



PHARM 354 Introductory Pharmacy Practice Experience Part 1

Spring 2024

Course Weight: 4

Instructor: Jody Shkrobot

Office: ECHA 3-205, **Phone:** 780-492-7482

Email: shkrobot@ualberta.ca

Office Hours: By appointment

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.

Course Objectives/Outcomes

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

Students who successfully complete this course will be able to:

- 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 safely 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 #1: PHARM 354 Learning Plan		See description	Assignment
Assignment #2: Care Plan: 2 parts (A & B)		See description	Assignment
Assignment #3: Medication Safety		See description	Assignment
Activities and Discussions		See description	Participation
Self-Assessments and Evaluations		See description	Other

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). The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the submitted assessments and assignments. **For students who do not submit all assignments and requirements by the deadlines in the syllabus, they will receive No Credit (NC).**

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.

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).
- 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, and course evaluations in accordance with the stated deadlines. Students will receive a grade of "NO CREDIT" until all course requirements are satisfied

Additional Information about Assignments and Activities

Assignment #1: PHARM 354 Learning Plan

Students are required to complete a skills inventory and develop a [PHARM 354 Learning Plan](#). *It must be uploaded to the Requirements section in the Learning Plan folder in **CORE ELMS** at least 1-week prior to the start of placement.* In consultation with the preceptor(s), the student will refine and finalize the components of their 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 areas 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 the 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 (A & B)

Part A. Using the [Pharmacy Care Plan Worksheet](#) as a template, students will post 1 care plan on eClass that has been reviewed and approved by the preceptor(s), where they have documented care provided to a patient. The submission must include a Best Possible Medication History (BPMH) and each section of the Pharmacy Care Plan Worksheet. The care plan should be on a topic the students have covered in YEAR ONE (e.g. minor ailments/respiratory).

*This assignment must be submitted on **eClass** by Friday of Week 3 at 11:59 pm.*

If the course coordinator determines that 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.
- Ensure their preceptor has reviewed the care plan (and incorporated their feedback) prior to submission.
- Submit to eClass in the designated assignment drop box.
- Be prepared to share your care plan with your peers in a Patient Care Skills course.

Part B: Using the [Patient Care Plan Reflection](#) as a template, students will complete a reflection on their care planning process for the care plan submitted for this assignment. The reflection template closely resembles the Patient Interaction Log (PIL) that has been utilized in the Patient Care Skills courses.

*This assignment must be submitted on **eClass** by the last day of the placement.*

If the course coordinator determines that a resubmission is deemed necessary, students will be provided with formative feedback that will help them better meet the assignment outcomes.

Students must:

- Ensure NO patient identifiers are included to ensure patient confidentiality.
- Submit to eClass in the designated assignment drop box.

Assignment #3: Medication Safety

From the [Alberta College of Pharmacy website](#), students will review the following documents:

- [Incident analysis process - Summary and quick reference guide](#)

- Found under "Learning materials and guidelines"
- [Drug incident - patient safety report](#)
 - Found under "Forms and templates"
- [Drug incident - Patient safety report with sample completed version](#)
 - Found under "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 "Drug incident - patient safety report" must 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. If the incident is a real incident, ensure you **DO NOT** include a prescription / transaction number.
- Be prepared to share your "Drug incident - patient safety report" with your peers in a Patient Care Skills course.

Activities and Discussions:

- 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).

Self-Assessments and Evaluations:

- Students must complete the "Student Self-Assessment" of their performance at the midpoint of the rotation and at the end of the rotation. This self-assessment is found on CORE ELMS and should be completed at least ONE day before the preceptor completes the assessment of the student.
- Students must complete the "Student Evaluation of Preceptor and Site" at the midpoint of the rotation and at the end of the rotation. This evaluation is found on CORE ELMS and is to be completed and discussed with the preceptor when the preceptor completes the assessment of the student.
- Students must complete the "Post Course Evaluation of Preceptor & Practice Setting" at the end of the rotation. This evaluation is found on CORE ELMS and is to be completed and submitted within 48 hours after the end of the rotation. Students do not need to discuss this evaluation with their preceptor and the preceptor is not able to review the results of this evaluation.

Letter Grading

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.

