Pharm 354 Preceptor Course review - Spring 2022
Experiential Education Program Faculty of Pharmacy and Pharmaceutical Sciences UofA

Renette Bertholet BScPharm, PharmD
Course Coordinator and Community Practice Coordinator

renette@ualberta.ca
Office: 780-492-8066
Cell: 780-935-3281
Agenda

HUGE, HUGE THANK YOU!!!!!
These are exceptional times and you are exceptional preceptors

Podcast 1
- Preceptor resources
- Course Overview
  - COVID 19
  - Assignments, activities

Podcast 2
- Assessments
- Preceptor Roles, responsibilities
- Contact information
Preceptor Resources

U of A Pharmacy Faculty Website
https://www.ualberta.ca/pharmacy/preceptors

- Go to Pharm 354 Section for course information: tools, podcasts, syllabus and calendar templates are posted

Training and Resources

- Patient Care Process Module Podcasts
- ACP Continuing Competence Program Resources
- Library Access Form

Preceptor Benefits and Awards
Preceptor Resources - Preceptor Quick Reference Guide

● Emailed to primary preceptor via CORE ELMS about 1 month prior to start of placement
● Quick links to resources:
  ○ Course Syllabus, calendar template
● Checklists:
  ○ orientation, activities, assignments, assessments, care plan review
● Summaries:
  ○ Overview of on-campus resources, expectations of students.
● Please share with the pharmacy team!
CORE ELMS - Finding Student Information

- Students post their Resume/CV – 1 month prior
- Learning plan – 1 week prior

CORE ELMS

- Students to post their CV/Resume and Learning Plan under Student Requirements.....viewable by preceptors when they login and select their student from drop-down menu.

Select student

Student Requirements

Click “File”
Course Overview

PLACEMENT DATES

BLOCK 1: May 2- May 27, 2022
BLOCK 2: May 30 - June 24, 2022

*STAT: Monday May 23, preceptor discretion
COVID-19 Course Implications

If you have ANY questions or concerns regarding your student, the course or if circumstances change; important to contact Faculty ASAP;
Renette Bertholet: renette@ualberta.ca, 780-935-3281

- Students are advised to contact Student Services
- Encourage flexibility to meet course objectives
  - telephone interviews, role playing
- Opportunity for students to learn about PPE and prudent infection control and MORE!
  - include impact of pandemic in discussions
- Important that students are not exposed to risks beyond usual practice
Course Assignments and Activities

Refer to QUICK REFERENCE GUIDE for further information

See SYLLABUS - APPENDIX

Assignments: 3

Activities & discussions: several
Assignment #1 Learning plan

Student to post in CORE ELMS - 1 week prior to start of placement for your review

PART 1: Student Skills Inventory (Self Assessment)

- Students rate their level of comfort performing select skills prior to starting the placement

Skills Inventory and Learning Plan Activity and Assignment - Templates

Skills Inventory – Part 1 (complete and discuss with preceptor(s)).

<table>
<thead>
<tr>
<th>Skill Development in Pharm 354 and Skills Lab</th>
<th>Student considers their ability to:</th>
<th>Comfort Scale</th>
<th>Amount of Practice Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with patients</td>
<td>- Engage/greet patient</td>
<td>1 2 3 4 5 6 7</td>
<td>Comfort Scale</td>
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<tr>
<td></td>
<td>- Speak clearly with appropriate</td>
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<td>confidence.</td>
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<td>- Listen in a way that picks up</td>
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<td>patient cues and adapt responses.</td>
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<td></td>
<td>- Explore patient’s perspective</td>
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<tr>
<td>Gathering medical and medication history</td>
<td>- Introduce self and establish</td>
<td>1 2 3 4 5 6 7</td>
<td>Comfort Scale</td>
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<tr>
<td>(Med Rec and BPMH)</td>
<td>rapport</td>
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<td></td>
<td>- Gather sufficient information</td>
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<td></td>
<td>while having a 2-way discussion</td>
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<td></td>
<td>in a conversational manner.</td>
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<tr>
<td>Conducting Initial patient assessment</td>
<td>- Determine if medications are</td>
<td>1 2 3 4 5 6 7</td>
<td>Comfort Scale</td>
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<tr>
<td></td>
<td>indicated, effective, safe and</td>
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<td></td>
<td>patient can use/adhere</td>
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<tr>
<td>Creating Basic Care Plans</td>
<td>- Can work through care planning</td>
<td>1 2 3 4 5 6 7</td>
<td>Comfort Scale</td>
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<tr>
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<td>process, using worksheet for</td>
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<td>guidance.</td>
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</table>
Assignment #1 Learning plan

