



PHARM 426 – ADVANCED PHARMACY PRACTICE PART 1

Community Practice Placement

Fall 2020/Winter 2021

Course Weight: 8

Instructor: TBD

Office: TBD **Office Hours:** TBD

Phone: TBD

Email: TBD

Experiential Education Administration Email: phexed@ualberta.ca

COURSE DESCRIPTION

This structured practical learning experience will allow students to apply and integrate knowledge and skills in community practice settings. Students will develop practical knowledge necessary for the professional role of pharmacists as care providers, communicators, scholars, advocates, managers and collaborators. Students are expected to step into the role of a pharmacist under the guidance of a pharmacist preceptor.

Prerequisites: PHARM 454. Meet all experiential education requirements.

This advanced clinical placement provides opportunities for students to accept professional responsibilities and further develop evidence based clinical judgment and decision-making skills. As students are within months of graduating, at completion of the placement, they should be “entry to practice” competent.

OTHER COURSE FEES

Students are expected to travel within the province to complete their experiential education course requirements. Costs associated with travel, accommodation or additional placement site requirements are the responsibility of the student. Students are encouraged to apply for available [travel awards](#).

STUDENT REQUIRED READINGS (to be completed prior to start of placement)

1. [Undergraduate Experiential Education Policies and Procedures Manual](#)
2. [Patient Care Process](#)

STUDENT RECOMMENDED RESOURCES

See *eClass* for Recommended Resources. 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.

COURSE SCHEDULE

Course dates are listed by the term. Individual student schedules are listed in CORE ELMS (RxPreceptor). Students must register for the course in the term that the placement is scheduled.

Fall Term

- Block 1: August 31 - October 23, 2020
- Block 2: October 26 - December 18, 2020

Winter Term

- Block 3: January 4 – February 26, 2021
- Block 4: March 1 - April 23, 2021

Attendance and stat holiday information: see [Undergraduate Experiential Education Policies and Procedures Manual](#)

COURSE OBJECTIVES/OUTCOMES

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

1. Apply fundamental knowledge in daily practice.
2. Use best evidence to provide patient care and drug information requests.
3. Provide patient centered care and manage patient's medication and health needs.
4. Exercise critical thinking and clinical judgment to make informed decisions and solve problems.
5. Communicate both orally and in writing in an effective, responsible and responsive manner that encourages trust and confidence.
6. Work collaboratively with the patient, family, caregivers and other healthcare professionals to facilitate the management of the patient's health needs.

7. Promote the health of communities and populations (e.g. cultural groups, the vulnerable, disease awareness and prevention) and integrate health promotion into patient care.
8. Participate in the site's process for managing accurate, effective and safe drug distribution, including management and documentation of medication errors.
9. Contribute to optimizing health care delivery and pharmacy.
10. Develop personal and professional leadership skills.
12. Adhere to ethical standards in the delivery of pharmacy care and demonstrate accountability and respect to patients.
13. Display professional behavior and attitude, e.g. initiative, maximizing learning opportunities.
14. Demonstrate a commitment to learning by evaluating their practice and knowledge/skills to identify areas for development.

GRADING

Title	Weight	Date	Type
Assignment #1: Pharm 426 Learning Plan	Pass/fail	See description	Assignment
Assignment #2: Acute Condition Assessment	Pass/fail	See description	Assignment
Assignment #3: Chronic Disease Care Plan	Pass/fail	See description	Assignment
Assignment #4: Inter-professional Survey	Pass/fail	See description	Assignment
Assignment #5; Enhancement of Community Pharmacy Practice Project Survey	Pass/fail	See description	Assignment
Preceptor Assessment of Student: Midpoint	Formative	After 160 hours	Assessment
Preceptor Assessment of Student: Final	Pass/Fail	After 320 hours	Assessment
Student Evaluation of Course	Completion required	After 160 and 320 hours and post-course	Evaluation

- Pharm 426 is a Credit/No Credit course. At the end of the placement, preceptors recommend a grade on the final Student Performance Assessment (*see Appendix 1*).
- To receive course credit, students must receive a “pass” on their final Student Performance Assessment from their preceptor, complete all required assignments in a satisfactory manner and submit all required assessments. The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the submitted assessments and assignments.

Preceptors indicate a student's level of achievement of all outcomes using the following 4-point scale:

<i>Not Meeting an Acceptable Level of Performance:</i> Student has significant difficulty or deficits on the skills and behaviours associated with this outcome.	<i>Needs Improvement to Reach an Acceptable Level of Performance:</i> Student needs improvement on the skills and behaviours associated with this outcome.	<i>Meets an Acceptable Level of Performance:</i> Student is performing as expected on the skills and behaviours associated with the outcome.	<i>Exceeds an Acceptable Level of Performance:</i> Student is performing better than expected on the skills and behaviours associated with the outcome.
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*****IMPORTANT*****

In order for the preceptor to provide a recommendation of “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”.**

Preceptors base their overall rating for each outcome on how strongly they agree or disagree that the student has demonstrated a set of expected skills, behaviours and knowledge.

The student must include any area rated Needs Improvement or Not Meeting an Acceptable Level of Performance into the objectives of the Learning Plans for future placements.

ASSESSMENT INFORMATION

- Assessments are completed and submitted using CORE ELMS and posted in CORE ELMS prior to the start of the placement. Students are encouraged to review them prior to the start of the placement.
- It is important that students understand the purpose and timelines of each assessment. It is the student's responsibility to submit all assessments in accordance with the stated deadlines.
- Submission timelines for completing assessments is outlined in the Activities, Assignments and Assessments Schedule; *Appendix 2*.
- Preceptors are encouraged to provide formative feedback throughout the placement. It is recommended students and preceptors discuss how things are going after week 1. This discussion should include any early concerns or clarifications regarding expectations or course activities.

