Acknowledgments

The Faculty would like to acknowledge the valuable contributions of the preceptors throughout the province involved with the evolution and progression of all the Experiential Education courses. It is the willingness and commitment of practicing pharmacists acting as mentors for pharmacy students that are the foundation and strength of our program.

We would like to thank Red Deer College for granting permission to adapt parts of their guide, Preparing to be a Preceptor: A handbook for health care aide preceptors.\textsuperscript{1}

We would also like to thank the University of British Columbia, Office of Faculty Development, for granting permission to adapt parts of their guide Teaching Skills for Community Based Preceptors.\textsuperscript{3}
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Manual Icons

💡 Preceptor Tip
⚠️ Important
✍️ Please note
Section 1: Message from the Director

Someone once told me that preceptors are the heart of the pharmacy program - and I believe this to be true. Preceptors are integral to our students’ transition to a pharmacist because you invest your time to support, coach, mentor, guide, debrief, and evaluate our students. It is this unwavering dedication that ensures that the Faculty graduates knowledgeable, professional, and skilled pharmacists.

I also believe being a preceptor is a journey of learning and growth along with your student. To support you in this important role, we have created this guide as a means to share our perspective, provide you with direction, and also answer or provide our interpretation of commonly asked questions on various experiential education topics. It also serves as a common place to share information and advice more broadly. While some aspects of experiential education (and this guide) are quite concrete and straightforward, you will see that aspects are “shades of gray”, so we have provided our perspective.

We want this guide to meet your needs, and therefore we view this as a dynamic document that will evolve and improve as we work together to create an exemplary program for our future colleagues.

This guide has been designed for preceptors working with students in both the BScPharm and the PharmD programs. Included is a range of topics including how to get started as a preceptor, course-specific guidance, the importance of student assessments, how to deal with “at risk” students, and answers to frequently asked questions. Please review the table of contents to be familiar with and become aware of all the items discussed and covered in this guide.

This is version 4 with both the BScPharm and PharmD programs included – this demonstrates that we have already added your suggestions! The guide will always be available in the Document Library in RXpreceptor as well as on the Faculty website at: http://pharm.ualberta.ca/preceptors/training-and-resources/preceptor-guide.

As always, we invite your comments and welcome your feedback. Please contact me directly at athompson@ualberta.ca or 780-492-5905 with any of your suggestions. Thank you for your continued commitment and dedication to the education and training of our students.

Ann Thompson,
Director, Experiential Education
Section 2: Experiential Education Mission and Purpose

2.1 Mission:
The faculty will foster high quality experiential education by recruiting, retaining, and supporting exemplary preceptors in diverse practice settings throughout the province, in order to provide students with optimal learning opportunities, and graduate pharmacists capable of meeting the needs of society.

2.2 Purpose of the Preceptor Guide
This preceptor guide is applicable to all undergraduate student placements and came to fruition as a result of feedback from our valued preceptors. We set out to create a guide that is a handy and brief reference to answer any questions you may have from the beginning of your student’s placement to the end, and to provide a range of information and suggestions for you regardless of the year of student you are precepting. Should you require more detailed information, please refer to the applicable course manual for the student you are precepting.
Section 3: Experiential Education Faculty

3.1 Experiential Education Contact Information and Roles and Responsibilities

The office of Experiential Education has been re-organized with new staff roles, namely the Faculty Liaison (to support preceptors in various practice settings). These individuals are able to support you in any capacity. This includes questions either before, during or after you have a student, or to determine next steps if you are interested in starting to precept. If you have a general inquiry, please contact Experiential Education Administrative Services at phexed@ualberta.ca. An organizational chart of our team is posted on our website at: http://pharm.ualberta.ca/preceptors/contact-us.

Other roles in our office include course development and delivery, and student advising. Should you have a question specifically about a course, you can contact the appropriate course coordinator.

<table>
<thead>
<tr>
<th>Faculty/Contact Info</th>
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<tr>
<td>Ann Thompson</td>
<td>Director – Experiential Education</td>
</tr>
<tr>
<td><a href="mailto:athompson@ualberta.ca">athompson@ualberta.ca</a></td>
<td>• Coordinates the development and delivery of the experiential program</td>
</tr>
<tr>
<td>780-492-5905</td>
<td>• Coordinates and conducts site and preceptor recruitment and training</td>
</tr>
<tr>
<td></td>
<td>• Develops and implements quality assurance mechanisms for the experiential program</td>
</tr>
<tr>
<td></td>
<td><strong>Course Coordinator – Pharm 455: Specialty Pharmacy Rotation (4th year BScPharm elective)</strong></td>
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<tr>
<td></td>
<td>• Develops course curriculum, syllabus, and assessments and assigns grades</td>
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<tr>
<td></td>
<td>• Coordinates proposal review, enrolment and student presentation schedule</td>
</tr>
<tr>
<td>Gaenor Botha</td>
<td>Acting Coordinator of Administrative Services</td>
</tr>
<tr>
<td><a href="mailto:Phexed@ualberta.ca">Phexed@ualberta.ca</a></td>
<td>• For general inquiries</td>
</tr>
<tr>
<td>780-492-9780</td>
<td>• Manages IT requirements; largest component is RXpreceptor administration, website maintenance and course set-up for students</td>
</tr>
<tr>
<td></td>
<td>• General communication with students and preceptors</td>
</tr>
<tr>
<td></td>
<td>• Reports program assessments</td>
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<tr>
<td></td>
<td>• Document management and filing</td>
</tr>
<tr>
<td>Cheryl Cox</td>
<td>Undergraduate Experiential Student Coordinator (BScPharm)</td>
</tr>
<tr>
<td><a href="mailto:Cheryl.cox@ualberta.ca">Cheryl.cox@ualberta.ca</a></td>
<td>• Coordinates the student matching process for clinical placement selection</td>
</tr>
<tr>
<td>780-492-2110</td>
<td>• Supports student before, during and after placements</td>
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<tr>
<td></td>
<td>• Coordinates remedial placement requirements</td>
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<tr>
<td></td>
<td>• Coordinates international Undergraduate student education</td>
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<td>• Coordinates Interprofessional activities across the placements</td>
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<tr>
<td></td>
<td><strong>BScPharm Course Coordinator – Pharm 300: Experiential Learning Part 1</strong></td>
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<tr>
<td></td>
<td>• Develops course curriculum, syllabus, and assessments</td>
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<td></td>
<td>• Assigns grades</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Responsibilities</td>
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<tr>
<td>Renette Bertholet</td>
<td><strong>Faculty Liaison – Community Practice Preceptors</strong>&lt;br&gt;  - Implements preceptor/site assessment criteria&lt;br&gt;  - Recruits, mentors and supports preceptors&lt;br&gt;  - Conducts preceptor visits (in-person and by telecommunications)&lt;br&gt;  - Develops and delivers preceptor training</td>
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<tr>
<td>Michelle MacDonald</td>
<td><strong>Faculty Liaison – Hospital Pharmacy Preceptors (March 2014 onward) and Ambulatory or Primary Care Preceptors (until April 30, 2014)</strong>&lt;br&gt;  - Implements preceptor/site assessment criteria&lt;br&gt;  - Recruits, mentors and supports preceptors&lt;br&gt;  - Conducts preceptor visits&lt;br&gt;  - Develops and delivers preceptor training</td>
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<td>Marlene Gukert</td>
<td><strong>Faculty Liaison – Long Term Care Preceptors</strong>&lt;br&gt;  - Implements preceptor/site assessment criteria&lt;br&gt;  - Recruits, mentors and supports preceptors&lt;br&gt;  - Conducts preceptor visits&lt;br&gt;  - Develops and delivers preceptor training&lt;br&gt;  <strong>BScPharm Course Coordinator – Pharm 305, 315, 426, 428: Experiential Learning Parts 2, 3 and 4</strong>&lt;br&gt;  - Develops course curriculum, syllabus, and assessments&lt;br&gt;  - Assigns grades</td>
</tr>
<tr>
<td>Sheila Walter</td>
<td><strong>PharmD Course Coordinator – Pharm 511, 512, 513, 514</strong>&lt;br&gt;  - Development of course curriculum, syllabus, and student course manuals&lt;br&gt;  - Development of student performance assessment&lt;br&gt;  - Assigns grades&lt;br&gt;  - Recruit, mentor and support preceptors&lt;br&gt;  - Conduct preceptor visits&lt;br&gt;  - Develops and delivers preceptor training</td>
</tr>
<tr>
<td>Tara Leslie</td>
<td><strong>Faculty Liaison – Primary Care Network and Family Care Centres</strong>&lt;br&gt;  - Implements preceptor/site assessment criteria&lt;br&gt;  - Recruits, mentors and supports preceptors&lt;br&gt;  - Conducts preceptor visits&lt;br&gt;  - Develops and delivers preceptor training&lt;br&gt;  <strong>PharmD Course Coordinator – Pharm 515: PharmD Specialty Elective</strong>&lt;br&gt;  - Development of course curriculum, syllabus, and assessments&lt;br&gt;  - Assigns grades</td>
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Section 4: I’m a Preceptor, What Now?

4.1 Benefits of Precepting - Connecting Practice and Education
Precepting students provide an opportunity to nurture and promote our profession, develop personally and influence the maturation and education of our future colleagues.

Think back to your experience as a student - preceptors and mentors can play a significant role in the professional development of students. All professionals have learned from a practicing colleague through practice with peers, via an internship, structured practicum or placement. One of the obligations and joys of being a professional is contributing to your profession and this can be accomplished by participating in the education of students.

There are many benefits associated with being a preceptor and having students learn alongside you in your pharmacy practice:

- You are involved in the education of future pharmacists – you have “wisdom of practice” and “professional expertise’. These skills cannot be taught in a classroom.
- You can help a student make that important step from classroom to practice – that step is different from anything they have been exposed to in the classroom or lab.
- It is gratifying to see a student’s knowledge and confidence expand and grow from your efforts – you can make a difference in a person’s career choice and development.
- You are able to learn along with your student – students can expose you to new perspectives and knowledge, as well as challenge and re-energize your interest in learning.
- You will be a mentor – preceptors wear many hats; educator, coach, cheer leader but one of the most satisfying, is knowing you have mentored someone from student to colleague.
- You can showcase your workplace and attract students to your organization.
- Students can help to promote your practice. As pharmacy practice continues to evolve, it is sometimes difficult to keep up with the advancements. Pharmacy students can bring knowledge and innovative ideas. They want to promote the pharmacist’s role and provide quality patient care. Through completion of projects and patient care initiatives, practice change can occur.

These placements are an important component of our curriculum and preceptors are the foundation of our Experiential Education Program. We acknowledge the responsibilities involved and continue to search for optimal ways to provide support and training to our preceptors. Currently the following opportunities are available:

- Preceptor development workshops
- Preceptor development online modules
- University of Alberta Library access
- Earning continuing education credits through precepting students. This can be documented on your Non-Accredited Learning Record: [http://tinyurl.com/Non-accredited-learning-record](http://tinyurl.com/Non-accredited-learning-record)

We would be happy to discuss our program with you and address any questions you may have. Please contact Experiential Education Administrative Services at phexed@ualberta.ca at the Faculty of Pharmacy and Pharmaceutical Sciences if would like more information.

4.2 What year of student should I start with?
The year of student you start precepting depends on your practice, level of learner you are interested in precepting and the amount of time you have for supervising a student. For specific information regarding required level of supervision (in accordance with guidelines set out by the Alberta College of Pharmacists), please see Section 8: Preceptor Responsibilities. An overview of the on-campus...
curriculum can be found in Appendix E: BScPharm on Campus Curriculum Overview and may provide additional information to help you choose the year of student that is best suited to your practice.

1. **Early/Introductory Practice Experiences**
   Our experiential program starts with a service learning program during 1st year (Pharm 300), and the pharmacy placements start at the end of 1st year with a 4-week community pharmacy placement (Pharm 305). At the end of the 2nd year, there is a 2-week institutional placement (Pharm 315). All of these are referred to as early or introductory pharmacy practice experiences. Early practice experiences require more direct supervision as the student is just beginning their practice based learning. These introductory experiences focus on socialization into the profession and communication skill development and practicing systematic processes for providing patient centred care. If you enjoy teaching a new learner and helping them develop foundational skills and are able to invest the time in direct supervision, this is a great place to start.

2. **Advanced Practice Experiences**
   Fourth year students have 16-weeks of placements with 8-weeks being in a community setting (Pharm 426), and 8-weeks in institutional pharmacy settings (Pharm 428); these are referred to as advanced practice experiences. If you have a practice you would like to promote, with limited time for direct student supervision, but are passionate about teaching and sharing, an advanced learner may be a better match. Advanced students are expected to be more independent in their learning, and have a broader knowledge base.

3. **4th Year Elective**
   The third option for precepting a student is the 4th year elective (Pharm 455) that allows students to design a clinical specialty placement. This is an option for part-time practitioners, or practitioners who would like to precept students, but don’t have a practice setting that is a good fit for the full-time courses offered throughout the program.

