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Pharmacy + Pharmaceutical Sciences

Pharm 354 - Preceptor Course Review Spring - 2024
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Pharm 354 Preceptor Course review - Spring 2024
Experiential Education Program *Faculty of Pharmacy and Pharmaceutical Sciences UofA*

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Agenda
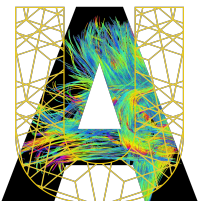
HUGE, HUGE THANK YOU!!!!!
These are exceptional times and you are exceptional preceptors

Podcast 1
- Preceptor resources
- Course overview
  - Assignments, activities

Podcast 2
- Assessments
- Preceptor roles, responsibilities
- Contact information

Preceptor Resources

U of A Pharmacy Faculty Website
https://www.ualberta.ca/pharmacy/preceptors

- Go to Pharm 354 Section for course information: tools, podcasts, syllabus and calendar templates are posted

Training and Resources

- *Experiential Program Policies and Procedures Manual*
- *Patient Care Process Module Podcasts*
- *ACP Continuing Competence Program Resources*
- *Library Access Form*

Preceptor Benefits and Awards

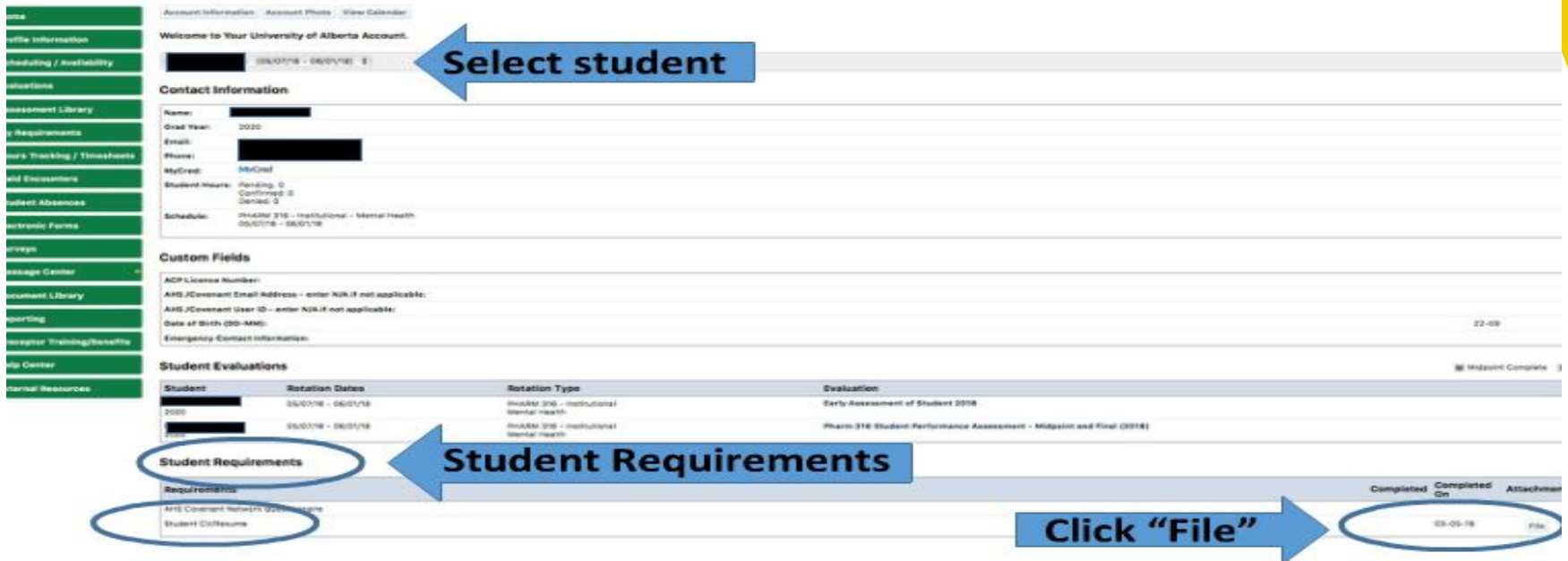## Preceptor Resources- Preceptor Quick Reference Guide

- Emailed to primary preceptor via CORE ELMS about 1 month prior to start of placement
- Quick links to resources:
  - Course Syllabus, calendar template
- Checklists:
  - orientation, activities, assignments, assessments, care plan review
- Summaries:
  - Overview of on-campus resources, expectations of students.
- **Please share with the pharmacy team!**

CORE ELMS - Finding Student Information

- Students post their Resume/CV – 4 weeks prior

- Learning plan – 1 week prior

CORE ELMS

- Students to post their CV/Resume and Learning Plan under Student Requirements.....viewable by preceptors when they login and select their student from drop-down menu.