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 6 - May 31, 2024
- Block 2: June 3 - June 28, 2024

Note: May 20, 2024 (Victoria Day) is a General (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 as it will depend on the schedule of the preceptor. Refer to the [Undergraduate Experiential Education Policies and Procedures Manual](#) for more information..

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

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.

Additional 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, resources, and to make assignment submissions.

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 <https://www.ualberta.ca/governance/>) 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

Territorial Acknowledgement

The University of Alberta and Faculty of Pharmacy and Pharmaceutical Sciences respectfully acknowledge that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/ Sauteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

L'Université de l'Alberta reconnaît respectueusement qu'elle est située sur les terres du Traité 6, lieu de rassemblement traditionnel pour de nombreux peuples autochtones dont les Cris, les PiedsNoirs, les Métis, les Sioux des Nakotas, les Iroquois, les Dénés, les Ojibwés/Sauteaux/ Anichinabés, les Inuits et bien d'autres encore, dont les histoires, les langues et les cultures continuent d'influencer 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

The Faculty provides accommodations to support individual needs to access high-quality learning. Students requiring accommodations to ensure access to learning that meets individual needs must register with [Accessibility and Accommodation Services](#) at the beginning of each academic term. Accessibility and Accommodation Services will provide students and Student Services with a "Letter of Accommodation". FoPPS Student Services will schedule meetings with students who have approved accommodations once letters are received to discuss individual requirements and how needs will be met. Once the student feels the needs are being met, student services will share requirements with all primary and/or lab instructors that have contact with the student for the term. Assessment services will follow up with students and instructors to facilitate approved exam accommodations.

[Exam Accommodations](#) - Students with registered exam accommodations must keep track of [deadlines and regulations](#). If you do not follow the procedures or meet the deadlines, it may not be possible to provide the necessary space and/or services. In these cases, the affected exam or exams may be required to be written with peers during the allotted time according to the standard plan for delivery. The Faculty will always do what it can within the limits of our resources and capacity to support students to access what they need to take exams fairly.

Equity, Diversity and Inclusivity

The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equity 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. Check out the resources to support an inclusive learning experience provided by the [University](#) and the [Faculty](#). If you experience discrimination or harassment while in the program, please contact Student Services for support in how to navigate the situation. You can also report instances of discrimination and harassment through the [Office of Safe Disclosure and Human Rights](#).

Staff and students are encouraged to 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 background. 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. We are working to build a community in which human rights are respected, and equity and inclusion are embedded in all areas of academic, work, and campus life.

APPENDICES:

APPENDIX 1 – PHARM 354 Student Performance Assessment (CORE ELMS)

This table outlines the outcomes and behaviours that students will be assessed by the preceptor at the midpoint and endpoint of the placement. The proportion of time spent on patient care activities will be variable and dependent on the preceptor's patient care setting and schedule.

OUTCOME	BEHAVIOURS
Professional - Acts Professionally	
1. Displays professional behaviour and adheres to high ethical standards	<ul style="list-style-type: none"> ● Displays honesty, integrity, humility and commitment, altruism, compassion and respect towards others. ● Does not engage in distracting behavior (e.g. inappropriate use of technology). ● Maintains appropriate interpersonal boundaries. ● Dresses professionally and maintains appropriate personal hygiene. ● Maintains privacy and confidentiality. ● Is accessible, diligent, timely and reliable to others.
2. Demonstrates professional responsibility and accountability and practices within the scope of a first year student	<ul style="list-style-type: none"> ● Accepts responsibility and accountability for own performance and impact on the performance of others; <i>preceptor support</i> may be required. ● Seeks guidance when uncertain about own knowledge, skills, abilities or scope of practice. ● Prioritizes activities and manages time to balance course requirements and practice site workflow. ● Demonstrates awareness of professional ethics and discusses relevance to pharmacy practice; <i>preceptor support may be required</i>. ● Demonstrates appropriate use of health record (e.g. computer profile). ● Demonstrate awareness of laws, standards of practice, policies and codes that govern the profession and practices within the scope of a first year student.
3. Demonstrates initiative and self-directed learning and commitment to excellence in practice of pharmacy	<ul style="list-style-type: none"> ● Takes initiative to learn, enhance skills, and integrate knowledge and skills (e.g. maximizes learning opportunities). ● Accepts, incorporates and provides feedback in an effective and constructive manner. ● Sets personal goals to support development of professional skills, knowledge and attitudes.
Communicator - Communicates Effectively	
1. Demonstrates effective non-verbal and verbal communication to instill trust and confidence	<ul style="list-style-type: none"> ● Speaks clearly, effectively and respectfully using appropriate tone and pace. ● Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions) ● Listen, actively solicit and respond appropriately to ideas, opinions, and feedback from others (patients, team members, preceptor(s), etc). ● Uses appropriate language and tailors responses appropriately to the context and audience; <i>preceptor support may be required</i>. ● Demonstrates the appropriate level of confidence.