Assessments completed by the students for each placement are:

- 1. Self-Assessments:** completed at least 1-2 days prior to midpoint, and final student performance discussions.
- 2. Student Evaluation of Preceptor and Site:** completed and discussed with the preceptor during the midpoint and final student performance discussions.
- 3. Student Post-Course Evaluation:** completed within 48 hours after placement completion. Anonymous and not discussed with the preceptor.

There is additional information regarding each of these assessments in *Appendix 1*.

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*** or if performance concerns are identified and students would like additional support to address these.

ASSIGNMENT INFORMATION AND POLICIES

- Learning Plans and assignments are posted before, during the placement on various weeks and by the last day of the placement. Assignments are reviewed for completion to ensure course requirements are met. Individual feedback may be provided if the assignment does not meet course requirements.
- Assignments that are posted late on eClass without notification of a delay from the student will require completion of a Professional Accountability Form which is placed on the student's file.
- Late assignments including assignment clarifications requested by the course coordinator may result in a delay of course grade posting. Students will receive a grade of "incomplete" until all course requirements are met. As per course policy, students must check UofA email accounts every 3 days for at least 2 weeks following course completion in case an assignment resubmission is required.
- Posted assignments must be typed and patient care documents **must have all identifiers removed to ensure patient confidentiality.**
- To assist students and preceptors with planning across the 8 weeks, an "Activities, Assignments and Assessments Schedule" has been provided in *Appendix 2*.

ASSIGNMENTS

1. Learning Plan and Skills Inventory

Students post their Learning Plan on CORE ELMS as a requirement at least 1 week prior to the start of the placement to allow for preceptor review. (It is not posted in eClass as preceptors don't have access.)

Instructions: Additional information can be found in *eClass*.

- Based on their self-assessment, students will determine 2 practice goals to focus on during their placement. Templates are offered in *eClass* to provide students with an option of how to organize a learning plan. However, students are encouraged to use their own template if they wish.
- After the initial posting prior to the start of the placement, updated plans are posted by the end of first week (if changes were made), midpoint and at the final following review with the preceptor.
Minimum 4 TOTAL POSTINGS: 1 before the placement and 3 during the placement. Students are encouraged to think of the Learning Plan as a tool to follow their learning and can update it as often as they wish to follow their learning.

Learning Plan Discussions and Posting Instructions

1. FIRST WEEK OF PLACEMENT: Discuss with the preceptor; make adjustments if necessary. In some cases, the practice may not allow for attainment of student goal(s) and therefore goal(s) will be need to be modified. Finalize by the end of the first week. Repost if changes were made.
2. MIDPOINT: Review with preceptor; update to indicate progress made with the initial learning goals. Students must add the outcomes that are identified as "Needs Improvement" on the Midpoint Student Performance Assessment to the Midpoint Learning Plan to ensure these areas are focused on during the second half of the placement.
3. FINAL: Review with preceptor, update and repost the final Learning Plan. As students develop Learning Plans for their next placement, they should consider their final Student Performance Assessment in their previous placement as well as consider findings in their previous Learning Plan.

2. Acute Condition Assignment

Following discussion of a patient with an acute condition with the preceptor, document assessment findings on patient's computer profile. (indication, effectiveness, safety, adherence). Screen shot is OK as long as patient identifiers are concealed.

There are 2 *eClass* postings (submitted *during* the placement):

- First Posting: Post patient documentation in *eClass* (as entered on the computer profile) for 1 patient by 9:00 PM on the 4th Tuesday of the placement.
- Second Posting: Post documentation of 1 additional patient by 9:00 PM on the 6th Tuesday of the placement.

3. Chronic Disease Care Plan Assignment

Students will be developing care plans for ALL patients. They should post those that best demonstrate their patient care process.

- The Pharmacy Care Plan Worksheet (posted in *eClass*) can be used or site specific Comprehensive Annual Care Plans (CACP) and Standard Medication Management Assessments (SMMA) can be submitted. It is suggested that preceptors and students discuss which format is appropriate and most comfortable for the student to use.
- ALL chronic medical conditions should be included in chronic disease management care plans as students should be caring for the patient holistically. If there is no DRP associated with a condition it should be stated in the care plan that the assessment resulted in no DRP for that specific condition but monitoring will be ongoing.

- Each assignment consists of:
 - relevant background data as applicable (reason for consult, past medical history, BPMH, pertinent ROS, relevant labs/diagnostic information)
 - care plan using the pharmacy care plan worksheet or site-specific format
 - corresponding clinical documentation as entered on the patient computer profile if applicable
 - written communication sent to another healthcare professional (if completed)

There are 2 eClass postings: (submitted during the placement; same posting schedule as Acute Condition Assignment)

- First Posting: Post patient documentation in eClass (as instructed above) for 1 patient by 9:00 PM on the 4th Tuesday of the placement.
- Second Posting: Post documentation of 1 additional patient by 9:00 PM on the 6th Tuesday of the placement.

4. Inter-professional Assignment; completed at end of placement

After completion of visits with a healthcare professional, the student completes the Inter-Professional Survey Assignment on eClass. This assignment is due on the last day of the placement.

5. Enhancement of Community Pharmacy Practice Project; completed at end of placement

In collaboration with the preceptor, the student will design and complete a project that will benefit the practice site. Examples include creating a resource or tool for practice, developing a patient brochure, and/or enhancing patient care processes and clinical services

Following completion of the project, the student completes the Enhancement Project Survey questions on eClass at the end of the placement. Questions include title/topic, stimulus/trigger, activities completed, potential and real outcomes and what was learned through completion of the project.

COURSE ACTIVITIES and DISCUSSIONS

Preceptor supervision is important, especially early in the placement with graduated independence for various activities such as gathering a medication history, patient education, as competence is demonstrated. Throughout the placement, restricted activities such as final checking of prescriptions and injections must be supervised.

