



**UNIVERSITY
OF ALBERTA**

**Faculty of Pharmacy &
Pharmaceutical Sciences**

**PHARM 557
COURSE OUTLINE and SYLLABUS**

Fall/Winter 2024/25

Advanced Pharmacy Practice Experience Part 4 – Mandatory Elective

Course weight: *8

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Office Hours: Monday to Friday by appointment

Course Description

This 8-week elective is intended to give students an opportunity to expand their knowledge and skills in other areas of professional practice, including patient care and non-patient care settings. Three options are available for students: (1) patient care experiences, (2) non-patient care experiences and (3) a combination of patient care and non-patient care experiences. Students will select a practice setting of interest based on availability. Students will be responsible for developing their own learning plan and demonstrating how they have achieved their goals. The learning plan will be finalized after preceptor review.

Practice settings in which this elective may occur include but are not limited to: Academic Setting (teaching or projects), Advocacy/Professional Associations, Administration/Leadership/Management, Clinical Practice (various settings), Compounding, Drug Use Evaluation/Drug Stewardship, Health Policy/Government Services, Quality Improvement and/or Medication Safety, or Research (Practice- or Lab-based).

Course Prerequisite: Pharm 454. Meet all experiential education pre-placement requirements outlined on the FoPPS website under Current Students > [Experiential Education Requirements](#).

Other Course Fees

Students are expected to travel within the province to complete their experiential education course requirements. Costs associated with travel, accommodation or additional requirements are student responsibilities. Students are encouraged to contact student services regarding funding opportunities.

Required Reading

Here is the [Required Reading](#) list that pertains to all Advanced Pharmacy Practice Experiences (APPEs).

Recommended Resources

Prior to the placement, students should ask their preceptor about resources that should be brought to the site or pre-readings that should be completed prior to the placement.

Other Required Materials

Students are required to wear their Faculty identification at all times when they are in the practice environment. Students are required to have a lab coat and should be prepared to wear it (if deemed appropriate based on setting). Students who are providing patient care will need to know their N95 Mask size in case this needs to be worn as personal protective equipment.

Course Schedule

Individual student schedules are listed in CORE ELMS. Students must register for the course in the term that the placement is scheduled.

Fall Term

- Block 1: August 26 - October 18, 2024
- Block 2: October 21 - December 13, 2024

Winter Term

- Block 3: January 6 – February 28, 2025
- Block 4: March 3 - April 25, 2025

Attendance and stat holiday information: see [Undergraduate Experiential Education Policies and Procedures Manual](#). If there are religious holidays not included in stat holidays that students would like to observe, please notify me for guidance.

Course Objectives

The student is expected to demonstrate competencies of professionalism, communication, scholar, collaborator and care provider (if a patient care setting). The student will develop learning goals, with specific learning objectives, and indicators of progress to individualize his/her learning experience; finalization of the learning plan will occur after consultation with the preceptor. Students will also be required to meet the learning objectives as outlined in the preceptor's Site Description.

The course is designed to develop the following **knowledge, skills and attitudes**:

1. Apply knowledge required of pharmacists in the practice setting.
2. Demonstrate competency in verbal, non-verbal, and written communication (as applicable to the placement setting).
3. Integrate critical thinking, decision-making and evidence-based medicine into practice (as applicable to the placement setting).
4. Provide care utilizing the patient care process (for placements in clinical settings, or with a clinical component).
5. Function effectively as a member of a team.
6. Apply scholarly skills such as teaching and incorporation of best evidence (as applicable to the placement setting).
7. Develop a learning plan and reflect/document progress across the experience.
8. Display professional behavior and attitude.
9. Demonstrate Initiative and self-directed learning.

Grading

Title	Weight	Date	Type
Assignment #1: Learning Plan	Pass/fail	See description	Assignment
Assignment #2 & 3: Determined between preceptor and student	Pass/fail	See description	Assignment
Preceptor Assessment of Student: Midpoint	Formative	After 160 hours	Assessment
Preceptor Assessment of Student: Final	Pass/Fail	After 320 hours	Assessment
Post Course Student Evaluation of Course (Non-Anonymous)	Completion required in CORE ELMS	Submitted within 48 hours of completing placement	Evaluation

Pharm 557 is a Credit/No Credit course. At the end of the placement, preceptors recommend a grade on the final Student Performance Assessment. Formative feedback is provided by preceptors to guide and support achievement of course goals.

