

**Pharm 354**  
**Preceptor Quick Reference Guide**  
**Spring 2024**

This guide is to provide you with links and quick information that will be helpful when precepting your Pharm 354 student.

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## Quick Links

- [Pharm 354 Syllabus](#)
- [Faculty Preceptor Webpage](#)
- [Undergraduate Experiential Education Program Policies and Procedures Manual](#)

## Contact Information

### General Inquiries

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### Course Coordinator

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## Attendance Policies

Preceptors often have questions regarding student attendance during the placement. Further information regarding other policies can be found in the [Policies and Procedures Manual](#).

- **General / Statutory Holidays:** If a general holiday falls during a placement, it is the preceptor's discretion to decide what to do. The preceptor may grant the student the stat day off, a day off in lieu of the stat, or include that day as a placement day.
- **Modification to placement schedule** outside of the stated course timelines must be approved by the course coordinator in advance of the change.
- **Changes** to course dates to accommodate personal holidays are *not* permitted.
- **Routine medical/dental visits, as well as job interviews:** should be scheduled outside of course time.
- **Illness:** the student must notify the preceptor as soon as possible. Students are required to record their absence in the Absence Tracker (CORE ELMS) and email the preceptor regarding the absence. When more than one day is missed due to illness, arrangements must be made to make up the missed time and ensure all course objectives are met.
- **Bereavement:** an absence may be excused due to the death of a family member. The student should discuss this with the preceptor and advise the course coordinator. When more than one day is missed due to bereavement, arrangements should be made to make up the missed time and ensure all course objectives are met.

## Orientation Checklist for Student and Preceptor

Orientation Activity
<b>1. Infection Control Precautions and Protocols</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Review the infection measures currently used in the pharmacy; hand washing hygiene, PPE, etc.</li><li><input type="checkbox"/> Review how to communicate with patients coming into the pharmacy to mitigate risks.</li></ul>
<b>2. Professional Discussions</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Preceptor's practice experience and interests.</li><li><input type="checkbox"/> Feedback and communication; including preceptors preferred method of contact.</li><li><input type="checkbox"/> Student/preceptor responsibilities and expectations; including preceptor review of assignments, provision of feedback and student's submission of assignments or documentation for review.</li><li><input type="checkbox"/> Practice expectations; patient confidentiality, dress and appearance policies.</li><li><input type="checkbox"/> Pharmacy information regarding policies and procedures, including patient and staff safety.</li><li><input type="checkbox"/> Information regarding professional activities; staff meetings.</li><li><input type="checkbox"/> Review Student's Skills Inventory and Learning Goal (student to post on CORE ELMS at least 1 week prior to placement).</li><li><input type="checkbox"/> Discuss with the student what they should do if faced with a difficult, abusive, racist patient or staff person. Document, bring to the preceptors attention for appropriate action, debrief with student, contact faculty. Discuss with the student about the possibility of having a "safety signal" so that the student can gesture to the pharmacist if they need assistance.</li><li><input type="checkbox"/> Discuss with the student what they should do if faced with an emergency situation (e.g. armed robbery, a patient collapses in the pharmacy, etc.).</li></ul>
<b>3. Course Review; see course syllabus or checklists in this guide</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Objectives and Activities; i.e. patient care; Include modifications due to current precautions.</li><li><input type="checkbox"/> Assignments. Discuss Health promotion activity</li><li><input type="checkbox"/> Assessment process; review forms (Student Performance Assessment in syllabus) and timing (including feedback).</li><li><input type="checkbox"/> Review preliminary student schedule.</li></ul>
<b>4. Pharmacy Practice</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Practice specialties and characteristics.</li><li><input type="checkbox"/> Site resources and learning opportunities.</li><li><input type="checkbox"/> How will the student be involved in patient care?</li><li><input type="checkbox"/> Provide samples of forms used, documentation policies and procedures.</li></ul>
<b>5. Practice Environment</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Guided tour of the practice environment; dispensary, offices, patient rooms, etc.</li><li><input type="checkbox"/> Introduction to staff (dispensary, front store, etc. Include students and interns). Include roles and how they will be involved with student experience.</li><li><input type="checkbox"/> Library, drug information and other resources.</li><li><input type="checkbox"/> Student workspace, eating area, storage of personal items, washrooms, etc).</li></ul>
<b>6. Technology orientation</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Computer order entry systems, patient profiles.</li><li><input type="checkbox"/> Netcare.</li><li><input type="checkbox"/> Phone, fax, internet.</li></ul>

