
Entry-to-Practice PharmD 4th Year Placements Preceptor Course Review and Q&A Session

PHARM 554/555/556/557

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Introductions

- **Course coordinators and Faculty Liaison**

- Jody Shkrobot (Pharm 554)
- Pawan Gill (Pharm 555)
- Ann Thompson (Pharm 556 & 557)
- Michelle MacDonald (AHS/Covenant Faculty Liaison)

- **Experiential Administrative Team**

- Linh Hang
- Andrea Michaud



THANK YOU!

Fourth Year Placement Overview

- Each placement is intended to build upon each other such that students can demonstrate professional competencies in patient care as well as an area of interest (which includes non-patient care options).
 - Pharmacy 554 – community pharmacy
 - Pharmacy 555 – acute care/inpatient hospital
 - Pharmacy 556 – selective in patient care - any patient care setting
 - Diverse settings – ambulatory clinics, ER, home care, corrections, community, LTC, etc
 - Pharmacy 557 – mandatory elective
 - Patient care and non-patient care options

Course Resources

<https://www.ualberta.ca/pharmacy/>

- Faculty Website > Preceptors > Course Information
- Course Syllabi
- Preceptor Quick Reference Guide(s)
- Podcasts
- Modifiable calendar templates



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Advanced Pharmacy Practice Experiences Preceptor Quick Reference Guide

4th Year Placements

Pharm 554/555/556/557

Pharm 554 (Community Pharmacy)

Jody Shkrobot

shkrobot@ualberta.ca

780-492-7482

Office Hours: Monday-Friday by appointment

Pharm 555 (Acute Care/Hospital)

Pawan Gill

pgill3@ualberta.ca

780-492-8066

Office Hours: Monday-Friday by appointment

Pharm 556 (Selective in Patient Care) / 557 (Mandatory Elective)

Ann Thompson

athompson@ualberta.ca

780-492-5905

Office Hours: Monday-Friday by appointment

What's New!

- Policy Updates
 - Occupational Health & Safety
 - Absences / Attendance Policy (more details on next slide)
 - Confidentiality policy reinforced to students
- Changes to the assessment scales for preceptors and students

Policy and Procedure Manual: Updates

Attendance during placements: 320 hours at practice site per placement (to meet accreditation standards).

- Absences impact the ability for students to achieve the number of hours required.

When students need to miss time (*for any reason*), course coordinators will work with all students and preceptors to determine an appropriate course of action. **This includes making up missed time.** The timing will depend on the practice site hours and preceptor availability.

Students can have ONE illness day per placement that does not need to be made up. Time beyond this needs to be made up. If students would like a day off for religious observance, please ask both preceptor and course coordinator in advance.

- Students must report absences in CORE ELMS
- See example (next slide)....
 - Students, please include reason and plan!

What's *Not* New But Still Important!

- Creating a **welcoming environment** for your student(s).
- **Reviewing processes** related to racism, microaggressions and overt discrimination at the practice site with students.
 - Included in orientation checklist; what happens if an incident does occur?
- Directly observing your student to **provide/substantiate feedback** across the placement.
- **Creating learning opportunities** for students to practice the depth and breadth of pharmacist skill sets.

Course Objectives

- Students expected to demonstrate competency in the provision of patient care as well as in **professionalism, communication, collaboration, health advocacy, and leadership/management.**
- Refer to each course syllabi for these.

Course Activities

- Reviewed in the course podcast, posted on the Faculty website.
- Refer to each course syllabi for these
- Also outlined in the Preceptor Quick Reference Guide for each course.
- All info posted on the Course Information webpage
<https://www.ualberta.ca/pharmacy/preceptors/course-information.html>

NOTE: course assignments are outlined in syllabus and podcast.

