professionalism is an important outcome for all healthcare professions. 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:

- breaching confidentiality
- violating the Criminal Code
- falsifying records
- being impaired with a substance while participating in patient care

---

**Co-Preceptor Identification**

If there was a co-preceptor involved in the evaluation and assessment of this student, please include their name and email below.

Comments (Midpoint):  
Comments (Final):

---

**Professionalism**

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**Co-Preceptor Identification**

If there was a co-preceptor involved in the evaluation and assessment of this student, please include their name and email below.

Comments (Midpoint):  
Comments (Final):

---

**Professionalism**

**Professionalism - Zero Tolerance Policy**

Professionalism is an important outcome for all healthcare professions. 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:

- breaching confidentiality
- violating the Criminal Code
- falsifying records
- being impaired with a substance while participating in patient care

---

**Co-Preceptor Identification**

If there was a co-preceptor involved in the evaluation and assessment of this student, please include their name and email below.

Comments (Midpoint):  
Comments (Final):
Please indicate if any of the above behaviours have occurred with the student. (ie. SELECT NO if everything is OK. Select yes ONLY if the student has violated ethical conduct)

If there are concerns, please contact the course coordinator and document the details below:

<table>
<thead>
<tr>
<th>Question Comments (Midpoint):</th>
<th>Question Comments (Final):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Outcomes (3 Questions)</td>
<td>MIDPOINT</td>
</tr>
<tr>
<td>Displays professional behaviour.</td>
<td>NO SCORE SELECTED</td>
</tr>
<tr>
<td>- Demonstrates honesty, integrity, humility, commitment, altruism, compassion &amp; respect towards others.</td>
<td></td>
</tr>
<tr>
<td>- Does not engage in distracting behavior.</td>
<td></td>
</tr>
<tr>
<td>- Maintains privacy and confidentiality</td>
<td></td>
</tr>
<tr>
<td>- Maintains appropriate professional boundaries.</td>
<td></td>
</tr>
<tr>
<td>- Is accessible, diligent, timely and reliable.</td>
<td></td>
</tr>
</tbody>
</table>

Demonstrates professional responsibility and accountability and practices to full scope.

<table>
<thead>
<tr>
<th>NO SCORE SELECTED</th>
<th>NO SCORE SELECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Takes responsibility and accountability for actions and inactions.</td>
<td></td>
</tr>
<tr>
<td>- Manages time and prioritizes activities to balance patient care, workflow and course requirements.</td>
<td></td>
</tr>
<tr>
<td>- Responds appropriately to ethical issues encountered in practice; preceptor support may be required initially.</td>
<td></td>
</tr>
</tbody>
</table>
• Applies standards of practice, policies and codes that govern the profession.

Demonstrates initiative, self-directed learning and commitment to excellence in the practice of pharmacy.

• Takes initiative to learn, enhance skills and integrate knowledge.
• Sets personal goals to develop professional skills knowledge and attitudes.
• Accepts, incorporates and provides feedback in an effective and constructive manner.

Professional Outcomes (3 Questions) Comments (Midpoint): Professional Outcomes (3 Questions) Comments (Final):

Communication Outcomes (2 Questions)

Demonstrates effective non-verbal and verbal communication to instill trust and confidence.

• Speaks clearly, effectively and respectfully, tailoring responses to the context and audience.
• Uses appropriate non-verbal communication.
• Listens, actively solicits and responds appropriately to ideas, opinions and feedback from others.
• Uses appropriate language, pace and tone that is suitable for the complexity, ambiguity, urgency of the situation.
• Expresses recommendations, facts, evidence, opinions and positions accurately and effectively, with clarity and confidence, may require
preceptor support early in placement.

### Effectively communicates in writing.

- Provides appropriate level of detail and complexity, breadth and depth.
- Uses appropriate tone for type of written communication and the intended audience.
- Prepares timely, clear documentation that maximizes safety and understanding.

