



**UNIVERSITY  
OF ALBERTA**

## **PHARM 554 - Advanced Pharmacy Practice Experience Part 1 Fall 2024 Winter 2025**

Fall 2024 / Winter 2025

**Course Weight: 8**

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## **Course Description**

This 8-week structured practical learning experience will allow students to apply and integrate knowledge and skills in a community pharmacy setting. Students will develop practical knowledge necessary for the professional role of pharmacists as care providers, communicators, scholars, educators, advocates, practice managers, leaders and collaborators. Students are expected to step into the role of a pharmacist under the guidance of a pharmacist preceptor. Prerequisite: PHARM 454. (Restricted to Pharmacy students).

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.

## **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 readings**

Here is the [Required Reading](#) list that pertains 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 readings**

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 Objectives/Outcomes

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 centred care and manage patients' medication and health needs.
- 4) Exercise critical thinking and clinical judgment and interprofessional collaboration (when possible) 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) Advocates for patients within and beyond patient care environments..
- 8) Participate in the site's process for managing accurate, effective and safe drug distribution, including management and documentation of medication errors.
- 9) Participate in quality assurance and practice improvement strategies.
- 10) Develop personal and professional leadership skills.
- 11) Adhere to ethical standards in the delivery of pharmacy care and demonstrate accountability and respect for patients.
- 12) Display professional behaviour and attitude.
- 13) Demonstrate a commitment to learning by evaluating their practice and knowledge/skills to identify areas for development.

## Grading

Title	Weight	Date	Type
Assignment #1: Pharm 554 Skills Inventory and Learning Plan	Pass/fail	See description	Assignment
Assignment #2: Medical Condition Diary	Pass/fail	See description	Assignment
Assignment #3: Chronic Disease Care Plans for 4 patients	Pass/fail	See description	Assignment
Assignment #4: Inter-professional	Pass/fail	See description	Assignment
Assignment #5: Enhancement of Community Pharmacy Practice Project	Pass/fail	See description	Assignment
Assignment #6: Continuous Quality Improvement Initiative	Pass/fail	See description	Assignment
Preceptor Assessment of Student: Midpoint	Formative	After 160 hours	Assessment
Preceptor Assessment of Student: Final	Pass/Fail	After 320 hours	Assessment
Student Self Assessment	Completion required	After 160 and 320 hours	Evaluation
Student Evaluation of Preceptor and Site	Completion required	After 160 and 320 hours	Evaluation
Student Post Course Evaluation of Preceptor and Practice Setting	Completion required	After course completion	Evaluation

- Pharm 554 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 [*see below*], complete all required assignments in a satisfactory manner (including any resubmissions requested by the course coordinator or designated reviewer), 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. **For students who do not submit all assignments and requirements by the deadlines in the syllabus, they will receive No Credit (NC).**

### **Grading Criteria And Rating Scale**

The following rating scale is used by preceptors to assess student performance, and also by students to complete their self-assessment:

1. Consistently Meeting All Expectations: The student has independently and consistently demonstrated ALL behaviours and/or skills associated with the outcome. *Hint: Typically this student rarely needs preceptor support and intervention.*
2. Mostly Consistent in Meeting Expectations: The student has independently and consistently demonstrated MOST behaviours and/or skills associated with the outcome. *Hint: Typically this student needs minimal preceptor support and intervention.*
3. Inconsistently Meeting Expectations: The student has independently and consistently demonstrated SOME behaviours and/or skills associated with the outcome. *Hint: Typically this student needs regular preceptor support and intervention.*
4. Not or Rarely Meeting Expectations: The student has independently and consistently demonstrated FEW behaviours and/or skills associated with the outcome. *Hint: Typically this student needs regular preceptor support and intervention most of the time.*
5. Unable to Rate at Midpoint: Apply this rating if the student has not had the opportunity to perform most of the listed behaviours and/or skills AT MIDPOINT and opportunities will be created by the end of placement. Selecting this rating will serve as a signal to pay special attention to these skills and behaviours between the midpoint and the final assessment.
6. Not Applicable: This rating should be awarded when the outcome cannot be assessed within the practice setting (*Please contact the Course Coordinator if this rating needs to be applied*).

### **Placement Grade Determination by Preceptor**

To pass the placement the student on the final student performance assessment must:

1. Achieve a rating of at least "Mostly Consistent in Meeting Expectations" on all professionalism outcomes and;
2. Have no more than 3 (maximum of 2 for care provider) outcomes achieve a rating of "Inconsistently Meeting Expectations" and;
3. Have zero ratings of "Not or Rarely Meeting Expectations"

### **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 or Rarely Meeting Expectations** or if performance concerns are identified and the student would like additional support to address these.

### **Additional Information about Assessments**

- Preceptor assessments are completed and submitted using CORE ELMS. Students are encouraged to review these assessments 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.
- Preceptors are encouraged to provide formative feedback throughout the placement. It is recommended that 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 are:**

1. Self-Assessments: completed 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. These are anonymous and not discussed with the preceptor.

There is additional information regarding each of these assessments in eClass.

### **ASSIGNMENT INFORMATION AND POLICIES**

- The Skills Inventory and Learning Plan is posted before the placement begins. All other assignments are due by the last day of the placement. Assignments are reviewed for completion to ensure course requirements are met. Individual feedback may be provided if the assignment does not meet course requirements.
- Assignments that are posted late on eClass without notification of a delay from the student will require completion of a Professional Accountability Form which is placed on the student's file.
- 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 "No Credit" unless all course requirements are met. Students must check their U of A email accounts every 3 days for at least 2 weeks following course completion in case an assignment resubmission is required.
- Posted assignments must be typed and patient care documents **must have all identifiers removed to ensure patient confidentiality.**
- To assist students and preceptors with planning across the 8 weeks, an "Activities, Assignments and Assessments Schedule" has been provided in *Appendix 2*.

### **ASSIGNMENTS**

#### **1. Skills Inventory and Learning Plan**

Students post their Skills Inventory and Learning Plan on CORE ELMS as a requirement at

least 1 week prior to the start of the placement to allow for preceptor review.

### **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.
- After the initial posting prior to the start of the placement, updated plans are posted by the end of the first week (if changes were made), midpoint and at the final following review with the preceptor. Minimum 4 TOTAL POSTINGS: 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.

