

Pharm 454

Preceptor Quick Reference Guide- *Spring-Summer 2026*

This guide is to provide you with links and quick information that will be helpful when precepting your Pharm 454 student this spring/summer.

For those preceptors at Alberta Health Services (AHS)/Covenant Health, to assist you in preparation, there is a "Preceptor Preparation Flow Map" available on the AHS Pharmacy Clinical Practice, Preceptor Support, Sharepoint page: [Preceptor Support](#)

Table of Contents

Table of Contents and Contact Information	1
What's New in Pharm 454?	2
Quick Links	2
Supporting Safe Learning Environments	2
Attendance Policies	2-3
Orientation Checklist for Student and Preceptor	3
Assessment Procedures and Information	3
Assignment Summary	4
What the second year's have learned so far	4
Appendix 1. Activity, Assignment and Assessment Schedule	5-7
Appendix 2. Activity Summary	8-9
Appendix 3: Discussion topics	10-11

Contacts:

Pawan Gill, Course Coordinator

email: pawan.gill@ualberta.ca Ph: 780-492-8066

Michelle MacDonald, AHS/Covenant Health Faculty Liaison

email: michelle.macdonald@ahs.ca Phone: 403-561-6278

Shannon Kowalchuk and Andrea Michaud, Experiential Education Coordinators

Support for general inquiries about CORE, IT, and much more!

Phone: 780.492.3362 E-mail: phexed@ualberta.ca

What's New (or relatively new) in Pharm 454?

- ConnectCare training done in April 2026 for all students
- Connect Care Roles, AHS Network access and AHS emails have been requested for dates of the placement for ALL students.
- Emergency Response Plan by students

Additional Resources

- [Faculty Preceptor Webpage](#)
- [Models of Precepting](#), guiding principles for co-precepting or other models, such as peer-assisted learning (PAL) model.
- AHS and Covenant Health Resources:
 - a. [Psychological Safety](#)
 - b. [Diversity and Inclusion](#) and [Best Practice Guide: Microaggressions](#)

Supporting Safe Learning Environments

Safety signals: Students may experience harassment, racism or microaggressions by patients or staff members. We are providing guidance to both students and preceptors on how to support students should this occur. This includes discussing how these situations should be handled during orientation (may include use of a “safety signal” that is known between student and preceptor(s). Next steps include debriefing on the incident and determining appropriate action(s), discussing with your manager and the faculty course coordinator, reporting and documenting. There are AHS Resources to support preceptors, with a few highlighted in Quick Links above.

Emergency response plans: Students were asked to make an emergency response plan in case of fire, floods, or other disasters.

Attendance Policies

Preceptors often have questions regarding student attendance during the placement. Further information regarding other policies can be found in the [Policies and Procedures Manual](#).

Rotation hours are an accreditation standard so **if more than 1 day is missed due to illness or other unexpected events, this time is expected to be made up**. How it is made up is discussed with the site and coordinator. Please contact the course coordinator (Pawan Gill) and the Faculty Liaison (Michelle MacDonald) who will advise after consulting with the preceptor(s) and site management.

This one day off is for unexpected events and is not a vacation day.

- **Statutory Holidays:** Students have been made aware that to follow the preceptor's schedule. If the preceptor is working, student's can expect to be working as well.
- **Modification to placement schedule** should be approved by the course coordinator in advance of the placement starting. Should students and/or preceptors have questions about what is acceptable, please contact Pawan Gill, course coordinator.
- **Changes** to course dates to accommodate a student's personal vacation are *not* permitted.
- **Routine medical visits:** in general, should be scheduled outside of course time.
- **Illness:** the student must notify the preceptor as soon as possible.

- Students are required to record their absence in the Absence Tracker (CORE ELMS) and email the preceptor regarding the absence. The Faculty will individually assess each situation regarding if the time has to be made up.
- **Bereavement:** an absence may be excused due to the death of a family member. The student should discuss this with the preceptor and advise the course coordinator. When more than one day is missed due to bereavement, arrangements should be made to make up the missed time and ensure all course objectives are met.

