Agenda

HUGE, HUGE THANK YOU!!!!!
These are exceptional times and you are exceptional preceptors

Podcast 1
- Preceptor resources
- Course overview
  - Assignments, activities

Podcast 2
- Assessments
- Preceptor roles, responsibilities
- Contact information
Preceptor Resources

U of A Pharmacy Faculty Website
https://www.ualberta.ca/pharmacy/preceptors

- Go to Pharm 354 Section for course information: tools, podcasts, syllabus and calendar templates are posted

Training and Resources

- Patient Care Process Module Podcasts
- ACP Continuing Competence Program Resources
- Library Access Form

Preceptor Benefits and Awards
Preceptor Resources- Preceptor Quick Reference Guide

- Emailed to primary preceptor via CORE ELMS about 1 month prior to start of placement
- Quick links to resources:
  - Course Syllabus, calendar template
- Checklists:
  - Orientation, activities, assignments, assessments, care plan review
- Summaries:
  - Overview of on-campus resources, expectations of students.
- Please share with the pharmacy team!
CORE ELMS - Finding Student Information

- Students post their Resume/CV – 4 weeks prior
- Learning plan – 1 week prior

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.

Select student

Student Requirements

Click “File”
Course Overview

PLACEMENT DATES

BLOCK 1: May 6 - May 31, 2024
BLOCK 2: June 3 - June 24, 2024

*STAT: Monday May 20, preceptor discretion
Course Assignments and Activities

Refer to QUICK REFERENCE GUIDE for further information

See SYLLABUS - APPENDIX

Assignments: 3

Activities & discussions: Several
Assignment #1: Learning Plan

Student to post in CORE ELMS - 1 week prior to start of placement for your review

PART 1: Student Skills Inventory (Self Assessment)

- Students rate their level of comfort performing select skills prior to starting the placement

| Skills Inventory and Learning Plan Activity and Assignment - Templates |

Skills Inventory – Part 1 (complete and discuss with preceptor(s)).

Skills Inventory (indicate ratings)

<table>
<thead>
<tr>
<th>Skill Development in Pharm 354 and Skills Lab</th>
<th>Student considers their ability to:</th>
<th>Comfort Scale</th>
<th>Amount of Practice Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with patients</td>
<td>- Engage/greet patient</td>
<td>1 2 3 4 5 6 7</td>
<td>Comfort Scale</td>
</tr>
<tr>
<td></td>
<td>- Speak clearly with appropriate confidence.</td>
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<td></td>
<td>- Listen in a way that picks up patient cues and adapt responses.</td>
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<td>- Explore patient’s perspective</td>
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<td></td>
<td>Comfort Scale</td>
<td>Amount of Practice Scale</td>
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<td></td>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Gathering medical and medication history (Med Rec and BPMH)</td>
<td>- Introduce self and establish rapport</td>
<td>Comfort Scale</td>
<td>Amount of Practice Scale</td>
</tr>
<tr>
<td></td>
<td>- Gather sufficient information while having a 2-way discussion in a conversational manner.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>Conducting Initial patient assessment</td>
<td>- Determine if medications are indicated, effective, safe and patient can use/adhere</td>
<td>Comfort Scale</td>
<td>Amount of Practice Scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>Creating Basic Care Plans</td>
<td>- Can work through care planning process, using worksheet for guidance</td>
<td>Comfort Scale</td>
<td>Amount of Practice Scale</td>
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<td>1 2 3 4 5 6 7</td>
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**Assignment #1: Learning Plan**

**PART 2: Student creates a Learning goal using SMART format**

- Preceptor & student discuss and finalize during first few days of placement
- Student to repost revised learning plan
- Discuss progress at midpoint and final
- Student to repost revised learning plan after midpoint and final

<table>
<thead>
<tr>
<th>Learning Goal (Use SMART format):</th>
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<table>
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<tr>
<th>Why is this goal important to you? How will it enable you to be a better pharmacist?</th>
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<tr>
<th>Describe the resources and strategies you will use to enable you to achieve your learning goal.</th>
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</table>

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<tr>
<th>Indicators of Progress: State the indicators that will inform you of your progress or achievement across the 4 weeks.</th>
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</table>

<table>
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<tr>
<th>Progress at MIDPOINT (end of wk 2)</th>
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<tbody>
<tr>
<td>Summarize:</td>
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<tr>
<td>What has been achieved thus far?</td>
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<tr>
<td>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</td>
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Assignment #2: Pharmacy Care Plan

- Students will **post 1 care plan** (to eClass) where student interviewed and provided care to the patient. **PRECEPTOR TO REVIEW** and provide feedback on ALL CARE PLANS including the 1 posted.