### Learning Plan Discussions and Posting Instructions

1. **FIRST WEEK OF PLACEMENT:** Discuss with the preceptor; make adjustments if necessary. In some cases, the practice may not allow for attainment of student goal(s) and therefore goal(s) will need to be modified. Finalize by the end of the first week. Repost if changes were made.
2. **MIDPOINT:** Students add progress updates, and speak personally to what they have achieved, and what they still see as opportunities for continued learning and improvement. Review with the preceptor; update to indicate progress made with the initial learning goals. Students must add the outcomes that are identified as “Needs Improvement” on the Midpoint Student Performance Assessment to the Midpoint Learning Plan to ensure these areas are focused on during the second half of the placement.
3. **FINAL:** Students add progress updates, and speak personally to what they have achieved, and what they still see as opportunities for continued learning and improvement (in future placements or practice). Review with the preceptor, update and repost 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 consider findings in their previous Learning Plan.

## **2. Medical Condition Diary (submitted during placement)**

When providing care for patients with acute care, self-care and chronic diseases, students must complete the [Medical Condition Diary](#) Google form during their placement.

- As students provide care for patients (i.e. 20 acute care / self care cases and 20 chronic disease management cases), they are to complete the Google form to document the various conditions encountered when providing care to patients. This diary should help the student broaden their exposure to various medical conditions they encounter.
- Students are to review their Medical Condition Diary with their preceptor during their rotation so that the preceptor can help identify patients with conditions that the student has not been exposed to
  - Students will receive a copy of this form, via email, when they submit it. As students encounter more patients during their rotation, use the link provided in the email received to return to the form and update the diary.

*NOTE: Students are not expected to provide care for ALL of the conditions listed in the “Medical Condition Diary”. This is only a guide to assist students and preceptors when determining which patients are selected for care plans.*

### **3. Chronic Disease Care Plan Assignment (submitted at end of placement)**

Students will be developing care plans for ALL patients. They should post those that best demonstrate their patient care process. FOUR care plans must be posted.

- The Pharmacy Care Plan Worksheet (posted in *eClass*) can be used or site specific Comprehensive Annual Care Plans (CACP) or Standard Medication Management Assessments (SMMA) can be submitted. It is suggested that preceptors and students discuss which format is appropriate and most comfortable for the student to use.
- ALL chronic medical conditions should be included in chronic disease management care plans as students should be caring for the patient holistically. If there is no DRP associated with a condition it should be stated in the care plan that the assessment resulted in no DRP for that specific condition but monitoring will be ongoing.
- Each assignment consists of:
  - relevant background data as applicable (reason for consult, past medical history, BPMH, pertinent ROS, relevant labs/diagnostic information)
  - care plan using the pharmacy care plan worksheet or site-specific format
  - corresponding clinical documentation as entered on the patient computer profile if applicable
  - written communication sent to another healthcare professional (if completed)

There are 4 *eClass* postings: (submitted by the end of the placement)

### **4. Interprofessional Assignment (submitted at end of placement)**

After completion of visits with a healthcare professional, the student completes the Inter-Professional Survey Assignment on *eClass*. This assignment is due on the last day of the placement. Refer to *Appendix 4* for course and assignment information that can be provided to the health care professional being contacted for this assignment.

### **5. Enhancement of Community Pharmacy Practice Project (submitted at end of placement)**

In collaboration with the preceptor, the student will design and complete a project that will benefit the practice site. Examples include creating a resource or tool for practice, developing a patient brochure, and/or enhancing patient care processes and clinical services. Following completion of the project, the student completes the Enhancement Project Survey questions on *eClass* at the end of the placement. Questions include title/topic, stimulus/trigger, activities completed, potential and real outcomes and what was learned through the completion of the project.


### **6. Continuous Quality Improvement Initiative (submitted at end of placement)**

In collaboration with the preceptor, the student will use the ACP's ["The Systems Approach to Quality Assurance for Pharmacy Practice: A Framework for Mitigating Risk"](#) to complete a Failure Mode and Effects Analysis (FMEA) on one aspect of the patient care process within the practice site. This process does not need to be limited to dispensing activities within the practice site - it can be used to prospectively identify and correct processes within the pharmacy that could lead to patient safety incidents. Following completion of the initiative, the student completes the Continuous Quality Improvement Initiative Summary questions on *eClass* at the end of the placement. Questions include description of the activity being

analyzed, identification of potential failure modes associated with the activity chosen, and a description of the redesigned process that could be implemented to address the potential failure modes. While the pharmacy may not implement the recommendations during the student's placement, it is expected that the student will create a well constructed plan that will address the failure modes identified.

## 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. Throughout the placement, restricted activities such as final checking of prescriptions and injections must be supervised.

<p style="text-align: center;"><b>COURSE ACTIVITIES</b></p> <p style="text-align: center;"><b>The following are activities that students must complete during the placement to meet course objectives.</b></p>	
<p><b>Provide Patient Care</b></p> <p>During the placement, students will provide care to patients under the supervision of the preceptor(s). For all patient care encounters, students should provide patient care as deemed appropriate by the preceptor(s) and as outlined in the <a href="#">Patient Care Process</a>.</p> <p>All documentation of patient care activities must be written by the student and reviewed by the preceptor.</p> <ul style="list-style-type: none"> <li>● Interview the patient or agent and / or other relevant healthcare providers to obtain necessary information to obtain necessary information and organize the information to determine medication and health related needs.</li> <li>● Assess if the patient's medication and other health related needs are being met. (complete best possible medication history and / or review a medication reconciliation; review for indication, effectiveness, safety and adherence)</li> <li>● List and prioritize the patient's medical conditions and drug related problems.</li> <li>● Develop and implement a care plan that is based on best evidence and prioritizes and addresses the patient's drug therapy problems and wellness needs. Integrate assessment of patient readiness into the care plan (i.e. engage patients in shared decision-making, as appropriate).</li> <li>● Take appropriate actions as required (i.e. prescribe under pharmacist supervision, order appropriate labs under pharmacist supervision, etc).</li> <li>● Provide patient education (e.g. medication teaching, discharge counselling, etc.). Include education pertaining to patient self-management.</li> <li>● Assist in patients' self-care (e.g. use of diagnostics, point-of-care testing and self-monitoring) as required</li> <li>● Provide follow-up/continuity of care and modify care plans as needed; conduct follow-up (e.g. seamless care activities, modify plans as needed)</li> </ul>	



