Faculty of Pharmacy & Pharmaceutical Sciences

Post-Professional PharmD Experiential Education Manual 2014/15

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1. Introduction

1.1 Faculty Mission and Vision

Vision: Excellence in pharmacy education and research through learning, discovery and citizenship.

Mission: To address the needs of society as they relate to pharmacy and the pharmaceutical sciences. The mission will be carried out through discovery, dissemination, and application of new knowledge involving teaching and learning, research and creative activity, community involvement, and partnerships.

1.2 Experiential Education Mission

The Faculty will foster high quality experiential education by recruiting, retaining and supporting exemplary preceptors in diverse practice settings throughout the province in order to provide students with optimal learning opportunities and graduate pharmacists capable of meeting the needs of society.

1.3 Program Overview

Goals of Experiential Training
In keeping with the goals of the Post Professional Doctor of Pharmacy Program, the aims of the experiential courses are to enhance the students’:
- Confidence in the role of the pharmacist
- Acceptance of responsibility and accountability for patient drug therapy outcomes
- Ability to make clinical decisions under conditions of uncertainty
- Critical thinking skills
- Communication skills

Experiential Education Course Requirements (§144.2.1 & 144.2.2)
Students must receive 36 credits in experiential learning. They must receive credit in each course once. PharmD Elective placements (Pharm 514 and/or 515) may be repeated to complete the credit requirements. Currently, placements will be scheduled such that the program may be completed in 12-14 months; however, students have the option to complete the program over a 5-year period. Students will be granted credit by completing placements or receiving transfer credit (see section 4.3).

1.4 Faculty Responsibilities

Experiential Education at the Faculty of Pharmacy and Pharmaceutical Sciences is committed to supporting preceptors and students at all stages of the placement to facilitate successful experiences. The responsibilities of the Faculty are listed below.
Prior to the Placement

- Ensure that sites and preceptors meet the placement criteria
- Provide training, support and resources for preceptors
- Facilitate preceptors’ applications for Faculty Appointments
- Notify sites of placement dates, student names and email contacts via email and RxPreceptor
- Organize a placement schedule for each student that considers the need of both the site and the student
- Provide access to program manuals, course syllabi, Preceptor Guides and other placement resources
- Prepare students for their placements through course orientation

During the Placement

- Be available for consultation throughout the placement as needed
- Assist students and preceptors with navigating the Experiential Education team structure when questions or concerns arise
- Provide information and direction to both students and preceptors when placement issues arise

After the Placement

- Solicit feedback from preceptors to evaluate the course and their student experience
- Utilize course feedback to continuously improve process and courses
- Provide feedback to preceptors on a regular basis
- Facilitate preceptor recognition
2.0 Student Requirements and Responsibilities

2.1. Academic Standing and Prerequisites (§143.3.3(3)a and §231.210)

Students must have completed PHARM 501, 502, 503 and 504 and be in Satisfactory Standing or have Faculty approval to progress into their experiential courses. Satisfactory standing is defined as having achieved a minimum letter grade of B- or received CR in credit/no credit courses.

2.2. Licensure Requirements (§143.3.3(3)c)

Proof of current licensure as a clinical pharmacist with the Alberta College of Pharmacists and authorization to administer drugs by injection must be provided prior to the first placement commencing (December 1st) and annually if required. The costs of licensure, including registration, malpractice insurance and CPR certification are the responsibility of the student.

2.3. Professional Conduct

Students in the program are required to adhere to the Alberta College of Pharmacists Code of Ethics and the University of Alberta Code of Student Behaviour. Students are expected to practice according to the Standards of Practice. Students may not receive any compensation for their experiential course activities.

The Faculty of Pharmacy and Pharmaceutical Sciences has ZERO tolerance for unprofessional behaviours, including but not limited to:
• referring to oneself or holding oneself to be more qualified than one is
• failing to call/notify preceptor when unable to meet deadlines, complete tasks or arrive on time
• breaching confidentiality
• violating the Criminal Codes or demonstrating infractions of the Human Rights Code
• conducting sexual impropriety with a patient, caregiver, their families or colleagues
• being impaired with a substance while participating in patient care

The specific occurrence will be reviewed and appropriate action taken which could include removal from the placement site.

2.4. Professional Portfolio (RxPortfolio)

All students must create a portfolio in RxPortfolio before December 1st. Students will be expected to link their RxPortfolio to their RxPreceptor Profile (see Appendix 2).

2.5. Placement Requirements (§143.4.1)
Police information Check with Vulnerable Sector Check (formerly called Criminal Records Check or Security Clearance)
All students entering the program will be required to provide a Police Information Check with Vulnerable Sector Check by December 1 of the academic year. The original must be presented to Student Services (Medical Services Building, room 2-55) and a copy will be retained in the student file for the duration of the program. The Police Information Check must have been done within 90 days of December 1 of the academic year. Students that do not provide this documentation will not be able to begin their placements. Should the Police Information Check be unclear, the student’s placements may be delayed and the original document will be required for the placement site to assess.

Immunizations
Up-to-date immunization is a program requirement for students in all Health Sciences faculties. Immunization records must be provided by December 1 of the academic year. Students that do not provide this documentation will not be able to begin their placements.

Emergency First Aid and Level C CPR
Up-to-date certification in Standard or Emergency First-Aid and Level C CPR course is a requirement for students in the PharmD program. Documentation of certifications must be provided by December 1 of the academic year. Students that do not provide this documentation will not be able to begin their placements.

N95 Fit testing
Up-to-date N95 certification is a requirement for students in all Health Sciences Faculties. N95 fit testing must be updated every 2 years and students must ensure that certification is up to date for all placements. Students are responsible to know their N95 size when at a placement site should the need arise to use this equipment. Failure to comply may result in dismissal from the practice site or limitations on placement activities.

Alberta Netcare Portal (ANP) Access
Netcare access is required for patient care placements. The process to obtain Netcare access for PharmD students within AHS placements is under review. Students will be advised of access processes by the Course Coordinator once they are finalized. Students will be required to complete the appropriate steps to gain access for patient care placements. More information on Netcare processes can be found in the Preceptor Guide.

General Liability Insurance
The University has a general liability insurance policy that insures the pharmacy student while acting within the scope of their duties during their experiential courses. As licensed pharmacists, the students must also carry a minimum of $2 million in personal liability insurance. Proof of insurance must be provided by December 1 of the academic year.

