Entry to Practice PharmD
4th Year Placements [Advanced Pharmacy Practice Experiences (APPE)]
Preceptor Course Review

PHARM 554/555/556/557 (FORMERLY 426/428/536/537)
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SHKROBOT@UALBERTA.CA and ATHOMPSON@UALBERTA.CA

THANK YOU!

Presentation Outline

Podcast 1
- What’s New
- Course Objectives, Assignments, Activities and Assessment
- Technology Review (CORE ELMs)
- Contact Information

Podcast 2
- Learning Plans +/- Skills Inventory: Tips for Guiding Student

Podcast 3
- Preceptor Roles and Responsibilities
- Course Policies and Procedures

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Fourth Year Placement Overview (New Course Numbers!)

Each placement is intended to build upon each other such that students can demonstrate professional competencies in patient care as well as an area of interest (which includes non-patient care options).

- Pharmacy 554 – community pharmacy
- Pharmacy 555 – acute care/inpatient hospital
- Pharmacy 556 – selective in patient care - any patient care setting
- Diverse settings – ambulatory clinics, ER, home care, corrections, community, LTC, etc.
- Pharmacy 557 – mandatory elective

Patient care and non-patient care options

Course Resources

https://www.ualberta.ca/pharmacy/
Faculty Website > Preceptors > Course Information
- Course Syllabi
- Preceptor Quick Reference Guide(s)
- Podcasts
- Modifiable calendar templates
- Live Q&A Session (Zoom): Wed, Aug 25 @ 2pm

What’s New!

First class enrolled in new PharmD curriculum
Placement after 2nd year was not done in hospital setting for all students (due to pandemic)!
About 100 students did Pharm 454 in hospital; 30 in community (ask your student)
Therefore, Pharm 555 will be first hospital exposure for some (~20% of class)
Minor changes to courses overall (from 2020-21)
All assignments due at end of course (students told they need to be working on activities/assignments across the full 8 weeks)
Pandemic protocols will still be followed at each site; as new information available, it will be shared with students and preceptors (fluid situation)
Covid vaccination not mandatory, but highly recommended
Course Objectives

Students expected to demonstrate competency in the provision of patient care as well as in professionalism, communication, collaboration, health advocacy, and leadership/management.

Refer to each course syllabi for these.

Assignments Submitted By Students to Faculty

Table: Assignments Submitted By Students to Faculty

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharm 554 (community practice)</td>
<td>Medical condition diary</td>
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<td>4 care plans</td>
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<td></td>
<td>Interprofessional assignment</td>
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<tr>
<td></td>
<td>Enhancement of Community Pharmacy Practice</td>
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<tr>
<td>Pharm 555 (acute care)</td>
<td>4 care plans</td>
</tr>
<tr>
<td>Pharm 556 (selective in pt care)</td>
<td>Documentation associated with 4 care plans, submitted final day of placement</td>
</tr>
<tr>
<td>Pharm 557 (mandatory elective)</td>
<td>2 assignments to be chosen between student and preceptor. Examples in syllabus.</td>
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</tbody>
</table>

All courses require the preparation of a Learning Plan (+/- Skills Inventory), to be posted at least 1 week before placement starts in CORE ELMS. The student negotiates the plan with preceptor by end of week 1.

Activities

Table: Activities

<table>
<thead>
<tr>
<th>Course</th>
<th>Key Activities</th>
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</thead>
<tbody>
<tr>
<td>Pharm 554 Community Practice</td>
<td>Provide dispensing-related care for a minimum of 4 patients per day</td>
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<td>Provide care for a minimum of 20 patients with:</td>
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<td>1. Acute conditions or requiring self care (including documentation)</td>
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<td>2. Chronic conditions and prepare care plans/documentation</td>
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<td></td>
<td>Clinical judgement review and reflection for 3 patients</td>
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<td>Dispensing (medication use process) - Fill / check 25 prescriptions without errors</td>
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<td>Failure Mode and Effects Analysis (FMEA) on one aspect of the patient care process within the pharmacy</td>
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<td>Drug information requests</td>
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<td>Interprofessional collaboration (shadowing)</td>
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<td>Health promotion presentation</td>
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<td>Health awareness clinic</td>
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<td></td>
<td>Complete course discussions about various practice-related topics.</td>
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<tr>
<td><strong>Pharm 555</strong></td>
<td>• Provide care for a minimum of 20 patients and prepare care plans/documentation.</td>
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<td>• Clinical judgment review and reflection for 3 patients.</td>
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<td>• Interprofessional collaboration to broaden student understanding of other's role(s).</td>
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<td>• Patient care presentation with inclusion of a clinical question.</td>
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<td>• In-service presentation to IP team or pharmacy team.</td>
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<td>• Drug information requests.</td>
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<td>• Complete course discussions about various practice-related topics.</td>
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<td><strong>Pharm 556</strong></td>
<td>• Provide care to a minimum of 20 patients and prepare care plans/documentation.</td>
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<td>• Work collaboratively with other health professionals to provide care.</td>
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<td>• Complete 2 assignments (to be determined in conjunction with preceptor(s).</td>
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<tr>
<td></td>
<td>• Examples: education sessions, patient education materials, journal club, etc.</td>
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<td>• Complete drug information requests.</td>
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<td>• Complete course discussions about various practice-related topics.</td>
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<tr>
<td><strong>Pharm 557</strong></td>
<td>• Practice settings diverse (both patient care and non-patient care).</td>
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<td>• Immerse in practice setting and agreed upon activities.</td>
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<td>• Complete 2 assignments (to be determined in conjunction with preceptor(s).</td>
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<td>• Examples: education session(s), patient education materials, journal club, research activities</td>
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### Student Schedules

