PHARM 555 – ADVANCED PHARMACY PRACTICE EXPERIENCE
PART 2

Acute Care/Inpatient Hospital Placement

Fall 2022/Winter 2023

Course Weight: 8

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COURSE DESCRIPTION

This structured practical learning experience will allow students to apply and integrate knowledge and skills in acute care/inpatient hospital practice settings. Students will develop practical knowledge necessary for the professional role of pharmacists as care providers, communicators, scholars, advocates, managers and collaborators. Students are expected to step into the role of a pharmacist under the guidance of a pharmacist preceptor.

This advanced clinical placement provides opportunities for students to accept professional responsibilities and further develop evidence based clinical judgment and decision-making skills. As students are within months of graduating, at completion of the placement, they should be “entry to practice” competent.

Prerequisite: PHARM 454. Meet all experiential education pre-placement requirements outlined on the FoPPS website under Current Students > Experiential Education Requirements.

OTHER COURSE FEES
Students are expected to travel within the province to complete their experiential education course requirements. Costs associated with travel, accommodation or additional requirements are student responsibilities. Students are encouraged to contact student services regarding funding opportunities.

REQUIRED and RECOMMENDED READINGS
Here is the Required Reading list that pertain to all Advanced Pharmacy Practice Experiences (APPEs). This includes Resources for Covid-19 – there is some required information for your review prior to placement.

RECOMMENDED RESOURCES
Prior to the placement students should ask their preceptor about resources that should be brought to the placement or pre-readings that should be completed prior to the placement.

COURSE SCHEDULE
Due to the COVID-19 pandemic, the 8-week blocks may need to be adjusted, and students will be notified accordingly. Individual student schedules are listed in CORE ELMS. Students must register for the course in the term that the placement is scheduled.

Fall Term
· Block 1: August 30 - October 22, 2021
· Block 2: October 25 - December 17, 2021

Winter Term
· Block 3: January 3 – February 25, 2022
· Block 4: February 28 - April 22, 2022

Attendance and stat holiday information: see Undergraduate Experiential Education Policies and Procedures Manual.

Students are co-enrolled in PHARM 543/546 Integrating Seminars and are expected to be away from the placement site to attend course seminars. Please refer to PHARM 543/546 syllabi for exact dates.
COURSE OBJECTIVES/OUTCOMES
As this course runs for a full year, the pandemic may have differing influences on practice. Some outcomes may be emphasized more than others depending on pandemic situation at time course is taken. Flexibility regarding the activities completed to achieve the outcomes is acceptable and encouraged.

The course is designed to develop the following knowledge, skills, and attitudes:

1. Apply fundamental knowledge in daily practice.
2. Use best evidence to provide patient care and respond to drug information requests.
3. Provide patient centered care and manage patients’ medication and health needs.
4. Exercise critical thinking and clinical judgment to make informed decisions and solve problems.
5. Communicate both orally and in writing in an effective, responsible and responsive manner that encourages trust and confidence.
6. Work collaboratively with the patient, family, caregivers and other healthcare professionals to facilitate the management of the patient’s health needs.
7. Demonstrate the inter-professional competencies of communication, collaboration, role clarification and reflection to optimize patient outcomes.
8. Integrate health promotion into patient care (encourage vaccinations, lifestyles changes, etc.) communities and populations (e.g. cultural groups, vulnerable populations, disease awareness).
9. Review the steps involved in the drug distribution process including management of medication errors.
10. Develop personal and professional leadership skills.
11. Adhere to ethical standards in the delivery of pharmacy care and demonstrate accountability and respect to patients.
12. Display professional behavior and attitude. (e.g. initiative, maximizing learning opportunities)
13. Demonstrate a commitment to learning by evaluating their practice and knowledge/skills to identify areas for development.

GRADING

<table>
<thead>
<tr>
<th>Title</th>
<th>Weight</th>
<th>Date</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Assignment #1: Pharm 555 Skills Inventory and Learning Plan</td>
<td>Pass/fail</td>
<td>See description</td>
<td>Assignment</td>
</tr>
<tr>
<td>Assignment #2: Care Plans for 4 patients</td>
<td>Pass/fail</td>
<td>See description</td>
<td>Assignment</td>
</tr>
<tr>
<td>Preceptor Assessment of Student: Midpoint</td>
<td>Formative</td>
<td>After 160 hours</td>
<td>Assessment</td>
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<tr>
<td>Preceptor Assessment of Student: Final</td>
<td>Pass/Fail</td>
<td>After 320 hours</td>
<td>Assessment</td>
</tr>
<tr>
<td>Student Evaluation of Course</td>
<td>Completion required</td>
<td>After 160 and 320 hours and post-course</td>
<td>Evaluation</td>
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</table>

- Pharm 555 is a Credit/No Credit course. At the end of the placement, preceptors recommend a grade on the final Student Performance Assessment. *(see Appendix 1)*
- To receive course credit, students must receive a “pass” on their final Student Performance Assessment from their preceptor [grading criteria in CORE ELMS], complete all required assignments in a satisfactory manner and submit all required assessments. The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the submitted assessments and assignments.

Students Who May Require Support
The student should email the Course Coordinator following review of the Midpoint Student Performance
assessment if any outcomes are rated as Not Meeting an Acceptable Level of Performance or if performance concerns are identified and students would like additional support to address these. Students are encouraged to add areas requiring improvement to their Learning Plan at midpoint so that they can take ownership of how they plan to address any noted deficiencies.

ASSESSMENT INFORMATION

• Assessments are completed and submitted using CORE ELMS. Students are encouraged to review them prior to the start of the placement.
• It is important that students understand the purpose and timelines of each assessment. It is the student’s responsibility to submit all assessments in accordance with the stated deadlines.
• Submission timelines for completing assessments is outlined in the Activities, Assignments and Assessments Schedule; Appendix 2.
• Preceptors are encouraged to provide formative feedback throughout the placement. It is recommended students and preceptors discuss how things are going after week 1. This discussion should include any early concerns or clarifications regarding expectations or course activities.