<table>
<thead>
<tr>
<th>Communication Outcomes (2 Questions) Comments (Midpoint):</th>
<th>Communication Outcomes (2 Questions) Comments (Final):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care Provider Outcomes (6 Questions)</td>
<td></td>
</tr>
<tr>
<td>Establishes and maintains professional relationships with patients/care givers.</td>
<td></td>
</tr>
<tr>
<td>- Engages patients independently.</td>
<td></td>
</tr>
<tr>
<td>- Exhibits sensitivity, respect and empathy with patients and caregivers.</td>
<td></td>
</tr>
<tr>
<td>- Responds to patient cues</td>
<td></td>
</tr>
<tr>
<td>- Determines when it is ethically and professionally appropriate to involve or exclude caregivers and/or family members.</td>
<td></td>
</tr>
</tbody>
</table>

### Gathers & interprets relevant, necessary information about a patient’s health related needs

- Employs effective interviewing techniques and uses motivational interviewing when appropriate.
- Employs a systematic process to gather data accurately based on the Patient care Process.
- Gathers and interprets appropriate amount of information including relevant physical exam, lab test, point of care and diagnostic assessments.
Clarifies and manages conflicting data

Formulates an assessment of actual and potential issues in collaboration with the patient, caregivers and other health care team members; priorities issues to be addressed.

- Determines patient’s medical condition(s) and determines those where medication needs are not currently being addressed.
- Assess drug therapy for indication, efficacy, safety, and adherence.
- Prioritizes medication-related needs based on urgency, patient preference and available resources.

Devolops a care plan that addresses medication and health needs.

- Uses a systematic approach to develop care plans for patient with multiple comorbidities.
- Establishes goas in collaboration with the patient that are relevant, realistic and timely.
- Generates a realistic set of alternatives and thoroughly assesses the pros & cons.
- Develops & defends a safe and effective plan, (recommendation, monitoring & follow-up).
- Anticipates treatment failures and complications.
- Addresses the breadth of issues in the case.

Implements the care plan.

- Implements specific actions for managing medication specific
needs (e.g. dispense, adapt and prescribe).

- Engages the patient or caregiver through education, empowerment & self-management.

### Follow ups and evaluates the care plan.

- Evaluates data to assess safety, adherence as well as progress towards achieving goals of therapy.
- Adjusts the care plan, if needed, in collaboration with the patient and healthcare team.

<table>
<thead>
<tr>
<th>Care Provider Outcomes (6 Questions) Comments (Midpoint):</th>
<th>Care Provider Outcomes (6 Questions) Comments (Final):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholar Outcomes (3 Questions)</td>
<td>MIDPOINT</td>
</tr>
</tbody>
</table>

**Demonstrates the fundamental knowledge required for pharmacists.**

- Has minimal gaps in therapeutic knowledge required to provide patient care.
- Uses experience(s) and knowledge gained in the placement to solve previously encounter problems.

**Uses best available evidence to provide information and patient care.**

- Uses a systematic approach to search for best available evidence
- Analyzes and appraises health related research and literature
- Provide an appropriate, accurate and practical answer or recommendation.

**Integrates clinical judgment and critical thinking.**
• Apply knowledge and professional judgment to provide safe and effective patient care.
• Make decisions using an evidence-informed approach.
• Provide rationale and logically defend rationale related to patient care decisions.
• Anticipates the outcome of decisions and actions.

Scholar Outcomes (3 Questions) Comments (Midpoint):

Collaborator Outcome (1 Question) MIDPOINT FINAL
Works effectively with members of the team including patients and their families, pharmacy colleagues and individuals from other professions

• Establishes and maintains positive relationships.
• Negotiates overlapping & shared responsibilities with other team members.
• Facilitates respectful, effective shared decision making.
• Provides care and services as agreed upon with the patient and team, and seeks new opportunity for collaboration.
• Accepts leadership roles where appropriate.

Collaborator Outcome (1 Question) Comments (Midpoint):

Learning Plan Confirmation MIDPOINT FINAL
Please confirm that you have reviewed and provided verbal feedback on the student's Learning Plan (part C of the Placement Proposal) including the progress column (Midpoint or Final).

Please comment on any feedback regarding the students learning plan that you feel is important to document in this assessment. Please include recommended strategies for improvement or areas to focus on.
Final Mark for Placement

1. **DO NOT AWARD PASS OR FAIL AT MIDPOINT; ONLY AT THE FINAL**
2. **TO PASS THE PLACEMENT THE STUDENT MUST:**
   a. **ACHIEVE A RATING OF "MEETS AN ACCEPTABLE LEVEL OF PERFORMANCE" ON ALL PROFESSIONALISM OUTCOMES AND**
   b. **HAVE NO MORE THAN 3 (MAXIMUM OF 2 FOR CARE PROVIDER) OUTCOMES ACHIEVE A RATING OF "NEEDS IMPROVEMENT TO REACH AN ACCEPTABLE LEVEL OF PERFORMANCE" AND**
   c. **HAVE ZERO RATINGS OF 'NOT MEETING AN ACCEPTABLE LEVEL OF PERFORMANCE.'**