PLACEMENT DATES

BLOCK 1: May 6 - May 31, 2024

BLOCK 2: June 3 - June 24, 2024
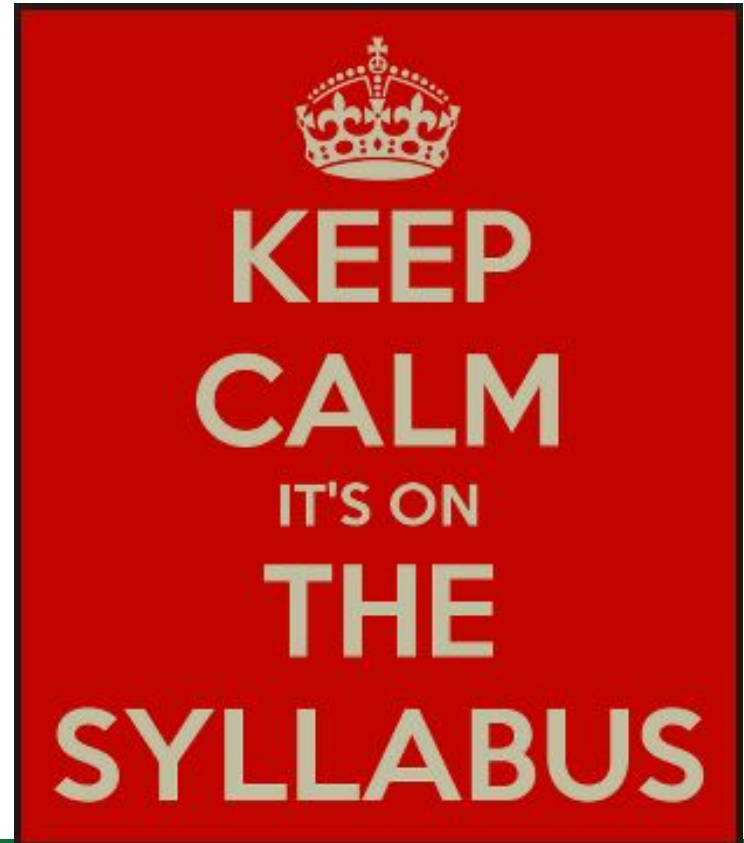
*STAT: Monday May 20, preceptor discretion

Course Assignments and Activities

Refer to QUICK REFERENCE GUIDE for further information

See SYLLABUS - APPENDIX

Assignments: 3

Activities & discussions: Several

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Assignment #1: Learning Plan

Student to post in CORE ELMS - 1 week prior to start of placement for your review
PART 1: Student Skills Inventory (Self Assessment)
- Students rate their level of comfort performing select skills prior to starting the placement

Skills Inventory and Learning Plan Activity and Assignment - Templates

Skills Inventory — Part 1 (complete and discuss with preceptor(s)).

Skills Inventory (indicate ratings)

Skill Development in Pharm 354 and Skills Lab	Student considers their ability to:	Comfort Scale 1 2 3 4 5 6 7 Uncomfortable Comfortable **Amount of Practice Scale** 1 2 3 4 5 6 7 Limited Practice ++ Practice		
Communicating with patients	- Engage/greet patient - Speak clearly with appropriate confidence. - Listen in a way that picks up patient cues and adapt responses. - Explore patient's perspective	**Comfort Scale** 1 2 3 4 5 6 7 **Amount of Practice Scale** 1 2 3 4 5 6 7		
Gathering medical and medication history (Med Rec and BPMH)	- Introduce self and establish rapport - Gather sufficient information while having a 2-way discussion in a conversational manner.	**Comfort Scale** 1 2 3 4 5 6 7 **Amount of Practice Scale** 1 2 3 4 5 6 7		
Conducting Initial patient assessment	- Determine if medications are indicated, effective, safe and patient can use/adhere	**Comfort Scale** 1 2 3 4 5 6 7 **Amount of Practice Scale** 1 2 3 4 5 6 7		
Creating Basic Care Plans	- Can work through care planning process, using worksheet for guidance	**Comfort Scale** 1 2 3 4 5 6 7		