Assessments completed by the students for each placement are:
1. Self-Assessments: completed at least 1-2 days prior to midpoint, and final student performance discussions.
2. Student Evaluation of Preceptor and Site: completed and discussed with the preceptor during the midpoint and final student performance discussions.
3. Student Post-Course Evaluation: completed within 48 hours after placement completion. Anonymous and not discussed with the preceptor.

ASSIGNMENT INFORMATION AND POLICIES

• Assignments are due as indicated in the table below. Late assignments including assignment clarifications requested by the course coordinator may result in a delay of course grade posting. Students will receive a grade of “incomplete” until all course requirements are met.
• All posted documents must have all identifiers removed to ensure patient confidentiality.
• Assignments posted during the placement will be reviewed for completion to ensure course requirements are being met. Students will be notified if further information/clarification is required.
• To assist students and preceptors with planning across the 8 weeks, an “Activities, Assignments and Assessments Schedule” has been provided in Appendix 2.

Assignment #1. Skills Inventory and Learning Plan
Students post their Learning Plan and Skills Inventory on CORE ELMS as a requirement at least 1 week prior to the start of the placement to allow for preceptor review. (It is not posted in eClass as preceptors don’t have access.)

Instructions: Based on their self-assessment, students will determine 2-3 practice goals to focus on during their placement. Templates are in eClass (in Word) and Appendix 3 to provide students with an option of how to organize a learning plan. However, students can use their own template if they wish. After the initial posting pre-placement, an updated plan is posted by the end of first week (if changes were made), midpoint and at the final following review with the preceptor.

Learning Plan Discussions and Posting Instructions During Placement
1. FIRST WEEK OF PLACEMENT: Discuss with the preceptor; make adjustments if necessary. In some cases, the practice may not reflect your goal(s) and therefore your goal(s) will need to be modified. Finalize by the end of the first week. Repost if changes were made.
2. MIDPOINT: Review with preceptor; update to indicate progress made with the initial learning goals. Students add the outcomes that are identified as “Needs Improvement” in the Midpoint Student Performance Assessment to the Midpoint Learning Plan to ensure they are focused on during the second half of the placement.

3. FINAL: Review with preceptor, update and repost (in CORE) the final Learning Plan. As students develop Learning Plans for their next placement, they should consider their final Student Performance Assessment in their previous placement as well as findings in their previous Learning Plan.

Summary: 4 TOTAL POSTINGS in CORE ELMS: 1 before the placement and 3 during the placement. Students are encouraged to think of the Learning Plan as a tool to follow their learning and can update it as often as they wish to follow their learning.

Assignment #2. Care Plans

- **DUE DATE**: final day of the placement at midnight. *Your preceptor should have reviewed all and their feedback should be incorporated before posting.*
- Students will be developing care plans for ALL patients. Students should choose 4 care plans that best demonstrate their patient care skills for assignment postings. These should be completed across the placement (and not left until the end of the placement).
- Blank pharmacy care plan worksheet and worksheet assessment form for preceptors and students are both posted in eClass. It is suggested that at the start of the placement, preceptors and students discuss which format is appropriate and most comfortable for the student to use.
- Patient care documents must have all identifiers removed to ensure patient confidentiality.
- Assignments should be reviewed with the preceptor and modify as needed prior to posting.
- Each assignment care plan should include:
  - relevant background data: reason for admission, HPI, past medical and medication history, BPMH, ROS (if applicable), relevant labs/diagnostic information (if applicable).
  - care plan using the pharmacy care plan worksheet or site-specific format.
  - corresponding documentation as entered on the patient’s chart/medical record.

COURSE ACTIVITIES

Preceptor supervision is important, especially early in the placement, with graduated independence for various activities such as gathering a medication history, patient education, as competence is demonstrated.

<table>
<thead>
<tr>
<th>COURSE ACTIVITIES</th>
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<tbody>
<tr>
<td>The following are activities students must complete during the placement to meet course objectives. Given the Covid-19 pandemic, these activities may be modified to account for various practice circumstances.</td>
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<tr>
<td><strong>1. Provide Patient Care</strong></td>
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<td>Under direct and indirect supervision, students will provide care for a minimum of 20 patients. Based on pharmacy practice procedures at the time of the placement, <em>patient care may be provided over phone or using other virtual methods.</em> Students will be developing care plans for ALL patients. The number of patients may be adjusted by the preceptor depending on patient acuity and complexity. In general, students should be caring for four patients each day by week 3 of the placement. (add new patients if patients are discharged). <strong>NOTE:</strong> Students who did not complete their placement in hospital after year 2 may require more time to achieve this. For all patient care encounters students should provide patient care as deemed appropriate by the preceptor(s) and outlined in the Patient Care Process Document.</td>
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<tr>
<td>• <strong>Gather information</strong>: Review the patient profile/chart and interview the patient or agent or other</td>
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relevant healthcare providers to obtain necessary information and organize information to determine patient's medication related and other health-related needs.

• **Assess patient’s medication needs**: review for indication, effectiveness, safety and adherence.

• **Develop and implement a care plan**: List and prioritize the patient’s medical conditions and drug related problems, develop goals, recommendations and a monitoring plan.

• **Communicate and document** patient care activities.

• **Administration of Drugs by Injection**: Students who successfully completed the training and also have completed CPR Level C + First Aid, should practice administering drugs by injection. **Students must only administer injections under the direct supervision of a pharmacist authorized by ACP to administer drugs by injection.**

ALL care plans must be reviewed by the preceptor. The care plan worksheet and checklist are posted in eClass for download and use as required. Care plans should be done across the placement and not completed all at the end.

Corresponding Assignment: Care Plan Assignment

### 2. Clinical Judgment: Review and Reflection

For 3 patients, students will write a summary of the factors considered (i.e. patient specific variables, evidence) to formulate one of the recommendations made. The written summary should include the clinical issue, the patient assessment (including questions asked), clinical data retrieved and considered to make a decision.