<ul style="list-style-type: none"> <li>● Communicate and document patient care activities <ul style="list-style-type: none"> <li>○ The Pharmacy Care Plan Worksheet (posted in eClass) can be used or site-specific patient care plan formats may be used. At the start of the placement, it is suggested that preceptors and students discuss which format is appropriate and comfortable for the student to use.</li> </ul> </li> <li>● 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. Some sites may not be providing injections.</li> </ul> <p><u>Designated Patient Care Activities</u></p> <ul style="list-style-type: none"> <li>● Dispensing related <ul style="list-style-type: none"> <li>○ Students assess patients and their drug therapy for indication, safety, adherence and efficacy and document care for a minimum of 4 patients each day.</li> <li>○ Across the placement, students should develop proficiency assessing all prescriptions as part of a systematic patient care process (including documentation).</li> </ul> </li> <li>● Acute care (includes Self-care) <ul style="list-style-type: none"> <li>○ Students provide patient care for a minimum of 20 patients with acute conditions and / or self-care needs such as infection, pain, allergic reaction, heartburn, etc.</li> <li>○ The assessment by the student should be discussed with the preceptor and then documented on the patient's profile.</li> </ul> </li> <li>● Chronic disease management (CDM) <ul style="list-style-type: none"> <li>○ Students provide patient care for a minimum of 20 patients with chronic conditions (minimum of 4 different chronic diseases). To gain a greater understanding of an illness, it is suggested that students care for more than 1 patient with the same / similar condition to allow for a greater understanding of how conditions present in different patients and also see various stages or severity of diseases. As the placement progresses, students should care for patients with co-morbidities and increasing complexity.</li> </ul> </li> </ul>	
<p><b>Clinical Judgment: Review and Reflection</b></p> <ul style="list-style-type: none"> <li>● For 3 patients, students will write a summary of the factors considered (i.e. 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.</li> </ul>	
<p><b>Medication Distribution</b></p> <ul style="list-style-type: none"> <li>● Students participate in all stages of the distribution process and apply the standards of practice, laws, and regulations governing pharmacy practice. Includes prescription intake, review, processing, checking (under preceptor</li> </ul>	

<p>supervision) and counselling.</p> <ul style="list-style-type: none"> <li>• By the end of the placement students should be able to fill and check at least 25 sequential prescriptions without errors.</li> <li>• Students are expected to demonstrate competency in each stage of the distribution process as well as with the laws and regulations associated with pharmacy practice.</li> </ul>	
<p><b>Drug Information Requests</b></p> <ul style="list-style-type: none"> <li>• Students will respond to questions in a timely manner using best evidence, including answers to self identified questions to care for patients.</li> <li>• Information may be required either verbally, written or both. (Drug Information Inquiry Record form is posted on eClass if a site specific form is not available).</li> <li>• Students are expected to use appropriate resources and various levels of evidence; primary, secondary and tertiary references and should also use more than one resource for each question. All answers to be discussed with the preceptor.</li> </ul>	
<p><b>Interprofessional Collaboration</b></p> <ul style="list-style-type: none"> <li>• It is suggested that students use Inter-professional Student Shadowing cards developed by the Health Sciences Council (UofA) to guide expectations and discussion. Cards can be printed by going to: <a href="http://issuu.com/hserc/docs/student_s_guid_to_interprofessional_shadowing/2">http://issuu.com/hserc/docs/student_s_guid_to_interprofessional_shadowing/2</a></li> <li>• It is important that the student thanks the health care professional for their time spent with the student. This can be in the method of choice by the student; verbal, email, card, etc.</li> <li>• Prior to the IP visits, students will prepare an expectation of what they want to learn from the experience and review with the preceptor.</li> <li>• During the IP visits, students will work collaboratively and demonstrate respect for the practice and knowledge of other health care professionals.</li> <li>• After the IP visits, students will debrief their experience with their preceptor. Include strategies the preceptor uses to improve/promote collaboration and what barriers may affect professional collaboration.</li> <li>• IP collaboration opportunities with a physician are preferred. If a physician opportunity is not available, alternatives include a PCN or homecare nurse, optometrists, physiotherapists, etc.</li> <li>• Four 1/2-day visits or 2 full days are recommended. We ask that preceptors attempt to maximize the inter-professional opportunities for the student.</li> </ul>	
<p><b>Health Promotion Presentation <u>or</u> Health Awareness Clinic</b></p> <ul style="list-style-type: none"> <li>• Provide a minimum of one health promotion presentation for the public. (e.g. school; teachers or student classes, senior groups, disease advocacy groups, etc). <ul style="list-style-type: none"> <li>◦ If an in person presentation is not possible, the student should prepare a recorded presentation that can be used by the pharmacy.</li> </ul> </li> </ul>	

OR	
<ul style="list-style-type: none"> <li>• Provide a health promotion, screening or education clinic for the public on a disease state or focus for the pharmacy. (e.g. women’s health, hypertension). This can be done in the community or the pharmacy.</li> </ul>	
<p><b>Pharmacist for the Day</b></p> <ul style="list-style-type: none"> <li>• Students, with supervision, should assume patient care and dispensing responsibilities as the sole pharmacist at the practice site. Minimum of a ½ day during week 7 of the placement is suggested and can be increased as deemed appropriate by the preceptor. The experience should be debriefed so the student can reflect on their strengths and challenges. The activity may be repeated if needed to better assess if the student is capable and confident regarding these responsibilities.</li> </ul>	
<p><b>Preceptor Library Resources</b></p> <ul style="list-style-type: none"> <li>• Students provide preceptors with an overview of the library resources and search strategies for the UofA Library Database(s) now accessible to preceptors. <ul style="list-style-type: none"> <li>○ The How-To-Guide: UofA Faculty of Pharmacy Library Resources is: <a href="http://tinyurl.com/lgppqay">http://tinyurl.com/lgppqay</a></li> <li>○ The link to the UofA pharmacy library home page is <a href="https://guides.library.ualberta.ca/pharmacy">https://guides.library.ualberta.ca/pharmacy</a></li> </ul> </li> </ul>	
<p><b>OPTIONAL: Practice Based Research</b></p> <ul style="list-style-type: none"> <li>• Students may be involved with practice-based research during their placement. Information will be provided prior to the start of the placement. Student participation in research activities is voluntary.</li> </ul>	

**COURSE DISCUSSIONS**

In addition to the prescribed activities and assignments, students are expected to have several discussions with the preceptors as a part of the series of Advanced Pharmacy Practice Experiences. These course discussions are outlined in the [APPE Discussions](#) document.

**Course Schedule**

**Other information and exceptions:**

Course dates are listed by the term. 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 26 - October 18, 2024
- Block 2: October 21 - December 13, 2024

**Winter Term**

- Block 3: January 6 - February 28, 2025
- Block 4: March 3 - April 25, 2025

Attendance and general holiday information: refer to [Undergraduate Experiential Education Policies and Procedures Manual](#)

**Note:** *The course schedule is subject to change.*

## Additional Teaching Information

### SUGGESTIONS and TIPS FOR SUCCESS

Full participation *in the course is the first step to passing the placement*. Because this is considered to be an advanced placement, personal accountability and self-motivation is expected. The course activities listed are minimums; maximizing learning opportunities is a professional responsibility. Students that succeed go beyond these 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. Due to the variability of practice sites, experiences will differ. Students are expected to take initiative, identify learning opportunities and improve timeliness and efficiency over the course of the placement.

