Introduction
This module was developed to guide you, the preceptor, in supporting and assessing your student(s) in the Patient Care Process.

Preceptors are integral to our program
- Assess/evaluate the skills and knowledge our students possess
- Role model and reinforce skills in real patient care settings

Preceptors providing feedback to the Faculty have power for change.

Patient Care Process
Faculty of Pharmacy and Pharmaceutical Sciences
University of Alberta, Edmonton Alberta
Regional Pharmacy Services, Alberta Health Services
• Learning objectives of the patient care process module
• Rationale and philosophy of the patient care process module
• Patient care process module overview
• The patient care process diagram
• Expectations of the student and year of study
• Written care plans
• Feedback versus evaluation
• Next steps
At the end of this module, participants will be able to:

1. Understand why and how the Patient Care Process document was developed for student use in the curriculum.

2. Recognize the patient care process and understand how you can help the student effectively apply his/her patient care skills in your clinical practice.

3. Provide feedback and evaluate the student’s patient database, assessment of drug therapy, care plan and documentation for a specific patient.

4. Know how to guide and support the student through the patient care process document in your patient care practice.
The Patient Care Process Rationale

• To expose students to various processes, frameworks and terminology at all levels of learning

• To facilitate learning in the classroom setting and on experiential rotations
The Patient Care Process Rationale

- Multi-stakeholder input
- Various practice settings and clinical practice expertise
  - Community
  - Primary Care Network
  - Hospital - Inpatient
  - Ambulatory Care
  - Faculty of Pharmacy
Patient Care Process Philosophy

- Comprehensive process:
  - Initial patient assessment (medical and medication history)
  - Assessing and identifying drug-related issues
  - Developing a pharmacy care plan
  - Documenting care
- The language/terminology is simple and consistent with other health care disciplines
- A framework to guide learners and practitioners
- Flexible and adaptable to any practice site
Each section has the following components:

- Setting the stage
- Elements of the patient care process being discussed
- Feedback and evaluation
- Overview of the preceptor role

The sections of the Patient Care Process follow a logical sequence but are designed to allow for independent viewing.
Six independent sections:

1. Introduction
2. Creating a Patient Database
3. Assessing Drug Therapy
4. The Pharmacy Care Plan
5. Documentation
6. Conclusion

All the sections of this module were developed to support the preceptor in facilitating your student in each of these patient care processes.
Patient Care Process Diagram

Patient Assessment
- Gather information - create database
- Evaluate information

Communication

Documentation

Follow-up / monitoring plan

Implement the care plan

Develop a care plan

Goals of therapy
- Alternatives
- Recommendations
- Monitoring
- Follow-up

Assess Drug Therapy:
- Is therapy indicated, effective, safe?
- Is the patient able to adhere?

Reason for Patient Assessment
- Open the interaction & develop the relationship
- Medical History
- Medication History

Figure adapted from Practice Development Practice Skills Bootcamp, Faculty of Pharmacy & Pharmaceutical Sciences, University of Alberta
Patient Care Process is introduced in the first year; the skill and knowledge continue to build over 4 years

- Range of student experience and ability
- Align your expectations of the student with their knowledge and skill set
- Course activities have been designed to support and guide you and your student
• Writing down the patient database, patient assessment and care plan is a valuable and integral part of the learning process.

• Care plans form the basis for clinical documentation.

• Written care plans allow for peer or preceptor feedback and evaluation.
Feedback versus Evaluation

- Feedback is verbal or written whereas evaluation is written.

- Feedback:
  - guides and helps develop the student’s future performance
  - should occur frequently and regularly throughout clinical placement
  - should be constructive

- Evaluation:
  - summative; assesses global student performance across specific learning objectives
  - is usually completed at pre-defined time points such as midpoint and end of clinical placement
• Have a copy of both the Patient Care Process document and the Preceptor Practice Assessment Worksheet handy when viewing and listening to each section

• Reflect on your own patient care practice for each section; write down pertinent thoughts on your Preceptor Practice Assessment Worksheet

• Use ideas from the presenting preceptors!

• Contact us with any questions – Office of Experiential Education, 780-492-5825 or exed@pharmacy.ualberta.ca