COURSE ACTIVITIES		✓
The following are activities that students must complete during the placement to meet course objectives.		
1. Provide Patient Care	<p>During the placement, students will participate in the scope of professional practice under the supervision of the preceptor(s). For all patient care encounters students should provide patient care as deemed appropriate by the preceptor(s) and outlined in the Patient Care Process Document.</p> <ul style="list-style-type: none"> • Interview the patient or agent to obtain necessary information and organize the information to determine medication and health related needs. • Assess if the patient's medication and other health related needs are being met. (complete a medication reconciliation; review for indication, effectiveness, safety and adherence) • List and prioritize the patient's medical conditions and drug related problems. • Develop and implement a care plan (e.g. CACPs, SMMAAs, etc.) that is based on best evidence and addresses the patient's drug therapy problems and wellness needs. • Engage patients in shared decision-making (as appropriate). • Provide patient education, including patient self-management. • Provide follow-up/continuity of care and modify care plans as needed. • Assist in patients' self-care (e.g. use of diagnostics, point-of-care testing and self-monitoring) • Administration of Drugs by Injection: Students who successfully completed the training and also have completed CPR Level C + First Aid, should practice administering drugs by injection. <i>Students must only</i> 	

<p><i>administer injections under the direct supervision of a pharmacist authorized by ACP to administer drugs by injection.</i></p> <p>1A. Patient Assessment during dispensing (Refill and New Prescriptions)</p> <ul style="list-style-type: none"> Students assess patients and their drug therapy for indication, safety, adherence and efficacy and document care for a minimum of 2 patients each day receiving refills and 2 patients each day receiving new Rx's. Across the placement, students should develop proficiency assessing all prescriptions as part of a systematic patient care process (including documentation). <p>1B. Acute Condition and/or Self-Care Assessment</p> <ul style="list-style-type: none"> Students provide patient care for a minimum of 20 patients with acute conditions and/or self-care needs such as infection, pain, allergic reaction, minor ailments, etc. The assessment developed by the student should be discussed with the preceptor and then documented on the patient's profile. <p><u>Corresponding Assignment:</u> <i>Acute Condition Assignment.</i></p> <p>1C. Chronic Disease Management</p> <ul style="list-style-type: none"> Students provide patient care for a minimum of 20 patients with chronic conditions. (minimum of 4 different chronic diseases). To gain a greater understanding of an illness, it is suggested that students care for more than 1 patient with the same/similar condition to allow for a greater understanding of how conditions present in different patients and also see various stages or severity of diseases. As the placement progresses, students should care for patients with co-morbidities and increasing complexity. <p>Students should</p> <ul style="list-style-type: none"> Use all sources to develop the Best Possible Medication History and care plan. Integrate assessment of patient readiness (state of change) into the care plan. Review all care plans and documentation with the preceptor. If the care plan is submitted it must be signed by the preceptor. Develop written communication to other health care professionals as needed; ensure it is reviewed and co-signed by the preceptor prior to sending. Ensure continuity of care for patients is arranged or handed-over to the preceptor at end of placement. <p><u>Corresponding Assignment:</u> <i>Chronic Disease Care Plan Assignment.</i></p>	
<p>2. Clinical Judgment: Review and Reflection</p> <ul style="list-style-type: none"> For at least one patient care assessment and resulting actions, students will write a summary of the decision making and critical thinking that they used to justify their actions (e.g. change a dose, recommend a different therapy, no change required, etc.). The summary should include the clinical issue, findings from the patient assessment and rationale for their recommendation. The student should review this written summary with the preceptor and discuss their rationale for the decision made, the challenges they encountered (if any), the documentation required and the outcome. <p>After the initial discussion with a written summary, it is suggested that students have at least 2 more clinical judgment discussions with the preceptor. If deemed appropriate by the preceptor, a written summary is not required.</p>	
<p>3. Medication Distribution</p> <ul style="list-style-type: none"> Students participate in all stages of the distribution process and apply the standards of practice, laws, and regulations governing pharmacy practice. Includes Rx intake, review, processing, checking (under preceptor supervision) and counselling. By the end of the placement students should be able to fill and check at least 25 sequential prescriptions without errors. Students are expected to demonstrate competency in each stage of the distribution process as well as with the laws and regulations associated with pharmacy practice. <p>ACP's Jurisprudence Learning Module: https://pharmacists.ab.ca/jurisprudence/; see recommended resources in eClass. (Note: to access, students need to be logged into the ACP website)</p>	