Worker’s Compensation
The University provides worker’s compensation coverage for students while in experiential courses.

**AHS Orientation Requirements**

As many practice sites are within AHS, all students must complete the requirements for placement within AHS. These include:

- **AHS Information & Privacy and IT Security & Compliance Training Module.**
  - The module must be completed and can be found at [http://www.albertahealthservices.ca/3962.asp](http://www.albertahealthservices.ca/3962.asp) Completion generates a form called the Confidentiality and User Agreement, which must be provided by December 1 of the academic year.

- **Disclosure of Personal Information form.**
  - According to the AHS student placement agreement, the University of Alberta health science units are now required to collect and store additional documentation from students. The Faculty requires that all students to complete and provide the Informed Consent for Disclosure of Personal Information form to the faculty on the first day of orientation (the first week of September). The form can be found at [http://pharm.ualberta.ca/-/media/pharm/programs/documents/experiential-education/consent-for-disclosure-of-personal-information-for-placements-2014.pdf](http://pharm.ualberta.ca/-/media/pharm/programs/documents/experiential-education/consent-for-disclosure-of-personal-information-for-placements-2014.pdf)

- **AHS Student Orientation**
  - The AHS Student Orientation video module summarizes AHS vision, values, and policies. It can be found at [http://www.albertahealthservices.ca/assets/modules/orientation/ahs-student-orientation.htm](http://www.albertahealthservices.ca/assets/modules/orientation/ahs-student-orientation.htm) Completion generates a document that must be provided by December 1 of the academic year.

**2.6. Student Responsibilities**

**Prior to the Placement**

- Develop a professional portfolio in RxPortfolio and link it to their RxPreceptor account. RxPortfolios will be shared with each of the student’s primary preceptors as required around 1-2 months before the placement
- Inform the preceptor of any potential absences from the placement as soon as possible.
  - Note: Absences, with the exception of Pharm 505 Seminar, must be approved by the preceptor
- Complete a Placement Learning Plan (see PHARM 511-514 Course Syllabus) and email it to the preceptor at least 7 days before the start of the placement.
- Contact the preceptor prior to the start date to confirm the placement and provide his/her contact information.
- Ensure that practice site policy requirements are met. (See Section 6.0)
- Ensure Netcare Access requirements have been completed. (See Section 2.5 and the Preceptor Guide)
- Review the Placement Outline and prepare for the placement as recommended within.
During the Placement:

- Set and share expectations with the preceptor including level of supervision for various activities, computer training requirements, and deadlines for assignments
- Negotiate the learning plan with the preceptor and upload to RxPreceptor as a field encounter at appropriate times.
- Follow the policies and procedures of the practice site
- Organize time to fulfill all placement commitments
- Work independently and under indirect supervision
- Show initiative and actively participate in all learning opportunities
- Ensure that all course activities are completed
- Complete and participate in self-assessments and preceptor evaluations outlined in the course syllabi
- Assume responsibility and accountability for patient care
- Respect confidentiality of both the patients and the site
- Perform regular self-assessment to identify learning needs and deficiencies and to take the appropriate steps to address them
- Be a self-directed learner
- Maintain open communication with the preceptor and other healthcare providers
- Notify the preceptor and/or the Faculty of any concerns that arise during the placement
- Be receptive to coaching and feedback
- Adhere to the evaluation procedures (see Section 5 and course syllabi) and contact the Coordinator if any issues arise during the placement
- Attend Seminar Course (Pharm 505) activities as applicable

At the end of the Placement:

- Complete the Post Course Evaluation of Preceptor and Site
- Update experiences and supporting evidence in RxPortfolio
- Upload completed learning plan into RxPreceptor as a field encounter
- Participate in faculty organized opportunities to provide feedback regarding the Experiential Education courses and placements.
- Complete the Preceptor of the Year and/or Preceptor Recognition surveys as appropriate
- Adhere to any Netcare processes that are required at the end placement
3.0 Preceptor Requirements and Responsibilities

An abundance of information for preceptors is available within the Preceptor Guide that can be accessed at [http://pharm.ualberta.ca/-/media/pharm/preceptors/documents/training-and-resources/preceptorguideversion4-updated-april23-gb.pdf](http://pharm.ualberta.ca/-/media/pharm/preceptors/documents/training-and-resources/preceptorguideversion4-updated-april23-gb.pdf). Background information on several topics of interest to preceptors such as program policies and procedures, preceptor responsibilities, and assessment/evaluation of students can be found within the guide.

3.1 Preceptor Qualifications and Training Requirements

In keeping with our mission to foster high quality experiential education, the Faculty has set preceptor qualifications, training and site requirements. Please refer to the Faculty of Pharmacy website for more information ([http://pharm.ualberta.ca/preceptors/how-to-become-a-preceptor](http://pharm.ualberta.ca/preceptors/how-to-become-a-preceptor)).

Preceptors are essential to preparing students to be confident practitioners. As such, we are pleased to offer academic appointments to preceptors in recognition of their vital contribution to pharmacy education.

3.2 Rx Preceptor

The Faculty uses RxPreceptor, an online database management program, for various purposes. It manages the recruitment and matching process, houses forms and resources, allows for correspondence between the Faculty, preceptors and students as well as completion and submission of placement assessments. All preceptors are required to:

- Complete the Preceptor Enrolment form (link to this form is [https://adobeformscentral.com/?f=b82LUbhzE0%2AlPhlq4X83CQ#](https://adobeformscentral.com/?f=b82LUbhzE0%2AlPhlq4X83CQ#)).
- Once this form is completed and submitted, an RXpreceptor account will be created for you, and your log in information will be emailed to you. If you do not receive your login, please contact phexed@ualberta.ca for assistance.
- Within your RxPreceptor account, create a profile, including your practice site information.
- Access the Placement Outline Template in RxPreceptor to create a Placement Outline (Pharm 511-514 only; see section 3.3 and Appendix 1 of this document).
- Profiles and Placement Outlines should be reviewed and updated annually.
- Enter placement availability in response to Calls-For-Offer (CFO). *For preceptors at AHS/Covenant, the Site Coordinator may enter this data on behalf of preceptor.
- Review student schedules once notified they are available in RXpreceptor for viewing.
- Complete all student performance assessments in RXpreceptor.