## Assessment Procedures and Information

- Assessments are completed and submitted using CORE ELMS. After logging in, the evaluation tab is in the green column on the left side of the screen.
- To allow for preceptor review, assessments are posted in CORE ELMS at least 1 week prior to the start of the placement.
- All assessments should be discussed in person. There is an acknowledgment at the end of each form that indicates the assessment has been discussed by the student and preceptor
- Instructions for preceptors are at the beginning of the Student Performance Assessment.
- Faculty reviews all assessments for completion and content.
- If you have difficulties accessing or submitting assessments, contact: [phexed@ualberta.ca](mailto:phexed@ualberta.ca).

## Tips and Suggestions

- Periodically save your work; click on the “save” tab at the bottom of the form, to avoid a “time-out” and losing information entered.
- Assessments can be saved as a draft and completed later; remember to “save” before exiting or information will be lost.
- Once the completed assessment is submitted, it is visible to the student being assessed. Saved drafts that are not submitted are not visible to the student.
- Assessments can be printed.
- Disregard the “section weight” and “minimum AVS score required” sections.
- Comment boxes should be used to provide evidence to support the grade given; this is especially important when a student needs improvement as it provides specific details about concerns.

## Summary of Assessments/Evaluations to Be Discussed between Preceptor and Student

Assessment/ Evaluation	Submission Timeframe	Submitted by	Comments
Student Self-Assessments	Midpoint and End of placement	Student	<ul style="list-style-type: none"> <li>• Submitted and printed 1-2 days prior to the Student Performance Assessment review. Should be discussed along with the performance review.</li> </ul>
Student Performance Assessment: <b>MIDPOINT</b>	End of 2 <sup>nd</sup> week of the placement	<b>Preceptor</b>	<ul style="list-style-type: none"> <li>• Assessment of all learning outcomes.</li> <li>• It takes about 1 hour to complete.</li> <li>• Includes discussion of areas that will be focused on for balance of placement.</li> <li>• Student to add outcomes with grades of “Needs Improvement” or Not Meeting an Acceptable Level of Performance” onto their midpoint Learning Plan.</li> </ul>
Student Performance Assessment: <b>FINAL</b> Final Placement Mark <b>See Grading policy below</b>	End of placement	<b>Preceptor</b>	<ul style="list-style-type: none"> <li>• It takes about 1 hour to complete.</li> <li>• Assessment of all learning outcomes. (same as midpoint)</li> <li>• At the end of the assessment preceptors provide a <u>Placement Grade Mark: PASS or FAIL</u> based on the overall grades assigned to each learning outcome.</li> <li>• Faculty provides a Course Grade based on final review of assessments and assignments.</li> </ul>
Student Evaluation of Preceptor & Site:	Midpoint and end of placement	Student	<ul style="list-style-type: none"> <li>• Students must discuss with the preceptor after discussion of the Student Performance Assessment.</li> </ul>

Preceptor Course Evaluation	After student has left placement site	Preceptor	<ul style="list-style-type: none"> <li>Feedback to the Faculty regarding course structure, resources, etc.</li> </ul>
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**GRADING POLICY:** For the preceptor to provide a “PASS” for the placement, the student 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”.

## Entry to Practice PharmD: On-Campus Curriculum Overview

[Click here](#) to access Practice Readiness Document after year 1

## Learning Plan: Activity and Assignment

*(Posted under My Requirements in CORE ELMS)*

The Learning Plan helps students prepare for the placement as well as assess their learning during the placement. It provides an early introduction to self-directed learning, a concept similar to the Continuing Professional Development model used by practicing pharmacists. **Preceptor feedback is important** to ensure the student’s learning goals are appropriate for the placement site and to ensure the student is on track with their learning goal.

