

IMPLEMENTATION RECORD for Precepting

What relevant learning activities did I undertake that apply to this Implementation Record?

Check appropriate Learning Records. You must select one or more of the following COMPLETED Learning Records that are relevant to your implementation objective. Your implementation must be directly related to a minimum of 1 CEU of learning activities completed within the current CE cycle.

Select your Learning Record regarding precepting.

Additional learning activities that are relevant but completed in the previous CE cycle (optional) CEUs completed in the previous CE cycle do not count towards the minimum 1 CEU requirement

optional

2. What was my implementation objective? (**SMART format**)

Consider: What learning did I apply to my practice? How did I put this new learning to use? Who was the intended audience? How did I know I achieved my implementation objective (i.e. what was the outcome)? What supporting documentation am I uploading?

This objective becomes your implementation record title and IS REQUIRED before saving this record

Suggested Statement:

By _____ date, I will precept (suggestion list A) in the (suggestion list B) course(s) and by using (suggestion list C) that I developed through (suggestion list D), I will engage the student to achieve the learning objectives and complete the learning activities of their (suggestion list B) course(s).

Suggestion List A

- A 2nd year student, A 4th year student, A PharmD student
- A higher level learner than before (4th year student or PharmD student)
- More than 1 student (same level learner) at once using a peer assisted learning model
- More than 1 student (different level learner) at once using a near-peer (or tiered) learning model

Suggestion List B

- Pharm 300, Pharm 305, Pharm 315, Pharm426, Pharm 428, Pharm 455, Pharm 511, Pharm 512, Pharm 513, Pharm 515. Refer to <http://pharm.ualberta.ca/preceptors/course-information>

Suggestion List C

- my knowledge of the role and responsibilities of preceptors and the need for effective feedback
- my skills of providing effective feedback and/or the advocacy inquiry method to enhance student learning
- my knowledge and skills of assessment, evaluation and documentation of student performance
- my knowledge of peer assisted and near peer precepting strategies
- my understanding of the types and levels of supervision and preceptor roles (direct instruction, modeling, coaching, facilitating)
- my skills of assessing a student's patient care process and care plans

Suggestion List D

- Preceptor Workshop Level 1 – Setting you and your student up for success
- Preceptor Workshop Level 2 – Tailoring supervision and assessment
- UBC e-tips online learning module for preceptor training
- Peer assisted learning or Near-peer learning education tips sheet
- Other resources at <http://pharm.ualberta.ca/preceptors/training-and-resources>

3. To which domain did this objective relate?

Select at least one:

- Pharmacy practice, including but not limited to patient care practice
- Medical knowledge
- Systems-based practice, including collaboration and patient safety

4. What prompted me to implement this into my practice?

Select at least one:

- Acquired knowledge, skills or abilities in this CE Cycle
- Completion of one of the tools in the ACP self-assessment module
- Addressed issues regarding specific patient cases or practice-related problems
- Requested information from patients, colleagues, or other health professionals
- Updated practice or clinical guidelines
- Modified regulatory or policy-related environment
- Received feedback from ACP on my past *Learning* or *Implementation Records*
- Participation in writing, research, teaching
- Other (please specify):

This response should reflect what prompted YOU to implement precepting (or changes in precepting) into your practice. Some ideas to consider include:

- Personal goal to teach and mentor future pharmacists – provide personal details as appropriate
- Acknowledgement that your practice is an ideal setting for student learning
- Addressed feedback from prior learners
- Encouragement from employer to increase student capacity

5. A brief description of why I chose this implementation objective (including the knowledge or skill that I applied or implemented), and how it is relevant to my professional practice.

Consider: What was my rationale for choosing this objective? Did I identify a gap or need in my practice? How does this objective relate to my overall professional practice? How would this objective benefit me and/or my audience?

This response should reflect YOUR reasons for implementing precepting (or changes in precepting) into your practice and the knowledge or skill(s) you wanted to apply. Some ideas to consider are:

- What motivated you to precept in your practice OR what motivated you to make a change to precepting in your practice?
- What level of learner did you choose and why?
- What skills did you focus on for application/development or improvement? Suggestions include; feedback, student assessment, using the advocacy –inquiry method, assessment of patient care process, others

6. The steps I took to achieve my implementation objective, including details such as timelines, the audience, people involved and my role if it was a team effort.

