PHARM 354 Sp21 Introductory Pharmacy Practice Experience Part 1

Spring 2021

Course Weight: 4

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Course Description

This 4 week (160 hour) structured practical learning experience introduces community pharmacy practice and allows students to integrate knowledge and skills to provide patient care under the supervision of a pharmacist. Students will also develop communication, collaboration and practice management skills, as well as participate in health promotion activities and drug information requests in a community pharmacy setting. Students begin to adopt the professional ethics, behaviours, and attitudes of a pharmacist. (Restricted to Pharmacy students).

Other course fees

Students are expected to travel within the province to complete their experiential education course requirements. Costs associated with the travel, accommodation or additional placement site requirements are the responsibility of the student.

Required readings

See eClass for Required Readings that pertain to all Introductory Pharmacy Practice Experiences (IPPEs). Students are expected to review these readings prior to the first IPPE and then as needed to support learning. For detailed information on course requirements and policies/procedures, students must review the Undergraduate Experiential Education Policies and Procedures Manual.

Recommended Resources

See eClass for Recommended Resources that may pertain to all Introductory Pharmacy Practice Experiences (IPPEs). Prior to the placement students should ask their preceptor about resources that should be brought to the placement or pre-readings that should be completed prior to the placement.

Course Schedule

Other information and exceptions:

This course is offered in each of the following blocks. Students will take this course once and must register for the course in the term that the placement is scheduled to occur in accordance with University Policies outlined in the Calendar.

Placement dates are:

- Block 1: May 3 - May 29, 2021
- Block 2: May 31 - June 25, 2021

Note: May 24, 2021 is a statutory holiday. It is up to the discretion of the preceptor whether to: grant the day off, provide readings to be completed off site, or include it as a placement day. Refer to the Undergraduate Experiential Education Policies and Procedures Manual.

Note: *The course schedule is subject to change.*

Course Objectives/Outcomes

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

- Displays professional behavior, adheres to ethical standards, demonstrates professional responsibility and accountability, and practices within scope of a first year student
- Demonstrates initiative and self-directed learning
- Demonstrates effective non-verbal and verbal communication skills with patients and other health care workers in a community pharmacy environment
- Effectively communicates in writing (written activities/assignments/notes in patient record)
- Demonstrates the fundamental knowledge and critical thinking required for pharmacy students entering year 2 and the ability to apply knowledge to patient care
- Provides care using the Patient Care Process for uncomplicated patients with a condition of focus in the first year (self-care, minor ailments, pulmonary conditions)
- Works effectively with members of the team, able to demonstrate safe patient handover
- Demonstrates fundamental knowledge of the medication use process by dispensing products safety and accurately
- Participates in quality assurance and practice improvement strategies
- Advocates for patients within and beyond patient care environments

Grading

Title	Weight	Date	Type
Assignment #2: Care Plan: 2 parts	Pass/Fail	See description	Assignment
Assignment #1: PHARM 354 Learning Plan	Pass/Fail	See description	Assignment
Assignment #3: Medication Safety	Pass/Fail	See description	Assignment

Additional Information about Assessments

Grading

Pharm 354 is a Credit/No Credit course. At the end of the placement, preceptors recommend a grade of pass or fail on the final Student Performance Assessment (see Appendix 1).
To receive Credit in the course, students must satisfactorily complete the placement, complete all required assignments including any resubmissions requested by the course coordinator (or designated reviewer) in a satisfactory manner (see Course Assignments), and complete all required assessments (see information below). The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the submitted assessments and assignments.

Students who may require support:
The student should email the Course Coordinator following review of the Midpoint Student Performance assessment if any outcomes are rated as Not Meeting an Acceptable Level of Performance AND/OR if performance concerns are identified and the student would like additional support to address these.

Course Assignments/Activities/Discussions

We acknowledge the current circumstances regarding the COVID-19 Pandemic. Course objectives have not changed, however, flexibility and creativity on the types of activities undertaken to achieve these is encouraged. Patient, student and preceptor safety should not be put at risk. With this in mind some activities have been omitted from this year's version of this course

Additional Information about Assessments

- All student performance assessments (see Appendix 1) are completed and submitted using CORE ELMS. Assessments are available online and students are encouraged to review the assessment outcomes and criteria prior to the start of the placement.
- Preceptors are encouraged to provide formative feedback throughout the placement. It is recommended students and preceptors discuss student progress after week one. Items to be discussed may include clarifications regarding expectations, course related activities, or any early concerns.
- Time points for completing student performance assessments are outlined in the Assessment and Assignment Schedule (Appendix 2)."
- Further information and details regarding each assessment can be found in eClass.
- As per course policy, students must check U of A e-mail accounts every 3 days for at least two weeks following course completion in case an assignment resubmission/response is required.

