

Entry to Practice PharmD 4th Year Placements [Advanced Pharmacy Practice Experiences (APPE)] Preceptor Course Review

PHARM 554/555/556/557

JODY SHKROBOT (554), PAWAN GILL (555) and ANN THOMPSON (556/557)
SHKROBOT@UALBERTA.CA
PAWAN.GILL@UALBERTA.CA
and ATHOMPSON@UALBERTA.CA



THANK YOU!

Fourth Year Placement Overview

- Each placement is intended to build upon each other such that students can demonstrate professional competencies in patient care as well as an area of interest (which includes non-patient care options).
 - Pharmacy 554 – community pharmacy
 - Pharmacy 555 – acute care/inpatient hospital
 - Pharmacy 556 – selective in patient care- any patient care setting
 - Diverse settings – ambulatory clinics, ER, home care, corrections, community, LTC, etc
 - Pharmacy 557 – mandatory elective
 - Patient care and non-patient care options

Course Resources

<https://www.ualberta.ca/pharmacy/>



**UNIVERSITY
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Advanced Pharmacy Practice Experiences
Preceptor Quick Reference Guide
2023-24

4th Year Placements

Phone: 544-3300/3367337

Phone: 544-3300/3367337

Phone: 544-3300/3367337

Office Hours: Monday-Friday by appointment

Phone: 555 (Acute Care/Inpatient)

Phone: 555 (Acute Care/Inpatient)

Office Hours: Monday-Friday by appointment

Phone: 560 (Outpatient & Patient Care) / 570 (Occupational Medicine)

Phone: 560 (Outpatient & Patient Care) / 570 (Occupational Medicine)

Office Hours: Monday-Friday by appointment

- Faculty Website > Preceptors > Course Information
 - Course Syllabi
 - Preceptor Quick Reference Guide(s)
 - Podcasts
 - Modifiable calendar templates

What's New!

- New course coordinator for Pharm 555: Acute Care/Inpatient Hospital Placement Experience - Dr. Pawan Gill
- Pre-requirements for students:
 - ACP eModule on Equity, Diversity and Inclusion
 - AHS has added a new mandatory eModule: Respectful Workplaces and the Prevention of Harassment and Violence Level 1
- Changes to the assessment scales for preceptors and students

What's *Not* New But Still Important!

- Reviewing processes related to racism, microaggressions and overt discrimination at the practice site with students.
 - Included in updated orientation checklist.
 - What happens if an incident does occur?
- Directly observing your student to provide/substantiate feedback across the placement
- Creating learning opportunities for students to practice the depth and breadth of pharmacist skill sets.

Course Objectives

- Students expected to demonstrate competency in the provision of patient care as well as in professionalism, communication, collaboration, health advocacy, and leadership/management.
- Refer to each course syllabi for these.

Assignments Submitted By Students to Faculty

All courses require the preparation of a Learning Plan (+/- Skills Inventory), to be posted at least 1 week before placement starts in CORE ELMS. The student negotiates the plan with preceptor by end of week 1.

Course	Assignments
Pharm 554 (community practice)	<ul style="list-style-type: none">• Medical condition diary• 4 care plans• Interprofessional assignment• Enhancement of Community Pharmacy Practice• Continuous Quality Improvement Initiative
Pharm 555 (acute care)	<ul style="list-style-type: none">• 4 care plans
Pharm 556 (selective in pt care)	<ul style="list-style-type: none">• Documentation associated with 4 care plans, submitted final day of placement• 2 assignments, chosen between student and preceptor. Examples in syllabus.
Pharm 557 (mandatory elective)	<ul style="list-style-type: none">• 2 assignments to be chosen between student and preceptor. Examples in syllabus.

Activities

Course	Key Activities
Pharm 554 Community Practice	<ul style="list-style-type: none">• Provide dispensing-related care for a minimum of 4 patients per day• Provide care for a minimum of 20 patients with:<ol style="list-style-type: none">1. Acute conditions or requiring self care (including documentation) - 202. Chronic conditions and prepare care plans/documentation - 20• Clinical judgment review and reflection for 3 patients• Dispensing (medication use process) – fill / check 25 prescriptions without errors• Drug information requests• Interprofessional collaboration (more than just shadowing)• Health Promotion Presentation OR Health Awareness Clinic• Complete course discussions about various practice-related topics