### Learning Plan Steps and Timelines

1. Skills Inventory and Learning Plan (see templates below): Students rate their level of comfort performing pharmacy practice skills and state their Learning Plan goal that they have worked on during the first year using the SMART format. Students post these 2 template tables along with their Learning Plan goal as a requirement on CORE ELMS at least 1 week prior to the placement. Preceptors can review this posting the same way as the resume is viewed on CORE ELMS.
2. Discuss the Learning Plan during the first few days of the placement. The preceptor should provide feedback about the goal; modifications may be required based on the opportunities at the practice site. After discussion, if changes were made, a *revised Learning Plan* should be posted. If no changes were made to the initial Learning Plan, no additional posting is required.
3. Discuss progress achieved for the Learning Plan goal with the student at the midpoint and end of the placement. The student must post the updated Learning Plan as a requirement at midpoint and end of placement.

Click below to access the templates.

[Skills Inventory and Learning Plan Templates](#)

## Pharmacy Care Plan Worksheet with Checklist for Assessment

This worksheet outlines all components of a pharmacy care plan worksheet along with the considerations and required elements.

[Click here to access the worksheet with assessment checklist](#)

## Assignment Summary

Students have been advised to provide all care plans and assignments to the preceptor with adequate time for review and feedback to be provided.

### ***Learning Plan Assignment***

As part of their learning plan, students include at least ONE learning goal related to pharmacy practice in a community setting that they would like to work on. The Learning Plan should be:

- Completed and posted by the student one week before that start of the placement.
- Discussed with the preceptor during the first week of the placement; make adjustments if necessary.
- Finalized by the end of the first week and reposted if needed.
- Reviewed with the preceptor and updated at the midpoint and final points of the placement to indicate progress.
- Grades of “Needs Improvement” or “Not Meeting an Acceptable Level of Performance” provided by the preceptor on the Midpoint Student Performance Assessment are added to the midpoint learning plan at midpoint.

### ***Pharmacy Care Plan Assignment***

**Part A.** Students will post ONE care plan that has been reviewed and approved by the preceptor(s), where they have documented care provided to a patient, including a BPMH, DRP identification, identified therapeutic alternatives with pro's/con's, recommendations, rationale, implementation plan, and follow-up.

**eClass Posting: assignment is to be posted by 11:59 PM, Friday of Week 3.**

The course coordinator will review the care plan; however, NO GRADE is given. If a resubmission is required, students will be provided with formative feedback that will help them better meet the assignment outcomes.

IMPORTANT THAT STUDENTS:

- Ensure ALL patient identifiers are removed before posting to ensure patient confidentiality
- Submit to eClass in typed format

**Part B: Students will be required to complete a personal reflection related to their care planning process on eClass by the last day of the placement.**

### ***Medication and Patient Safety Assignment***


Students will review the ACP drug management [Incident Analysis Process Summary and Quick Reference Guide](#). Students will also review the ACP [Drug Incident - Patient Safety Report](#) with a sample [completed version](#) found on the ACP website under “Drug Error Management” - “Learning Materials and Guidelines”. Students will then resolve a real or hypothetical medication error using this form and discuss it with their preceptor(s).

**Students are to post a completed ACP Drug Incident form on eClass by the last day of the placement.**

**Important that ALL patient identifiers are removed to ensure patient / site confidentiality.**

## Activities and Discussions Summary

(Refer to APPENDIX 3 in the PHARM 354 Syllabus)