An important student responsibility is contacting the Faculty with concerns if they arise. Activities and assessments built into the course 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. These are dealt with in an individual and confidential manner.

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

## Policies and Procedures

Please refer to the [Undergraduate Experiential Education Policy and Procedure Manual](#) for experiential education policies. Students must review this manual prior to the placement. These include:

- Attendance policies (illness, bereavement) and participation in professional opportunities such as conferences, PDW, Pharm D interviews, etc. In general, it is expected that students are at the placement site an average of 40 hours per week, with the student's schedule to be determined between student and preceptor(s). **Any absence must be recorded in the CORE ELMS Absence Tracker.**
- Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury)
- Communication Policy
- Protection of Privacy Policy
- Preceptor recognition procedures

- **Late Assignment Submission Policy:** It is the student's responsibility to submit all assignments in accordance with the stated deadlines. UofA email accounts must be monitored daily during the placement and every 3 days after the placement is completed for at least 2 weeks to ensure all assignments and assessments have been submitted satisfactorily. All assignments must be completed to the satisfaction of the preceptor during the placement. Assignments that are posted late on eClass will require completion and submission of a Professional Accountability Form. This form is placed on the student's file.

## Technology/Other Requirements

**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 [phexed@ualberta.ca](mailto:phexed@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 Policy

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 provisions of the *Student Academic Integrity Policy* and the *Student Conduct Policy* (on the [University of Alberta Policies and Procedures Online](#) (UAPPOL) website) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

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, digital or otherwise, 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 and Faculty of Pharmacy and Pharmaceutical Sciences respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

L'Université de l'Alberta reconnaît respectueusement qu'elle est située sur les terres du Traité 6, lieu de rassemblement traditionnel pour de nombreux peuples autochtones dont les Cris, les PiedsNoirs, les Métis, les Sioux des Nakotas, les Iroquois, les Dénés, les Ojibwés/Saulteaux/ Anichinabés, les Inuits et bien d'autres encore, dont les histoires, les langues et les cultures continuent d'influencer notre communauté si vivante.

### Student Code of Conduct

*“The University acknowledges the values of academic engagement, respectful debate, peaceful assemblies and demonstrations, and participation in the many aspects of University life as ways to enhance intellectual growth, health and wellbeing, and a sense of belonging. The misconduct listed in this [policy](#) describes, in general terms, student behaviours which if left unchecked would, to an unacceptable degree, disrupt the learning environment, threaten the proper functioning of the University and/or negatively affect the property or reputation of the university, which benefit all members of the University community”*

Additional information about pharmacy student code of conduct can be found in the student handbook.

### **Professionalism**

#### *Definition:*

Professionalism encompasses core values (e.g., caring, compassion, altruism) and norms (e.g., accountability, teamwork, self-reflection, and continuous professional development) that define professional behaviour. It reflects professional identity, internalized through these characteristics, leading to a transformation in who one is as a professional. Professional identity development occurs throughout the program through diverse experiences, fostering a culture of empathy, support, and mutual respect. The development of student’s individual professional identities will occur throughout the program, through experiences within and outside of the classroom. While professional identity is complex and difficult to assess, professional behaviours can and will be assessed.

#### *Our Goal:*

We aim to support your professional development by encouraging self-reflection, accountability, and a commitment to excellence in all aspects of your academic and professional life. If you need assistance, please reach out to Student Services for support and resources.

#### *Expectations:*

Students are expected to demonstrate professionalism through the following actions:

**Engage in Preparatory Work:** Complete required pre-session work (e.g. readings, activities, etc) to enhance class discussions and activities.

**Participate Actively:** Contribute meaningfully in sessions (seminars and labs) and fully engage in all learning opportunities.

**Submit Assignments Promptly:** Ensure timely submission of assignments and required activities.

**Show Respect:** Demonstrate respect for instructors, staff and classmates (in written and spoken communications), being punctual, and engaged.

**Be Accountable:** Take responsibility for actions, reflecting on their impact on learning and the community.

**Provide Constructive Feedback:** Offer constructive feedback to classmates and through course and program evaluations.

**Practice Self-Reflection:** Regularly reflect on professional growth and identify areas for development.

**Support Peers:** Foster a supportive learning environment by assisting and encouraging classmates.

### *Addressing Concerns:*

If professionalism expectations are not met, the course coordinator may request a "Professionalism Accountability Form" to facilitate reflection and improvement. The Form should be completed and returned to the course coordinator and will be included in the student's file. Completing this form is a course requirement. If the Form is not adequately filled out or submitted, the course will be graded as Incomplete (IN) until the completed Form is submitted. If the Form is not submitted within 30 calendar days from the date of the last scheduled course session, the student will receive an F (for graded courses) or NC (for credit/no credit courses).

### [Accessibility Resources and Accommodations](#)

Students requiring accommodations must seek to register with [Academic Success Center](#) at the beginning of each academic term. 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". FoPPS Assessment Services will schedule meetings with students who have approved accommodations within the first month of the term to discuss individual requirements and will share these requirements with primary and/or lab instructors.

### **Equity, Diversity and Inclusivity**

The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equity and respect for all people within the university community, and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. Check out the resources to support an inclusive learning experience provided by the [University](#) and the [Faculty](#). If you experience discrimination or harassment while in the program, please contact Student Services for support in how to navigate the situation. You can also report instances of discrimination and harassment through the [Office of Safe Disclosure and Human Rights](#).

The faculty encourages staff and students to use inclusive language to create a classroom 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, you are encouraged to use gender-neutral or gender-inclusive language and to become more sensitive to the impact of devaluing language. We are working to build a community in which human rights are respected, and equity and inclusion are embedded in all areas of academic, work, and campus life.

