

Pharm 454

Preceptor Quick Reference Guide- *Spring-Summer 2023*

This guide is to provide you with links and quick information that will be helpful when precepting your Pharm 454 student this spring/summer.

For those preceptors at Alberta Health Services (AHS)/Covenant Health, to assist you in preparation, there is a “Preceptor Preparation Flow Map” available on the AHS Pharmacy Clinical Practice, Preceptor Support, Sharepoint page: [Preceptor Support - Home \(albertahealthservices.ca\)](https://albertahealthservices.ca/preceptor-support)

Table of Contents

Table of Contents.....	1
What’s New in Pharm 454?	2
Quick Links	2
Contact Information	2
Supporting Safe Learning Environments	3
Attendance Policies	3
Orientation Checklist for Student and Preceptor	4
Assessment Procedures and Information.....	5
Activity Summary	6
Assignment Summary	8
Activity, Assignment and Assessment Schedule.....	9
Pharmacy Care Plan Worksheet with Checklist.....	11
Pharmacy Student Practice Readiness at the End of Year 2.....	12

What's New in Pharm 454?

The Covid-19 pandemic is having less impact on practice settings, and yet, infection control practices, such as masking in patient care areas, remains. We continue to be grateful to all the preceptors who can accommodate a learner as they progress in their pharmacy education journey. Students are still required to review the [Required readings/website review](#) on Covid-19 to keep them practicing safely within hospital settings. If updates are put forward while they are on placement, communication will occur at that time.

There are no changes being made to the course this year. Last year, feedback was received about the patient case presentation, with some preceptors feeling this was a challenging assignment for students. While students have not done a formal case presentation on-campus, they have practiced most elements, such as structured case presentations (verbal) and evidence review of topics. Overall, it was felt this was a valuable learning activity for students, giving them an opportunity to document their case presentation and literature evaluation skills. To support students in this activity, resources are posted in eClass, and similar resources will be included in this guide for preceptors. It is expected that students will need to spend time preparing the case presentation outside of placement time. We encourage students to prepare the presentation on a patient they are following, and choose a DRP from disease states they have covered to-date in the curriculum. Preceptors are still required to review and provide feedback as this is a critical part of the learning process. This activity is “for learning” and it is not expected that students do it perfectly, but rather, learn the process, practice presenting to their preceptor(s), staff and peers, and gain valuable feedback to help them in future years of the program. This presentation can be done in-person, or alternatively, can be delivered online (if that is preferred).

Quick Links

- [Pharm 454 Syllabus](#) – scroll to Pharm 454 in table
- [Pharm 454 Course Overview Recording](#) (25 min)
- [Undergraduate Experiential Education Program Policies and Procedures Manual](#)
- [Faculty Preceptor Webpage](#)
- [Models of Precepting](#), guiding principles for co-precepting or other models, such as peer-assisted learning (PAL) model.
- AHS Resources (accessible for AHS employees):
 - a. [Psychological Safety](#)
 - b. [Diversity and Inclusion](#) and [Best Practice Guide: Microaggressions](#)

Contact Information

General Inquiries

Linh Hang

Phone: 780.492.3362 E-mail: phexed@ualberta.ca

Course Coordinator

Ann Thompson

Phone: 780.492.5905 E-mail: athompson@ualberta.ca

Institutional (AHS/Covenant Health) Faculty Liaison

Michelle MacDonald

Phone: 403.561.6278 E-mail: michelle.macdonald@ahs.ca

Supporting Safe Learning Environments

Students may experience harassment, racism or microaggressions by patients or staff members. We are providing guidance to both students and preceptors on how to support students should this occur. This includes discussing how these situations should be handled during orientation (may include use of a “safety signal” that is known between student and preceptor(s)). Next steps include debriefing on the incident and determining appropriate action(s), discussing with your manager and the faculty course coordinator, reporting and documenting. There are AHS Resources to support preceptors, with a few highlighted in Quick Links above.

Attendance Policies

Preceptors often have questions regarding student attendance during the placement. Further information regarding other policies can be found in the [Policies and Procedures Manual](#).