Activities

Course	Key Activities
Pharm 555 Acute Care	<ul style="list-style-type: none">• Provide care for a minimum of 20 patients and prepare care plans/documentation• Clinical judgment review and reflection for 3 patients• Interprofessional collaboration to broaden student understanding of other's role(s)• Patient care presentation with inclusion of a clinical question• In-service presentation (to IP team or pharmacy team)• Drug information requests• Complete course discussions about various practice-related topics
Pharm 556 Selective in Patient Care	<ul style="list-style-type: none">• Provide care to a minimum of 20 patients and prepare care plans/documentation.• Work collaboratively with other health professionals to provide care.• Complete 2 assignments (to be determined in conjunction with preceptor(s)).<ul style="list-style-type: none">• Examples: education sessions, patient education materials, journal club, etc• Complete drug information requests• Complete course discussions about various practice-related topics

Activities

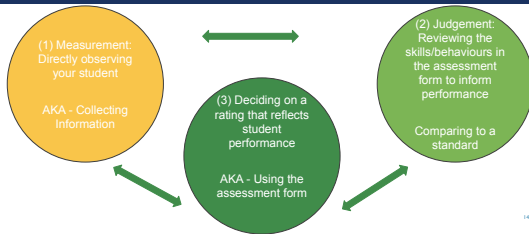
Course	Key Activities
Pharm 557 Mandatory Elective	<ul style="list-style-type: none">• Practice settings diverse (both patient care and non-patient care).• Immerse in practice setting and agreed upon activities.• Complete 2 assignments (to be determined in conjunction with preceptor(s)).<ul style="list-style-type: none">• Examples: education session(s), patient education materials, journal club, research activities

Student Schedules

- Let them know the rough schedule in advance of them starting
 - General hours expected to be worked at site
 - Evening, weekend, general holiday expectations
 - Early notification gives them opportunity to plan accordingly
 - Students have been asked to prioritize placement activities during this year
- **Lab Facilitation:** possibly one lab in either block (Edmonton only)
 - Afternoons (1200-1630) Tues-Thurs; UP TO ONE TIME per placement block

Assessments

Assessment Overview: 3 Key Steps



Preceptor Training eModule: Student Performance Assessment, <https://www.usberza.ca/pharmacy/preceptors/training/index.html>

Assessment Scale and Grading Decision

Meeting Expectations of a Novice Practitioner

Description of Rating

- The student has independently and consistently demonstrated ALMOST ALL to ALL behaviours and/or skills associated with the outcome.

Hint: Typically, this student rarely needs preceptor support and intervention.

Mostly Consistent in Meeting Expectations

Description of Rating

- The student has independently and consistently demonstrated MOST behaviours and/or skills associated with the outcome.

Hint: Typically, this student needs minimal preceptor support and intervention.

Assessment Scale and Grading Decision

Inconsistently Meeting Expectations

Description of Rating

- The student has independently and consistently demonstrated SOME behaviours and/or skills associated with the outcome.

Hint: Typically, this student needs regular preceptor support and intervention.

Not or Rarely Meeting Expectations

Description of Rating

- The student has independently and consistently demonstrated FEW behaviours and/or skills associated with the outcome.

Hint: This student typically needs regular preceptor support and intervention most of the time.

Assessment Scale and Grading Decision

Unable to Rate at Midpoint

Description of Rating

- Apply this rating if the student has not had the opportunity to perform most of the listed behaviours and/or skills AT MIDPOINT and opportunities will be created by the end of placement. Selecting this rating will serve as a signal to pay special attention to these skills and behaviours between the midpoint and the final assessment.

Not Applicable

Description of Rating

- This rating should be awarded when the outcome cannot be assessed within the practice setting.

Assessment Scale and Grading Decision

To pass the placement the student on the final student performance assessment must:

1. Achieve a rating of at least "**Mostly Consistent in Meeting Expectations**" on all professionalism outcomes and;
2. Have no more than 3 (maximum of 2 for care provider) outcomes achieve a rating of "**Inconsistently Meeting Expectations**" and;
3. Have zero ratings of "**Not or Rarely Meeting Expectations**"

Assessment Summary

Assessment	Time point	Completed by
Midpoint Student Performance Assessment	Midpoint (wk 4; 160h) Must be submitted within 3 days of midpoint.	Preceptor Student completes self-assessment and submits 2 days pre-midpoint
Student Evaluation of Preceptor and Site	Midpoint (160h) End of placement (320h)	Student
Final Student Performance Assessment	End of placement (wk 8; 320h) Must be submitted by end of final day of placement	Preceptor Student completes self-assessment and discusses on final day

Completing Assessments (with co-preceptors)

For co-preceptors completing assessments (and only one preceptor is assigned in CORE ELMS) - options:

- (1) primary preceptor shares username and password with co-preceptors, and then changes password after placement completed.
- (2) print the assessment form and have co-preceptors add comments in writing and primary preceptor adds to assessment in CORE ELMS or
- (3) primary preceptor and co-preceptor enter in comments together on CORE ELMS (such that primary preceptor can login).