The student should review each written summary with the preceptor and discuss their rationale for the decision made and the outcome.

### 3. Inter-professional Collaboration: In-person collaboration may not be possible due to pandemic, and therefore is not required (but encouraged if possible).

a. Students can collaborate with other healthcare professionals (if possible) to care for patients. This includes attending patient rounds or patient care conferences (as deemed appropriate by preceptors).

b. Students can spend time with other health care professional(s) that is caring for their patient(s) as deemed appropriate by the preceptor. This may include observing/assisting a nurse caring for your patient, shadowing a dietician, social worker, physiotherapist or occupational therapist, etc.

i. It is suggested that students use Inter-professional (IP) Student Shadowing cards to support this activity. It helps to guide expectations and the discussion. Cards can be printed at: [http://issuu.com/hserc/docs/student_s_guid_to_interprofessional_shadowing/2](http://issuu.com/hserc/docs/student_s_guid_to_interprofessional_shadowing/2)

ii. Prior to the activity, students will prepare an expectation of what they want to learn from the activity and review it with the preceptor.

iii. After the activity, students will debrief with their preceptor to include what they learned and how this may help the pharmacist with collaborative care, as well as approaches other professionals use that are helpful.

c. Students can verbally present a patient to a doctor or nurse who they are both mutually providing care (if possible). They should provide a brief patient overview (5-7 mins). Include reason for admission, current status, relevant labs, medications currently ordered, assessment and suggested recommendations (if any), and monitoring plan. Debrief with the preceptor about the benefits of this type of patient review in practice and how it can be used to resolve patient issues.

### 4. Patient Care Presentation (with inclusion of a Clinical Question)

Pending pandemic situation, presentation can be delivered virtually as restrictions of gatherings and social distancing may preclude in-person delivery.

During week 6-7, students should present at least 1 patient care experience to pharmacy staff and pharmacy students +/- healthcare team at site.

- A PowerPoint or similar presentation format is recommended. Format used by the practice site can be used as deemed appropriate by the preceptor.

- The student may be asked to provide a copy to the site. It is suggested that the student pdf and
reference any clinical data used in their presentation. Suggested presentation format and rubric: Appendix 4.

5. **Drug Information Requests**
   - Students will respond to questions in a timely manner using best evidence, including answers to self-identified questions to care for patients.
   - Information may be required either verbally, written or both. Site-specific forms should be used if available. Drug Information Inquiry Record form is posted in eClass.
   - Students are expected to use appropriate resources and various levels of evidence (primary, secondary and tertiary references), use more than 1 resource for each question and discuss answers with preceptor(s).

6. **In-service Presentation**
   Pending pandemic situation, presentation can be delivered virtually as restrictions of gatherings and social distancing may preclude in-person delivery. Alternatively, written materials can be developed and shared. Students will provide a minimum of 1 in-service presentation (i.e. overview of a therapeutic topic, journal club, etc.) to pharmacy staff and/or allied health care team (including allied health students).

7. **Medication Distribution**
   - Students will participate in the distribution of medications or have a guided tour of the dispensary including review how medications are delivered to the patient after they are ordered.
   - Students should re-review Chapter 45: Hospital Pharmacy Management (Recommended Resources).

8. **Preceptor Library Resources**
   Students provide preceptors with an overview of the library resources and search strategies for the UofA Library Database(s) now accessible to preceptors. The How-To-Guide: UofA Faculty of Pharmacy Library Resources is: [http://tinyurl.com/lgppqay](http://tinyurl.com/lgppqay). The link to the UofA pharmacy library home page is [http://guides.library.ualberta.ca/pharmacy](http://guides.library.ualberta.ca/pharmacy)

### COURSE DISCUSSIONS

The following are discussions students complete during the placement to meet course objectives.

Please review the following [Discussion Topics document](#) to guide topics that should be discussed with your preceptor across the placement. This is also located in Appendix 4.
SUGGESTIONS and TIPS FOR SUCCESS

Full participation is the first step to being successful in the placement. This includes preparing for the placement by completing pre-readings and reviewing therapeutics. Professionalism and communication skills are important elements to placements. This is considered to be an advanced placement; therefore, preceptors expect students to demonstrate patient accountability, initiative and self-directed learning. The listed course activities are minimums; maximizing learning is a professional responsibility. Students that succeed go beyond the course minimums and participate as a pharmacy team member.

Although preceptors will guide learning, students are ultimately responsible to ensure completion of all activities, assignments and assessments. An important student responsibility is contacting the Faculty with concerns if they arise. There are course assessments that provide checks and balances about learning and the overall experience, however it is important that students contact the Faculty prior to or during the placement to discuss concerns or questions. This includes if they are struggling or feeling overwhelmed. All concerns are dealt with in an individual and confidential manner.

The article “Strategies Pharmacy Students Can Use to Ensure Success in an Experiential Placement” (see Recommended Resources in eClass) provides helpful information including “obvious” and “not-so-obvious” strategies to ensure success in a placement.

POLICIES AND PROCEDURES

Experiential placement policies and procedures are included in the Undergraduate Policies and Procedures Manual; required reading prior to the placement. Policies specific to this placement are:

- Attendance policies, students are expected to:
  - be at the placement site for a minimum of 40 hours/week. Placement schedule is determined with preceptor. May include evenings and weekends.
  - know policies regarding completion of Absence Tracker for illness, bereavement, etc.
  - know policies regarding Faculty endorsed (e.g. job fair, PDW) and non-endorsed activities (e.g. job interviews)
  - If students experience Covid-19 like symptoms or have concerns due to a COVID -19 exposure, they should complete the AHS On-line Self-Assessment and follow instructions to be tested and/or self-isolate. If self-isolation is recommended, students are required to record their absence in the CORE ELMS Absence Tracker.