- **Covid-Related Symptoms:**
 - **Students have been advised to NOT GO TO WORK.**
 - Students should conduct a RAT test (if they have); if positive, they follow the same policies as staff (restricted from work for a minimum of five (5) days from onset of COVID-19 symptoms, or until symptoms have improved and fever-free for 24 hours (without the use of fever-reducing medications), whichever period is longer).
 - Students should notify preceptor(s) and report the reason for absence in CORE ELMS.
 - Students are expected to make-up time missed due to illness. This can be a combination of time at site (extending placement time, or extending the length of day, depending what is possible at site). Remote work may also be factored into how much additional time is required. Please contact the course coordinator (Ann Thompson) and the Faculty Liaison (Michelle MacDonald) who will advise after consulting with the preceptor(s) and site management.
- **Statutory Holidays:** If a statutory holiday falls during a placement, it is the preceptor’s discretion to decide what to do. The preceptor may grant the student the stat day off, a day off in lieu of the stat, or include that day as a placement day.
- **Modification to placement schedule** should be approved by the course coordinator in advance of the placement starting. Should students and/or preceptors have questions about what is acceptable, please contact Ann Thompson, course coordinator.
- **Changes** to course dates to accommodate a student’s personal vacation are *not* permitted.
- **Routine medical visits:** in general, should be scheduled outside of course time.
- **Illness:** the student must notify the preceptor as soon as possible. Should students experience Covid-19 like symptoms, see above.
- Students are required to record their absence in the Absence Tracker (CORE ELMS) and email the preceptor regarding the absence. The Faculty will individually assess each situation regarding if the time has to be made up.
- **Bereavement:** an absence may be excused due to the death of a family member. The student should discuss this with the preceptor and advise the course coordinator. When more than one day is missed due to bereavement, arrangements should be made to make up the missed time and ensure all course objectives are met.

Orientation Checklist for Student and Preceptor

This orientation checklist is to be used by both the student and preceptor to cover important topics at the beginning of the placement. Site specific items can be added to the list at the bottom.

Orientation Activity Checklist
1. Illness Prevention Precautions and Protocols <ul style="list-style-type: none"><input type="checkbox"/> Review the infection control measures currently used at practice site (hand washing hygiene, PPE, etc.) <input type="checkbox"/> Review how to communicate with patients to mitigate risks. (Prior to the placement, students are required to review information on hand washing hygiene, PPE and infection control measures)
2. Professional Discussions <ul style="list-style-type: none"><input type="checkbox"/> Preceptor's practice experience and interests<input type="checkbox"/> Feedback and communication, including preceptors preferred method of contact<input type="checkbox"/> Student/preceptor responsibilities and expectations, including preceptor review of assignments, provision of feedback and documentation for review<input type="checkbox"/> Practice expectations, patient confidentiality, dress and appearance policies<input type="checkbox"/> Pharmacy information regarding policies and procedures, including patient and staff safety<input type="checkbox"/> Review student's Skills Inventory and Learning Goal (student to post in Requirements within CORE ELMS at least 1 week prior to placement)<input type="checkbox"/> Discuss with student what they should do if faced with a difficult, abusive, racist patient or staff person, including microaggressions. Bring to the preceptors attention for appropriate action, debrief together, report and document, as well as contact faculty. Discuss with student(s) the possibility of having a "safety signal" so that the student can gesture to their preceptor if they need assistance. Select AHS resources noted in Quick Links (page 2).
2. Course-Related Discussions; review course syllabus <ul style="list-style-type: none"><input type="checkbox"/> Objectives and Activities: patient care, modifications given pandemic situation.<input type="checkbox"/> Assignments that require preceptor feedback<input type="checkbox"/> Assessment process: review forms (Student Performance Assessment in syllabus) and timing (including feedback)<input type="checkbox"/> Discuss student/preceptor responsibilities and expectations<input type="checkbox"/> Review preliminary student schedule.
3. Pharmacy Practice <ul style="list-style-type: none"><input type="checkbox"/> Practice specialties and characteristics<input type="checkbox"/> Site resources and learning opportunities<input type="checkbox"/> Patient care practice set-up (start time, location of clinical unit/setting, daily processes)<input type="checkbox"/> Provide samples of forms used, documentation, policies and procedures
4. Practice Environment <ul style="list-style-type: none"><input type="checkbox"/> Guided tour of practice environment: dispensary, offices, patient care areas<input type="checkbox"/> Introduction to staff and health care practitioners (including students); include roles and how they will be involved with student experience<input type="checkbox"/> Library, drug information and other resources<input type="checkbox"/> Student workspace, eating area, storage of personal items, washrooms, etc
5. Technology orientation <ul style="list-style-type: none"><input type="checkbox"/> Computer order entry systems, patient profiles and electronic medical records (EMRs)/Connect Care<input type="checkbox"/> Netcare<input type="checkbox"/> Phone, fax, internet
6. Other