APPENDICES:

<p>2. Effectively communicates in writing (written assignments and notes in patient record).</p>	<ul style="list-style-type: none"> • Correctly applies the rules of syntax, grammar and punctuation. • Provides appropriate level of detail and complexity, breadth, and depth; <i>preceptor support may be required.</i> • Uses appropriate language and tone for the type of written communication and intended audience; <i>preceptor support may be required.</i> • Provide timely and clear responses/documentation; <i>preceptor support may be required to tailor to the audience.</i>
<p>Scholar - demonstrates fundamental knowledge and critical thinking</p>	
<p>1. Demonstrates the fundamental knowledge required for pharmacists</p>	<ul style="list-style-type: none"> • Has minimal gaps in therapeutic knowledge for topics covered in year 1. • Applies knowledge to identify therapeutic alternatives and determine recommendations that are appropriate, accurate, and practical for topics covered in year 1.
<p>2. Integrates best available evidence into pharmacy practice</p>	<ul style="list-style-type: none"> • Uses appropriate resources to provide patient care. • Uses appropriate search strategy to identify the best available evidence for a given question. • Attempts to analyze relevant information to inform responses to questions and patient care decisions; <i>may require preceptor support.</i> • Provide an appropriate and accurate answer <i>with preceptor support.</i>
<p>3. Applies critical judgment to make decisions regarding patient care.</p>	<ul style="list-style-type: none"> • Applies therapeutic knowledge (for topics covered in year 1) and best available evidence into patient care recommendations <i>with preceptor support.</i> • Takes active role in discussions involving decision making
<p>Care Provider -provides patient care using the patient care process for uncomplicated patients</p>	
<p>1. Establishes and maintains professional relationships with patients/caregivers</p>	<ul style="list-style-type: none"> • Engages patients; <i>may require some preceptor prompting and guidance.</i> • Exhibits sensitivity, respect and empathy with patients and caregivers. • Identifies/responds to patient cues <i>with preceptor guidance.</i> • Explains the role of the pharmacist to obtain consent for care.
<p>2. Gathers relevant medical and medication history about a patient's health related needs</p>	<ul style="list-style-type: none"> • Utilizes multiple sources of patient information to synthesize data to complete a patient history; <i>preceptor support may be required initially.</i> • Employs effective interviewing techniques. (e.g. appropriate open and closed ended questions) • Employs a systematic process to gather data accurately based on the Patient Care Process document <i>with preceptor support.</i> • Gather an appropriate amount of information <i>with preceptor guidance.</i> • Completes appropriate patient assessment as applicable (e.g. inhaler technique, readiness to quit smoking). • Attempts to clarify and manage conflicting data seeking <i>preceptor support when necessary.</i>
<p>3. Formulate assessment of actual and potential issues in collaboration with the patient & other healthcare team members; prioritize issues to be addressed</p>	<ul style="list-style-type: none"> • Consider the patient's perspective when identifying & prioritizing medication related needs. • Determines patient's medical condition(s). • Assess drug therapy for indication, efficacy, adherence and safety to identify DRPs with <i>minimal preceptor guidance for therapeutic areas already covered in the curriculum.</i>

APPENDICES:

	<ul style="list-style-type: none"> Attempts to assess drug therapy and identify DRPs for therapeutic areas not covered in the curriculum <i>with preceptor support</i>.
4. Develops a care plan that addresses medication and health needs	<ul style="list-style-type: none"> Uses a systematic approach to develop care plans <i>with preceptor support</i>. Establishes goals in collaboration with the patient that are relevant, realistic and timely <i>with preceptor support</i>. Generates a realistic set of alternatives and assesses the pros & cons for conditions covered. Develops a safe and effective plan (recommendations, monitoring and follow up) for managing patient needs for conditions already covered in the curriculum, <i>with preceptor support</i>. Independently begins development of a care plan for DRPs for conditions NOT covered in the curriculum. Provides rationale for the chosen plan.
5. Implements the care plan when appropriate	<ul style="list-style-type: none"> Implement specific actions for managing medication-specific needs (dispense, adapt, refer, etc.) <i>with preceptor supervision</i>. Communicates the agreed upon care plan and rationale to patients and/or health care professionals <i>with preceptor support</i>. Educate the patient on topics covered in year 1 of the program <i>with preceptor supervision</i> (can include disease prevention, management, pharmacological and non-pharmacological recommendations).
6. Follow-up and evaluate as appropriate	<ul style="list-style-type: none"> Provides follow-up if possible <i>with preceptor guidance</i>. Interprets follow-up information to evaluate safety, and adherence and modify if needed <i>with preceptor guidance</i>.
Collaborator - collaborates effectively	
1. Works effectively with patients and the pharmacy team	<ul style="list-style-type: none"> Establishes and maintains positive relationships with patients & the pharmacy team. Recognizes and respects the unique and shared roles and responsibilities of pharmacy team members. Participates in respectful decision making <i>with preceptor support</i>. Provides services and care as agreed upon with the patient and team.
2. Hand over a patient's dispensing or medication review related information to other pharmacy team members to facilitate continuity of safe patient care	<ul style="list-style-type: none"> Identifies when patient handover should occur and what information should be communicated <i>with preceptor support</i>. Demonstrates safe handover of dispensing and patient care related information using appropriate communication processes <i>with preceptor support</i>.
Manager-Leader - demonstrates fundamental knowledge of the medication use process	
1. Dispenses products safely and accurately.	<ul style="list-style-type: none"> Participates in all aspects of the medication process from prescription intake to completion (storing/awaiting pick up). Review prescriptions for validity, clarity, completeness and authenticity <i>with preceptor support</i>. Check the product and its prescription label against the prescription using a systematic approach, including an independent double check; <i>may require preceptor support initially</i>.

APPENDICES:

	<ul style="list-style-type: none">• Identifies factors and processes critical for safe and efficient medication distribution• Compound dosage forms when possible (not all sites provide compounding)• Perform appropriate pharmaceutical calculations with accuracy.
2. Participates in quality assurance and practice improvement strategies	<ul style="list-style-type: none">• Demonstrates the importance of a culture of patient safety by identifying and participating in patient safety initiatives.• Knows how to manage various forms of medication incidents; e.g. near misses/close call, adverse drug events,• Describes the process of disclosing and reporting incidents and unsafe practices.
Advocate - for patients and profession	
1. Advocates for patients within and beyond patient care environments	<ul style="list-style-type: none">• Identify social determinants of health in the practice population and describe how they may impact a patient's health.• Participate in health promotion activities with emphasis on self-care• Participate in discussion on health promotion activities at the pharmacy and in the community and activities to advance the profession

APPENDICES:

APPENDIX 2 – PHARM 354 Schedule for Assessments/Assignments

Week	Activities/Assessments/Assignments
4 weeks before placement starts	<ul style="list-style-type: none"> <input type="checkbox"/> Provide preceptor with Netcare registration form (4 weeks before start) <input type="checkbox"/> Review syllabus and appendices: course expectations, activities and assignments. <input type="checkbox"/> Review Experiential Education Policy and Procedures Manual.
1 week before placement starts	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Plan Assignment: Complete skills inventory and start to develop your learning plan. Upload to Student Requirements (in CORE ELMS) at least 1 week prior to placement. <input type="checkbox"/> Correspondence with the preceptor regarding: start time, dress code, parking, any PPE or precautions required, etc.
Daily throughout placement	<ul style="list-style-type: none"> <input type="checkbox"/> Participate as a member of the pharmacy team. <input type="checkbox"/> Prepare care plans and other assignments/documentation. <input type="checkbox"/> Complete and provide responses to drug information requests. <input type="checkbox"/> Continued involvement in the dispensing process. <input type="checkbox"/> Ensure activities and assignments are being completed (student is ultimately responsible for ensuring completion of all course requirements). <input type="checkbox"/> Discuss course objectives with preceptor(s) and members of the pharmacy team.
<p>Week 1: Orientation, Create Placement Schedule Date: _____</p>	
Orientation	<ul style="list-style-type: none"> <input type="checkbox"/> Review and discuss your skills inventory and learning goals in your Learning Plan. <input type="checkbox"/> Review and discuss site COVID policies and procedures including PPE, cleaning , etc <input type="checkbox"/> Discuss student /preceptor expectations and responsibilities. <input type="checkbox"/> Review syllabus and discuss objectives, activities and assignments.