3.3 Placement Outlines

A Placement Specific Outline must be completed for every placement offered for Pharm 511-514. The outlines communicate details about the practice setting and patient population as well
as expectations regarding the level of knowledge and skill development. Preceptors offering similar placements may collaborate to produce one outline. All applicable sites and preceptors should be listed in the document. Preceptors must review and update these outlines annually (by August 1 of each year). For newly developed placements, the preceptor(s) must email the outline to the Course Coordinator prior to August 1 for approval. The Faculty will upload the placement outline to RxPreceptor.

To access the Placement Outline template, use the following steps:
- login to RxPreceptor
- click on “Document Library” from the toolbar on the left hand side
- scroll down to “PharmD Resources” heading
- the template is listed in the PharmD documents and can be downloaded from here

The Faculty will use the Placement Specific Outline to assign the course number(s) for each placement. The outlines will be provided to the students prior to the placement match. (See Appendix 1 for additional information)

3.4 Preceptor Responsibilities

Prior to the Placement
- Complete Preceptor Training. (Please see http://pharm.ualberta.ca/preceptors/training-and-resources for specific information and dates). PharmD preceptor orientation sessions will be made available and advertised once dates are confirmed.
- Arrange for IT Access
  - Preceptors must arrange for students to have access to any networks, electronic medical records (EMRs) or pharmacy operations software before the placement begins. Preceptors must notify the Course Coordinator as soon as possible if there are any costs associated with setting up these placement requirements.
- **Arrange for Netcare Access**
  - Netcare is set-up for the students by the Faculty before clinical placements start. As Netcare processes change, preceptors and students will be advised on an ongoing basis. For the most up-to-date Netcare access information for preceptors, please refer to the Preceptor Guide.
  - Netcare Contact Information: Preceptors and students are encouraged to contact the Netcare Information line if they have any questions or concerns at 1-866-756-2647 or 780-642-4082 (Monday to Friday 8:30 – 4:30). If required, students may call the help desk to get their Portal and PIN passwords 1-877-931-1638.
- Review the Course Syllabus and Preceptor Guide
- Review evaluation and assessment tools that will be used online in RxPreceptor.
- Review the student’s RxPortfolio. This will contain the student’s biography, professional experience and samples of work. (See Appendix 2 Professional Portfolio)
- Review the student’s Placement Learning Plan (Pharm 511-514) and consider opportunities to achieve their goals during the placement (See Pharm 511-514 syllabus)
• For PHARM 515 placements, review the student’s “Pharmacy 515 Specialty Elective Placement Plan” and provide feedback to assist the student in refinement of placement specific learning objectives, placement activities and assignments. The student’s finalized Placement Plan is subject to the approval of the preceptor. For further details, refer to the PHARM 515 syllabus.
• Create the student’s orientation and placement schedule.
• Prepare a student work space.
• Provide student with your contact information and details regarding when and where to report on the first day.
• Inform relevant team members that a student is coming and arrange inter-professional learning activities as appropriate.
• Sign up for library access (if not already established as part of the Clinical Academic Colleague faculty appointment) http://pharm.ualberta.ca/preceptors/training-and-resources/library-resources

During the Placement
• Complete the student’s orientation.
  o Discuss the Learning Plan (Pharm 511-514) with the student. Collaborate with the student to ensure that his /her goals are realistic, feasible and measurable.
  o Review the course objectives with the student and discuss and agree upon the schedule, activities and assignments.
  o Communicate performance expectations clearly at the beginning of the placement and when introducing a new activity.
  o Encourage self-directed learning.
• Meet with the student at regular intervals to discuss and debrief placement activities.
• Provide timely, positive and constructive feedback.
• Complete early, midpoint and final placement assessments as outlined in Section 5 and the course syllabus. Discuss these documents and the student’s self-assessment with the student.
• Provide more direct supervision initially, and transition to indirect supervision as the placement progresses based on the student’s performance. The student is a licensed pharmacist and is expected to assume accountability for placement activities.
• Contact the Course Coordinator if any issues arise during the placement.

After the Placement
• Provide feedback to the faculty via the post course preceptor survey.
• If applicable, ensure IT and/or Netcare access has been discontinued (if required)
• Contact PharmD Course Coordinator if any outstanding feedback required.
• Review the placement outline annually and submit changes to the Coordinator
### Orientation Checklist for Student and Preceptor

#### Post Professional Doctor of Pharmacy

#### Orientation Checklist

This orientation checklist is to be used by both the student and preceptor to cover important topics at the beginning of the placement. Should there be other site-specific items that need to be discussed, please add them to the list.

<table>
<thead>
<tr>
<th>Orientation Activity</th>
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<tbody>
<tr>
<td><strong>1. Professional Discussions</strong></td>
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<tr>
<td>• Student RxPortfolio and previous experiences</td>
<td>___</td>
</tr>
<tr>
<td>• Preceptor’s practice experience and interests</td>
<td>___</td>
</tr>
<tr>
<td>• Preceptors preferred method of contact</td>
<td>___</td>
</tr>
<tr>
<td>• Professional expectations – patient confidentiality, dress and appearance policies</td>
<td>___</td>
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<tr>
<td><strong>2. Course Review</strong></td>
<td></td>
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<tr>
<td>• Course manual (objectives and activities)</td>
<td>___</td>
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<tr>
<td>• Placement Specific Outline (activities and expectations)</td>
<td>___</td>
</tr>
<tr>
<td>• Assignments and expectations (presentations, in-services etc.)</td>
<td>___</td>
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<tr>
<td>• Review assessment process, forms and timing (including feedback)</td>
<td>___</td>
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<tr>
<td>• Discuss the Placement Learning Plan (Pharm 511-514)</td>
<td>___</td>
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<tr>
<td>• Discuss student/preceptor responsibilities and expectations</td>
<td>___</td>
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<tr>
<td>• Review preliminary student schedule</td>
<td>___</td>
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<tr>
<td><strong>3. Pharmacy Practice</strong></td>
<td></td>
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<tr>
<td>• Practice specialties and characteristics (include how student will be involved)</td>
<td>___</td>
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<tr>
<td>• Site resources and learning opportunities</td>
<td>___</td>
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<tr>
<td>• How will the student be involved in patient care</td>
<td>___</td>
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<tr>
<td>• Provide samples of forms used, documentation policies and procedures</td>
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<tr>
<td><strong>4. Practice Environment</strong></td>
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<tr>
<td>• Guided tour of practice environment</td>
<td>___</td>
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<tr>
<td>• Introduction to staff and health care practitioners (including students); include roles and how they will be involved with student experience</td>
<td>___</td>
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<tr>
<td>• Library, drug information and other resources</td>
<td>___</td>
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<tr>
<td>• Practice site policies and procedures, including patient and staff safety</td>
<td>___</td>
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<tr>
<td>• Information regarding staff meetings, rounds, conferences and committees</td>
<td>___</td>
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<tr>
<td>• Student workspace</td>
<td>___</td>
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<tr>
<td>• Staff cafeteria, coffee area, lockers, washrooms, etc.</td>
<td>___</td>
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<tr>
<td><strong>5. Technology orientation</strong></td>
<td></td>
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<tr>
<td>• Relevant Computer order entry systems, patient profiles and electronic medical records (EMRs), Medication Administration Records (MARs)</td>
<td>___</td>
</tr>
<tr>
<td><strong>6. Other</strong></td>
<td></td>
</tr>
</tbody>
</table>

