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Pharm 454 - Preceptor Course Review
Spring/Summer 2024

Pawan Gill, Course Coordinator

Agenda

- Course Overview, including What's New?
- Preceptor Resources
- Planning for the placement
- Expectations of 2nd year Student
- Brief Overview - Course Activities & Assignments
- Assessing your student
- Technology - CORE ELMS
- Final Notes
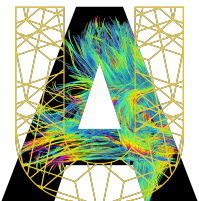
What's New in Pharm 454?

- Connect Care Training Done!
- Connect Care Roles, AHS Network access and AHS emails have been requested for dates of the placement for ALL students.
- Post Course Evaluation
- 40% of placements are PAL
- Student Support

Continue to share strategies to support preceptors creating safe environments to learn

Preceptor Resources:
https://www.ualberta.ca/pharmacy/preceptors

Preceptors	
Become a Preceptor	
Course Information	
CORE ELMS	
Training	
Resources	
Benefits and Awards	

Course Information

The following menu outlines our Experiential Education Placements, including course descriptions, length of placement, type of placement, audio podcasts, syllabi, course resources, and more.

Preceptor Course Resources

Pharmacy 354 - Introductory Pharmacy Practice Experience - Community	+
Pharmacy 454 - Introductory Pharmacy Practice Experience - Hospital	+
Pharmacy 554 - Year 4 Placement - Community	+
Pharmacy 555 - Year 4 Placement - Acute Care/Inpatient Hospital	+

- Course Information: Syllabi, Preceptor Course Review Podcasts, Preceptor Quick Reference Guides, calendar template

- Preceptor Faculty Appointment process, awards and recognition
  - Apply for Library Access

Preceptor Resources:
https://www.ualberta.ca/pharmacy/training

Training

There are 2 training programs below to support your development as a preceptor. The first is four preceptor modules about the various facets of precepting and the second is the "Precepting the Patient Care Process eModule". These are required for new preceptors and recommended for experienced preceptors who are looking for new ideas to improve their preceptorships.

Foundational Preceptor Skills Online Training Modules +

Precepting the Patient Care Process eModule +

Module 1: Developing Effective Teaching Strategies At Your Practice Site

Module 2: Integrating Learners Into Your Daily Practice

Module 3: Feedback

Module 4: Student Performance Assessment

Pharm 454: The Course

Goal: opportunity to apply the knowledge and skills with focus on *process!*

- "Putting it together" in hospital context
- Observe pharmacist role
- Seeing how preceptor gathers and integrates information

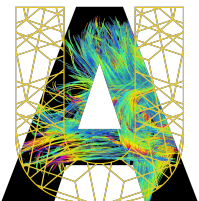| Pharmacist Roles Emphasized:	
Professionalism	Scholar
Communication	Advocacy
Care Provider	Manager-Leader
Collaborator	

Planning for the Placement

Pre-Planning and Student Orientation

Have asked students to touch base 3-4 weeks in advance, if haven't heard please consider reaching out to them!

WEEK 1 (0-40 hours)	
Orientation (Day ONE)	☐ Discuss expectations; both preceptor and student.
	☐ Discuss and develop placement schedule.
	☐ Discuss assessment processes and timelines.
	☐ Review syllabus (activities and assignments)
	☐ Tour of pharmacy site.
	☐ Login to ensure Netcare access.
	☐ Review and discuss the Skills Inventory and Learning Plan.
	☐ Discuss with your preceptor what you should do if faced with a difficult, abusive, racist patient or staff person, including microaggressions. Bring to the preceptors attention for appropriate action, debrief together, report and document, as well as contact faculty. Discuss the possibility of having a "safety signal" so that you (the student) can gesture to your preceptor if you need assistance.
	☐ **NEW** Emergency Response protocols (wildfires, floods, disaster response)
Familiarization with institution, dispensary and processes	☐ Involvement with or introduction to distribution process (site dependent; see Manager Activities).
	☐ Discuss potential patients for the Medical and Medication History assignment.
	☐ Review patient and practice forms and resources; i.e. med rec, patient information.
End of Week 1 or 40 hours	☐ Ensure a chart has been reviewed, and that you are able to locate pertinent patient information. Clarify any aspects with your preceptor, as required.
	☐ Debrief with preceptor about expectations, activities, and plan for following 3 weeks.
	☐ Finalize any revisions to the Learning Plan. (Post in CORE ELMS)
	☐ Complete at least 1 Patient Medical and Medication History; review with preceptor.