APPENDICES:

	<ul style="list-style-type: none"> <input type="checkbox"/> Develop placement schedule; include preliminary activity planning. <input type="checkbox"/> Discuss assessment processes and timelines, including informal/daily feedback and debriefing, as well as when discussion topics will occur. <input type="checkbox"/> Tour of pharmacy and introduction to staff members. <input type="checkbox"/> Log in to ensure Netcare access, as well as access to other on-site systems (if applicable).
Familiarization with Pharmacy and processes	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to the dispensing process (see Appendix 3). <input type="checkbox"/> Discuss potential Medical and Medication History Activity (see Appendix 3).
End of week 1	<ul style="list-style-type: none"> <input type="checkbox"/> Finalize and post your Learning Plan. <input type="checkbox"/> Review the list of activities and discussions - consider your plan on how to address going forward
<p>Week 2: Date: _____</p>	
Activities and assignments	<ul style="list-style-type: none"> <input type="checkbox"/> Complete at least 1 patient medication history and BPMH (for midpoint assessment). Should be supervised by preceptor for feedback. <input type="checkbox"/> Develop care plans for patients where history is completed; review with the preceptor. <input type="checkbox"/> Prescription and OTC counseling care provider activities (as many as possible). Develop a care plan and DAP note for at least 1 prescription and OTC experience. Discuss with the preceptor. <input type="checkbox"/> Initiate discussions with the preceptor about various topics (see Appendix 3). Ensure all topics covered and not all left until the end.
Second Thursday	<ul style="list-style-type: none"> <input type="checkbox"/> Student to complete Student Midpoint Self-Assessment. Provide printed self-assessment to preceptor at scheduled midpoint assessment at the end of week 2. <input type="checkbox"/> Review the list of activities - consider what has been done to date and your plan on how to address remaining items going forward. <input type="checkbox"/> Discuss plan for Health Promotion activity

APPENDICES:


<p>End of week 2 Midpoint Assessments and Evaluations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> MID-POINT Assessments (CORE ELMS): Student Performance Assessment: midpoint; completed by preceptor; review with student. Discuss learning goals for balance of placement <input type="checkbox"/> Student Midpoint Evaluation of Preceptor and Site: complete and discuss with preceptor
<p>Learning Plan Progress Update</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update your Learning Plan: progress achieved (midpoint column). Incorporate new goals or update/refine existing ones as appropriate. <u>Share with preceptor</u>. Post updated Learning Plan in CORE ELMS (Post no later than Tues of week 3)
<p>Week 3: Date: _____</p>	
<p>Assignments and activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete 1-2 more Patient Medical and Medication histories and BPMH and discuss with the preceptor. <input type="checkbox"/> Prescription and OTC counseling care provider activities (as many as possible). Develop a care plan and DAP note for at least 1 prescription and OTC experience. Discuss with the preceptor. <input type="checkbox"/> Care plan assignment Part A: ensure preceptor has at least 3 days to review the care plan before posting. <input type="checkbox"/> Post 1 care plan to eClass by 11:59 pm Friday of week 3. <input type="checkbox"/> Review the ACP Incident Analysis Process Summary and Quick Reference Guide and complete or have a plan to complete the Drug Incident Report form for real or potential incident as part of the medication safety assignment. <input type="checkbox"/> Review the ACP Incident Analysis Process Summary and Quick Reference Guide and complete or have a plan to complete the Drug Incident Report form for real or potential incident as part of the medication safety assignment. <input type="checkbox"/> Review the list of activities and discussions - consider what has been done to date and your plan on how to address remaining items going forward <input type="checkbox"/> Complete or have plan to complete Health Promotion activity
<p>Week 4: Date: _____</p>	
<p>Assignments and activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Drug Incident Report Form. Ensure the preceptor has at least 3 days to review before posting.