Assessment Procedures and Information

- All assessments are completed and submitted through CORE ELMS. After logging in, the evaluation tab is in the green column on the left side of screen.
- Assessments can be viewed in CORE ELMS at least 1 week prior to the start of the placement.
- All assessments should be discussed with student. There is an acknowledgment at the end of each form that indicates the assessment has been discussed by the student and preceptor
- Instructions for preceptors are at the beginning of the Student Performance Assessment.
- Given the various schedules for the course this year, please complete the midpoint at the half-way point in the placement. If you have any concerns, please contact the course coordinator.
- If you have difficulties accessing or submitting assessments, contact: phexed@ualberta.ca.

Tips and Suggestions

- Periodically save your work. Click on “Save” tab at bottom of form, to avoid a “time-out” and losing information entered. Assessments can be saved as a draft and completed later; remember to “save” before exiting or information will be lost.
- Once the completed assessment is submitted, it is visible to the student being assessed. ***Saved drafts that are not submitted are not visible to the student.***
- Disregard the “Section Weight” and “Minimum AVG Score Required” sections.
- Comment boxes should be used to provide evidence to support the rating given. This is especially important when the student is not meeting expectations, or needs improvement, as it provides specific details about deficiencies.

Summary of Assessments/Evaluations to Be Discussed between Preceptor and Student (all are completed and submitted through CORE ELMS)

Assessment/Evaluation	Submission Timeframe	Submitted by	Comments
Student Self-Assessments (completed twice)	Midpoint and end of placement	Student	- The midpoint should be submitted a day prior to the Midpoint Student Performance Assessment discussions. - For Final Student Performance Assessment, student should bring a copy to review and compare with preceptor assessment.
Student Performance Assessment MIDPOINT	At the end of 80 hours.	Preceptor	- Assessment of all learning outcomes. - Takes about 20 minutes to complete, and 20 minutes to review with student. - Includes identification and discussion of areas and skills that will be focused on for balance of the placement
Student Evaluation of Preceptor and Site – MIDPOINT	At the end of 80 hours.	Student	- Formative feedback from student to preceptor - Students must discuss with preceptor after discussion of the Student Performance Assessment
Student Performance Assessment – FINAL Final Placement Mark (at the end of the Assessment)	End of placement	Preceptor	- Takes about 1 hour total (to fill out and discuss). - Assessment of learning outcomes. (same as midpoint) - At the end of the assessment preceptors provide a <u>Placement Mark: PASS or FAIL</u> based on the overall grades assigned to each learning outcome.
Preceptor Evaluation of Course/Placement Experience	After student has left placement site	Preceptor	- Anonymous (link sent to preceptors) – option provided to have Faculty contact the preceptor.

Activity Summary

These can be modified as needed based on practice opportunities given pandemic. Role play also permitted.