Student Orientation: Addressing possible scenarios

What to do if faced with difficult, abusive, racist or microaggressions from patients or staff:

- ○ Safety signal
- ○ Students to bring to preceptor's attention for appropriate action
- ○ Debrief with student
- ○ Document
- ○ Contact faculty
- ○ Follow up with Pharmacy Manager and reporting process in [MySafetyNet](#)
- ○ *AHS resources:* [Diversity and Inclusion- Anti-racism resources](#), [Best Practice Guide: Microaggressions](#), [Psychological Safety webpage](#).

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Expectations of a Second Year Student
What can they do?

- Review a chart; familiar with components

- Communication with patients

- Medication history including BPMH

- Allergy assessments; need guidance with alternatives if allergy present

- Basic documentation (DAP format)

- Approach to answering DI questions
  - May need help with decision-making based on findings

Expectations of a Second Year Student What can they do?

Skills with initial development, but guidance/support required in "real" practice

- Medication reconciliation – practiced in lab
- Development of basic care plan for conditions covered
  - Includes identifying and resolving DRPs
- Communication with team members
- Case presentation
- Patient education

Expectations of a Second Year Student
What courses have they taken?

Year 1	Year 2
Pharmaceutics Part 1	Pharmaceutics 2
Principles of Medicinal Chemistry	Essentials of Pharmacokinetics
Introduction to Pharmacology	Pharmacotherapy 2 (Endocrine/Nephrology/Urology)
Physiology and Anatomy 1 and 2	Pharmacotherapy 3 (Cardiovascular)
Pharmacotherapy 1 (Self-care/pulmonary)	Pharmacotherapy 4 (GI/Nutrition/Derm/Ophth)
Essentials of Collaborative Practice	Pharmacotherapy 5 (ID 1 - bacterial)
Patient Care Skills 1 and 2	Patient Care Skills 3 and 4
Behavioural, Administrative, Social and Evidence-Based Pharmacy 1 and 2	Behavioural, Administrative, Social and Evidence-Based Pharmacy 3 and 4

- In Pharm 454 Preceptor Quick Reference Guide,

see: https://www.ualberta.ca/pharmacy/preceptors/course-information

Course Outcomes, Activities
and
Assignments

Refer to *Quick Reference Guide* for further information

(Summary tables included for activities and assignments.)

Course Outcomes and Activities - Snapshot

Course Outcomes	Activities

1. Demonstrate fundamental knowledge to care for patients.
2. Participate in medication distribution.
3. Demonstrate effective communication skills (verbal and written).
4. Provide patient care.
5. Work effectively with team members.
6. Integrate best available evidence into care decisions.
7. Participate in advocacy activities.
8. Display professional behavior.
9. Demonstrate professional responsibility, as well as initiative and self-directed learning.
	• **Provide patient care (at least 4)**
	  • Includes med history, allergy assessment, recommendations, seamless care, education, documentation
	  • Ideally face-to-face
	• **Patient Case presentation**
	
	• **IP collaboration if possible**
	  • Face-to-face preferred
	• **Drug info questions**
	• **Advocacy activities**
	• **Dispensing role and processes**
	  • Some self-directed activities in syllabus and discussions with preceptor

Student Assignments

Outlined in Pharm 454 Course Syllabus

PRE-PLACEMENT:
1. Connect with preceptor
2. Update resume
3. Prepare and post Skills Inventory and Learning Plan

DURING PLACEMENT:
1. One care plan (to be reviewed with preceptor prior to submitting)
2. Patient Case presentation
3. Placement Experience Discussion (to be presented live to course coordinator over Zoom; sign-up required; preceptor does not attend)

Skills Inventory & Learning Plan

Posted in CORE ELMS 1 week pre-placement start date

Part 1: Skills Inventory (acts as a self assessment)

Students rate their level of "comfort/confidence" performing select skills prior to starting the placement.