4. **PharmD Experiential Learning**
   The Post-Professional PharmD program is an option for both part-time and full-time practitioners. You can collaborate with another pharmacist or non-pharmacist colleague (Co-precept). The students in this program are licenced pharmacists. They are required to complete placements in acute care, ambulatory or community and team based practices. The focus of this program is to prepare pharmacists to fulfil changing professional and societal needs by enhancing their patient care, critical thinking, clinical judgement and evidence based medicine skills. Students are expected to be independent and self-directed learners.

   **TIP:** Regardless of learner level, it is important to make time daily (or at a reasonable interval) to debrief and provide feedback to the student about his/her decisions and progress on a regular basis. This is where the learning occurs – when the student is challenged to justify their decisions, explain their rationale, and discuss their patient care plan with you.

   It is also important that you challenge the student at all levels of experiential learning and hold them accountable for meeting the learning objectives through the activities set out in the course. Course objectives and activities have been specifically designed to enable students to use the skills they learn in the classroom; we encourage students to be self-sufficient, lifelong learners. The practice experience provides the opportunity to let them practice and discover, with your guidance, how to become an effective practitioner.
4.3 Preceptor Faculty Appointments

As a preceptor, you are essential in preparing students to be confident pharmacist graduates who are ready to enter practice. We are pleased to be able to offer academic appointments to preceptors in recognition of their critical role in the education of our students.

There are two academic titles now available to preceptors at the Faculty. They are:

1. Clinical Preceptor – every preceptor receives this appointment which includes 120 days of library access corresponding to the term in which you are precepting. The form for library access can be found in RXpreceptor under the Documents Library tab, or online: http://form.jotform.co/form/5138587240686.
2. Clinical Academic Colleague (CAC) – this appointment is available to preceptors who continually support the faculty and its students by precepting on a regular basis. You are eligible if you have precepted or have offered to precept students in the last 2 out of 3 years.

This appointment includes:
- Issuance of a University ONECard
  - Library privileges deemed appropriate by the chief librarian to that status.
  - Access to Physical Education facilities upon payment of an annual user fee.
- Entitlement to a secondary computing ID to be used for University purposes. Information about the University of Alberta CCID can be found at https://www.aict.ualberta.ca/id
- Eligible to University parking with rates as defined by the Parking Services Fee Structure.
- Eligibility for membership in the Faculty Club.

The CAC designation is for a 3-year term with annual confirmation of participation in the program.

For more information about library privileges, application for a CAC appointment (eligibility and requirements), or Preceptor Faculty appointments in general, please visit the Experiential Education website at http://pharm.ualberta.ca/preceptors/preceptor-faculty

4.4 Qualities of an Effective Preceptor

You need to wear a number of hats when precepting a student: coach, teacher, facilitator, evaluator, mentor and role model. And with these roles come a multitude of qualities and abilities that enable you to perform these roles. So what are the qualities of an effective preceptor? Based on all the hats that preceptors need to wear, the list is exhaustive. However, we have compiled some qualities that we feel effective preceptors exhibit.

First and foremost, an effective preceptor demonstrates outstanding communication skills. Verbal communication, written communication, and the ability to listen and ask questions will not only help to build a two way relationship with your student, but it will model the skills necessary for a student to be an effective pharmacist and enable you to provide feedback to your student.

💡 TIP: Be open to questions and feedback from your student.

It is also important that preceptors model the appropriate leadership skills, provide students with opportunities to be leaders in their placement and also to expose them to a variety of leadership activities. Preceptors also need to be able to demonstrate professional expertise, collegiality, and professionalism; this gives the students a role model to which they can aspire.
TIP: Think out loud to help to share the thought processes involved in making clinical judgments and decisions. Share your experiences and expertise as well as your practice with your student.

And finally, there are a number of social skills that effective preceptors exhibit, not only with their students, but in all relationships within their practice.²

- Positive attitude to create a positive environment for learning
- Interest
- Warmth and compassion
- Confidence
- Lifelong learner
- Experience
- Appropriate body language and facial expressions
- Optimism
- Integrity
- Altruism

TIP: For more information about effective precepting, please refer to the online resource UBC Etips for Practice Education⁶, Module 3 – Enhancing Your Teaching Skills at http://pharm.ualberta.ca/preceptors/training-and-resources/ubc-e-tips

Or

Visit the Dalhousie University Preceptor eLearning Course, Closing Video – A Student’s Perspective, at http://preceptor.learningandteaching.dal.ca/ for a student’s thoughts on Preceptorship, including attributes of a preceptor.

4.5 What Now?

- Decide what additional information you would like to know and refer to the appropriate sections in this guide or contact the Experiential Education office for more information.
- Decide what course you would like to precept. You are welcome to discuss this with the Faculty Liaison for your practice setting.
- Plan to complete live or online preceptor development training (Please see Section 6 – Preceptor Training, Support and Resources)
- Apply for Preceptor Faculty Appointments at http://pharm.ualberta.ca/preceptors/preceptor-faculty
- Start to prepare and plan for your placement with your student (See Section 8: Preceptor Responsibilities)
- Complete the online Preceptor Enrolment and Consent Form: http://form.jotform.co/form/51386498823872

Remember, you are a one of our colleagues and part of our Faculty. You are wished continued success in your practice and with precepting your student!
Section 5: Frequently Asked Questions – FAQ’s

Too busy to read the whole guide? Have a specific question? Here are some frequently asked questions with section references that will direct you to more information about a specific topic. (Click on the underlined number (1) and it will take you to the answer)

1. Who should I contact if I encounter problems, or have a question, during the placement?
2. If I have a concern, what steps will the faculty take to support my student and me?
3. What is RXpreceptor?
4. What is the student’s portfolio, and what do I need to know?
5. What are my student’s responsibilities?
6. What are my responsibilities?
7. How do I know if a student is achieving expectations or needs improvement when I am assessing them?
8. My student is very bright, but seems to lack initiative and motivation. How do I handle this?
9. How do I review my student’s care plans? What do I look for?
10. When should I call my Faculty Liaison?
11. When should I call my Course Coordinator?
12. What is my student’s level of knowledge coming into the placement? What courses has he/she completed?
13. How much supervision does my student need?
14. How often should I provide feedback to my student to support learning?
15. I’m new to precepting. How should I start preparing?
16. Can I claim precepting for continuing pharmacy education (CEU) credits?
17. What are some optional placement and precepting models that I may encounter?
18. What is a primary preceptor? What is a Co-Preceptor? What is a Supporting Preceptor?
19. What are the next steps for students if they fail an experiential course?
20. How are students matched to clinical placements (preceptors and sites)?
21. What do I do if my circumstances change before or during a placement? (change of site, new position, leaving place of employment)
22. I know my student well as I am friends with his parents. Is this considered a conflict of interest?
23. What is a Placement Outline (PharmD)?
24. What is a Placement Learning Plan (PharmD)?

1. **Who should I contact if I encounter problems, or have a question, during the placement?**
   A: For general inquiries, please contact Experiential Education Administrative Services at phexed@ualberta.ca.

   If you have a problem or questions regarding your site or your student, please contact your Faculty Liaison. We recommend that you contact us early in the placement if you have any concerns/questions or would like assistance. For detailed information about the roles and responsibilities of faculty members and the Experiential Education contact list for whom to contact, please see Section 3: Experiential Education Faculty.

2. **If I have a concern, what steps will the faculty take to support my student and me?**
   A: The Faculty has vast experience with a variety of scenarios and situations and will support both you and your student as the need arises. Your student should contact the Undergraduate Experiential Student Coordinator for support. Preceptors should contact the appropriate Faculty
Liaison. Please see Section 3: Experiential Education Faculty for a complete list of Experiential Education faculty members and their roles and responsibilities.

⚠️ Important! Many situations can be resolved between you and your student if you address it early in the placement by communicating with your student. Your Faculty Liaison can provide you with guidance about how to approach addressing concerns with your student.

If the situation is as a result of differences in expectations, we recommend you see Section 7.5: Conflict Resolution for some strategies to help you and your student resolve the situation.

If the situation involves a struggling or at risk student, we recommend you see Section 7.6: Struggling or At Risk Students for some steps and strategies for dealing with this situation.

3. What is RXpreceptor?
   A: RXpreceptor is an online experiential learning management system, which provides communication, accountability and tools for the student, preceptor and Faculty. It houses all preceptor, site and student information, forms and resources, and allows for correspondence between the Faculty, preceptors and students, as well as for completion and submission of placement assessments. All student performance assessments will be submitted by preceptors on RXpreceptor.

   For access to RXpreceptor including login information, please contact Experiential Education Administrative Services, at phexed@ualberta.ca. The RXpreceptor homepage can be found at http://academicsuiterx.com/experiential_management.php

4. What is the student’s portfolio, and what do I need to know?
   A: The student’s portfolio is divided into two main components: assessment and evaluation. It is a collection of his/her evidence of learning, professional development, assignments and evaluation of the placement site and preceptor. It is the responsibility of the student to compile and maintain his/her portfolio as per the instructions in the course manual.

   Documentation should be maintained throughout the placement and completed in time to allow for review by you, the preceptor, especially near the end of the placement. It is helpful for assignment due-dates to be chosen at the beginning of the placement to ensure that due dates work for both you and your student, and necessary adjustments can be made proactively.

   The parts of the portfolio that are to be shared with you by the student in RXpreceptor are as follows:
   1. Student Self-Assessments (Beginning, midpoint, and end of placement) - These self-assessments are to be completed by your student and provided to you at the beginning of the placement, and before you complete their midpoint and/or final student performance assessment (so that you can consider your student’s opinion of their performance before you complete yours).
   2. Student Evaluation of Preceptor (Midpoint) AND Student evaluation of preceptor and site (Final) -These evaluations can be found in RXpreceptor in the Evaluation menu, under Evaluation of Preceptors.

   For more detailed information about your student’s portfolio, please see the corresponding course manual at http://pharm.ualberta.ca/preceptors/course-information
PharmD
Students in the PharmD program are developing their professional portfolios in the RXportfolio, an electronic format for organizing and presenting experience, education and credentials. This portfolio will contain the student’s biography, professional experience and work samples.

5. What are my student’s responsibilities?
A: This placement is a university level course for your student and as such he/she has a course manual outlining all course requirements and activities. Your student has attended a course orientation, understands all his/her responsibilities for this course, and has been instructed to carry out all assignments and obligations within the time limits set out. However, we have developed a condensed checklist of things you may want to know as the preceptor. Please see Section 10: Student Responsibilities for an outline of the activities to be carried out by your student prior to, during, and at the end of the placement. For complete information on your student’s course requirements, please refer to the corresponding course manual available at http://pharm.ualberta.ca/preceptors/course-information

6. What are my responsibilities?
A: Placements are university level courses therefore the classroom is your practice setting and the professor is you, the preceptor. We have outlined your responsibilities in Section 8: Preceptor Responsibilities with information regarding required level of supervision and responsibilities before, during and at the end of the placement (RXpreceptor online program, Netcare, Supporting and Guiding Your Student, etc.). Since a portion of your role is to assess your student, we have provided information on assessment and evaluation, which can be found in Section 11: Assessment and Evaluation of Students

7. How do I know if a student is achieving expectations or needs improvement when I am assessing them?
A: All assessments of your student are based on the course learning objectives which can be found in the course manuals. All course manuals can be found at http://pharm.ualberta.ca/preceptors/course-information. Learning objectives have been developed based on several defined educational outcomes. Your role as preceptor is to assess your student’s performance and observe the demonstration of these outcomes in their practice. As you supervise your student, you will review their assignments, patient care processes and interactions, and you will decide if they are achieving the expectation or if they need improvement based on the learning objective definitions. You can review the student performance assessments (which are based on the course learning objectives) by reviewing the Course Student Performance Assessment in RXpreceptor (entitled Evaluation menu, Evaluations of Student) or reviewing them in the Document Library of RxPreceptor (look under the specific course for which you are precepting).

Please Note: For more comprehensive information about assessment, please refer to Section 12: Assessment and Evaluation of Students or Section 8.6: Struggling or At Risk Students.

8. My student is very bright, but seems to lack initiative and motivation. How do I handle this?
A: Although we do our very best to prepare students for the responsibilities associated with the placements, from time to time there is a difference in expectations between student and preceptor. If you encounter a student that in your opinion is lacking motivation and initiative, it is best to discuss this with him/her immediately and to explain your concerns. We recommend that you give clear and concise examples of the behaviour that is lacking and offer suggestions that outline the desired behavior and expectations.
It is important that students understand the importance of professionalism while in a placement and may need to be reminded about his/her professional responsibilities, specifically demonstrating initiative within the practice setting. For more information about professionalism, please see **Section 7.4: Professionalism**.

For more information about resolving conflict, please see **Section 7.5: Conflict Resolution**.

9. **How do I review my student’s care plans? What do I look for?**
   
   **A:** One of the resources that are provided on the Experiential Education website is the Patient Care Process Module (podcasts). It was developed to support preceptors with the patient care process tools to provide a common process to facilitate teaching and learning during a placement. These 6 short podcasts provide you with background and information on how to precept the patient care process.

   The fourth podcast, The Pharmacy Care Plan, will provide you with information about the elements of a care plan, providing feedback and evaluation of your student’s care plans, an overview of the preceptor role and finally an example of how one pharmacist precepts the development of care plans in her practice.