To pass the course, students must receive a “pass” on their final Student Performance Assessment (*see Appendix 1 or 2, pending the type of placement*) from their preceptor at the end of the course [see below], complete all course requirements in a satisfactory manner and complete all required assessments. The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the submitted assessments and assignments. For students who do not submit all assignments and requirements by the deadlines in the syllabus, they will receive No Credit (NC).

Grading Criteria and Rating Scale

The following rating scale is used by preceptors to assess student performance, and also by students to complete their self-assessment:

1. Consistently Meeting All Expectations: The student has independently and consistently demonstrated ALL behaviours and/or skills associated with the outcome. *Hint: Typically this student rarely needs preceptor support and intervention.*
2. Mostly Consistent in Meeting Expectations: The student has independently and consistently demonstrated MOST behaviours and/or skills associated with the outcome. *Hint: Typically this student needs minimal preceptor support and intervention.*
3. Inconsistently Meeting Expectations: The student has independently and consistently demonstrated SOME behaviours and/or skills associated with the outcome. *Hint: Typically this student needs regular preceptor support and intervention.*
4. Not or Rarely Meeting Expectations: The student has independently and consistently demonstrated FEW behaviours and/or skills associated with the outcome. *Hint: Typically this student needs regular preceptor support and intervention most of the time.*
5. Unable to Rate at Midpoint: Apply this rating if the student has not had the opportunity to perform most of the listed behaviours and/or skills AT MIDPOINT and opportunities will be created by the end of placement. Selecting this rating will serve as a signal to pay special attention to these skills and behaviours between the midpoint and the final assessment.
6. Not Applicable: This rating should be awarded when the outcome cannot be assessed within the practice setting.

Placement Grade Determination by Preceptor

To pass the placement the student on the final student performance assessment must:

1. Achieve a rating of at least "**Mostly Consistent in Meeting Expectations**" on all professionalism outcomes and
2. Have no more than 3 (maximum of 2 for care provider) outcomes achieve a rating of "**Inconsistently Meeting Expectations**" and
3. Have zero ratings of "**Not or Rarely Meeting Expectations**"

Students Who May Require Support

The student should email the Course Coordinator following review of the Midpoint Student Performance assessment if *any outcomes* are rated as **Not or Rarely Meeting Expectations** or if performance concerns are identified and students would like additional support to address these. Students are expected to add areas that are inconsistently meeting expectations to their Learning Plan at midpoint so that they can take ownership of how they plan to address any noted deficiencies.

Assessment Information

- All assessments are completed and submitted using CORE ELMS. All assessments are posted prior to the start of the placement. Students are encouraged to review so they know the assessment outcomes and criteria.
- Formative feedback is encouraged throughout the placement. It is recommended students and preceptors discuss how things are going after week 1. Items to be discussed at this time include any early concerns or clarifications regarding expectations or course related activities.

- Time points for completing assessments are outlined in the Assessment and Assignment Schedule (**Appendix 3**).
- Further information and details regarding each assessment can be found in eClass.

Assessments/evaluations completed by the students for each placement in CORE ELMS are:

1. Self-Assessments: completed at least 1-2 days prior to midpoint, and final student performance discussions.
2. Student Evaluation of Preceptor and Site: completed and discussed with the preceptor during the midpoint and final student performance discussions.
3. Student Post-Course Evaluation: completed within 48 hours after placement completion in CORE ELMS and not discussed with the preceptor. This is not viewable by the preceptor.

Course Schedule/Activities

- Course activities will be variable depending on the type of placement site. Your preceptor(s) will provide details within their Site Description and during the orientation.
- Students are expected to participate in the activities which routinely occur at the practice site. Specific assignments and projects will be discussed between preceptor(s) and student, including student expectations and timelines for completion.
- Students are expected to debrief and discuss placement activities with their preceptor(s).
- For students who have the opportunity to participate in administering drugs by injection, the following applies:
 - They must have successfully completed the training (as required by ACP) in the Skills Lab curriculum, and
 - Completed CPR Level C + First Aid.
 Students must only administer injections under the direct supervision of a pharmacist authorized by ACP to administer drugs by injection.

Assignments

Assignment #1: PHARM 557 Learning Plan

Students are required to develop a PHARM 557 Learning Plan using the template in Appendix 4. Once developed, the student will email it to his/her preceptor (or co-preceptor team) for review at least 1-week prior to start of placement. Students must also upload it to Student Requirements in CORE ELMS. In consultation with the preceptor(s), the student will refine and finalize the components of the Learning Plan by the end of week 1 of the placement. Once the preceptor approves the final version, it must be uploaded to Student Requirements in CORE ELMS under Pharm 557 Learning Plan (end of week 1 of your placement block). At midpoint and final, progress updates must be entered by students and report to their preceptor during assessment discussions (to facilitate version control, include the latest date of the Learning Plan in the **document title**).