Orientation Checklist for Student and Preceptor

Please see Appendix 2 at the end and in the syllabus for the orientation and rotation checklist. Please see the modifiable calendar as well.

Assessment Procedures and Information

- All assessments are in CORE ELMS.
- After logging in, the evaluation tab is in the green column on the left side of the screen.
- Assessments can be viewed in CORE ELMS at least 1 week prior to the start of the placement.
- Discuss all assessments with the student(s).
- Instructions for preceptors are at the beginning of the Student Performance Assessment.
- If you have difficulties accessing or submitting assessments, contact: phexed@ualberta.ca.

Tips and Suggestions

- Save your work. Click on the “Save” tab at the bottom of the form, to avoid a “time-out” and losing progress. Assessments can be saved as a draft and completed later; remember to “save” before exiting or information will be lost.
- Once the completed assessment is submitted, it is visible to the student. ***Saved drafts that are not submitted are not visible to the student.***
- Please use comment boxes to provide evidence to support the ratings. This is especially important when the student is not meeting expectations, or needs improvement, as it provides specific details about deficiencies.

Summary of Assessments/Evaluations to Be Discussed between Preceptor and Student (all are completed and submitted through CORE ELMS)

Preceptors:

- Student Performance Assessment at Midpoint to be done at the end of week 2
- Student Performance Final Assessment at Final to be done at the end of week 4
- Lastly, once the student has left the placement there will be Preceptor Evaluation of the Course/Placement experience.

Students:

- Students will complete self assessments and preceptor/site evaluation at midpoint and final as well

To receive credit Pharm 454 on the Final Student Performance Assessment, the student must:

- Achieve a rating of "Meets an Acceptable Level of Performance" on ALL Professionalism outcomes, AND
- Have no more than 3 "Needs Improvement" ratings (maximum of 2 for Care Provider) AND
- Have ZERO ratings of "Not Meeting an Acceptable Level of Performance".

Assignment Summary - need to be submitted

Assignments 1, 3, and 4 require preceptor review and feedback. Please see the syllabus for a complete description.

1. **Learning plan assignment** - to be posted 1 week prior and updated at each evaluation
2. **Pre-placement survey** - to be completed prior to starting rotation
3. **Patient Medical and Medication History and Care Planning Assignment**
 - a. Post ONE pharmacy care plan with ONE DRP for ONE patient only.
 - b. Relevant background data must be included.
4. **Patient Care Plan Presentation** - *students have not done this in school yet, first time for learning!*
 - a. This assignment requires students to submit a copy of their presentation slides. Preceptors will have reviewed the content and/or provided feedback on the delivered presentation (once attended). This is an activity for learning, and it is OK if students have areas for improvement identified to them.
5. **Option A - Practice Experience Discussion** - the student completes this with other students and a faculty facilitator usually at the end of week 3 or 4 of placement
Option B - Rural Mentorship Program - Students must sign-up for weekly online sessions (each session is 30 - 40 minutes) with a mentor. Weeks 1 and 4 are mandatory.
6. **Placement Experience and Activities and Inventory:** This survey is to explore activities that students have completed on rotation. 5 minute survey in Canvas due within 48 hours of rotation completion.

Pharmacy Student Practice Readiness at the End of Year 2

Students completing year 1 and 2 have taken the following courses:

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

Although the students have learned these skills, experiential placements allow for practice and refinement of skills. Students are expected to integrate the following practice-related knowledge, skills and attitudes ***under preceptor guidance and supervision****

Appendix 1: For assignments, activities, and assessments - get your students to read their syllabus! Have them take the lead on their rotation as it is their course. Referenced for you below:

Week	Student Activities
<i>1-4 weeks before placement starts</i>	- Review therapeutics as instructed by preceptor(s) or relevant to the practice area. - Review syllabus: course expectations, patient care process tools, activities/assignments. - Review Undergraduate Experiential Education Program Policies and Procedures Manual - Review readings included on the Required Reading list. - Correspond with your preceptor; complete any pre-readings assigned by the preceptor. - Assignment #1: Complete the Skills Inventory and Learning Plan; post both components on CORE ELMS (under My Requirements) at least 1 week prior to placement. - Assignment #2: Complete Pre-Placement Survey in canvas - Emergency Response protocols (wildfires, floods, disaster response).
<i>Daily throughout the placement</i>	- Prepare care plans and other assignment documentation, drug information requests. - Ensure activities, including discussion topics and assignments, are completed.
WEEK 1 (0-40 hours)	
<i>Orientation (Day ONE)</i>	- Discuss expectations; both preceptor and student. - Discuss and develop placement schedules. - Discuss assessment processes and timelines. - Review syllabus, assignments that need to be submitted, and course activities. - Tour of pharmacy site. - Login to ensure Netcare access. - Review and discuss the Skills Inventory and Learning Plan. - Discuss with your preceptor what to 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 the student) can gesture to the preceptor if assistance is needed. - Review an Emergency response plan to fires, floods, etc.
<i>Familiarization with institution, dispensary and processes</i>	- 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.
<i>End of Week 1 or 40 hours</i>	- 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 the preceptor about expectations, activities, and plan for the 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.
WEEK 2 (40-80 hours)	
<i>Activities and Assignments</i>	- Complete med recs, allergy assessment, risk assessment, discharge patient activities and clinical documentation – discuss with the preceptor. - Complete at least 1 more Patient Medical and Medication History by end of week; review with preceptor. - Choose your patient and topic for the Patient Case presentation, and draft the outline of your case presentation and journal article you will review/critique and present.

	● Provide responses to 1-2 drug information requests. ● Initiate discussions with the preceptor(s) about various topics outlined in the syllabus. Ensure all discussions are not left to the end. Students should bring up topics for discussion to ensure they are completed.
<i>Second Wednesday</i>	● Complete and submit Midpoint Student Self-Assessment (CORE ELMS) so the preceptor can review prior to Student Performance Assessment review.
<i>End of Week (midpoint or 80 hours)</i>	● Preceptor to complete/submit Midpoint Student Performance Assessment in CORE ELMS. ● Student to complete: Evaluation of Preceptor and Site (CORE ELMS). ● Update progress in Learning Plan (post in CORE ELMS).
WEEK 3 (80-120 hours)	
<i>Course Activities Continue</i>	● Spend time with at least one other HCP (IP Collaboration Experience) ● Continue to complete medication reconciliations, allergy assessment, risk assessment and discharge/seamless care patient activities and assignments/clinical documentation – discuss with the preceptor. ● Complete at least 3 Patient Medical and Medication Histories by now; review with a preceptor. ● Complete the Advocacy and Leadership activities and discussions. ● Complete discussions involving the distribution process; discuss components of the distribution system and the drug formulary. See Appendix 4. ● Identify 3 specific examples that contribute to drug and patient safety awareness. Discuss the institution's ADR and incident reporting policies and procedures including documentation processes. Modifications OK based on practice setting. ● Receive and incorporate feedback on Patient Case Presentation and finalize content; present either by the end of week 3 or the beginning of week 4.
WEEK 4 (120-160 hours)	
<i>Patient Care Activities</i>	● Complete care provider activities. (total of 4 to be completed as outlined in activities). ● Complete at least 4 patient discharges or seamless care/education by end of placement. ● Review activity table to ensure all activities and discussions have been completed.
<i>End of Week 4 (final) (or 160 hours)</i>	● Preceptor to complete Student Performance Assessment - Final. ● Preceptor to provide the Grade Recommendation for placement (pass/fail). ● Student to complete: Final Student Self-Assessment (CORE ELMS) - 48 hours prior to Final Student Performance Assessment - Final ● Student to complete: Evaluation of Preceptor and Site (in CORE ELMS) and discuss with preceptor ● Student to complete and post assignments in canvas; Pharmacy Care Plan Assignment, Parts 1 and 2. Total of 6 assignments (2 of which are 5 minute surveys). ● Update and post the final Learning Plan (in CORE ELMS).
<i>Within 48 hours of placement completion (after student leaves site), students complete:</i>	● Post-Course Evaluation of Preceptor and Site - Non-Anonymous; must be completed in CORE ELMS and is not reviewed/shared with preceptor. ● Consider the nomination of a preceptor for a recognition award. (Nomination Survey will be emailed to students).