## APPENDIX 1: ASSESSMENT INFORMATION

**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.

OUTCOME	BEHAVIOURS
<b>Professional</b>	
<b>1. Displays professional behaviour.</b>	<ul style="list-style-type: none"> <li>● Demonstrates honesty, integrity, humility, commitment, altruism, compassion, empathy, inclusivity and respect towards others.</li> <li>● Does not engage in distracting or inappropriate behaviors.</li> <li>● Maintains privacy and confidentiality.</li> <li>● Dresses professionally and maintains appropriate personal hygiene.</li> <li>● Maintains appropriate interpersonal boundaries.</li> <li>● Is punctual, accessible, diligent, timely and reliable to others.</li> </ul>
<b>2. Demonstrates professional responsibility and accountability and practices within the scope of a 4<sup>th</sup> year student</b>	<ul style="list-style-type: none"> <li>● Takes responsibility and accountability for actions and inactions; <i>preceptor support may be required early in placement.</i></li> <li>● Prioritizes activities and manages time to balance course requirements and practice site workflow.</li> <li>● Responds appropriately to ethical issues encountered in practice; <i>preceptor support may be required.</i></li> <li>● Applies standards of practice, policies and codes that govern the profession practices within the scope of fourth year students.</li> </ul>
<b>3. Demonstrates initiative, self-directed learning and commitment to excellence in practice of pharmacy.</b>	<ul style="list-style-type: none"> <li>● Takes initiative to learn, enhance skills and integrate knowledge (i.e. maximizes learning opportunities).</li> <li>● Accepts, incorporates and provides feedback in an effective and constructive manner.</li> <li>● Sets personal goals to support development of professional skills, knowledge and attitudes.</li> </ul>
<b>Communicator</b>	
<b>1. Demonstrates effective non-verbal and verbal communication to instill trust and confidence.</b>	<ul style="list-style-type: none"> <li>● Speaks clearly, effectively and respectfully; tailoring responses to the context and the audience.</li> <li>● Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions)</li> <li>● Listens, actively solicit and responds appropriately to ideas, opinions and feedback from others (e.g. patients, team members, preceptors)</li> <li>● Uses appropriate language, tone and pace that is suitable for the complexity, ambiguity, urgency of the situation.</li> <li>● Expresses recommendations, facts, evidence, opinions and positions accurately and effectively, with clarity and confidence; <i>may require preceptor support early in the placement.</i></li> </ul>



<p><b>2. Effectively communicates in writing.</b></p>	<ul style="list-style-type: none"> <li>● Provides appropriate level of detail and complexity, breadth and depth; <i>preceptor support may be required early in placement.</i></li> <li>● Uses appropriate language and tone for the type of written communication and intended audience</li> <li>● Prepares timely, clear documentation that maximizes safety and understanding.</li> </ul>
<p><b>Care Provider</b></p>	
<p><b>1. Establishes and maintains positive &amp; professional relationships.</b></p>	<ul style="list-style-type: none"> <li>● Engages patient; <i>may require some preceptor prompting and support.</i></li> <li>● Exhibits sensitivity, respect and empathy with patients and caregivers.</li> <li>● Identifies and responds to patient cues; <i>with preceptor support.</i></li> <li>● Determines when it is ethically and professionally appropriate to involve caregivers and/or family members.</li> </ul>
<p><b>2. Gathers and interprets relevant, necessary information about a patient's health related needs.</b></p>	<ul style="list-style-type: none"> <li>● Utilizes multiple sources of patient information. (e.g. Netcare, patient/caregiver, patient profile/chart, other healthcare providers) to synthesize data to complete a patient history; <i>may require preceptor support early in the placement.</i></li> <li>● Employs effective interviewing techniques. (e.g. appropriate open and closed ended questions, uses motivational interviewing when appropriate)</li> <li>● Employs a systematic process to gather data accurately based on the Patient Care Process document.</li> <li>● Gathers and interprets appropriate amount of information including relevant physical exams, lab tests, point of care and diagnostic assessments.</li> <li>● Clarifies and manages conflicting data; <i>may require preceptor support initially.</i></li> </ul>
<p><b>3. Formulate assessment of actual &amp; potential issues in collaboration with patient &amp; healthcare team members; prioritize issues to be addressed.</b></p>	<ul style="list-style-type: none"> <li>● Assesses drug therapy for indication, efficacy, adherence and safety.</li> <li>● Prioritizes medications related needs based on urgency and patient priorities/perspective.</li> <li>● Determines patient's medical condition(s) and determines those where medication needs are not currently being addressed.</li> </ul>
<p><b>4. Develops a care plan that addresses medication and health needs.</b></p>	<ul style="list-style-type: none"> <li>● Uses a systematic approach to develop care plans including for patients with multiple comorbidities.</li> <li>● Establishes goals in collaboration with the patient that are relevant, realistic and timely.</li> <li>● Generates a realistic set of alternatives and assesses the pros and cons.</li> <li>● Develops a safe and effective plan (recommendations, monitoring and follow-up) for managing patient needs.</li> </ul>
<p><b>5. Implements the care plan when appropriate.</b></p>	<ul style="list-style-type: none"> <li>● Implements specific actions for managing medication specific needs (dispense, adapt, prescribe, refer, etc.) <i>with preceptor supervision.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Communicates the agreed upon care plan and rationale to patients and/or other healthcare providers; with <i>preceptor support when necessary</i>.</li> <li>• Educates the patient on pharmacological and non-pharmacological recommendations.</li> <li>• Negotiates and adapts plan with patient/caregivers; with <i>preceptor support when necessary</i>.</li> <li>• Initiates and completes seamless care activities when appropriate.</li> </ul>
<b>6. Follow-up &amp; evaluate as appropriate.</b>	<ul style="list-style-type: none"> <li>• Provides follow-up as appropriate.</li> <li>• Interprets follow-up information to evaluate effectiveness, safety and adherence and modify the plan if needed.</li> </ul>
<b>Collaborator</b>	
<b>1. Works effectively with team members including patients and families, pharmacy colleagues &amp; individuals from other professions.</b>	<ul style="list-style-type: none"> <li>• Establishes and maintains positive relationships.</li> <li>• Recognizes and can negotiate shared and overlapping responsibilities with other professionals.</li> <li>• Participates in respectful, effective shared decision-making.</li> <li>• Provides services and care as agreed upon with the patient and team.</li> <li>• Manages disagreements or conflict in a way that supports collaborative culture.</li> </ul>
<b>2. Able to hand-over care of a patient to other pharmacy and non-pharmacy team members to facilitate continuity of safe patient care.</b>	<ul style="list-style-type: none"> <li>• Identifies when patient handover should occur and what information should be communicated; <i>with preceptor support</i>.</li> <li>• Demonstrates safe handover of patient care issues and information using appropriate communication processes; <i>with preceptor support</i>.</li> </ul>
<b>Scholar</b>	
<b>1. Demonstrates the fundamental knowledge required for pharmacists.</b>	<ul style="list-style-type: none"> <li>• Has minimal gaps in therapeutic knowledge required to provide patient care.</li> <li>• Uses experience and knowledge gained in the placement to better manage patients.</li> </ul>
<b>2. Uses best evidence available to provide medical information and patient care.</b>	<ul style="list-style-type: none"> <li>• Uses systematic approach to search for best available evidence.</li> <li>• Able to formulate a clinical question.</li> <li>• Analyzes and appraises health related research and literature to inform responses to questions and patient care decisions.</li> <li>• Provides an appropriate, accurate and practical answer or recommendation.</li> </ul>
<b>3. Applies clinical judgment to make patient care decisions.</b>	<ul style="list-style-type: none"> <li>• Applies knowledge and professional judgment to provide safe and effective patient care.</li> <li>• Makes decisions using an evidence-informed approach.</li> <li>• Provides rationale and logically defends rationale related to decisions.</li> </ul>