<p><b>COURSE Assignments/Activities/Discussions* with preceptor unless otherwise noted.</b></p> <p><b>Students must complete the following during the placement to meet course objectives.</b></p>	 <b>Done</b>
<p><b>Professional</b></p>	
<p><b>#1 ASSIGNMENT: Learning Plan</b></p> <ul style="list-style-type: none"> <li>• Complete skills inventory and develop a Learning Plan (LP), post to eClass 1 week prior</li> <li>• Update progress and addition of new goal(s) as appropriate at midpoint and final.</li> <li>• Review LP with preceptor at week 1, midpoint and final. Revise as needed</li> </ul>	
<p><b>ACTIVITY</b></p> <ul style="list-style-type: none"> <li>• Revise learning plan throughout placement.</li> </ul> <p><b>DISCUSSION</b>  <b>Discuss the following with your preceptor:</b></p> <ul style="list-style-type: none"> <li>• Placement plans and expectations at the beginning and regularly throughout to obtain and provide feedback.</li> <li>• Describe behavioral norms expected of a pharmacist. What strategies does the preceptor use to achieve professional behavior? How does the student demonstrate this during the placement? Sharing examples during the discussion is helpful. Do your ideas and strategies align with your preceptor?</li> </ul> <p>Application of the code of ethics and standards of practice related to community-based patient care for each:</p> <ul style="list-style-type: none"> <li>• Managing and prioritizing professional responsibilities.</li> <li>• Understanding the importance of patient accountability.</li> <li>• How is patient confidentiality maintained?</li> <li>• Are there scenarios where confidentiality may present challenges? e.g. contraceptives for younger patients / medications for sexual dysfunction</li> <li>• How does the team deal with patient care challenges; e.g. medication abuse, patient adherence.</li> <li>• When is it ethically and professionally appropriate to involve caregivers and/or family? Are there circumstances where they should not be involved?</li> <li>• How do they maintain professional competence?</li> <li>• Reading literature (how is this identified?) and self-directed learning plans.</li> <li>• Conferences (which ones?) and professional advocacy groups.</li> <li>• Formal training (e.g. Geriatric or Diabetic Certification), authorization to inject.</li> <li>• Additional Prescribing Authorization (“Does the preceptor have APA? If yes, discuss reasons for applying and how they use it in practice. If no, discuss why the preceptor has not applied and if they have plans to in future.</li> <li>• What strategies is the student using during this course and what is their approach once they graduate?</li> </ul>	
<p><b>Communicator</b></p>	
<p><b>Activities</b></p> <p style="color: red;"><u>Students are expected to review each interview and care plan with the preceptor</u></p> <ul style="list-style-type: none"> <li>• (See care provider) Conduct a minimum of 4 patient interviews (1 per week).</li> <li>• (See care provider) Write and discuss with preceptor a minimum of 4 simple patient care notes, (i.e. DAP notes) for care provided to patients.</li> </ul>	

<p><b>Discuss the following</b></p> <ul style="list-style-type: none"> <li>• Communication skills and strategies used to talk with patients.</li> <li>• How the pharmacy team communicates with external health care professionals.</li> <li>• How the pharmacy team communicates patient care responsibilities to ensure continuity of care; e.g. between team members, documentation on patient profiles, etc. Include modes of communication used (written and verbal).</li> </ul>	
<b>Scholar</b>	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Provide preceptors with an overview of the library resources and at least 1 search strategy for the UofA Library Database(s) accessible to preceptors. (Appendix 4)</li> <li>• Satisfactorily research, respond and document a <u>minimum of 3</u> drug information queries (Appendix 4) <ul style="list-style-type: none"> <li>• Students must retrieve information from more than 1 resource for each question.</li> </ul> </li> <li>• Access the PADIS website and review the services offered. Discuss these with the preceptor.</li> <li>• Review library requirements in the ACP standards for the Operation of Licensed Pharmacies. Discuss with the preceptor.</li> <li>• Identify medical and drug information resources (including online) available at the practice site. Discuss with the preceptor.</li> <li>• Identify the patient information available at the practice site, handouts, pamphlets etc.</li> </ul> <p><b>Discuss the following:</b></p> <ul style="list-style-type: none"> <li>• Benefits and implications of Netcare with the preceptor.</li> <li>• Problem solving and clinical decision making for patient care decisions made with the preceptor.</li> </ul> <p><b>Reflect &amp; discuss:</b></p> <ul style="list-style-type: none"> <li>• For one patient with multiple concerns, reflect on what makes the decision difficult from the pharmacist's perspective, the patient's perspective and possibly the physician's perspective. Share and discuss with the preceptor.</li> </ul>	
<b>Care Provider</b>	
<p><b>#2 ASSIGNMENT: Care Plan</b></p> <ul style="list-style-type: none"> <li>• Post 1 care plan reviewed and acceptable per preceptor, where you provided care to the patient; that includes a BPMH, DRP identification, therapeutic alternatives, Pro/Cons, recommendation, rationale, implementation plan, Documentation and follow-up if applicable</li> <li>• <b>Due: Friday - Week 3 - post to eClass</b></li> </ul>	
<p><u>Students are expected to review each interview and care plan with the preceptor.</u></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Interactions with patients in the pharmacy (Intake, pickup, OTC, phone calls) to a functional level.</li> </ul> <p><u>Through the Placement:</u></p> <p>Complete a <i>minimum</i> of 4 patient interviews/BPMH/CARE PLANS (post 1 of these as your assignment) (note: Keep care plans simple and basic: OTC consults, respiratory)</p> <ul style="list-style-type: none"> <li>• 4 patient interviews, complete to the preceptor's satisfaction.</li> <li>• 4 accurate patient BPMH's. <ul style="list-style-type: none"> <li>○ Use a medication review form to collect patient data (Appendix 4: Examples (AHS, ISMP) or standard format used at site)</li> <li>○ Complete a BPMH form (Appendix 4: examples or standard form used at site)</li> <li>○ <u>Assess drug therapy</u> (I, E, S, A) for conditions. already covered, at least 1 pulmonary condition and 1 self-care condition, Discuss with preceptor.</li> </ul> </li> <li>• <u>Create 4 care plans</u> to preceptors' satisfaction for conditions <u>ALREADY</u> covered in curriculum, at least 1 pulmonary (Appendix 4: Patient Care Process worksheet) <ul style="list-style-type: none"> <li>• <b>SUMMARIZE:</b> relevant data</li> </ul> </li> </ul>	



