Preceptor Update on the Entry to Practice PharmD Program
Jill Hall, Assistant Dean Professional Programs
Ann Thompson, Assistant Dean Experiential Education

Objectives
1. To increase awareness of the entry to practice PharmD program curriculum (started Fall 2018)
   • On-campus and experiential components
   • Opportunities to engage with undergraduate and post-professional students
2. To spark discussion about the current and future roles of pharmacists

Background
• Curriculum aims to exceed:
  • Standards set by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP)
  • National Association of Pharmacy Regulatory Authorities (NAPRA) professional competencies
  • Educational outcomes of the Association of Faculties of Pharmacy of Canada (AFPC)
• All 10 programs of Pharmacy in Canada are moving to an entry to practice PharmD program by 2020
  • UofA entry to practice PharmD programs were approved by Government in Summer 2016

Overview of Programs

PharmD Degree - Three Audiences

The Changeover
PharmD Program Goals

The goal of the program is to graduate competent and confident practitioners prepared to enter pharmacy practice. Graduates will be prepared to provide quality and safe patient centered care in Alberta’s dynamic health care environment and diverse settings across Canada’s healthcare system.

PharmD Design Elements

- Expand experiential education to 40 weeks
  - Support course development and preceptors through Yearly Student Abilities documents
- Exceed expectations for pharmacists at entry-to-practice, preparing students for future health system trends
  - Aging and changing population; shared goals and decision-making with patients; health challenges (mental health, addictions); precision health
  - Consider students as products, and the people of Alberta as our primary customers

Doctor of Pharmacy Program Overview

<table>
<thead>
<tr>
<th>Term</th>
<th>Spring/Summer</th>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 1 (33 credits)

<table>
<thead>
<tr>
<th>Spring / Summer</th>
<th>Fall</th>
<th>Credits</th>
<th>Winter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Pharmacology</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiology and Anatomy for Pharmacy 1</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Medicinal Chemistry</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASE 1</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient Care Skills 1</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of Collaborative Practice</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 2 (34 credits)

<table>
<thead>
<tr>
<th>Spring / Summer</th>
<th>Fall</th>
<th>Credits</th>
<th>Winter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPPE 1 – Community Practice</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IPPE: Introductory Pharmacy Practice Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Year 3 (37 credits)

<table>
<thead>
<tr>
<th>Spring/Summer</th>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPPE 2 – Acute Care</td>
<td>Pharmacotherapy 6</td>
<td>Toxicology/Pharmacogenomics</td>
</tr>
<tr>
<td>Pharmacotherapy 7</td>
<td>Pharmacotherapy 9</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacotherapy 8</td>
<td>Pharmacotherapy 10</td>
<td>3</td>
</tr>
<tr>
<td>BASE 5</td>
<td>BASE 6</td>
<td>3</td>
</tr>
<tr>
<td>Patient Care Skills 5</td>
<td>Patient Care Skills 6</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective 3* (any term: spring/summer, fall, winter). Research elective may be taken in Y2.

**Streams in the Curriculum**

**Pharmacotherapy**

<table>
<thead>
<tr>
<th>Year</th>
<th>Modules Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PMCO 1: Self-Care; Introduction to CAM; Pulmonary</td>
</tr>
</tbody>
</table>
| 2    | PMCO 2: Lab Values; Nephrology; Urology; Endocrine  
|      | PMCO 3: Cardiovascular  
|      | PMCO 4: GI; Nutrition; Dermatology; Ophthalmology  
|      | PMCO 5 Infectious Diseases 1 (Bacterial) |
| 3    | PMCO 6: Sexual & Reproductive Health; Musculoskeletal  
|      | PMCO 7: Neurology; Oncology  
|      | PMCO 8: Pain; Mental Health  
|      | PMCO 9: Special Populations  
|      | PMCO 10: Infectious Diseases 2; Transplant |

**BASE**

- **Behavioural**  
  - Professionalism, Professional Development, Communication, Leadership  
  - Healthcare System, Law & Ethics, Management, Legislation, Safety  
- **Administrative**  
  - Evidence-based  
  - IT pharmacy, Informatics, Research methods  
- **Social**  
  - Pharmaceutical models, Culture, Media, Health  
- **Pharmacy**  
  - How to be a Pharmacist

**Practice Skills**

- **Patient Care**  
  - Alberta College of Pharmacy Standards of Practice;  
  - Patient assessment; clinical decision making, care planning, patient education
- **Communication**  
  - Patients, pharmacy team members, other healthcare professionals (verbal, written)
- **Professionalism / Professional Identity**  
  - Role of the pharmacist  
  - Ethical frameworks; Responsibility and accountability

**Key Principles**

- Build on strengths of BScPharm program  
- Scaffold knowledge and skills, minimize direct repetition  
- Integrate foundational science into therapeutics  
- Integrate science, therapeutics, and BASE in Practice Skills  
- Increase complexity of content as students progress  
- Promote active and self-directed learning strategies  
- Prepare students for continuous professional development  
- Consider the current practice environment in Alberta and upcoming health trends
Experiential Education

Overarching Goals

• Apply and build on knowledge/skills learned in each year, and also learn new things as applicable to practice.

• Realistic practice settings - authentic practice!