TECHNOLOGY AND OTHER REQUIRED MATERIALS

Personal Laptop Computers: Students may be asked to bring personal lap tops to placement sites to use for non-patient care activities.

eClass: Students must access eClass to obtain course information and resources.

CORE ELMS: Students must complete placement and course evaluations in CORE ELMS. Additionally, students are required to post their Learning Plan and CV/Resume under My Requirements within CORE ELMS. If technical assistance is required, contact phxed@ualberta.ca

Netcare Access: For information on Netcare (if required), see website.

Attire: Students are required to wear their Faculty name tag or one provided to them when they are at the placement site. Students are required to have a lab coat if deemed appropriate based on setting.
UNIVERSITY POLICIES

Plagiarism and Cheating: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the Code of Student Behaviour; www.governance.ualberta.ca

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, created and/or used within the context of the course is to be used solely for personal study and is not to be used or distributed for any other purpose without prior written consent from the content author(s). Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar.

Territorial Acknowledgement: The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Metis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Pharmacy Code of Professionalism: Students are expected to abide by the Faculty's Pharmacy Code of Professionalism at all times. Lapses in professional conduct may result in the issuing of a Professional Accountability Form. If issued, these forms will be kept on student records for 2 years.

Accessibility Resources (Formerly: Student Accessibility Services (SAS))
Student accommodations are offered in accordance with the Faculty of Pharmacy and Pharmaceutical Sciences (FoPPS) Essential Skills policy. Accessibility Resources will work with the FoPPS (Office of Student Services) to determine the nature of any accommodation that will be granted. Once approved, Accessibility Resources will provide students and the Faculty with a "Letter of Accommodation". The Faculty will share accommodation requirements with course instructors.

Equality, Equity and Respect
The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equality and respect for all people and to developing teaching and learning contexts that are welcoming to all. The faculty recommends that staff and students use inclusive language to create an atmosphere in which students’ experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic backgrounds. In order to create a thoughtful and respectful community, it is encouraged to use gender-neutral or gender-inclusive language and to become more sensitive to the impact of devaluing language.
APPENDICES

APPENDIX 1: Student Performance Assessment: outlines the behaviours and outcomes students will be assessed on by the preceptor at the midpoint and final points of the placement.

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>BEHAVIOURS</th>
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<tbody>
<tr>
<td><strong>Professional</strong></td>
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<tr>
<td>1. Displays professional behaviour.</td>
<td>• Displays honesty, integrity, humility, commitment, altruism, compassion and respect towards others.&lt;br&gt;• Does not engage in distracting behavior.&lt;br&gt;• Maintains privacy and confidentiality.&lt;br&gt;• Dresses professionally and maintains appropriate personal hygiene.&lt;br&gt;• Maintains appropriate interpersonal boundaries.&lt;br&gt;• Is punctual, accessible, diligent, timely and reliable to others</td>
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<tr>
<td>2. Demonstrates professional responsibility and accountability and practices within the scope of a 4th year student.</td>
<td>• Takes responsibility and accountability for their actions and inactions; <em>preceptor support may be required early in placement.</em>&lt;br&gt;• Prioritizes activities and manages time to balance course requirements and practice site workflow.&lt;br&gt;• Responds appropriately to ethical issues encountered in practice; <em>preceptor support may be required.</em>&lt;br&gt;• Applies standards of practice, policies and codes that govern the profession; practices within the scope of fourth year student.</td>
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<td>3. Demonstrates initiative, self-directed learning and commitment to excellence in practice of pharmacy.</td>
<td>• Takes initiative to learn, enhance skills and integrate knowledge (i.e. maximizes learning opportunities).&lt;br&gt;• Accepts, incorporates and provides feedback in an effective and constructive manner.&lt;br&gt;• Sets personal goals to support development of professional skills, knowledge and attitudes.</td>
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<td><strong>Communicator</strong></td>
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<td>1. Demonstrates effective non-verbal and verbal communication to instill trust and confidence.</td>
<td>• Speaks clearly, effectively and respectfully; tailoring responses to the context and audience.&lt;br&gt;• Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions)&lt;br&gt;• Listens, actively solicits and responds appropriately to ideas, opinions and feedback from others (e.g. patients, team members, preceptors)&lt;br&gt;• Uses appropriate language, tone and pace that is suitable for the complexity, ambiguity, urgency of the situation.&lt;br&gt;• Expresses recommendations, facts, evidence, opinions and positions accurately and effectively, with clarity and confidence; <em>may require preceptor support early in the placement.</em></td>
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<tr>
<td>2. Effectively communicates in writing.</td>
<td>• Provides appropriate level of detail and complexity, breadth and depth; <em>preceptor support may be required early in placement.</em>&lt;br&gt;• Uses appropriate language and tone for the type of written communication and intended audience&lt;br&gt;• Prepares timely, clear documentation that maximizes safety and understanding.</td>
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<tr>
<td><strong>Scholar</strong></td>
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<tr>
<td>1. Demonstrates the</td>
<td>• Has minimal gaps in therapeutic knowledge required to provide patient</td>
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<tr>
<td>fundamental knowledge required for pharmacists</td>
<td>care.</td>
</tr>
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<td>-----------------------------------------------</td>
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<tr>
<td>• Uses experience and knowledge gained in the placement to solve previously encountered problems.</td>
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</table>

2. Uses best evidence available to provide medical information and patient care.  

- Uses systematic approach to search for best available evidence and uses multiple and appropriate sources to gather information.  
- Able to formulate a clinical question.  
- Analyzes and appraises health related research and literature to inform responses to questions and patient care decisions.  

3. Applies clinical judgment to make patient care decisions.  

- Apply knowledge and professional judgment to provide safe, effective patient care.  
- Make decisions using an evidence-informed approach.  
- Provide rationale and logically defend rationale related to decisions.  

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<th>Care Provider</th>
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1. Establishes and maintains positive and professional relationships.  