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

**Evaluation Score Summary**

<table>
<thead>
<tr>
<th>Title</th>
<th>Midpoint Score</th>
<th>Final Score</th>
<th>Weight</th>
<th>Adj. Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Evaluation</td>
<td>0.00</td>
<td>0.00%</td>
<td></td>
<td>Required</td>
</tr>
</tbody>
</table>
APPENDIX 6: Pharm 515 Type B (Non-direct patient care) Student Performance Assessment Midpoint and Final (2020)

General overview

PRECEPTOR INFORMATION AND TIPS FOR COMPLETING THIS ASSESSMENT

Please save your work periodically using the save button is at bottom of form. You may save as “Save as Draft” and return to update the form at any time. The "Submit" button will make your assessment visible to the Faculty and student and you will NOT be able to edit your response.

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 (1 outcome)
5. Advocate/Leadership (1 outcome)

Please provide an overall rating of the performance of your student for each outcome. Please comment on any behaviours or performance examples that lead to your overall assessment 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 with the skills and behaviours associated with the outcome. In general, select this rating if you STRONGLY AGREE that your student has demonstrated ALL or MOST behaviours associated with the outcome.

2. **Meets an Acceptable Level of Performance** – Apply this rating if you believe your student is performing as expected with the skills and behaviours associated with the outcome. In general, select this rating if you AGREE or SOMEWHAT AGREE that the student has demonstrated ALL or MOST of the behaviours associated with this outcome.

3. **Needs Improvement to Reach an Acceptable Level of Performance** – Apply this rating if you believe your student needs improvement with the skills and behaviours associated with this outcome but is capable of meeting an acceptable level of performance with practice and hard work. In general, select this rating if you SOMEWHAT AGREE to SOMEWHAT DISAGREE that the student has demonstrated ALL or MOST of the behaviours associated with the outcome.

4. **Not Meeting an Acceptable Level of Performance** – Apply this rating if you believe your student has significant difficulty or deficits with 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. In general, select this rating if you DISAGREE or STRONGLY DISAGREE that the student has demonstrated ALL or MOST of the behaviours associated with this outcome.

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 more attention is required.

---

**Co-Preceptor Identification**

If there was a co-preceptor involved in the evaluation and assessment of this student, please indicate their name and email below.

<table>
<thead>
<tr>
<th>Comments (Midpoint):</th>
<th>Comments (Final):</th>
</tr>
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</table>

**Professionalism - Zero Tolerance Policy**

Professionalism is an important outcome for all healthcare professions. 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:

- breaching confidentiality
- violating the Criminal Code
- falsifying records
- being impaired with a substance while participating in patient care

**MIDPOINT**

**FINAL**

<table>
<thead>
<tr>
<th>NO SCORE SELECTED</th>
<th>NO SCORE SELECTED</th>
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</thead>
</table>

Please indicate if any of the above behaviours have occurred with the student. (ie. SELECT NO if everything is OK. Select yes ONLY if the student has violated ethical conduct)

If there are concerns, please contact the course coordinator and document the details below:

<table>
<thead>
<tr>
<th>Question Comments (Midpoint):</th>
<th>Question Comments (Final):</th>
</tr>
</thead>
</table>

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**Professionalism Outcomes (3 Questions)**

<table>
<thead>
<tr>
<th>MIDPOINT</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO SCORE SELECTED</td>
<td>NO SCORE SELECTED</td>
</tr>
</tbody>
</table>

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**Section Weight: 0.00%**
Displays professional behaviour.

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

- Demonstrates honesty, integrity, humility, commitment, altruism, compassion & respect towards others.
- Does not engage in distracting behavior.
- Maintains privacy and confidentiality.
- Maintains appropriate professional boundaries.
- Is accessible, diligent, timely and reliable.

| NO SCORE SELECTED | NO SCORE SELECTED |

Demonstrates professional responsibility and accountability.

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

- Takes responsibility and accountability for actions and inactions.
- Manages time and prioritizes activities to balance various projects/assignments, workflow and course requirements.
- Responds appropriately to ethical issues encountered in practice; preceptor support may be required initially.
- Applies standards of practice, policies and codes that govern the profession.

| NO SCORE SELECTED | NO SCORE SELECTED |

Demonstrates initiative, self-directed learning and commitment to excellence in the practice of pharmacy.

