

PharmD for Practicing Pharmacist Course Review 2019

PHARM 511/512/513/514

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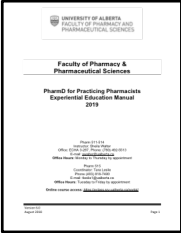
Pharm 511-514 Overview

- 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

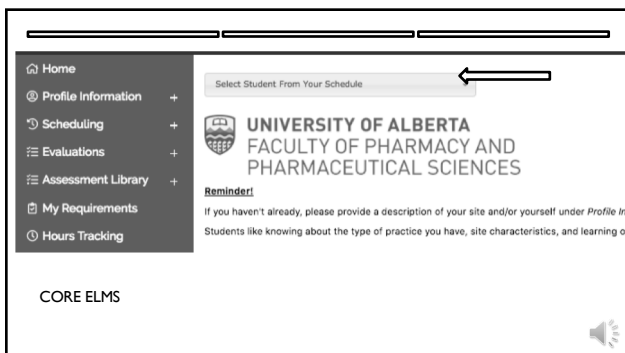
- Faculty Website > Preceptors > Course Information
- PharmD for Practicing Pharmacists Experiential Education Manual
- Course Syllabi
- Preceptor Summary

<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



Home

- Profile Information +
- Scheduling +
- Evaluations +
- Assessment Library +
- My Requirements
- Hours Tracking

CORE ELMS

Select Student From Your Schedule

UNIVERSITY OF ALBERTA
FACULTY OF PHARMACY AND PHARMACEUTICAL SCIENCES

Reminder!
If you haven't already, please provide a description of your site and/or yourself under *Profile Information*. Students like knowing about the type of practice you have, site characteristics, and learning opportunities.

Contact Information

Student Name: Back Up PPP
 Grad Year: 2019
 Email: phesed@ualberta.ca
 Student Hours: Pending: 0
 Confirmed: 0
 Denied: 0
 Schedule: PHARM 511 PharmD Experiential Learning Part 1 (Interprofessional Team 1) 11/05/18 - 12/14/18

Custom Fields

ACP Licence Number:
 Date of Birth (DD-MM):
 Emergency Contact Information:

Student Evaluations

Student	Rotation Dates	Rotation Type	Report	Past Evals	Evaluation
Back Up PPP	11/05/18 - 12/14/18	PHARM 511 PharmD Experiential Learning Part 1 (Interprofessional Team 1)	Report	View	Pharm 511 Student Performance 2019

ACC Student Requirements

Requirements	Completed	Completed On	Attachment
AHS Covenant Network Questionnaire			
Student CV/Resume	Yes	11-11-18	File
Pharm 426 - Learning Plan			
Pharm 428 - Learning Plan			
Pharm 538 - Learning Plan			
Pharm 537 - Learning Plan			
Pharm 511 Learning Plan			
Pharm 512 Learning Plan			
Pharm 513 Learning Plan			
Pharm 514 Learning Plan			
Pharm 514 Learning Plan #2			
Student CV/Resume	Yes	11-11-18	File

Learning Plan - Pharm 511-14
PharmD for Practicing Pharmacists

Name:	Placement Site:	Block:	Course #
Learning Goal <ul style="list-style-type: none"> indicate what knowledge or skill you would like to obtain/develop in this practice setting use SMART format - objectives must be specific and measurable (observable by you and your preceptor) 	Resources & Strategies <ul style="list-style-type: none"> specify the activities, tasks, or deliverables you will do, participate in or complete in order to achieve your learning goal 	Indicators of Progress <ul style="list-style-type: none"> 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. 	Progress at MIDPOINT (Completed by student at 120 hrs) Summary <ul style="list-style-type: none"> key accomplishments important next steps behavior/skills/knowledge requiring further improvement
Progress at FINAL (Completed by student at 240 hrs) Summary <ul style="list-style-type: none"> key accomplishments important next steps behavior/skills/knowledge requiring further improvement 			
1.			
2.			
3.			
4.			
Previous Feedback: Strengths		Previous Feedback: Areas for Improvement	

Learning Plans

- Tool to facilitate self directed learning
- 1 week before the placement
- Encourage self assessment & self directed learning
- Refine goals, facilitate learning opportunities, provide feedback on progress

What is a learning plan?

When should I expect to view it?

What is my role?

Learning Goal	Resources & Strategies	Progress Indicators
Understand and review ICU sedation, pain and delirium by the end of week 1-2.	Review pain, sedation and delirium guidelines. Discuss delirium cases (and management) with my preceptor(s) and the team.	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.