Appendix 2. Activities List (from Syllabus)

- Activities are not submitted to the course coordinator.

The following activities are designed to allow students to meet course objectives.
PROFESSIONALISM, COMMUNICATION, COLLABORATION and LEADER-MANAGER
Please review the following Discussion Topics document to guide topics that should be discussed with your preceptor across the placement.
CARE PROVIDER: See Appendix 5: Supplementary Information
Medical Chart Review Review the medical chart at your site, and be familiar with the various components. Learn where to find the various pieces of information you need to provide care. If you would like a refresher on the components of the medical chart, see Recommended Resources.
Provide Patient Care (may be provided over phone or using other virtual methods) For all patient care encounters, students should provide patient care as deemed appropriate by the preceptor(s) and outlined in the Patient Care Process Document. All documentation and care plans must be reviewed by the preceptor. Students are responsible to complete the following for a minimum 4 patients. 1. <i>Interview the patient to gather a medical and medication history.</i> This includes conducting a BPMH (Best Possible Medication History), medication reconciliation and allergy assessment. [NOTES: (1) Since med rec may have been completed already, your role may be to verify what was completed by the admitting physician/team, (2) Ensure allergies are documented within the chart AND within the patient's profile in the dispensing system.]. • <i>Create a comprehensive care plan</i> • <i>Complete a risk assessment [for example, renal function and drug dose adjustment, CV risk, atrial fibrillation stroke & bleeding risk]:</i> Students should complete based on patient population and preceptor guidance. See examples of risk calculators in Appendix 5. Of note, students should be engaged in activities for more than 4 patients overall, for example completing BPMHs for many patients at the start, or completing isolated risk assessments.
Discharge Patient Care (or Patient Counseling) AND/OR Seamless Care Activities Provide discharge or medication counseling, reconciliation and seamless care for at least 4 patients and discuss with the preceptor. Document if appropriate. Review experience and documentation with the preceptor. (The AHS BPMH Discharge Plan Form is posted in canvas.)
COLLABORATOR: See Appendix 5: Supplementary Information
Interprofessional Collaboration 2. Students should spend time with at least 1 other health care professional that is caring for one of their patients or is from their unit as deemed appropriate by the preceptor. Time allotted to this will likely range from 1 hour – ½ day. Students should focus on skills they saw demonstrated that could be applied in their practice.
HEALTH ADVOCACY
Participate in site-based advocacy activities where possible (i.e. patient education, education strategies regarding appropriate use of medications, etc).
SCHOLAR: See Appendix 5: Supplementary Information

Drug Information Questions

- Answer at least 4 drug information questions that utilize different resources and discuss with the preceptor. Whether the answers are in written or verbal format is at the discretion of the preceptor.

ACTIVITY:

Provide preceptors with an overview of the library resources and search strategies for the UofA Library Database(s) now accessible to preceptors.

The How-To-Guide: UofA Faculty of Pharmacy Library Resources is: <http://tinyurl.com/lgppqay>

The link to the UofA Pharmacy library home page is <http://guides.library.ualberta.ca/pharmacy>

LEADER-MANAGER

ACTIVITY: *Medication Distribution*

Depending on the practice site, participate in the distribution of medications (i.e. screening, order entry, filling, checking) or have a guided tour of the dispensary. Review how prescribed medications are delivered to the patient after they are ordered. Who is involved in the various stages? (physician, medical resident, nurse, ward clerk, pharmacist, pharmacy technician, etc, as appropriate).

ACTIVITY: Review the [AHS Adverse Events and Patient Safety Website](#). This website provides AHS health care professionals with resources regarding how to disclose an adverse event. It also includes the AHS policy for reporting adverse events, close calls and potential hazards.