Assignment #1: Learning Plan

PART 2: Student creates a Learning goal using SMART format

- Preceptor & student discuss and finalize during first few days of placement
- Student to repost revised learning plan
- Discuss progress at midpoint and final
- Student to repost revised learning plan after midpoint and final

Learning Goal (Use SMART format):

Why is this goal important to you? How will it enable you to be a better pharmacist?

Describe the resources and strategies you will use to enable you to achieve your learning goal.

Indicators of Progress: State the indicators that will inform you of your progress or achievement across the 4 weeks.

Progress at MIDPOINT (end of wk 2) Summarize: What has been achieved thus far? What needs to be the focus in the next 2 weeks? Do I need to add any goals (on separate sheet) based on my Midpoint Student Performance	Student to type progress here.

Assignment #2: Pharmacy Care Plan

- Students will **post 1 care plan** (to eClass) where student interviewed and provided care to the patient. PRECEPTOR TO REVIEW and provide feedback on ALL CARE PLANS including the 1 posted

- Care plan should include BPMH with
    - DRP identification
    - Therapeutic alternatives
    - Implementation plan (with rationale-
    - Follow-up (if applicable)
    - **Please keep it simple - OTC, respiratory conditions**

- Students must **complete a minimum of 4 care plans** (as above) but only 1 is posted
- Should have at least 1 care plan completed by midpoint
- **DUE:** FRIDAY AT THE END OF WEEK 3
- **Reminder**: Patient Care Process eModules on Faculty webpage:

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CARE PROVIDER Preceptor Tips

- **Prepare** with student prior to initiating activity
  - discuss steps involved, *discuss your expectations*
  - student should observe preceptor complete 1 patient interview
  - student should prepare & share with preceptor their planned approach

- Students **conduct** session/activity *with supervision/observation initially;* may be able to have indirect supervision after preceptor comfortable with demonstrated skills. Then
  - debrief with preceptor
  - preceptor provides feedback to student

- Patient profile documentation; may require practice, should have clear intent & include only relevant information

- **ALL care plans and documentation must be reviewed by preceptor**

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Pharmacy Care Plan Worksheet with Checklist

Relevant Data (HPI, PMH, Social Hx, Medication Hx, Allergies, etc); List any relevant data that provides context for the reader, and was used to determine medication related needs.

☐ Has all relevant data been included that provides the reader with enough context of the patient's medication related needs?

    ☐ If not, discuss with the student; probe to see if those missing can be determined.

☐ Have all patient identifiers been removed (i.e. no disclosure of individually identifying health information)?

MEDICAL CONDITIONS & MED- RELATED NEEDS: List and prioritize each medical condition first, followed by any DRPs identified for a given condition. Although some medical conditions may not have a DRP, a care plan is still necessary for ongoing patient monitoring.

DRP Categories: unnecessary drug• drug therapy required• ineffective drug• dose too low• adverse drug reaction/interaction •dose too high •nonadherence

☐ Are all DRPs identified (based on 4 prime areas of indication, efficacy, safety, adherence)?

    ☐ If not, discuss with the student; probe to see if those missing can be determined.

☐ Is rationale provided or discussed for DRPs (based on either patient or provider data)?

GOALS OF THERAPY: For each medical condition and/or DRP state desired goals of therapy/time frame.

Goals: cure, prevent, slow/stop progression, reduce/eliminate symptoms, normalize a lab value.

Consider realistic goals determined through patient discussion. Goals of therapy are measurable or observable parameters that are used to evaluate the efficacy and safety of therapy.

☐ Therapeutic goal/outcome(s) stated?