Late Assignments and Assessments

It is the student's responsibility to submit all assignments, including resubmissions, in accordance with the stated deadlines. Late assignments will require completion and submission of a Professional Accountability Form. This form is posted on eClass and is placed on the student's file once completed.

Late assignments, including requests for a resubmission or incomplete assessments may result in a delay of course grade posting. Students will receive a grade of "incomplete" until all course requirements are satisfied

Appendices

Please see the following link to access the appendices for the course assessments, links, checklists and summary of activities HERE

Assignment #1: PHARM 354 Learning Plan

Students are required to complete a skills inventory (Appendix 4) and develop a PHARM 354 Learning Plan (suggested template in Appendix 4). It should be uploaded to the Student Requirements folder in CORE ELMS at least 1-week prior to the start of placement for preceptor review. In consultation with the preceptor(s), the student will refine and finalize the components of the Learning Plan by the end of week 1 of the placement. The final approved version must be uploaded by the end of week 1 of the placement block, replacing the draft version. At midpoint and final, progress updates to the learning plan must be entered by the student.

Following the MIDPOINT student performance assessment, any area rated Needs Improvement or Not Meeting an Acceptable Level of Performance by the preceptor should be added to the student's Learning Plan along with specified Indicators of Progress.

Following the FINAL student performance assessment, any area rated Needs Improvement or Not Meeting an Acceptable Level of Performance must be incorporated into the objectives of the learning plans for subsequent placements. It is recommended that students also carry forward items where previous preceptors have given any constructive feedback, enabling the student to track growth across all placements and providing subsequent preceptors information to better support continuity of skill development.

The Learning Plan must include:

- Date of Learning Plan in the document's title (to facilitate version control)
- Placement information (placement name, site, preceptor(s) name and contact information)
- Learning goals (minimum of 1, maximum of 3)

- Strategies and resources to achieve goals
- Indicators of progress
- Progress at midpoint (completed at end of week 2) and final (completed at end, week 4), including the self-assessment rating the student would assign themselves at that point (midpoint or final)

Assignment #2: Care Plan: 2 parts

Part A. Students will post 1 care plan that has been reviewed and approved by the preceptor(s), where they have documented care provided to a patient, including a BPMH, DRP identification, identified therapeutic alternatives with pro's/con's, recommendations, rationale, implementation plan, and follow-up. The care plan should be on a topic the students have covered in YEAR ONE (minor ailments/respiratory). This assignment should be submitted on eClass by Friday of Week 3 at 11:59 pm.
The course coordinator will review the care plan; however, NO GRADE is assigned. If a resubmission is deemed necessary, students will be provided with formative feedback that will help them better meet the assignment outcomes.

Students must:

- Ensure ALL patient identifiers are removed before posting to ensure patient confidentiality
- Submit to eClass as typewritten, minimum 11 point font and double spaced
- Be prepared to share your care plan with your peers in a practice skills course

Part B: Students will be required to complete a reflection question survey on eClass by the last day of the placement.

Assignment #3: Medication Safety

Students will review the ACP drug management Incident Analysis Process Summary and Quick Reference Guide. Students will also review the ACP Newly revised Drug Incident - Patient Safety Report as well as the completed sample version found under ACP - "Learning Materials and Guidelines". Students will then resolve a real or hypothetical medication error using this form and discuss it with their preceptor(s). The completed ACP Drug Incident form should be posted to eClass by the last day of the placement.

Students must:

- Ensure ALL patient identifiers are removed before posting to ensure patient confidentiality
- Be prepared to share your Drug Incident Report with your peers in a practice skills course.

Activities and discussions: Summary Table - Appendix 3

- Students are expected to participate in the activities that routinely occur at the practice site. Specific assignments and projects should be discussed with the preceptor, including expectations and timelines for completion.
- Students should debrief and discuss placement activities with their preceptor(s).
- A list of required discussion topics is provided to ensure course outcomes are achieved (See summary table - Appendix 3).

Letter Grading

As per University policy, final letter grades will be based on consideration of absolute achievement and relative performance in the class.
As per University policy (see Evaluations Procedures and Grading System of the University Calendar), final grade assessment will be based on consideration of absolute achievement and relative performance in the class.

Additional Teaching Information

Other required materials

Students are required to wear their Faculty identification (name tag) at all times when they are in the practice environment. Students are required to have a lab coat and should be prepared to wear it (if deemed appropriate based on setting**).**

Personal Laptop Computers

Students may be asked to bring personal laptops to placement sites

eClass

Students must access eClass to obtain course information and resources

CORE ELMS

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

Netcare

For information on Netcare (if required), see the Undergraduate Experiential Education Policies & Procedures Manual.

Student Responsibilities and Tips for Success

Students will practice patient care skills in a community setting rather than a skills lab. This placement provides an opportunity for the student to learn as a result of the experience. Professionalism, communication skills and scholarly curiosity are crucial components of the course.