<p>4. Drug Information Requests</p> <ul style="list-style-type: none"> Students respond to questions in a timely manner using best evidence, including answers to self-identified questions to care for patients. Information may be required either verbally, written or both. (Drug Information Inquiry Record form is posted on <i>eClass</i>). Students are expected to use appropriate resources and various levels of evidence; primary, secondary and tertiary references and should also use more than 1 resource for each question and discuss all answers with the preceptor. 	
<p>5. Inter-Professional (IP) Collaboration</p> <ul style="list-style-type: none"> Students are required to complete visits with a physician. If a physician opportunity is not available, alternatives include a PCN or homecare nurse, optometrists, physiotherapists, etc. (PCN pharmacists, or other pharmacists, do not qualify for this activity; they are not a different health care professional.) Four 1/2-day visits or 2 full days are recommended. The number of visits with the same healthcare professional should be maximized as the intent is that with repeated visits with the same practitioner, students will be involved as a collaborator rather than an observer. Students can use Inter-professional Student Shadowing cards developed by Health Sciences Council (UofA) to guide expectations and discussion. Cards can be printed by going to: http://issuu.com/hserc/docs/student_s_guid_to_interprofessional_shadowing/2 It is important that the student thanks the health care professional for their time spent with the student. This can be in the method of choice by the student; verbal, email, card, etc. <p><u>Prior to</u> the IP visits, students will prepare an expectation of what they want to learn at the IP practice site and review with the preceptor.</p> <ul style="list-style-type: none"> Activity information (<i>see Appendix 3</i>) can be sent to the physician/healthcare professional involved with the visits so they understand the objectives for the visits. <p><u>During</u> the IP visits, students will work collaboratively and demonstrate respect of the practice and knowledge of other health care professionals.</p> <ul style="list-style-type: none"> Give the healthcare professional the “Practitioners Guide to IP Student Shadowing” (half of the green shadowing card) to provide topics for discussion. <p><u>After</u> the IP visits, students will debrief their experience with their preceptor. Include strategies the preceptor uses to improve/promote collaboration and what barriers may affect professional collaboration.</p> <p><u>Corresponding Assignment:</u> <i>Inter-Professional Assignment</i></p>	
<p>6. Health Promotion Presentation</p> <p>Provide a minimum of one health promotion presentation for the public. (e.g. school; teachers or student classes, senior groups, disease advocacy groups, etc).</p>	
<p>7. Health Awareness Clinic</p> <p>Provide a health promotion, screening or education clinic for the public on a disease state or focus for the pharmacy. (e.g. women’s health, hypertension). This can be done in the community or the pharmacy.</p> <p><i>The activities (presentation and clinic mentioned above) are NOT a substitute for the Community Pharmacy Practice Enhancement Project. However, they may be linked. i.e. the Project may be preparation of a brochure/poster and planning for a clinic.</i></p>	
<p>8. Pharmacist for the Day</p> <p>Students with supervision should assume patient care and dispensing responsibilities as the sole pharmacist at the practice site. Minimum of a ½ day during week 7 of the placement is suggested and can be increased as deemed appropriate by preceptor. The experience should be debriefed so the student can reflect on their strengths and challenges. The activity may be repeated if needed to better assess if the student is capable and confident regarding these responsibilities. Students should be aware of dispensing regulations (<i>see Jurisprudence Module; recommended reading.</i>)</p>	
<p>9. Preceptor Library Resources</p> <p>Students provide preceptors with an overview of the library resources and search strategies for the UofA Library Database(s) now accessible to preceptors.</p> <p>The How-To-Guide: UofA Faculty of Pharmacy Library Resources is: http://tinyurl.com/lgppqay.</p> <p>The link to the UofA pharmacy library home page is http://guides.library.ualberta.ca/pharmacy</p>	

10. OPTIONAL: Practice Based Research Students may be involved with practice-based research during their placement. Information will be provided prior to the start of the placement. Student participation in research activities is voluntary.	
COURSE DISCUSSIONS The following are discussions students complete during the placement to meet course objectives.	<input checked="" type="checkbox"/>
1. Maintaining Professional Competency and Lifelong Learning Discuss with the preceptor how they maintain professional competence and the ACP Continuing Competence Program. Review the preceptor's previous or current ACP learning/ implementation records and compare it to the student's placement Learning Plan.	
2. Patient Communication Discuss motivational interviewing and shared decision-making strategies used to engage patients.	
3. Dispensing Regarding Schedule II and III drugs Discuss the responsibility of the pharmacist and other pharmacy team members. Include strategies to ensure that the sale of these products is safe and effective. Are there stressors that can affect the sale of these drugs?	
4. Health Promotion and Advocacy Discuss the health promotion or disease prevention programs that the preceptor is involved with and/or are available at the pharmacy (e.g. smoking cessation, travel advice, blood pressure screening, etc.)	
5. Pharmacy Services and Scope of Practice <ul style="list-style-type: none"> • Discuss the impact of funding policies on the provision of professional services and how the expanded scope of practice contributes to patient care. Include the impact of funding policies on the provision of professional services with the pharmacy team. • Did they obtain additional prescribing authorization (APA)? What is their professional experience with APA both in obtaining & using it? If they don't have APA, are they planning to obtain it? 	
6. Safe and Effective Medication Distribution Practices Discuss documentation and reporting of medication errors/incidents, quality assurance processes (audits triple checks) and how the pharmacy keeps current with jurisprudence/standards of practice. (e.g. patient or opioid assessment)	
7. Drug Shortages Drugs shortages can have serious patient effects. Discuss how the preceptor manages these.	

POLICIES AND PROCEDURES

Course policies and procedures are included in the [Undergraduate Experiential Education Policies & Procedures Manual](#); required reading prior to the placement. Policies specific to this placement are:

- Attendance policies, students are expected to;
 - o be at the placement site for a minimum of 40 hours/week. Placement schedule is determined with preceptor. May include evenings and weekends.
 - o know policies regarding completion of Absence Tracker for illness, bereavement, etc.
 - o know policies regarding Faculty endorsed (e.g. job fair, PDW, residency interviews) and non-endorsed activities (e.g. job interviews)
- Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury) Procedure

TECHNOLOGY REQUIREMENTS AND OTHER REQUIRED MATERIALS

- Students are required to wear their Faculty name tag or one provided to them when they are at the placement site. Students are required to have a lab coat if deemed appropriate based on setting.
- Course Information and forms (e.g. Netcare, care plan worksheets, Learning Plan templates) will be posted in eClass.

- Students post assignments in eClass.
- Student post resume and Learning Plans in CORE ELMS to allow preceptors to access.
- Assessments are submitted using CORE ELMS and will be posted prior to the start of the first placement for students to review. If CORE ELMS assistance is required, contact PhExEd@ualberta.ca.
- Netcare Information and instructions regarding Netcare registration and use are outlined on the Faculty website here: <https://www.ualberta.ca/pharmacy/programs/current-undergrad-students/experiential-education>

SUGGESTIONS and TIPS FOR SUCCESS

Full participation *in the course is the first step to passing the placement*. This includes preparing for the placement by reviewing therapeutics. Because this is considered to be an advanced placement, patient accountability and self-motivation is expected. The course activities listed are minimums; students that succeed go beyond these minimums and participate as a pharmacy team member. Although preceptors will guide learning, students are ultimately responsible to ensure completion of all activities, assignments and assessments.