   **Please Note:** We have provided sample copies of the Pharmacy Care Plan Worksheet in **Appendix B: Pharmacy Care Plan Worksheet** and in the course manuals. These worksheets contain checklists that are highlighted blue and have tick boxes to provide a quick reference for what you should be looking for when reviewing the care plan.

10. **When should I call my Faculty Liaison?**
    
    **A:** We encourage you to call your Faculty Liaison at any time during the placement with questions of any nature. Or you may call when you have encountered a situation for which you require support. Remember, early communication of concerns will allow for more time to develop a resolution plan. For a list of Faculty Liaisons, please see **Section 3: Experiential Education Faculty**.

    For any questions or concerns about PharmD students or the program, please contact the PharmD Course Coordinator.

    If the situation is as a result of differences in expectations, we recommend you refer to **Section 7.5: Conflict Resolution** for some strategies to help you and your student resolve the situation.

    If the situation involves a struggling or at risk student, we recommend you refer to **Section 7.6: Struggling or At Risk Students** for some steps and strategies for dealing with this situation.

11. **When should I call my Course Coordinator?**
    
    **A:** The Course Coordinator deals with the course curriculum. If you have questions or concerns regarding the course curriculum, or interpretation of course objectives/activities please contact the designated Course Coordinator. For a list of Course Coordinators, please see **Section 3: Experiential Education Faculty**.
12. **What is my student’s level of knowledge coming into the placement? What courses has he/she completed?**

**A:** Pharm 305 – This community placement takes place at the end of the first year (in May or June) and as such students have completed the following topics:

- **Classroom Courses/Topics:** medicinal chemistry, drug information, pharmaceutical biotech and immunology, communications, Introduction to patient care process with focus on gathering patient information and creating simple care plans, critical appraisal of literature, pharmaceutics (compounding), pharmacy math, and dispensing workflow
- **Therapeutic modules:** dermatology and ear, eye, nose and throat.

**Practice Skills:** service learning, patient centered care and health assessment, patient education, drug information and basic literature evaluation and dispensing/compounding

**Pharm 315** – Students enter this institutional placement at the end of the second year and will have completed the following topics:

- **Classroom Courses/Topics:** law and ethics, pharm practice research, interdisciplinary collaboration, radiopharmcy, pharmacokinetics
- **Therapeutic modules:** nutrition, hematology, GI and liver, cardiology, transplant, pulmonary, nephrology, and pain

**Practice Skills:** patient health assessment, patient education and oral patient presentation, introduction to research design and Evidence Based Medicine, documentation, and inter-professional practice

**Pharm 426 & 428** – The two courses involve 8-week community (Pharm 426) and 8 week institutional placements (Pharm 428) during the 4th year. Students will have completed the following topics at the end of the 3rd year:

- **Classroom Courses/Topics:** management, provincial and Canadian healthcare
- **Therapeutic modules:** ID Part 1 (bacterial infections), ID Part 2 (viral, fungal, parasitic infections, immunizations), neurology, bone and joint, pediatrics/geriatrics, oncology, mental health, endocrine, women’s and men’s health

**Practice Skills:** patient/health assessment, therapeutic drug monitoring, injections training, management

For more information about the courses and topics for the BScPharm program, please see **Appendix E: BScPharm on Campus Curriculum Overview.**

**PharmD Experiential Learning (Pharm 511, 512, 513, 514 and 515)** – These courses are 6 weeks in duration and provide the students with experience in a variety of practice settings. The students will have completed the following courses in the fall term:

- **Classroom Courses:** Critical Analysis of Evidence in Practice, Advanced Patient Care Skills and Health Assessment, Advanced Pharmacotherapy and Frameworks for Teams, Collaboration and Education in Pharmacy Practice

13. **How much supervision does my student need?**

**A:** Typically the early level students require more direct supervision than the advanced/final year or PharmD students; and students require more supervision at the beginning of the placement than they do near the end. The overriding premise is that patient safety will always guide the amount of supervision that your student requires. As a preceptor, it is your role to observe and determine the level of supervision you feel the student needs, while allowing some independence for the student to be able to practice and develop the skills needed. For more information about preceptor supervision of students, please see **Section 8.1: Required Level of Supervision.**
14. How often should I provide feedback to my student to support learning?
   A: Feedback is a process facilitated by the preceptor, which fosters and encourages reflection by the student, thus supporting the student’s learning and skill building. Therefore, providing feedback is best if it is regular, consistent and timely. Often, as preceptors and practitioners, we don’t always make time for feedback – this is well-documented in the literature. However, it is essential for facilitating student growth in a placement. Feedback is important for letting your student know what they did well and what needs improvement; without this, students are left to make their own assumptions about their performance.

   It can be done immediately after the completion of an activity, “on the fly”, or at the end of the day. The feedback process can be discussed with your student at the beginning of the placement, to determine the time and method that works best for both of you. One method frequently used in many health related professions for giving feedback in case situations is the One Minute Preceptor.

   Your student can also play an active role in the feedback for learning by identifying those areas they would value feedback – this can identified prior to engaging in a new experience.

   For more information on providing feedback or the One Minute Preceptor, please see Section 9.3: During the Placement.

15. I’m new to precepting. How should I start preparing?
   A: We recommend you take some time to familiarize yourself with a number of resources that will help you get on your way as a preceptor:
   1. This Preceptor Guide – this guide was designed to support the new and veteran preceptors; to answer questions you may have and provide you with a resource as the need arises. There are a couple of sections that will provide you with a starting point. For a list of activities that you can do to prepare for your student, please see Appendix A: Preceptor Responsibilities Checklists. For more detailed information about preparing you and your site, please see Section 4: I’m a Preceptor, What Now? And Section 8: Preceptor Responsibilities.
   2. Training Resources – a mandatory training program has been set up to support preceptors prior to the placement. Please see Section 6: Training, Resources and Support for more information about training opportunities available online or in person.
   3. Student course manual – It’s a good idea to familiarize yourself with the objectives and activities of the course that you are precepting before the placement begins. Complete information about your student’s placement can be found in the course manuals at http://pharm.ualberta.ca/preceptors/course-information
   4. RXpreceptor – This experiential learning management system houses all the forms and resources, and allows for correspondence between the Faculty, preceptors and students, as well as for completion and submission of placement assessments. We encourage you to familiarize yourself with RXpreceptor prior to start of the placement.

16. Can I claim precepting for continuing pharmacy education (CEU) credits?
   A: Yes, precepting can be recorded on your RxCEL Non-Accredited Learning Record (NALR).
   You can record the number of hours spent in preparing for your student or learning along with the student. (E.g. reviewing therapeutics, patient care skills, or other areas of practice). Attendance at our preceptor workshops can be recorded in the NALR as well. Please find a copy of the NALR in
Appendix D, or for more information about the Learning Portfolio or an electronic copy of the NALR, please visit the Alberta College of Pharmacists website at: https://pharmacists.ab.ca.

17. What are some optional placement and precepting models that I may encounter?
A: Team Precept/Co-Precept
Many preceptors will collaborate with a colleague to team or co-precept a student. This can be a great way to precept if you have a part-time practice, or if you are full-time, but not always available when you have a student. To discuss ways to make this work, contact our office to speak with the appropriate Faculty Liaison or the PharmD Course Coordinator.

Shared Placement
A shared placement is the pairing of a clinical placement during the community pharmacy placement with a specialty area of pharmacy practice (such as a Primary Care Network (PCN) or family practice or specialty clinic). Both sites and preceptors will support and evaluate the student in achievement of patient care course outcomes in these complementary environments. The student would spend a minimum of 6 days and maximum of 12 days during the placement at the shared site (e.g. PCN) usually scheduled as 1 day per week. The faculty coordinates matches with the shared placement site.

Blended Placement
A blended placement is an option for students in the 4th year experiential courses Pharm 426/428 and can be planned in those situations in which the student spends both their community and institutional placements (total of 16 weeks) in the same geographical location (usually rural). During the student’s community placement, some time is spent at the institutional placement site (typically ½ - 1 full day/week). Then during the institutional placement, the student spends the equivalent amount of time back in the community pharmacy. The Faculty collaborates with the partner sites to identify blended learning opportunities.

Peer Assisted Learning (PAL)
Peer Assisted Learning involves students at the same educational level helping each other learn in groups of 2-3. This occurs in different scenarios. For example:
1. Two (2) students at one placement site at the same time - This may occur in either a hospital or community setting.
2. Some organizations have an organized PAL program (e.g. Calgary Co-op).

The assistance from peers can involve working together on a project, explaining a difficult subject to each other, observing each other’s patient care activities and providing peer feedback, brainstorming patient care options and sharing one’s rationale or understanding. You will be provided with precepting tips that include a list of activities, assignments, and assessments to help you plan for your student’s PAL placement.

The PAL program has numerous advantages for both students and preceptors, contributing to an optimal placement experience. For more information about Peer Assisted Learning, please contact your Faculty Liaison.

18. What is a primary preceptor? What is a Co-Preceptor? What is a Supporting Preceptor?
A: Primary Preceptor is the individual responsible for facilitating and overseeing the placement as well as evaluating the student.
Co-Preceptor is the term applied when 2 practitioners equally share responsibilities of the Primary Preceptor.
A **Supporting Preceptor** is the individual who is involved with the student at discrete times during the placement (supervising the student for certain days, supervising or facilitating a specific activity, or providing input into assessments).

19. **What are the next steps for students if they fail an experiential course?**
   
   **A:** Students who fail to meet the minimum criteria for passing a clinical placement will receive a placement grade of Fail at the conclusion of the placement by the preceptor (documented in the Student’s Performance Assessment, now in RXpreceptor) and are expected to repeat the failed placement in the next academic year for BScPharm Students and at the next available opportunity for PharmD students (typically after their last scheduled placement). BScPharm students should contact their Undergraduate Experiential Student Coordinator for support and PharmD students should contact the PharmD Course Coordinator for support. The student may appeal a course grade of Fail at the Faculty level.

   Early detection of concerns or problems is key to ensuring the student has opportunity to address their learning and improve to meet expectations successfully. The Faculty will work directly with you to identify an action plan and address the concerns regarding the student. Please see **Section 7.6: Struggling and at Risk Students.**

20. **How are students matched to clinical placements (preceptors and sites)?**
   
   **A:** All student and site matching is done in RXpreceptor. Students enter their choices by rank/priority and then the matching program in RXpreceptor assigns each student to their site based on best available match.

21. **What do I do if my circumstances change before or during a placement? (change of site, new position, leaving place of employment)**
   
   **A:** If your circumstances change before or during the placement, we ask that you to contact your Faculty Liaison or PharmD Course Coordinator as soon as possible in order to determine the best course of action. Together you will consider the options and make the best choice for both you and your student.

22. **I know my student well as I am friends with his parents. Is this considered a conflict of interest?**
   
   **A:** This relationship does constitute a conflict of interest. Any relationship that could be perceived as potentially compromising an objective, candid and fair assessment of your student must be disclosed to the Faculty as soon as it is identified. It is the responsibility of the student to disclose any such relationships prior to the placement, but preceptors are able to disclose as well. If the conflict of interest is not disclosed, the student may have to repeat the placement. For questions or clarification of the policy, please contact the Course Coordinator.

23. **What is a Placement Outline (PharmD)?**
   
   **A:** The placement outline communicates expectations about the area and level of knowledge and skill development. The Faculty will determine which course can be assigned to a given placement; students will use this information to inform their requests for the placement match; and preceptors and students will use it as a map for planning the placement and assessing the student’s performance. The PharmD Course Coordinator is available to assist with developing the placement outline. For more information about Placement Outlines, please see **Section 8.2.4: Placement Outline – PharmD.**
24. **What is a Placement Learning Plan (PharmD)?**

The Placement Learning Plan identifies the skills and knowledge the student plans to focus on during the placement. He/she will email it to you 1 week before the placement begins. You and your student will finalize it and the student will upload it to their RXportfolio within 3 days of the Early Assessment of Student and Preceptor. For more information about Placement Learning Plans, please see Section 8.2.5: Placement Learning Plan.
Section 6: Preceptor Training, Resources, and Support

6.1 Overview of Programs Available
Whether you are new to precepting or experienced, we have compiled and developed some resources and training opportunities to support you in this important role.

Training
The following training program is required for all new and PharmD preceptors:

Patient Care Process Module – In order to standardize the Patient Care Process in the undergraduate curriculum, a unified patient care process has been developed to be used with each course. The Experiential Education team took it a step further and developed a series of short presentations to help you precept the various aspects of the Patient Care Process. These slide show presentations as well as the Patient Care Process document can be found on the Experiential Education website at http://pharm.ualberta.ca/preceptors/training-and-resources/patient-care-process-module

Preceptors are also required to participate in one of the following:

Experiential Education Live Preceptor Workshops – We have developed two workshops that are currently being offered:
1. Setting You and Your Student Up for Success - planning for the placement, setting expectations, assessment, evaluation and challenges/struggles
2. Precepting Your Student: Tailoring Supervision and Assessment - levels and types of supervision, giving feedback, assessing the student’s patient care process, and completing the student performance assessment (workshop 2).