At midpoint student performance assessment, any areas needing improvement according to the ratings provided by the preceptor, the student should add these to his/her Learning Plan, and specify Indicators of Progress.

At final student performance assessment, any area rated below expected (either Inconsistently or Not/Rarely Meeting Expectations) must be incorporated into the objectives of the learning plans for subsequent placements. It is recommended that students carry forward items where previous preceptors have given constructive feedback. This process allows the student to track growth across all placements and gives new preceptors information to better support continuity of skill development.

The Learning Plan must include:

- Learning goals (typically no more than 4)
- Strategies and resources to achieve goals
- Indicators of progress
- Progress at midpoint (completed by the student at end of week 4) and final (completed at end, week 8). It should be authentic and representative of what was achieved. It is OK if not all goals are achieved - this can be a work-in-progress.

Assignments #2 and 3 – Assignments related to placement

Specific placement activities and assignments will be determined between student and preceptor. Examples include projects, presentations, education sessions/resource development, research protocol development, literature review, etc. Should presentations be required as part of the placement, rubrics for the following types of presentations are located in eClass and can be used during the placement (please provide to your preceptor(s)):

- Case presentation
- Journal Club presentation
- General presentation
- Education Session – Feedback Form

These assignments do NOT need to be posted in eClass. They must be completed to the satisfaction of your preceptor(s).

A summary table outlining the schedule for assessments and assignments is in **Appendix 3**.

Instructor Assumptions

Students

This placement provides an opportunity for the student to diversify their experience based on the practice setting chosen. In addition to completing the placement activities outlined by the preceptor, it allows students to tailor the experience to his or her unique personal and career goals. Students must be self-directed when preparing for this course through the development of their Learning Plan. Reviewing the Site Description (prepared by the preceptor) in CORE ELMS will provide information about the preceptor's practice, and give students a basis for setting learning goals. Engaging with your preceptor(s) further about the practice setting and learning opportunities is encouraged to maximize the student's ability to design a meaningful learning plan.

Having completed placements after years 1 and 2, students are aware that they are different from classroom learning. *Professionalism, communication skills and scholarly curiosity* are crucial components of the course. Although preceptors will guide the learning, *students are ultimately responsible* to drive the learning process and ensure completion of all activities, assignments and assessments. *This is an advanced placement so the preceptors expect students to be accountable and self-motivated.* Students should take an active role in their learning by setting goals, seeking out learning opportunities and being self-directed. Students should expect to spend time outside of the placement hours to complete or prepare for placement activities. See Section on Student Responsibilities in the [Undergraduate Experiential Education Policies and Procedures Manual](#). Due to variability of practice sites, experiences will differ.

Another important student responsibility is contacting the Faculty if concerns arise. There are assessments built into the course that provide checks and balances about learning and the overall experience, however it is important that students contact the Faculty prior to or during the placement to discuss concerns or questions. These are dealt with in an individual and confidential manner.

Preceptors

Preceptors may be pharmacists or other healthcare professionals. Some practice settings may have more than one preceptor (co-preceptors) to direct and supervise your learning experience.

After learning plan development, the preceptor is expected to provide feedback on the plan with respect to quality and feasibility. Preceptors must determine any student requirements, such as IT access, and take the necessary steps to facilitate these requirements are met at the practice site.

Experiential Education Policies & Procedures

Please refer to the [Undergraduate Experiential Education Policy and Procedure Manual](#) for experiential education policies. Students must review this manual prior to the placement. These include:

- Attendance policies (illness, bereavement) and participation in professional opportunities. **Any absence must be recorded in the CORE ELMS Absence Tracker.**
- Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury)
- Communication Policy
- Protection of Privacy Policy
- Preceptor recognition procedures

Technology Requirements

Personal Laptop Computers: Students may be asked to bring personal lap tops to placement sites to use for non-patient care activities.

eClass: Students must access eClass to obtain course information and resources.

CORE ELMS: Students must complete placement and course evaluations in CORE ELMS. Additionally, students are required to post their Learning Plan and CV/Resume under My Requirements within CORE ELMS. If technical assistance is required, contact phexed@ualberta.ca

Netcare Access: For information on Netcare (if required), see [website](#). For AHS/Covenant placements, Netcare access is requested by the site managers prior to placement start dates.