- Engages patient; *may require some preceptor prompting and guidance*  
- Exhibits sensitivity, respect and empathy with patients and caregivers.  
- Identifies and responds to patient cues *with preceptor guidance*.  
- Determines when it is ethically and professionally appropriate to involve caregivers and/or family members.  

2. Gathers and interprets relevant, necessary information about a patient’s health related needs.  

- Utilizes multiple sources of patient information (e.g. Netcare, patient/caregiver, patient chart, other HCP) to synthesize data to complete a patient history; *may require preceptor support early in the placement*.  
- Employs effective interviewing techniques. (e.g. appropriate open and closed ended questions, uses motivational interviewing when appropriate).  
- Employs a systematic process to gather data accurately based on the Patient Care Process document.  
- Gathers and interprets appropriate amount of information including relevant physical exams, lab tests, point of care and diagnostic assessments.  
- Clarifies and manages conflicting data; *may seek support when initially*.  

3. Formulate assessment of actual and potential issues in collaboration with the patient & other healthcare team members; prioritize issues to be addressed.  

- Assesses drug therapy for indication, efficacy, adherence and safety.  
- Prioritizes medications related needs based on urgency and patient perspective/priorities.  
- Determines patient’s medical condition(s) and determines those where medication needs are not currently being addressed.  

4. Develops a care plan that addresses medication and health needs.  

- Uses a systematic approach to develop care plans including for patients with multiple comorbidities.  
- Establishes goals in collaboration with the patient that are relevant, realistic and timely.  
- Generates a realistic set of alternatives and assesses the pros and cons.  
- Develops a safe and effective plan (recommendations, monitoring and follow-up) for managing patient needs.  

5. Implements the care plan when appropriate.  

- Implements specific actions for managing medication specific needs (dispense, adapt, prescribe, refer, etc) *with preceptor supervision*.  
- Educates the patient on pharmacological and non-pharmacological recommendations.  
- Communicates the agreed upon care plan and rationale to patients and/or other healthcare providers with *preceptor support when necessary*.  


| **6. Follow-up and evaluate as appropriate.** | **•** Evaluates data to assess efficacy/safety/adherence as well as progress towards achieving goals of therapy.  
**•** Adjusts care plan, if needed, in collaboration with the patient and relevant team members. |
|---|---|
| **Collaborator** | **1. Works effectively with team members including patients and families, pharmacy colleagues and individuals from other professions.** | **•** Establishes and maintains positive relationships.  
**•** Recognizes and can negotiate shared and overlapping responsibilities with other professionals.  
**•** Participates in respectful, effective shared decision-making.  
**•** Provides services and care as agreed upon with the patient and team.  
**•** Manages disagreements or conflict in a way that supports collaborative culture. |
| **2. Able to hand over the care of a patient to other pharmacy and non-pharmacy team members to facilitate continuity of safe patient care.** | **•** Identifies when patient handover should occur and what information should be communicated.  
**•** Demonstrates safe handover of patient care issues and information using appropriate communication processes. |
| **Advocate** | **1. Advocates for patients within and beyond patient care environments.** | **•** Facilitates timely access to services or resources through advice, education and/or guidance to address determinants of health.  
**•** Integrates health promotion into patient care and works with patients to adopt healthy behaviours (e.g. encourages vaccinations, smoking cessation).  
**•** Provides patients with health and wellness strategies which include screening and educational services.  
**•** Promotes impact of the pharmacist on patient outcomes and healthcare team. |
| **Leader Manager** | **1. Participate in quality assurance and practice improvement strategies.** | **•** Participates in practice change initiatives to improve quality of care and/or pharmacy practice with preceptor support.  
**•** Work with others to optimize provision of pharmacist care.  
**•** Contribute to a culture of patient safety.  
**•** Use health informatics to improve the quality of care. |
# APPENDIX 2: ACTIVITY, ASSIGNMENT and ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Student Activities</th>
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| 1-4 weeks before placement starts | Students should ensure they have:  
  ___ Reviewed therapeutics/pre-readings as instructed by preceptor or relevant to the practice area.  
  ___ Reviewed Syllabus: activities and assignments, patient care process tools; include Course Required Reading list.  
  ___ Corresponded with the preceptor; regarding parking, dress code, start time, etc.  
  ___ Started to develop the Learning Plan; posted on CORE ELMS as a requirement at least 1 week prior to placement (include posting date on title). |
| Daily throughout the placement |  
  ___ Provide Patient Care, review documentation with preceptor. Depending on pandemic status, reviews can be done in person, via telephone or other virtual ways of communicating with patients.  
  ___ Prepare care plans and document care provided according to preceptor’s practice  
  ___ Minimum 20 patients across the placement (provide care for a minimum of 4 patients concurrently by week 3).  
  ___ Answer drug information questions.  
  ___ Collaborate with the pharmacy team as a student pharmacist.  
  ___ Ensure activities, discussions and assignments are being completed (student is responsible for ensuring completion of all course requirements). |
| Week 1: Orientation, Create Placement Schedule  Date: ___________________________ |  
  Orientation  
  ___ Review and discuss Learning Plan, course objectives and activities.  
  ___ Discuss student/preceptor expectations and responsibilities.  
  ___ Discuss assessment processes and timelines (include informal feedback/debrief).  
  ___ Develop and plan activity schedule: in-service, presentations, patient care.  
  ___ Tour of pharmacy and institution, including patient care units.  
  ___ Log in to ensure Netcare access as well as other on-site systems. |
| Daily Patient Care and Documentation |  
  ___ Discuss pharmacy care plans and clinical documentation including format and process for documenting in chart/computer profile.  
  ___ Set up routine process for providing daily care for assigned patients: rounding, patient conferences, medication reconciliations, discharge counselling, etc. |
| Additional Activities to be incorporated and scheduled across the placement |  
  ___ Schedule visits with Health Care Professional(s); Inter-professional Activity.  
  ___ Discuss approach/progress for in-services and case presentation.  
  ___ Observe/discuss or participate with the institution’s distribution process.  
  ___ Ensure discussions are scheduled. |
| Week 2: Date ___________________________  Week 3: Date ___________________________ |  
  Continue patient care activities and documentation  
  ___ Develop and discuss at least one Clinical Judgement written summary with preceptor (total of 3 to be completed across placement)  
  ___ Plan interprofessional collaboration activities. |
<table>
<thead>
<tr>
<th>Week 4: Date __________________________</th>
</tr>
</thead>
</table>
| **Patient Care and other course requirements** | __Continue care plans and documentation; should have approximately half done.  
__Review progress regarding other 2 Clinical Judgement written summaries with preceptor (if not yet completed).  
__Review progress regarding Patient Care Presentation and In-service. |
| **4th Wednesday of the placement** | __Complete and submit midpoint Student Self-Assessment (CORE ELMS) by Wednesday to allow preceptor review prior to Student Performance Assessment. |

