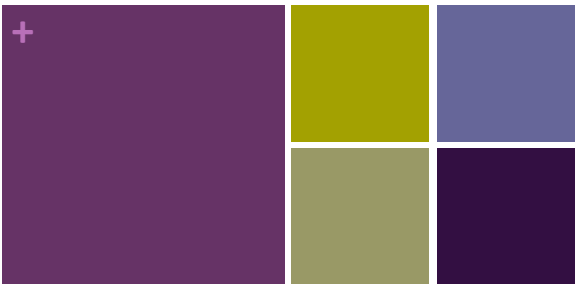


Pharm 515 Mandatory Elective (Specialty Elective)
UofA PharmD for Practicing Pharmacists (PPP) Program

Tara Leslie
Course Coordinator

+ PHARM515 Course Review

- After attending this orientation session, the preceptor should:
 - Understand the course objectives and student assignments
 - Be able to access student assessments and apply the assessment procedures for their Pharm 515 learner
 - Feel comfortable with the preceptor role and responsibilities for Pharm 515
 - Be aware of how to access additional resources applicable to Pharm 515 preceptors



Pharm 515
Overview of the Course

+ PHARM 515 (specialty elective)

- Placement setting and preceptor are chosen based on the **interest of the student**
- Setting is flexible
 - Focused patient care area (e.g. HIV clinic)
 - Non patient care (e.g. research, drug information, leadership)
 - Combination of patient care and non patient care activities

+ PHARM 515 Specialty Elective

- Course Objectives
 - demonstrate competencies of professionalism and communication
 - demonstrate competencies applicable to their practice setting such as care provider, scholar, collaborator and advocate as appropriate.
 - details of the learning activities will be developed by the student in consult with the preceptor
- Assignments
 - Two mandatory assignments **required by the course** (Course Assignment #1 and Course Assignment #2)
 - Additional assignments **for the placement** as mutually agreed upon by preceptor and student

+ Course Assignment #1 Placement Proposal

- Mandatory assignment for the student
 - Done prior to the start of the placement
- Sections:
 - Part A - General Information
 - Part B - Placement Schedule
 - Part C - Learning Plan
 - Learning Goals
 - Learning Objectives
 - Indicators of Progress
- Student develops in consult with the preceptor (usually around 8 weeks before the placement)
- Due to course coordinator (Tara) about 4-6 weeks before the placement begins

+ Placement Proposal Part A and B

Appendix #1: PHARM 515 Specialty Elective Placement Proposal

PharmD student
Faculty of Pharmacy and Pharmaceutical Sciences
University of Alberta

A. General Information

Placement Title: _____

Primary Preceptor and Contact Information: _____

Additional Preceptor(s): _____

Number of Expected (maximum 300 hours): _____

See Site Description

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

Standard schedule (240 hours evenly distributed over 6 weeks)

BLOCK: _____

Modified Schedule (please provide details below)

+ Placement Proposal Part C - Learning Plan

Goals	Objectives	Indicators of Progress	Progress at MIDPOINT (Completed by student at 120 hrs)	Progress at FINAL (Completed by student at 240 hrs)
• Indicate what knowledge or skills you would like to obtain prior to further training in this setting	Objectives will define how you will achieve your goal. Use SMART format. Objectives must be specific and measurable/observable by you and your preceptor. (target maximum of 2 for each goal)	Describe the indicators that will inform level of your progress in achievement. Examples include obtaining and measuring/observable by you and your preceptor, receiving feedback from team members, self-reflection or evaluation, reading, accepted trainees for deliveries, etc	Summary _____ SAR _____ Student: types progress here	Summary _____ SAR _____ Student: types progress here
			Summary _____ SAR _____ Student: types progress here	Summary _____ SAR _____ Student: types progress here
			Summary _____ SAR _____ Student: types progress here	Summary _____ SAR _____ Student: types progress here

Developed by student in consult with preceptor prior to the placement

Completed by student at midpoint

Completed by student at final

+ Course Assignment #2 Participation in the CCP program of ACP

- Students are required to contribute to their ACP Continuing Competence Program (CCP) portfolio as part of their PHARM 515 placement.
 - ONE Learning Record
 - Choose a learning goal from Learning Plan and enter into their CCP portal
 - ONE Implementation Record
 - Develop an implementation record related to their learning record and enter into their CCP Portal
 - Students must provide a copy of their "evidence" of implementation to course coordinator (Tara)
- Preceptor Role – minimal - provide input and guidance if needed

+ Placement Specific Assignments

- The preceptor and student can identify and plan appropriate assignments:
 - to facilitate placement learning goals
 - meet expectations of the site/preceptor
 - fulfill course objectives
- Consider incorporating these assignments into the learning objectives of the placement proposal
- Your student may be interested in using an assignment or project as their topic for their poster presentation in August.

