



Pharm 454 - Preceptor Orientation

Spring/Summer 2025

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Thank
you

What questions would you like answered?



Agenda

- Who to contact when?
- Preplacement
- Course Overview
 - What's New?
- Preceptor Resources
- Planning for the placement
- Expectations of 2nd year Student
- Brief Overview - Course Activities & Assignments
- Assessing your student
- Technology - CORE ELMS
- Final Notes

Who to contact and when!

- ConnectCare, Netcare, CORE ELMS: **Shannon and Andrea** at phexed@ualberta.ca
- **Pawan Gill and/or Michelle MacDonald**
 - pawan.gill@ualberta.ca Ph: 780 492 8066
 - michelle.macdonald@ahs.ca Ph: 403 561 6278 or MS Teams
 - Student struggling
 - Student requesting time off or accommodations
 - Sharing accolades





Preplacement

- Netcare and Connect Care ILT Training will be done!
- Netcare to be requested by pharmacy manager
- Connect Care Roles, AHS Network access and AHS emails have been requested for dates of the placement for ALL students.
- 30% of rotations are Peer Assisted Learning
 - Student PAL Workshop



PEER
ASSISTED
LEARNING

Course Information

- Pharm 454 Syllabus
- This orientation
- Calendar Template
- Preceptor resources: <https://www.ualberta.ca/pharmacy/preceptors>
Includes training modules

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Preceptors

- Preceptor Development Conference
- Become a Preceptor
- Course Information**
- CORE ELMS
- Training
- Resources
- Benefits and Awards

Course Information

The following menu outlines our Experiential Education Placements, including course descriptions, length of placement, type of placement, audio podcasts, syllabi, course resources, and more.

Preceptor Course Resources

Pharmacy 354 - Introductory Pharmacy Practice Experience - Community	+
Pharmacy 454 - Introductory Pharmacy Practice Experience - Hospital	+
Pharmacy 554 - Year 4 Placement - Community	+
Pharmacy 555 - Year 4 Placement - Acute Care/Inpatient Hospital	+
Pharmacy 556 - Year 4 Placement - Any Patient Care Setting	+
Pharmacy 557 - Year 4 Placement - Mandatory Elective	+

Pharm 454 Course Objectives

Pharmacist Roles Emphasized:

- Professionalism
- Scholar
- Communication
- Advocacy
- Care Provider
- Manager-Leader
- Collaborator



Goal: Apply the knowledge and skills with focus on the patient care process.



Precepting Challenges are to be expected!

Resources

Checklist for New Preceptors

Policies and Procedures Manual

Student Placement Agreement

Student Assessment

Library Access

Models of Precepting

Supporting Learners for Success

Supplementary Precepting Resources

ACP Continuing Competence Program

Supporting Learners for Success

It is normal for a learner to struggle a bit as they put into practice new skills and apply academic learning in the clinical 'real life' environment. By definition, a learner who is "struggling" is performing below expectations in knowledge, attitude or skill sets.¹ Learners may struggle to various degrees and for various reasons in different areas during a placement, which may place them at risk of not meeting course expectations.

The good news is that with early intervention, support and utilizing various strategies, it can lead to better outcomes!

We encourage you to:

1. Reach out early to the course coordinator and/or Faculty Liaison for support. Whatever the concern or difficulty, we are available and here to support you and your learner during the placement experience.
 - [What to expect when you contact the Faculty for support](#)
2. Utilize the Preceptor Guidebook available which describes the approaches to supporting a learner and offers options of strategies for preceptors and students in various areas learners may be experiencing difficulty.
 - [Preceptor Guidebook: Supporting Learners for Success](#)
 - [Start with this 'How to Use' infographic](#)

Other resources

Preceptor Development Session

Presentation: Preceptor Connection: [Precepting Struggling Students](#)

Presented by Dr. Ann Thompson, Director, Experiential Education, Clinical Professor, Faculty of Pharmacy and Pharmaceutical Sciences.

Pre-Planning and Student Orientation

- Course Syllabus - Orientation
- Ask your learner what they know!
 - If they don't know ask them to read the syllabus for the next day
- Students should be reaching out 3-4 weeks in advance
- Discuss expectations
 - Be specific - Around 7, versus start time at 7 AM
 - Patient care
 - Documentation
 - Workload
- When and how feedback is preferred/provided
 - Also good to include why it is given
 - Ask them what went well and what is an area of improvement

WEEK 1 (0-40 hours)	
Orientation (Day ONE)	- Discuss expectations; both preceptor and student. - Discuss and develop placement schedule. - Discuss assessment processes and timelines. - Review syllabus (activities and assignments) - Tour of pharmacy site. - Login to ensure Netcare access. - Review and discuss the Skills Inventory and Learning Plan. - Discuss with your preceptor what you should do if faced with a difficult, abusive, racist patient or staff person, including microaggressions. Bring to the preceptors attention for appropriate action, debrief together, report and document, as well as contact faculty. - Discuss the possibility of having a "safety signal" so that you (the student) can gesture to your preceptor if you need assistance. - NEW Emergency Response protocols (wildfires, floods, disaster response)
Familiarization with institution, dispensary and processes	- Involvement with or introduction to distribution process (site dependent; see Manager Activities). - Discuss potential patients for the Medical and Medication History assignment. - Review patient and practice forms and resources; i.e. med rec, patient information.
End of Week 1 or 40 hours	- Ensure a chart has been reviewed, and that you are able to locate pertinent patient information. Clarify any aspects with your preceptor, as required. - Debrief with preceptor about expectations, activities, and plan for following 3 weeks. - Finalize any revisions to the Learning Plan. (Post in CORE ELMS)
	Complete at least 1 Patient Medical and Medication History; review with preceptor.