• Activities designed to prepare students for practice
  • Patient care is cornerstone
  • Communication, collaboration, professionalism, knowledge, management/leadership and advocacy support patient care

• Reflection on practice and course activities with preceptors is important

• Emphasis on self-directed learning

To support preceptors, “Yearly Abilities” documents have been created.

Experiential Education

Years 1-3: Introductory pharmacy practice experiences (IPPE)
{each course 4 weeks long, 40 hours/week}

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharm 354 (formerly Ph 305)</td>
<td>Community Practice</td>
</tr>
<tr>
<td>Pharm 454 (formerly Ph 316)</td>
<td>Acute Care/Inpatient Hospital</td>
</tr>
</tbody>
</table>

Year 4: Advanced pharmacy practice experiences (APPE)
{each course 8 weeks long, 40 hours/week}

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharm 554 (formerly 426)</td>
<td>Community Pharmacy Placement</td>
</tr>
<tr>
<td>Pharm 555 (formerly 428)</td>
<td>Acute Care Inpatient Placement</td>
</tr>
<tr>
<td>Pharm 556 (formerly 536)</td>
<td>Selective in Patient Care</td>
</tr>
<tr>
<td>Pharm 557 (formerly 537)</td>
<td>Mandatory Elective</td>
</tr>
</tbody>
</table>

Introductory Pharmacy Practice Experiences

• Pharm 354
  • Providing care – introductory skills such as patient interviewing, gathering medical and medication histories, and recommendations/education on conditions learned in year 1 (with emphasis on self-care topics)
  • Dispensary workflow and processes
  • Collaboration in community practice

• Pharm 454
  • Building upon year 2
  • Introduction to hospital/acute care environment
  • Continued emphasis on care provider role, including knowledge / communication / collaboration skills needed to provide care in hospital setting

Advanced Pharmacy Practice Experiences

“Capstone Experiences”

• Advanced experiences are designed to challenge students to integrate knowledge and skills, and learn as pharmacists do in practice.

• Activities and assignments should help students learn (“deliberate practice”) as part of their journey to becoming a pharmacist.

- Pharm 554
  • Community Practice
  • Similar to current Pharm 426
  • Focus on care provider role of pharmacists

- Pharm 555
  • Acute Care/Inpatient Hospital
  • Similar to current Pharm 428
  • Focus on care provision in hospital setting

Pharm 556: Selective in Direct Patient Care (New to PharmD)

Designed to give students another direct patient care experience with a focus on:

• Providing patient care
• Collaborative practice
• Educating others

Practice Settings Include:

1. Community Pharmacy
2. Long Term Care / Supportive Living
3. ER
4. Ambulatory Clinics
5. Home Care
6. Primary Care Networks
7. Family Medicine Clinics
8. Correction Services
9. Outpatient Oncology
10. Combination of Inpatient/Outpatient
Pharm 557: Mandatory Elective (New to PharmD)

Practice Settings Include:

1. Clinical Practice
2. Projects/Research
3. Leadership/Management/Administration
4. Compounding
5. Drug Information/Stewardship
6. Health Policy/Government
7. Professional Organizations
8. Quality Improvement
9. Knowledge Translation/Academic Detailing

Designed to allow students to broaden experience in area of interest.

Options include:
1. Patient care (any setting) OR
2. Non-patient care setting OR
3. Combo: patient care/non-patient care

PharmD Seminars

- Capstone course - 1 credit each, taken concurrently across each term of the APPE year
- Preceptors will be informed of schedule
- Designed to evaluate students’ ability to integrate knowledge and skills in pharmacy practice
- Provides a forum for students to integrate experience gained through coursework with experiential learning
- Sample activities:
  - Educating peers: oral presentations
  - Creation of a professional portfolio
  - Reflection, self- and peer-assessment

Options include:
1. Patient care (any setting)
   OR
2. Non-patient care setting
   OR
3. Combo: patient care/non-patient care

PharmD Seminars

- Capstone course - 1 credit each, taken concurrently across each term of the APPE year
- Preceptors will be informed of schedule
- Designed to evaluate students’ ability to integrate knowledge and skills in pharmacy practice
- Provides a forum for students to integrate experience gained through coursework with experiential learning
- Sample activities:
  - Educating peers: oral presentations
  - Creation of a professional portfolio
  - Reflection, self- and peer-assessment

Preceptor Development

Preceptor Resources

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

Faculty of Pharmacy and Pharmaceutical Sciences

Items to include:
- Practice site characteristics
- Team members
- Types of patients typically encountered
- Daily activities
- Opportunities for learning
- Pertinent readings for patient population

Site Descriptions for ALL Placements

- To promote placements to students, the ExEd office is asking preceptors/site coordinators to prepare/update Site Descriptions.
Ongoing Preceptor Development

• Preceptor Connection series
  • Offered 2-3x/year
  • Topics based on needs identified by preceptors and ExEd team
  • Session recordings usually archived on our website under Supplementary Preceptor Resources
    (https://www.ualberta.ca/pharmacy/preceptors/preceptors/resources/supplementary-precepting-resources)
• On-Line Options
  • Added new modules developed by AHS (4 in total)
  • See Training section of webpage for direct links
  • Course Overview Process – UPDATED!

• Course feedback: this generates ideas for courses and development topics.