For information about the dates and locations, please visit our website at http://pharm.ualberta.ca/preceptors/preceptor-workshops

OR

Alberta Health Services Preceptor Development Live Workshop
The AHS preceptor training is typically offered 3 times per year in September, December and in March. The dates are set a couple of months in advance of the scheduled times and registration is via VScheduler. The sessions are held over Telehealth for AHS employees and sites are booked by the participants. Please contact the Experiential Education office at phexed@ualberta.ca for information about these workshops.

OR

Web based: University of British Columbia E-Tips for Practice Education – This course provides useful information about precepting, from the beginning of the placement to the end. It includes topics such as preparation for the placement, teaching skills, learning styles, feedback and assessment, conflict resolution and dealing with a struggling student. You can access this from our website at http://pharm.ualberta.ca/preceptors/training-and-resources/ubc-e-tips.

PharmD Preceptor Orientation
You will be invited to attend an online session prior to you student’s placement. These sessions will be offered a few times in the fall/winter and then will be available on our website as a podcast. To access the podcast, please visit our website at http://pharm.ualberta.ca/preceptors/course-information.

Feb, 2015, v4.1
We have compiled a number of online resources that will be useful to you when precepting a student.

**Online Resources**

1. **Preceptor Course Overviews** (Pharm 305, 315, 426, 428) – these overviews and/or brief podcasts provide general and course specific information for preceptors. If you miss the live session, you can access these at [http://pharm.ualberta.ca/preceptors/course-information](http://pharm.ualberta.ca/preceptors/course-information)

2. **Library Resources** – As a preceptor, you will be provided with library access to the University of Alberta Library for the duration of the placement. (In the case of a Clinical Academic Colleague, library access will be granted for up to a 3-year period with annual confirmation of participation in the program.) **Note:** If you have not applied for library access, please visit our website at [http://pharm.ualberta.ca/preceptors/training-and-resources/library-resources](http://pharm.ualberta.ca/preceptors/training-and-resources/library-resources) or contact Experiential Education Administrative Services at phexed@ualberta.ca.

   **TIP:** A complete “how to” guide has been prepared by the Pharmacy librarian. This guide contains links to important pharmacy information resources and provides step by step information on how to navigate the web page and use the resources. This guide can be found at [http://tinyurl.com/p4cwcat](http://tinyurl.com/p4cwcat)

3. **Other Online Precepting Resources** – We have provided links to precepting specific resources including web-based courses and teaching strategies and skills. Please visit our website at [http://pharm.ualberta.ca/preceptors/training-and-resources/other-online-precepting-resources](http://pharm.ualberta.ca/preceptors/training-and-resources/other-online-precepting-resources)

4. **Course Manuals** – For extensive information regarding the course you are precepting, we have posted the complete student manuals on our website (http://pharm.ualberta.ca/preceptors/course-information) and in the Document Library in RxPreceptor.

   **TIP:** For complete information and access to the online resources, please visit our website at [http://pharm.ualberta.ca/preceptors/training-and-resources](http://pharm.ualberta.ca/preceptors/training-and-resources)

**Other Web–based Courses**

**Dalhousie University Preceptor eLearning Course** - This web-based course provides additional useful information about precepting. It includes a video clip of a student perspective on Preceptorship, including the role of preceptor, important attributes of a preceptor, student expectations of his/her preceptor and even advice for preceptors. You can access this website at [http://preceptor.learningandteaching.dal.ca/](http://preceptor.learningandteaching.dal.ca/).

**6.2 Faculty Support**

The Faculty Liaison or PharmD Course Coordinator can support you in: deciding what level of student to take, ideas for planning your placement and schedules, addressing any challenges or barriers, questions about the course expectations/assignments, coaching on how to handle situations with your student, concerns about how to support a struggling student, and when you have identified an area of **Not Meeting an Acceptable Level of Performance** or **Needs Improvement to Reach an Acceptable Level of Performance** on the Student Performance Assessment.

In addition to the resources and training, our faculty can answer any of your questions or point you in the right direction. At any stage of the placement, we encourage you to contact us for support. We are happy to field any questions you may have or provide assistance with any challenges or problems you may encounter. You can find a list of all Experiential Education faculty including contact information in **Section 3: Experiential Education Faculty** or you can call the Experiential Education Faculty office at 780-492-9780.
Section 7: Program Policies and Procedures

7.1 Experiential Education Placement Schedule Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Weeks for Placement</th>
<th>Number of Hours/week in placement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy 300 - 1st Year Service Learning</td>
<td>Both fall and winter terms</td>
<td>Approx. 25 hours/term</td>
<td>The volunteer coordinator and supervisor, in conjunction with the student, will plan the activities and schedule. Students are expected to participate in activities at the site on a regular basis to optimize program planning for the residents/clients.</td>
</tr>
<tr>
<td>Pharmacy 305 – 1st Year Community</td>
<td>4</td>
<td>40</td>
<td>The schedule is to be prepared by you at each site and may involve weekends or evenings if deemed appropriate. It is recommended that the student spends at least 50% of the time with the primary preceptor. It may be necessary for the student to devote more than the allotted time to complete all the objectives and activities. Evening and weekends, or any time the student is not at the placement site, would be appropriate times to research information thereby allowing for optimal patient-contact time and preceptor discussion time during the day.</td>
</tr>
<tr>
<td>Pharmacy 315 – 2nd Year Institutional</td>
<td>2</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Pharmacy 426– 4th Year Community</td>
<td>16</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Pharmacy 428-4th Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy 455 – 4th Year Elective</td>
<td>Variable depending on practice site</td>
<td>120 hours total (schedule varies based on practice site)</td>
<td></td>
</tr>
<tr>
<td>PharmD Experiential Learning (Pharmacy 511, 512, 513, 514 and 515)</td>
<td>6 x 6 weeks</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

7.2 Conflict of Interest – Preceptors and Placement Sites

Placements are NOT permitted at sites where a personal or financial relationship exists. If the site has various clinical areas with different preceptor staff, students are not permitted to be assigned to areas where they have a conflict. These relationships are defined below:

- Personal relationships: friends, family (a person connected with another by blood relationship, marriage, conjugal relationship or adoption)
- Financial relationships: pharmacy practice site or clinical practice area (at a large site) in which the student has received a wage in the past, where a student is currently employed, or where a student has a contract or promise for future employment

This policy is intended to avoid situations which could be perceived as potentially compromising an objective, candid and fair assessment of the student and to ensure the “learner: teacher” relationship is upheld. Students must complete the Conflict of Interest Declaration on RXpreceptor before they are able to select sites and/or preceptors for the computerized matching prior to the placement. This is a student responsibility to identify a conflict and notify Faculty; however, we recognize that students sometimes
don’t know their preceptors in advance, so if preceptors become aware of a conflict they can also bring this to the attention of the Faculty.

7.3 Attendance, Absenteeism and Punctuality
Attendance and completion of all hours is mandatory for credit to be received. Absences must be made up with the approval of you and the Faculty Liaison. Students need to first contact the Course Coordinator and Faculty Liaison regarding changes to the placement schedule (for example, start or finish date). Following approval by the Course Coordinator and Faculty Liaison, the student may then approach you regarding an absence request.

Should a statutory holiday fall within the timeframe of the placement, it is your discretion to decide how to proceed. You may grant the student the stat day off, a day off in lieu of the stat, or include that day as a placement day.

In the case of illness, your student should notify you as soon as possible. Absences due to illness of two days or more require an explanation which may include evidence such as a physician’s note. If you choose to request evidence, this must be provided to you and a copy is to be emailed or faxed to the Course Coordinator. Routine medical or dental visits should be scheduled outside of placement hours.

**Pharm 426/428 (4th year community/institutional placements)**
One day has also been allocated as discretionary for off-site professional development activities. This requires your permission in advance, and your student should provide a reasonable amount of time for purposes of planning other placement activities.

Students can participate in the U of A on-campus flu clinics for a maximum of 2 days. The Faculty supports student participation in the clinics if it is feasible with regard to the placement schedule, and the travel distance to Edmonton is reasonable. Approval from the Course Coordinator (prior to the absence) is required for any time away from the placement for this activity that is greater than 2 days.

Students are expected to be punctual at the placement site according to the schedule arranged with you, including all additional aspects of the placement such as meetings, discussion sessions, and appointments. Contact must be made with you as soon as possible in the case that the student will be late. Travel time to and from the placement site must occur on the student’s own time.

**PharmD**
PharmD seminars have been scheduled at the end of blocks 1, 3, and 5. It is mandatory that your student attends these seminars in person. These are excused absences.

In addition to the seminars, during the course of their experiential learning, a student may be absent from placements for up 3 days for professional related activities, such as a job interview. These absences must be approved, prior to the activity, by both preceptor and the PharmD Course Coordinator.

7.4 Dress Code
Students are advised that they are expected to dress in appropriate and professional attire that is clean, neat, and not overly worn. They must adhere to the dress code of the pharmacy or institution and are advised to check with you regarding site specific dress and hygiene/grooming policies (beards, piercings, and false or coloured finger nails). If your site is a fragrance free environment, please notify the student of this policy as well as any site specific dress requirements prior to or at the beginning of the placement. Students should always wear Faculty of Pharmacy Identification.
Students have been advised that the following are considered to be unacceptable in the Skills Labs and at placement sites:

- revealing or provocative clothing
- blue jeans
- sweat pants/track suits
- shirts bearing slogans
- clothing made of spandex
- short shorts or skirts
- bare midriffs or low necklines
- running shoes
- sandals

If you have any concerns about the appropriateness of the student’s attire, please discuss your expectations with your student. If this persists, please contact the appropriate Faculty Liaison (Please see Section 3: Experiential Education Faculty).

7.5 Professionalism

As ambassadors of the University of Alberta, all students are expected to follow the:

1. Code of Student Behaviour\textsuperscript{5} \url{http://tinyurl.com/Student-Behaviour-Code}, specifically Section 30.3.3 – Inappropriate Behaviour in Professional Programs, as set forth by University Governance
2. Alberta College of Pharmacists Code of Ethics\textsuperscript{4} to be “both competent and professional in all they do.” \url{http://tinyurl.com/ACP-Code-of-Ethics}
3. Alberta College of Pharmacists Standards of Practice. \url{https://pharmacists.ab.ca/Content_Files/Files/Standards_PharmTechs_Aug29.pdf}

Students are expected to conduct themselves in a professional manner during the placement and will be assessed on their professionalism. The professionalism outcome is positioned first in all course manuals and assessments to indicate its significance during experiential placements. Professionalism assessment areas include:

- practices in an ethical manner
- demonstrates initiative within the practice setting
- practices in a manner demonstrating professional accountability
- displays professional behaviour

The Faculty of Pharmacy and Pharmaceutical Sciences has **ZERO tolerance** for unprofessional behaviours, including but not limited to:

- referring to oneself or holding oneself to be more qualified than one is
- breaching confidentiality
- violating the Criminal Code
- demonstrating infractions of the Human Rights Code
- falsifying records
- conducting sexual impropriety with a patient, caregiver, their families or colleagues
- being impaired with an substance while participating in patient care

The occurrence of any of the above behaviours will result in removal from the placement site.
TIP: You are encouraged to discuss expectations regarding attendance, dress code and professionalism with the student during orientation.

7.6 Conflict Resolution
Although we strive to prepare our students for the placement, occasionally situations arise as a result of differences in expectations. We have provided some Conflict Resolution strategies to help you take the appropriate steps in the event of a conflict.

TIP: The Faculty has vast experience with various scenarios and can offer support and insight for any troublesome situation, regardless of the severity of it. Please feel free to contact your Faculty Liaison for notification, guidance, and support at any time. Often through discussion, a positive outcome is the result of early intervention.

1. When a concerning situation arises, we suggest that you discuss your concerns with the student first. Be clear and concise about your concern, and clarify with the student the factors that have resulted in the situation. Discuss possible solutions and set specific expectations with the student, including timelines if appropriate. Document the activities of the student, ensuring the relevant information including dates is included (DAP format - Data, Assessment, Plan - format may be helpful) and allow agreed upon time for the behaviour to be corrected.

2. If no attempts are being made by the student to correct the problem or if the student is not fulfilling the duties or demonstrating the skills necessary for the placement, then the situation should again be discussed with the student and documented. Ask the student to tell you what they think is expected of them. If his/her expectations differ from yours, discuss why. You may suggest structured ideas like calendars, to-do lists, check sheets, etc. If this has occurred prior to the midpoint assessment being completed, this should also be documented there.

Recommended steps at this point are:
   a. The Faculty Liaison should be notified of the issue and involved in the development of a plan.
   b. It is recommended that you, student and the Faculty Liaison work together to develop a written action plan to address the issue – this can also be briefly outlined in the Midpoint Student Performance Assessment if not yet completed:
      • Determine specific deficits
      • Outline timelines to address issue(s)
      • Outline consequences of action(s)/issue(s) if not corrected
      • Regular follow-up through feedback sessions
   c. Decide on a brief timeline to revisit the plan and re-evaluate.
   d. If the student would like further support, he/she can contact the Undergraduate Experiential Student Coordinator (BScPharm).