Student to post in CORE ELMS - 1 week prior to start of placement for your review

PART 2: Student creates a Learning goal using SMART format
- Preceptor & student discuss and finalize during first few days of placement
- Student to repost revised learning plan
- Discuss progress at midpoint and final
- Student to repost revised learning plan after midpoint and final

Learning Goal (Use SMART format):

Why is this goal important to you? How will it enable you to be a better pharmacist?

Describe the resources and strategies you will use to enable you to achieve your learning goal.

Indicators of Progress: State the indicators that will inform you of your progress or achievement across the 4 weeks.

Progress at MIDPOINT (end of wk 2)
Summarize:
What has been achieved thus far?
What needs to be the focus in the next 2 weeks? Do I need to add any goals (on separate sheet) based on my Midpoint Student Performance

Student to type progress here.
Assignment #2 Care Plan

● Students will post 1 care plan (to eClass) where student interviewed and provided care to the patient

● Care plan should include BPMH with
  ■ DRP identification
  ■ Therapeutic alternatives
  ■ Implementation plan (with rationale-
  ■ Follow-up (if applicable)

  ○ Please keep it simple - OTC, respiratory
  ○ via phone, role play if needed

● Students must complete a minimum of 4 care plans (as above) but only 1 is posted.
● Should have at least 1 care plan completed by midpoint
● Reminder: Patient Care Process eModules on Faculty webpage:
CARE PROVIDER Preceptor Tips

- **Prepare** with student prior to initiating activity
  - discuss steps involved, *discuss your expectations*
  - student should observe preceptor complete 1 patient interview
  - student should prepare & share with preceptor their planned approach

- Students **conduct** session/activity *with supervision/observation initially;* may be able to have indirect supervision after preceptor comfortable with demonstrated skills. Then
  - debrief with preceptor
  - preceptor provides feedback to student

- Patient profile documentation; may require practice, should have clear intent & include only relevant information

- **ALL** care plans and documentation should be reviewed by preceptor
When using, think about level of student and topics/skills already covered in curriculum to date. Students will likely require assistance for therapeutics areas they have not yet covered.

**Pharmacy Care Plan Worksheet with Checklist**

**MEDICAL CONDITIONS & MED-RELATED NEEDS:** List and prioritize each medical condition first, followed by any DRPs identified for a given condition. Although some medical conditions may not have a DRP, a care plan is still necessary for ongoing patient monitoring.

- **DRP Categories:** unnecessary drug, drug therapy required, ineffective drug, dose too low, adverse drug reaction/interaction, dose too high, nonadherence

- Are all DRPs identified (based on 4 prime areas of indication, efficacy, safety, adherence)?
- If no, discuss with student; probe to see if those missing can be determined.

- Is rationale provided or discussed for DRPs (based on either patient or provider data)?

**GOALS OF THERAPY:** For each medical condition and/or DRP state desired goals of therapy/timeframe.

Goals: cure, prevent, slow/stop progression, reduce/eliminate symptoms, normalize a lab value.

- Consider realistic goals determined through patient discussion. Goals of therapy are measurable or observable parameters that are used to evaluate the efficacy and safety of therapy.

- Therapeutic goal/outcome(s) stated?
- Patient goal incorporated (if appropriate)

**ALTERNATIVES:** Compare relevant drug and non-drug therapies that will produce desired goals. List the pros and cons of each therapy as well as rationale for each being included.

- Consider: Indication, Efficacy, Safety, Adherence, Cost/coverage

- Is an assessment of each DRP provided (factors considered to influence/determine a plan)?
- Are alternatives (with rationale for each) provided that would be considered acceptable for current level of student(s)?

**RECOMMENDATIONS/PLAN:** In collaboration with the patient and other health care providers, select the best alternative and implement the plan. Provide a rationale for the chosen plan relative to the other alternatives considered.