Due to the variability of practice sites, experiences will differ.

Students are expected to take initiative, identify learning opportunities and improve timeliness and efficiency over the course of the placement.

An important student responsibility is contacting the Faculty with concerns if they arise. Activities and assessments are built into the course to 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. This includes if they are struggling or feeling overwhelmed. These are dealt with in an individual and confidential manner.

The article “Strategies Pharmacy Students Can Use to Ensure Success in an Experiential Placement” (see *Resources posted in eClass*) provides information including “*obvious*” and “*not-so-obvious*” strategies to ensure success in a placement.

POLICIES

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 Code of Student Behaviour; www.governance.ualberta.ca

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, 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 Policies

[Territorial Acknowledgement](#)

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Metis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

[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](#) (*Formerly: Student Accessibility Services (SAS)*)

Student accommodations are offered in accordance with the [Faculty of Pharmacy and Pharmaceutical Sciences \(FoPPS\) Essential Skills policy](#). Accessibility Resources will work with the FoPPS (Office of Student Services) to determine the nature of any accommodation that will be granted. Once approved, Accessibility Resources will provide students and the Faculty with a "Letter of Accommodation". The Faculty will share accommodation requirements with course instructors.

Equality, Equity and Respect

The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equality and respect for all people and to developing teaching and learning contexts that are welcoming to all. The faculty recommends that staff and students use inclusive language to create an 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 backgrounds. 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.

APPENDICES

APPENDIX 1: ASSESSMENT INFORMATION

1a. Student Performance Assessment; outlines the behaviours and outcomes students will be assessed on by the preceptor at the midpoint and final points of the placement.

OUTCOME	BEHAVIOURS
Professional	
1. Displays professional behaviour.	<ul style="list-style-type: none">- Displays honesty, integrity, humility, commitment, altruism, compassion and respect towards others.- Does not engage in distracting behavior.- Maintains privacy and confidentiality.- Dresses professionally and maintains appropriate personal hygiene.- Maintains appropriate interpersonal boundaries.- Is punctual, accessible, diligent, timely and reliable to others.
2. Demonstrates professional responsibility and accountability and practices within the scope of a 4th year student	<ul style="list-style-type: none">- Takes responsibility and accountability for actions and inactions; <i>preceptor support may be required early in placement</i>.- Prioritizes activities and manages time to balance course requirements and practice site workflow.- Responds appropriately to ethical issues encountered in practice; <i>preceptor support may be required</i>.- Applies standards of practice, policies and codes that govern the profession; practices within the scope of fourth year student.

3. Demonstrates initiative, 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 (i.e. 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	
1. Demonstrates effective non-verbal and verbal communication to instill trust and confidence.	<ul style="list-style-type: none"> - Speaks clearly, effectively and respectfully; tailoring responses to the context and audience. - Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions) - Listens, actively solicit and responds appropriately to ideas, opinions and feedback from others (e.g. patients, team members, preceptors) - Uses appropriate language, tone and pace that is suitable for the complexity, ambiguity, urgency of the situation. - Expresses recommendations, facts, evidence, opinions and positions accurately and effectively, with clarity and confidence; <i>may require preceptor support early in the placement.</i>
2. Effectively communicates in writing.	<ul style="list-style-type: none"> - Provides appropriate level of detail and complexity, breadth and depth; <i>preceptor support may be required early in placement.</i> - Uses appropriate language and tone for the type of written communication and intended audience - Prepares timely, clear documentation that maximizes safety and understanding.
Scholar	
1. Demonstrates the fundamental knowledge required for pharmacists.	<ul style="list-style-type: none"> - Has minimal gaps in therapeutic knowledge required to provide patient care. - Uses experience and knowledge gained in the placement to solve previously encountered problems.
2. Uses best evidence available to provide medical information and patient care.	<ul style="list-style-type: none"> - Uses systematic approach to search for best available evidence. - Able to formulate a clinical question. - Analyzes and appraises health related research and literature to inform responses to questions and patient care decisions. - Provides an appropriate, accurate and practical answer or recommendation.
3. Applies clinical judgment to make patient care decisions.	<ul style="list-style-type: none"> - Applies knowledge and professional judgment to provide safe and effective patient care. - Makes decisions using an evidence-informed approach. - Provides rationale and logically defends rationale related to decisions.
Care Provider	