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Sept, 2014
3.6 Supervision

In accordance with guidelines set out by the Alberta College of Pharmacists, The Faculty of Pharmacy and Pharmaceutical Sciences, has outlined the requirements for levels of supervision during a clinical placement. The guiding directive during a placement is to ensure that students are appropriately supervised to ensure patient safety is upheld. As the students are licensed pharmacists, they may perform restricted activities under indirect supervision. Given that practice settings are varied, it is important for the preceptor and the student to establish expectations of what can be done under indirect supervision. Patient safety must always guide the amount of supervision that a student requires. Students will require more supervision at the beginning of the program and each placement. As they progress through the placement and the program, the preceptor should adjust the level of supervision based on the practice environment and the students demonstrated competence.

If a student has authorization to perform a restricted activity that the preceptor does not routinely perform in his or her practice, the student and the preceptor must establish if and how the student should integrate this skill into the practice environment.
4.0 Post-Professional PharmD Program Experiential Education Scheduling and Matching

4.1 Introduction

The Faculty of Pharmacy and Pharmaceutical Sciences is the sole provider of pharmacy education in Alberta. It has developed partnerships with a variety of care providers and sites in Alberta that meet the standards set by the Faculty to offer clinical placements. The Faculty places high value on placing the students in learning environments that support the objectives of the program.

Students will be scheduled for experiential courses based on placement availability and course requirements with consideration of student preferences. As such, students enrolled in this program are expected to travel within the province to complete their experiential education course requirements. Travel and accommodation expenses are the responsibility of the student.

4.2 Conflict of Interest

Students must take responsibility to avoid selecting placement sites where a relationship exists that could negatively impact an ability to learn, cause bias, or hinder meaningful and/or constructive feedback. Students and preceptors must disclose relationships that may create a conflict of interest in the placement environment prior to the matching process. The Director of Experiential Education or PharmD Course Coordinator will review the disclosures and make the decision to remove or keep the placement opportunity as a match option for that individual student.

4.3 Transfer Credit

Students who enrolled in the B.Sc. Pharm program in 2004 or later and successfully completed the program can apply to receive credit for Pharm 514 for work completed in Pharm 425. To avoid scheduling confusion, students must declare prior to each matching point for PHARM 514, if they would like to participate in the match process. Transfer credit cannot be applied to a course for which a student has already matched to a placement.

4.4 Student Initiated Placements (Pharm 511, 512, 513 and 514)

As students are entering the program with diverse experiences, it is reasonable that a student may request a placement at a site that does not have an existing relationship with the Faculty, such as those in other provinces, or at sites within Alberta that have not been previously engaged with our program. The purpose of a new placement site or travel outside of Alberta is to provide a learning experience that may not be available in the placement pool. Please see Section 4.4.1 for Student Initiated Placement Procedures.

Student initiated placements:
- Will be excluded from the matching process
• Should fulfill the requirement for an elective course (Pharm 514) if at all possible
• Must not exceed 50% of a student’s registered experiential education courses;
  a. A student may only complete one elective outside of Canada.
  b. All assessment of student performance must be done in the English language in Rx Preceptor.
• Must be approved by the Experiential Education PharmD Course Coordinator before the placement is scheduled to begin
• May be denied if the site has had a previous relationship with the Faculty and the request appears to impact the integrity of the matching process.
• Must have a signed student placement agreement in place with the site before the start of the placement. If the student placement agreement is not in place prior to the start of the placement, it cannot occur on the dates planned and any costs that are incurred are the responsibility of the student.
  [Note: It may take several months for the student to arrange a student placement agreement with the site. In some cases, this agreement may limit the opportunity to schedule the placement.]
• Sites and preceptors must meet the standards set by the Faculty; however, alternate forms of preceptor training may be considered to fulfill the Faculty’s preceptor training requirement.
• If the placement site is outside of Alberta, the PharmD Program Experiential Education Coordinator or Director must discuss the placement request with the local school of Pharmacy.

Approval of a student-initiated placement includes approval of the site and the preceptor by the Experiential Education Program.

The preceptor(s) and sites must meet the requirements set forth by the Doctor of Pharmacy Program. It is preferred if the site and/or preceptor has been associated with another Doctor of Pharmacy Program or Accredited Pharmacy Practice Residency.

After the placement, the Coordinator will review the preceptor evaluations. The preceptor and site information will be kept on file. Preceptors with practices in Alberta will be contacted in subsequent calls for offer as appropriate.

4.4.1 Student Initiated Placement Procedures

The Director of Experiential Education (or designate) in conjunction with the PharmD Experiential Education Course Coordinator will review the documentation (see below under Student Responsibilities), and provide the student with a decision. The Committee’s decision is final, and they may rule in one of three ways:
  1. Approval
  2. Approval with conditions
The student, preceptor and/or site must fulfill the conditions before the placement is to take place or the placement may be denied.