Let them know the rough schedule in advance of them starting.
- General hours at site
- Evening and weekend expectations
- Early notification gives them opportunity to plan accordingly

**Seminars:** online peer-facilitated, small groups
Students will determine their own meeting times, and should not interfere with placement activities. Students should provide you advance notice if occurring during work day (ie: working lunch).

**Lab Facilitation:** possibly one lab in either block (Edmonton area only)
- Afternoons (1200-1630) Tues-Thurs; UP TO ONE TIME per placement block
### Assessment Summary

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Time point</th>
<th>Completed by</th>
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</thead>
<tbody>
<tr>
<td>Midpoint Student Performance Assessment</td>
<td>Midpoint of placement (wk 4; 160h) Must be submitted within 3 days of midpoint.</td>
<td>Preceptor Student completes self-assessment and submits 2 days pre-midpoint</td>
</tr>
<tr>
<td>Student Evaluation of Preceptor and Site</td>
<td>Midpoint (160h) End of placement (320h)</td>
<td>Preceptor Student completes self-assessment and submits 2 days pre-midpoint</td>
</tr>
<tr>
<td>Final Student Performance Assessment</td>
<td>End of placement (wk 8; 320h) Must be submitted by end of final day of placement</td>
<td>Preceptor Student completes self-assessment and discusses on final day</td>
</tr>
</tbody>
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### Assessment Tips!

- Assessment Webinar - 14 mins long – provides rationale and overview of assessments.
- Posted on UofA FoPPS Preceptor Resources: [https://www.ualberta.ca/pharmacy/preceptors/resources/student-assessment.html](https://www.ualberta.ca/pharmacy/preceptors/resources/student-assessment.html)

#### Completing midpoint and final
- Review in advance of placement starting
- Comment boxes are helpful for students and Faculty; be specific and provide examples
- Important to discuss and review with student; acknowledgement on each form indicating discussion occurred

### Some reminders!

Set expectations early and with clarity. Make sure these are aligned across all co-preceptors.

Injections – must be directly supervised by a pharmacist preceptor who has authority to administer injections.

Students will concurrently participate in a seminar course while on placement. This should not interfere with placement activities.

Regular “check ins” with students are helpful – this may start daily and become less frequent as students progress (unless they are struggling).
Questions?

Administrative Questions / CORE ELMS
phexed@ualberta.ca or 780-492-3362

Netcare issues
Netcare help desk or AHS manager (if initial access request is problem)

Course content or Student conduct => Course Coordinators
   Ann Thompson: 780-492-5905 / athompson@ualberta.ca
   Jody Shkrobot: 780-492-7492 / shkrobot@ualberta.ca

Faculty Liaison (AHS/Covenant Health michelle.macdonald@ahs.ca,
   403-561-6278)

Podcast 2: Learning Plans
   +/- Skills Inventory

Guiding Your Student

Learning Plans

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Description</th>
<th>Objectives</th>
<th>Skills or Attitudes</th>
<th>Skills to Try</th>
<th>Resources</th>
</tr>
</thead>
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Please provide a current list of teaching practices or learning strategies in the

Learning Plan

Resources

Future Learning

Short-Term Goals

Long-Term Goals

Action Plan

Implementation Plan

Feedback

Evaluation

Recommendations

Assessment
Skills Inventory (Pharm 554-556)

**LEARNING GOALS**

Students should consider the following factors when planning their learning:

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Resources &amp; Strategies</th>
<th>Progress Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and review diabetes, hypertension, and CV risk by the end of week 1-2.</td>
<td>Review DM, HTN, and dyslipidemia guidelines. Discuss diabetes cases (and management) with my preceptor(s) and the team.</td>
<td>Self-reflect on my understanding of DM, HTN, and dyslipidemia management at the end of weeks 1 and 2. Feedback on assessment &amp; case management from preceptor.</td>
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**LEARNING PLANS**

- **Tool to facilitate self-directed learning**
- **What is a learning plan?**
- **When should I expect to view it?**
- **What is my role?**
- **1 week before the placement**
- **Encourage self-assessment & self-directed learning**
- **Refine goals, facilitate learning opportunities, provide feedback on progress**

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**Example Learning Goal**

- **Learning Goal:** Understand and review diabetes, hypertension, and CV risk by the end of week 1-2.
- **Resources & Strategies:** Review DM, HTN, and dyslipidemia guidelines. Discuss diabetes cases (and management) with my preceptor(s) and the team.
- **Progress Indicators:** Self-reflect on my understanding of DM, HTN, and dyslipidemia management at the end of weeks 1 and 2. Feedback on assessment & case management from preceptor.
Making it SMARTer

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<td>Develop effective glycemic control plans for 3 patients with DM by the end of week 2.</td>
<td>Review Canadian DM guidelines, and specifically aspects of glycemic control and how to adjust medications. Discuss cases &amp; management with preceptor.</td>
<td>Self-reflect on my knowledge of glycemic control management including how to determine positions of therapy for specific patient &amp; identify appropriate goals &amp; monitoring parameters. Feedback on assessment &amp; case management from preceptor at the end of week 2.</td>
</tr>
</tbody>
</table>

Feedback on Learning Plans

- Watch the verbs: avoid "understand"
- Check of alignment with the purpose or the placement
- Don't let them tackle too much at once
- Check that the goals are at the "right level"
- Ensure the timelines are feasible and hold the learner accountable
- Consider, will activities support achieving the goal & are they reasonable for the placement?

Preceptor Expectations of Students

Expected to improve across final year placement sequence:
- Integrate/apply their knowledge using a systematic process
- Increase proficiency, clinical judgment, confidence and problem solving

GUIDING PRINCIPLES:
- As each placement progresses, students are expected to incorporate knowledge/skills and provide care with more confidence.
- Students should demonstrate competence to apply foundational knowledge/skills to effectively manage patients.
- Students expected to embody and demonstrate attitudes and behaviours of a pharmacist (effective communication, professionalism, team player)
- Students expected to identify areas for development and demonstrate initiative regarding self-directed learning.

Clinical Expectations for Care Provider in the Quick Reference Guide.
Podcast 3: Preceptor Roles and Responsibilities

Expectations, Pre-Placement Planning
Policies and Procedures

Preceptor Roles

• Preceptors are the guides; provide direction
• Preceptor Roles: direct instruction, role modelling, coaching and facilitation
• May be direct supervision at start, with modelling
• Thereafter, should emphasize coaching and facilitation
• Guiding principle: ensure patient safety
• Create opportunities for students to learn
• Provide feedback: debriefing before and after activities
• Preceptors should be spending time daily or approximately 3X/week
• Review when you will provide feedback at orientation
• Use clinical questioning as it applies to assigned patients versus to randomly test knowledge
• Review documentation: care plan, projects, presentations, etc
• Complete assessments in CORE ELMS at midpoint and final

Planning!! i.e. Before student arrives!

• Primary preceptors sent email ONE 1 month prior to start of placement with course info and resource links; please share with other preceptor(s).
• Develop “preliminary” schedule (template on our website).
• Ensure you can login to CORE ELMS
• Review your student’s resume; posted in CORE ONE month prior to start date
• Students have been advised to post their resume
• Important you confirm at least 3 weeks prior to start of placement that you have reviewed their information
• Provide them with info: start time, pre-readings, dress policies, etc.
• Coordinate activities with team members and other HCPs
• IT access set-up:
  • Request Netcare 6 weeks in advance (AHS: manager; non-AHS: access administrator)
Policies and Procedures

- Attendance: allowance for sickness, bereavement, professional development; students have been advised what is endorsed and what is not
  - Absences of more than 1 day need to be made up.
  - Requests must be authorized by preceptor and feasible with placement schedule
  - Stat holidays: preceptor discretion
- Absence Tracker through CORE ELMS; students responsibility to initiate; preceptors will confirm/deny absence.