Important!
Any major issues or problems with a student performance assessment, or where there is an assessment of Not Meeting an Acceptable Level of Performance in a specific area, would necessitate the notification and involvement of the Faculty Liaison and the Undergraduate Experiential Student Coordinator. Please contact your Faculty Liaison immediately.

For additional information about student performance assessments, please see Section 11: Assessment and Evaluation of Students.
TIP: For more information about conflict resolution, please refer to the online resource UBC Etips for Practice Education\(^6\), module 8 - Conflict Resolution at http://pharm.ualberta.ca/preceptors/training-and-resources/ubc-e-tips

7.7 Struggling or At Risk Students

Most students will complete their placement without any problems; however we recognize that there may be exceptional situations from time to time where the student is not meeting the course objectives.

If your assessment of the student indicates Needs Improvement to Reach an Acceptable Level of Performance, continue to work with the student with a plan to address the areas. If no improvement is achieved in a timely fashion, the Faculty Liaison or PharmD Course Coordinator should be contacted for additional assistance.

TIP: Consider the student’s performance as early as the first week of the course, and indicate your concerns on the Early Assessment Form.

In the event that you are concerned about your student’s performance, please refer to the following diagram and steps for direction. More detail is provided below.

![Decision Tree](image)

-contact the Faculty Liaison to discuss the situation and obtain additional assistance.

1. **Discuss the Concern with Your Student**

As with any concerns you may have regarding your student’s performance, it is best to discuss these first with the student. This can be done as part of the regular verbal feedback process which will enable you to involve the student in the discussion to provide his/her perspective. Provide specific examples that illustrate your concern. Written feedback can help you clarify your concerns and will provide documentation if the situation warrants it.

Some guiding questions to help direct the discussion with your student:\(^1\)

- What did you notice about the student’s performance? Be specific
- Why is it a problem?
- What are the consequences of the problem?
- Ask the student for clarification as to how they arrived at that action.
- How can the problem be resolved/dealt with?
- What behaviours or skills need to be learned or reinforced?
• How can the student avoid the same problem or alter his/her behaviour in the future?

Remember that student success is the desired result for bringing it to his/her attention.

2. Contact the Faculty Liaison
   All concerns should be communicated to the Faculty Liaison at any point in the placement. Early communication will provide greater opportunity for resolution of the issue, follow up and ultimately student success.

   ! Important!
   At any point in the placement, and particularly at early and midpoint assessments, if your assessment of the student indicates Not Meeting an Acceptable Level of Performance or any unprofessional behaviour is identified, you should contact the Faculty Liaison.

3. Document
   Keep a record of all discussions you have with your student, any examples of written work in question, and any notes you write. Using a DAP (Data, Assessment, Plan) documentation note format is suggested and these notes should also be included in the midpoint and final student performance assessment.

4. Assign a Mark
   (See Section 11: Assessment and Evaluation of Students for more information describing the assessment process including the assessment scale.)

Midpoint Student Performance Assessment (Pharm 305, 426, 428 and PharmD)
If your student demonstrates a level of performance such as Needs Improvement to Reach an Acceptable Level of Performance or Not Meeting an Acceptable Level of Performance at the midpoint assessment, this rating/mark must be given for that objective. The online student performance assessment will ask you to rate various behaviours to guide your decision for an overall rating of a specific objective. In general, if your student is not performing most of the behaviours described for each objective, they should be provided a rating of Not Meeting an Acceptable Level of Performance. If you feel the student Needs Improvement to Reach an Acceptable Level of Performance, which may be entirely appropriate given the placement is only half completed, this should be indicated. The Needs Improvement to Reach an Acceptable Level of Performance rating will generally indicate that you feel the student has the ability to be successful with more practice and opportunity if they work diligently; whereas the Not Meeting an Acceptable Level of Performance rating indicates a greater level of concern whereby passing the placement is questionable or perceived to be more unlikely. The rationale for the mark awarded should be discussed with your student and you will need to set strategies to enable him/her to improve.

Final Student Performance Assessment
BScPharm
If at the end of the course, the student’s performance is still not meeting the expectations, a grade of Needs Improvement to Reach an Acceptable Level of Performance or Not Meeting an Acceptable Level of Performance must be documented in the final online Student Performance Assessment for each applicable objective, and receive an overall mark of Fail for the placement. We understand that this can be a difficult task; please know that the Faculty can and will provide support and guidance prior to this.

PharmD
Students who are **Not Meeting an Acceptable Level of Performance** on 1 or more outcomes by the end of the placement must be assigned a failing mark. For students who **Needs Improvement to Reach an Acceptable Level of Performance**, a preceptor may still assign a passing mark if the students overall performance is acceptable. The scenarios listed below describe recommendations for when Needs Improvement is not acceptable and you should recommend a failing grade:

- any Professionalism outcomes are rated as **Needs Improvement to Reach an Acceptable Level of Performance**
- student **needs improvement/development on more than 3 outcomes**
- student receives **more than 2 Needs Improvement in the same area of assessment**

Please see Section 5 of the PharmD Experiential Education Manual for further information/clarification.

**TIP:** For more information about Struggling or At-Risk Students, please refer to the online resource UBC Etips for Practice Education, module 7 - Supporting the Struggling Student at [http://tinyurl.com/UBC-E-Tips-Login](http://tinyurl.com/UBC-E-Tips-Login)

**Important!**

- Intervene as soon as possible – it is never too early or late.
- Contact your Faculty Liaison or PharmD Course Coordinator at any point in the process if you have any questions or would like to discuss your concern.
- Document the concerns and actions taken.
- You can remind your student to contact his/her Undergraduate Experiential Student Coordinator for support throughout the process

**Practicum Intervention Policy**

*The Dean, or delegate of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Dean or designee has reasonable grounds to believe that this is necessary because of public interest, public safety, or public health concerns. In making a decision to intervene, third parties may be consulted. See the following link for additional information: [http://tinyurl.com/Practicum-Intervention-Policy](http://tinyurl.com/Practicum-Intervention-Policy)*

The Dean’s authority is balanced by the right of a student to appeal the Dean’s decision to the Faculty Practice Review Committee and to the GFC Practice Review Board (PRB)

**Please Note:** For a comprehensive list of policies, please refer to the appropriate course manual.
Section 8: Preceptor Responsibilities

To help you understand your role as a preceptor, we have provided some information to help you prepare yourself and your site to ensure a successful placement for both you and your student. We have developed checklists to assist and guide you prior to the placement, during, and at the end of the placement. These can be found in Appendix A and we encourage you to copy them and have them on hand as you prepare for your student.

8.1 Required Level of Supervision
In accordance with guidelines set out by the Alberta College of Pharmacists, The Faculty of Pharmacy and Pharmaceutical Sciences, has outlined the requirements for levels of supervision during a clinical placement. The guiding directive during a placement is that preceptors will ensure that students are appropriately supervised to ensure patient safety is upheld.

8.1.1 Direct supervision by a clinical pharmacist is required for all restricted activities. These include:
1. To dispense, compound, provide for selling or sell a Schedule 1 drug or Schedule 2 drug
2. To administer a vaccine or parenteral nutrition
3. To prescribe a Schedule 1 drug for the purpose of adapting an existing prescription
4. To prescribe a schedule 1 drug if it is not reasonable for the patient to see a health professional to obtain the prescription and there is an immediate need for drug therapy

8.1.2 Indirect Supervision for non-restricted activities is left to your discretion. Early level students (years 1-3) will require more direct supervision than advanced or final year students. Also, your student will require more supervision at the beginning of the placement and gradually will require less supervision later in the placement. Patient safety will always guide the amount of supervision that your student requires. Students are expected to work independently and consult you before finalizing patient care recommendations. Given that practice settings are varied, it is important for you to review your expectations with your student about what he/she can do under indirect supervision.

PharmD Supervision
As a licensed pharmacist, your PharmD student may perform restricted activities under indirect supervision. Students will require more supervision at the beginning of the placement and as they progress you can adjust the level of supervision based on the practice environment and your student’s demonstrated competence. Together, you and your student can establish expectations of what can be done under indirect supervision. These expectations can be re-visited and adjusted throughout the placement as required.

8.2 Prior to the Placement
To ensure a smooth start to the placement, we recommend you take some time to familiarize yourself with this guide, the student course manual, learning objectives and activities for the course you are precepting, and the resource materials that are available to support you in your role as preceptor. (Please see Section 6: Preceptor Training, Resources, and Support). In addition, we have outlined some specific activities that require your attention before your student arrives.

8.2.1 RXpreceptor Online Program Set-Up
The Faculty uses RXpreceptor, an online database management program, for various purposes. It manages the recruitment and matching process, houses forms and resources, allows for correspondence between the Faculty, preceptors and students as well as completion and submission of placement
assessments. All new preceptors must complete the online Preceptor Enrolment and Consent Form in order to have an RXpreceptor account created: http://form.jotform.co/form/51386498823872.

8.2.2 Review of Student Information
Recruitment occurs months prior to the start of the placement, so it is important that everyone is aware that the student is coming. Students are required to post a profile form and updated resume on RXpreceptor one month prior to the start of their placement. In some cases students were asked to provide videos for the preceptors (video links can be found at the end of the student profile form). Preceptors are notified of the posting deadline dates that students were given and asked to review the information and reply within a week. If students have not received a reply, they have been advised to contact you to ensure that you are aware of the information they have posted.

PharmD
Your student will share his/her Rx Portfolio with you 1 month prior to the start of the placement via email link.

8.2.3 Preceptor and Site Criteria, Qualifications and Responsibilities
These are required to be met and will be assessed prior to the placement. Please (re-) familiarize yourself with these if you have not already done so. More information can be found at http://tinyurl.com/Preceptor-Resources

8.2.4 Placement Outline - PharmD
You are required to complete a placement outline for every placement offered and email it to phxed@ualberta.ca before the start of the academic year. The PharmD Course Coordinator will provide the template to you. The placement outline communicates expectations about the area and level of knowledge and skill development for your placement. Preceptors offering similar placements may collaborate to produce one outline. Faculty, students and preceptors will use the placement outline to guide specific learning objectives and activities during the placement. The Faculty will determine which course could be assigned to a given placement, students will use this information to inform their requests for the placement match, and preceptors and students will use it as a map for planning the placement and assessing the student’s performance. The PharmD Course Coordinator is available to assist with developing the placement outline, and will also approve it once prepared.

8.2.5 Placement Learning Plan - PharmD
Your student will draft a learning plan and email it to you at least one week before the placement commences. In the Learning Plan, your student will identify the skills and knowledge he/she plans to focus on during the placement. The Learning Plan will be finalized by you and your student and the student will upload it to RXpreceptor as a Field Encounter within 3 days of the Early Assessment of Student and Preceptor. Once the student has uploaded this, the preceptor must verify this within their preceptor account (left-hand toolbar, see Field Encounters). During the placement, the plan must be updated by the student at midpoint and final. More information on this is located at Section 8.3.3.

For additional Information on Learning Plans, please refer to the PharmD Experiential Education Manual at http://pharm.ualberta.ca/preceptors/course-information

8.3 During the Placement
When your student arrives at your site, he/she will be full of anticipation and questions about what to expect. We recommend that you take some time on the first day to orient your student to the site, to meet other staff members, and to familiarize him/her with the site policies and procedures.
8.3.1 Review of Student Self-Assessment
The Student Self-Assessment tool is designed to encourage students to assess their own skill set and to help them to define and set goals for their needed areas of growth before and during the placement. This tool is a means to open the line of communication between you and your student, which will enable discussions to continue throughout the placement. We encourage you to review and discuss the initial Student Self-Assessment with your student at the start of the placement.

PharmD
PharmD students are not required to complete the early self-assessment, as they have their Learning Plan to finalize (see Section 8.2.5). They will complete a midpoint self-assessment, and will provide this to you prior to your completion of their performance assessment.

TIP: We recommend that you review his/her self-assessment at the midpoint (Pharm 305, 426, 428 and PharmD) and at the end of the placement (Pharm 305, 315, 426, 428), prior to completing your student performance assessments throughout the placement. This will identify for you if there are any discrepancies with your assessment of your student and his/her self-assessment.

8.3.2 Supporting and Guiding Your Student
Meeting Course Objectives
The learning objectives for each course have been developed based on seven educational outcomes, with consideration given to the student’s current level of knowledge based on their year in the program and are outlined in detail in the course manual. The activities and assignments reflect the objectives and are grouped under the educational outcome they address.

TIP: We recommend in your role as preceptor, that you frequently record comments and thoughts about your student’s progress (reflective of the objectives), throughout the placement. This routine will aid you in completing the assessments. Using a log book can also be helpful for giving feedback as well as to identify student activities.

Providing Feedback for Learning
Regular, timely, and frequent feedback is the key to a successful placement. Feedback is best as a two-way discussion where both you and your student are engaged. These discussions can be used to reinforce positive behaviours, help improve patient care skills or can be corrective for inappropriate or incorrect behaviours.