Connect Care training: Arranged for students completing placements at AHS/Covenant. Instructions will be communicated via email.

Attire: Students are required to wear their Faculty name tag or one provided to them when they are at the placement site. Students are required to have a lab coat if deemed appropriate based on setting. Students who are providing patient care will need to know their N95 Mask size in case this needs to be worn as personal protective equipment.

University Policies

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the *Student Academic Integrity Policy* and the *Student Conduct Policy* (on the [University of Alberta Policies and Procedures Online](#) (UAPPOL) website) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Policy about course outlines can be found in [Course Requirements, Evaluation Procedures and Grading](#) of the University Calendar.

[Territorial Acknowledgement](#)

The University of Alberta and Faculty of Pharmacy and Pharmaceutical Sciences respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

L'Université de l'Alberta reconnaît respectueusement qu'elle est située sur les terres du Traité 6, lieu de rassemblement traditionnel pour de nombreux peuples autochtones dont les Cris, les PiedsNoirs, les Métis, les Sioux des Nakotas, les Iroquois, les Dénés, les Ojibwés/Saulteaux/ Anichinabés, les Inuits et bien d'autres encore, dont les histoires, les langues et les cultures continuent d'influencer notre communauté si vivante.

Equity, Diversity and Inclusivity

The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equity and respect for all people within the university community, and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. Check out the resources to support an inclusive learning experience provided by the [University](#) and the [Faculty](#). If you experience discrimination or harassment while in the program, please contact Student Services for support in how to navigate the situation. You can also report instances of discrimination and harassment through the [Office of Safe Disclosure and Human Rights](#).

The faculty encourages staff and students to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation, and ethnic backgrounds. In order to create a thoughtful and respectful community, you are encouraged to use gender-neutral or gender-inclusive language and to become more sensitive to the impact of devaluing language. We are working to build a community in which human rights are respected, and equity and inclusion are embedded in all areas of academic, work, and campus life.

Accessibility Resources and Accommodations

The Faculty provides accommodations to support individual needs to access high quality learning. Students requiring accommodations to ensure access to learning that meets individual needs must register with [Accessibility and Accommodation Services](#) at the beginning of each academic term. Accessibility and Accommodation Services will provide students and Student Services with a "Letter of Accommodation". FoPPS Student Services will schedule meetings with students who have approved accommodations once letters are received to discuss individual requirements and how needs will be met. Student services will share requirements with all primary and/or lab instructors that have contact with the student for the term. Assessment services will follow up with students and instructors to facilitate approved exam accommodations.

Student Code of Conduct

"The University acknowledges the values of academic engagement, respectful debate, peaceful assemblies and demonstrations, and participation in the many aspects of University life as ways to enhance intellectual growth, health and wellbeing, and a sense of belonging. The misconduct listed in this [policy](#) describes, in general terms, student behaviours which if left unchecked would, to an unacceptable degree, disrupt the learning environment, threaten the proper functioning of the University and/or negatively affect the property or reputation of the university, which benefit all members of the University community"

Additional information about pharmacy student code of conduct can be found in the student handbook.

Professionalism

Definition:

Professionalism encompasses core values (e.g., caring, compassion, altruism) and norms (e.g., accountability, teamwork, self-reflection, and continuous professional development) that define professional behaviour. It reflects professional identity, internalized through these characteristics, leading to a transformation in who one is as a professional.

Professional identity development occurs throughout the program through diverse experiences, fostering a culture of empathy, support, and mutual respect. The development of student's individual professional identities will occur throughout the program, through experiences within and outside of the classroom. While professional identity is complex and difficult to assess, professional behaviours can and will be assessed.

Our Goal:

We aim to support your professional development by encouraging self-reflection, accountability, and a commitment to excellence in all aspects of your academic and professional life. If you need assistance, please reach out to Student Services for support and resources.

Expectations:

Students are expected to demonstrate professionalism through the following actions:

Engage in Preparatory Work: Complete required pre-session work (e.g. readings, activities, etc) to enhance class discussions and activities.

Participate Actively: Contribute meaningfully in sessions (seminars and labs) and fully engage in all learning opportunities.

Submit Assignments Promptly: Ensure timely submission of assignments and required activities.

Show Respect: Demonstrate respect for instructors, staff and classmates (in written and spoken communications), being punctual, and engaged.

Be Accountable: Take responsibility for actions, reflecting on their impact on learning and the community.

Provide Constructive Feedback: Offer constructive feedback to classmates and through course and program evaluations.