**Mid-Point (end of Week 4)**

| **MID-POINT Assessments:** Student Performance Assessment-midpoint; completed by preceptor; review with student.  
Student Evaluation of Preceptor and Site and Student Self-Assessment; discuss both with preceptor.  
Update Learning Plan with progress as well as grades of “Needs Improvement” from Student Performance Assessment and post the midpoint Learning Plan on CORE ELMS. |

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| Week 5: Date __________________________  
Week 6: Date __________________________ |
|----------------------------------------|
| **Patient Care and other course requirements** | __Complete in-service and continue to develop patient care presentation.  
__Continue to provide patient care to assigned patients.  
__Assess completion of course discussions. |

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| Week 7: Date __________________________  
Week 8: Date __________________________ |
|----------------------------------------|
| **Assignment and Assignment Completion** | __Review activity table to ensure all activities and discussions have been done.  
__Ensure Inter-Professional activities have been completed and debriefed.  
__Conduct Patient Care Presentation (week 7).  
__Ensure completion of discussions |
| **Patient Care** | __Ensure continuity of care documentation is entered into patient profile and conveyed to patient pharmacy team. |

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| End of Week 8: Final Assessments (CORE ELMS), Source | __Final Student Performance Assessment and Placement Grade; review with student.  
Final Student Evaluation of Preceptor and FINAL Self-Assessment; discuss with preceptor.  
Post-Course Preceptor Evaluation (non-anonymous). Not to be discussed with preceptor. This evaluation is not viewable by preceptor.  
Update and post the final Learning Plan in CORE ELMS  
Preceptor Awards and Anonymous Student Course Survey (links emailed to student) |
APPENDIX 3: Skills Inventory and Learning Plan Activity and Assignment

Your learning plan allows you to prepare for the placement by identifying goals in areas or skills where you would like to build more confidence or comfort. Then, during the placement you will work with your preceptor to create opportunities to achieve the goals. This activity also requires you to report on your progress, a skill required for future practice. This activity has 3 steps as outlined below (1. Skills Inventory, 2. Feedback Summary and 3. Learning Plan). This must be posted at least 1 WEEK PRIOR to the start of the placement to allow time for preceptor(s) review. Templates are posted in eClass (in Word). Posting in CORE ELMS allows your preceptor to view this assignment.

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.

<table>
<thead>
<tr>
<th>Activity/Skill</th>
<th>Students should consider the following factors when assessing their abilities:</th>
<th>Comfort/Confidence Scale</th>
<th>Comments: (to provide perspective on the rating)</th>
</tr>
</thead>
</table>
| Communicating with patients, team members, colleagues (both verbally and in writing) | • 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, pace and tone  
• Demonstrate appropriate confidence  
• Document information appropriately and accurately | 1 2 3 4 5 6 7 Uncomfortable/Lack Confidence 6 7 Comfortable/Confident                      |                                               |
| Gathering medical and medication history            | • Use systematic process to gather data  
• Use multiple sources to synthesize data  
• Employs effective interviewing techniques  
• Gather and interpret appropriate amount of information including relevant physical exam, lab tests, point-of-care and diagnostic assessments | 1 2 3 4 5 6 7 Uncomfortable/Lack Confidence 6 7 Comfortable/Confident                      |                                               |
| Conducting Patient Assessments (Pharmacotherapy Work-up) | • Prioritize medication-related needs based on urgency and patient preference  
• Assess medical conditions & DRPs, and determine if there are needs not addressed  
• Assess drug therapy for indication, efficacy, safety, adherence | 1 2 3 4 5 6 7  
Uncomfortable/Uncomfortable  
Lack Confidence/Confident |
|---|---|
| Creating Patient Care Plans | • Use a systematic process  
• Establishes goals in collaboration with patient that are relevant, realistic and timely  
• Generate realistic alternatives with pros/cons  
• Develop safe and effective plan (recommendations, monitoring and f/u) for managing patient needs | 1 2 3 4 5 6 7  
Uncomfortable/Uncomfortable  
Lack Confidence/Confident |
| Implementing Patient Care Plans | • Implement specific actions to achieve plan  
• Communicate plan to others  
• Educate patient  
• Initiate seamless care as needed | 1 2 3 4 5 6 7  
Uncomfortable/Uncomfortable  
Lack Confidence/Confident |
| Conducting Patient Follow Up | • Provides follow up if possible.  
• Interprets follow-up information and modifies plan if needed. | 1 2 3 4 5 6 7  
Uncomfortable/Uncomfortable  
Lack Confidence/Confident |
| Responding to DI Requests | • Integrates best available evidence into clinical practice  
• Critically analyzes information & demonstrates clinical judgment. | 1 2 3 4 5 6 7  
Uncomfortable/Uncomfortable  
Lack Confidence/Confident |
| Interacting with Other Healthcare Professionals | • Establishes & maintains positive relationships  
• Recognizes and can negotiate shared and overlapping responsibilities with others.  
• Verbally present patient information to a team  
• Demonstrate safe handover of care using oral, written, electronic communication | 1 2 3 4 5 6 7  
Uncomfortable/Uncomfortable  
Lack Confidence/Confident |
STEP TWO: FEEDBACK RECEIVED
To inform potential areas of learning for your Learning Plan, and to provide helpful information to your preceptor(s), complete the feedback table.