<b>Advocate</b>	
<b>1. Advocates for patients within and beyond patient care environments.</b>	<ul style="list-style-type: none"> <li>• Facilitates timely access to services or resources through advice, education and/or guidance to address determinants of health.</li> <li>• Integrates health promotion into patient care and works with patients to adopt healthy behaviours (e.g. encourages vaccinations, smoking cessation).</li> <li>• Provides patients with health and wellness strategies which include screening and educational services.</li> <li>• Promotes impact of the pharmacist on patient outcomes and healthcare team.</li> <li>• Advocate for equity, diversity, and inclusivity when providing care, both individually and when working with communities.</li> </ul>
<b>Leader - Manager</b>	
<b>1. Dispenses a product safely and accurately.</b>	<ul style="list-style-type: none"> <li>• Participates in the site's process for managing accurate, effective and safe drug distribution. (i.e. can fill and check prescriptions accurately and appropriately and provide relevant patient education.)</li> <li>• Evaluates factors critical for safe and efficient medication distribution.</li> </ul>
<b>2. Participates in quality assurance and practice improvement strategies.</b>	<ul style="list-style-type: none"> <li>• Works with others to optimize provision of pharmacist care.</li> <li>• Contributes to a culture of patient safety.</li> <li>• Uses health informatics to improve the quality of care.</li> </ul>

## APPENDIX 2: ACTIVITY, ASSIGNMENT and ASSESSMENT SCHEDULE

WEEK	STUDENT ACTIVITIES
<b>1-4 weeks before placement starts</b>	Students should ensure they have: <ul style="list-style-type: none"> <li><input type="checkbox"/> Posted updated CV/resume in CORE ELMS</li> <li><input type="checkbox"/> Reviewed therapeutics as instructed by the preceptor or relevant to the practice area.</li> <li><input type="checkbox"/> Reviewed syllabus and required readings (in syllabus and eClass): be aware of course expectations, activities and assignments.</li> <li><input type="checkbox"/> Corresponding with the preceptor; start time, dress code, parking, pre-readings, etc.</li> <li><input type="checkbox"/> Provided their preceptor with their Netcare registration form.</li> <li><input type="checkbox"/> Started to develop a Learning Plan: post on CORE ELMS at least 1 week prior to placement. (include posting date on title)</li> </ul>
<b>Daily throughout the placement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide Patient Care, review with preceptor. Patient Assessments:               <ul style="list-style-type: none"> <li>○ Acute condition patients (e.g. pain, infection, GERD, etc). Minimum: 20 patients in 8 weeks.</li> <li>○ Chronic medical condition patients. Minimum: 20 care plans in 8 weeks.</li> <li>○ Complete Medical Condition Diary for all patient interactions.</li> </ul> </li> <li><input type="checkbox"/> Prepare care plans for ALL patients using pharmacy care plan worksheet or practice specific forms; document care provided according to site processes.</li> <li><input type="checkbox"/> Complete medical and drug information requests.</li> <li><input type="checkbox"/> Participate in Patient Education; Rx and OTC counselling and follow -ups.</li> <li><input type="checkbox"/> Participate in Pharmacy Services; injections, Rx adaptations and renewals, emergency prescribing, prescribing (if pharmacist has authority) under direct supervision.</li> </ul>
<b>WEEK 1: Orientation, Create Placement Schedule</b> <span style="float: right;">Dates: _____</span>	
<b>Orientation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and discuss the Skills Inventory and Learning Plan.</li> <li><input type="checkbox"/> Review course objectives and activities</li> <li><input type="checkbox"/> Discuss preliminary schedule: Inter-Professional visits, clinics, presentations</li> <li><input type="checkbox"/> Discuss student/preceptor expectations and responsibilities.</li> <li><input type="checkbox"/> Discuss assessment processes and timelines (including informal/daily feedback)</li> <li><input type="checkbox"/> Tour of site</li> <li><input type="checkbox"/> Review site specific procedures (including emergency procedures in event of disturbances, fire, forgery, needle stick injury, robbery, etc.)</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Verify Netcare access</li> </ul>

<b>Daily Patient Care</b>	<input type="checkbox"/> Discuss care plans, clinical documentation; format and process. <input type="checkbox"/> Discuss and complete assessments related to new and refill Rx's. <input type="checkbox"/> Discuss and establish expectations for the student around the dispensing processes within the pharmacy. <input type="checkbox"/> Provide care for at least 1 Acute Condition patient (review indication, effectiveness, safety and adherence) each day. Discuss with the preceptor and document on the patient's profile. <input type="checkbox"/> Schedule first Chronic Condition Patient Management review for week 2. Plan patient assessment; review profile, Netcare, discuss plan with preceptor.
<b>Additional Activities to be incorporated and scheduled across the placement</b>	<input type="checkbox"/> Discuss Continuous Quality Improvement activity - plan for the FMEA <input type="checkbox"/> Schedule and arrange visits with MD or HCP (Inter-professional activity) <input type="checkbox"/> Discuss/schedule the health promotion presentation or clinic day in the pharmacy. <input type="checkbox"/> Discuss topic and scope of Community Pharmacy Practice Enhancement Project. <input type="checkbox"/> Ensure <a href="#">APPE discussions</a> are scheduled and completed during the rotation.
<b>WEEK 2: Dates:</b> _____	
<b>Daily Patient Care</b>	<input type="checkbox"/> Continue to complete assessments related to new and refill Rx's. <input type="checkbox"/> Continue to participate in dispensing related activities. <input type="checkbox"/> Continue Acute Condition assessments. <input type="checkbox"/> Conduct a Chronic Condition Patient Management session for the first patient and schedule additional reviews. <input type="checkbox"/> Consider a scenario for clinical judgment activity; review written summary.
<b>WEEK 3: Dates:</b> _____	
<b>Daily Patient Care</b>	<input type="checkbox"/> Continue to complete assessments related to new and refill Rx's. <input type="checkbox"/> Continue to participate in dispensing related activities. <input type="checkbox"/> Continue Acute Condition assessments. <input type="checkbox"/> Conduct additional Chronic Condition Patient Management sessions and schedule additional reviews. <input type="checkbox"/> Consider a scenario for clinical judgment assignment; review written summary.
<b>Quality Improvement</b>	<input type="checkbox"/> Start FMEA review process.
<b>WEEK 4: Dates:</b> _____	
<b>Daily Patient Care</b>	<input type="checkbox"/> Continue to complete assessments related to new and refill Rx's. <input type="checkbox"/> Continue to participate in dispensing related activities. <input type="checkbox"/> Continue Acute Condition assessments. <input type="checkbox"/> Conduct additional Chronic Condition Patient Management sessions and schedule additional reviews. <input type="checkbox"/> Consider a scenario for clinical judgment assignment; review written summary.