Student Schedules

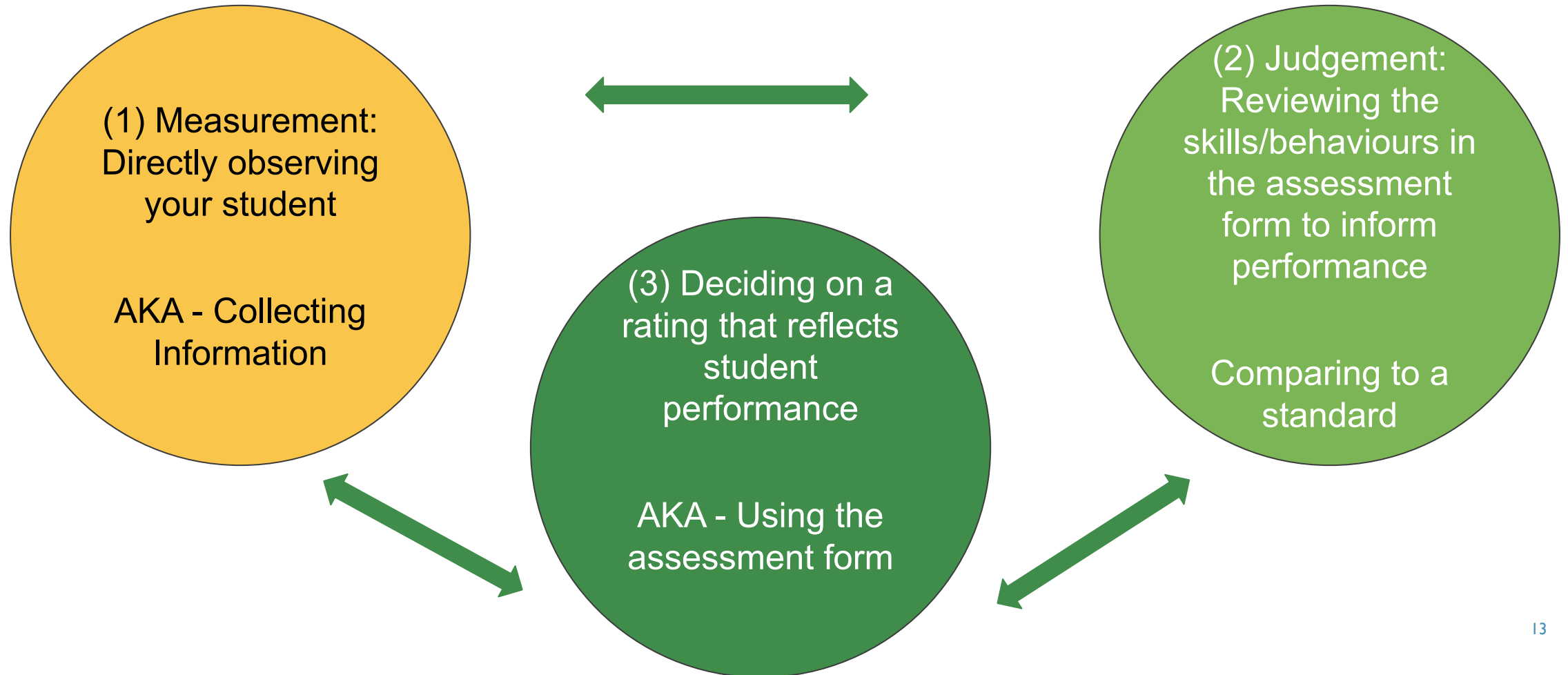
- Let them know the rough schedule in advance of them starting
 - General hours expected to be worked at site
 - Evening, weekend, general holiday expectations
 - Early notification gives them opportunity to plan accordingly
 - Students have been asked to prioritize placement activities during this year
- **Lab Facilitation:** possibly one lab in either block (Edmonton only)
 - Afternoons (1200-1630) Tues-Thurs; UP TO ONE TIME per placement block



Assessments



Assessment Overview: 3 Key Steps



Assessment Scale and Grading Decision

Updated rating scale!

1. **Consistently Meeting All Expectations (formerly was “Meeting Expectations of Novice Practitioner)**
2. **Mostly Consistent in Meeting Expectations**
3. **Inconsistently Meeting Expectations**
4. **Not or Rarely Meeting Expectations**
5. **Unable to Rate at Midpoint (Midpoint Only)**
6. **Not Applicable**

Assessment Scale and Grading Decision

To pass the placement, on the final student performance assessment, the student 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**"

Assessment Summary

Assessment	Time point	Completed by
Midpoint Student Performance Assessment	Midpoint (wk 4; 160h) Must be submitted within 3 days of midpoint.	Preceptor Student completes self-assessment and submits 2 days pre-midpoint
Student Evaluation of Preceptor and Site	Midpoint (160h) End of placement (320h)	Student
Final Student Performance Assessment	End of placement (wk 8; 320h) Must be submitted by end of final day of placement	Preceptor Student completes self-assessment and discusses on final day

Completing Assessments (with co-preceptors)

For co-preceptors completing assessments (and only one preceptor is assigned in CORE ELMS) - options:

- (1) **primary preceptor shares username and password** with co-preceptors, and then changes password after placement completed,
- (2) **print/download the assessment form** and have co-preceptors add comments in writing and primary preceptor adds to assessment in CORE ELMS or
- (3) **primary preceptor and co-preceptor** enter in comments together on CORE ELMS (such that primary preceptor can login).

NOTE: Should preceptors change mid-way through placement (ie: primary assigned preceptor no longer at the site or involved in placement), please contact us to discuss solutions.