3. Denial

Student responsibilities

- Notify the Course Coordinator in writing of their intention to initiate a placement before contacting the site and preceptor; a meeting with the Course Coordinator may be preferable, and is an option if needed.
- **If the student wishes to obtain a preliminary decision of approved, approved with conditions, or denied from the committee prior to the site selector closing for the matching process, the following information must be submitted to the Course Coordinator in writing before the site selector opens:**
  - Placement name, dates, location (including whether or not the preceptor is willing to offer the placement)
  - Preceptor name and contact information
  - Description of the proposed placement
  - Which course the student is requesting the placement to fulfill
  - Declaration that there is no Conflict of Interest

  NOTE: If a student applies for a student-initiated placement, he/she will be excluded from the faculty-led matching process for the course in question. Should the student-initiated placement be cancelled, modified, or not meet the conditions, this will need to be re-scheduled outside their existing schedule.

- Provide the preceptor with the course syllabus
- Provide the preceptor with the Placement Outline template (PHARM 511, 512, 513, and 514) – see Appendix 1
- For PHARM 515, provide the preceptor with the student developed Pharm 515 Placement Plan as described in the PHARM 515 syllabus.
- Initiate communication between the potential preceptor/site and the Coordinator
- Determine the name and contact information of the individual at the placement site who would be responsible for signing the Student Placement Agreement, and provide it to the PharmD Course Coordinator. The Faculty will then work on getting the Student Placement Agreement signed by both parties.
- Comply with the licensure or registration requirements of the appropriate regulatory authority, including any additional liability insurance. For out of Alberta placements, student pharmacist licenses will only be acceptable IF; it is acceptable to the appropriate regulatory body, it is agreeable to the preceptor, and the learning outcomes can be reasonably maintained with a student license as determined by the Course Coordinator and Director of Experiential Education.
- Obtain any relevant visas (out of country travel).
- Ensure any additional immunization requirements are met
- Make arrangements for travel and accommodations.
Students are responsible for all costs associated with the placement including but not limited to travel, accommodation, additional immunization, placement fees and licensure/registration. If these requirements are not fulfilled before the start of the placement, the Coordinator will cancel the placement (see Section 4.4).

Additional Preceptor Responsibilities:
- Review the preceptor and site criteria
- Meet with the Course Coordinator to review course requirements and expectations
- Negotiate the placement dates with the student
- Send a current CV to the PharmD Experiential Education Coordinator
- Obtain an Rx Preceptor user name and password and complete the preceptor profile survey
- Provide the Coordinator a Placement Outline before December 1 (if for courses 511-514). (See Appendix 1)
- For PHARM 515 only - Consult with the student and provide feedback to refine the Pharm 515 Placement Proposal as outlined in the PHARM 515 syllabus. For further information, refer to the PHARM 515 syllabus.

Experiential Education Coordinator Responsibilities:
- If required, contact the experiential Coordinator at the local Pharmacy school to gain approval to utilize the site
- Provide the preceptor with the relevant program policies
- Solicit information and documentation required to determine if the site and preceptor requirements have been met from the preceptor
- Provide any relevant program information and documentation to the preceptor
- If required, verify the status of the student placement agreement and provide the receiving placement site with the HSC placement agreement template.

4.5 Scheduling procedure

RxPreceptor will be used to coordinate the majority of student experiential courses. Placement assignment is based on student ranking, course requirements and preceptor availability as well as student’s program goals. Students will be able to view the Placement Outlines prior to selection to become familiar with opportunities available (Pharm 511, 512, 513 and 514). The following placements will be added to students’ schedules prior to the match:
- Pharmacy 515 Specialty Electives
- Student initiated placements

Student initiated placements must be declared before the match and will be added to the student’s schedule before finalizing the Faculty-led site selection matching process. If a student-initiated placement is cancelled for any reason, the student will be given the next available placement option to complete the course requirement. The placement may not occur during the originally scheduled block and as such, a student’s convocation may be delayed.
The Coordinator may be required to modify a student’s schedule during the year due to unforeseen circumstances.
5.0 Assessment and Evaluation

5.1 Placement Assessment and Evaluation Timelines and Overview

Assessments and evaluations will be completed or submitted on-line using RxPreceptor. The forms are located under the Evaluation and Surveys tab on the left hand menu. For assistance with the evaluations please contact (phexed@ualberta.ca). There are three assessment points in the rotation:

1. Early Assessment (40 hours)
2. Midpoint Assessment (120 hours)
3. Final Assessment (240 hours)

<table>
<thead>
<tr>
<th>Document</th>
<th>Time point</th>
<th>Completed by</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Assessment of Student</td>
<td>End of week 1 (40h); must be submitted within 3 days</td>
<td>Preceptor</td>
<td>Feedback for learning • Clarify expectations • Share learning and teaching styles • Finalize learning plan • Identify and address concerns • Promote feedback and discussion *Students must also submit the finalized learning plan (Pharm 511-514)</td>
</tr>
<tr>
<td>Early Assessment of Preceptor</td>
<td>Midpoint of placement (120h)</td>
<td>Student</td>
<td>Feedback for learning • Communicate student progress • Indicate areas for improvement • Set learning goals and expectations for balance of placement</td>
</tr>
<tr>
<td>Midpoint Student Performance Assessment</td>
<td>End of placement (120h)</td>
<td>Student (self assessment)&amp; preceptor (student assessment)</td>
<td>• Identify preceptor and placement strengths and suggest areas for improvement</td>
</tr>
<tr>
<td>Student Evaluation of Preceptor and Site</td>
<td>End of placement (120h &amp; 240h)</td>
<td>Student</td>
<td>• Assess learning objectives • Recommend placement mark</td>
</tr>
<tr>
<td>Final Student Performance Assessment</td>
<td>End of placement (240h)</td>
<td>Preceptor and discussed with student</td>
<td>• Assess learning objectives • Recommend placement mark</td>
</tr>
</tbody>
</table>

5.2 Pharm 511, 512, 513, 514 Assessment Procedures

- At the early assessment point, the PharmD Early Assessment of Student feedback form and the PharmD Early Assessment of Preceptor feedback forms will be used. Both are located in RxPreceptor as online assessments.
- For midpoint and final assessments points, the course specific assessment forms will be used for PHARM 511, 512, and 513. For PHARM 514, the assessment forms that correspond to the originally assigned course (PHARM 511, 512, or 513) will be used.
• The preceptor must complete the early, midpoint and final student performance assessments.
• Students will self-assess their performance at midpoint by completing the PharmD Student Self-Assessment in RxPreceptor prior to meeting with the preceptor to discuss the preceptor’s midpoint assessment.
• Students must update their learning plan after the early and midpoint assessments, provide to the preceptor, and upload into RxPreceptor.
• The student must complete a preceptor evaluation at early, midpoint and final assessment points and be prepared to discuss with their preceptor.
• The preceptor and student must meet to review and discuss their assessments at the early, midpoint and end of the placement assessment points.

