Pharm 354 Preceptor Course review - Spring 2023
Experiential Education Program Faculty of Pharmacy and Pharmaceutical Sciences UofA

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Course Coordinator and Community Practice Coordinator

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Office: 780-492-8066
Agenda

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

Podcast 1
● Preceptor resources
● Course Overview
  ○ COVID 19
  ○ 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
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 – 1 month 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 1- May 26, 2023
BLOCK 2: May 29 - June 23, 2023

*STAT: Monday May 22, preceptor discretion
COVID-19 Course Implications

If you have ANY questions or concerns regarding your student, the course or if circumstances change; important to contact Faculty ASAP;

Renette Bertholet: renette@ualberta.ca, 780-935-3281

- Students are advised to contact Preceptor and course coordinator
- Encourage flexibility to meet course objectives
  - telephone interviews, role playing
- Opportunity for students to learn about PPE and prudent infection control and MORE!
  - include impact of pandemic in discussions
- Important that students are not exposed to risks beyond usual practice
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

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

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

<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>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td>- Speak clearly with appropriate confidence.</td>
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<tr>
<td></td>
<td>- Listen in a way that picks up patient cues and adapt responses.</td>
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<tr>
<td></td>
<td>- Explore patient’s perspective</td>
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<tr>
<td>Gathering medical and medication history (Med Rec and BPMH)</td>
<td>- Introduce self and establish rapport</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td>- Gather sufficient information while having a 2-way discussion in a conversational manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting Initial patient assessment</td>
<td>- Determine if medications are indicated, effective, safe and patient can use/adhere</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Creating Basic Care Plans</td>
<td>- Can work through care planning process, using worksheet for guidance.</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>
Assignment #1 Learning plan

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

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>

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

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

<table>
<thead>
<tr>
<th>Progress at MIDPOINT (end of wk 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize:</td>
</tr>
<tr>
<td>What has been achieved thus far?</td>
</tr>
<tr>
<td>What needs to be the focus in the</td>
</tr>
<tr>
<td>next 2 weeks? Do I need to add any</td>
</tr>
<tr>
<td>goals (on separate sheet) based on</td>
</tr>
<tr>
<td>my Midpoint Student Performance</td>
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</tbody>
</table>
Assignment #2 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
  - via phone, role play if needed

- 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
- **Reminder**: Patient Care Process eModules on [Faculty webpage](#):
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
When using, think about level of student and topics/skills already covered in curriculum to date. Students will likely require assistance for therapeutics areas they have not yet covered.

<table>
<thead>
<tr>
<th>Pharmacy Care Plan Worksheet with Checklist</th>
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<tbody>
<tr>
<td><strong>MEDICAL CONDITIONS &amp; MED-RELATED NEEDS:</strong> 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. <strong>DRP Categories:</strong> unnecessary drug ● drug therapy required ● ineffective drug ● dose too low ● adverse drug reaction/interaction ● dose too high ● nonadherence</td>
</tr>
<tr>
<td>☐ Are all DRPs identified (based on 4 prime areas of <strong>indication, efficacy, safety, adherence</strong>)?</td>
</tr>
<tr>
<td>☐ If no, discuss with student; probe to see if those missing can be determined.</td>
</tr>
<tr>
<td>☐ Is rationale provided or discussed for DRPs (based on either patient or provider data)?</td>
</tr>
<tr>
<td><strong>GOALS OF THERAPY:</strong> For each medical condition and/or DRP state desired goals of therapy/timeframe. <strong>Goals:</strong> cure, prevent, slow/stop progression, reduce/eliminate symptoms, normalize a lab value. <strong>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.</strong></td>
</tr>
<tr>
<td>☐ Therapeutic goal/outcome(s) stated?</td>
</tr>
<tr>
<td>☐ Patient goal incorporated (if appropriate)</td>
</tr>
<tr>
<td><strong>ALTERNATIVES:</strong> Compare relevant drug and non-drug therapies that will produce desired goals. List the <strong>pros</strong> and <strong>cons</strong> of each therapy as well as rationale for each being included. <strong>Consider: Indication ● Efficacy ● Safety ● Adherence ● Cost/coverage</strong></td>
</tr>
<tr>
<td>☐ Is an assessment of each DRP provided (factors considered to influence/determine a plan)?</td>
</tr>
<tr>
<td>☐ Are alternatives (with rationale for each) provided that would be considered acceptable for current level of student(s)?</td>
</tr>
<tr>
<td><strong>RECOMMENDATIONS/PLAN:</strong> 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. <strong>Consider: Drugs: correct drug, formulation, route, dose, frequency, schedule, duration, medication management. Non-drug: non-drug measures, education, patient referral.</strong></td>
</tr>
<tr>
<td>☐ Plan/recommendations are outlined</td>
</tr>
<tr>
<td>Includes:</td>
</tr>
<tr>
<td>☐ dosing considerations</td>
</tr>
<tr>
<td>☐ patient preferences</td>
</tr>
<tr>
<td><strong>ACTIONS TAKEN</strong></td>
</tr>
<tr>
<td>☐ Appropriate/acceptable action has been taken</td>
</tr>
</tbody>
</table>
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.
- Returning this year: Advocacy/health promotion activity- determine topic together with student (ie: Sunscreen presentation, EPI-pen, etc).
- We encourage you to discuss the current COVID precautions and procedure.

<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 modes of communication used between team members (written, verbal) and with other health care professionals.</td>
</tr>
<tr>
<td>Scholar</td>
<td>Discuss benefits and implications of Netcare</td>
</tr>
</tbody>
</table>
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Podcast 2

- Assessments
- Preceptor Roles, responsibilities
- Contact information

Renette Bertholet: renette@ualberta.ca
Course Coordinator and Community Practice 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” 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>
</tr>
</thead>
</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** Evaluation/Survey | End of placement | - Link to survey emailed; not RxPreceptor  
- Comments appreciated! (~ 5-10 mins to complete)  
- Anonymous; can request Faculty to contact you |
## Assessments: Students Complete

<table>
<thead>
<tr>
<th>Assessment/ Evaluation</th>
<th>Completion</th>
<th>Comments</th>
</tr>
</thead>
</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**  
**2. Post Course Preceptor and Site Evaluation** | End of Week 4; after student has completed course | - Comments about all aspects of the course  
  - 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 1 month 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 related to COVID 19? Is there PPE they should bring?
- Develop “Preliminary” Schedule
  - weekends & evenings OK
  - If you have questions/challenges re: reduced hour please contact Renette
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
  - COVID protocols
  - Professional discussions
    - Expectations
    - NEW: 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
  ● COVID symptoms: do not go to work.
  ● Contact preceptor, complete [AHS ONLINE assessment](#) and follow instructions (or alternative can call 811)
  ● Contact course coordinator.

■ Bereavement (for family member); same as above

● 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

  Renette: renette@ualberta.ca or 780-935-3281 (cell)

• You do not need to 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