NOTE: Should preceptors change mid-way through placement (ie: primary assigned preceptor no longer at the site or involved in placement), please contact us to discuss solutions.

Assessment Tips!

Module 4

Student Performance Assessment

- Student Performance Assessment eModule – provides guidance on the purpose and process for conducting student assessment.
- Posted on UofA FoPPS Preceptor Training under Foundational Preceptor Skills: <https://www.ualberta.ca/pharmacy/preceptors/training/index.html>

Completing midpoint and final

- Comment boxes are helpful for students and Faculty. Be specific and provide examples, especially if ratings include “Inconsistently Meeting Expectations” or “Not or Rarely Meeting Expectations”.
- Important to discuss and review with student; acknowledgement on each form indicating discussion occurred.

Some reminders!

- Set expectations early and with clarity. Make sure these are aligned across all co-preceptors. Refer to "[Co-Precepting Model](#)".
- Regular "check ins" with students are helpful – this may start daily and become less frequent as students progress (unless they are struggling).
- Injections – must be directly supervised by a pharmacist preceptor who has authority to administer injections.

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Technology Review

CORE ELMS



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CORE ELMS (our ExEd software program)

Home

Profile Information +

Scheduling +

Evaluations +

Assessment Library +

My Requirements

Hours Tracking

Select Student From Your Schedule

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FACULTY OF PHARMACY AND
PHARMACEUTICAL SCIENCES

Reminder!
If you haven't already, please provide a description of your site and/or yourself under *Profile Informa*.
Students like knowing about the type of practice you have, site characteristics, and learning opportu.

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Connect Care Training (AHS/Covenant)

- For AHS/Covenant, most sites are now live with Connect Care. Training for pharmacy students will typically be ONE DAY only.
- Students will receive training on Week 1 (usually day 1) of the placement (arranged via AHS and Faculty collaboration), and students will be aware of the exact date.
- Students have been asked to inform their preceptor(s).

- Administrative Questions/CORE ELMS - Linh Hang and Andrea Michaud
 - phexed@ualberta.ca or 780-492-7757 (Linh) or 780-248-5730 (Andrea)
- Netcare issues
 - Netcare Helpdesk or AHS manager (if initial access request is problem)
- Course content or student conduct
 - Course Coordinators
 - Ann Thompson: 780-492-5905 / athompson@ualberta.ca (556 / 557)
 - Pawan Gill: 780-492-8066 / pawan.gill@ualberta.ca (555)
 - Jody Shkrobot: 780-492-7482 / shkrobot@ualberta.ca (554)
 - Faculty Liaison (AHS / Covenant Health michelle.macdonald@ahs.ca, (403-561-6278)

QUESTIONS?

Learning Plans +/- Skills Inventory

Guiding Your Student



Learning Plans

LEARNING PLAN				
Goal (State in SMART format) Specific, Measurable, Attainable, Realistic, Time- Based	Strategies • Describe strategies for starting the goal • Include actions you will do to achieve your goal • Strategies may change as you make progress	Indicators of Progress (How will you know if achieving goal? (e.g. feedback from preceptor, reflection)	Progress at MIDPOINT Include: • Key accomplishments • Next steps • Behaviors/Skills/Knowledge requiring further improvement	Progress at FINAL Include: • Key accomplishments • Next steps • Behaviors/Skills/Knowledge requiring further improvement
Learning Goal 1:				
Learning Goal 2:				
Learning Goal 3:				
Learning Goal 4:				

Please provide a summary of feedback you have received from previous preceptors/lab facilitators/employers/peers to date.

Previous Feedback Strengths

Previous Feedback Areas for Improvement

Skills Inventory (Pharm 554-556)

STEP ONE: SKILLS INVENTORY

Complete the Skills Inventory below to assess skills that may be a focus for your Learning Plan. Below are some of the primary skills you will be using during your placement. Indicate your comfort and practice scale with each skill/activity.