APPENDICES:

	<ul style="list-style-type: none"> <input type="checkbox"/> Post completed Drug Incident Report Form on eClass by the last day. <input type="checkbox"/> Update Learning plan progress achieved (final column) and incorporate new goals or update/refine existing ones as appropriate. <u>Share with the preceptor.</u> <input type="checkbox"/> Post completed Learning Plan in CORE ELMS at end of week 4. <input type="checkbox"/> Care plan assignment Part B: complete reflection survey on eClass by last day of placement.
<p>Final Assessments and Evaluations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Preceptor to complete: Final Student Performance Assessment and Placement Grade; reviewed with student. <input type="checkbox"/> Student to complete: Student Final Evaluation of Preceptor/Site and Student Final Self-Assessment; discuss both with preceptor
<p>Within 72 hours of placement completion</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student to complete the Post-Course Placement Evaluation (CORE ELMS); submit AFTER leaving site within 48 hours. <input type="checkbox"/> Consider the preceptor nomination for Preceptor Recognition Program. Nomination survey will be emailed to students during the last week of the placement.

APPENDICES:

APPENDIX 3 – PHARM 354 Summary of Assignments/Activities/Discussions

<p>COURSE Assignments/Activities/Discussions* with preceptor unless otherwise noted Students must complete the following during the placement to meet course objectives.</p>	 Done
<p>Professional</p>	
<p>#1 ASSIGNMENT: Learning Plan</p> <ul style="list-style-type: none"> ● Complete skills inventory and develop a Learning Plan (LP), post to CORE ELMS 1 week prior ● Update progress and addition of new goal(s) as appropriate at midpoint and final. ● Review LP with the preceptor at week 1, midpoint and final. Revise as needed 	
<p>ACTIVITY</p> <ul style="list-style-type: none"> ● Revise learning plan throughout placement. <p>DISCUSSION Discuss the following with your preceptor:</p> <ul style="list-style-type: none"> ● Placement plans and expectations at the beginning and regularly throughout to obtain and provide feedback. ● Describe behavioral norms expected of a pharmacist. What strategies does the preceptor use to achieve professional behavior? How does the student demonstrate this during the placement? Sharing examples during the discussion is helpful. Do your ideas and strategies align with your preceptor? ● Application of the code of ethics and standards of practice related to community-based patient care for each: <ul style="list-style-type: none"> ○ Managing and prioritizing professional responsibilities. ○ Understanding the importance of patient accountability. ○ How is patient confidentiality maintained? ○ Are there scenarios where confidentiality may present challenges? ○ How does the team deal with patient care challenges; e.g. medication abuse, patient adherence. ○ When is it ethically and professionally appropriate to involve caregivers and/or family? Are there circumstances where they should not be involved? ○ How do they maintain professional competence? ○ Reading literature (how is this identified?) and self-directed learning plans. ○ Conferences (which ones?) and professional advocacy groups. ○ Formal training (e.g. Geriatric or Diabetic Certification), authorization to administer drugs by injection. ○ Additional Prescribing Authorization (“Does the preceptor have APA? If yes, discuss reasons for applying and how they use it in practice. If no, discuss why the preceptor has not applied and if they have plans to in future.) ○ What strategies for learning does the preceptor use (that might be helpful for the student to use after they graduate)? 	
<p>Communicator</p>	
<p>ACTIVITIES</p> <p style="color: red;">Students are expected to review each interview and care plan with the preceptor.</p> <ul style="list-style-type: none"> ● (See care provider) Conduct a minimum of 4 patient interviews (min 1 per week). 	

APPENDICES:

<ul style="list-style-type: none"> • (See care provider) Write and discuss with preceptor a minimum of 4 simple patient care notes, (i.e. DAP) (S) for care provided to patients. <p>DISCUSSION Discuss the following with your preceptor:</p> <ul style="list-style-type: none"> • Communication skills and strategies used to talk with patients. • How the pharmacy team communicates with external health care professionals. • 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). 	
<p>Scholar</p>	
<p>ACTIVITIES</p> <ul style="list-style-type: none"> • <i>Provide preceptors with an overview of the library resources and at least 1 search strategy for the UofA Library Database(s) accessible to preceptors. (Appendix 4)</i> • Satisfactorily research, respond and document a <u>minimum of 3</u> drug information queries (Appendix 4) • Students must retrieve information from more than 1 resource for each question. • Access the PADIS website and review the services offered. Discuss these with the preceptor. • Review library requirements in the ACP Standards for the Operation of Licensed Pharmacies (and the required reference sources on the ACP website). Discuss with the preceptor. • Identify medical and drug information resources (including online) available at the practice site. Discuss with the preceptor. • Identify the patient information available at the practice site, handouts, pamphlets etc. <p>DISCUSSION Discuss the following with your preceptor:</p> <ul style="list-style-type: none"> • Benefits and implications of Netcare with the preceptor. • Problem solving and clinical decision making for patient care decisions made with preceptor. <p>Reflect & discuss:</p> <ul style="list-style-type: none"> • For one patient with multiple concerns, reflect on what makes the decision difficult from the pharmacist's perspective, the patient's perspective and possibly the physician's perspective. Share and discuss with the preceptor. 	
<p>Care Provider</p>	
<p>#2 ASSIGNMENT: Care Plan</p> <ul style="list-style-type: none"> • Post 1 care plan reviewed and acceptable per preceptor, where you provided care to the patient; that includes a BPMH, DRP identification, therapeutic alternatives, Pro/Cons, recommendation, rationale, implementation plan, Documentation and follow-up if applicable • Due - Friday - Week 3 - post to eClass 	
<p style="text-align: center;"><u>Students are expected to review each interview and care plan with the preceptor.</u></p> <p>ACTIVITIES DAILY:</p> <ul style="list-style-type: none"> • Interactions with patients in the pharmacy (intake, pickup, OTC, phone calls) to a functional level. <p>DURING PLACEMENT:</p>	

APPENDICES:

Complete a *minimum* of 4 patient interviews/BPMH/CARE PLANS (post 1 of these as your assignment) (Note: Keep care plans simple and basic. Limit to minor ailment (i.e. OTC consults) or respiratory).

- 4 patient interviews, complete to the preceptor's satisfaction.
- 4 accurate patient BPMH's.
 - Use a medication review form to collect patient data (Appendix 4: Examples (AHS, ISMP) or standard format used at site)
 - Complete a BPMH form (Appendix 4: examples or standard form used at site)
 - Assess drug therapy (I, E, S, A) for conditions already covered, at least 1 pulmonary condition and 1 self-care condition, Discuss with the preceptor.
- Create 4 care plans to preceptors' satisfaction for conditions ALREADY covered in curriculum, at least 1 pulmonary (Appendix 4: Patient Care Process worksheet)
 - **SUMMARIZE:** relevant data
 - **INCLUDE** all medical conditions.
 - **INCLUDE** drug related problems related to adherence, effectiveness and/or safety.
 - **INDICATE** if no DRPs were found (this is OK).
 - **INCLUDE** the goals that were negotiated through discussion with the patient.
 - **DISCUSS** other care plan elements; alternatives, monitoring and follow-up with the preceptor. Discuss the care that you are providing and care plans with the preceptor. Preceptor can request revisions to care plans until meets acceptable level for a year 1 student.
 - **DEVELOP AND IMPLEMENT** a patient care plan worksheet in collaboration with the preceptor; develop clinical documentation to include on the patient's computer file to support continuity of care.
 - Implement follow-up care plan under *preceptor support* as appropriate.

NOTE: Students may create as many Care Plans as needed for their own practice or as directed by the preceptor (not limited to 4).

Educate patients with minimal *preceptor support*: (Note: this can be role playing)

- At least 1 patient on inhalers and devices (valved holding chambers, peak flow meters)
- A patient on each of the self-care topics covered in year 1 (Appendix 5).
- Role play for those devices, self-care topics not seen.
- *Students may counsel other Rx's but it must be under the supervision of a pharmacist*

Create a care plan worksheet based on a counseling experience

- Discuss it with the preceptor.
 - Include the assessment: what information is known or asked; e.g. knowledge of the indication for the medication, efficacy, safety indicators
 - Education about use of the product to promote adherence
- Education Care plans should include:
 - DRP and/or medical condition,
 - Goals of therapy,
 - Counseling provided
 - Monitoring and follow-up if appropriate.

Create a DAP (Data, Assessment, Plan) for patient care/education provided

- Discuss note with preceptor prior to including on patient's computer profile

Discuss the following:

- Adherence strategies and determine non-adherence and potential reasons for at least 1 patient.
- The impact of having various comorbidities, including 1 condition not yet covered in year 1.