5.2.1 Pharm 511-514 Outcome Rating and Assessment Scale

Each course outcome has been broken down into a list of observable behaviours the student should demonstrate in the placement environment. The evaluator is expected to reflect on how well and consistently the student demonstrates the individual behaviors. Each outcome is then given a holistic rating based on the student’s performance with the listed behaviours. The scale below will be used for assigning a mark on the student performance assessments. Evidence to support the assessment is encouraged and should be included in the comment box:

Exceeds an Acceptable Level of Performance – Apply this rating if you believe your student is performing better than expected on the skills and behaviours associated with the outcome.

Meets an Acceptable Level of Performance - Apply this rating if you believe your student is performing as expected on the skills and behaviours associated with the outcome.

Needs Improvement to Reach an Acceptable Level of Performance - Apply this rating if you believe your student needs improvement on the skills and behaviours associated with this outcome but is capable of meeting an acceptable level of performance with practice and hard work.

Not Meeting an Acceptable Level of Performance - Apply this rating if you believe your student has significant difficulty or deficits on the skills and behaviours associated with this outcome and is not likely to meet an acceptable level of performance by the end of the placement.

Unable to Rate – Apply this rating if you were unable to observe your student demonstrating MOST 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. This rating **should only be used at midpoint.**

**Not Applicable** - This rating should be given when the outcome cannot be assessed within your practice setting.

### 5.3 PHARM 515 Assessment Procedures:

Detailed information regarding the Pharm 515 assessment procedures can be found in the Pharm 515 syllabus. A summary is as follows:

- At the early assessment point, the PharmD Early Assessment of Student feedback form and the PharmD Early Assessment of Preceptor feedback forms will be used. Both are located in RxPreceptor as online assessments.
- For midpoint and final assessment of the student’s general abilities of professionalism, communication and as a scholar, the Pharm 515 General Abilities Student Performance Assessment in RxPreceptor will be used.
- For midpoint and final assessment of the placement specific learning objectives, the student developed assessment rubric will be used. **The student must upload the completed placement specific assessments to RxPreceptor as a 2 separate field encounters.**
- Students will self-assess their performance at midpoint by completing the PharmD Student Self-Assessment in RxPreceptor and the student developed self-assessment. It will be provided to the preceptor prior to meeting to discuss the preceptor’s midpoint student assessment. **The student must upload the student developed self-assessment into RxPreceptor.**
- The student must complete a preceptor evaluation at early, midpoint and final assessment points and be prepared to discuss with their preceptor.
- The preceptor and student must meet to review and discuss their assessments at the early, midpoint and end of the placement assessment points.

### 5.4 Students at Risk

If at any time, the preceptor or student has a concern about the student’s performance or ability to pass the course, they should contact the Course Coordinator. The Course Coordinator must be contacted if any outcomes are rated as **Not Meeting an Acceptable Level of Performance** or more than 3 outcomes are rated **Needs Improvement to Reach an Acceptable Level of Performance** on the Midpoint Assessment of Student Performance.

### 5.5 Placement Mark and Course Grade

All PharmD Experiential Learning Courses are credit/no credit. Preceptors will assign a placement mark, and the course coordinator will assign the course grade upon review of all course requirements and evaluations.
For Pharm 511, 512, 513, and 514 preceptors can use the following as a guide for assigning a placement mark:

- Students who **Meet or Exceed an Acceptable Level of Performance** for all placement outcomes will be assigned a passing mark.
- Students who are **Not Meeting an Acceptable Level of Performance** on 1 or more outcomes by the end of the placement will be assigned a failing mark.
- For students who **Needs Improvement to Reach and Acceptable Level of Performance**, a preceptor may still assign a passing mark if the student's overall performance is acceptable.
- If a student **Needs improvement** on more than 3 outcomes, the preceptor should consider assigning a failing mark.
- A student will receive a failing mark if any Professionalism outcomes are rated as **Needs Improvement to Reach and Acceptable Level of Performance**.
- If the student receives **more than 2 Needs Improvement in the same area of assessment** (i.e.: Communication), the preceptor should consider assigning a failing mark.

For Pharm 515, preceptors can use the following as a guide for assigning a placement mark:

- Students can be assigned a mark of **PASS** if the following are met:
  - Must **NOT have** "Not Meeting an Acceptable Level of Performance" on any outcomes in the “General Abilities” Assessment AND
  - Must **NOT have any ratings** of "Needs Improvements to Reach an Acceptable Level of Performance" within the Professionalism outcomes of the “General Abilities” Assessment AND
  - Must **NOT have more than 2 ratings** of “Needs Improvement to Reach an Acceptable Level of Performance” within the Communication or Scholar outcomes of the “General Abilities” Assessment AND
  - Must have achieved the placement specific goals/objectives outlined in the placement plan to an acceptable level of performance.

5.6 Failed Experiential Education Placements ([§143.3.3(3e) & (4)])

Students receiving a grade of no credit 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. Failure to pass the course on the second attempt will result in withdrawal of the student from the program.

5.7 Course Evaluation Procedures
Students and preceptors are asked to complete course evaluations after the placement for quality improvement. The Course Coordinator will view the results of these evaluations after the course grades are posted.

Course Evaluation Overview

<table>
<thead>
<tr>
<th>Document</th>
<th>Time Point</th>
<th>Completed By</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor Evaluation of the Course</td>
<td>After the placement</td>
<td>Preceptor</td>
<td>• Assessment of Faculty, administration and the course</td>
</tr>
<tr>
<td>Student Evaluation of the Course</td>
<td>After the placement</td>
<td>Student</td>
<td>• Identifying strengths &amp; areas for improvement with the course administration</td>
</tr>
</tbody>
</table>
6.0 Other Experiential Education Policies

6.1 Protection of Privacy:
The personal information contained in the student performance assessments collected by the University in accordance with Section 8 of this Course Manual, is collected under the authority of section 33(c) of the Alberta Freedom of Information and Protection of Privacy Act and will be protected under Part 2 of that Act. It will be used for the purpose of providing educational services to the student, managing the student’s learning experience, and protecting public interest and/or public safety. The University may share or disclose this personal information on a need to know basis within the University or to a subsequent placement site, including preceptors at that subsequent placement site. Please direct any questions about this collection or use to Ann Thompson, Director, Experiential Education, Faculty of Pharmacy and Pharmaceutical Sciences, Office: ECHA 3-174, 11405 87 Avenue, University of Alberta, Edmonton, Alberta T6G 1C9, (780) 492-5905, athompson@ualberta.ca.

