Pharm 354

Preceptor Quick Reference Guide

Spring 2020

This guide is to provide you with links and quick information that will be helpful when precepting your Pharm 354 student.

COVID 19: Changes and Suggestions

Thank you for agreeing to precept during these exceptional and challenging times. We want to ensure that the student has a safe and productive experience with you. Based on current realities of practice we have made some course changes. We also have some suggestions for you to ensure students are not exposed to risks beyond those of usual practice. We also want to ensure that you are able to practice with the current demands. We suggest and encourage:

- Including site specific precautions in orientation and discussions with student
- Including the impact of a pandemic to practice and the role of pharmacist in the community
- Flexibility and creativity to meet course objectives

Course Modifications

- Care Plans should be simple and basic; telephone interviews and role-playing vs face to face interviews are acceptable
- This year, NOT doing the following activities; discuss with preceptor instead;
    1. Inter-professional activity
    2. Health Education activity

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Quick Links

- Pharm 354 Syllabus
- Undergraduate Experiential Education Program Policies and Procedures Manual
- Faculty Preceptor Webpage
- Students will post their resume and their Learning Plan on CORE ELMS as a requirement.
  Click here for Instructions to view your student's resume

Contact Information

General Inquiries
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Attendance Policies

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

- **Statutory Holidays**: If a statutory holiday falls during a placement, it is the preceptor's discretion to decide what to do. The preceptor may grant the student the stat day off, a day off in lieu of the stat, or include that day as a placement day.
- **Modification to placement schedule** outside of the stated course timelines must be approved by the course coordinator in advance of the change.
- **Changes** to course dates to accommodate personal holidays are *not* permitted.
- **Routine medical/dental visits, as well as job interviews**: should be scheduled outside of course time.
- **Illness:** the student must notify the preceptor as soon as possible. Students are required to record their absence in the Absence Tracker (CORE ELMS) and email the preceptor regarding the absence. When more than one day is missed due to illness, arrangements must be made to make up the missed time and ensure all course objectives are met.
- **Bereavement:** an absence may be excused due to the death of a family member. The student should discuss this with the preceptor and advise the course coordinator. When more than one day is missed due to bereavement, arrangements should be made to make up the missed time and ensure all course objectives are met.

Orientation Checklist for Student and Preceptor

Orientation Activity	√
1. COVID Precautions and Protocols ● Review the infection measures currently used in the pharmacy; hand washing hygiene, PPE, etc. ● Review how to communicate with patients coming into the pharmacy to mitigate risks. **(Prior to the placement; students are required to review information on hand washing hygiene, PPE and infection control measures in a community practice setting)**	____ ____
2. Professional Discussions ● Preceptor's practice experience and interests. ● Feedback and communication; including preceptors preferred method of contact. ● Student/preceptor responsibilities and expectations; including preceptor review of assignments, provision of feedback and student's submission of assignments or documentation for review. ● Practice expectations; patient confidentiality, dress and appearance policies. ● Pharmacy information regarding policies and procedures, including patient and staff safety. ● Information regarding professional activities; staff meetings. ● Review Student's Skills Inventory and Learning Goal (student to post on CORE ELMS at least 1 week prior to placement).	____ ____ ____ ____ ____ ____ ____
3. Course Review; see course syllabus or checklists in this guide ● Objectives and Activities; i.e. patient care; Include modifications due to current precautions. ● Assignments. ● Assessment process; review forms (Student Performance Assessment in syllabus) and timing (including feedback). ● Review preliminary student schedule.	____ ____ ____
4. Pharmacy Practice ● Practice specialties and characteristics. ● Site resources and learning opportunities. ● How will the student be involved in patient care? ● Provide samples of forms used, documentation policies and procedures.	____ ____ ____
5. Practice Environment ● Guided tour of practice environment; dispensary, offices, patient rooms, etc. ● Introduction to staff (dispensary, front store, etc. Include students and interns). Include roles and how they will be involved with student experience. ● Library, drug information and other resources. ● Student workspace, eating area, storage of person items, washrooms, etc).	____ ____ ____ ____
6. Technology orientation ● Computer order entry systems, patient profiles. ● Netcare. ● Phone, fax, internet.	____ ____
Other	

Assessment Procedures and Information

- Assessments are completed and submitted using CORE ELMS. After logging in, the evaluation tab is in the green column on the left side of screen.
- To allow for preceptor review, assessments are posted CORE ELMS at least 1 week prior to start of the placement.
- All assessments should be discussed. There is an acknowledgment at the end of each form that indicates the assessment has been discussed by the student and preceptor
- Instructions for preceptors are at the beginning of the Student Performance Assessment.
- Faculty reviews all assessments for completion and content.
- If you have difficulties accessing or submitting assessments, contact: phexed@ualberta.ca.