Practice Self-Reflection: Regularly reflect on professional growth and identify areas for development.

Support Peers: Foster a supportive learning environment by assisting and encouraging classmates.

Addressing Concerns:

If professionalism expectations are not met, the course coordinator may request a "Professionalism Accountability Form" to facilitate reflection and improvement. The Form should be completed and returned to the course coordinator and will be included in the student's file. Completing this form is a course requirement. If the Form is not adequately filled out or submitted, the course will be graded as Incomplete (IN) until the completed Form is submitted. If the Form is not submitted within 30 calendar days from the date of the last scheduled course session, the student will receive an F (for graded courses) or NC (for credit/no credit courses).

APPENDIX 1 – PHARM 557 Student Performance Assessment – Form A/C (Patient Care or Combination of Patient Care and Non-Patient Care)

This table outlines the behaviours and outcomes that students will be assessed on by the preceptor at the midpoint and final points of the placement. For Type C placements, the proportion of time spent on patient care activities will be variable and dependent on the preceptor's patient care setting/schedule. Assessments are completed in CORE ELMS.

OUTCOME	BEHAVIOURS
Professional	
1. Displays professional behaviour and adheres to high ethical standards.	<ul style="list-style-type: none"> ● Demonstrates honesty, integrity, humility, commitment, altruism, compassion, empathy, inclusivity and respect towards others. ● Does not engage in distracting or inappropriate behavior. ● Maintains privacy and confidentiality. ● Dresses professionally and maintains appropriate personal hygiene. ● Maintains appropriate interpersonal boundaries. ● Is accessible, diligent, timely and reliable to others.
2. Demonstrates professional responsibility and accountability and practices within the scope of a 4 th year student.	<ul style="list-style-type: none"> ● Takes responsibility and accountability for actions and inactions; preceptor support may be required early in placement. ● Prioritizes activities and manages time to balance course requirements and practice site workflow. ● Responds appropriately to ethical issues encountered in practice; preceptor support may be required. ● Applies standards of practice, policies, and codes that govern the profession; practices within the scope of a 4th year student.
3. Demonstrates initiative, self-directed learning, and commitment to excellence in practice of pharmacy.	<ul style="list-style-type: none"> ● Takes initiative to learn, enhance skills and integrate knowledge (i.e. maximizes learning opportunities). ● Accepts, incorporates and provides feedback in an effective and constructive manner. ● Sets personal goals to support development of professional skills, knowledge and attitudes.
Communicator	
1. Demonstrates effective non-verbal and verbal communication to instill trust and confidence.	<ul style="list-style-type: none"> ● Speaks clearly, effectively and respectfully, tailoring responses to the context and audience. ● Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions) ● Listen, actively solicit and respond appropriately to ideas, opinions, and feedback from others (patients, team members, preceptor(s), etc) ● Uses appropriate language, pace and tone that is suitable for the complexity, ambiguity, urgency of the situation. ● Expresses recommendations, facts, evidence, opinions and positions accurately and effectively, with clarity and an appropriate level of confidence; may require preceptor support early in the placement.
2. Effectively communicates in writing.	<ul style="list-style-type: none"> ● Provides appropriate level of detail and complexity, breadth and depth; preceptor support may be required early in placement. ● Uses appropriate language and tone for the type of written communication and intended audience. ● Prepares timely, clear documentation that maximizes safety and understanding.