<b>Additional Course Activities</b>	<input type="checkbox"/> Ensure health care professional visits are scheduled. <input type="checkbox"/> Review progress on projects, presentations, clinics. <input type="checkbox"/> If not completed, review the written Clinical Judgment Summary with the preceptor. At least 3 conversations involving clinical judgment must occur over the 8 week rotation.
<b>Mid-Point Evaluations and Learning Plan</b>	<input type="checkbox"/> Submit MID-POINT Student Self-Assessment 2 days prior to the Performance Assessment session to allow time for preceptor review. Discuss with the preceptor at the review session. <input type="checkbox"/> Submit MID-POINT Student Performance Assessment (Completed by preceptor and reviewed with the student) <input type="checkbox"/> Submit MID-POINT Student Evaluation of Preceptor and Site (Completed by student and reviewed with the preceptor) <input type="checkbox"/> Update Learning Plan with progress. If any outcomes from the MID-POINT Student Performance Assessment are identified with a rating of "Needs Improvement," the student MUST update their Learning Plan on CORE ELMS with goals, strategies and plans related to these elements.
<b>WEEK 5: Dates:</b> _____	
<b>Daily Patient Care</b>	<input type="checkbox"/> Continue to complete assessments related to new and refill Rx's. <input type="checkbox"/> Continue to participate in dispensing related activities. <input type="checkbox"/> Continue Acute Condition assessments (should have 10-12 completed by now). <input type="checkbox"/> Conduct additional Chronic Condition Patient Management sessions and schedule additional reviews (should have 10-12 completed by now). <input type="checkbox"/> If applicable, provide follow up to care plans completed earlier in the rotation. <u>Check-in</u> <input type="checkbox"/> Assess completion of course activities and APPE discussions (review schedule / adapt as needed)
<b>WEEK 6: Dates:</b> _____	
<b>Daily Patient Care</b>	<input type="checkbox"/> Continue to complete assessments related to new and refill Rx's. <input type="checkbox"/> Continue to participate in dispensing related activities. <input type="checkbox"/> Continue Acute Condition assessments (should have 14-16 completed by now). <input type="checkbox"/> Conduct additional Chronic Condition Patient Management sessions and schedule additional reviews (should have 14-16 completed by now). <input type="checkbox"/> If applicable, provide follow up to care plans completed earlier in the rotation.
<b>Additional Course Activities</b>	<input type="checkbox"/> Complete Physician/Healthcare Inter-professional visits.
<b>WEEK 7: Dates:</b> _____	

<b>Daily Patient Care</b>	<input type="checkbox"/> Continue to complete assessments related to new and refill Rx's. <input type="checkbox"/> Continue to participate in dispensing related activities. <input type="checkbox"/> Continue Acute Condition assessments (should have 16-18 completed by now). <input type="checkbox"/> Conduct additional Chronic Condition Patient Management sessions and schedule additional reviews (should have 16-18 completed by now). <input type="checkbox"/> If applicable, provide follow up to care plans completed earlier in the rotation.
<b>Additional Course Activities</b>	<input type="checkbox"/> Conduct "Pharmacist for the Day" activity early in the week. Debrief with the preceptor afterwards. Repeat later in the week as needed. <input type="checkbox"/> Complete discussions with the preceptor: professionalism, communication, health promotion. Inter-professional practice, dispensing practices, medication safety, etc. <input type="checkbox"/> Ensure minimum 3 Clinical Judgment summaries/discussions have been completed. <input type="checkbox"/> Complete HCP inter-professional visit debrief with preceptor(s).
<b>WEEK 8: Dates:</b> _____	
<b>Daily Patient Care</b>	<input type="checkbox"/> Continue to complete assessments related to new and refill Rx's. <input type="checkbox"/> Continue to participate in dispensing related activities. <input type="checkbox"/> Continue Acute Condition assessments (minimum of 20). <input type="checkbox"/> Conduct additional Chronic Condition Patient Management sessions and schedule additional reviews (minimum of 20). <input type="checkbox"/> If applicable, provide follow up to care plans completed earlier in the rotation.
<b>Ensure continuity of care and finalize activities and assignments</b>	<input type="checkbox"/> Ensure continuity of care documentation is entered into patient profiles and conveyed to patients and/or pharmacy team members. <input type="checkbox"/> Finalize FMEA review. <input type="checkbox"/> Review activities, discussions and assignments to ensure all have been completed. <input type="checkbox"/> Ensure completion of: minimum of 1 community presentation OR 1 health promotion activity/clinic in the pharmacy. <input type="checkbox"/> Finalize Enhancement of Community Pharmacy Practice Project.
<b>FINAL Assessments</b>	<b>Final Assessments (CORE ELMS)</b> <input type="checkbox"/> Submit FINAL Student Self-Assessment 2 days prior to the Performance Assessment session to allow time for preceptor review. Discuss with the preceptor at the review session. <input type="checkbox"/> Submit FINAL Student Performance Assessment (Completed by preceptor and reviewed with the student) <input type="checkbox"/> Submit FINAL Student Evaluation of Preceptor and Site (Completed by student and reviewed with the preceptor)

<p><b>Posting of Assignments, Evaluations and Surveys</b></p>	<p><b>Assignments are to be posted by last day of placement</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Google Form: ensure Medical Condition Diary is complete / updated</li><li><input type="checkbox"/> eClass: post FOUR care plans for the Chronic Disease Care Plan Assignment</li><li><input type="checkbox"/> eClass: complete Enhancement of Community Pharmacy Practice Project Summary</li><li><input type="checkbox"/> eClass: complete Continuous Quality Improvement Initiative Project Summary (i.e. FMEA project)</li><li><input type="checkbox"/> eClass: complete Interprofessional Assignment survey</li><li><input type="checkbox"/> CORE ELMS: Updated Learning Plan</li><li><input type="checkbox"/> CORE ELMS: Post-Course Evaluation of Preceptor and Practice Setting (Note: Submit AFTER leaving site; due 48 hours after placement completion. This survey is NOT visible to the preceptor.)</li><li><input type="checkbox"/> Submit Preceptor Recognition form (link emailed to student)</li></ul>
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### 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.