CARE PROVIDER	COMMENTS
<p><i>Provide Patient Care</i></p> <p>For all patient care encounters, students should provide patient care as deemed appropriate by the preceptor(s) and outlined in the Patient Care Process Document. All documentation and care plans must be reviewed by the preceptor.</p> <p>Students are responsible to complete the following for 4 patients:</p> <ul style="list-style-type: none"> ● <i>Interview the patient to gather a medical and medication history.</i> This includes conducting a BPMH (Best Possible Medication History), medication reconciliation and allergy assessment. [NOTES: (1) Since med rec may have been completed already, your role may be to verify what was completed by the admitting physician/team, (2) Ensure allergies are documented within the chart AND within the patient’s profile in the dispensing system.] ● <i>Create a care plan</i> ● <i>Complete a risk assessment [for example, renal function and drug dose adjustment, CV risk, atrial fibrillation stroke & bleeding risk]:</i> Students should complete based on patient population and preceptor guidance. 	<p>Pharmacy Care Plan worksheet with Checklist included on page 11 of this Guide.</p>
<p><i>Discharge Patient Care</i></p> <p>Provide discharge or medication counselling, reconciliation and seamless care for at least 2 patients and discuss with the preceptor. Document if appropriate. Review experience and documentation with the preceptor.</p>	
<p>NOTE: Students can use the same patient and drug related issue for more than one activity (e.g. for the risk assessment, care plan and chart documentation).</p>	

COLLABORATOR	
<i>Inter-Professional Collaboration (In-person collaboration ideally face-to-face.)</i>	
<p>1. Discuss with preceptor interprofessional collaboration that may have been observed or participated in during the placement as opportunities have arisen. What was the collaboration? How did they work with the other profession(s)? What was their role? How did they work together to help meet the patient's needs?</p> <p>2. Students should spend time with at least 1 other health care professional (if possible) that is caring for one of their patients or is from their unit as deemed appropriate by the preceptor. Time allotted to this will likely range from 1 hour – ½ day. Students should focus on skills they saw demonstrated that could be applied in their practice.</p>	
ADVOCACY	
Participate in site-based advocacy activities where possible (i.e. patient education, education strategies regarding appropriate use of medications, etc.).	
SCHOLAR	
<i>Drug Information Questions</i>	
Answer at least 4 drug information questions that utilize different resources and discuss with the preceptor. Whether the answers are in written or verbal format is at the discretion of the preceptor.	
<i>Patient Care Plan Presentation (with inclusion of a Clinical Question) This is an activity for learning.</i>	
<p>By early week 4, students must present 1 patient case (with one DRP and review one journal article) to pharmacy staff and/or inter-professional team and where possible, other students.</p> <p>Students have been provided with resources to support doing this activity. They have learned the component parts of a case presentation (with inclusion of a clinical question), and this placement is the perfect place to practice. An exemplar video of a case presentation is HERE, and students also have access to exemplars. This text, Clinical Skills for Pharmacists, also has a chapter (chapter 6) on Patient Case presentation. The Pharm 454 course syllabus also has guiding tips from pge 25-27.</p>	
<i>UofA Library Resources</i>	
<p>Provide preceptors with an overview of the library resources and search strategies for the UofA Library Database(s) now accessible to preceptors.</p> <p>The How-To-Guide: http://tinyurl.com/lgppqay</p> <p>Link to UofA pharmacy library home page is: http://guides.library.ualberta.ca/pharmacy</p> <p>Online application for preceptor library access is</p> <p>https://www.ualberta.ca/pharmacy/preceptors/preceptors/resources/library-access</p>	
LEADER MANAGER	
<i>Medication Distribution</i>	
Depending on the practice site, participate in the distribution of medications (i.e. screening, order entry, filling, checking) or have a guided tour of the dispensary. Review how prescribed medications are delivered to the patient after they are ordered. Who is involved in the various stages? (physician, medical resident, nurse, ward clerk, pharmacist, pharmacy technician, etc, as appropriate).	
<i>Review the AHS Adverse Events and Patient Safety Website</i>	
This website provides AHS health care professionals with resources regarding how to disclose an adverse event. It also includes the AHS policy for reporting adverse events, close calls and potential hazards.	
Various discussion activities that student can direct as time permits (additional detail in student course syllabus):	
<ol style="list-style-type: none"> 1) Distribution processes and scope of practice of various members of team 2) Medication distribution safety principles 3) Drug Formulary 4) Adverse Drug Reaction and Incident Reporting Processes 	

Assignment Summary

Assignments 1, 2 and 3 require preceptor review and feedback.