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

- Takes initiative to learn, enhance skills and integrate knowledge (ie: maximizes learning opportunities).
- Sets personal goals to develop professional skills knowledge and attitudes.
- Accepts, incorporates and provides feedback in an effective and constructive manner.

| NO SCORE SELECTED | NO SCORE SELECTED |

Professionalism Outcomes (3 Questions) Comments (Midpoint):

Communication Outcomes (2 Questions)

Demonstrates effective non-verbal and verbal communication skills.
When making your overall rating, please reflect on how strongly you agree or disagree that your student:

- speaks clearly, effectively, and respectfully
- uses appropriate non-verbal communication (e.g. open body language, use of facial expressions)
- listens and actively solicits and responds appropriately to ideas, opinion, and feedback from others (i.e., team members, preceptor(s))
- uses appropriate language, pace and tone that is suitable for the nature of the situation
- expresses facts, evidence, opinions and positions accurately and effectively, with clarity and an appropriate level of confidence (may require preceptor support early in the placement)

**Effectively communicates in writing.**

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

- correctly applies the rules of syntax, grammar and punctuation.
- uses appropriate language and tone for the type of written communication and intended audience.
- provides appropriate level of detail and complexity breadth and depth for situation and audience/reader

<table>
<thead>
<tr>
<th>Communication Outcomes (2 Questions) Comments (Midpoint):</th>
<th>Communication Outcomes (2 Questions) Comments (Final):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholar Outcomes (4 Questions)</td>
<td>Demonstrates the fundamental knowledge required for pharmacists within the practice setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Weight: 0.00%</th>
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</table>

**Scholar Outcomes (4 Questions),midpoint**

<table>
<thead>
<tr>
<th>MIDPOINT</th>
<th>FINAL</th>
</tr>
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<tbody>
<tr>
<td>NO SCORE SELECTED</td>
<td>NO SCORE SELECTED</td>
</tr>
</tbody>
</table>

Pharm515 Syllabus Winter, Spring/Summer, Fall 2020
Updated March 27, 2020
When making your overall rating, please reflect on how strongly you agree or disagree that your student:

- has minimal gaps in fundamental pharmacist knowledge applicable for the practice setting and/or placement learning activities
- initiates and undertakes appropriate learning to successfully diminish knowledge gaps.

**Applies critical thinking and sound judgement**

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

- Identifies missing knowledge or information when approaching a scenario
- Applies experience and knowledge gained in the placement to better manage new tasks, situations, and/or challenges
- Logically defends rationale, decisions, chosen strategies, and/or recommendations
- Anticipates the outcome of decisions or actions

**Applies principles of scientific inquiry.**

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

- Analyzes and appraises research, literature, and/or other practice references with accuracy and insight
- Appreciates the need to contribute to the generation and discovery of new information as it pertains to professional development, health outcomes, and practice improvement
- Demonstrates the ability to formulate a research question or describe the parameters of a practice
problem, medication controversy, or evaluation opportunity
• Contributes to the development of new knowledge

Demonstrates the ability to teach others such as pharmacy/administrative team members, other health care providers, pharmacy students, or the public (this can be demonstrated through various activities; writing activities, oral presentations, meetings where the student is required to deliver/describe findings or content to others).

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

• Employs appropriate teaching roles and strategies to suit the learner(s)/audience and the content
• Delivers content effectively
• Assesses and/or reflects on the outcomes of the education provided
• Delivers effective feedback to learners (if applicable)
• Incorporates appropriate learning assessment and/or evaluation strategies (if applicable)

Scholar Outcomes (4 Questions) Comments (Midpoint): Scholar Outcomes (4 Questions) Comments (Final):

Collaborator Outcomes (1 Question)

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 duo/team.

Works effectively with members of the team (NOTE: team may be of variable size depending on the practice setting).

