

## LEARNING RECORD to be completed ONLINE in CPD Portal

### 1. Description of learning activity

Title: UBC E-Tips for Practice Education (located at: <http://www.practiceeducation.ca>)

Completion Date: \_\_\_\_\_

This learning activity was: *(Select one and) enter the number of CEUs you are claiming.*

- Accredited # CEUs:  *May claim CEUs up to the number assigned by the accrediting body*
- Non-accredited # CEUs:  *May claim one CEU per hour of study; maximum of 8 CEUs per learning record*

### 2. Type of learning activity

*Select at least one:*

- Group program (workshop, course, conference)
- Self-study program (print, video/audio, Internet)
- Reading (articles, texts, newsletters, manuals, Internet)
- Discussion with colleagues or experts
- Preceptorship or mentorship (teaching)
- Other (please describe)

### 3. To which competency category does this learning relate?

*Select at least one:*

- Ethical, legal and professional responsibilities
- Patient care
- Product distribution
- Practice setting
- Health promotion
- Knowledge and research application
- Communication and education
- Intra and inter-professional collaboration
- Quality and safety

### 4. What was the result of the learning?

*Check one:*

- I acquired new knowledge or skills
- I confirmed that my knowledge or skills are current

## 5. What were the key elements I learned?

Include areas learned based on number of modules completed. Areas of learning include:

1. Preparing for the student
2. Applying principles of adult learning
3. Developing effective teaching skills
4. Fostering clinical reasoning
5. Giving constructive feedback
6. Evaluating student performance
7. Supporting the struggling student
8. Managing conflict resolution

## 6. Evidence of Learning Activity

Upload a certificate or document of learning; OR

Describe the learning activity and explain how it relates to the competency category chosen in question three (3)

This learning activity involved the completion of "X number" of web-based modules on various aspects of precepting/educating students in a practice setting. Completing these modules has optimized the strategies I will use to prepare for and precept a student successfully.

## 7. What impact will this learning have on my practice?

Select at least one:

- I plan to apply my learning and/or modify my practice
- I need more information before I can apply my learning and/or modify my practice
- I can confirm no change in my practice is needed at this time
- I do not plan to apply my learning at this time

## 8. Optional

The following questions are designed to help you devise a potential implementation objective.

a) How can I apply this learning?

- Incorporate a new step or tool into my patient care process
- Manage drug therapies and complete a care plan
- Implement a new or revised policy procedure or program
- Execute a health promotional activity or educational session

b) Consider the following "LIST" of questions to help determine the details for a potential implementation objective:

- **LEARNING:** What knowledge and/or skill do I want to put to use? What additional learning need(s) did I identify?

This response should reflect YOUR plans for implementation of the knowledge you gained by participating in UBC E-Tips web-based module. Here are some ideas for consideration:

Knowledge and/or Skill to use:

- Utilize my knowledge of \_\_\_\_\_ (example – setting up the placement) or the precepting skills of \_\_\_\_\_ (examples – enhancing my teaching skills OR providing effective feedback OR fostering clinical reasoning OR others) to integrate students in my practice
- Utilize precepting skills of \_\_\_\_\_ (examples - providing effective feedback OR assessing, evaluating, and documenting student performance OR others) to precept a higher level learner than previously

Additional Learning:

- Completion of Faculty of Pharmacy and Pharmaceutical Sciences Preceptor Workshops (Level 1 and/or Level 2) to further develop my precepting skills
- Review the Patient Care Process Module to better provide feedback on patient care process
- Review the Preceptor Guide to gain better overview of the precepting process and my role and responsibilities.

Further review of the Experiential Education Course Materials to gain further understanding of the student's learning objectives.

- **IMPLEMENTATION:** What steps do I need to take to apply this learning to practice

This response should reflect the steps YOU need to take to implement precepting (or changes to precepting) into your practice. Here are some ideas for consideration:

- Review the course information for the course you would like to precept in to identify how you will provide learning opportunities to meet the student's learning objectives and complete the learning activities.
- Consider opportunities within your practice to observe the student complete the course learning objectives/activities and ways you can provide feedback
- Arrange to be matched with a student (discuss with my leadership/manager/clinical practice leader/associate, discuss with my colleagues, submit availability to precept to The Faculty, etc)

- **SPECIFICS:** What details do I need to consider? (e.g., intended audience, timelines, roles and responsibilities, supporting documentation)

Here are some points to consider.

- What level of learner and course is most appropriate for me to precept?
- When is the best time for me to precept (ie what placement block)?
- Will I have co-preceptors or support preceptors and if so what discussions need to occur?
- Is there additional preparations or additional knowledge required to adequately prepare me to implement precepting (or a change to precepting)?

- **TARGET:** What is the intended outcome from this implementation?

Improvement to my professional practice

Improvement in organization and/or delivery of care

Transfer of knowledge, skills or abilities to patients or other health professionals