Demystifying Precepting in the PharmD for Practicing Pharmacists Program

Pharm D For Practicing Pharmacists – Experiential Education Goals

The program focuses on enhancing pharmacists’ ability to:

• confidently take responsibility for and manage drug therapy
• manage complexity and uncertainty
• self-assess & direct ones’ learning to support CPD
• provide education to students, patients and other HCP

Critical Analysis of Evidence in Practice

• Apply the principles of evidence-based medicine (EBM) in clinical practice.
• Formulate an answerable, focused question
• Demonstrate an advanced ability to search on-line databases including synthesized sources for the best evidence.
• Critically appraise various types of evidence for validity, clinical relevance, and applicability
• Apply evidence to clinical situations while individualizing recommendations based on clinical expertise and patient values.

Advanced Patient Care Skills and Health Assessment

• Demonstrate a systematic approach to patient assessment
• Apply physical assessment findings to medication assessment and monitoring
• Assess various symptoms of patients with respect to history, physical and laboratory findings, and potential drug and disease causes.
• Explain the role and utility of specialty assessments in patient care (geriatric assessment, mental health)

Experiential Education Course Coordination

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Course Work

Pre Placements
• Pharm 501: Critical Analysis of Evidence in Practice
• Pharm 502: Advanced Patient Care Skills and Health Assessment
• Pharm 503: Advanced Pharmacotherapy
• Pharm 504: Frameworks for Teams, Collaboration and Education

Concurrent with Placements
• Pharm 505: Seminars

How they are taught
• emphasis on active & self directed learning through problem solving, application to patient scenarios to acquire and develop knowledge & skills
Advance Pharmacotherapy

Developed knowledge and/or skills in the following key areas:
• breadth and depth of therapeutic knowledge in core disease states
• decision making within the patient care process
• managing medication therapy
• communication and collaboration: patient care team
• evidence based medicine: critical appraisal and translation to patient care
• biopsychosocial model of care
• pharmacokinetics

Frameworks for Teams, Collaboration and Education

• Discuss issues related to preceptorship
• Develop an education plan for diverse audiences including professionals, public, patients and groups of patients
• Describe elements of group development, group dynamics, and group effectiveness
• Evaluate a group experience

Experiential Courses

• PHARM 511 – Patient Care in a Collaborative Team
  • Additional emphasis on interprofessional collaboration
• PHARM 512 – Patient Care in Acute Care
• PHARM 513 – Patient Care in Community Practice or Ambulatory Care
• PHARM 514 – Repeat of PHARM 511, 512, 513
• PHARM 515 – Specialty Electives
  • Patient care, non-patient care, or combination

What is a PharmD Student

PharmD Student’s perceived strengths*
• Time management skills
• Motivation to learn
• Critical appraisal skills
• Patient assessment process (head to toe/ROS)
• Process when they don’t know what to do

*Taken from a PharmD focus group discussion

Preceptor’s Expectations of Student

• Student’s baseline abilities will vary; expect growth throughout placement
• Organize time to fulfill all placement commitments
• Complete activities under indirect supervision
• Show initiative and actively participate all learning opportunities.
• Assume responsibility and accountability for patient care
• Develop care plans that address complexity & ambiguity in practice

Preceptor’s Expectations of Student

• Responsible for their decisions and action
• Fulfill the pharmacist’s role over the course of the placement (they would like to free you up)
• Responsible for maintaining the record of care
• Participate in relevant site programs and staff activities
### Additional Student Responsibilities
- RxPortfolio (replaces student profile)
- Accessible through RxPreceptor
- CV including work history & samples of work
- Placement Learning Plan
- Emailed to preceptor 1 week in advance
- Attend PharmD seminars

### Supervision
- ACP requirements
- May perform all activities under indirect supervision
- Appropriate supervision to ensure patient safety is upheld
- Supervision should vary based on student & patient factors.
- Consider the student’s previous experience, place in the program & the complexity of the practice setting
- Students are licensed pharmacist that want to be accountable & responsible

### What Students Have Learned from Preceptors
- How to be a good practitioner
- How to see shades of grey instead of black and white
- How to be a good preceptor
- How to acquire knowledge & function in a new environment
- Gained confidence faster with each placement
- Motivated to try different approaches

### What Makes a Good Preceptor
- Possess a commitment to teaching
- Teach by questioning & providing guidance
- Engage in learning with the student
- Form professional relationships with the student
- Good Communicator
- Model professional behaviours, skills and attitudes
- Provide opportunities to engage in patient care and other team members
- NO ADVANCED DEGREES REQUIRED

### What Makes A Good Practice Environment
- Pharmacists are working with patients & providing direct patient care
- Students are able to implement care plans
- Students are allowed to collaborate with the care team (centralized or decentralized)
- Opportunities to teach as well as learn
- Students are given projects/duties that benefit the team or setting.