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

• Establishes and maintains positive relationships
• Recognizes, respects and negotiates the roles and shared/overlapping responsibilities of team members

MIDPOINT FINAL
NO SCORE SELECTED NO SCORE SELECTED

Section Weight: 0.00%
- Respectfully and effectively participates in team decision making
- Contributes to optimize team functioning

Collaborator Outcomes (1 Question) Comments (Midpoint):  Collaborator Outcomes (1 Question) Comments (Final):

<table>
<thead>
<tr>
<th>Advocate/Leadership Outcome (1 Question)</th>
<th>MIDPOINT</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates leadership and advocacy with contributions to optimizing health care delivery and/or responding to needs of society.</td>
<td>NO SCORE SELECTED</td>
<td>NO SCORE SELECTED</td>
</tr>
</tbody>
</table>

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

- Demonstrates leadership skills
- Demonstrates awareness of the expectations of society, other health care providers, and health care systems hold for pharmacists and the pharmacy profession
- Recognizes linkages between placement activities and societal/systems outcomes as applicable (such as health promotion, disease prevention, patient safety, health systems quality, health care improvement, and/or drug stewardship)
- Promotes the role and impact of pharmacists in health outcomes, population health, education and/or research as applicable

Learning Plan Confirmation

Please confirm that you have reviewed and provided verbal feedback on the student’s Learning Plan (part C of the

<table>
<thead>
<tr>
<th>Advocate/Leadership Outcome (1 Question) Comments (Midpoint):</th>
<th>Advocate/Leadership Outcome (1 Question) Comments (Final):</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDPOINT</td>
<td>FINAL</td>
</tr>
<tr>
<td>NO SCORE SELECTED</td>
<td>NO SCORE SELECTED</td>
</tr>
</tbody>
</table>

Section Weight: 0.00%
Placement Proposal) including the progress column (Midpoint or Final)

Please comment on any feedback regarding the students learning plan that you feel is important to document in this assessment. Please include recommended strategies for improvement or areas to focus on.

**Final Mark for Placement**

1. DO NOT AWARD PASS OR FAIL AT MIDPOINT; ONLY AT THE FINAL
2. TO PASS THE PLACEMENT THE STUDENT MUST;
   1. ACHIEVE A RATING OF "MEETS AN ACCEPTABLE LEVEL OF PERFORMANCE" ON ALL PROFESSIONALISM OUTCOMES AND
   2. HAVE NO MORE THAN 3 OUTCOMES ACHIEVE A RATING OF "NEEDS IMPROVEMENT TO REACH AN ACCEPTABLE LEVEL OF PERFORMANCE" AND
   3. HAVE ZERO RATINGS OF ‘NOT MEETING AN ACCEPTABLE LEVEL OF PERFORMANCE.’

<table>
<thead>
<tr>
<th>MIDPOINT</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO SCORE SELECTED</td>
<td>NO SCORE SELECTED</td>
</tr>
</tbody>
</table>

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

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

**Evaluation Score Summary**

<table>
<thead>
<tr>
<th>Title</th>
<th>Midpoint Score</th>
<th>Final Score</th>
<th>Weight</th>
<th>Adj. Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Evaluation</td>
<td>0.00 100.00%</td>
<td>Required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 7: Pharm 515 Type C (combination patient care with non-direct patient care) Student Performance Assessment - Midpoint and Final (2020)

General overview

PRECEPTOR INFORMATION AND TIPS FOR COMPLETING THIS ASSESSMENT

Please save your work periodically using the save button is at bottom of form. You may save as "Save as Draft" and return to update the form at any time. The "Submit" button will make your assessment visible to the Faculty and student and you will NOT be able to edit your response.

How to apply scoring

There are 5 required 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. Please comment on any behaviours or performance examples that lead to your overall assessment. 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 with the skills and behaviours associated with the outcome. In general, select this rating if you STRONGLY AGREE that your student has demonstrated ALL or MOST behaviours associated with the outcome.
2. **Meets an Acceptable Level of Performance** – Apply this rating if you believe your student is performing as expected with the skills and behaviours associated with the outcome. In general, select this rating if you AGREE or SOMEWHAT AGREE that the student has demonstrated ALL or MOST of the behaviours associated with this outcome.
3. **Needs Improvement to Reach an Acceptable Level of Performance** – Apply this rating if you believe your student needs improvement with the skills and behaviours associated with this outcome but is capable of meeting an acceptable level of performance with practice and hard work. In general, select this rating if you SOMEWHAT AGREE to SOMEWHAT DISAGREE that the student has demonstrated ALL or MOST of the behaviours associated with the outcome.
4. **Not Meeting an Acceptable Level of Performance** – Apply this rating if you believe your student has significant difficulty or deficits with 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. In general, select this rating if you DISAGREE or STRONGLY DISAGREE that the student has demonstrated ALL or MOST of the behaviours associated with this outcome.
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 (N/A)** - 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 more attention is required.
Co-Preceptor Identification

If there was a co-preceptor involved in the evaluation and assessment of this student, please include their name and email below.