Activity/Skill	Students should consider the following factors when assessing their abilities:	Comfort/Confidence Scale							Comments: (to provide perspective on the rating)	
		1	2	3	4	5	6	7		
Communicating with patients, team members, colleagues (both verbally and in writing)	<ul style="list-style-type: none"> Speak clearly, effectively and respectfully, tailoring responses to context and audience Use appropriate non-verbal communication (e.g. open body language, use of facial expressions) Listen effectively (conversations are 2-way) Employ effective interviewing strategies Use appropriate language, tone and pace Demonstrate appropriate confidence Document information appropriately and accurately 	1	2	3	4	5	6	7	Uncomfortable/Lack Confidence	Comfortable/Confident
Gathering medical and medication history	<ul style="list-style-type: none"> Use systematic process to gather data Use multiple sources to synthesize data Employ effective interviewing techniques Gather and interpret appropriate amount of information including relevant physical exam, lab tests, prior-of-care and diagnostic assessments 	1	2	3	4	5	6	7	Uncomfortable/Lack Confidence	Comfortable/Confident

Learning Plans

• Tool to facilitate self directed learning

What is a learning plan?

• 1 week before the placement

When should I expect to view it?

• Encourage self assessment & self directed learning
• Refine goals, facilitate learning opportunities, provide feedback on progress

What is my role?

Learning Goal	Resources & Strategies	Progress Indicators
Understand and review diabetes, hypertension and CV risk by the end of week 1-2.	Review DM, HTN and dyslipidemia guidelines. Discuss diabetes cases (and management) with my preceptor(s) and the team.	Self-reflect on my understanding of DM, HTN and dyslipidemia management at the end of weeks 1 and 2. Feedback on assessment & case management from preceptor.

Making it SMARTer		
Learning Goal	Resources & Strategies	Progress Indicators
Develop effective glycemic control plans for 3 patients with DM by the end of week 2.	Review Canadian DM guidelines, and specifically aspects of glycemic control and how to adjust medications. Discuss cases & management with preceptor/team	Self-reflect on my knowledge of glycemic control management including how to determine pros/cons of therapy for specific patient & identify appropriate goals & monitoring parameters. Feedback on assessment & case management from preceptor at the end of week 2.

Feedback on Learning Plans
<ul style="list-style-type: none"> ■ Watch the verbs: avoid "understand" ■ Check of alignment with the purpose or the placement ■ Don't let them tackle too much at once ■ Check that the goals are at the "right level" ■ Ensure the timelines are feasible and hold the learner accountable ■ Consider, will activities support achieving the goal & are they reasonable for the placement?

Preceptor Expectations of Students

Expected to improve across final year placement sequence:

- Integrate/apply their knowledge using a systematic process
- Increase proficiency, clinical judgment, confidence and problem solving

GUIDING PRINCIPLES:

- As each placement progresses, *students are expected to incorporate knowledge/skills and provide care with more confidence.*
- *Students should demonstrate competence to apply foundational knowledge/skills to effectively manage patients.*
- *Students expected to embody and demonstrate attitudes and behaviours of a pharmacist (effective communication, professionalism, team player)*
- *Students expected to identify areas for development and demonstrate initiative regarding self directed learning.*



Preceptor Roles and Responsibilities

Expectations, Pre-Placement Planning Policies and Procedures



Preceptor Roles

- Preceptors are the **guides**; provide direction
- Preceptor Roles: direct instruction, role modelling, coaching and facilitation
 - May be direct supervision at start, with modelling
 - Thereafter, should emphasize coaching and facilitation
 - Guiding principle: *ensure patient safety*
- **Create opportunities** for students to learn
- Provide **feedback**: debriefing before and after activities
 - Preceptors should be spending time daily or approximately 3X/week
 - Review when you will provide feedback at orientation
 - Use clinical questioning as it applies to assigned patients versus to randomly test knowledge
- **Review documentation**: care plan, projects, presentations, etc
- **Complete assessments** in CORE ELMS at midpoint and final

Planning!! i.e. Before student arrives!

- Primary preceptors sent email ONE 1 month prior to start of placement with course info and resource links; please share with other preceptor(s).
- Develop "preliminary" schedule (template on our website).
- Ensure you can login to CORE ELMS
 - Review your student's resume; posted in CORE ONE month prior to start date
 - Students have been advised to post their resume
 - **Important you confirm at least 3 weeks prior to start of placement that you have reviewed their information**
- Provide them with info: start time, pre-readings, dress policies, etc.
- Coordinate activities with team members and other HCPs
- IT access set-up:
 - Request Netcare 6 weeks in advance (AHS: manager; non-AHS: access administrator)

Policies and Procedures



- ExEd Policies and Procedures Manual: link in the Quick Reference Guide
- Attendance: allowance for sickness, bereavement, professional development; students have been advised what is endorsed and what is not
 - Absences of more than 1 day need to be made up.
 - Requests must be authorized by preceptor and feasible with placement schedule
 - Stat holidays: preceptor discretion
- Absence Tracker through CORE ELMS; students responsibility to initiate; preceptors will confirm/deny absence.