- **INCLUDE** all medical conditions.
- **INCLUDE** drug related problems related to adherence, effectiveness and/or safety.
- **INDICATE** if no DRPs were found (this is OK).
- **INCLUDE** the goals that were negotiated through discussion with the patient.
- **DISCUSS** other care plan elements; alternatives, monitoring and follow-up with the preceptor. Discuss the care that you are providing and care plans with preceptor. Preceptor can request revisions to care plans until meets acceptable level for a year 1 student.
- **DEVELOP AND IMPLEMENT** a patient care plan worksheet in collaboration with the preceptor; develop clinical documentation to include on the patient's computer file to support continuity of care.
  - Implement follow-up care plan under *preceptor support* as appropriate.

NOTE: Student may create as many Care Plans as needed for their own practice or as directed by the preceptor (not limited to 4).

Educate patients with minimal *preceptor support*: (Note: this can be role playing)

- At least 1 patient on inhalers and devices (valved holding chambers, peak flow meters)
- A patient on each of the self-care topics covered in year 1 (Appendix 5).
- Role play for those devices, self-care topics not seen.
- *Students may counsel other Rx's but it must be under the supervision of a pharmacist*

Create a care plan worksheet based on a counseling experience

- Discuss it with the preceptor.
  - Include the assessment: what information is known or asked; e.g. knowledge of the indication for the medication, efficacy, safety indicators
  - Education about use of the product to promote adherence
- Education Care plans should include:
  - DRP and/or medical condition,
  - Goals of therapy,
  - Counseling provided
  - Monitoring and follow-up if appropriate.

Create a DAP (Data, Assessment, Plan) for patient care/education provided

- Discuss note with preceptor prior to including on patient's computer profile

**Discuss the following:**

- Adherence strategies and determine non-adherence and potential reasons for at least 1 patient.
- The impact of having various comorbidities, including 1 condition not yet covered in year 1.

### Collaborator

**Discuss the following:**

- Obtain the preceptor's perspective regarding:
  - Opportunities for collaboration.
  - Barriers or challenges that affect collaborative relationships between other health care professionals and community pharmacists?
  - Strategies to overcome common barriers.
- The role and responsibilities and level of accountability of other pharmacy team members (pharmacy technician/assistant/intern/student) in relation to the patient, the profession, society, including medication use process.
- Discuss with technicians and assistants their role in pharmacy operations (if applicable).