☐ Patient goal incorporated (if appropriate)

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Assignment #2: Pharmacy Care Plan

- Students will complete a personal reflection related to the care planning process (not reviewed by the preceptor)
- DUE: FRIDAY AT THE END OF WEEK 4

Patient Care Plan Reflection

Date:
WHAT? *What Happened?*
Describe a specific action, experience, or **thought** that arose in your **interaction or care planning process** that you want to **reflect on:** *(Start by describing the scenario; detail what happened. Who else was involved? What did or didn't go well?)*
Describe your **response** in the situation: *(What did you do? Be honest with yourself, what were your thoughts? How did you perceive the situation at the moment?)*
SO WHAT? *Now that you've thought about the situation, try to make sense of it*
Explore how your **internal factors influenced** your response in the situation: *(How did your thoughts, values, experiences, assumptions, biases, and/or social location play a role?)*

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Assignment #3: Medication Safety

Students will

- Review the ACP drug management [Incident Analysis Process Summary and Quick Reference Guide](#).

- Review the ACP Sample Drug Incident Report form

- Resolve a real or hypothetical medication error using the ACP Drug Incident Report Form

- Review and discuss with preceptor
- Students post anonymized Incident Report (to eClass)

Activities and Discussions

- Other activities and discussion topics are listed in the student's syllabus/appendix, as well as in the Preceptor's Quick Reference Guide
- Students are responsible for keeping track of what discussion they must complete, scheduling a time is a joint effort

Outcome	Discussion Activity examples
Professionalism	Discuss professional norms expected of a pharmacist? What strategies does the preceptor use to achieve professional behavior? How does the student demonstrate this during the placement? Do your ideas and strategies align with your preceptor?
Communication	Discuss 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).
Scholar	Discuss benefits and implications of Netcare

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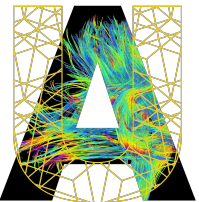
Podcast 2

- Assessments
- Preceptor Roles, responsibilities
- Contact information

Jody Shkrobot: shkrobot@ualberta.ca
Assistant Clinical Professor / Course Coordinator

Assessments

1. Assessments PRECEPTORS complete of student
2. Assessments STUDENTS complete
3. Course Evaluations

Assessments: Preceptor Tips

- Only 1 primary preceptor assigned to student
  - Ensure comments are shared between preceptors

- Options to complete assessment on CORE when more than 1 preceptor:

1. Primary preceptor logs in for other preceptor; enter their comments.
2. Primary preceptor shares password. Reset password on landing page.
3. Print assessment forms; share with other preceptor to write comments.

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Assessments: Preceptor Tips

- Can view assessments in CORE before student starts
- Viewable by student after submitted: can save as a draft
- Important to discuss with student
- Discourage use of "exceeds" at midpoint
- Comment boxes are helpful for student & Faculty; be specific
- *After midpoint assessment* important to discuss plan; student adds outcomes with "Needs Improvement" or "Not Meeting an Acceptable Level of Performance" to midpoint Learning Plan

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Student Performance Assessment

- Preceptors provide **overall mark** for each outcome:
  - *Not Meeting* an Acceptable level of performance
  - *Needs Improvement* to Reach an Acceptable Level of Performance
  - *Meets* Acceptable Level of Performance
  - *Exceeds* an Acceptable Level of Performance

- Needs Improvement: OK at MIDPOINT
  - More practice, effort & time you think student will meet expectations
- Not Meeting an Acceptable Level of Performance:
  - Indicates major concerns. Faculty <u>must</u> be notified by midpoint at latest
- Unable to rate (midpoint):
  - Use if you have not had opportunities versus using Needs improvement
- Assessments are reviewed by Faculty. You may be contacted by Faculty at midpoint if concerning comments/ratings to check in, gather more information, offer support

Grading Policy: Final student performance assessment

To PASS Students must;

1. Achieve a rating of "Meets an Acceptable Level of Performance" on all *Professionalism* outcomes **AND**

2. Have no more than 3 (*Maximum of 2 for Care Provider*) outcomes achieve a rating of "Needs Improvement to Reach an Acceptable level of Performance" **AND**

3. Have ZERO ratings of "Not Meeting an Acceptable Level of Performance"

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Assessments: Preceptors Complete

Assessment /Evaluation	Completion	Comments
Midpoint Student Performance Assessment	End of **Week 2** of placement	- Assess behaviours/skills associated with learning outcome areas - End of form; *Identification of Expectations & Areas for Focus* for rest of placement; discuss with student - NOTE: Student adds all areas that Needs Improvement to Learning Plan - NO GRADE GIVEN (pass or fail)
Final Student performance Assessment	End of **Week 4** of placement	- Behaviours/skills assessed same as midpoint - "Placement Grade" given preceptor; PASS or FAIL - Faculty provides "Course Grade"
Preceptor Course Evaluation	End of placement	- Feedback to the Faculty regarding course structure, resources, etc.