Comments (Midpoint):     Comments (Final):

Professionalism

Professionalism - Zero Tolerance Policy

Professionalism is an important outcome for all healthcare professions. 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:

- breaching confidentiality
- violating the Criminal Code
- falsifying records
- being impaired with a substance while participating in patient care

Please indicate if any of the above behaviours have occurred with the student. (ie. SELECT NO if everything is OK. Select yes ONLY if the student has violated ethical conduct)

If there are concerns, please contact the course coordinator and document the details below:

MIDPOINT     FINAL
NO SCORE SELECTED    NO SCORE SELECTED
Professional Outcomes (3 Questions)

Displays professional behaviour.

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

- Demonstrates honesty, integrity, humility, commitment, altruism, compassion & respect towards others.
- Does not engage in distracting behavior.
- Maintains privacy and confidentiality
- Maintains appropriate professional boundaries.
- Is accessible, diligent, timely and reliable.

Demonstrates professional responsibility and accountability.

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

- Takes responsibility and accountability for actions and inactions.
- Manages time and prioritizes activities to balance patient care, projects, workflow and course requirements.
- Responds appropriately to ethical issues encountered in practice; preceptor support may be required initially.
• Applies standards of practice, policies and codes that govern the profession.

Demonstrates initiative, self-directed learning and commitment to excellence in the practice of pharmacy.

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

• Takes initiative to learn, enhance skills and integrate knowledge.
• Sets personal goals to develop professional skills knowledge and attitudes.
• Accepts, incorporates and provides feedback in an effective and constructive manner.

Professional Outcomes (3 Questions) Comments (Midpoint): Professional Outcomes (3 Questions) Comments (Final):

Communication Outcomes (2 Questions)

Demonstrates effective non-verbal and verbal communication to instill trust and confidence.

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

• Speaks clearly, effectively and respectfully, tailoring responses to the context and audience.
• Uses appropriate non-verbal communication (e.g. open body language, use of facial expression)
• Listens, actively solicits and responds appropriately to ideas, opinions and feedback from others.
• Uses appropriate language, pace and tone that is suitable for the nature of the situation.
• Expresses recommendations, facts, evidence, opinions and positions accurately and effectively, with clarity and an appropriate level of confidence (may require preceptor support early in placement).

**Effectively communicates in writing.**

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

• Provides appropriate level of detail and complexity, breadth and depth.
• Uses appropriate language and tone for type of written communication and the intended audience.
• Prepares timely, clear documentation that maximizes safety and understanding.

<table>
<thead>
<tr>
<th>Communication Outcomes (2 Questions) Comments (Midpoint):</th>
<th>NO SCORE SELECTED</th>
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</thead>
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**Care Provider Outcomes (5 Questions)**

**Establishes and maintains professional relationships with patients/care givers.**

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

• Engages patients independently.

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<thead>
<tr>
<th>Communication Outcomes (2 Questions) Comments (Final):</th>
<th>NO SCORE SELECTED</th>
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</table>
Exhibits sensitivity, respect and empathy with patients and caregivers.
Responds to patient cues
Determines when it is ethically and professionally appropriate to involve or exclude caregivers and/or family members.

Gathers & interprets relevant, necessary information about a patient’s health related needs

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

- Employs effective interviewing techniques and uses motivational interviewing when appropriate.
- Employs a systematic process to gather data accurately based on the Patient care Process.
- Gathers and interprets appropriate amount of information including relevant physical exam, lab test, point of care and diagnostic assessments.
- Clarifies and manages conflicting data.

Formulates an assessment of actual and potential issues in collaboration with the patient, caregivers and other health care team members; priorities issues to be addressed.

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

- Determines patient’s medical condition(s) and determines those where medication needs are not currently being addressed.
- Assesses drug therapy for indication, efficacy, safety, and adherence.
• Prioritizes medication-related needs based on urgency, patient preference and available resources.

**Develops a care plan that addresses medication and health needs.**

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

- Uses a systematic approach to develop care plans for patient with multiple comorbidities.
- Establishes goals in collaboration with the patient that are relevant, realistic and timely.
- Generates a realistic set of alternatives and thoroughly assesses the pros & cons.
- Develops & defends a safe and effective plan, (recommendation, monitoring & follow-up).
- Anticipates treatment failures and complications.
- Addresses the breadth of issues in the case.