### The Benefits of Precepting

Quotes from Alberta Preceptors:
- "Precepting enhances my own practice; through guiding and learning with others"
- "I want to give back to the pharmacy profession and hope that my students get the same experience that I did"
- "I enjoy having students because they challenge me and help me improve my practice."
- "Learning is ongoing. My students learn from me and I learn from them. It is a wonderful opportunity from which preceptor and students benefit from. It is a symbiotic relationship."
- "I find it very rewarding to help students develop skills and reach their potential in their future pharmacy career."
The Benefits of Precepting

Continuous Professional Development

Learning Records for:
- Preceptor training courses; Precepting; Discussion with colleague
- Did the activity result in acquiring in new knowledge or confirmation of knowledge
- Target – transfer knowledge or improve own practice

Implementation Record
- Placement plans
- Discussion outlines

http://pharm.ualberta.ca/preceptors/training-and-resources/continuing-competence-program-resource

Components of a Placement

- Experiential Education Manual
- Section 3: Preceptor Responsibilities
- Course Syllabus & Summary
- Placement Outline
- RxPortfolio
- Learning Plan
- Assessment forms

Patient Care Courses

- Learning Activities:
  - Provide patient care & participate in meetings/rounds
  - Work collaboratively with patients and team members
  - Manage their practice by prioritizing
  - Participate in & lead education

- Assignments
- Learning Plan
- Two Assignments negotiated between student and preceptor.

- Assessments:
  - Observation of activities and performance on assignments inform your ratings on the assessments

Placement Outlines

- Description of Practice Site & Services
  - Type of practice, patient population,
  - Clinical services & regular activities
  - Professional relationships

- Activities & Expectations of Students
  - Clinical services & duties the student will perform
  - Learning opportunities & potential assignments
  - Student responsibilities (teaching, independence)

Learning Plan Template

Clinical Assignment

- Example of Clinical Assignments:
  - Journal Club
  - Case
  - Patient Education Tool
  - In-service

- Assessment of Assignments (Optional):
  - Presentation, journal club, case presentation
  - Found in the document library under PharmD resources
  - Student to upload preceptor’s evaluation or summary as a field encounter
Facilitative Coaching

Modeling

Direct Instruction

Assessments

Additional Information - Experiential Education Student Performance Assessments

Pharm 511-514 Assessment

- Faculty developed assessment in RxPreceptor
- Professional
- Communicator
- Care Provider
- Scholar
- Advocate
- Manager

- Meets, Exceeds or Needs Improvement to meet Expectations
- Recommend placement mark – Pass/Fail

PharmD Student

- 4th Year Student
- Final Student Preceptor and Site Evaluation

- Primary Preceptor Role
- Increased use as the placement progresses
- Start with less complex scenarios
- Increasing complexity to challenge

Document

Time point

Completed by

Purpose

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<th>Time point</th>
<th>Completed by</th>
<th>Purpose</th>
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<tr>
<td>Early Assessment of Student</td>
<td>End of week 1 (40h)</td>
<td>Preceptor</td>
<td>Feedback for learning</td>
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<td>Clarify expectations</td>
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<td>Early Assessment of Preceptor</td>
<td>Start of placement</td>
<td>Student</td>
<td>Share learning and teaching styles</td>
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<td>(120h)</td>
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<td>Preceptor determines what to focus on</td>
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<td>Major Student Performance Assessment</td>
<td>End of placement (120h)</td>
<td>Student &amp; preceptor</td>
<td>Identify preceptor strengths and weaknesses for improvement</td>
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<td>Identify performance gaps &amp; suggest areas for improvement</td>
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<td>Student Evaluation of Preceptor and Site</td>
<td>End of placement</td>
<td>Student</td>
<td>Recommendations &amp; preceptor feedback</td>
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<td>Final student objectives</td>
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<td>Final Student Performance Assessment</td>
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<td>Recommend next learning experience</td>
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Preceptor Guide is available on the Faculty Website: http://pharm.uaalberta.ca/preceptor/training-and-resources/preceptor-guide
Preceptor Requirements

- Preceptor enrolment form
- Complete introductory Preceptor Training
- Setting your student up for success or
- UBC e-tips or
- Former AHS preceptor development workshop
- Review the Precepting the Patient Care Process Modules
- Placement outline
- Apply for library resources or CAC appointment

Keep In Mind

- Students can use their own laptop/technology
- There is Faculty support to assist you with:
  - Training to Precept
  - Developing your placement outline
  - Ideas to help you integrate the student into your workflow
  - Providing feedback and understanding assessment
- You have colleagues that are experienced preceptors.

Resources

- Website: http://pharm.ualberta.ca/preceptors
- Course Review – (Course Information Page)
- Understanding Assessment
  - http://pharm.ualberta.ca/preceptors/training-and-resources/student-assessment-resources

Questions

Thank you for your time and support of experiential training!

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