Skills Inventory and Learning Plan Assignment (#1) <i>This will be posted 1 week prior to the start of the placement.</i>	Preceptor Instructions (CORE ELMS)
<p>Learning Plan Students are to complete the Skills Inventory (Part 1), and subsequently, determine 1 goal describing a skill/attribute or behaviour to improve upon across the placement (Part 2 – this is the Learning Plan portion). The Learning Plan should be:</p> <ol style="list-style-type: none"> 1. Discussed with the preceptor during first week of the placement; make adjustments if necessary. 2. Finalized by the end of the first week. 3. Reviewed with the preceptor and updated at the midpoint and final points of the placement to indicate progress made with the learning goal. 	<p>Preceptors need to review the Learning Plan, which will be posted in CORE ELMS under Student Requirements (located on dashboard after you select your student) within 1 week prior to the start of the placement. Students will post updated plans, including progress (after review with preceptor), at the end of 1st week, midpoint and final.</p>
Other Course Assignments That Require Preceptor Review	Preceptor Instructions
<p>Patient Medical and Medication History and Care Planning Assignment #2: The assignment is composed of 2 parts; Part 1: Post ONE pharmacy care plan with ONE DRP for ONE patient only. Relevant background data must be included. There is also a Part2 that does not require preceptor review.</p> <p>Patient Care Plan Presentation #3 This assignment requires students to submit a copy of their presentation slides. Preceptors will have reviewed the content and/or provided feedback on the delivered presentation (once attended). This is an activity for learning, and it is OK if student's have areas for improvement identified to them.</p>	<p>Review care plan with student. (Student will post on eClass one care plan with one DRP for one patient on last day of placement.)</p> <p>Provide feedback to student either before and/or after the presentation has been delivered. Students are required to submit slides to ensure activity completion.</p>
STUDENT ONLY (no preceptor review required)	<p>Preceptor review not required</p>
<p>Assignment #4: Students will prepare to discuss a topic related to this placement. They have been given 3 topics from which they can choose. This does not need to be reviewed with preceptor(s).</p>	<p>It is optional for students to brainstorm ideas with their preceptor. It is mandatory for a live 1-hour session to be attended either during or after the course; there is no document submission on eClass.</p>

Activity, Assignment and Assessment Schedule

Pre-placement	Preceptor Activities (to support student)
<i>Before placement starts</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Review Course Syllabus: course expectations, patient care process tools, activities and assignments. <input type="checkbox"/> Watch recorded Pharm 454 Course Overview for Preceptors, which is located on the Course Information webpage. <input type="checkbox"/> Prepare calendar/schedule for your student; see template on FoPPS website under Pharm454. <input type="checkbox"/> Discuss course, including assessments, with co-preceptors. <i>Establish common expectations.</i> <input type="checkbox"/> Correspond with your student(s) about where to meet you on Day 1. <input type="checkbox"/> Review your student's CV/Resume and Learning Plan (located under Student Requirements once you login to CORE ELMS within week prior to placement starting). <input type="checkbox"/> Review updated Orientation Checklist to prepare for placement.
WEEK 1 (first 40 hours)	
<i>Orientation</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Review Orientation Checklist on Day 1 <input type="checkbox"/> Involvement with or introduction to distribution process (site dependent; see Leader-Management Activities). <input type="checkbox"/> Discuss potential patients for providing patient care.
<i>End of Week 1</i>	<ul style="list-style-type: none"> <input type="checkbox"/> At end of week 1, have quick check-in with student to ensure everything on track. Share feedback on experience to date. <input type="checkbox"/> Review any revisions to student's Learning Plan. <input type="checkbox"/> Student complete at least 1 Patient Medical and Medication History; review with preceptor(s).
WEEK 2 (hours 40-80)	
<i>Activities and Assignments</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Student to complete med recs, allergy assessment, risk assessment and discharge patient activities and assignments/clinical documentation – discuss with preceptor(s). <input type="checkbox"/> Student to complete at least 1 more Patient Medical and Medication History by end of week. <input type="checkbox"/> Review responses to 1-2 drug information requests. <input type="checkbox"/> Have discussions with student about various topics outlined in syllabus. Student should ensure all discussions are not left to the end. <input type="checkbox"/> Ensure case for Patient Case presentation is selected so that student can start preparation.
<i>End of 80 hours: midpoint</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Review student's Midpoint Student Self-Assessment (on CORE ELMS) prior to discussion with student. <input type="checkbox"/> Preceptor to complete/submit Midpoint Student Performance Assessment (in CORE). <input type="checkbox"/> Student to discuss: Evaluation of Preceptor and Site (in CORE ELMS). <input type="checkbox"/> Review and discuss student progress from Learning Plan.