APPENDICES:

Collaborator	
<p>Activities Discuss the following:</p> <ul style="list-style-type: none"> ○ Students will discuss with their preceptor their preceptor's perspective regarding: <ul style="list-style-type: none"> ▪ Opportunities for collaboration. ▪ Barriers or challenges that affect collaborative relationships between other health care professionals and community pharmacists? ▪ Strategies to overcome common barriers. ● The role and responsibilities and level of accountability of other pharmacy team members (pharmacy technician/assistant/intern/student) in relation to the patient, the profession, society, including medication use process. ● Discuss with technicians and assistants about their role in pharmacy operations. 	
Manager - Leader	
<p>#3 Assignment: Medication Safety Assignment:</p> <ul style="list-style-type: none"> ● Review the ACP Incident analysis process - Summary and quick reference guide. ● Review the ACP Drug incident - patient safety report as well as the Drug incident - Patient safety report with sample completed version ● Resolve a real or hypothetical drug error using ACP Drug Incident Report form and review and discuss with the preceptor. ● Due: Last day of placement. Post to eClass the completed ACP Drug Incident Report form with ALL patient identifiers removed 	
<p>Activities:</p> <ul style="list-style-type: none"> ● Participate in the dispensing process for a minimum of 40 patients. <ul style="list-style-type: none"> ○ 20 new prescriptions and 20 refill prescriptions to ensure they are complete as per ACP standards. ● If possible, simple compounded prescriptions (topical, oral, liquid) with minimal preceptor support. Discuss compounding challenges with the pharmacy team. <p>Discuss the following:</p> <ul style="list-style-type: none"> ● Safety initiatives: <ul style="list-style-type: none"> ● The importance of ensuring all components of a prescription are present ● How to handle prescriptions that are not authentic or a concern ● The impact of funding policies (e) CACP's ● Management of schedule II and III drugs ● A Drug Incident form previously completed at the site. ● Impact of COVID <ul style="list-style-type: none"> ● How your site has adapted to the pandemic. Impact and changes to practice as a result. Unanticipated consequences. 	
Advocate	
<p>Health promotion Activity:</p> <ul style="list-style-type: none"> ● Participate in a health promotion initiative at the pharmacy or in the community (i.e. teaching the use of EPI-pen, sun safety) <p>Discuss the following:</p> <ul style="list-style-type: none"> ● Health promotion as it applies to immunizations. 	

APPENDICES:

<ul style="list-style-type: none">• Which health promotion or disease prevention programs are available at the pharmacy?• The role and responsibility of the pharmacist in promoting the public good and a health promotion activity.• Opportunities and possible strategies for advancing the profession.• What social determinants of health are visible in their community and how they may impact a patient's health.	
--	--

APPENDICES:

Appendix 4: Additional Resources

Example of Interview forms, BPMH forms:

- Alberta Health Services: [Medication Lists and Tools](#)
- ISMP: [Best Possible Medication History Interview Guide](#)

Drug information

- The How-To-Guide: UofA Faculty of Pharmacy Library Resources is: <http://tinyurl.com/lgppqay>.
- The link to the UofA pharmacy library home page is <http://guides.library.ualberta.ca/pharmacy>.
- Drug Information questions: [Drug Information inquiry form](#).

APPENDICES:

Appendix 5: Self-care and Respiratory topics covered in year 1;

- **Consider non-pharm, pharm (OTC and Prescription) and CAM modalities**

Students can track these topic areas using the [PHARM 354 Medical Condition Diary](#)

TOPIC	TOPIC
Acne	Headache - tension type
Acute pain	Hemorrhoids
Asthma	Inhalers and devices
Atopic dermatitis	Insect bites/stings
Burn care	Lice
COPD	Perspiration
Cough and cold	Scabies
Dandruff/seborrhea	Seasonal allergies
Dental care, canker sores, dry mouth, halitosis	Sports injuries
Diaper rash	Sun care, heat related illness, skin cancer surveillance
Ear conditions (impacted ear wax, otitis externa, minor ear pain)	Tobacco cessation (NRT, Prescription products)
Eye conditions (blepharitis, dry eye, contact lens care)	Wound care
Flatulence / bloating	Xerosis
Foot care (warts / corns / calluses / bunions)	

Students are encouraged to note other conditions counseled on that are NOT on the list, and keep this for ongoing personal learning