<table>
<thead>
<tr>
<th>Areas of Strength Feedback: Provide examples of feedback that you have received from preceptors, lab facilitators, peers and/or pharmacists.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert response here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas for Improvement Feedback: Provide examples of feedback that you have been received from preceptors, lab facilitators, peers and/or pharmacists.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert response here</td>
</tr>
</tbody>
</table>

STEP THREE: DEVELOP YOUR LEARNING PLAN
- Review Steps 1 and 2. Develop 2-3 SMART goals. These may be guided by skills rated lower in comfort and practice and that you would like to develop during the placement. Also state strategies you will use and the indicators of progress associated with each goal.
- Review it with your preceptor during the first week of your placement. If changes are made, post the updated learning plan. If no changes are made, the initial learning plan can remain posted.
- **AT MIDPOINT:** Update your learning plan and review with your preceptor.
  - If you receive grades of Needs improvement on your Midpoint Student Performance Assessment, these must be added at midpoint to your learning plan to enable increased development.
  - Students should post their learning plan 2 days prior to midpoint, and verbally discuss their progress with their preceptor.
- **AT FINAL:** Review your learning plan with your preceptor to see where you are at the end of the placement. Did you reach your goals? Do you have plan for continuing your goals into the next placement?

| LEARNING PLAN
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong> (Stated in SMART format)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Learning Goal 1:</td>
</tr>
<tr>
<td>Learning Goal 2:</td>
</tr>
<tr>
<td>Learning Goal 3:</td>
</tr>
</tbody>
</table>


APPENDIX 4: PATIENT CARE PLAN PRESENTATION (with inclusion of a Clinical Question) Information and Rubric

Goals of this activity are to allow students to:

• Share patient care experiences and understanding of clinical issues.
  o Provide a verbal presentation of their patient, DRP(s) and recommendation in a systematic manner (as practiced in the skills lab). This can be done virtually using on-line technology.
  o Practice presentation skills (use of PowerPoint slides is encouraged, presentation format should be discussed with the preceptor)
  o Provide brief evidence-based review of literature to support their recommendations(s) (this has been practiced in BASE courses.)
  o The presentation should be approximately 20 mins in duration, with up to 5 minutes questions.
  o It is suggested that a patient case be chosen in which interaction with the patient helped the student to assess the patient’s DRPs and where their intervention affected or may affect patient outcomes.
  o Student and preceptors should discuss the patient care plan they want to present by the midpoint of the placement. Students should provide the preceptor with a first draft soon thereafter to allow time for preceptor review. Students should then revise the presentation based on the feedback given.

Suggested Presentation Outline and Content (Adapted from: FMC Clinical Presentation Guidelines and Rural Journal Club Case Presentation Format)
- preceptors are welcome to modify outline, content and rubric to model the formats and documentation used at their practice site.

a. Introduction/outline: Introduce the case briefly; include why the case was chosen and what the main focus of the presentation will be. Provide a brief outline of the major components of the presentation. Include learning objectives for the audience

b. Patient case and data: Present the following information about the patient;
  • Summarize reason for admission/consult, history of present illness and relevant medical and drug therapy history.
  • Summarize presenting symptoms, physical assessment, labs tests, diagnostic exams pertaining to the focus of the presentation.
  • Describe the patient’s drug therapy relating to the case presentation focus, including indications for all drug therapy as well as specific drug therapy information; dose, route, duration, etc.
  • Describe the patient’s progress related to the case presentation focus.

c. Listing of all DRPs and main DRP selected for review:
  • List ALL DRPs related to that patient and highlight the DRP that will be the focus of the presentation. The DRP selected does not need to be the most important DRP; it will simply be the focus of the presentation.
  • Student should be familiar with all aspects of the patient’s case and prepared to answer questions related to any of the DRPs, regardless of whether it was the main focus of the presentation.

d. Disease state background: Briefly review the disease state relevant to the main DRP. Review should include pathophysiology, therapeutic alternatives and any relevant therapeutic controversies.

e. Goals of therapy: Describe the individualized goals of drug therapy for the main DRP. Include the patient perspective where possible.

f. Therapeutic alternatives: Discuss alternative ways (both drug and non-drug) to resolve the main DRP and achieve the individualized goals of therapy for this patient.
g. **Focused clinical question** (PICO format - to be researched by student using primary literature)

- **P:** Patient, population or problem *(How would I describe a group of patients similar to mine?)*
- **I:** Intervention, prognostic factor or exposure *(Which main intervention, prognostic factor am I considering?)*
- **C:** Comparator or alternative intervention (if appropriate) *(What is the main alternative to compare with the intervention?)*
- **O:** Outcome you would like to measure or achieve *(What can I hope to accomplish, measure, improve or affect?)*

Example:

<table>
<thead>
<tr>
<th>Patient</th>
<th>Intervention</th>
<th>Comparator</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a mechanically ventilated ICU patient...</td>
<td>...would administering IV ranitidine...</td>
<td>...compared to sucralfate given via NG tube...</td>
<td>...reduce clinically important bleeding?</td>
</tr>
</tbody>
</table>

h. **Evidence review (including search strategy):** Please list the resources you consulted in the order that you consulted them. If you searched databases like PubMed, please specify the search terms. Provide a synopsis of each meta-analysis, study or case reports selected as being relevant to answer the clinical question. Students have practiced searching, summarizing and critically appraising literature in the BASE courses. Synopses and appraisals may be presented using the ACP Journal Club format. One other option is to use the BEARS (Brief Evidence-based Assessment of Research) worksheet if students choose. The form can be found at: [https://www.med.ualberta.ca/departments/family-medicine/research/resident-research/bears](https://www.med.ualberta.ca/departments/family-medicine/research/resident-research/bears)

i. **Summary of evidence:** Summarize the evidence that has been reviewed (i.e. identify strengths and weaknesses of each paper reviewed) and explain the relevance to the patient where applicable.

j. **Therapeutic recommendation and monitoring plan:** Outline the recommendation(s) made for the patient to achieve the therapeutic goals for the patient. Explain why this was chosen as the best solution(s) for the patient incorporating best evidence principles and patient-specific factors. Describe monitoring parameters and activities that were/would be done to determine the outcome of the drug therapy recommendations (if applicable).

k. **Resolution of case:** Where possible, present the results of follow-up monitoring to illustrate the patient outcome.
Patient Care Presentation Rubric
To be used by the preceptor, and other observers. Student to bring copies to the presentation.