Module 4

Student Performance Assessment

Assessment Tips!

- Student Performance Assessment eModule – provides guidance on the purpose and process for conducting student assessment.
- Posted on UofA FoPPS Preceptor Training under Foundational Preceptor Skills:
<https://www.ualberta.ca/pharmacy/preceptors/training/index.html>

Completing midpoint and final

- Comment boxes are helpful for students and Faculty. Be specific and provide examples, especially if ratings include “Inconsistently Meeting Expectations” or “Not or Rarely Meeting Expectations”.
- Important to discuss and review with student; acknowledgement on each form indicating discussion occurred.

Some reminders!

- Set expectations early and with clarity. Make sure these are aligned across all co-preceptors. Refer to “Co-Precepting Model”.
- Regular “check ins” with students are helpful – this may start daily and become less frequent as students progress (unless they are struggling).
- Injections – must be directly supervised by a pharmacist preceptor who has authority to administer injections.



Technology Review

CORE ELMS

CORE ELMS (our ExEd software program)

🏠 Home

👤 Profile Information +

🕒 Scheduling +

☰ Evaluations +

☰ Assessment Library +

📋 My Requirements

🕒 Hours Tracking

Select Student From Your Schedule



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Reminder!

If you haven't already, please provide a description of your site and/or yourself under *Profile Information*. Students like knowing about the type of practice you have, site characteristics, and learning opportunities.

Student Information



Student Name: Grover

Grad Year: 2025

Email Primary: grover@ualberta.ca

Student Hours:
 Pending: 0
 Confirmed: 0
 Denied: 0

Field Encounters: [View Student Summary](#)

Schedule:
 PHARM 554 (4th Year) - Community
Pharm 554 Community - Block 4 (Winter) 2025
 03-03-25 - 04-25-25

Student Evaluations

Student	Rotation Dates	Rotation Type	Report	Past Evaluations	Evaluation
Grover 2025	Pharm 554 Community - Block 4 (Winter) 2025 03-03-25 - 04-25-25	PHARM 554 (4th Year) - Community		M ⊕ F ⊕	PHARM 554 Student Performance Assessment - Midpoint and Final (2024/25)
Grover 2025	Pharm 554 Community - Block 4 (Winter) 2025 03-03-25 - 04-25-25	PHARM 554 (4th Year) - Community		F ⊕	Preceptor Course Evaluation (V24)

ACCESSING STUDENT INFORMATION

Student Requirements

Miscellaneous				
Requirements	Completed	Completed On	File	Expiration
Alcohol and Drugs Policy and Procedure (AHS/Covenant)				
Student Resume			FILE 1	
Learning Plans				
Requirements	Completed	Completed On	File	Expiration
Pharm 554 Learning Plan (+ Skills Inventory)				
Pharm 555 Learning Plan (+ Skills Inventory)				
Pharm 556 Learning Plan (+ Skills Inventory)				
Pharm 557 Learning Plan			FILE 1	

Connect Care Training (AHS/Covenant)

- For AHS/Covenant, most sites are now live with Connect Care. Training for pharmacy students will typically be **ONE DAY** only.
- Students will receive training on Week 1 (usually day 1) of the placement (arranged via AHS and Faculty collaboration), and students will be aware of the exact date.
- Students have been asked to inform their preceptor(s).

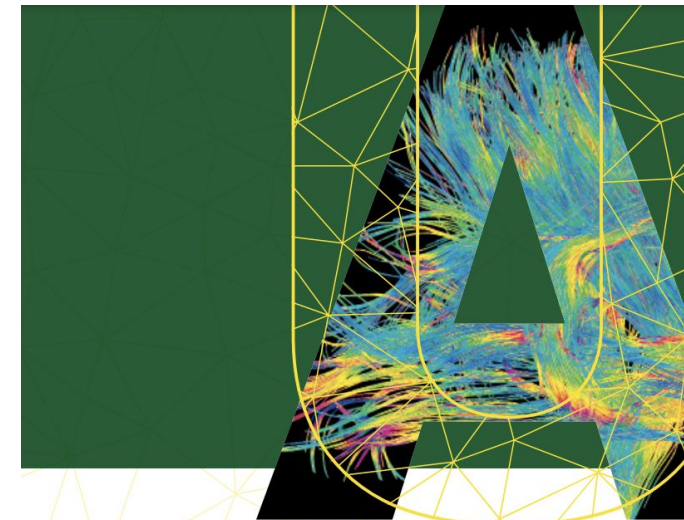
First Year Visits (Block 1 / Community Sites / Edmonton)