This response should reflect the steps YOU took to achieve your implementation objective. You may want to include the dates the steps were taken if applicable. Some ideas to consider are:

- Meeting the preceptor requirements set out by the Faculty. These include
 - Completion of Level 1 preceptor training (Pharmacy Preceptor Workshop Level 1 – Setting You and Your Student Up For Success OR UBC e-Tips)
 - Reviewed the “Patient Care Process Module” found on The Faculty website.
- Any additional education you completed. Suggestions:
 - Completion of Pharmacy Preceptor Workshop Level 2 – Precepting Your Student: Tailoring Supervision and Assessment
 - Reviewed other Preceptor Resources (Examples - Course Syllabus, Preceptor Guide, Experiential Education Manual) These are accessed at <http://pharm.ualberta.ca/preceptors/training-and-resources>
- Arranging for a student and planning student integration into your practice. Suggestions:
 - Submitting availability to the Faculty to precept and/or discussion with The Faculty
 - Discussion points with manager/clinical practice leader /associate/colleagues
 - Planning/developing the learning schedule/calendar
- Highlights from your precepting experience (ACP has advised that this is the most important part of this question and should make up the bulk of your response). Consider providing descriptions of:
 - Your experience assessing student behaviours, knowledge and skills
 - Your experience providing feedback using the feedback skills you learned
 - Your experience facilitating educational opportunities that met the student’s course objectives or required activities
 - Your experience completing and documenting student evaluation(s)

7. What was the outcome of the implementation?

Select one:

- Improvement to my professional practice
 - Incorporated a new step or tool into my patient care process
 - Managed drug therapies and completed care plans
- Improvement in organization and/or delivery of care
 - Implemented a new or revised policy, procedure or program
- Transfer of knowledge, skill or ability to patients or other health professionals
 - Executed a health promotional activity or educational session

b) Explanation of my selection (7(a)) above:

Consider: What has changed as a result of my application of learning? Explain how the outcome resulted in an improvement to my practice/organization and/or a transfer of knowledge. How did my implementation impact my audience?

Suggested Statement:

- By precepting, I have facilitated learning for a 2nd year/4th year/PharmD student. To maximize learning and transfer of knowledge/skill/ability to my student to meet the course objectives of the _____ course, I have utilized the skills of _____ (examples: clearly communicating expectations, student assessment, effectively providing feedback, utilizing the different preceptor roles).

Additional Optional Statements:

- The transfer of knowledge has impacted my student in the following ways: _____
- Precepting a student has impacted my practice/patient care skills in the following ways: _____

8. a) One piece of documentation that provides evidence of my implementation.

Suggestions (depending on the learning objective):

- Completed final student assessment of preceptor (the assessment the student completed of you as a preceptor) with the **student name blacked out**. This can be printed or uploaded from RxPreceptor.
- Completed final preceptor assessment of student (the assessment you completed of the student) with the **student name blacked out**. This can be printed or uploaded from RxPreceptor.

b) Which of the following best describes the documentation that I am uploading?

Select at least one:

- Records of care with, all identifying information removed
- Counseling or education tools, resources, poster, article, paper
- Presentation, facilitation documentation
- Policies and procedures
- Other (please specify)

Student assessment of preceptor – FINAL
Preceptor assessment of student - FINAL

c) Explanation of the documentation that I am uploading (optional)

This document is a copy of the electronic assessment _____ (my student completed regarding my performance as a preceptor OR I completed regarding my student showcasing the feedback I provided) and submitted to The Faculty of Pharmacy and Pharmaceutical Sciences, University of Alberta at the end of the student placement. Once submitted to the Faculty, neither the student nor I can make changes to the document. It is available to me as “read only” through my electronic profile in the Faculty’s Experiential Education database; RxPreceptor. This assessment is a mandatory course requirement.

9. Optional Reflection

a) Did I identify ideas for other implementation objectives?

Ideas:

- precepting a higher level learner with more complexity in course learning objectives in the future
- implementing a different precepting model (peer assisted or near peer precepting) to precept more than one learner concurrently in the future.

b) Did I identify the need for future learning?

Topics to consider:

- Were there any gaps in your precepting skills that you (or your student) identified during your precepting experience?
- Were there any gaps in therapeutic knowledge that you (or your student) identified during your precepting experience?
- Were there any deficits in your clinical skills or patient care process that you (or your student) identified during your precepting experience?

c) What did I learn from this implementation and what would I do differently?

Comment on your learning during your precepting experience. Topics to consider:

- Were there aspects of the student learning objectives or activities that required your own improvement?
- Were there aspects of the preceptor role/duties that were challenging to perform and you would like to improve upon in the future?