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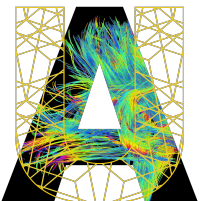
Pharmacy +  
Pharmaceutical  
Sciences



**Pharm 454 - Preceptor Course Review**  
**Spring/Summer 2023**  
Ann Thompson, Course Coordinator

# Agenda

- Course Overview, including What's New?
- Preceptor Resources
- Planning for the placement
- Expectations of 2<sup>nd</sup> year Student
- Brief Overview - Course Activities & Assignments
- Assessing your student
- Technology - CORE ELMS
- Final Notes



# What's New in Pharm 454?



- Patient Care Plan Presentation - more resources for students to guide them through activity
  - Focus on student learning, using a “simple” patient (focused DRP, using 1 journal article to support a recommendation).
  - Students have learned components - need practice
- Flexibility with activities as needed with emphasis on opportunities for students to practice direct patient care
  - IP collaboration ideally is face-to-face.
- Continue to share strategies to support preceptors creating safe environments to learn

# Preceptor Resources:

<https://www.ualberta.ca/pharmacy/preceptors>

The screenshot shows a website interface for preceptor resources. On the left is a vertical navigation menu with five items: 'Preceptors' (highlighted in yellow), 'Become a Preceptor', 'Course Information' (highlighted in green), 'CORE ELMS', and 'Training'. Below these are 'Resources' and 'Benefits and Awards' (highlighted with a red border). The main content area is titled 'Course Information' in green. Below the title is a paragraph: 'The following menu outlines our Experiential Education Placements, including course descriptions, length of placement, type of placement, audio podcasts, syllabi, course resources, and more.' Underneath is a section titled 'Preceptor Course Resources' containing a table with four rows of course information. Each row has a plus sign icon on the right. A purple arrow points to the second row, and a purple circle highlights the plus sign for that row.

Preceptor Course Resources	
Pharmacy 354 - Introductory Pharmacy Practice Experience - Community	+
Pharmacy 454 - Introductory Pharmacy Practice Experience - Hospital	+
Pharmacy 554 - Year 4 Placement - Community	+
Pharmacy 555 - Year 4 Placement - Acute Care/Inpatient Hospital	+

- Course Information: Syllabi, Preceptor Course Review Podcasts, Preceptor Quick Reference Guides (QRG), calendar template
- Preceptor Faculty Appointment process, awards and recognition
  - [Apply for Library Access](#)

# Preceptor Resources:

<https://www.ualberta.ca/pharmacy/training>

## Training

There are 2 training programs below to support your development as a preceptor. The first is four preceptor modules about the various facets of precepting and the second is the "Precepting the Patient Care Process eModule". These are required for new preceptors and recommended for experienced preceptors who are looking for new ideas to improve their preceptorships.

Foundational Preceptor Skills Online Training Modules



Precepting the Patient Care Process eModule



Module 1: Developing Effective Teaching Strategies At Your Practice Site

Module 2: Integrating Learners Into Your Daily Practice

Module 3: Feedback

Module 4: Student Performance Assessment



# Covid-19/Resp Illness Resources for Students Link in Preceptor QRG

## Covid-19/Respiratory Illness Resources for Students on Placements

### Required:

1. [Hand Hygiene videos from AHS](#)
  - a. Module 1 (duration: 4:20): The Who, What, Where, When and Why of Hand Hygiene
  - b. Module 2 (duration: 5:42): The 4 Moments for Hand Hygiene
2. [ACP COVID -19 Guidance for Pharmacists and Pharmacy Technicians](#)
  1. Caring for patients
  2. Protecting pharmacy staff and patients from Covid-19 transmission in the pharmacy
3. [Respiratory Illness Assessment for Albertans](#) (for students doing placements in AB)
  - a. Students should be familiar with this site for either (1) assessing their own symptoms or (2) advising patients who present with Covid-like symptoms. Should students develop symptoms, complete the self-assessment, follow the instructions, and contact both the course coordinator and Student Services after notifying your preceptor(s).
4. Information about Protecting Yourself
  - a. [How to Wear a Mask \(Info Sheet\)](#)
  - b. [Donning and Doffing PPE](#) video

# Pharm 454: The Course

Goal: continued opportunity to practice using knowledge and skills – focus on *process!*

