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

PHARM 554/555/556/557
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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

THANK YOU!
Course Resources

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

- 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-requisites 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Pharm 554       | - Medical condition diary  
                  - 4 care plans  
                  - Interprofessional assignment  
                  - Enhancement of Community Pharmacy Practice  
                  - Continuous Quality Improvement Initiative |
| Pharm 555       | - 4 care plans |
| Pharm 556       | - Documentation associated with 4 care plans, submitted final day of placement  
                  - 2 assignments, chosen between student and preceptor. Examples in syllabus. |
| Pharm 557       | - 2 assignments to be chosen between student and preceptor. Examples in syllabus. |

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.

Activities

<table>
<thead>
<tr>
<th>Course</th>
<th>Key Activities</th>
</tr>
</thead>
</table>
| Pharm 554       | - Provide dispensing-related care for a minimum of 4 patients per day  
                  - Provide care for a minimum of 20 patients with:  
                  - 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 |
| Community Practice |                                                                                           |
## Activities

<table>
<thead>
<tr>
<th>Course</th>
<th>Key Activities</th>
</tr>
</thead>
</table>
| Pharm 555 | • 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.  
• Drug information requests.  
• Complete course discussions about various practice-related topics. |
| Acute Care | • Interprofessional collaboration to broaden student understanding of other’s role(s).  
• Patient care presentation with inclusion of a clinical question.  
• Drug information requests.  
• Complete course discussions about various practice-related topics. |
| Pharm 556 | • Provide care for 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)).  
• Examples: education sessions, patient education materials, journal club, research activities.  
• Complete drug information requests.  
• Complete course discussions about various practice-related topics. |
| Selective in Patient Care | • Complete course discussions about various practice-related topics. |
| Pharm 557 | • Practice settings: diverse (both patient care and non-patient care).  
• Complete 2 assignments (to be determined in conjunction with preceptor(s)).  
• Examples: education session(s), patient education materials, journal club, research activities. |
| Mandatory Elective | • Complete 2 assignments (to be determined in conjunction with preceptor(s)). |

## 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

1. Measurement: Directly observing your student
   AKA - Collecting Information

2. Judgement: Reviewing the skills/behaviours in the assessment form to inform performance
   Comparing to a standard

3. Deciding on a rating that reflects student performance
   AKA - Using the assessment form

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.

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.

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

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

### 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 (i.e. primary assigned preceptor no longer at the site or involved in placement), please contact us to discuss solutions.

### Assessment Tips!

- 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](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.

Technology Review

CORE ELMS

CORE ELMS (our ExEd software program)
Student Information

Student Name: Test Student
Grade Level: 2022
Email: admin@schoolsite.ca
Student ID: ID12345

Student Evaluations

<table>
<thead>
<tr>
<th>Student</th>
<th>Evaluation Date</th>
<th>Evaluation Type</th>
<th>Score</th>
<th>Date Due</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Student</td>
<td>01/01/2023</td>
<td>Performance Assessment</td>
<td>85</td>
<td>01/05/2023</td>
<td>90</td>
</tr>
</tbody>
</table>

Accessing Student Information

Documenting Absences

Pending Absences

<table>
<thead>
<tr>
<th>Date</th>
<th>Student</th>
<th>Student ID</th>
<th>Description</th>
<th>Date Due</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/02/2023</td>
<td>Test Student</td>
<td>ID12345</td>
<td>Test reason for absence</td>
<td>01/04/2023</td>
<td>Cancelled</td>
</tr>
</tbody>
</table>

You can enter your comments here.
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/ÇORE ELMS - Linh Hang and Andrea Michaud
- pham@ualberta.ca or 780-492-7767 (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 / a.thompson@ualberta.ca (536 / 557)
  - Pawaj Gil: 780-492-8066 / pawaj.gil@ualberta.ca (556)
  - Jody Strobol: 780-492-7482 / j.strobol@ualberta.ca (554)
  - Faculty Liaison (AHS / Covenant Health) michelle.macdonald@ahs.ca, (403-581-6278)

Learning Plans +/- Skills Inventory

Guiding Your Student
### Learning Plans

#### LEARNING PLAN

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategies</th>
<th>Indicators of Progress</th>
<th>Progress at Midpoint</th>
<th>Progress at End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What is a learning plan?**
- A tool to facilitate self-directed learning

**What is my role?**
- Encourage self-assessment & self-directed learning
- Refine goals, facilitate learning opportunities, provide feedback on progress

**What should I expect to view?**
- 1 week before the placement

**What is a learning plan?**
- A tool to facilitate self-directed learning

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### 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 below.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety/coupon skills</td>
<td>1-5</td>
<td>Describe steps to returning a coupon after knowing their balance:</td>
</tr>
<tr>
<td>Learning and study skills</td>
<td>1-5</td>
<td>Identify confidence level and prioritize learning strategies:</td>
</tr>
<tr>
<td>Interpersonal and communication skills</td>
<td>1-5</td>
<td>Identify confidence level and prioritize communication strategies:</td>
</tr>
</tbody>
</table>

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### Learning Goal
**Understand and review** diabetes, hypertension and CV risk by the end of week 1-2.

### Resources & Strategies
- Discuss diabetes cases (and management) with my preceptor(s) and the team.

### Progress Indicators
- 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**
Develop effective glycemic control plans for 3 patients with DM by the end of week 2.

**Resources & Strategies**
- Review Canadian DM guidelines and specifically aspects of glycemic control and how to adjust medications.
- Discuss cases & management with preceptor/team

**Progress Indicators**
- Self-reflect on my knowledge of glycemic control management including how to determine prescisions 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
- 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.

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Preceptor Roles and Responsibilities

Expectations, Pre-Placement Planning
Policies and Procedures

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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 simply 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

- 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.