6.2 Practicum Intervention Policy (§143.4)
The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest.

6.3 Attendance, Punctuality and Absenteeism

Attendance and completion of all hours is mandatory for credit to be received. Absences must be made up with the approval of preceptor. Course Coordinator and Preceptor must approve changes to the placement schedule prior to implementation.

Should a statutory holiday fall within the course dates, students are expected to follow the preceptor’s schedule. If it is not a scheduled workday for the preceptor, the student will receive the day off and the time will not need to be made up.

Students are expected to be punctual at the placement site, including all additional aspects of the placement such as meetings, discussion sessions and appointments. It is expected that students will contact the preceptor if an issue arises. Travel time to and from the placement site must occur on the student’s own time.

In the case of illness, the student should notify the preceptor as soon as possible. Absences due to illness of two days or more may require a physician’s note. This documentation is provided to the preceptor and a copy submitted to the Course Coordinator. Routine medical or dental visits should be scheduled outside of placement hours.
PharmD Seminars will be scheduled in the winter and spring/summer terms. Students are mandated to attend these seminars in person or as directed by the Pharm 504 course coordinator. Attendance of seminar is an excused absence from the placement. Students should remind preceptors of the seminar dates within the placement dates prior to the start of the placement. Students have been allocated up to three days for professional related activities (i.e. presenting at a conference, job interviews) that must be approved, prior to the activity, by both preceptor and the Course Coordinator during their experiential learning.

6.4 Dress Code

Students are expected to dress in appropriate and professional attire that is clean, neat and not overly worn. They should always wear Faculty of Pharmacy identification. Students must adhere to the dress code of the pharmacy or institution in which they are placed and are advised to enquire about site-specific policies in advance. The following are generally considered to be unacceptable in the workplace:

- revealing or provocative clothing
- blue jeans
- sweat pants/track suits
- shirts bearing slogans
- clothing made of spandex
- short shorts or skirts
- bare midriffs or low necklines
- running shoes or sandals
7.0 Preceptor Awards and Acknowledgment

7.1 Preceptor of the Year Award

The Faculty of Pharmacy and Pharmaceutical Sciences and PharmD students in partnership with TEVA sponsor an annual award to recognize an outstanding preceptor. The award is granted each year to one primary preceptor or a team of co-preceptors within the PharmD experiential education curriculum. Each student can make two nominations. Each nomination can be for an individual primary preceptor or a co-precepting team. Individual supporting preceptors are not eligible for nomination. The nominations will be assessed by a selection committee consisting of student, ACP, and Faculty representation. Nomination forms will be available as a survey in RxPreceptor. The submission deadline will be 1 week after Block 6 of the student’s ExEd curriculum.

7.2 Preceptor Recognition Program

The Faculty and students of the Faculty of Pharmacy and Pharmaceutical Sciences have partnered to sponsor a Preceptor Recognition Program to recognize outstanding preceptors who meet the criteria linked to an annual “Preceptor Recognition Theme”. The theme for the Preceptor Recognition Program for 2014-15 is “Preceptors Building Student’s Confidence in Practice”. The intent is to recognize those preceptors across the curriculum, who exemplify and foster student’s confidence in patient care skills as students have been integrated into the practice setting. The learning experience for students addresses the complexities and uncertainties of clinical practice and supports students in the integration of best evidence, patient’s goals, one’s experience, values and preferences which inform one’s decisions.

Each student can nominate one or more preceptors one week following the completion of his/her placement. The nomination form will be distributed to students as a survey in RxPreceptor. All preceptors nominated for Recognition will be acknowledged at the Annual Faculty Awards program or the PharmD graduation celebrations. Recipients will also receive a congratulatory letter and certificate. Permission will be sought for inclusion in the Preceptor Newsletter and Faculty website.
Appendix 1.1: Placement Specific Outline – Information for Preceptors

The placement outline must be completed for every placement offered. If multiple preceptors offer a placement on the same service, one placement outline, which includes all preceptor names, may be completed for that group of placements. A primary contact must be identified on the form. These forms must be reviewed and updated annually. Faculty, students and preceptors will use the placement outline. Based on information provided in this outline, the Faculty will determine which course could be assigned to a given placement. Students will use this information to inform their requests for the placement match. Preceptors and students will use it as a map for planning the placement activities and the context for which students will complete the course objectives. The PharmD Experiential Education Coordinator is available to assist with developing the placement outline.

The Placement Outline provides opportunity to give details about the learning environment, such as:

- practice location and setting
- patient population including common diagnoses and/or demographics
- number of patients and complexity
- common clinical activities and day to day routines
- professional relationships and collaborating partners
- expectations for student activities and responsibilities
- student learning opportunities
- student assignments
- supplemental information such as special dress code requirements, pre-readings, hours of work, and other student requirements.
### Appendix 1.2: Placement Outline Template

<table>
<thead>
<tr>
<th>Placement Name</th>
</tr>
</thead>
</table>

faculty to insert hyperlink to course syllabus/learning objectives here

### Placement General Information

<table>
<thead>
<tr>
<th>Placement Location (Site/Unit/Establishment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Address (street address &amp; city)</td>
</tr>
<tr>
<td>Primary Preceptor Name</td>
</tr>
<tr>
<td>Additional Preceptor Names (if applicable)</td>
</tr>
</tbody>
</table>

Do you grant permission to the faculty to share this outline with other preceptors? (Yes/No)

### Faculty Use Only

<table>
<thead>
<tr>
<th>Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Coordinator</td>
</tr>
<tr>
<td>Placement Outline Author</td>
</tr>
<tr>
<td>Course Coordinator Initial Approval Date</td>
</tr>
<tr>
<td>Primary Preceptor Date of Last Review</td>
</tr>
<tr>
<td>Course Coordinator Date of Last Review</td>
</tr>
</tbody>
</table>