Tips and Suggestions

- Periodically save your work; click on "save" tab at bottom of form, to avoid a "time-out" and losing information entered.
- Assessments can be saved as a draft and completed later; remember to "save" before exiting or information will be lost.
- Once the completed assessment is submitted, it is visible to the student being assessed. Saved drafts that are not submitted are not visible to the student.
- Assessments can be printed.
- Disregard the "section weight" and "minimum AVS score required" sections.
- Comment boxes should be used to provide evidence to support the grade given; especially important when student needs improvement as it provides specific details about concerns.

Summary of Assessments/Evaluations to Be Discussed between Preceptor and Student

Assessment/ Evaluation	**Submission Timeframe**	**Submitted by**	**Comments**
Student Self-Assessments	Midpoint and End of placement	**Student**	Submitted and printed 1-2 days prior to the Student Performance Assessment review. Should be discussed along with performance review.
Student Performance Assessment: **MIDPOINT**	End of 2nd week of the placement	**Preceptor**	- Assessment of all learning outcomes. - Take about 1 hour to complete. - Includes discussion of areas that will be focused on for balance of placement. - Student to add outcomes with grades of Needs Improvement onto their Midpoint Learning Plan.
Student Performance Assessment: **FINAL** Final Placement Mark **See Grading policy below**	End of placement	**Preceptor**	- Take about 1 hour to complete. - Assessment of all learning outcomes. (same as midpoint) - At the end of the assessment preceptors provide a Placement Grade Mark: PASS or FAIL based on the overall grades assigned to each learning outcome. - Faculty provides a Course Grade based on final review of assessments and assignments.
Student Evaluation of Preceptor & Site:	Midpoint and end of placement	Student	- Students must discuss with preceptor after discussion of the Student Performance Assessment.
Preceptor Evaluation of Placement Experience	After student has left placement site	**Preceptor**	- Anonymous: option provided to have Faculty contact the preceptor.

GRADING POLICY: For the preceptor to provide a "PASS" for the placement, the student 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*".*

Learning Plan: Activity and Assignment; posted under My Requirements in CORE ELMS

The Learning Plan helps students prepare for the placement as well as assess their learning during the placement. It provides an early introduction to self-directed learning, a concept similar to the Continuing Professional Development model used by practicing pharmacists. **Preceptor feedback is important** to ensure the student's learning goals are appropriate for the placement site and to ensure the student is on track with their learning goal.

Learning Plan Steps and Timelines

1. **Skills Inventory and Learning Plan (see templates below):** Students rate their level of comfort performing pharmacy practice skills and state their Learning Plan goal that they have worked on during first year using the SMART format.
   Students post these 2 templates table along with their Learning Plan goal as a requirement on CORE ELMS at least 1 week prior to the placement. Preceptors can review this posting the same way as the resume is viewed on CORE ELMS.
2. D*iscuss* the Learning Plan during the first few days of the placement. The preceptor should provide feedback about the goal; modifications may be required based on the opportunities at the practice site. After discussion, if changes were made the *revised Learning* Plan should be posted. If no changes were made to the initial Learning Plan no additional posting is required.
3. D*iscuss* progress achieved for the Learning Plan goal with the preceptor at the midpoint and end of the placement. Post the updated Learning Plan as a requirement at midpoint and end of placement.

Click below to access the templates.
Skills Inventory and Learning Plan Templates

Assignment Summary

Students have been advised to provide all care plans and assignments to the preceptor with adequate time for review and feedback to be provided.

Learning Plan Assignment **(see additional information on page 5 above)**
***First posting is 1 week prior to the start of the placement*.**

Students include 1 goal related to pharmacy practice in a community setting that they would like to work on.