+ Pharm 515 Assessment Forms

- All assessment forms are electronic and completed online.
- They are housed in CORE ELMS (RxPreceptor)
 - Access them at <https://www.corehighered.com/login-elms.php>
- Early assessment (after week 1) is short. Purpose is to ensure everything is on track
- Midpoint assessment (after week 3) and final assessment (after week 6) are longer and focus on educational outcomes.
 - NOTE - Student will also do a self assessment after week 3 that asks the same questions as the midpoint assessment

+ PHARM 515 Assessment Patient Care within a Specialty Practice

- Assessment Form A
- Outcomes:
 - Professionalism (3)
 - Communication (2)
 - Scholar (3)
 - Care Provider (6)
 - Collaboration (1)

+ PHARM 515 Assessment Non-direct Patient Care

■ Assessment Form B

■ Outcomes:

- Professionalism (3)
- Communication (2)
- Scholar (4)
- Collaboration (2)
- Advocacy (1)

+ PHARM 515 Midpoint/Final Assessment Combination Patient Care and Non-Patient Care

■ Assessment Form C

■ Outcomes:

- Professionalism (3)
- Communication (2)
- Scholar (3)
- Care Provider (5)
- Collaboration (1)

+ Pharm 515 Assessment - Rating Scale

■ Exceeds an Acceptable Level of Performance

- student is performing better than expected on the skills and behaviours associated with the outcome.

■ Meets an Acceptable Level of Performance

- student is performing as expected on the skills and behaviours associated with the outcome.

■ Needs Improvement to Reach an Acceptable Level of Performance

- your student needs improvement on the skills and behaviours associated with this outcome

■ Not Meeting an Acceptable Level of Performance

- significant difficulty or deficits on the skills and behaviours associated with this outcome

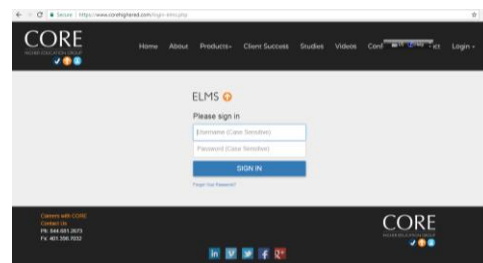
■ Unable to Rate at Midpoint

- Use if the outcome is something you can not yet rate because it is scheduled for the second half of the placement.

■ Not Applicable

- Please do not use unless the outcome is something that the student would NOT have the OPPORTUNITY to demonstrate in your practice setting.

+ CORE ELMS (RxPreceptor) <https://www.corehighered.com/login-elms.php>



- All assessments will be linked to one preceptor
 - Consider sharing username/password to allow co-preceptors to both access

+CORE ELMS (RxPreceptor)
<https://www.corehighered.com/login-elms.php>

Click
 “Evaluation
 of Student”
 for
 assessments

+ CORE ELMS (RxPreceptor)

General Preparations for your Student

+ Preparing for Your Student

- Complete preceptor training (REQUIREMENT)
 - Preceptor Workshop OR UBC e-tips
 - Patient care process module if patient care placement
 - <https://www.ualberta.ca/pharmacy/preceptors/preceptors/training-and-resources>
- Review the course syllabus (as required)
 - https://cloudfront.ualberta.ca/-/media/pharm/preceptors/documents/course-information/pharmd/pharm-5152018courseysyllabusfinal.pdf?_ga=2.264918411.521567452.1515606509-970700977.1511472675
- Review preceptor resources (as required)
 - www.ualberta.ca/pharmacy/preceptors

+ Preparing for Your Student

- Provide input/feedback into your student’s placement proposal and learning plan.
- Prepare the site
 - office space
 - Make arrangements for any additional IT access
 - ID badge and swipe card for room access
 - Inform managers/leaders and team members
- Arrange your schedule to allow time to:
 - provide learning opportunities for the student
 - provide formative feedback
 - To observe the student performance to allow informed assessment

+ Questions



Thank you for your time and commitment to these students!

The Faculty is here to support you!

Tara Leslie
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(E) tleslie1@ualberta.ca
Office days Wed - Fri