OUTCOME	BEHAVIOURS
Care Provider	
1. Establishes and maintains professional relationships with patients/care givers.	<ul style="list-style-type: none"> ● Engages patient; may require some preceptor prompting and guidance. ● Exhibits sensitivity, respect and empathy with patients and care givers. ● Identifies/responds to patient cues with preceptor guidance. ● Determines when it is ethically and professionally appropriate to involve caregivers and/or family members.
2. Gather and interpret relevant, necessary information about a patient's health-related needs.	<ul style="list-style-type: none"> ● Utilizes multiple sources of patient information to synthesize data to complete a patient history; may require preceptor support initially. ● Employs effective interviewing techniques (e.g. appropriate open and closed ended questions, uses motivational interviewing when appropriate). ● Employs a systematic process to gather data accurately based on the Patient Care Process document. ● Gathers and interprets appropriate amounts of information including relevant physical exam, lab tests, point-of-care and diagnostic assessments. ● Clarifies and manages conflicting data; may require preceptor support initially.
3. Formulate assessment of actual and potential issues in collaboration with the patient & other healthcare team members; prioritize issues to be addressed.	<ul style="list-style-type: none"> ● Prioritizes medication-related needs based on urgency and patient preferences. ● Determines patient's medical condition(s) and determines those where medication needs are not currently being addressed. ● Assesses drug therapy for indication, efficacy, adherence and safety.
4. Develops a care plan that addresses medication and health needs.	<ul style="list-style-type: none"> ● Uses a systematic approach to develop care plans including for patients with multiple co-morbidities. ● Establishes goals in collaboration with the patient that are relevant, realistic and timely. ● Generates a realistic set of alternatives and assesses the pros and cons. ● Develops a safe and effective plan (recommendations, monitoring and follow-up), for managing patient needs.
5. Implements the care plan when appropriate.	<ul style="list-style-type: none"> ● Implements specific actions for managing medication-specific needs (dispense, adapt, prescribe, refer, etc) with preceptor supervision. ● Communicates the agreed-upon care plan and rationale to patients and/or other healthcare providers with preceptor support. ● Educates the patient on both non-pharmacological. (e.g. lifestyle) and pharmacological recommendations. ● Negotiates and adapts plan with team and/or patient/caregivers with preceptor support when necessary. ● Initiates and completes seamless care activities when appropriate.
6. Follow-up and evaluate as appropriate.	<ul style="list-style-type: none"> ● Evaluates data to assess efficacy/safety/adherence as well as progress towards achieving goals of therapy. ● Adjusts care plan, if needed, in collaboration with the patient and relevant team members.
Collaborator	
1. Works effectively with members of the team including patients and their families, pharmacy colleagues and individuals from other professions.	<ul style="list-style-type: none"> ● Establishes and maintains positive relationships ● Recognizes and can negotiate shared and overlapping responsibilities with other professionals. ● Participates in respectful and effective shared decision-making. ● Provides services and care as agreed upon with the patient and team. ● Manages disagreements or conflicts in a way that supports collaborative culture.
Scholar	

OUTCOME	BEHAVIOURS
1. Demonstrates the fundamental knowledge required to participate in placement setting.	<ul style="list-style-type: none"> ● Has minimal gaps in fundamental pharmacist knowledge required for placement learning activities. ● Initiates and undertakes appropriate learning to successfully diminish knowledge gaps.
2. Applies critical thinking and clinical judgment to make decisions.	<ul style="list-style-type: none"> ● Weighs the pros and cons of alternatives to make decisions (or to select a course of action); <i>may require preceptor support</i>. ● Makes decisions using an evidence-informed approach. ● Logically defends decisions, chosen strategies, and/or recommendations. ● Applies experience and knowledge gained in the placement to better manage new tasks, situations and/or challenges.
3. Uses best evidence available to provide medical information and patient care.	<ul style="list-style-type: none"> ● Uses systematic approach to search for best available literature. ● Able to formulate a clinical question. ● Analyzes and appraises research, literature and/or other references with accuracy and insight to inform response to questions and patient care decisions.
Advocate	
1. Advocates for patients within and beyond patient care environments.	<ul style="list-style-type: none"> ● Facilitates timely access to services or resources through advice, education and/or guidance to address determinants of health. ● Integrates health promotion into patient care and works with patients to adopt healthy behaviours. ● Provides patients with health and wellness strategies which include screening and educational services. ● Promotes impact of the pharmacist on patient outcomes and healthcare team. ● Advocates for equity, diversity, and inclusivity when providing care, both individually and when working with communities.
Learning Objectives determined by preceptor (as outlined in Site Description)	
1. Demonstrates the knowledge, skills and attitudes outlined by the preceptor in the Site Description.	<ul style="list-style-type: none"> ● Negotiates and prioritizes a plan with the preceptor at the beginning of the placement to determine activities ● Fulfills placement objectives as negotiated with the preceptor ● Embraces opportunities in the practice setting as appropriate

APPENDIX 2 – PHARM 557 Student Performance Assessment – Form B (Non-Patient Care)

This table outlines the behaviours and outcomes that students will be assessed on by the preceptor at the midpoint and final points of the placement. Assessments are completed on-line in CORE ELMS.