**Manager - Leader**

**#3 Assignment: Medication Safety Assignment:**

- Review the ACP [Incident Analysis Process Summary and Quick Reference Guide](#).
- Review the ACP [Newly revised Drug Incident - Patient Safety Report](#) as well as the [completed sample version](#)
- Resolve a real or hypothetical drug error using ACP Drug Incident Report form and review and discuss with the preceptor.
- **Due: Last day of placement. Post to eClass the completed ACP Drug Incident Report form with ALL patient identifiers removed**

**Activities:**

- Participate in the dispensing process for a minimum of 40 patients.
  - 20 new prescriptions and 20 refill prescriptions to ensure they are complete as per ACP standards.
- If possible, simple compounded prescriptions (topical, oral, liquid) with minimal preceptor support. Discuss compounding challenges with the pharmacy team.

**Discuss the following:**

- Safety initiatives:
  - The importance of ensuring all components of a prescription are present
  - How to handle prescriptions that are not authentic or a concern
  - The impact of funding policies (e) Pharmacy Services Framework / Third party insurance requirements for patient drug claims
  - Management of schedule 2 and 3 drugs
  - A Drug Incident form previously completed at the site.

**Advocate**

**Activity:**

- Participate in a health promotion initiative at the pharmacy or in the community (e.g. teaching the use of EPI-pen, sun safety)

**Discuss the following:**

- Health promotion as it applies to COVID-19; safety measures, other vaccines
- Which health promotion or disease prevention programs are available at the pharmacy?
- The role and responsibility of the pharmacist in promoting the public good and a health promotion activity.
- Opportunities and possible strategies for advancing the profession.
- What social determinants of health are visible in their community and how they may impact a patient's health.

## Activity, Assignment and Assessment Schedule

(Refer to APPENDIX 2 in the PHARM 354 Syllabus)

Students are required to thoroughly read the syllabus to ensure they are meeting all course objectives. This schedule provides timelines for activities, assignments and assessments and acts as a checklist to ensure all course requirements are completed.

Week	Activities/Assessments/Assignments
1-4 weeks before placement starts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide preceptor with Netcare registration form (4 weeks before start)</li> <li><input type="checkbox"/> Review syllabus and appendices: course expectations, activities and assignments.</li> <li><input type="checkbox"/> Review Experiential Education Policy and Procedures Manual.</li> <li><input type="checkbox"/> <b>Learning Plan Assignment:</b> Complete skills inventory and start to develop your learning plan. Upload to Student Requirements (in <b>CORE ELMS</b>) at least 1 week prior to placement.</li> <li><input type="checkbox"/> Correspondence with the preceptor regarding: receipt of Netcare form, start time, dress code, parking, any PPE or precautions required, etc.</li> <li><input type="checkbox"/> Review required pre readings around safety and protection during a pandemic (see eClass)</li> </ul>
Daily throughout placement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate as a member of the pharmacy team.</li> <li><input type="checkbox"/> Prepare care plans and other assignments/documentation.</li> <li><input type="checkbox"/> Complete and provide responses to drug information requests.</li> <li><input type="checkbox"/> Continued involvement in the dispensing process.</li> <li><input type="checkbox"/> Ensure activities and assignments are being completed (student is ultimately responsible for ensuring completion of all course requirements).</li> <li><input type="checkbox"/> Discuss course objectives with preceptor(s) and members of the pharmacy team.</li> </ul>
<b>Week 1: Orientation, Create Placement Schedule</b> <b>Date:</b> _____	
Orientation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and discuss your skills inventory and learning goal(s) in your Learning Plan.</li> <li><input type="checkbox"/> Review and discuss site COVID policies and procedures including PPE, cleaning , etc</li> <li><input type="checkbox"/> Discuss student /preceptor expectations and responsibilities.</li> <li><input type="checkbox"/> Review syllabus and discuss objectives, activities and assignments.</li> <li><input type="checkbox"/> Develop placement schedule; include preliminary activity planning.</li> <li><input type="checkbox"/> Discuss assessment processes and timelines, including informal/daily feedback and debriefing, as well as when discussion topics will occur.</li> <li><input type="checkbox"/> Tour of pharmacy and introduction to staff members.</li> <li><input type="checkbox"/> Log in to ensure Netcare access, as well as access to other on-site systems (if applicable).</li> </ul>