WEEK 3 (hours 80-120)*Course Activities
Continue*

- Student to continue to complete course activities/discussions and discuss with preceptor.
- Student should have completed at least 3 Patient Medical and Medication Histories by now.
- Patient case presentation should be reviewed (and feedback provided) and either delivered at end of week 3, or in week 4

WEEK 4 (hours 120-160)*Patient Care
Activities*

- Student to continue to complete course activities/discussions and discuss with preceptor.
- Review activity table to ensure all activities and discussions have been completed.
- Patient Case presentation completed either on-line or in-person (pending which is most appropriate.)

*End of Week 4
(or 160 hours)*

- Preceptor to complete **Final Student Performance Assessment**.
- Student to complete: **Final Student Self-Assessment**
- Preceptor to provide the **Grade Recommendation** for placement (pass/fail).
- Student to complete: **Evaluation of Preceptor and Site** and discuss with preceptor.
- Student to update and post the final Learning Plan (on CORE ELMS) after discussing with preceptor.

*After student has
left the site*

- Preceptor will be sent link to Anonymous Course Survey; complete if you would like to provide your feedback on the course.
- Provide any feedback you may have to the Course Coordinator.

Pharmacy Care Plan Worksheet with Checklist

MEDICAL CONDITIONS & MED- RELATED NEEDS: 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.
DRP Categories: unnecessary drug • drug therapy required • ineffective drug • dose too low • adverse drug reaction/interaction • dose too high • nonadherence

- Are all DRPs identified (based on 4 prime areas of **indication, efficacy, safety, adherence**)?
- If no, discuss with student; probe to see if those missing can be determined.
- Is rationale provided or discussed for DRPs (based on either patient or provider data)?

GOALS OF THERAPY: For each medical condition and/or DRP state desired goals of therapy/timeframe.
Goals: 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.

- Therapeutic goal/outcome(s) stated?
- Patient goal incorporated (if appropriate)

ALTERNATIVES: Compare relevant drug and non-drug therapies that will produce desired goals. List the pros and cons of each therapy as well as rationale for each being included.
Consider: Indication • Efficacy • Safety • Adherence • Cost/coverage

- Is an assessment of each DRP provided (factors considered to influence/determine a plan)?
- Are alternatives (with rationale for each) provided that would be considered acceptable for current level of student(s)?

RECOMMENDATIONS/ PLAN: In collaboration with the patient and other health care providers, select the best alternative and implement the plan. Provide a rationale for the chosen plan relative to the other alternatives considered.
Consider: Drugs: correct drug, formulation, route, dose, frequency, schedule, duration, medication management. Non-drug: non-drug measures, education, patient referral.

- Plan/recommendations are outlined
- Includes:
- dosing considerations
 - patient preferences

ACTIONS TAKEN

- Appropriate/acceptable action has been taken

MONITORING PLAN

MONITORING PARAMETERS: Determine the parameters for monitoring efficacy and safety for each therapy. Provide rationale for including this and how you expect the parameter to change.
Consider: Clinical & laboratory parameters • The degree of change • The time frame

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

FOLLOW-UP: Determine who, how and when follow-up will occur.