- Building clinical skills and “putting it together” in hospital context
- Observe pharmacist role, provision of patient care, application of clinical judgment & decision making to improve patient outcomes
- Seeing how preceptor gathers and integrates information

## Pharmacist Roles Emphasized:

Professionalism	Scholar
Communication	Advocacy
Care Provider	Manager-Leader
Collaborator	

# Planning for the Placement



# Pre-Planning and Student Orientation

- First impressions are the most important
- Students expect you will spend time on the first day providing an orientation and discussing items in check list in QRG
  - Include review of practice setting, expectations, when/how you will provide feedback, learning preferences and precepting strategies the student has found supportive in previous placement
  - Course review - initial schedule (calendar template available on website)
  - Learning plan/skills inventory
  - Pharmacy practice: including templates/forms used at site
    - Students using Connect Care will be trained in advance of placement; may need refresher from you.



# Student Orientation: Addressing possible scenarios

As part of orientation, discuss with student:

***What to do if faced with difficult, abusive, racist or microaggressions from patients or staff:***

- Safety signal
- Students to bring to preceptor's attention for appropriate action
- Debrief with student
- Document
- Contact faculty
- Follow up with Pharmacy Manager and reporting process in [MySafetyNet](#)
- **AHS resources:** [Diversity and Inclusion- Anti-racism resources](#), [Best Practice Guide: Microaggressions](#), [Psychological Safety webpage](#).



# Expectations of a Second Year Student

## What can they do?

- Review a chart; familiar with components
  - Communication with patients
  - Medication history including BPMH
  - Allergy assessments; need guidance with alternatives if allergy present
  - Basic documentation (DAP format)
  - Approach to answering DI questions
    - May need help with decision-making based on findings
- Skills with initial development, but guidance/support required in “real” practice*
- Medication reconciliation – practiced in lab
  - Development of basic care plan for conditions covered
    - Includes identifying and resolving DRPs
  - Communication with team members (have practiced SBAR)
  - Structured case presentation (more practice will help)
  - Patient education (for conditions covered)

# Expectations of a Second Year Student

## What courses have they taken?

Year 1	Year 2
Pharmaceutics Part 1	Pharmaceutics 2
Principles of Medicinal Chemistry	Essentials of Pharmacokinetics
Introduction to Pharmacology	Pharmacotherapy 2 (Endocrine/Nephrology/Urology)
Physiology and Anatomy 1 and 2	Pharmacotherapy 3 (Cardiovascular)
Pharmacotherapy 1 (Self-care/pulmonary)	Pharmacotherapy 4 (GI/Nutrition/Derm/Ophth)
Essentials of Collaborative Practice	Pharmacotherapy 5 (ID 1 - bacterial)
Patient Care Skills 1 and 2	Patient Care Skills 3 and 4
Behavioural, Administrative, Social and Evidence-Based Pharmacy 1 and 2	Behavioural, Administrative, Social and Evidence-Based Pharmacy 3 and 4

- In Pharm 454 Preceptor Quick Reference Guide,  
see: <https://www.ualberta.ca/pharmacy/preceptors/course-information>

# Course Outcomes, Activities and Assignments

Refer to *Quick Reference Guide* for further information  
(Summary tables included for activities and assignments.)

# Course Outcomes and Activities - Snapshot

Course Outcomes	Activities
<ol style="list-style-type: none"><li>1. Demonstrate fundamental knowledge to care for patients.</li><li>2. Participate in medication distribution.</li><li>3. Demonstrate effective communication skills (verbal and written).</li><li>4. Provide patient care.</li><li>5. Work effectively with team members.</li><li>6. Integrate best available evidence into care decisions.</li><li>7. Participate in advocacy activities.</li><li>8. Display professional behavior.</li><li>9. Demonstrate professional responsibility, as well as initiative and self-directed learning.</li></ol>	<ul style="list-style-type: none"><li>• Provide patient care (at least 4)<ul style="list-style-type: none"><li>• Includes med history, allergy assessment, recommendations, seamless care, education, documentation</li><li>• <b>Ideally face-to-face</b></li></ul></li><li>• Patient Case presentation</li><li>• IP collaboration if possible<ul style="list-style-type: none"><li>• <b>Face-to-face preferred</b></li></ul></li><li>• Drug info questions</li><li>• Advocacy activities undertaken by pharmacists (Covid-19 and beyond)</li><li>• Dispensing role and processes<ul style="list-style-type: none"><li>• Some self-directed activities in syllabus and discussions with preceptor</li></ul></li></ul>