Learning Goal	Resources & Strategies	Progress Indicators
Develop an effective sedation plans for 3 intubated patients by the end of week 1-2.	Review sedation guidelines Discuss cases & management with preceptor/team	Self-reflect on my knowledge of ICU sedation management including (Determine pros/cons of therapy for specific patient & identify appropriate sedation goals & monitoring parameters) Feedback on assessment & case management from preceptor at the end of week 1

MAKING IT SMART

Feedback on Learning Plans

- 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: Sheila Walter
Site: University of Alberta

Rotation Date: PharmD for Practising Pharmacists 2018 - BLOCK 8
Rotation Type: PHARM 511 PharmD Experiential Learning Part 1 (Interprofessional Team 1)

The following student has submitted an absence:
 Back Up PPP

Additional Comments:
 Text

Documenting Absences

Pending Absences Add New

Date: 11/21/18
Student: Back Up PPP
Student Email: pheved@ualberta.ca
Description: Text
Doc:

Confirm: Confirm / Deny
 No Custom Fields

Your Comments:

Assessment	Time point	Completed by
Midpoint Student Performance Assessment	Midpoint of placement (120h) must be submitted within 3 days	Student & preceptor
Student Evaluation of Preceptor and Site	Midpoint (120h) End of placement (240h)	Student
Final Student Performance Assessment	End of placement (240h) must be submitted within 3 days	Preceptor

ASSESSMENT SUMMARY

Course Schedule – Placements & Seminars

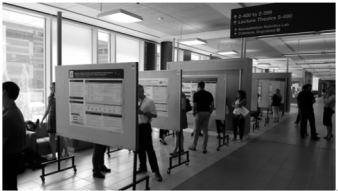
Winter Term 2019	Spring/Summer Term 2019	Fall Term 2019
Block 1 January 8-February 16	Block 4* May 21-June 29 Block 5 July 3-August 10	Block 7* September 23-November 1
Block 2* February 19-March 29	Block 6** August 13-September 21	Block 8** November 4-December 13
Block 3 April 9-May 18		
*Pharm 505 A	*Pharm 505 B/Pharm 535 **Pharm 505C/Pharm545	*Pharm 535 **Pharm545

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

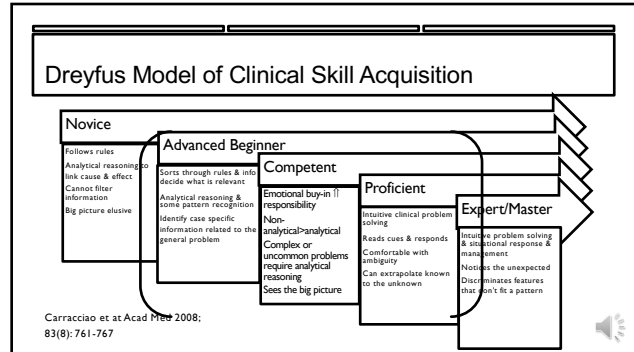
PharmD Seminar Part C (August)

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



- Administrative Questions/CORE
 - phexed@ualberta.ca or 780-492-3362
- Netcare issues
 - Netcare help desk
- Course content or Student conduct
 - Course Coordinator (swalter@ualberta.ca 780-492-5513)
 - Faculty Liaison (AHS michelle.macdonald@ahs.ca) (Community rennette@ualberta.ca)

QUESTIONS?



	Advanced Beginner	Competent	Proficient
Knowledge & Application	Working knowledge of key aspects of the practice	Good background & working knowledge in the area	Depth of understanding of area of practice Activates prior knowledge when faced with new situations
Pharmacist's Role & Responsibilities	Straightforward tasks completed to an acceptable standard Sees actions as a series of steps not in relation to others	Can take on most aspects of the pharmacist's role, though may lack refinement Sees impact of actions at least partly in relation to team & longer-term goals	Generally fulfills the pharmacist's role & responsibilities to an acceptable standard. Sees overall picture and how actions fit with in it.
Judgment & Reasoning	Achieve some steps using own judgement, but supervision needed for overall task. Appreciates complexity, but can only partially resolve complex situations	Achieve most tasks using own judgement Copes with complex situations through deliberate analysis and planning	Takes full responsibility for own work Deals with complex situations holistically, decision-making more confident

Realities of being an "Expert" Preceptor

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

Thank You!

- Sheila Walter
- swalter@ualberta.ca
- 780-492-5513
- Office Days: Monday to Thursday