- Consider: Drugs: correct drug, formulation, route, dose, frequency, schedule, duration, medication management. Non-drug: non-drug measures, education, patient referral

- Plan/recommendations are outlined

- Includes:
  - dosing considerations
  - patient preferences

**ACTIONS TAKEN**

- Appropriate/acceptable action has been taken
Assignment #3: Medication Safety

Students will

- Review the ACP drug management [Incident Analysis Process Summary and Quick Reference Guide](#).
- Review the ACP Sample Drug Incident Report form
- Resolve a real or hypothetical medication error using the ACP Drug Incident Report Form
- Review and discuss with preceptor
- Students post anonymized Incident Report (to eClass)
Activities and Discussions

- Other activities and discussion topics are listed in the student’s syllabus/appendix, as well as in the Preceptor’s Quick Reference Guide.
- Students are responsible for keeping track of what discussion they must complete, scheduling a time is a joint effort.
- We encourage you to discuss the current COVID precautions and procedure as well as the role pharmacists play as first line healthcare providers.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Discussion Activity examples</th>
</tr>
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<tbody>
<tr>
<td>Professionalism</td>
<td>Discuss professional norms expected of a pharmacist? What strategies does the preceptor use to achieve professional behavior? How does the student demonstrate this during the placement? Do your ideas and strategies align with your preceptor?</td>
</tr>
<tr>
<td>Communication</td>
<td>Discuss modes of communication used between team members (written, verbal) and with other healthcare professionals.</td>
</tr>
<tr>
<td>Scholar</td>
<td>Discuss benefits and implications of Netcare</td>
</tr>
</tbody>
</table>
Podcast 2

- Assessments
- Preceptor Roles, responsibilities
- Contact information

Renette Bertholet: renette@ualberta.ca
Course Coordinator and Community Practice Coordinator
Assessments

1. Assessments PRECEPTORS complete of student
2. Assessments STUDENTS complete
3. Course Evaluations
Assessments: Preceptor Tips

- Only 1 primary preceptor assigned to student
  - ensure comments are shared between preceptors

- Options to complete assessment on CORE when more than 1 preceptor:
  1. Primary preceptor logs in for other preceptor; enter their comments.
  2. Primary Preceptor shares password. Reset password on landing page.
  3. Print assessment forms; share with other preceptor to write comments.
Assessments: Preceptor Tips

- Can view assessments in CORE before student starts
- Viewable by student after submitted: can save as a draft
- Important to discuss with student
- Discourage use of “exceeds” at midpoint
- Comment boxes are helpful for student & Faculty; be specific
- *After midpoint assessment* important to discuss plan; student adds outcomes with “Needs Improvement” to midpoint Learning Plan
Student Performance Assessment

- Preceptors provide **overall mark** for each outcome:
  - *Not Meeting* an Acceptable level of performance
  - *Needs Improvement* to Reach an Acceptable Level of Performance
  - *Meets* Acceptable Level of Performance
  - *Exceeds* an Acceptable Level of Performance

- **Needs Improvement**: **OK at MIDPOINT**
  - more practice, effort & time you think student will pass

- **Not Meeting an Acceptable Level of Performance**:
  - indicates major concerns. Faculty must be notified by midpoint at latest

- **Unable to rate (midpoint)**:
  - use if you have not had opportunities versus using Needs improvement

- Assessments are reviewed by Faculty. You may be contacted by Faculty at midpoint if concerning comments/ratings to check in, gather more information, offer support
Grading Policy: Final student performance assessment

To PASS Students 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”
<table>
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<th>Completion</th>
<th>Comments</th>
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</table>
| **Midpoint** Student Performance Assessment | End of **Week 2** of placement | - Assess behaviours/skills associated with learning outcome areas  
- End of form; *Identification of Expectations & Areas for Focus* for rest of placement; discuss with student  
- NOTE: Student adds all areas that Needs Improvement to Learning Plan  
- NO GRADE GIVEN (pass or fail) |
| **Final** Student performance Assessment | End of **Week 4** of placement | - Behaviours/skills assessed same as midpoint  
- “Placement Grade” given preceptor; PASS or FAIL  
- Faculty provides “Course Grade” |
| **Preceptor** Evaluation/Survey | End of placement | - Link to survey emailed; not RxPreceptor  
- Comments appreciated! (~ 5-10 mins to complete)  
- Anonymous; can request Faculty to contact you |
## Assessments: Students Complete