The Learning Plan should be:

- Discussed with the preceptor during first week of the placement; make adjustments if necessary.
- Finalized by the end of the first week and reposted if needed.
- Reviewed with the preceptor and updated at the midpoint and final points of the placement to indicate progress.
- Grades of "Needs Improvement" provided by the preceptor on the Midpoint Student Performance Assessment are added to the midpoint learning plan at midpoint

Pharmacy Care Plan Assignment

Part A. Students will post 1 care plan that has been reviewed and approved by the preceptor(s), where they have documented care provided to a patient, including a BPMH, DRP identification, identified therapeutic alternatives with pro's/con's, recommendations, rationale, implementation plan, and follow-up.

eClass Posting: assignment is to be posted by 11:59 PM, Friday of Week 3.

The course coordinator will review the care plan; however, NO GRADE is given. If a resubmission is required, students will be provided with formative feedback that will help them better meet the assignment outcomes.

IMPORTANT THAT STUDENTS:

- Ensure ALL patient identifiers are removed before posting to ensure patient confidentiality
- Submit to eClass as typewritten, minimum 11-point font and double spaced
- Be prepared to share your care plan with your peers in a practice skills course.

Part B: **Students will be required to complete a reflection question survey on eClass by the last day of the placement.**

Medication and Patient Safety Assignment

Students will review the ACP drug management modules Part II: The Systems Approach to Investigating Drug Incidents and Part III: Application of Systems Analysis Beyond Drug Incidents. Go to ACP resource centre - under Drug management modules - and complete Parts I, II and III. (Students have previous seen Part I: Leading Up to Systems Analysis of Drug Incidents in a practice skills course).

Students will also review the ACP Newly revised Drug Incident - Patient Safety Report with sample completed version found under ACP - "Learning Materials and Guidelines". Students will then resolve a real or hypothetical medication error using this form and discuss it with their preceptor(s).

Students are to post a completed ACP Drug Incident form on eClass by the last day of the placement.

Activity and Discussion Summary

We acknowledge the current circumstances regarding the COVID-19 Pandemic. Course objectives have not changed, however, flexibility and creativity on the types of activities undertaken to achieve these is encouraged. Patient, student and preceptor safety should not be put at risk. With this in mind some activities have been omitted; activities highlighted in YELLOW are to be OMITTED,

With consideration to current practice procedures related to COVID-19, we encourage preceptors to modify discussions accordingly. For example:
How has your site adapted to the pandemic? Impact and changes to practice as a result? Unanticipated consequences? Health promotion as it applies to COVID19?

COURSE Assignments/Activities/Discussions with preceptor unless otherwise noted **Students must complete the following during the placement to meet course objectives.**	✓ **Done**
Professional	
#1 ASSIGNMENT: Learning Plan • Complete Skills Inventory and develop a Learning Plan (LP), post to eClass 1 week prior • Update progress and addition of new goal(s) as appropriate at midpoint and final. • Review LP with preceptor at week 1, midpoint and final. Revise as needed	
ACTIVITY: Revise learning plan throughout placement **DISCUSSION** **Discuss the following with your preceptor:** • 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 uses 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: • Managing and prioritizing professional responsibilities. • Understanding the importance of patient accountability. • How is patient confidentiality maintained? Are there scenarios where confidentiality may present challenges? e.g. Birth Control Pill Rxs for young girls, Plan B use. • 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?) Self-directed learning plans? Conferences (which ones?) Professional advocacy groups? Formal training (e.g. Diabetic Certification), Authorization to Inject. • 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 is the student using during this course and what their approach once they graduate.	

Communicator	
Activities: Students are expected to review each interview and care plan with the preceptor • Conduct a minimum of 4 patient interviews (min 1 per week) • Write and discuss with preceptor a minimum of 4 simple patient care notes, (i.e. DAP, SOAP) for care provided to patients **Discuss the following** • 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)	
Scholar	
Activities: • 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) • Satisfactorily research, respond and document a minimum of 3 drug information queries. • Students must retrieve information from more than 1 resource for each question. • Access the PADIS website and review the 3 primary telephone services offered. Discuss these with preceptor. • Review library requirements in the ACP standards for the operation of Licensed Pharmacies. Discuss with preceptor. • Identify medical and drug information resources (including online) available at the practice site. Discuss with preceptor. • Identify the patient information available at the practice site, handouts, pamphlets etc. **Discuss the following:** • Benefits and implications of Netcare with preceptor. • Problem solving and clinical decision making for patient care decisions. • 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 preceptor.	
Care Provider	
#2 ASSIGNMENT: Care Plan • 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/Con's, recommendation, rationale, implementation plan, Documentation and follow-up if applicable. **Due -Friday - Week 3 - post to eClass**	
Students are expected to review each interview and care plan with the preceptor. **Activities:** **DAILY:** • interactions with patients in the pharmacy (Intake, pickup, OTC, phone calls) to a functional level. **THROUGHOUT PLACEMENT**:	