- Care plan should include BPMH with
  - DRP identification
  - Therapeutic alternatives
  - Implementation plan (with rationale-
  - Follow-up (if applicable)
  - Please keep it simple - OTC, respiratory conditions

- Students must **complete a minimum of 4 care plans** (as above) but only 1 is posted.
- Should have at least 1 care plan completed by midpoint.
- **DUE:** FRIDAY AT THE END OF WEEK 3
- **Reminder:** Patient Care Process eModules on [Faculty webpage](URL).
CARE PROVIDER Preceptor Tips

● **Prepare** with student prior to initiating activity
  ○ discuss steps involved, *discuss your expectations*
  ○ student should observe preceptor complete 1 patient interview
  ○ student should prepare & share with preceptor their planned approach

● **Students conduct** session/activity *with supervision/observation initially;* may be able to have indirect supervision after preceptor comfortable with demonstrated skills. Then
  ○ debrief with preceptor
  ○ preceptor provides feedback to student

● Patient profile documentation; may require practice, should have clear intent & include only relevant information

● **ALL care plans and documentation must be reviewed by preceptor**
**Pharmacy Care Plan Worksheet with Checklist**

**Relevant Data (HPI, PMH, Social Hx, Medication Hx, Allergies, etc):** List any relevant data that provides context for the reader, and was used to determine medication related needs.

- [ ] Has all relevant data been included that provides the reader with enough context of the patient’s medication related needs?
  - [ ] If not, discuss with the student; probe to see if those missing can be determined.
- [ ] Have all patient identifiers been removed (i.e. no disclosure of individually identifying health information)?

**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 not, discuss with the 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/time frame.

**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)
Assignment #2: Pharmacy Care Plan

- Students will complete a personal reflection related to the care planning process (not reviewed by the preceptor)
- **DUE: FRIDAY AT THE END OF WEEK 4**

### Patient Care Plan Reflection

<table>
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<th>Date:</th>
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**WHAT? What Happened?**

*Describe a specific action, experience, or thought that arose in your interaction or care planning process that you want to reflect on:*

(Start by describing the scenario; detail what happened. Who else was involved? What did or didn’t go well?)*

**Describe your response** in the situation:

(What did you do? Be honest with yourself, what were your thoughts? How did you perceive the situation at the moment?)

**SO WHAT? Now that you’ve thought about the situation, try to make sense of it**

*Explore how your internal factors influenced your response in the situation:*

(How did your thoughts, values, experiences, assumptions, biases, and/or social location play a role?)
Assignment #3: Medication Safety

Students will

● Review the ACP drug management [Incident Analysis Process Summary and Quick Reference Guide](#).

● Review the ACP Sample Drug Incident Report form

● Resolve a real or hypothetical medication error using the ACP Drug Incident Report Form

● Review and discuss with preceptor

● Students post anonymized Incident Report (to eClass)
Activities and Discussions

- Other activities and discussion topics are listed in the student’s syllabus/appendix, as well as in the Preceptor’s Quick Reference Guide
- Students are responsible for keeping track of what discussion they must complete, scheduling a time is a joint effort

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Discussion Activity examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Discuss professional norms expected of a pharmacist? What strategies does the preceptor use to achieve professional behavior? How does the student demonstrate this during the placement? Do your ideas and strategies align with your preceptor?</td>
</tr>
<tr>
<td>Communication</td>
<td>Discuss how the pharmacy team communicates patient care responsibilities to ensure continuity of care; e.g. between team members, documentation on patient profiles, etc. Include modes of communication used (written and verbal).</td>
</tr>
<tr>
<td>Scholar</td>
<td>Discuss benefits and implications of Netcare</td>
</tr>
</tbody>
</table>
Podcast 2

- Assessments
- Preceptor Roles, responsibilities
- Contact information

Jody Shkrobot: shkrobot@ualberta.ca
Assistant Clinical Professor / Course Coordinator
Assessments

1. Assessments PRECEPTORS complete of student
2. Assessments STUDENTS complete
3. Course Evaluations
Assessments: Preceptor Tips

- Only 1 primary preceptor assigned to student
  - Ensure comments are shared between preceptors

- Options to complete assessment on CORE when more than 1 preceptor:
  1. Primary preceptor logs in for other preceptor; enter their comments.
  2. Primary preceptor shares password. Reset password on landing page.
  3. Print assessment forms; share with other preceptor to write comments.
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” or “Not Meeting an Acceptable Level of Performance” 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**
  - More practice, effort & time you think student will meet expectations

- **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 Policy: 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”
# Assessments: Preceptors Complete