OUTCOME	BEHAVIOURS
Professional	
1. Displays professional behaviour and adheres to high ethical standards.	<ul style="list-style-type: none"> • Demonstrates honesty, integrity, humility, commitment, altruism, compassion, empathy, inclusivity and respect towards others. • Does not engage in distracting or inappropriate behavior. • Maintains privacy and confidentiality. • Dresses professionally and maintains appropriate personal hygiene. • Maintains appropriate interpersonal boundaries. • Is accessible, diligent, timely and reliable to others.
2. Demonstrates professional responsibility and accountability and practices within the scope of a 4 th year student	<ul style="list-style-type: none"> • Takes responsibility and accountability for actions and inactions; preceptor support may be required early in placement. • Prioritizes activities and manages time to balance course requirements and practice site workflow. • Responds appropriately to ethical issues encountered in practice; preceptor support may be required. • Applies standards of practice, policies, and codes that govern the profession; practices within the scope of a 4th year student.
3. Demonstrates initiative, self-directed learning, and commitment to excellence in practice of pharmacy	<ul style="list-style-type: none"> • Takes initiative to learn, enhance skills and integrate knowledge (i.e. maximizes learning opportunities). • Accepts, incorporates and provides feedback in an effective and constructive manner. • Sets personal goals to support development of professional skills, knowledge and attitudes.
Communicator	
1. Demonstrates effective non-verbal and verbal communication to instill trust and confidence.	<ul style="list-style-type: none"> • Speaks clearly, effectively and respectfully. • Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions) • Listen, actively solicit and respond appropriately to ideas, opinions, and feedback from others (ie: team members, preceptor(s)) • Uses appropriate language, pace and tone that is suitable for the nature of the situation. • Expresses recommendations, facts, evidence, opinions and positions accurately and effectively, with clarity and an appropriate level of confidence; may require preceptor support early in the placement.
2. Effectively communicates in writing.	<ul style="list-style-type: none"> • Correctly applies the rules of syntax, grammar and punctuation. • Provides appropriate level of detail and complexity, breadth and depth; preceptor support may be required early in placement. • Uses appropriate language and tone for the type of written communication and intended audience.
Collaborator	
1. Works effectively with members of the team	<ul style="list-style-type: none"> • Establishes and maintains positive relationships • Recognizes and respects the roles and responsibilities of team members. • Respectfully and effectively participates in team decision-making. • Contributes to optimize team functioning.
Scholar	

OUTCOME	BEHAVIOURS
1. Demonstrates the fundamental knowledge required to participate in placement setting	<ul style="list-style-type: none"> ● Has minimal gaps in fundamental pharmacist knowledge required for placement learning activities. ● Initiates and undertakes appropriate learning to successfully diminish knowledge gaps.
2. Applies critical thinking and sound judgment.	<ul style="list-style-type: none"> ● Identifies missing knowledge or information when approaching a scenario. ● Anticipates the outcome of decisions and actions; <i>may require preceptor support initially.</i> ● Logically defends decisions, chosen strategies, and/or recommendations. ● Applies experience and knowledge gained in the placement to better manage new tasks, situations and/or challenges.
3. Formulate a research question and describe the parameters of a practice problem, medication controversy or evaluation opportunity.	<ul style="list-style-type: none"> ● Appreciates the need to contribute to the generation and discovery of new information as it pertains to professional development, health outcomes, practice innovation or administrative improvement. ● Uses a systematic approach to search for best available literature. ● Analyzes and appraises research, literature and/or other references with accuracy and insight.
4. Demonstrates the ability to teach others. (NOTE: demonstrated through writing, oral presentations, meetings where student describes findings to others.)	<ul style="list-style-type: none"> ● Employs appropriate teaching roles and strategies to suit the learner(s)/audience and the content. ● Delivers content effectively. ● Delivers effective feedback (if applicable). ● Incorporates appropriate learning assessment and/or evaluation strategies (if applicable).
Advocate	
1. Promotes the vision of the pharmacy profession.	<ul style="list-style-type: none"> ● Promotes the role and impact of pharmacists in health outcomes, population health, education, and/or research. ● Demonstrates commitment for the advancement of the pharmacy profession. ● Advocate for equity, diversity, and inclusivity in professional settings when relevant.
Leader-Manager	
1. Demonstrates leadership and management skills	<ul style="list-style-type: none"> ● Demonstrates effective problem-solving skills (as it applies to the strategic priorities of the practice setting). ● Asks good questions to inform themselves of a situation or task before taking action. ● Exhibits empathy to appreciate others' perspectives. ● Demonstrates ability to develop trusting relationships.
Learning Objectives determined by preceptor (as outlined in Site Description)	
1. Demonstrates the knowledge, skills and attitudes outlined by the preceptor in the Site Description	<ul style="list-style-type: none"> ● Negotiates and prioritizes a plan with the preceptor at the beginning of the placement to determine activities ● Fulfills placement objectives as negotiated with the preceptor ● Embraces opportunities in the practice setting as appropriate