### Description of Practice and Services

Please describe the **type of practice** setting (retail, LTC, hospital etc.). Add details as appropriate (Example: tertiary care hospital).
<table>
<thead>
<tr>
<th>Please describe your <strong>patient population</strong> including common diagnoses and/or demographics. State variable if appropriate and comment on some of the typical diagnoses encountered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please comment on the <strong>number of patients</strong> cared for by this site or service. Please elaborate on the patient acuity and/or complexity if relevant.</td>
</tr>
<tr>
<td>Please describe the <strong>common clinical activities</strong> and <strong>day to day routines</strong> performed by pharmacists in this practice.</td>
</tr>
<tr>
<td>Please list/describe the <strong>professional working relationships</strong> (internal and external) that are part of this practice. As applicable, comment on the <strong>communication methods</strong> used for <strong>collaborating</strong> with the other professionals. (Examples: phone, fax, email, face to face meetings, group rounds, etc.).</td>
</tr>
</tbody>
</table>

**Activities and Expectations of the PharmD Student**

- **PLEASE NOTE:**
  - The preceptor reserves the right to modify the activities of the placement as required to optimize the learning experience for the student.

<table>
<thead>
<tr>
<th>Please list/describe the <strong>clinical activities</strong> the PharmD student can expect to perform/provide during the placement. Please state “Similar to Above” if the student activities are the same as those described in the site clinical activities and day to day routines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list/describe the <strong>learning opportunities</strong> that exist in this placement. Consider the variety of therapeutic knowledge,</td>
</tr>
</tbody>
</table>
lab/diagnostic testing knowledge, patient care skills, and/or interdisciplinary skills that the student is expected to gain during this placement.

Please comment on the expectations around **student responsibilities**. Consider expectations for the number of patients, level of student independence, amount of preceptor support, expectations for the PharmD student to precept lower level learners etc.

As described in the course syllabus, students are expected to **complete 2 assignments or projects** during the placement. Examples include, but are not limited to, developing an education session or tool, preparing and delivering a case presentation or journal club, or a written assignment. If predetermined, please describe the types of projects; if not yet known, state “to be determined”.

### Supplemental Information

- **PLEASE NOTE**: Detailed text in this section is OPTIONAL. Please indicate “none”, “not applicable” or “to be determined closer to/during the placement” if appropriate.

Do you have any comments regarding placement travel, commuting, or parking for the site? (Examples: accessibility for public transit, parking fees, travel expectations)

Please describe the general **hours of work**. Comment on potential variability and expectations for evenings or weekends.

Please describe any **equipment requirements** for this placement. (Examples: own laptop, a car)

Please list/describe any **therapeutic topics** and/or **skills** that you recommend the student be familiar with **prior to the start of**
**the placement.**

Please list any required **pre-placement readings.**

Please list any **resources, citations, or websites** that you recommend for the student to supplement or enhance their learning.

Do you have any suggestions for **accommodations**?

Students are expected to be dressed professionally with a lab coat and name tag. Are there any site specific **dress requirements**? (Examples: casual Fridays, no lab coats)

Do you have any **other comments, suggestions, or expectations** for the student not already described above?
Appendix 2: Professional Portfolio - RxPortfolio

The Professional Portfolio is intended to document the student experiences, skill development and professional growth. This portfolio must be shared with the Course Coordinator while enrolled in Experiential Learning Courses and with each preceptor. It is also a tool to manage and record professional development plans and activities. This portfolio can be used and maintained beyond the Doctor of Pharmacy Program.

The portfolio must be created by December 1st of the academic year. Students will have the opportunity to refine and enhance their CV/portfolio in consultation with Career and Placement Services (CaPS) during their PharmD seminar course (Pharm 505). Students will create a user name and password. When developing the portfolio, students should select the University of Alberta’s template. RxPortfolio may be accessed using the following link. The student will be asked to create a log on the first time they access RxPortfolio. Create a portfolio by clicking Create an Account in the black navigational bar.

http://www.academicsuitex.com/presentation_login.php

To allow the Course Coordinator and preceptors to view their portfolios, students must grant the University of Alberta portfolio viewing access and link their RxPortfolio to their RxPreceptor profile. See e-class Appendix 3 Folder (Student RxPortfolios Introduction) for further information on how to set up and link the portfolio to RxPreceptor.

<table>
<thead>
<tr>
<th>Required Tabs</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biography</td>
</tr>
<tr>
<td>• Photograph, Contact information (Address, phone number and email), Biography and Career Objective</td>
</tr>
<tr>
<td>Education History</td>
</tr>
<tr>
<td>• Include Bs.Sc.Pharm, Unique University course or other training that you have received</td>
</tr>
<tr>
<td>Experiential Placements</td>
</tr>
<tr>
<td>Residencies/Fellowships (If applicable)</td>
</tr>
<tr>
<td>Employment History</td>
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<tr>
<td>Licenses and Certificates</td>
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<tr>
<td>Liability Insurance</td>
</tr>
<tr>
<td>Professional Goals</td>
</tr>
<tr>
<td>• Goals for PharmD program and Career goals</td>
</tr>
<tr>
<td>Professional Activities</td>
</tr>
<tr>
<td>• Publications/Other</td>
</tr>
<tr>
<td>o Placement Assignments</td>
</tr>
<tr>
<td>o Care plans</td>
</tr>
<tr>
<td>o Documentation samples</td>
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<tr>
<td>• Reflections</td>
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<tr>
<td>o Placement Learning Plans &amp; Seminar reflections</td>
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</table>
Optional Tabs

<table>
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<tbody>
<tr>
<td>Honors and Awards</td>
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<tr>
<td>Technology Skill Sets</td>
</tr>
<tr>
<td>Training and Testing</td>
</tr>
<tr>
<td>Standard Exams</td>
</tr>
<tr>
<td>Immunization History (consider documenting your N95 mask size here)</td>
</tr>
<tr>
<td>CE storage/Archive</td>
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<tr>
<td>CPD</td>
</tr>
<tr>
<td>Teaching</td>
</tr>
<tr>
<td>Preceptor Training</td>
</tr>
<tr>
<td>Preceptor Affiliations</td>
</tr>
<tr>
<td>Other Accomplishments</td>
</tr>
<tr>
<td>Books I Have Read</td>
</tr>
</tbody>
</table>

Viewing permissions for individual tabs can be updated under the administrative tabs (Viewing Access/Groups – Click the Edit button under Update Permissions). Please note, the default viewing permissions for certain tabs will keep information such as CPD hidden.