# Student Assignments

Outlined in Pharm 454 Course Syllabus

## **PRE-PLACEMENT:**

1. Review Covid-19/Resp Illness resources
2. Prepare and post Skills Inventory and Learning Plan

## **DURING PLACEMENT:**

1. One care plan (to be reviewed with preceptor prior to submitting)
2. Patient Case presentation
3. Placement Experience Discussion (to be presented live to course coordinator over Zoom; sign-up required; preceptor does not attend)

# Skills Inventory & Learning Plan

Posted in CORE ELMS 1 week pre-placement start date

## Part 1: Skills Inventory (acts as a self assessment)

Students rate their level of “comfort/confidence” performing select skills prior to starting the placement.

**Skills Inventory Template**

Skill Development	Student considers their ability to:	Comfort/Confidence Scale						
		1	2	3	4	5	6	7
		Uncomfortable			Comfortable			
Communicating with patients	<ul style="list-style-type: none"> <li>- Engage/greet patient</li> <li>- Speak clearly with appropriate confidence.</li> <li>- Listen to identify patient cues and adapt responses.</li> <li>- Explore patient’s perspective</li> </ul>	1	2	3	4	5	6	7
Gathering medical and medication history (Med Rec and BPMH)	<ul style="list-style-type: none"> <li>- Introduce self and establish rapport</li> <li>- Gather sufficient information while having a 2-way discussion in a conversational manner.</li> </ul>	1	2	3	4	5	6	7
Conducting Initial patient assessment	<ul style="list-style-type: none"> <li>- Determine if medications are indicated, effective, safe and patient can use/adhere</li> </ul>	1	2	3	4	5	6	7
Creating Basic Care Plans	<ul style="list-style-type: none"> <li>- Can work through care planning process, using worksheet for guidance</li> </ul>	1	2	3	4	5	6	7
Patient Monitoring	<ul style="list-style-type: none"> <li>- Determines appropriate monitoring parameters</li> <li>- Interprets how to use parameters in decision-making</li> </ul>	1	2	3	4	5	6	7
Ongoing Patient Assessment	<ul style="list-style-type: none"> <li>- Determines follow-up required including who is responsible</li> <li>- Interprets follow-up information to evaluate medication therapy and modify plan if needed</li> </ul>	1	2	3	4	5	6	7
Documenting Patient Care	<ul style="list-style-type: none"> <li>- Provides appropriate level of detail and uses an organized process (e.g. Data, Assessment and Plan)</li> </ul>							

# Part 2: Create Learning Plan

<b>Learning Goal (Use SMART format):</b>	
Why is this goal important to you? How will it enable you to be a better pharmacist?	
Describe the resources and strategies you will use to enable you to achieve your learning goal.	
<b>Indicators of Progress:</b> State the indicators that will inform you of your progress or achievement across the 4 weeks.	
<b>Progress at MIDPOINT (end week 2)</b> Summarize: What has been achieved thus far? What needs to be the focus in the next 2 weeks? Do I need to add any goals (on separate sheet) based on my Midpoint Student Performance Assessment?	<i>Student to type progress here.</i>
<b>Progress at FINAL (end week 4)</b> Summarize: What did I achieve? Did this meet my expectations? What will I continue to work on after this placement is over?	<i>Student to type progress here.</i>

Preceptor feedback important to ensure goal is SMART.

# Assessment and Evaluation

**Reminder: complete midpoint assessment at the half-way point, and the final at the end.**

**If any concerns or questions at any point, please contact the Course Coordinator (Ann Thompson).**

# Assessments: The What, Who and When?

Name of Assessment or Evaluation	Who Completes?	When?
Student Self-Assessment	Student	Midpoint and Final •Preceptor can review in advance (MP)
<b>Student Performance Assessment</b>	<b>Preceptor</b>	<b>Midpoint and Final</b> • <b>At final, grade of pass/fail provided</b>
Student Evaluation of Preceptor and Site	Student	Midpoint and Final
<b>Preceptor Evaluation of Course</b>	<b>Preceptor</b>	<b>After student has left site</b>

**Save work frequently when completing in CORE ELMS!**

For overview of Completing Assessments, see podcast by Dr. Ken Cor (14 min long) at: <https://www.ualberta.ca/pharmacy/preceptors/resources/student-assessment>