One valuable method that is used by preceptors in many health related professions for case-based teaching is the One Minute Preceptor. This micro-skill model encourages critical thinking in students and gives them insight into clinical reasoning skills. It is easily done “on the fly” and is a great way to give feedback on student performance. For more information on the One Minute Preceptor, please refer to the online resource, the University of British Columbia Etips for Practice Education, – Module 3 Enhancing Your Teaching Skills at http://tinyurl.com/UBC-E-Tips-Login

TIP: For detailed information on providing feedback, please refer to the online resource, the University of British Columbia Etips for Practice Education, – Module 5 Giving Feedback at http://tinyurl.com/UBC-E-Tips-Login. In addition to that, we offer a live preceptor workshop “Setting you and your student up for success”. For more information about our workshops, please visit our website at http://pharm.ualberta.ca/preceptors/preceptor-workshops

TIP: For a more thorough list of orientation activities, please see Appendix B: Orientation Checklist and refer to the online resource, the University of British Columbia Etips for Practice Education, module 1 - Setting the Stage at http://tinyurl.com/UBC-E-Tips-Login
TIP: For information on dealing with struggling or at risk students, please see Section 8: Program Policies.

Student Assessment Requirements
Depending on the course, there are up to three points during the placement when you will assess or evaluate your student: the Early Assessment of Student (all courses), Midpoint Student Performance Assessment (Pharm 305, 426, 428 and PharmD) and Final Student Performance Assessment (all courses). These will all be completed on-line using RXpreceptor. These assessments are posted on RXpreceptor prior to the placements to allow you to review. Students are also provided with copies of the assessment so they are aware of the criteria on which they will be assessed. You are required to review and discuss all completed assessments with your student. Please remember to complete the acknowledgements at the end of each assessment indicating that the assessments have been discussed. Once you have completed and submitted an assessment, the student is able to view it.

Early Assessment of Student
The purpose of the early assessment is to ensure the orientation process has occurred, and to allow both the preceptor and student to identify and address concerns (if any) early in the placement so that discussion will provide resolution and promote a positive start to the placement. The student will be completing an early assessment of you as well.

Midpoint Student Performance Assessment
The Midpoint Assessment is designed to ensure that your student is aware of his/her progress as well as indicating areas of strength and those needing improvement. Following completion of the midpoint assessment, please complete the Midpoint Assessment Confirmation (included near the end of the assessment form). This outlines the areas that require focus or attention for the balance of the placement. These areas of attention should be discussed with the student along with the details of the assessment.

Please Note: Due to the short duration of Pharm 315 (2 weeks at end of 2nd year), there is no midpoint assessment (only an early and final assessment).

Final Student Performance Assessment
The Final Assessment is completed at the end of the placement and is based on the same criteria as the midpoint assessment. Following completion of the final assessments, please provide a final placement mark.

TIP: For more detailed information about assessments, please refer to Section 11: Assessment and Evaluation.

Below is a chart of the assessments to be completed by preceptors in RXpreceptor.

<table>
<thead>
<tr>
<th>Document</th>
<th>Submission Timeframe</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Early Assessment of Student</td>
<td>On the first Friday of the placement</td>
<td></td>
</tr>
<tr>
<td>(Your student will also provide you with an Early Assessment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student Performance Assessments – MIDPOINT</td>
<td>Midpoint of placement (2nd Friday for Pharm 305 (1st yr placement); 3rd Friday for PharmD -see instructions for Pharm 515</td>
<td>Does not apply to Pharm 315</td>
</tr>
</tbody>
</table>

Feb, 2015, v4.1
You will need to complete 2 assessments of your student at midpoint:
1. Student Performance Assessment of General Abilities (this is completed on-line in RxPreceptor)
2. Assessment of student based on his/her placement specific proposal (completed as a Word document and after you complete, student will upload as a Field Encounter to RxPreceptor.)

3. Student Performance Assessments – FINAL

You will need to complete 2 final assessments of your student:
1. Student Performance Assessment of General Abilities (this is completed on-line in RxPreceptor)
2. Assessment of student based on his/her placement specific proposal (completed as a Word document and after you complete, student will upload as a Field Encounter to RxPreceptor.)

**Please Note:** All assessments, unless otherwise noted, are to be completed on-line (RXpreceptor) by preceptors and students. For more information about the on-line process in RXpreceptor, please see Section 12: Assessment and Evaluation of Students.

**Student Assessment and Evaluation of Preceptor and Site**
Your student will be completing and submitting (in RXpreceptor) up to three assessments of you as outlined below. You are encouraged to review and discuss with your student.

<table>
<thead>
<tr>
<th>#</th>
<th>Document</th>
<th>Submission Timeframe</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Early Assessment of Preceptor</td>
<td>First Friday of the placement</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student Evaluation of Preceptor</td>
<td>Midpoint of placement</td>
<td>Does not apply to Pharm 315</td>
</tr>
<tr>
<td>3</td>
<td>Student Evaluation of Preceptor and Site</td>
<td>End of Placement</td>
<td></td>
</tr>
</tbody>
</table>

**8.3.3 Learning Plans - PharmD**
PharmD students are required to update their Learning Plans at the midpoint and at the end of the placement.
1. Midpoint - your student will update his/her progress for each goal and if there are areas of “Needs Improvement” within their Performance Assessment that you completed, these should be added as Learning Goals in their Learning Plans.
2. At the end of the placement – your student will update his/her Learning Plan indicating progress made and have you review to ensure that it includes items that you have discussed over the course of the placement.

8.4 End of the Placement
Once the placement has been completed, you will be sent a preceptor survey.

💡 TIP: Please see Appendix A: Preceptor Responsibilities Checklist for a list of preceptor responsibilities.

8.5 At Any Time During the Placement
If you have any concerns about your student at any time during the placement, need support or have any questions, please contact the Faculty Liaison or PharmD Course Coordinator. (Please see Section 3: Faculty Contact Information.)

8.6 Alberta Netcare Portal (ANP)

Students are introduced to Alberta Netcare Portal (ANP) during their first year of pharmacy studies to prepare them for use of this resource during their placements. Following first year, students are provided with brief refresher sessions that provide privacy/security awareness – Health Information Act (HIA) policy, log in procedures and new functionality within ANP. You are encouraged to provide students with information regarding how Netcare is used in your practice.

Depending on the placement, students will receive hard tokens (FOBs) and will use this same token for all relevant placements across the curriculum. (AHS placements do not require the use of a token) For each community site a student works at, a separate User Registration Form (URF) must be submitted to authorize access from that location. If a student is placed at a LTC facility, the ANP access process will be determined by whether that facility is institutional-based or community-based (see instructions below). Facility confirmation will be required from the ANP Deployment Team.

ANP Contact Information
Preceptors and students are encouraged to contact the ANP Deployment Team if they have any questions or concerns. For any log in issues or lost/stolen token, the student should contact the Provincial Help Desk.

Alberta Netcare Portal (ANP) Deployment Team 1-866-756-2647 or 780-642-4082
(Mon to Fri 8:30am-4:30pm)

Provincial Help Desk 1-877-931-1638

8.6.1 Community Sites Netcare Access (Pharm 305, Pharm 426 and PharmD)
Please note: This also refers to Primary Care Networks (PCNs) and community-based LTC sites. Many ANP processes are changing; therefore preceptors and students will be advised of changes on an ongoing basis. Please contact ANP Deployment Team if you have any questions.

ANP Registration Process - Student Responsibilities
Pharm 305, 426 and PharmD students will complete a Netcare URF prior to their placement. They will be advised to send or deliver their completed URFs to you or the Community site manager or Access Administrator at your site a minimum of 8 weeks prior to their placement start date to ensure sufficient
time to acquire ANP access. Students are expected to confirm that you have received the URF once it has been sent.

Students will need to call the Provincial Help Desk at: 1-877-931-1638 to retrieve their Portal and PIN user IDs and passwords if they cannot remember or have difficulties with log in. (1st year students will be given their user IDs and passwords in the classroom in 2014/2015).

**ANP Registration Process – Preceptor Responsibilities**

As mentioned above, you will receive their students’ Netcare Registration Form at least 8 weeks before the start of the placement. You must ensure that the Site Access Administrator (usually the pharmacy manager/owner or designated Netcare person at a PCN or community-based LTC site) signs and faxes the URF to the ANP Access Office a minimum of 6 weeks prior to the student placement start date. Please fax completed and signed Netcare URFs to: 1-780-641-1003. (Community placements only)

**Account Credentials and Fob Delivery**

ANP hard tokens are usually given to 1st year pharmacy students in an ANP orientation and training session that occurs prior to the placement start date. If the URF submission was delayed and the token is not ready for the ANP session, then the token will be sent directly to the placement site by Netcare personnel (NOTE: the student will then keep this hard token for the duration of the pharmacy program as the Netcare token is issued directly to the user, not the facility). If the hard token was mailed and your student has not received it within 1 week of the placement starting, please contact ANP Deployment Team.

**Deletion Process – Student and Preceptor Responsibilities**

At the end of the placement, students must access the Netcare URF to delete their access from that facility. (URF found in eClass and in RXpreceptor under the Documents Library) The student is to select ‘Delete’ and complete the ‘Alberta Netcare User’ section. The student will give the URF to you to pass it on to the Site Access Administrator (pharmacy manager/owner). The Site Access Administrator signs and dates then faxes to: 1-780-641-1003.

**8.6.2 AHS/Covenant Sites Netcare Access (Pharm 315, Pharm 428 and PharmD)**

*Please note:* This also refers to AHS or Covenant-affiliated LTC sites.

**Netcare Registration Process - Student Responsibilities**

Pharm 315 students will complete the Netcare User Registration Form (URF) in class and hand it in to ANP Deployment Team who coordinates ANP access directly with AHS and Covenant personnel. If student have forgotten their password or have log in difficulties, they can contact the Provincial Help Desk to retrieve their user ID. Fourth year students will have already completed this process in year two. PharmD students are a mixture of practicing pharmacists and new-graduate pharmacists so will have varied familiarity with this process.

Students will need to call the AHS Service Desk for their zone to get their Portal and PIN passwords. (1st year students will be given their IDs in the classroom in 2014/2015).

**Deletion Process – Student and Preceptor Responsibilities**

At the end of the placement, Pharmacy Managers are required to delete student access, as this is not an automated function. Students have been provided with a blank URF that they must complete and give to the pharmacy manager. After the manager signs and dates the URF, it must be faxed to the AHS Access Office at 1-780-735-3232. (AHS/Covenant placements only) A blank URF is posted in RXpreceptor, and students can also access it on eClass.
Section 9: Student Responsibilities

Students are duly prepared by the Faculty in advance of their placements. All students are expected to follow the Alberta College of Pharmacists Code of Ethics to be “both competent and professional in all they do.” Please see the corresponding Course Manual for complete information regarding student responsibilities.

9.1 Prior to the Placement

Prior to the placement, your student is required to:

- BScPharm students are required to complete a profile, resume and video (if applicable) and post it in RXpreceptor.
- Contact you prior to the start date to confirm the placement and ensure you have received his/her information, as above, through RXpreceptor.
- Ensure that practice site requirements are met and have been handed in to the Faculty where appropriate (security clearance, up to date immunization records, evidence of N-95 fit testing, certificate of completion for AHS Information & Privacy and IT Security & Compliance Training). More information on requirements can be found on the website: http://pharm.ualberta.ca/programs/undergraduate-bsc-in-pharmacy/current-student/experiential-education/student-requirements
- Ensure NetCare Access forms have been submitted to site. Please Note: for information on NetCare set up, please see Section 8.6: Netcare.
- Review the course manual in advance; be aware of activities, assignments, assessments and portfolio requirements.
- Complete the Self-Assessment form. Your student is expected to discuss this assessment with you on the first day or week of clinical placement.

PharmD

- PharmD students will complete an Rx Portfolio and share it with preceptor via email link, 1 month prior to the start of the placement
- PharmD students are required to complete the Learning Plan and email it to you 1 week before the placement. Your student is expected to discuss this plan with you on the first day or week of clinical placement.

9.2 During the Placement

During the Placement, your student is expected to:

- Follow the policies and procedures of the practice site. This includes appropriate attire and professional behaviors. Please discuss this early in the placement.
- Share expectations with you in the placement.
- Complete an Early Assessment of the Preceptor and submit on line
- Review Student Orientation Checklist in course manual (should review with preceptor during orientation)
- Fulfill the time commitments of the placement. Please Note: Should an interruption be required, please contact the Course Coordinator and Faculty Liaison.
- Organize his/her work day and week.
- Work independently (indirect supervision) when required.
- Show initiative and actively participate all learning opportunities, and collaborate with you on a regular basis to optimize learning.
- Ensure all course assignments are completed in a timely manner so that preceptor review can occur, and feedback incorporated as required
- Complete a Midpoint Assessment of the Preceptor and submit on-line (Pharm 305, 426 and 428)
• Assume responsibility and accountability for patient care activities (as outlined in the course) under your guidance.
• Respect confidentiality regarding both patients and information relating to the pharmacy’s internal policies and financial information.
• Be a self-directed learner, to identify his/her own learning needs and deficiencies and to take the appropriate steps to rectify this.1
• Maintain open communication with you and all health care professionals at the site and notify you of any concerns he/she may have during the placement.1
• Be receptive to coaching, feedback and evaluation.1
• Contact you in the event of an absence and make up all missed time.
• Contact the Undergraduate Experiential Student Coordinator if concerns arise about the ability to meet course expectations, such as:
  o Insufficient opportunities to complete required learning activities.
  o Need for more dialogue and feedback from the preceptor.
  o Performance difficulties.
  o Ethical concerns.
  o Conflict with the preceptor. Please Note: Concerns will be dealt with in confidence. The student and Faculty will develop a mutually agreeable plan for resolving difficulties before any action is taken.