1. Establishes and maintains positive and professional relationships.	<ul style="list-style-type: none"> - Engages patient; <i>may require some preceptor prompting and support.</i> - Exhibits sensitivity, respect and empathy with patients and caregivers. - Identifies and responds to patient cues; <i>with preceptor support.</i> - Determines when it is ethically and professionally appropriate to involve caregivers and/or family members.
2. Gathers and interprets relevant, necessary information about a patient's health related needs.	<ul style="list-style-type: none"> - Utilizes multiple sources of patient information. (e.g. Netcare, patient/caregiver patient profile/chart, other healthcare providers) to synthesize data to complete a patient history; <i>may require preceptor support early in the placement.</i> - Employs effective interviewing techniques. (e.g. appropriate open and closed ended questions, uses motivational interviewing when appropriate) - Employs a systematic process to gather data accurately based on the Patient Care Process document. - Gathers and interprets appropriate amount of information including relevant physical exams, lab tests, point of care and diagnostic assessments. - Clarifies and manages conflicting data; <i>may require preceptor support initially.</i>
3. Formulate assessment of actual and potential issues in collaboration with the patient & other healthcare team members; prioritize issues to be addressed.	<ul style="list-style-type: none"> - Assesses drug therapy for indication, efficacy, adherence and safety. - Prioritizes medications related needs based on urgency and patient preference. - Determines patient's medical condition(s) and determines those where medication needs are not currently being addressed.
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 including for patients with multiple comorbidities. - Establishes goals in collaboration with the patient that are relevant, realistic and timely. - Generates a realistic set of alternatives and assesses the pros and cons. - Develops a safe and effective plan (recommendations, monitoring and follow-up) for managing patient needs.
5. Implements the care plan when appropriate.	<ul style="list-style-type: none"> - Implements specific actions for managing medication specific needs (dispense, adapt, prescribe, refer, etc.) <i>with preceptor supervision.</i> - Communicates the agreed upon care plan and rationale to patients and/or other healthcare providers; <i>with preceptor support when necessary.</i> - Educates the patient on pharmacological and non-pharmacological recommendations. - Negotiates and adapts plan with team and/or patient/caregivers; <i>with preceptor support when necessary.</i> - Initiates and completes seamless care activities when appropriate.
6. Follow-up and evaluate as appropriate.	<ul style="list-style-type: none"> - Provides follow-up as appropriate. - Interprets follow-up information to evaluate effectiveness, safety and adherence and modify plan if needed.

Collaborator	
1. Works effectively with team members including patients and families, pharmacy colleagues and individuals from other professions.	<ul style="list-style-type: none"> - Establishes and maintains positive relationships. - Recognizes and can negotiate shared and overlapping responsibilities with other professionals. - Participates in respectful, effective shared decision-making. - Provides services and care as agreed upon with the patient and team. - Manages disagreements or conflict in a way that supports collaborative culture.
2. Able to hand over the care of a patient to other pharmacy and non-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. - Demonstrates safe handover of patient care issues and information using appropriate communication processes.
Advocate	
1. Advocates for patients within and beyond patient care environments.	<ul style="list-style-type: none"> - Facilitates timely access to services or resources through advice, education and/or guidance to address determinants of health. - Integrates health promotion into patient care and works with patients to adopt healthy behaviours (e.g. encourages vaccinations, smoking cessation). - Provides patients with health and wellness strategies which include screening and educational services. - Promotes the impact of the pharmacist on patient outcomes and the healthcare team.
Leader- Manager	
1. Dispense a product safely and accurately.	<ul style="list-style-type: none"> - Participates in the site's process for managing accurate, effective and safe drug distribution. (i.e. can fill and check prescriptions accurately and appropriately and provide relevant patient education.) - Evaluates factors critical for safe and efficient medication distribution.
2. Participate in quality assurance and practice improvement strategies.	<ul style="list-style-type: none"> - Participates in practice change initiatives to improve the quality of care and/or pharmacy practice; <i>with preceptor support</i>. - Work with others to optimize provision of pharmacist care. - Contribute to a culture of patient safety. - Use health informatics to improve the quality of care.

1b. Additional Assessment Information

1. SUMMATIVE ASSESSMENT: provides final decision on the extent to which a student has achieved the course objectives.

Final Student Performance Assessment: *Completed at the end of placement by preceptor.* Preceptors indicate a student's level of achievement of the outcomes using the following 4-point scale;

<i>Not Meeting an Acceptable Level of Performance:</i> Student has significant difficulty/deficits with skills and behaviours associated with this outcome.	<i>Needs Improvement to Reach an Acceptable Level of Performance:</i> Student needs to improve with the skills and behaviours associated with this outcome.	<i>Meets an Acceptable Level of Performance:</i> Student is performing as expected with the skills and behaviours associated with the outcome.	<i>Exceeds an Acceptable Level of Performance:</i> Student is performing better than expected with the skills and behaviours associated with the outcome.
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Preceptors base their overall rating for each outcome on how strongly they agree or disagree that the student has demonstrated a set of expected skills, behaviours and knowledge.

For the preceptor to provide a recommendation of "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".

- Students must include any area rated Needs Improvement or Not Meeting an Acceptable Level of Performance into the objectives of the Learning Plans for *future placements*.

2. FORMATIVE ASSESSMENTS: provide feedback to students that can be used to improve learning and to provide feedback to preceptors that can be used help improve their ability to guide learning.

A. Student Self-Assessments: Midpoint and Final; *Completed by student at midpoint and end of placement.*

Students rate their perceived level of ability on the same outcomes assessed on the Student Performance Assessment using the following 4-point scale:

- Needs Improvement: Concerned about Meeting Expectations before the End of the Placement
- On-Track to Meet Expectations with More Time and Practice
- Generally Meet Expectations:
- Meet Expectations of Novice Professional:

i. Midpoint Student Self-Assessment: Students complete and submit this assessment at least 1 day prior to the Midpoint Student Performance Assessment discussion allowing the preceptor to review and compare ratings. Students should print and bring a copy to the assessment discussion.

- Allows students to identify the areas that need to be focused on for the balance of the placement.

ii. Final Student Self-Assessment: This assessment does not need to be submitted in advance for preceptor review, but students must come prepared to discuss their perceived performance with the preceptor and any discrepancies.

- It is important that students reflect on their learning at the end of the placement.

B. Midpoint Student Performance Assessment: *At a time, determined by the preceptor, around the midpoint of the course the preceptor will complete the Midpoint Student Performance Assessment.*

This assessment:

- Is important as it ensures the student is aware of their progress, by indicating areas of strength and areas that require improvement.
- Provides a good indication of what needs to be focused on as well as areas of concern.
- Has the same format as the final Student Performance Assessment. Preceptors rate students on each of the outcomes using the same rating scale shown under the Final Student Performance Assessment.

A midpoint grade of:

- Needs Improvement indicates that the preceptor feels that with more time, effort and practice the skills will likely be achieved.
- Not Meeting an Acceptable Level of Performance indicates that the preceptor has concerns about the ability of the student to pass and the Faculty should be contacted.