Setting Expectations



Where are Second Year Students at?

- Review a chart; get familiar with components
- Communicate with patients
- BPMH and Medication Reconciliation
- Allergy assessments
 - may need guidance with alternatives if allergy present
- Have a patient care process
 - May need support on where to look for resources
 - Practiced presenting a patient to preceptor
- Basic documentation (DAP format)
- Patient education
- Approach to answering DI questions
- May need help with decision-making based on findings

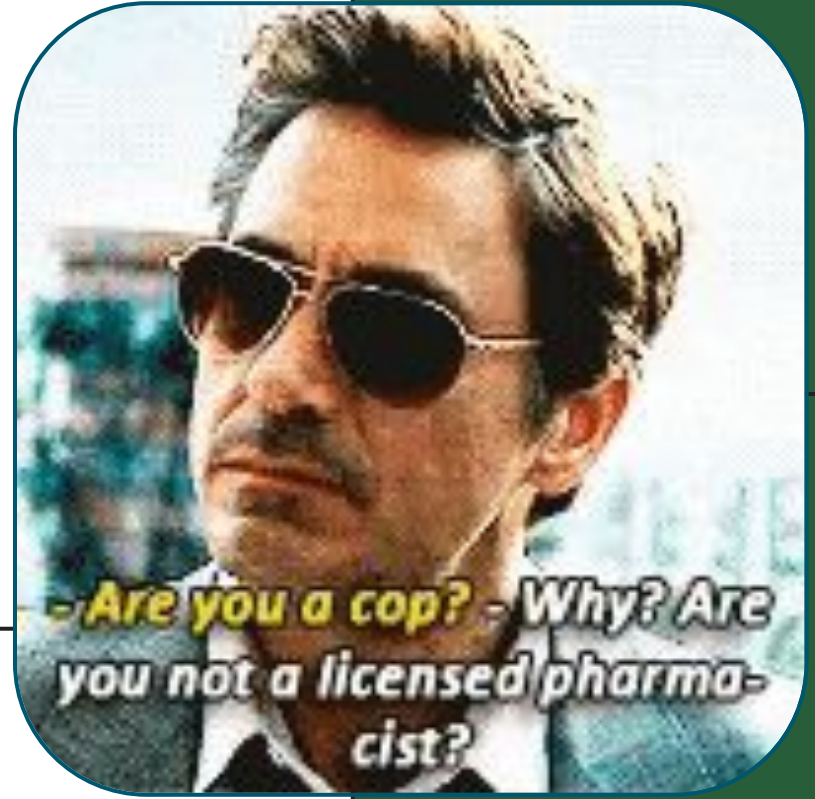




Therapeutics Thus Far

Year 1	Year 2
Pharmaceutics Part 1	Pharmaceutics 2
Principles of Medicinal Chemistry	Essentials of Pharmacokinetics
Introduction to Pharmacology	Pharmacotherapy 2 (Endocrine/Nephrology/Urology)
Physiology and Anatomy 1 and 2	Pharmacotherapy 3 (Cardiovascular)
Pharmacotherapy 1 (Self-care/pulmonary)	Pharmacotherapy 4 (GI/Nutrition/Derm/Ophth)
Essentials of Collaborative Practice	Pharmacotherapy 5 (ID 1 - bacterial)
Patient Care Skills 1 and 2	Patient Care Skills 3 and 4
Behavioural, Administrative, Social and Evidence-Based Pharmacy 1 and 2	Behavioural, Administrative, Social and Evidence-Based Pharmacy 3 and 4

- Course Activities,
- Assignments, and
- Evaluations



Course Activities and Assignments

Activities: are to be completed on rotation.

Do not need to be submitted to the Course Coordinator.

- Interprofessional shadowing
- Drug Information Questions
- Discussions
- Patient Care
 - minimum of 4 from start to finish (medrec to discharge)
- Advocacy

Assignments: are to be completed on rotation and submitted to the Course Coordinator

- Preplacement: Resume, learning plan, and survey
- Case Presentation
- Care Plan - for 1 DRP and 1 Patient
- Placement Experience Sharing Session or **Rural Mentorship Experience**
- Evaluations and post placement surveys





Assessments - Done in CORE ELMS

- Midpoint - 2 week mark
 - Formative Feedback
 - Preceptor assesses student
 - Student assesses them self and preceptor/site
- Final - 4 week mark
 - Summative assessment - Pass/Fail
 - Preceptor assesses student
 - Student assesses them self and preceptor/site

Tips:

- Review evaluation in week 1
- Input from all preceptors
- “Exceeds expectations” should be rare at midpoint
- Please include comments in the boxes



To receive credit for the course:

- Achieve a rating of **“Meets an Acceptable Level of Performance”** on all Professionalism outcomes AND
- Have no more than 3 of **“Needs Improvement to Reach an Acceptable level of Performance”**
 - Maximum of 2 for Care Provider
- Have **ZERO** ratings of **“Not Meeting an Acceptable Level of Performance”**





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- Have **ZERO** ratings of **“Not Meeting an Acceptable Level of Performance”**

What happens if a learner does not meet course outcomes?



Questions!