Assessments: Students Complete

Assessment/ Evaluation	Completion	Comments
Student Self Assessments; **Midpoint and Final**	End of Week 2 and End of Week 4 of placement	- Compare Student Performance Assessment (completed by preceptor) with Student Self Assessment - At midpoint, student should provide this to you 1-2 days in advance of assessment review - At final; include in final assessment review; good comparator
Assessment of Preceptor and Site; **Midpoint and Final**	End of Week 2 and Week 4	- To be discussed with preceptor
1. Course Evaluation 2. Post Course Preceptor and Site Evaluation	End of Week 4; after student has completed course	- Comments about all aspects of the course - Final quality assurance check

Preceptor Roles and Responsibilities

- PH 354 is an Introductory placement: preceptor usually providing direct instruction modeling & coaching
  - student observes preceptor => student assists preceptor => student performs while preceptor observes => student performs independently
- Guiding principle: *ensure patient safety*
- Provide regular feedback; debriefing before and after activities
  - Spend time daily, especially at start
  - Review when you will provide feedback at orientation
  - As primary preceptor at least 50% of your time with student. Communicate expectations to co-preceptor
- Review documentation: care plans, DAP notes
- Contact us if needed

Preceptor Expectations of Students

Guiding Principles

- As placement progresses, students are expected to incorporate knowledge and skills and provide care with more confidence

- Students expected to embody and demonstrate attitudes and behaviors of a pharmacist (effective communication, professionalism, team player)

- Students expected to identify areas for development and demonstrate initiative regarding self-directed learning

Planning

- Primary preceptors sent email ONE month prior to start with info and resources; ie: schedule, Quick reference Guide
- Ensure you can log into CORE ELMS; Contact: phexed@ualberta.ca or 780-492-3362 with concerns: log-in, etc
  - View your students information (students to post 4 weeks prior to start)
  - Confirm at least 3 weeks prior to start of placement that you have reviewed their resume
  - Provide students with information: start time, pre-readings, etc
  - Are there specific readings or information you want them to review
- Develop "Preliminary" Schedule
  - Weekends & evenings OK
  - If you have questions/challenges re: reduced hours please contact Jody

Planning - Student Orientation

- First impressions are the most important
- Students expect you will spend time on the first day providing and orientation and discussing - see full check list in QRG
  - Infection control protocols
  - Professional discussions
    - Expectations (staff and student safety)
      - What to do if faced with difficult, abusive, racist patient / staff
        - Safety signal
        - Document
        - Bring to preceptor's attention for appropriate action
        - Debrief with student
        - Contact Faculty
  - Course review - initial schedule
  - Learning plan/skills inventory
  - Pharmacy practice: including templates/forms used
  - Practice environment, Technology

Policies and Procedures

- Policies and Procedures manual: posted on Faculty website
- Attendance: 40 hours/week; 5 x 8 hour days
- Stat holidays; preceptor's discretion
- Absences: Contact faculty for guidance

  - Students must record request in CORE ELMS Absence Tracker

  - Requests *must be authorized by preceptor* and feasible with placement schedule: you confirm/deny

    - Sickness: if > 1 day missed, time must be made up

- Change of schedule outside of stated timelines must be approved by course coordinator in advance of change

- Schedule routine medical appts outside of course time

What to do? Who should I contact?

- If you are going to be away (for many days) during the placement, and no co-preceptor, please advise the student AND US
- If you think you have a problem or student is struggling for ANY reason, don't hesitate to contact us ASAP

    Jody: shkrobot@ualberta.ca or 780-492-7482
- **You should not wait until midpoint if concerned**

- We develop plans with the preceptor and work together: Faculty, preceptors & student.

- Important:
    - Tell student your concerns as well as what they do well
    - Provide specific feedback & document specific examples
    - Advise student to contact faculty if struggling

- Administrative questions: (CORE ELMS)
    - phexed@ualberta.ca or 780.492.3362

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