# Assessments: Preceptor Tips

- Can view assessments in CORE before student starts
- Viewable by student after submitted: can save as a draft
- Important to discuss with student
- Discourage use of “exceeds” at midpoint
- Comment boxes are helpful for student & Faculty; be specific
- *After midpoint assessment* important to discuss plan; student adds outcomes with “Needs Improvement” to midpoint Learning Plan





# Student Performance Assessment

- Preceptors provide **overall mark** for each outcome:
  - *Not Meeting an Acceptable level of performance*
  - *Needs Improvement to Reach an Acceptable Level of Performance*
  - *Meets Acceptable Level of Performance*
  - *Exceeds an Acceptable Level of Performance*
- Needs Improvement: **OK at MIDPOINT**
  - With more practice, effort & time, you think student will pass
- Not Meeting an Acceptable Level of Performance:
  - Indicates major concerns. Faculty must be notified by midpoint at latest
- Unable to rate (midpoint):
  - Use if you have not had opportunities versus using Needs Improvement
- Assessments are reviewed by Faculty. You may be contacted by Faculty at midpoint if concerning comments/ratings to check in, gather more information, offer support.



# Grading Criteria: Final student performance assessment

## To PASS Students must:

1. Achieve a rating of “Meets an Acceptable Level of Performance” on all *Professionalism* outcomes **AND**
2. Have no more than 3 (*Maximum of 2 for Care Provider*) outcomes achieve a rating of “Needs Improvement to Reach an Acceptable level of Performance” **AND**
3. Have ZERO ratings of “Not Meeting an Acceptable Level of Performance”



# Finding Student Information in CORE ELMS

1. CV/Resume
2. Skills Inventory and Learning Plan

# CORE ELMS

- Students to post their CV/Resume and Learning Plan under Student Requirements.....viewable by preceptors when they login and select their student from drop-down menu.

The screenshot shows the CORE ELMS user interface. On the left is a green sidebar with navigation options: Home, Profile Information, Scheduling / Availability, Evaluations, Assessment Library, My Requirements, Hours Tracking / Timesheets, Field Encounters, Student Absences, Electronic Forms, Surveys, Message Center, Document Library, Reporting, Preceptor Training/Benefits, Help Center, and External Resources. The main content area is titled 'Welcome to Your University of Alberta Account.' and includes a dropdown menu for selecting a student (05/07/18 - 06/01/18), a 'Select student' arrow pointing to it, and sections for Contact Information, Custom Fields, and Student Evaluations. The Student Evaluations table lists two evaluations for a student in 2020. Below this is the 'Student Requirements' section, which includes a 'Requirements' table with 'Student CV/Resume' listed. A 'Click "File"' arrow points to the 'File' button in the 'Attachments' column of the requirements table.

**Select student**

Student	Rotation Dates	Rotation Type	Evaluation
[Redacted]	05/07/18 - 06/01/18	PHARM 316 - Institutional Mental Health	Early Assessment of Student 2018
[Redacted]	05/07/18 - 06/01/18	PHARM 316 - Institutional Mental Health	Pharm 316 Student Performance Assessment - Midpoint and Final (2018)

**Student Requirements**

Requirements	Completed On	Completed	Attachments
AHS Covenant Network Questionnaire			
Student CV/Resume			

**Click "File"**

# Final Notes - Who to Contact?

- All materials on the Faculty website:

<https://www.ualberta.ca/pharmacy/preceptors>

Preceptor Quick Reference Guide (QRG) has key links and contact information, plus checklists for activities and assessments

- If any questions or concerns, please contact:

Ann Thompson, [athompson@ualberta.ca](mailto:athompson@ualberta.ca)

- 780-492-5905 (work) and 780-953-6052 (cell)

Michelle MacDonald [michelle.macdonald@ahs.ca](mailto:michelle.macdonald@ahs.ca)

- 403-561-6278 or on MS Teams

- Preceptor Preparation Flow Map on the AHS Sharepoint page (<https://share.albertahealthservices.ca/teams/PSPP/PCP/PreceptorSupport/SitePages/Home.aspx>) – link also in QRG.



STUDENT FORUM ■ PEER-REVIEWED

## Why you should mentor a pharmacy student

CPJ 2018;151(2):89-90.

*Ai-Leng Foong, BSc*

**“Here’s the bottom line, from (Ai-Leng) to you (preceptors): take a chance on a student. Mentor them, watch them become a full-fledged pharmacist, and know that you played a key role in their development.”**