PharmD

• PharmD students are required to update their Learning Plan at midpoint and final. At midpoint, they should re-assess their objectives and reflect on how they are performing. Updates to the Learning Plan at midpoint should include any areas that require improvement based on their preceptor’s assessment of their performance. At the end of the placement, their Learning Plan should be updated to self-reflect their performance in the placement and note areas for improvement to carry forward in future placements.

9.3 End of the Placement

At the end of the Placement, your student will:
• Complete a Student Evaluation of Preceptor and Site
• Complete a form for deletion of Netcare access and provide it to you or the site access administrator (usually the pharmacy manager or owner)
• Complete a Post Course Survey
• Ensure portfolio is complete and posted as indicated in the manual
• Complete the Course as well as the Post Placement survey

💡 TIP: There are schedules in the Pharm 305, 426 and 428 course manuals to assist with ensuring that all activities, assessments, and assignments are completed. To access the course manuals, please go to http://pharm.ualberta.ca/preceptors/course-information
Section 10: Faculty Responsibilities:

Experiential Education at the Faculty of Pharmacy and Pharmaceutical Sciences is committed to helping you, the preceptor, and our students to ensure a successful experience for all. A list of the responsibilities of the Faculty has been organized chronologically: prior to the placement, during the placement and following the completion of the course.

10.1 Prior to the Placement
Prior to the Placement the Faculty will:

- Ensure that sites and preceptors meet the placement criteria
- Notify sites of placement dates, student names and email contacts via email and RXpreceptor
- Provide notification and access to the preceptor guide, a student course manual and other placement resources
- Assist you with designing placement activities to best match site strengths and course expectations
- Provide ongoing opportunities for training, support and resources for preceptors (Please see Section 6: Preceptor Training, Resources and Support)
- Provide and coordinate library access for preceptors
- Assign Preceptor Faculty Appointments accordingly
- Provide students with an orientation for each experiential learning course
- Provide preceptors with course specific information sessions (teleconferences, Telehealth or podcasts)

10.2 During the Placement
During the Placement the Faculty will:

- Assist and support you with any questions you may have, and in finding the appropriate support person within the Faculty to help with any situation. (Please see Section 3: Experiential Education Faculty.)
- Support challenging or struggling students as needed
- Respond to any questions or concerns
- If you have a concerning or challenging situation, our Faculty Liaisons will provide you with the information and direction to proceed in the best interests of you and your student. (Please see Section 7.5: Conflict Resolution or Section7.6: Struggling or At Risk Students)

10.3 After the Placement
Following the completion of the placement, the Faculty will:

- Utilize course feedback to design changes for subsequent years
- Provide feedback to preceptors as requested
- Facilitate recognition of preceptors – ACP Annual Publication of preceptor list
- Update experiential learning courses and activities to align with any curriculum changes.
Section 11: Assessment and Evaluation of Students

11.1 Online Assessment Completion in RXpreceptor
RXpreceptor is the online database used by the Faculty to coordinate pharmacy placements. This program provides a means of communication between preceptors, students and the Faculty and is a repository for information such as the course manuals, student profile forms, and course resources. In addition, all student performance assessments will be completed and submitted online through RXpreceptor. Examples of the assessments can be found in the Pharm 305 and 315 course manuals; however, paper submissions will not be accepted. It is suggested that you log into RXpreceptor at the beginning of the placement to view the assessments and become familiar with the criteria and timelines.

If you have questions about accessing RXpreceptor or the assessment forms, please contact Experiential Education Administrative Services at phexed@ualberta.ca.

11.2 Rationale and Process for Assessments and Evaluations
The Early Assessment of Student and the Midpoint Student Performance Assessment are formative assessments used to promote student learning and document progress. That is, they provide information about the student’s progress to date and an opportunity to discuss his/her achievement as well as areas in need of improvement. Early identification of concerns or areas for improvement is extremely important. It enables you and your student to address them specifically over the placement and involve the Faculty if needed to ensure student success during the placement.

After the midpoint of the placement, you, in conjunction with your student, need to develop some learning goals and expectations for your student for the balance of the placement. Learning goals should include areas requiring development and improvement, as well as a focus on learning objectives that have not yet been addressed or practiced (those assigned the comment Unable to Rate at Midpoint). Should your student be meeting expectations at the midpoint, providing suggestions for continued growth will enable your student to continue to learn and improve. This information is submitted on the Midpoint Confirmation which can be found at the end of the midpoint Student Performance Assessment.

The Final Student Performance Assessment is summative and is designed to summarize the student’s performance at the end of the placement. The same set of behaviours is assessed at the midpoint and the final assessments to enable students to continue working toward those criteria not met at midpoint.

TIP: Regular, timely and frequent feedback is the key to a successful placement for your student. Feedback is best as a two-way discussion where both you and your student are engaged. These discussions can be used to reinforce the positive behaviours, help improve patient care skills or can be corrective for inappropriate or incorrect behaviours. Feedback is an extension of the assessment process and can help eliminate any surprises in the student assessments.

11.3 Overview of Assessments and Evaluations to Be Completed
Prior to the start of the placement it is suggested that you are aware of and review the assessments and the processes required for the course you are precepting. Below is a summary of the assessments and evaluations you need to complete in RXpreceptor:
<table>
<thead>
<tr>
<th>Document</th>
<th>Submission Timeframe</th>
<th>Purpose of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Assessment of Student &amp; Preceptor (BScPharm)</td>
<td>Following first week of placement</td>
<td>- Identify and address concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Promote feedback and discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Resolve concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Promote positive start to the placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Initiate communication with the Faculty Liaison if your student is Not Meeting an Acceptable Level of Performance.</td>
</tr>
<tr>
<td>PharmD Early Assessment of Student &amp; Preceptor</td>
<td></td>
<td>- Identify and address concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Promote feedback and discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Resolve concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Promote positive start to the placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Initiate communication with the Faculty Liaison if your student is Not Meeting an Acceptable Level of Performance.</td>
</tr>
<tr>
<td>Student Performance Assessments and Midpoint Confirmation – MIDPOINT</td>
<td>Midpoint of placement</td>
<td>- Assessment of behaviours and outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communicate student progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Indicate areas for improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Set learning goals and expectations for balance of placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Please Note: Pharm 515 has 2 assessments that must be completed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1) General Abilities Performance Assessment (completed in RXpreceptor on-line)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Student-specific assessment process as outlined in their course proposal (completed in Word and given to student to upload as a Field Encounter in RXpreceptor; preceptor must verify this after the student uploads).</td>
</tr>
<tr>
<td>Student Performance Assessments and Placement Mark – FINAL</td>
<td>End of placement</td>
<td>- Assessment of learning outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Recommendation of placement mark (pass/fail)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Please Note: Pharm 515 has 2 assessments that must be completed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1) General Abilities Performance Assessment (completed in RXpreceptor on-line)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Student-specific assessment process as outlined in their course proposal (completed in Word and given to student to upload as a Field Encounter in RXpreceptor; preceptor must verify this after the student uploads).</td>
</tr>
<tr>
<td>Preceptor Evaluation of Course</td>
<td>After student has left placement</td>
<td>Assessment of Faculty, administration and the course. Preceptor comments helpful in identifying changes needed to administration, processes and courses.</td>
</tr>
</tbody>
</table>
Rating Student Performance
You will provide an overall rating of the performance of your student for each outcome. For selected outcomes within each course, we are trying to generate more specific feedback between you and your student, and therefore ask you to also rate how strongly you agree or disagree that your student demonstrated a set of skills or behaviours associated with the outcome.

Assessment Scale
The following scale will be used for assigning a mark on the student performance assessments:

- **Exceeds an Acceptable Level of Performance** – Apply this rating if you believe your student is performing better than expected on the skills and behaviours associated with the outcome. In general, select this rating if you STRONGLY AGREE that your student has demonstrated ALL or MOST behaviours associated with the outcome.
- **Meets an Acceptable Level of Performance** - Apply this rating if you believe your student is performing as expected on the skills and behaviours associated with the outcome. In general, select this rating if you AGREE or SOMewhat AGREE that the student has demonstrated ALL or MOST of the behaviours associated with this outcome.
- **Needs Improvement to Reach an Acceptable Level of Performance** - Apply this rating if you believe your student needs improvement on the skills and behaviours associated with this outcome but is capable of meeting an acceptable level of performance with practice and hard work. In general, select this rating if you SOMEWHAT AGREE to SOMEWHAT DISAGREE that the student has demonstrated ALL or MOST of the behaviours associated with the outcome.
- **Not Meeting an Acceptable Level of Performance** - Apply this rating if you believe your student has significant difficulty or deficits with the skills and behaviours associated with this outcome and is not likely to meet an acceptable level of performance by the end of the placement. In general, select this rating if you DISAGREE or STRONGLY DISAGREE that the student has demonstrated ALL or MOST of the behaviours associated with this outcome.
- **Unable to Rate at Midpoint** - Apply this rating if you were unable to observe your student demonstrating MOST skills or behaviours associated with this outcome AT MIDPOINT but will likely be able to observe 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.
- **Not Applicable** - This rating should be awarded when the outcome cannot be assessed within your practice setting.

Evidence to support the assessment can be included in the comment boxes provided. Once completed the on-line assessments are visible to the student through RXpreceptor. You and your student should review the assessment together. This can be done either on-line or the assessment can be printed.

Important: If there are concerns noted at early assessment or midpoint, you must contact the Faculty Liaison. Students may receive grades of Needs Improvement to Reach an Acceptable Level of Performance at midpoint with the understanding that with more time, effort, and practice the skills will be achieved. If you and/or your student is concerned that a grade of Meets an Acceptable Level of Performance may not be possible by the end of the placement it is vital that you award a grade of Not Meeting an Acceptable Level of Performance at the midpoint and that the Faculty Liaison be
contacted immediately. Your student is encouraged to contact the Undergraduate Experiential Student Coordinator (BScPharm).

**Important:** Keep a record of all discussions you have with your student, any examples of written work in question, assessments, and any notes you write. Using a DAP (Data, Assessment, Plan) documentation note format is suggested. These notes should also be included in the midpoint and final evaluation.

**Pass/Fail**
You will recommend a placement mark of **Pass** or **Fail** at the end of the placement based on the final marks assigned to each learning outcome. A recommendation of **Pass** requires your student to achieve an overall mark of **Meets an Acceptable Level of Performance for all outcomes.** The final mark is recorded on the Final Student Performance Assessment along with acknowledgements that both you and your student have discussed the assessment.

The final course mark will be determined by the Faculty Course Coordinator based on review of submitted assessments and course portfolio.

**PharmD**
All PharmD Experiential Learning Courses are credit/no credit. Students who Meet or Exceed an Acceptable Level of Performance for all placement outcomes will receive a passing mark. Students who are **Not Meeting an Acceptable Level of Performance on 1 or more outcomes** by the end of the placement will be assigned a failing mark. You may still assign a passing mark if your student does not **Meet or Exceed an Acceptable Level of Performance for all outcomes**, but your student’s overall performance is acceptable. You should consider a failing mark if the following are present:

- **Needs Improvement to Reach an Acceptable Level of Performance** on any professionalism outcome
- **Needs Improvement to Reach an Acceptable Level of Performance** on more than 3 outcomes
- **Needs Improvement to Reach an Acceptable Level of Performance** on more than 2 outcomes in the same area of assessment

The PharmD Course Coordinator will assign a final grade upon receipt of all course requirements and evaluations.

**Important:** If there is a difference in opinion or disagreement regarding the final placement mark, the student and preceptor must contact the Undergraduate Experiential Student Coordinator and Faculty Liaison (BScPharm) or the PharmD Course Coordinator immediately.
Section 12: References

   *Adapted with Permission: Red Deer College 2012.
   *Used with permission of the Dalhousie University Faculty of Health Professions Practice Education Committee.
APPENDICES

Appendix A: Preceptor Responsibilities Checklist
Appendix B: Orientation Checklist
Appendix C: Pharmacy Care Plan Worksheet – with Checklist
Appendix D: Patient Care Process Document
Appendix E: BScPharm on Campus Curriculum Overview
Appendix A: Preceptor Responsibilities Checklists

Prior to the Placement
It is recommended that the planning process is started at least one month prior to the placement.

General

☐ Attend preceptor workshops, teleconferences or Telehealth sessions. Listen to online course podcasts or participate in online preceptor education modules (Please see Course Information, Training and Resources and Preceptor Workshops on our website at http://pharm.ualberta.ca/preceptors for more information and dates OR see Section 6 – Preceptor Training and Resources)

☐ Review the specific course manual, course objectives, activities and assignments (posted online and in RXpreceptor)

☐ Inform relevant team members that a student is coming and determine how they can contribute to the student’s learning experience at your site.