- Request to host up to 4 first year students (early exposure to pharmacy practice)
- YOUR 4th year student will facilitate the visit
 - Tour
 - Observe (or role role) a patient interaction (esp. assessment and documentation)
 - Discussion with 4th year student (early professional identity formation)
- Please respond by Aug. 30 - <https://forms.gle/efz4ZdC7qg4vdvK1A>

What to Expect

When you Contact the Faculty for Support

- Non-judgmental approach
- We listen, ask questions, personalize the approach to the situation, coach you with strategies, offer follow-up if that is needed to support you in process
- U of A Resources:
 - Supporting for Learners for Success webpage:
<https://www.ualberta.ca/pharmacy/preceptors/resources/supporting-learners-for-success.html>
 - What to Expect Infographic
 - <https://www.ualberta.ca/current-students/wellness/index.html>



Supporting Learners for Success

Preceptor Guide

- Administrative Questions/CORE ELMS - Linh Hang and Andrea Michaud
 - phexed@ualberta.ca or 780-492-7757 (Linh) or 780-248-5730 (Andrea)
- Netcare issues
 - Netcare Helpdesk or AHS manager (if initial access request is problem)
- Course content or student conduct
 - Course Coordinators
 - Ann Thompson: 780-492-5905 / athompson@ualberta.ca (556 / 557)
 - Pawan Gill: 780-492-8066 / pawan.gill@ualberta.ca (555)
 - Jody Shkrobot: 780-492-7482 / shkrobot@ualberta.ca (554)
 - Faculty Liaison (AHS / Covenant Health michelle.macdonald@ahs.ca, (403-561-6278)

QUESTIONS?



Back-Up Slides

Activities

Course	Key Activities
Pharm 554 Community Practice	<ul style="list-style-type: none">• Provide dispensing-related care for a minimum of 4 patients per day• Provide care for a minimum of 20 patients with:<ol style="list-style-type: none">1. Acute conditions or requiring self care (including documentation) - 202. Chronic conditions and prepare care plans/documentation - 20• Clinical judgment review and reflection for 3 patients• Dispensing (medication use process) – fill / check 25 prescriptions without errors• Drug information requests• Interprofessional collaboration (more than just shadowing)• Health Promotion Presentation OR Health Awareness Clinic• Complete course discussions about various practice-related topics

Activities

Course	Key Activities
Pharm 555 Acute Care	<ul style="list-style-type: none">• CHANGE Complete care plans for a minimum of 20 patients (only need to submit 4 - as per assignment submission)• Clinical judgment review and reflection for 3 patients• Interprofessional collaboration to broaden student understanding of other's role(s)• Patient care presentation with inclusion of a clinical question• In-service presentation (to IP team or pharmacy team)• Drug information requests• Complete course discussions about various practice-related topics
Pharm 556 Selective in Patient Care	<ul style="list-style-type: none">• Provide care to a minimum of 20 patients and prepare care plans/documentation.• Work collaboratively with other health professionals to provide care.• Complete 2 assignments (to be determined in conjunction with preceptor(s)).<ul style="list-style-type: none">• Examples: education sessions, patient education materials, journal club, etc• Complete drug information requests• Complete course discussions about various practice-related topics

Activities

Course	Key Activities
Pharm 557 Mandatory Elective	<ul style="list-style-type: none">• Practice settings diverse (both patient care and non-patient care).• Immerse in practice setting and agreed upon activities.• Complete 2 assignments (to be determined in conjunction with preceptor(s)).<ul style="list-style-type: none">• Examples: education session(s), patient education materials, journal club, research activities

Assessment Scale and Grading Decision

Consistently Meeting All Expectations

Description of Rating

- 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.

Mostly Consistent in Meeting Expectations

Description of Rating

- The student has 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.

Assessment Scale and Grading Decision

Inconsistently Meeting Expectations

Description of Rating

- 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.

Not or Rarely Meeting Expectations

Description of Rating

- The student has independently and consistently demonstrated FEW behaviours and/or skills associated with the outcome.

Hint: This student typically needs regular preceptor support and intervention most of the time.

Assessment Scale and Grading Decision

Unable to Rate at Midpoint

Description of Rating

- 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.

Not Applicable

Description of Rating

- This rating should be awarded when the outcome cannot be assessed within^{B4} the practice setting.

Documenting Absences

Pending Absences

Add New

Confirmed Absences

Pending Absences

Date: 07/21/23

Student: Test Student

Student Email: athompson@ualberta.ca

Description: Tested positive for Covid 19. Spoke with preceptor about result, and will stay home for 5 days. Will let preceptor know if I am asymptomatic before returning. Will make up time with extra hour each day remaining and also work a weekend shift.

Doc:

No Custom Fields

Confirm: Confirm / Deny

No Custom Fields

Your Comments:

Enter your comments here