APPENDIX 3: PHARM 557 Assessments and Assignment Schedule

Week	Activities/Assessments/Assignments
1-4 weeks before placement starts	<input type="checkbox"/> Review syllabus: course expectations, activities and assignments. <i>See new Covid-19 resources.</i> <input type="checkbox"/> Review Site Description prepared by your preceptor; note learning objectives and any recommendations for preparation. <input type="checkbox"/> Learning Plan Assignment: Prepare after reviewing the Site Description. Can contact preceptor if desired to discuss prior to its creation. Email to preceptor(s) and upload to Student Requirements (in CORE ELMS) at least 1 week prior to placement. <input type="checkbox"/> Corresponded with preceptor regarding: start time, dress code, parking, etc. <input type="checkbox"/> Provide preceptor with Netcare registration form (if applicable) {4 weeks before start)
Week 1: Date: _____	
Orientation (preceptors can use Orientation Checklist in Preceptor QRG) <i>Modify activities as needed due to pandemic.</i>	<input type="checkbox"/> Review and discuss student-prepared Learning Plan. <input type="checkbox"/> Discuss preceptor's learning course objectives and activities. <input type="checkbox"/> Develop/discuss preliminary schedule for placement. <input type="checkbox"/> Discuss student/preceptor expectations and responsibilities. <input type="checkbox"/> Discuss assessment processes and timelines (including plan for feedback and debriefing). <input type="checkbox"/> Tour practice setting. <input type="checkbox"/> Log in to ensure Netcare access, as well as access to other on-site systems. (if applicable)
Early Check-In	<input type="checkbox"/> END of Week 1: Discuss how things are going from both preceptor/student perspectives. Clarify any questions. Review schedule and expectations for balance of placement. <input type="checkbox"/> Post revised Learning Plans (if revised) to reflect preceptor feedback.
Week 4: Date: _____	
Midpoint Assessments and Evaluations	<input type="checkbox"/> MID-POINT Assessments (CORE ELMS): Student Performance Assessment: midpoint; completed by preceptor; review with student. <input type="checkbox"/> Student Evaluation of Preceptor; midpoint; and Student Self-Assessment (midpoint); discuss both with preceptor
Learning Plan Progress Update	<input type="checkbox"/> Update progress achieved (midpoint column) in Learning Plan, and assign self-assessment rating. Incorporate new goals or update/refine existing ones as appropriate. <u>Share with preceptor.</u> Post updated Learning Plan in CORE ELMS.
Week 8: Date: _____	
Final Assessments and Evaluations	<input type="checkbox"/> Review Final Student Performance Assessment and Placement Grade; completed by preceptor; reviewed with student. <input type="checkbox"/> Student Evaluation of Preceptor/Site (final) and Student Self-Assessment (final); discuss both with preceptor
Learning Plan Progress Update	<input type="checkbox"/> Update progress achieved (final column) in Learning Plan, and assign self-assessment rating. Incorporate new goals or update/refine existing ones as appropriate. <u>Share with preceptor.</u> Post completed Learning Plan in CORE ELMS.
Program Evaluation	<input type="checkbox"/> Complete Post Placement Evaluation (CORE ELMS); submit AFTER leaving site within 48 hours. <input type="checkbox"/> Consider preceptor nomination for Preceptor Recognition Program.

APPENDIX 4: PHARM 557 Mandatory Elective Learning Plan Template

<<Name>>

<<Date>>

LEARNING PLAN				
Goal (Stated in SMART format) Specific, Measurable, Attainable, Realistic, Time-Based	Strategies <ul style="list-style-type: none"> Describe strategies for attaining the goal. Include actions you will do to achieve your goal. Strategies may change as you make progress. 	Indicators of Progress (how will you know if achieving goal? (ie: feedback from preceptor, reflection)	Progress at MIDPOINT Include: <ul style="list-style-type: none"> Key accomplishments Next steps behaviors/skills/knowledge requiring further improvement 	Progress at FINAL Include: <ul style="list-style-type: none"> Key accomplishments Next steps behaviors/skills/knowledge requiring further improvement
Learning Goal 1:				
Learning Goal 2:				
Learning Goal 3:				
Learning Goal 4:				

Please provide a summary of feedback you have received from previous preceptors/lab facilitators/employers/peers to date.

<p>Previous Feedback: Strengths</p>	<p>Previous Feedback: Areas for Improvement</p>
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