Familiarization with Pharmacy and processes	<input type="checkbox"/> Introduction to the dispensing process (see Appendix 3). <input type="checkbox"/> Discuss potential Medical and Medication History Activity (see Appendix 3).
End of week 1	<input type="checkbox"/> Finalize and post your Learning Plan. <input type="checkbox"/> Review the list of activities and discussions - consider your plan on how to address going forward
<b>Week 2: Date:</b> _____	
Activities and assignments	<input type="checkbox"/> Complete at least 1 patient medication history and BPMH (for midpoint assessment). Should be supervised by the preceptor for feedback. <input type="checkbox"/> Develop care plans for patients where history is completed; review with the preceptor. <input type="checkbox"/> Prescription and OTC counseling care provider activities (as many as possible). Develop a care plan and DAP note for at least 1 prescription and OTC experience. Discuss with the preceptor. <input type="checkbox"/> Initiate discussions with the preceptor about various topics (see Appendix 3). Ensure all topics covered and not all left until the end.
Second Thursday	<input type="checkbox"/> Student to complete <b>Student Midpoint Self-Assessment</b> . Provide printed self-assessment to preceptor at scheduled midpoint assessment at the end of week 2. <input type="checkbox"/> Review the list of activities and discussions - consider what has been done to date and your plan on how to address remaining items going forward. <input type="checkbox"/> Discuss plan for Health Promotion activity
End of week 2 Midpoint Assessments and Evaluations	<input type="checkbox"/> MID-POINT Assessments (CORE ELMS): <b>Student Performance Assessment: midpoint</b> ; completed by preceptor; review with student. Discuss learning goals for balance of placement <input type="checkbox"/> <b>Student Midpoint Evaluation of Preceptor and Site</b> : complete and discuss with preceptor
Learning Plan Progress Update	<input type="checkbox"/> Update your Learning Plan: progress achieved (midpoint column). Incorporate new goals or update/refine existing ones as appropriate. <u>Share with the preceptor</u> . Post updated Learning Plan in CORE ELMS (Post no later than Tues of week 3)

Week 3: Date: _____	
Assignments and activities	<input type="checkbox"/> Complete 1-2 more Patient Medical and Medication histories and BPMH and discuss with the preceptor. <input type="checkbox"/> Prescription and OTC counseling care provider activities (as many as possible). Develop a care plan and DAP note for at least 1 prescription and OTC experience. Discuss with the preceptor. <input type="checkbox"/> <b>Care plan assignment Part A:</b> ensure the preceptor has at least 3 days to review the care plan before posting. <input type="checkbox"/> Post 1 care plan to <b>eClass</b> by 11:59 pm Friday of week 3. <input type="checkbox"/> Review the ACP Incident Analysis Process Summary and Quick Reference Guide and complete or have a plan to complete the Drug Incident Report form for real or potential incident as part of the medication safety assignment. <input type="checkbox"/> Review the list of activities and discussions - consider what has been done to date and your plan on how to address remaining items going forward <input type="checkbox"/> Complete or have plan to complete Health Promotion activity
Week 4: Date: _____	
Assignments and activities	<input type="checkbox"/> Drug Incident Report Form. Ensure the preceptor has at least 3 days to review before posting. <input type="checkbox"/> Post completed Drug Incident Report Form on eClass by the last day. <input type="checkbox"/> Update Learning plan progress achieved (final column) and incorporate new goals or update/refine existing ones as appropriate. <u>Share with the preceptor.</u> <input type="checkbox"/> Post completed Learning Plan in <b>CORE ELMS</b> at end of week 4. <input type="checkbox"/> <b>Care plan assignment Part B:</b> complete reflection survey on <b>eClass</b> by last day of placement.
Final Assessments and Evaluations	<input type="checkbox"/> Preceptor to complete: <b>Final Student Performance Assessment</b> and Placement Grade; reviewed with student. <input type="checkbox"/> Student to complete: <b>Student Final Evaluation of Preceptor/Site and Student Final Self-Assessment</b> ; discuss both with preceptor
Within 72 hours of placement completion	<input type="checkbox"/> Student to complete the Post-Course Placement Evaluation ( <b>CORE ELMS</b> ); submit AFTER leaving site within 48 hours. <input type="checkbox"/> Anonymous Student Course Survey (survey link emailed to student). <input type="checkbox"/> Consider the preceptor nomination for Preceptor Recognition Program. Nomination survey will be emailed to students during the last week of the placement