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<thead>
<tr>
<th>Assessment/Evaluation</th>
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</table>
| Student Self Assessments; *Midpoint and Final* | End of Week 2 and End of Week 4 of placement | - Compare Student Performance Assessment (completed by preceptor) with Student Self Assessment  
- At midpoint, student should provide this to you 1-2 days in advance of assessment review  
- At final; include in final assessment review; good comparator |
| Assessment of Preceptor and Site; *Midpoint and Final* | End of Week 2 and Week 4 | - To be discussed with preceptor |
| 1. Course Evaluation  
2. Post Course Preceptor and Site Evaluation | End of Week 4; after student has completed course | - Comments about all aspects of the course  
- Final quality assurance check |
Preceptor Expectations of Students

Guiding Principles

● As placement progresses, students are expected to incorporate knowledge and skills and provide care with more confidence

● Students expected to embody and demonstrate attitudes and behaviors 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

- PH 354 is an Introductory placement: preceptor usually providing direct instruction modeling & coaching
  - student observes preceptor → student assists preceptor → student performs while preceptor observes → student performs independently
- Guiding principle: ensure patient safety
- Provide regular feedback; debriefing before and after activities
  - Spend time daily, especially at start
  - Review when you will provide feedback at orientation
  - As primary preceptor at least 50% of your time with student. Communicate expectations to co-preceptor
- Review documentation: care plans, DAP notes
- Contact us if needed
Planning

- Primary preceptors sent email ONE month prior to start with info and resources; ie: schedule, Quick reference Guide
- Ensure you can log into CORE ELMS; Contact: phexed@ualberta.ca or 780-492-3362 with concerns: log-in, etc
  - View your students information (students to post 1 month prior to start)
  - Confirm at least 3 weeks prior to start of placement that you have reviewed their resume
  - Provide students with information: start time, pre-readings etc
  - Are there specific readings or information you want them to review related to COVID 19? Is there PPE they should bring?
- Develop “Preliminary” Schedule
  - weekends & evenings OK
  - If you have questions/challenges re: reduced hour please contact Renette
Planning - Student Orientation

- First impressions are the most important
- Students expect you will spend time on the first day providing and orientation and discussing - see full check list in QRG
  - COVID protocols
  - Professional discussions
    - Expectations
    - NEW: what to do if faced with difficult, abusive, racist patient/staff
      - Safety signal
      - document
      - bring to preceptor’s attention for appropriate action
      - debrief with student
      - contact faculty
  - Course review - initial schedule
  - Learning plan/skills inventory
  - Pharmacy practice: including templates/forms used
  - Practice environment, Technology
Policies and Procedures

- Policies and Procedures manual: posted on Faculty website
- Attendance: 40 hours/week; 5 x 8 hour days
- Stat holidays; preceptor’s discretion
- Absences: Contact faculty for guidance
  - Students must record request in CORE ELMS Absence Tracker
  - Requests must be authorized by preceptor and feasible with placement schedule: you confirm/deny
    - Sickness: if > 1 day missed, time must be made up
      - COVID symptoms: do not go to work.
      - Contact preceptor, complete AHS ONLINE assessment and follow instructions (or alternative can call 811)
      - Contact student services & course coordinator.
    - Bereavement (for family member); same as above
- Change of schedule outside of stated timelines must be approved by course coordinator in advance of change
- Schedule routine medical appts outside of course time
What to do? Who should I contact?

- If you are going to be away (for many days) during the placement, and no co-preceptor, please advise the student AND US.
- If you think you have a problem or student is struggling for ANY reason, don’t hesitate to contact us ASAP.

  Renette: renette@ualberta.ca or 780-935-3281 (cell)

- You do not need to wait until midpoint if concerned.
- We develop plans with the preceptor and work together: Faculty, preceptors & student.

- Important:
  - Tell student your concerns as well as what they do well.
  - Provide specific feedback & document specific examples.
  - Advise student to contact faculty if struggling.

- Administrative questions: (CORE ELMS)
  - phexed@ualberta.ca or 780.492.3362