The first step to receiving a grade of Credit is full participation in all course activities and opportunities. Come prepared! Be engaged! Discussing the available learning opportunities in the specific practice setting with the preceptor is encouraged to maximize the student's ability to design a meaningful learning plan. The course activities listed are minimums; maximizing learning opportunities is a professional responsibility. Students that are truly successful participate fully as a pharmacy team member.

Although preceptors will guide the learning, students are ultimately responsible to drive the learning process and ensure completion of all activities, assignments, and assessments.

Students must be self-directed when preparing for this course through the development of their Learning Plan and should take an active role in their learning by goal setting and seeking out learning opportunities. Students should expect to spend time outside of the placement hours to complete or prepare for placement activities. See Section on Student Responsibilities in the Undergraduate Experiential Education Policy and Procedure Manual. Due to variability of practice sites, student experiences will differ. The article "Strategies Pharmacy Students Can Use to Ensure Success in an Experiential Placement (required reading) provides helpful information including "obvious" and "not-so-obvious" strategies for success.

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

Additionally as this is considered to be an introductory placement preceptor supervision is important for learning and assessment. Patient safety always comes first. Students are expected to review each interview and care plan with their preceptor.
Some practice settings may have more than one preceptor (co-preceptors) to direct and supervise the learning experience.

Policy

Experiential Education Policy

Please refer to the Undergraduate Experiential Education Policy and Procedure Manual for experiential education policies. These include:

- Attendance policies (illness, bereavement) and participation in professional opportunities such as conferences, etc. In general, it is expected that students are at the placement site 40 hours per week, with an individualized schedule to be determined between student and preceptor.
- Netcare access, deletion and troubleshooting information
- Communication Policy
- Protection of Privacy Policy
- Preceptor Awards procedures

University Policy

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.
Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

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

Faculty Policy

Technology Requirements for Online Learning

It is paramount that students have access to a computer or laptop equipped with a microphone and camera to complete their course work and take exams. Please ensure that

you have access to reliable internet service or Wi-Fi and check that your computer meets our needs by comparing it to the information about system requirements HERE. Many of your exams will be proctored remotely using software called Secure Exam Monitor (SEM) that is available on eClass. Please read the guidelines and requirements for online exams with SEM HERE.

Many online sessions will be recorded to facilitate learning and review, particularly if technical issues occur. These recordings will not and cannot be distributed outside of the course.
Small group synchronous online sessions are opportunities to actively engage in learning and. Turning on your video and microphone during these sessions is required unless a valid reason has been provided to your instructor. You are also required to change your participant name to your full name when participating in any online session.

For your privacy, it is recommended that you remove identifiable and personal belongings from the space in which you are participating in video conferencing activities.

Territorial Acknowledgement

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Metis, Inuit, and all First **Peoples of** Canada, whose presence continues to enrich our vibrant community.
L'Université de l'Alberta reconnaît qu'elle est située sur les terres du Traité 6 et respecte les histoires, les langues et les cultures des Premières Nations, des Métis, des Inuits et de tous les peuples autochtones du Canada, dont la présence continue d'enrichir notre communauté si vivante.

Pharmacy Code of Professionalism

Students are expected to abide by the Faculty's Pharmacy Code of Professionalism at all times. Lapses in professional conduct may result in the issuing of a Professional Accountability Form. If issued, these forms will be kept on student records for 2 years.

Accessibility Resources and Accommodations
(Formerly: Student Accessibility Services (SAS))

Student accommodations are offered in accordance with the Faculty of Pharmacy and Pharmaceutical Sciences (FoPPS) Essential Skills policy. Accommodations are not offered for quiz assessments. Students requiring accommodations for major assessment activities must seek to register with Accessibility Resources at the beginning of each academic term. Accessibility Resources will work with the FoPPS (Office of Student Services) to determine the nature of any accommodation that will be granted. Once approved, Accessibility Resources will provide students and the Faculty with a "Letter of Accommodation". The

Faculty will share accommodation requirements with primary instructors and/or lab instructors. Those students who need accommodated exams must provide Student Services with the Accessibility Resources Exam Instructions & Authorization Form one week before each exam. You are encouraged to make an appointment with Student Services to discuss the required accommodations.

For students who write exams with accommodations at Accessibility Resources, please be cognizant of their deadlines and regulations. If you fail to meet these deadlines or follow the procedures, the result is most likely that Accessibility Resources will be unable to provide the necessary space and/or services you require. In these situations, the FoPPS does not have the resources to provide disability-related exam accommodations, and you will be invited to write your exams with peers during the allotted time in the assigned room.

Equality, Equity and Respect

The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. The faculty recommends that staff and students use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation, and ethnic backgrounds. In order to create a thoughtful and respectful community, you are encouraged to use gender-neutral or gender-inclusive language and to become more sensitive to the impact of devaluing language.