Student's Name: ________________________  Assessor's Name: _____________________________
Presentation Title: ________________________________

Circle the number that best describes the student's presentation in each of the following categories

<table>
<thead>
<tr>
<th>1: Unable to rate</th>
<th>2: Needs Improvement</th>
<th>3: Meets Expectations</th>
<th>4: Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could not evaluate or missing.</td>
<td>Outcome measure partially achieved.</td>
<td>Outcome measure generally achieved.</td>
<td>Outcome measure achieved in exemplary manner.</td>
</tr>
</tbody>
</table>

Introduction and Overview of Patient Data
- Includes information that explains why case was chosen.
- Identifies the main focus of the presentation.
- Provides brief outline of major presentation components and learning objectives.

Patient Data
- Presents concise summary of patient's history; presenting symptoms, progress-to-date.
- Accurately interprets physical assessment, laboratory and diagnostic data.
- Describes patient's drug therapy in relation to the presentation focus.
- Presents only relevant data in a logical manner.

DRPs
- Identifies and prioritizes all DRPs accurately.
- Identifies the primary DRP that is the focus of the presentation.

Care Planning Part 1
- Describe individualized goals of drug therapy for the focus DRP; include patient perspective where appropriate.
- Identifies drug and non-drug alternatives for the main DRP and to achieve goals of therapy; considers the pros and cons of each.

Focused Clinical Question
- States the question using the PICO format.
- Outlines search strategy used; reviews evidence selected to answer the question.
- Summarizes the evidence and includes relevance to the patient.

Care Planning Part 2
- Outlines recommendations made to achieve therapeutic goals for the focus DRP; includes rationale.
- Describe monitoring parameters and interventions that were/would be done to achieve the outcome of any recommendations make for the focus DRP
- If possible, include follow-up monitoring

Presentation and Organization Skills
- Speaks clearly; uses appropriate pace and tone.
- Poised and maintains focus.
- Adheres to time limits (20 min + up to 5 min for questions).
- Key points are presented in a logical, coherent way; uses transitions well.

Questions: Understands question(s); provides (or attempts to) provide reasonable response

Overall Impression and Comments:
## APPENDIX 5: APPE Discussion Topics (see [Google doc](#))

<table>
<thead>
<tr>
<th>Practice Site Policy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review policies / procedures related to equity, diversity and inclusiveness in the practice site. Discuss how the student and preceptor are to manage situations if they arise (patient / staff / other health care professionals / etc).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maintaining Professional Competency and Lifelong Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discuss with the preceptor how they maintain professional competence and the ACP Continuing Competence Program.</td>
<td></td>
</tr>
<tr>
<td>- Review the preceptor’s previous or current ACP learning / implementation records and compare it to the student’s placement Learning Plan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patient Communication</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discuss when motivational interviewing and shared decision-making strategies should be used with patients.</td>
<td></td>
</tr>
<tr>
<td>- Discuss communication strategies used by your preceptor(s) to build rapport with patients; include patients with challenging situations such as those who are very ill, have dementia or mental health concerns.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medication Distribution Processes and Safety Practices (for sites with dispensary)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discuss documentation and reporting of medication errors/incidents, quality assurance processes and how the pharmacy keeps current with regulatory requirements.</td>
<td></td>
</tr>
<tr>
<td>- Discuss with the preceptor and/or dispensary staff components of the distribution system (e.g. unit dose, ward stock) and the scopes of practice of staff involved these (e.g. order entry, filling, checking).</td>
<td></td>
</tr>
<tr>
<td>- Discuss error prevention strategies used to promote safe and accurate dispensing (e.g. dose calculation and checks, double/triple checks, use of technology, technician checking, etc.). Review incidence, tracking of errors and near misses.</td>
<td></td>
</tr>
<tr>
<td>- What is the process for reporting of medication errors or incidents at the site?</td>
<td></td>
</tr>
<tr>
<td>- What are the policies and processes involved to address safe medication practices (e.g. high alert meds, injectables, narcotics)? How are pharmacy personnel involved with the development and/or promotion of these processes and policies?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Promotion and Advocacy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discuss the health promotion or disease prevention programs that the preceptor is involved with and/or are available at the practice site (e.g. immunizations, smoking cessation, travel advice, blood pressure screening, etc.).</td>
<td></td>
</tr>
<tr>
<td>- Review the health advocacy activities provided by the pharmacy team and the practice site.</td>
<td></td>
</tr>
<tr>
<td>- Discuss and where possible demonstrate the advocacy and leadership roles of pharmacists such as research involvement, acquisition of compassionate/special access drugs, advocacy for drug coverage, committee involvement, development of patient care protocols.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pharmacy Services and Scope of Practice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discuss obtaining additional prescribing authorization (APA)? What is their professional experience with APA both in obtaining &amp; using it? If they don’t have APA, are they planning to obtain it?</td>
<td></td>
</tr>
</tbody>
</table>
• If applicable, discuss with the preceptor how they (or other pharmacists with APA) use the expanded scope of practice to contribute to patient care.

**Health Care Team**

• Review how the preceptor communicates patient care responsibilities to ensure continuity of care (e.g. patient care hand off)

• Discuss communication strategies used to optimize team functioning, including how conflicts are managed (this should include within the pharmacy team and the broader healthcare team).