<table>
<thead>
<tr>
<th>Assessment /Evaluation</th>
<th>Completion</th>
<th>Comments</th>
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</table>
| **Midpoint** Student Performance Assessment | End of **Week 2** of placement | - Assess behaviours/skills associated with learning outcome areas  
- End of form; *Identification of Expectations & Areas for Focus* for rest of placement; discuss with student  
- NOTE: Student adds all areas that Needs Improvement to Learning Plan  
- NO GRADE GIVEN (pass or fail) |
| **Final** Student performance Assessment | End of **Week 4** of placement | - Behaviours/skills assessed same as midpoint  
- “Placement Grade” given preceptor; PASS or FAIL  
- Faculty provides “Course Grade” |
| **Preceptor** Course Evaluation | End of placement | - Feedback to the Faculty regarding course structure, resources, etc. |
## Assessments: Students Complete

<table>
<thead>
<tr>
<th>Assessment/ Evaluation</th>
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</table>
| Student Self Assessments; **Midpoint and Final**            | End of Week 2 and End of Week 4 of placement                              | - Compare Student Performance Assessment (completed by preceptor) with Student Self Assessment  
|                                                             |                                                                           | - At midpoint, student should provide this to you 1-2 days in advance of assessment review  
|                                                             |                                                                           | - At final; include in final assessment review; good comparator           |
| Assessment of Preceptor and Site; **Midpoint and Final**    | End of Week 2 and Week 4                                                 | - To be discussed with preceptor                                          |
| 1. Course Evaluation                                        | End of Week 4; after student has completed course                         | - Comments about all aspects of the course                                
| 2. Post Course Preceptor and Site Evaluation                |                                                                           | - Final quality assurance check                                           |
Preceptor Roles and Responsibilities

- PH 354 is an Introductory placement: preceptor usually providing direct instruction modeling & coaching
  - student observes preceptor => student assists preceptor => student performs while preceptor observes => student performs independently

- Guiding principle: ensure patient safety

- Provide regular feedback; debriefing before and after activities
  - Spend time daily, especially at start
  - Review when you will provide feedback at orientation
  - As primary preceptor at least 50% of your time with student. Communicate expectations to co-preceptor

- Review documentation: care plans, DAP notes

- Contact us if needed
Preceptor Expectations of Students

Guiding Principles

- As placement progresses, students are expected to incorporate knowledge and skills and provide care with more confidence

- Students expected to embody and demonstrate attitudes and behaviors of a pharmacist (effective communication, professionalism, team player)

- Students expected to identify areas for development and demonstrate initiative regarding self-directed learning
Planning

- Primary preceptors sent email ONE month prior to start with info and resources; ie: schedule, Quick reference Guide
- Ensure you can log into CORE ELMS; Contact: phexed@ualberta.ca or 780-492-3362 with concerns: log-in, etc
  - View your students information (students to post 4 weeks prior to start)
  - Confirm at least 3 weeks prior to start of placement that you have reviewed their resume
  - Provide students with information: start time, pre-readings, etc
  - Are there specific readings or information you want them to review
- Develop “Preliminary” Schedule
  - Weekends & evenings OK
  - If you have questions/challenges re: reduced hours please contact Jody
Planning - Student Orientation

● First impressions are the most important
● Students expect you will spend time on the first day providing and orientation and discussing - see full check list in QRG
  ○ Infection control protocols
  ○ Professional discussions
    ■ Expectations (staff and student safety)
      ● What to do if faced with difficult, abusive, racist patient / staff
        • Safety signal
        • Document
        • Bring to preceptor’s attention for appropriate action
        • Debrief with student
        • Contact Faculty
  ○ Course review - initial schedule
  ○ Learning plan/skills inventory
  ○ Pharmacy practice: including templates/forms used
  ○ Practice environment, Technology
Policies and Procedures

- Policies and Procedures manual: posted on Faculty website
- Attendance: 40 hours/week; 5 x 8 hour days
- Stat holidays; preceptor’s discretion
- Absences: Contact faculty for guidance
  - Students must record request in CORE ELMS Absence Tracker
  - Requests must be authorized by preceptor and feasible with placement schedule: you confirm/deny
    - Sickness: if > 1 day missed, time must be made up
- Change of schedule outside of stated timelines must be approved by course coordinator in advance of change
- Schedule routine medical appts outside of course time
What to do? Who should I contact?

- If you are going to be away (for many days) during the placement, and no co-preceptor, please advise the student AND US
- If you think you have a problem or student is struggling for ANY reason, don’t hesitate to contact us ASAP
  
  Jody: shkrobot@ualberta.ca or 780-492-7482

- You should not wait until midpoint if concerned

- We develop plans with the preceptor and work together: Faculty, preceptors & student.

- Important:
  - Tell student your concerns as well as what they do well
  - Provide specific feedback & document specific examples
  - Advise student to contact faculty if struggling

- Administrative questions: (CORE ELMS)
  - phexed@ualberta.ca or 780.492.3362