Complete a minimum of 4 patient interviews/BPMH/CARE PLANS (post 1 of these as your assignment) (NOTE: Keep care plans simple and basic: OTC consults, respiratory. Over the phone is fine if preceptor is comfortable with this)

- 4 patient interviews, complete to 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 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 you are providing and care plans with 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.
  - **COMPLETE** follow-up care plan under *preceptor support* as appropriate

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 Rxs 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

May create as many Care Plans as needed for their own practice or as directed by the preceptor (not limited to 4)

Discuss the following:

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

Collaborator	

Activities (yellow highlight omit activity)
Inter-Professional Activity: Identify health care practices in the community (e.g. well baby clinics, physiotherapists, chiropractors, acupuncturists, diabetic educators, dieticians, etc) that are available to patients.
Prior to the IP experience students must:
• Prepare an expectation of what they want to learn through the experience; review with preceptor
During the IP experience students must:
• Visit with the practitioner for a minimum of 20 minutes to discuss health care collaborationDemonstrate respect for the practice and knowledge of other health care professionals
• Give the healthcare professional the "Practitioners Guide to IP Student Shadowing" (half of the green shadowing card; see Appendix 4) to provide topics for discussion.
Following the IP experience students will debrief their experience with their preceptor.
• Send an expression of gratitude: gesture of appreciation is appropriate between professionals. Examples: card, email
• Reflection: Consider what you are grateful for; what was learned
  • Were there any skills used by that health care professional that were interesting or effective? (i.e. patient interviewing)
Students will discuss with their preceptor their preceptor's perspective regarding:
  ○ Opportunities for collaboration.
  ○ Barriers or challenges that affect collaborative relationships between other health care professionals and community pharmacists?
  ○ Strategies to overcome common barriers.
Discuss the following pharmacy team members:
• 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 technician and assistant their role in pharmacy operations	

Manager- Leader	
#3 Assignment: Medication Safety Assignment: • Review the ACP "Drug error management modules- Parts I, II, and III. • Review the ACP Sample Drug Incident Report. • Resolve a real or hypothetical drug error using ACP Drug Incident Report form and review and discuss with preceptor. • Due: Post to eClass on last day of the placement the completed ACP Drug Incident Report form with patient identifiers removed	
Activities: • Participate in the dispensing process for a minimum of 40 patients ○ 20 new prescriptions and 20 refill prescriptions to ensure they are complete as per ACP standards • Prepare simple compounded prescriptions (topical, oral, liquid, vag, rectal) with minimal preceptor support. Discuss challenges with the pharmacy team. **Discuss the following s**afety initiatives:	

• 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 Ie) CACP's • Management of schedule II and III drugs • A Drug Incident form previously completed at the site.	
Health promotion Activity: (yellow highlight omit activity) • Participate in a health promotion initiative at the pharmacy or in the community (i.e. First Aid, Sun Safety, talk to a senior's group) **Discuss the following:** • 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	

Activity, Assignment and Assessment Schedule

Students are required to thoroughly read the syllabus to ensure they are meeting all course objectives. This schedule provides timelines for all activities, assignments and assessments and acts as a checklist to ensure all course requirements are completed.

Click here for the Schedule and Checklist

Pharmacy Care Plan Worksheet with Checklist for Assessment

This worksheet outlines all components of a pharmacy care plan worksheet along with the considerations and required elements.

Click here to access the worksheet with assessment checklist

Entry to Practice PharmD: On-Campus Curriculum Overview

Click here to access a table that provides an overview of the courses, therapeutic modules, and practice skills taught in the undergraduate pharmacy curriculum. For therapeutic modules, a select sample of major topics covered is indicated.