- Follow-up plan present
- Includes:
- who how when includes outcome (if possible)

Adapted with permission from the Division of Pharmacy Practice, Leslie Dan Faculty of Pharmacy, University of Toronto, 2011.
 Excerpt from Patient Care Process, Faculty of Pharmacy and Pharmaceutical Sciences, University of Alberta, 2018

Pharmacy Student Practice Readiness at the End of Year 2

This document should be used as a student and preceptor guide in setting expectations for students entering the Introductory Pharmacy Practice Experience (160 hours in either hospital or community practice settings) following year 2.

Although the students have learned these skills, experiential placements allow for practice and refinement of skills.

Students completing year 1 and 2 have taken the following courses:

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

Students are expected to integrate the following practice-related knowledge, skills and attitudes ***under preceptor guidance and supervision****:

Provide Patient Care (using the Patient Care Process)

- Conduct a patient interview to gather relevant information, including a BPMH (practiced in context of admission to and discharge from hospital).
- Use a multifaceted approach to gathering information for the purpose of performing an assessment of drug therapy, including conducting select patient assessment techniques, such as BP, HR, temp, CV risk, lab result interpretation.
- Ascertain patient goals where appropriate.
- Assess drug therapy regimen for indication, efficacy, safety, and adherence.
- Demonstrate an approach to assessing drug interactions.
- Discuss Point-of-Care testing (POCT) and its role in assessing patients.
- Identify and prioritize Drug Related Problems (DRPs) for patients with conditions covered in years 1 and 2 of the curriculum (see table above)
- Develop patient care plans that include monitoring of efficacy and safety endpoints.
- Make recommendations (pharm, non-pharm) in collaboration with the patient and the healthcare team.
- Follow-up with patients on the efficacy and safety of their medication therapy.
- Document patient assessments and plans using a structured approach.
- Provide discharge teaching and seamless care as appropriate.
- Perform appropriate pharmaceutical calculations (e.g. TDM, renal dose adjustment).
- Compound non-sterile and sterile products with support.

Communicate

- Select and use oral, non-verbal and written communication strategies with increasing effectiveness.
- Compose and share oral, written and electronic information in a manner that optimizes patient safety, dignity, confidentiality, and privacy.
- Apply shared decision-making principles when communicating with patients (explain benefit and risk to patient), as appropriate.

Collaborate

- Participate in inter- and intra-professional teams to deliver patient care.
- Recognize and respect the roles and shared/overlapping responsibilities of team members, and consult others as appropriate.
- Contribute to team effectiveness by interacting in a respectful and professional manner.

Manage/Lead

- Prioritize activities in daily practice to achieve placement outcomes.
- Participate in the resolution and reporting of a medication-related error.
- Create an education session/plan for patients.

Advocate

- Demonstrate awareness of professional ethics to decision-making and apply principles with preceptor support.
- Demonstrate initiative to participate in health promotion activities.
- Demonstrate understanding of the importance of patient safety by identifying, discussing and participating in patient safety initiatives.

Scholar

- Discuss and apply foundational knowledge for topics covered in years 1 and 2.
- Select appropriate drug information (DI) resources and respond to DI requests.
- Demonstrate an approach to critically appraise evidence.
- Use evidence-based processes to provide drug information and care plan recommendations.
- Be responsible and accountable for setting goals and developing strategies for self-directing learning (e.g. learning plan).

Professionalism

- Portray a professional in attitude, behaviour, language and dress.
- Committed to learn best practices and adhere to high ethical standards while delivering care.
- Self-identify situations where further expertise is warranted, and seek consultation as indicated.
- Accepts feedback to improve performance, and provides feedback in a constructive manner.

Adapted, with permission, from the Leslie Dan Faculty of Pharmacy, University of Toronto, for use in the academic pharmacy program at the University of Alberta, September 2019

**Restricted activities (such as prescribing, dispensing, or providing injections) must be directly supervised (Pharmacists and Pharmacy Technicians Profession Regulation, from Health Professions Act, Sections 16-23, <https://abpharmacy.ca/provincial-legislation>*