☐ Brainstorm learning opportunities at your site and plan activities for your student that meet the objectives of the course and align with the student’s interests

☐ Create schedule/calendar of activities for student. Please Note: Pharm 305, 426 and 428 have student activity and assessment schedules posted on the Faculty website as well as the manual that can be used as a template. Prepare a student workspace if available (e.g., computer access)

☐ Provide student with the following information:
  o Your contact information
  o Location of pharmacy
  o Parking, transportation and accommodation (if relevant)
  o When and where to report on the first day
  o Site specific dress code requirements (e.g. lab coat, name tag)
  o Recommend any references the student should bring
  o Reminder to bring any required paperwork (e.g. criminal record check, immunization records, N95 fitting documentation)
  o Information regarding any special activity during the course e.g. staff social functions

Assessments and Evaluations

☐ Review evaluation and assessment tools provided that will be used online in RXpreceptor. (Samples can be found in the course manuals).

☐ Be aware of the various expected assessments and timelines; i.e. early, midpoint and final.

RXpreceptor

☐ Ensure the primary preceptor is set up in RXpreceptor (Please see Section 8.2.1: RXpreceptor Online Program Set-Up)

☐ Review student profile, resume and/or student introduction video (where applicable) posted by student on RXpreceptor at least one month prior to the start of the placement. Please acknowledge receipt of this information to the student via email within one week of reviewing it. Determine your student’s area of interest. You can let him/her know (when the placement begins) if he/she should expect a specific patient population. You can provide your student with required readings to prepare them for this placement.

☐ Sign up for library access (if not already established as part of the Clinical Academic Colleague faculty appointment) by completing the Preceptor Library Form in RXpreceptor (Click on the Documents Library tab)
Netcare
□ Arrange for student’s Netcare set up at your site - community placements only. (See Section 8.6: Netcare)

PharmD
□ Review student profile on RXportfolio. Please acknowledge receipt of this information to the student within one week of receiving it.
□ Review your student’s Learning Plan

During the Placement
General
□ In the first day/week, orient your student to the site and familiarize him/her with the site policies and procedures
□ Review the course learning objectives, activities and assignments with your student
□ Discuss your expectations with your student and have your student discuss his/her expectations of the placement with you
□ Be open to questions and feedback from your student
□ Set up regular times for the student to debrief with you regarding feedback on their patient interactions, review patient care plans, and discuss student progress. Review outstanding activities and areas of focus.

Assessments and Evaluations
□ Review your student’s self-assessment on day one of the placement
□ By end of first week complete Early Assessment of Student (completed by you)
□ At end of first week, review and discuss Early Assessment of Preceptor (completed by student)
□ Discuss his/her schedule including learning activities, specific tasks, and the assessment process
□ Review your student’s evaluation of the Preceptor Assessment (midpoint) and Preceptor and Site Assessment (final) with your student.
□ Observe your student regularly
□ Provide timely, constructive (corrective and supportive) feedback on a regular basis
□ Keep notes (including examples) on your student’s performance. This will aid you in completing your student’s assessments. It may be helpful to document using a DAP note format (Data Assessment, Plan) regarding any concerns of student performance.
□ Complete the Student Performance Midpoint assessment including the midpoint confirmation (Pharm 305, 426, 428) at the Friday midpoint of the placement. Discuss the assessment, including the agreed upon learning goals stated in the midpoint confirmation with your student. It is important to discuss specific comments and ensure expectations are clear for the balance of the placement.
□ Notify the Faculty Liaison in the event of any questions, issues, mark of Not meeting an Acceptable Level of Performance at midpoint, or concerns regarding the lack of improvement in your student’s performance
□ Complete the Student Performance Final Assessment, assign final placement mark and review with your student
PharmD
- By the end of the first week, assist your student in finalizing the Learning Plan.

After the Placement
- Complete the Preceptor Course Evaluation survey (emailed post placement)

Netcare
- Ensure Netcare access has been deleted (community placements only). Netcare Access is the Administrator’s Responsibility.
Appendix B: Orientation Checklist

The first day of your student’s placement can be filled with emotions from anxiety to excitement. The orientation helps to “set the stage” for the placement. Here are some suggestions to ease the transition for your student and ensure they are placement ready.

Professional Discussions
- Student profile and resume
- Preceptor’s practice experience and interests
- Preceptors preferred method of contact
- Student/preceptor responsibilities and expectations
- Specific professional expectations – i.e. confidentiality, dress and appearance policies
- Pharmacy/Facility information regarding policies & procedures (i.e. patient & staff safety)
- Information regarding staff meetings, conferences, rounds, committees

Course Review
- Course manual (objectives and activities; include information regarding presentations, patient care, etc.)
- Assignments and course portfolio
- Assessment process (including feedback)
- Student self-assessment (student to submit (via RXpreceptor) to allow for discussion on day 1)
- Preliminary student schedule (pharm 305, 426 & 428 manuals have activity & evaluation schedules)

Pharmacy Practice
- Practice specialties and characteristics (include how student will be involved)
- Introduction to other healthcare professionals; in close proximity or in facility

Dispensary Orientation
- Arrangement of dispensary
- Storage of medications
- Location of equipment and supplies, use of fax & phones
- Prescription files or orders
- Documentation Record keeping (error log, study binders)
- Therapeutic references/library (include on-line resources)

Tour of Site/Facility
- Introduction to pharmacy staff and others (include their role & how they may be involved in the student’s placement)
- Product/service areas (crutch or other rentals, blister packaging, counselling )
- Management, pharmacy offices
- Student workspace
- Emergency exits
- Staff room/cafeteria, storage room, lockers, washrooms, etc.

Technology
- Computer order entry, patient profiles, profile monitoring and documentation
- Equipment: telephone, fax and supplies, internet
- Security devices/system
## Appendix C: Pharmacy Care Plan Worksheet – with Checklist for Assessment

<table>
<thead>
<tr>
<th>MEDICAL CONDITION AND/OR DRPs</th>
<th>GOALS OF THERAPY</th>
<th>ALTERNATIVES</th>
<th>RECOMMENDATIONS/PLAN</th>
<th>MONITORING PARAMETERS</th>
<th>FOLLOW-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each medical condition and/or DRP identified, create an integrated pharmacy care plan. List and prioritize each medical condition first, followed by any DRPs identified for a given condition. Although some medical conditions may not have a DRP, a care plan is still necessary for ongoing patient monitoring. <strong>DRP Categories:</strong> 1. <strong>Indication:</strong> 1. Unnecessary drug therapy, 2. Needs additional Drug Therapy, 3. <strong>Effectiveness:</strong> 3. Ineffective Drug, 4. Dosage too low, 5. Safety: 5. Adverse Drug Reaction (includes drug interactions), 6. Dosage too high, 7. <strong>Compliance:</strong> 7. Non-adherence/compliance.</td>
<td>For each medical condition and/or DRP state desired goals of therapy. <strong>Goals:</strong> cure, prevent, slow/stop progression, reduce/eliminate symptoms, normalize a lab value. (Consider realistic goals determined through patient discussion. Goals of therapy are measurable or observable parameters that are used to evaluate the efficacy and safety of therapy).</td>
<td>Compare relevant drug and non-drug therapies that will produce desired goals. List the <strong>pros and cons</strong> of each therapy. (Consider indication, efficacy, safety, adherence, and cost/coverage).</td>
<td>In collaboration with the patient and other providers, select the best alternative and implement the plan. Provide a rationale for the chosen plan. Consider: <strong>Drugs:</strong> consider drug, formulation, route, dose, frequency, schedule, duration, medication management. <strong>Non-drug:</strong> non-drug measures, education, patient referral.</td>
<td>Determine the parameters for monitoring the <strong>efficacy</strong> and <strong>safety</strong> for each therapy. (Consider clinical and laboratory parameters, the degree of change and the time frame).</td>
<td>Determine who, how and when follow-up will occur.</td>
</tr>
</tbody>
</table>

- Are all medical conditions and DRPs identified (based on 4 areas of assessment - indication, efficacy, safety, medication organization/adherence)?
- If no, discuss with student and probe to see if those missing can be determined.
- Are medical conditions/DRPs prioritized in an acceptable manner?
- Is rationale provided or discussed for DRPs (based on either patient or provider data)?
- Therapeutic goal/outcome(s) stated?
- Are alternatives (with rationale for each) provided?
- Is an assessment of each medical condition/DRP provided (factors considered to influence/determine a plan)?
- Are alternatives (with rationale for each) provided?
- Plan/recommendations are outlined
  - Includes:
    - dosing considerations
    - patient preferences
  - ACTIONS TAKEN
    - Appropriate/acceptable action has been taken

- Monitoring plan present
  - Includes:
    - safety
    - efficacy
    - frequency
    - duration (if appropriate)
    - which healthcare provider will follow-up

- Follow-up plan present
  - Includes:
    - who
    - how
    - when
  - includes outcome (if possible)
Appendix D: Patient Care Process (PCP) Document

While the patient care process has been taught by professors, lecturers, and preceptors for years, a unified set of documents was created in order to standardize the process throughout the undergraduate curriculum. The Patient Care Process document provides an overview of the potential information a pharmacist gathers and considers to complete a patient assessment, develop a care plan and document.

We have developed an online module for preceptors to create an awareness of the process as taught to students in the curriculum. We also want to encourage preceptors to utilize these documents/tools to facilitate learning and teaching during clinical placements. Please visit the Experiential Education website for Resources for Preceptors to view the Patient Care Process document in its entirety, as well as the on-line module for preceptors about this process. http://pharm.ualberta.ca/preceptors/training-and-resources/patient-care-process-module
### Appendix E: BScPharm On-Campus Curriculum Overview

The following table provides an overview of the courses, therapeutic modules, and practice skills taught in the undergraduate pharmacy curriculum. For therapeutic modules, a select sample of major topics covered is indicated.

<table>
<thead>
<tr>
<th>Year</th>
<th>1st Professional Year</th>
<th>2nd Professional Year</th>
<th>3rd Professional Year</th>
<th>4th Professional Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Medicinal Chemistry</td>
<td>Law and Ethics</td>
<td>Management</td>
<td>Electives</td>
</tr>
<tr>
<td>room</td>
<td>Drug Information</td>
<td>Pharm Practice Research</td>
<td>Provincial and Canadian healthcare</td>
<td>2. Experience clinical placements (8 weeks community practice, 8 weeks institutional practice)</td>
</tr>
<tr>
<td>1.</td>
<td>Pharmaceutical Biotech and Immunology</td>
<td>Interdisciplinary Collaboration</td>
<td>Therapeutic modules</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Communications</td>
<td>Radiopharmacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Patient Care Process</td>
<td>Pharmacokinetics</td>
<td>Therapeutic Modules</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Critical appraisal of literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Pharmacoeconomics (compounding)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Pharmacy Math</td>
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<td>7.</td>
<td>Dispensing Workflow</td>
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<td>Therapeutic Modules</td>
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<td>10.</td>
<td>Dermatology (warts, dermatitis, psoriasis, acne, perspiration, dry skin, drug-induced skin conditions, lice, scabies, minor cuts/wounds, sunburn, skin cancer, vitiligo)</td>
<td>Nutrition (vitamins &amp; minerals, sports nutrition, obesity)</td>
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<td>11.</td>
<td>Ear, Eye, Nose, Throat (allergic rhinitis, general ear conditions, otitis externa, ear wax impaction, complications affecting ear, glaucoma, macular degeneration, contact lens care)</td>
<td>Hematology (anemia, anticoagulants, blood disorders)</td>
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<td>GI and liver (GERD, PUD, N/V, IBS, cirrhosis, alcoholic liver disease)</td>
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<td>Cardiology (HTN, CAD/ACS, dyslipidemia, heart failure, AFib, PVD)</td>
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<td>Transplant (general principles, heart, lung, pancreas, kidney, liver)</td>
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<td>Pulmonary (asthma, COPD)</td>
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<td>Nephrology and Urology</td>
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<td>Pain (opioids, NSAIDs, neuropathic agents)</td>
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### Practice Skills

#### Year one
- Focus on professionalism and communication skills (patients, team)
- Patient-centered care and health assessment
  - Medication/medical history
  - Care plan creation and patient care process
  - Documentation - basic
- Patient education
  - Select EENT/derm products
- Drug information & basic literature evaluation
- Dispensing/compounding

#### Build on year one
- Patient/health assessment
  - Integrate with drug knowledge
  - Patient interview, physical assessment (BP and pulse); lab tests
  - Med history (reconciliation)
  - Allergy assessment
  - Emphasis on care plan
- Pt education & oral patient presentation
- Intro to research design & EBM
- Documentation
  - Medical chart; care plans
- Inter-professional practice

#### Build on year two
- Patient/health assessment
  - Clinical judgment & prioritization required
  - Patient goal setting / motivational interviewing / patient self-empowerment
  - Health promotion, disease prevention
- Therapeutic Drug Monitoring
- Injections training (immunizations)
- Management (service proposal/implementation)

#### Build on years 1-3, Integrate knowledge/skills in practice
- Patient/health assessment through experiential learning & specialized electives
  - Graduated independent decision-making for planning care
  - Application / analysis