**Implements, follows up, and evaluates the care plan.**

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

- Implements specific actions for managing medication specific needs (e.g. dispense, adapt and prescribe).
- Engages the patient or caregiver through education, empowerment & self-management.
• Evaluates data to assess safety, adherence as well as progress towards achieving goals of therapy.
• Adjusts the care plan, if needed, in collaboration with the patient and healthcare team.

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<thead>
<tr>
<th>Care Provider Outcomes (5 Questions) Comments (Midpoint):</th>
<th>Care Provider Outcomes (5 Questions) Comments (Final):</th>
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<tbody>
<tr>
<td>Scholar Outcomes (3 Questions)</td>
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<tr>
<td>Demonstrates the fundamental knowledge required for pharmacists.</td>
<td></td>
</tr>
<tr>
<td>MIDPOINT</td>
<td>FINAL</td>
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<tr>
<td>NO SCORE SELECTED</td>
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When making your overall rating, please reflect on how strongly you agree or disagree that your student:

• Has minimal gaps in fundamental pharmacist knowledge required for patient care and other placement learning activities.
• Initiates and undertakes appropriate learning to successfully diminish knowledge gaps.

Contributes to the creation of knowledge or practices.

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

• Appreciates the need to contribute to the generation, discovery, or application of new information to advance education, health outcomes, practice improvement(s).
• Able to formulate a research question or describe the parameters of a practice problem, medication controversy, or evaluation opportunity (as applicable)
• Analyzes and appraises research, literature, and/or other references with accuracy and insight
• Demonstrates the ability to teach others (such as pharmacy team members, other health care providers, learners, or the public) as applicable.

Applies critical thinking and sound judgment.

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

• Applies experience and knowledge gained in the placement to better manage new tasks, situations, and/or challenges.
• Logically defends rationale, decisions, chosen strategies, and/or recommendations.
• Anticipates the outcome of decisions and actions.
• Integrates best available evidence as appropriate.

Collaborator Outcome (1 Question)

Works effectively with members of the team including patients and their families, pharmacy colleagues and individuals from other professions
When making your overall rating, please reflect on how strongly you agree or disagree that your student:

- Establishes and maintains positive relationships.
- Recognizes, respects and negotiates the roles and shared/overlapping responsibilities of team members
- Respectfully and effectively participates in team decision making
- Contributes to optimize team functioning

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<tr>
<th>Collaborator Outcome (1 Question) Comments (Midpoint):</th>
<th>Collaborator Outcome (1 Question) Comments (Final):</th>
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<tbody>
<tr>
<td>Learning Plan Confirmation</td>
<td>MIDPOINT</td>
</tr>
<tr>
<td>Please confirm that you have reviewed and provided verbal feedback on the student's Learning Plan (part C of the Placement Proposal) including the progress column (Midpoint or Final).</td>
<td>NO SCORE SELECTED</td>
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Please comment on any feedback regarding the students learning plan that you feel is important to document in this assessment. Please include recommended strategies for improvement or areas to focus on.

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<thead>
<tr>
<th>Question Comments (Midpoint):</th>
<th>Question Comments (Final):</th>
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<td><em>Comment Required</em></td>
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**Final Mark for Placement**

1. **DO NOT AWARD PASS OR FAIL AT MIDPOINT; ONLY AT THE FINAL**
2. **TO PASS THE PLACEMENT THE STUDENT MUST:**
   a. ACHIEVE A RATING OF "MEETS AN ACCEPTABLE LEVEL OF PERFORMANCE" ON ALL PROFESSIONALISM OUTCOMES AND
   b. HAVE NO MORE THAN 3 (MAXIMUM OF 2 FOR CARE PROVIDER) OUTCOMES ACHIEVE A RATING OF "NEEDS IMPROVEMENT TO REACH AN ACCEPTABLE LEVEL OF PERFORMANCE" AND
c. HAVE ZERO RATINGS OF 'NOT MEETING AN ACCEPTABLE LEVEL OF PERFORMANCE.

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

<table>
<thead>
<tr>
<th>Evaluation Score Summary</th>
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<td><strong>Title:</strong> Primary Evaluation</td>
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**Question Comments**

(Midpoint): NO SCORE SELECTED

(Final): NO SCORE SELECTED