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 – selectinive 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

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

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

What’s New!

- Minor changes to courses overall (from 2021-22)
- Request to have preceptors review organizational processes related to discrimination within the practice site with students (microaggressions and overt discrimination)
- This is included in updated orientation checklist.

- Pandemic protocols will still be followed at each site

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pharm 554 (community practice)</strong></td>
<td>Medical condition diary, 4 care plans, Interprofessional assignment, Enhancement of Community Pharmacy Practice</td>
</tr>
<tr>
<td><strong>Pharm 555 (acute care)</strong></td>
<td>4 care plans</td>
</tr>
<tr>
<td><strong>Pharm 556 (selective in pt care)</strong></td>
<td>Documentation associated with 4 care plans, submitted final day of placement, 2 assignments, chosen between student and preceptor. Examples in syllabus.</td>
</tr>
<tr>
<td><strong>Pharm 557 (mandatory elective)</strong></td>
<td>2 assignments to be chosen between student and preceptor. Examples in syllabus.</td>
</tr>
</tbody>
</table>

### Activities

<table>
<thead>
<tr>
<th>Course</th>
<th>Key Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pharm 554 Community Practice</strong></td>
<td>Provide dispensing-related care for a minimum of 4 patients per day, provide care for a minimum of 20 patients with: 1. Acute conditions or requiring self care (including documentation) - 20, 2. 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, Failure Mode and Effects Analysis (FMEA) on one aspect of the patient care process within the pharmacy, Drug information requests, Interprofessional collaboration (shadowing), Health promotion presentation, Health awareness clinic, Complete course discussions about various practice-related topics</td>
</tr>
<tr>
<td><strong>Pharm 555 Acute Care</strong></td>
<td>Provide care for a minimum of 20 patients, 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</td>
</tr>
<tr>
<td><strong>Pharm 556 Selective in Patient Care</strong></td>
<td>Provide care to a minimum of 20 patients, 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, etc, Complete drug information requests, Complete course discussions about various practice-related topics</td>
</tr>
</tbody>
</table>
Activities

<table>
<thead>
<tr>
<th>Course</th>
<th>Key Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharm 557</td>
<td>• Practice settings diverse (both patient care and non-patient care).</td>
</tr>
<tr>
<td></td>
<td>• Immerse in practice setting and agreed upon activities.</td>
</tr>
<tr>
<td></td>
<td>• Complete 2 assignments (to be determined in conjunction with preceptor(s).</td>
</tr>
<tr>
<td></td>
<td>• Examples: education session(s), patient education materials, journal club, research activities</td>
</tr>
</tbody>
</table>

Student Schedules

- Let them know the rough schedule in advance of them starting
- General hours at site
- Evening and weekend expectations
- Early notification gives them opportunity to plan accordingly
- Seminars: course format has changed such that students can work together outside placement hours.
- If students did want to meet during placement hours, they should request this in advance.
- Lab Facilitation: possibly one lab in either block (Edmonton only)
  - Afternoons (1200-1630) Tues-Thurs; UP TO ONE TIME per placement block

Assessment Summary

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

• Assessment Webinar - 14 mins long – provides rationale and overview of assessments.
• Posted on UofA FoPPS Preceptor Resources: https://www.ualberta.ca/pharmacy/preceptors/resources/student-assessment.html

Completing midpoint and final
• Comment boxes are helpful for students and Faculty. Be specific and provide examples, especially if ratings below Meets Expectations are provided.
• 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.
◼ 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.
ACCESSING STUDENT INFORMATION

Student Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Completed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Student Evaluations

<table>
<thead>
<tr>
<th>Student</th>
<th>Evaluation Dates</th>
<th>Evaluation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01-09-2023</td>
<td>KMS711 Clinical</td>
</tr>
</tbody>
</table>

Student Information

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Nick</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>Nick</td>
<td><a href="mailto:tom@students.uea">tom@students.uea</a></td>
</tr>
</tbody>
</table>

Student Dates

<table>
<thead>
<tr>
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<th>Evaluation Type</th>
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<tr>
<td></td>
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</tbody>
</table>
Documenting Absences

University of Alberta

New Student Absence For 07-19-2021

Preceptor: Ann Thompson
Site: University of Alberta Hyperension Clinic

Relatable Date: Pharm 357 Mandatory Elective - Block 4B (Spring 2021)
Relatable Type: ProHiE 557 (4th year) - Mandatory Elective Type 01 (Combination of Patient Care and Non-Patient Care) - Patient Care / Project

The following student has submitted an absence:

Name: Student

Additional Comments: Not feeling well.

SIGN HERE TO NOTIFY

QUESTIONS?

◼ Administrative Questions/Core ELMS
  ◼ phexed@ualberta.ca or 780-492-3362
◼ Netcare issues
  ◼ Netcare help desk or AHS manager (if initial access request is problem)
◼ Course content or Student conduct
  ◼ Course Coordinators (athompson@ualberta.ca or shkrobot@ualberta.ca)
  ◼ Ann Thompson: 780-492-5905
  ◼ Jody Shkrobot: 780-492-7482
◼ Faculty Liaison (AHS / Covenant Health michelle.macdonald@ahs.ca, 403-561-6278)

Learning Plans +/- Skills Inventory

Guiding Your Student
Learning Plans

<table>
<thead>
<tr>
<th>Learning Goal 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week before placement</td>
</tr>
<tr>
<td>Tool to facilitate self-directed learning</td>
</tr>
<tr>
<td>What is my role?</td>
</tr>
<tr>
<td>What is a learning plan?</td>
</tr>
<tr>
<td>What should I expect to view?</td>
</tr>
</tbody>
</table>

Skills Inventory (Pharm 554-556)

Step ONE: Skills Inventory

Completes 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. Identify your comfort level with each skill below.

| Skill | Description | Level of Confidence | Comments/Note
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 1</td>
<td>Level 1</td>
<td>12345</td>
<td>comments</td>
</tr>
<tr>
<td>Example 2</td>
<td>Level 2</td>
<td>6789</td>
<td>comments</td>
</tr>
<tr>
<td>Example 3</td>
<td>Level 3</td>
<td>123456789</td>
<td>comments</td>
</tr>
</tbody>
</table>

Learning Plans

- Tool to facilitate self-directed learning
- 1 week before the placement
- Encourage self-assessment & self-directed learning
- Refine goals, facilitate learning opportunities, provide feedback on progress
### Making it SMARTer

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Resources &amp; Strategies</th>
<th>Progress Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and review diabetes, hypertension and CV risk by the end of week 1-2.</td>
<td>Review DM, HTN and dyslipidemia guidelines. Discuss diabetes cases (and management) with my preceptor(s) and the team.</td>
<td>Self-reflect on my understanding of DM, HTN and dyslipidemia management at the end of weeks 1 and 2. Feedback on assessment &amp; case management from preceptor.</td>
</tr>
<tr>
<td>Develop effective glycemic control plans for 3 patients with DM by the end of week 2.</td>
<td>Review Canadian DM guidelines, and specifically aspects of glycemic control and how to adjust medications. Discuss cases &amp; management with preceptor/team</td>
<td>Self-reflect on my knowledge of glycemic control management including how to determine pros and cons of therapy for specific patient &amp; identify appropriate goals &amp; monitoring parameters. Feedback on assessment &amp; case management from preceptor at the end of week 2.</td>
</tr>
</tbody>
</table>

### 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.

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

- 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.