Skills Inventory Template

Skill Development	Student considers their ability to:	Comfort/Confidence Scale 1 2 3 4 5 6 7 Uncomfortable Comfortable
Communicating with patients	- Engage/greet patient - Speak clearly with appropriate confidence. - Listen to identify patient cues and adapt responses. - Explore patient's perspective	1 2 3 4 5 6 7
Gathering medical and medication history (Med Rec and BPMH)	- Introduce self and establish rapport - Gather sufficient information while having a 2-way discussion in a conversational manner.	1 2 3 4 5 6 7
Conducting Initial patient assessment	- Determine if medications are indicated, effective, safe and patient can use/adhere	1 2 3 4 5 6 7
Creating Basic Care Plans	- Can work through care planning process, using worksheet for guidance	1 2 3 4 5 6 7
Patient Monitoring	- Determines appropriate monitoring parameters - Interprets how to use parameters in decision-making	1 2 3 4 5 6 7
Ongoing Patient Assessment	- Determines follow-up required including who is responsible - Interprets follow-up information to evaluate medication therapy and modify plan if needed	1 2 3 4 5 6 7
Documenting Patient Care	- Provides appropriate level of detail and uses an	

Part 2: Create Learning Plan

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 week 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 Assessment?	*Student to type progress here.*
Progress at FINAL (end week 4) Summarize: What did I achieve? Did this meet my expectations? What will I continue to work on after this placement is over?	*Student to type progress here.*

Preceptor feedback important to ensure goal is SMART.

Assessment and Evaluation

Reminder: complete midpoint assessment at the half-way point, and the final at the end.

If any concerns or questions at any point, please contact the Course Coordinator (Pawan Gill).

Assessments: The What, Who and When?

Name of Assessment or Evaluation	Who Completes?	When?
Student Self-Assessment	Student	Midpoint and Final •Preceptor can review in advance (MP)
Student Performance Assessment	**Preceptor**	**Midpoint and Final** **•At final, grade of pass/fail provided**
Student Evaluation of Preceptor and Site	Student	Midpoint and Final
Preceptor Evaluation of Course	**Preceptor**	**After student has left site**

Save work frequently when completing in CORE ELMS!

For overview of Completing Assessments, see podcast by Dr. Ken Cor (14 min long) at: https://www.ualberta.ca/pharmacy/preceptors/resources/student-assessment

Assessments: Preceptor Tips

- View assessments in CORE before student starts
- Input from all preceptors
- Viewable by student after submitted
- Discuss with student
- "Exceeds" at midpoint very rare
- Comment boxes are helpful for student & Faculty
- *After midpoint assessment* important to discuss plan; student adds outcomes with "Needs Improvement" to midpoint Learning Plan

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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**
  - With 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

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Grading Criteria: 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"

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Finding Student Information in CORE ELMS

1. CV/Resume
2. Skills Inventory and Learning Plan

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.

Students Requesting Accomodations and Time Off

- Please direct those to Pawan Gill and Michelle MacDonald

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Final Notes - Who to Contact?

- All materials on the Faculty website: https://www.ualberta.ca/pharmacy/preceptors

    Preceptor Quick Reference Guide has key links and contact information, plus checklists for activities and assessments

- If any questions or concerns, please contact:

    Pawan Gill, pawan.gill@ualberta.ca

    - 780-492-8066

    Michelle MacDonald michelle.macdonald@ahs.ca

    - 403-561-6278 or on MS Teams

- Preceptor Preparation Flow Map on the AHS Sharepoint page (https://share.albertahealthservices.ca/teams/PSPP/PCP/PreceptorSupport/SitePages/Home.aspx) – link also in Quick reference guide

Questions