These ratings in combination with the Midpoint Student Self-Assessment serve as a basis for the preceptor to identify goals and expectations for the remainder of the placement. **The preceptor includes goals/expectations at the end of the Midpoint Student Performance Assessment and discusses them with the student.**

The student must add these outcomes and skills that are identified as needing improvement to the Midpoint Learning Plan for the second half of the placement

C. Student Midpoint and Final Evaluation of Preceptor and Site: *Completed by the student and discussed with the preceptor at the midpoint and end of the placement.* This evaluation is designed to generate discussion about important preceptor attributes, site qualities and learning opportunities.

3. COURSE EVALUATION ASSESSMENTS: Provide summative evaluation of different aspects of course effectiveness. They are also used to identify problems that might arise when students or preceptors are not meeting the course expectations.

A. Student Course Evaluation: *Anonymous:* At the end of the course, students complete an online survey with questions pertaining to course administration by the Faculty, learning objectives, course activities and assignments.

B. Post Course Evaluation of Preceptor and Site: *Non-Anonymous:* Completed on CORE ELMS within 48 hours after completing the course and the student has left the placement site. This evaluation is NOT viewable by the preceptor

- Purpose of this evaluation is to allow students to provide comments without any potential influences and serves as a final measure of quality assurance.

APPENDIX 2: ACTIVITY, ASSIGNMENT and ASSESSMENT SCHEDULE

This outline should be used as a guideline.

WEEK	STUDENT ACTIVITIES
1-4 weeks before placement starts	<p>Students should ensure they have:</p> <ul style="list-style-type: none"> ___ Reviewed therapeutics as instructed by preceptor or relevant to the practice area. ___ Reviewed Syllabus and required readings (in syllabus and eClass): be aware of course expectations, activities and assignments. ___ Corresponded with preceptor; start time, dress code, parking, pre-readings, etc. ___ Provided their preceptor with their Netcare registration form. ___ Started to develop the Learning Plan: post as a requirement on CORE ELMS at least 1 week prior to placement. (include posting date on title)
Daily throughout the placement	<ul style="list-style-type: none"> ___ Provision of Patient Care, review with preceptor. <ul style="list-style-type: none"> • Patient Assessments for Refills and New Rxs. • Acute condition patients (pain, infection, GERD, etc) minimum: 20 patients. • Chronic medical condition patients: minimum: 20 medical/medication reviews. ___ Prepare care plans for ALL patients using pharmacy careplan worksheet or practice specific forms; care plan not needed for acute condition patients, may be requested by preceptor.) ___ Document care provided according to site processes. ___ Complete medical and drug information requests. ___ Conduct follow-up as required, callbacks, seamless care. ___ Participate in Patient Education; Rx and OTC counselling. ___ Participate in Pharmacy Services; injections, Rx adaptations and renewals, emergency prescribing, (prescribing if pharmacist has authority) under direct supervision.
WEEK 1: Orientation, Create Placement Schedule	Dates: _____
Orientation	<ul style="list-style-type: none"> ___ Review and discuss the Skills Inventory and Learning Plan ___ Review course objectives and activities. ___ Develop preliminary schedule: Inter-Professional visits, clinics, presentations, ___ Discuss student/preceptor expectations and responsibilities. ___ Discuss assessment processes and timelines (including informal/daily feedback) ___ Log in to ensure Netcare access, as well as access to other on-site systems
Daily Patient Care and Documentation	<ul style="list-style-type: none"> ___ Discuss care plans, clinical documentation; format and process. ___ Discuss key factors for effective and safe distribution systems ___ Complete assessments of New and Refill Rxs.
Acute and Chronic Condition Management	<ul style="list-style-type: none"> ___ Provide care for at least 1 Acute Condition Patient (review indication, effectiveness, safety and adherence). Discuss findings with preceptor and post documentation on the patient's computer profile. Minimum 20 patients. ___ Schedule first Chronic Condition Patient Management review for week 2. Plan patient assessment; review profile, Netcare, discuss plan with preceptor. Minimum 20 patients.

Additional Activities to be incorporated and scheduled across the placement	<ul style="list-style-type: none"> ___ Schedule and arrange visits with MD or HCP (Inter-professional activity) ___ Discuss/schedule the health promotion presentation for the public. ___ Discuss/schedule the health promotion activity or clinic day in the pharmacy. ___ Discuss topic and scope of Community Pharmacy Practice Enhancement Project. ___ Ensure discussions are scheduled: see eClass for complete list: Professionalism; Communication, pharmacy services and scope of practice, etc.
WEEK 2: Dates: _____	WEEK 3: Dates: _____
Daily Patient Care and Chronic Condition Management	<ul style="list-style-type: none"> ___ Continue to complete assessments of New and Refill Rxs. ___ Continue to conduct Acute Condition Assessments and document on patient's profile following preceptor discussion. Select 1 example of documentation to post in week 4. ___ Conduct Chronic Patient Management (CDM) session for first patient and schedule additional CDM reviews. ___ Consider a patient scenario for the clinical judgment review and reflection; write a summary; review with preceptor.
WEEK 4: Dates: _____	
ECLASS POSTINGS (no identifiers) Due: 9 PM; 4th Tuesday	<ul style="list-style-type: none"> ___ For 1 patient with an Acute Condition: post documentation (as entered on computer patient profile; screen shot OK; no care plan required) ___ For 1 patient with a Chronic Condition: post a care plan worksheet or site-specific care plan and documentation. Include documentation sent to another health care professional (if occurred). Ensure preceptor review prior to posting.
Course Activities	<ul style="list-style-type: none"> ___ Ensure health care professional visits are scheduled. Review progress on projects, presentations, clinics. ___ Review written Clinical Judgment Summary with preceptor. Have at least 2 more conversations involving clinical judgment; preceptor discretion: written vs verbal
Acute and Chronic Condition Management	<ul style="list-style-type: none"> ___ Continue Patient Medication Reviews; care plans and corresponding clinical documentation for chronic disease patients. (minimum 20 patients) ___ Continue with assessment of Acute Condition Patients and documentation into patient profile. (minimum 20 patients)
Mid-Point Evaluations and Learning Plan	<ul style="list-style-type: none"> ___ Submit MID-POINT Student Self-Assessment 2 days prior to Performance Assessment Session to allow time for preceptor review. Discuss with preceptor at review session. ___ MID-POINT Assessments: Student Performance Assessment: completed by preceptor; review with student. ___ MID-POINT Student Evaluation of Preceptor; discuss with preceptor ___ Update Learning Plan with progress as well as grades of "Needs Improvement" from Student Performance Assessment and post the midpoint Learning plan on CORE ELMS.
WEEK 5: Dates: _____	
	<ul style="list-style-type: none"> ___ Complete physician/healthcare professional Inter-professional visits and debriefs. ___ Assess completion of discussions; professionalism, dispensing, scope of practice, etc. ___ Assess completion of the minimum 3 clinical judgment discussions ___ Continue CDM reviews and acute condition assessments (should have 10-12 of each by now

