PharmD for Practicing Pharmacist Course Review 2019

PHARM 511/512/513/514
SHEILA WALTER
SWALTER@UALBERTA.CA

Pharmacy 511 – Demonstrate professional competencies in the provision of patient care in an interprofessional team.

Pharmacy 512 – Demonstrate professional competencies in the provision of patient care in an acute care setting.

Pharmacy 513 – Demonstrate professional competencies in the provision of patient care in an ambulatory or community setting.

Pharmacy 514 – Complete a experiential learning rotation in a patient care practice setting as outlined in PHARM 511, 512, 513.

Course Resources
- Faculty Website > Preceptors > Course Information
- PharmD for Practicing Pharmacists Experiential Education Manual
- Course Syllabi
- Preceptor Summary
  https://www.ualberta.ca/pharmacy/

Objectives, Activities and Assignments…
- Students expected to demonstrate professional competencies in the provision of patient care
- Refer to course syllabus for learning objectives and activities
- Assignments:
  - Learning Plan
  - 2 Supporting Assignments

Contact Information
- Student Name: JSM
- Student Email: jm.smith@example.com
- Address: 123 Main St, Edmonton, AB
- Schedule: Monday to Friday, 9 AM to 5 PM

Custom Fields
- Name of Preceptor: Dr. Smith
- Phone Number: 555-1234
- Emergency Contact Information

Student Evaluations
- Evaluation Date: May 1, 2023
- Evaluation Type: Final Exam
- Grade: B+
Learning Plans

- Tool to facilitate self-directed learning

What is a learning plan?

- 1 week before the placement

When should I expect to view it?

- Encourage self-assessment & self-directed learning

When should I expect to view it?

- Refine goals, facilitate learning opportunities, provide feedback on progress

What is my role?

Learning Goal: Understand and assess ICU sedation, pain, and delirium by the end of week 1-2.

Resources & Strategies:
- Review pain, sedation, and delirium guidelines.
- Discuss delirium cases (and management) with my preceptor(s) and the team.

Progress Indicators:
- Self-reflect on my understanding of ICU pain/sedation/delirium management at the end of weeks 1 and 2.
- Feedback on assessment & case management from preceptor.

MAKING IT SMART

- Watch the verbs: avoid “understand”
- Check of alignment with the purpose or the placement
- Don’t let them tackle too much at once
- Check that the goals are at the “right level”
- Ensure the timelines are feasible and hold the learner accountable
- Consider, will activities support achieving the goal & are they reasonable for the placement
Documenting Absences

University of Alberta

New Student Absence For 11-21-2018

Preceptor: Shelly Walter
Site: University of Alberta
Rotation Type: Pharm 511 PharmD Experiential Learning Part 1
[Example Residency Team 1]

The following student has submitted an absence:
Back up #PP
Additional Comments: Text

Pending Absences

Assessment Summary

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Time Point</th>
<th>Completed by</th>
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<tbody>
<tr>
<td>Midpoint Student Performance</td>
<td>Midpoint of placement (120h)</td>
<td>Student &amp; Preceptor</td>
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<tr>
<td>Assessment</td>
<td>End of placement (240h)</td>
<td>Student</td>
</tr>
<tr>
<td>Student Evaluation of Preceptor and Site</td>
<td>End of placement (240h)</td>
<td>Preceptor</td>
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ASSESSMENT SUMMARY

Course Schedule – Placements & Seminars

Winter Term 2019

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<tr>
<th>Block</th>
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<tbody>
<tr>
<td>1</td>
<td>January 8 - February 16</td>
</tr>
<tr>
<td>2</td>
<td>February 19 - March 29</td>
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<tr>
<td>3</td>
<td>April 9 - May 18</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>4</td>
<td>May 21 - June 29</td>
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<tr>
<td>5</td>
<td>July 3 - August 10</td>
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<tr>
<td>6</td>
<td>August 13 - September 21</td>
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<tr>
<td>7</td>
<td>September 23 - November 1</td>
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<tr>
<td>8</td>
<td>November 4 - December 13</td>
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*Pharm 505 A
*Pharm 505 B/Pharm 533
**Pharm 505/515/545

Spring/Summer Term 2019

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Fall Term 2019

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<tbody>
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</tr>
<tr>
<td>2</td>
<td>November 4 - December 13</td>
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PharmD Seminars Part A & B

- Articles that May Change Your Practice (March 5)
- Issues in Contemporary Pharmacy Practice (Tuesdays 1200-1330) May/June
- Preceptor Role
  - Expose students to clinical dilemmas
  - Provide feedback on the presentation
  - Attend the seminar
  - Volunteer to evaluate

PharmD Seminar Part C (August)

- Poster Presentation
- August 9, 2019
- Peer review session in July (on-line)
QUESTIONS?

Dreyfus Model of Clinical Skill Acquisition

Realties of being an “Expert” Preceptor

• Things an expert brings:
  • Intuitive problem solving
  • Differing learning needs
  • Ownership of practice

Thank You!

• Sheila Walter
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  Office Days: Monday to Thursday