Activity/Skill	Students should consider the following factors when assessing their abilities:	Comfort/Confidence Scale 1 2 3 4 5 6 7 Uncomfortable Comfortable	Comments: (to provide perspective on the rating)
Communicating with patients, team members, colleagues (both verbally and in writing)	<ul style="list-style-type: none"> <li>● Speak clearly, effectively and respectfully, tailoring responses to context and audience</li> <li>● Use appropriate non-verbal communication. (e.g. open body language, use of facial expressions)</li> <li>● Listen effectively (conversations are 2-way)</li> <li>● Employ effective interviewing strategies</li> <li>● Use appropriate language, pace and tone</li> <li>● Demonstrate appropriate confidence</li> <li>● Document information appropriately and accurately</li> </ul>	<p style="text-align: center;">1 2 3 4 5 6 7</p> <p>Uncomfortable / Comfortable Lack Confidence / Confident</p>	

<p>Gathering medical and medication history</p>	<ul style="list-style-type: none"> <li>● Use systematic process to gather data</li> <li>● Use multiple sources to synthesize data</li> <li>● Employs effective interviewing techniques</li> <li>● Gather and interpret appropriate amount of information including relevant physical exam, lab tests, point-of-care and diagnostic assessments</li> </ul>	<p>1 2 3 4 5 6 7</p> <p>Uncomfortable / Comfortable Lack Confidence / Confident</p>	
<p>Conducting Patient Assessments (Pharmacotherapy Work-up)</p>	<ul style="list-style-type: none"> <li>● Prioritize medication-related needs based on urgency and patient preference</li> <li>● Assess medical conditions &amp; DRPs, and determine if there are needs not addressed</li> <li>● Assess drug therapy for indication, efficacy, safety, adherence</li> </ul>	<p>1 2 3 4 5 6 7</p> <p>Uncomfortable / Comfortable Lack Confidence / Confident</p>	
<p>Creating Patient Care Plans</p>	<ul style="list-style-type: none"> <li>● Use a systematic process</li> <li>● Establishes goals in collaboration with patient that are relevant, realistic and timely</li> <li>● Generate realistic alternatives with pros/cons</li> <li>● Develop safe and effective plan (recommendations, monitoring and f/u) for managing patient needs</li> </ul>	<p>1 2 3 4 5 6 7</p> <p>Uncomfortable / Comfortable Lack Confidence / Confident</p>	
<p>Implementing Patient Care Plans</p>	<ul style="list-style-type: none"> <li>● Implement specific actions to achieve plan</li> <li>● Communicate plan to others</li> <li>● Educate patient</li> <li>● Initiate seamless care as needed</li> </ul>	<p>1 2 3 4 5 6 7</p> <p>Uncomfortable / Comfortable Lack Confidence / Confident</p>	

<p>Conducting Patient Follow Up</p>	<ul style="list-style-type: none"> <li>● Provides follow up if possible.</li> <li>● Interprets follow-up information and modifies plan if needed.</li> </ul>	<p>1 2 3 4 5 6 7</p> <p>Uncomfortable / Comfortable Lack Confidence / Confident</p>	
<p>Responding to DI Requests</p>	<ul style="list-style-type: none"> <li>● Integrates best available evidence into clinical practice</li> <li>● Critically analyzes information &amp; demonstrates clinical judgment.</li> </ul>	<p>1 2 3 4 5 6 7</p> <p>Uncomfortable / Comfortable Lack Confidence / Confident</p>	
<p>Interacting with Other Healthcare Professionals</p>	<ul style="list-style-type: none"> <li>● Establishes &amp; maintains positive relationships-</li> <li>● Recognizes and can negotiate shared and overlapping responsibilities with others.</li> <li>● Verbally present patient information to a team</li> <li>● Demonstrate safe handover of care using oral, written, electronic communication</li> </ul>	<p>1 2 3 4 5 6 7</p> <p>Uncomfortable / Comfortable Lack Confidence / Confident</p>	

## 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.

**Areas of Strength Feedback:** Provide examples of feedback that you have received from preceptors, lab facilitators, peers and/or pharmacists.

*Insert response here*

**Areas for Improvement Feedback:** Provide examples of feedback that you have received from preceptors, lab facilitators, peers and/or pharmacists.

*Insert response here*

## 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 Inconsistently Meeting Expectations or Not or Rarely Meeting Expectations 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 a plan for continuing your goals into the next placement?

## LEARNING PLAN

<b>Goal</b> (Stated in SMART format)	<b>Strategies</b> Describe strategies for attaining the goal.	<b>Indicators of Progress</b> (how will you know if you are achieving your goal? (ie: feedback from preceptor, reflection)	<b>Progress at MIDPOINT</b> Include: <ul style="list-style-type: none"><li>• Key accomplishments</li><li>• Next steps</li></ul>	<b>Progress at FINAL</b> <b>Include:</b> <ul style="list-style-type: none"><li>• Key accomplishments</li><li>• Next steps</li></ul>
<b>Learning Goal 1:</b>				
<b>Learning Goal 2:</b>				
<b>Learning Goal 3:</b>				

## APPENDIX 4: INTER-PROFESSIONAL ACTIVITY INFORMATION

### *Information and Confirmation Form for Healthcare Professional Visits*

**Pharmacy 554: Course Description:** This course for students completing their final undergraduate year of the pharmacy program is designed to allow them to practice their knowledge and skills from the classroom and skills lab in a community practice setting. Through structured activities, the student is expected to demonstrate professional competencies with the focus on providing effective patient care; this includes development of clinical decision-making and judgment skills as well as gaining an understanding of the opportunities for inter-professional collaboration.

#### **Guidelines for Other Health Care Providers**

Four 1/2-day visits or 2 full days are recommended within a medical practice in collaboration with the physician or healthcare professional team.

#### **During the visit(s) the student should be able to:**

- Recognize and respect the roles and responsibilities of other healthcare professionals.
- Contribute to optimize team functioning.
- Respectfully share expertise and point of view.

#### **Examples of activities for the pharmacy student:**

- Collaborate with the patient's physician and other health care providers to obtain necessary medical information; discuss proposed care plans related to the patient's medication needs.
- Provide the patient, the patient's physician and other health care providers with a best possible medication history (including OTCs, complementary products, etc.).
- Assess patients to determine concerns with current medications and discuss findings and recommendations. Document care as required by the practice site.
- Counsel patients on newly prescribed medications including demonstration usage of unique dosage delivery systems. Also use of blood glucose meters, inhalers, patches, etc.
- Provide drug information as needed.