WEEK 6: Dates: _____	
	<ul style="list-style-type: none"> ____ Complete Physician/Healthcare Inter-professional visits. ____ Continue follow-up and documentation for patient reviews and assessments.
eClass Postings Due: 9PM, 6th Tuesday of the placement	<ul style="list-style-type: none"> ____ For 1 patient with an Acute Condition: post documentation (as entered on the computer patient profile; screen shot OK; no care plan required) ____ For 1 patient with a Chronic Condition: post a care plan; worksheet or site specific format. Include documentation sent to another HCP (if completed).
WEEK 7: Dates: _____	
Acute and Chronic Patients Discussions Pharmacist for the Day Activity	<ul style="list-style-type: none"> ____ Conduct "Pharmacist for the Day" activity early in the week. Debrief with preceptor afterwards. Repeat later in the week as needed. ____ Complete discussions with preceptor; professionalism, communication, health promotion. Inter-professional practice, dispensing practices, medication safety, etc. ____ Ensure minimum 3 Clinical Judgment summaries/discussions have been completed. ____ Complete HCP inter-professional visit debrief with preceptor(s)
WEEK 8: Dates: _____	
Finalize activities and assignments	<ul style="list-style-type: none"> ____ Ensure continuity of care documentation is entered into patient profile and conveyed to patient pharmacy team. ____ Review activities, discussions and assignments to ensure all have been completed ____ Update and submit the final Learning Plan in CORE ELMS
Ensure continuity of care	<ul style="list-style-type: none"> ____ Ensure completion of: minimum of 1 community presentation and 1 health promotion activity/clinic in the pharmacy. (2 separate activities) ____ Finalize Practice Enhancement Project; complete corresponding assignment on eClass. ____ Complete the Inter-Professional Survey Assignment on eClass
FINAL Assessments	<p>Final Assessments (CORE ELMS)</p> <ul style="list-style-type: none"> ____ FINAL Student Performance Assessment and Placement Grade; completed by preceptor; reviewed with student. ____ FINAL Student Evaluation of Preceptor and Site AND FINAL Student Self-Assessment; discuss both with preceptor
Posting of Assignments	<ul style="list-style-type: none"> ____ Assignments are to be posted by last day of placement; <ul style="list-style-type: none"> - CORE ELMS: post final Learning Plan - eClass: complete Enhancement of Community Pharmacy Practice Project Assignment Survey and Inter-Professional Visit Assignment Survey
Surveys	<ul style="list-style-type: none"> ____ CORE ELMS: Post-Course Student Evaluation of Preceptor and Practice Setting; submit AFTER leaving site; due 48 hours after placement completion. This survey is NOT visible to the preceptor. ____ Submit Preceptor Recognition form; link emailed to student. ____ Complete Anonymous Student Course Evaluation (link emailed to student)

APPENDIX 3: INTER-PROFESSIONAL ACTIVITY INFORMATION

Faculty of Pharmacy and Pharmaceutical Sciences: UofA

Inter-professional Practice Activity: 2020-21

Pharmacy 426 - Community Practice Clinical Placement

Information and Confirmation Form for Healthcare Professional Visits

Pharmacy 426: Course Description: This course for students completing their final undergraduate year of the pharmacy program is designed to allow them to practice their knowledge and skills from the classroom and skills lab in a community practice setting. Through structured activities, the student is expected to demonstrate professional competencies with the focus on providing effective patient care; this includes development of clinical decision-making and judgment skills as well as gain an understanding of the opportunities for inter-professional collaboration.

Guidelines for Other Health Care Providers

Four 1/2-day visits or 2 full days are recommended within a medical practice in collaboration with the physician or healthcare professional team.

During the visit(s) the student should be able to:

- Recognize and respect the roles and responsibilities of other healthcare professionals.
- Contribute to optimize team functioning.
- Respectfully share expertise and point of view.

Examples of activities for the pharmacy student

- Collaborate with the patient's physician and other health care providers to obtain the necessary medical information, discuss proposed care plans related to the patient's medication needs.
- Provide the patient and the patient's physician and other health care providers with a best possible medication history including OTCs, herbal and other products.
- Assess patients to determine any concerns with current medications and discuss findings and recommendations. Document care as required by the practice.
- Counsel patients on newly prescribed medications including demonstration of techniques for unique dosage delivery systems and use of blood glucose meters, inhalers, patches, nasal sprays.
- Provide drug information as needed by other health care providers.
- Provide an in-service or formal presentation on a requested topic.