

Entry to Practice PharmD
4th Year Placements
Student and Preceptor Course Review
2024/25

PHARM 554/555/556/557

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Outline

- Introduction
- Pre-Requisites
 - Updates to the Policy and Procedure Manual
- Overview of Courses
 - Objectives
 - Activities, Discussions and Assignments
- Assessments and Evaluations
- Student and Preceptor Responsibilities
 - Before, During, After Placement
- When and how to contact the Faculty

Pre-Requisites

- Students have completed Years 1-3 of the PharmD curriculum.
- Student have also completed [all experiential learning requirements](#):
 - CPR Level C + First Aid, N95 Fit Testing
 - Immunizations
 - Any site-specific training
 - Students, ensure **current** resume uploaded in CORE
- Students must read the [Policies and Procedures Manual](#)
 - Updates made in 2024

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!

Absence Reporting in CORE ELMS

The screenshot shows the CORE ELMS interface. At the top, there are logos for 'ELMS by CORE', 'Test Student University of Alberta', 'MyCred', and 'Return to Your Account'. Below these are navigation tabs: 'ACCOUNT', 'SCHEDULE', 'CALENDAR', and 'LOGOUT'. A green sidebar on the left contains a list of menu items: Home, Scheduling, Hours Tracking, Requirements, Field Encounters, Absences (highlighted with a red arrow), Evaluations, Assessment Library, Electronic Forms, Surveys, Message Center, Document Library, Help Center, and External Resources. The main content area features the University of Alberta logo and the text 'UNIVERSITY OF ALBERTA'.

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CORE
ELMS

Absence Details

Date:

Required

(Format: MM-DD-YYYY)

Preceptor / Site : **Ann Thompson**
Required **University of Alberta Hypertension Clinic**
PHARM 537 (4th year) - Mandatory Elective (Type C
(Combination of Patient Care and Non-Patient Care) - Patient
Care / Project)
06-07-21 - 07-30-21

Absence Description

Comments:

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.

File Attachment / Document URL

Attach New File: no file selected

Upload file requirements **Max File Size allowed: 300 MB**
Extensions allowed: doc, docx, txt, pdf, rtf, gif, jpg, jpeg, png, ppt, pptx, swf, tif, tiff, xls, xlsx, mp3, mpeg, mp4, m4a

OR Add Document URL:
(Entering a URL will override an uploaded file)

Allow Preceptor to View Uploaded Document:

Policy and Procedure Manual: Updates



- Review of Student Responsibilities
 - **Preparedness:** reviewing patient care process and therapeutics (especially if a clinical placement)
 - **Completing Work Outside Placement Time:** Students are expected to work up to 2 hours on assignments/readings outside of placement hours
- Student Safety Policies - Risk identification, Workplace Injury and Home Visits
- Other:
 - Students cannot be enrolled in other courses during experiential *except* the seminar courses
 - Students cannot be paid while on placement

COURSE OVERVIEW

OBJECTIVES
ACTIVITIES
ASSIGNMENTS



Course Outcomes

- 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, which are now posted in eClass (active once registered) and also available on our website.
 - <https://www.ualberta.ca/pharmacy/preceptors/course-information.html>

How are 4th Year Placements Different from Pharm 354/454 (1st and 2nd year placements)?

- All “on-campus” courses completed - final year of learning----->**CAPSTONE**
- Expected to have a reasonable knowledge base for *all topics* covered in curriculum
 - Look up things you don't know
 - Review in advance if you know certain topics are forthcoming
- Expected to know the full Patient Care Process
 - Preceptors are there to guide you with the nuances, but basic process should be well known.
 - Integrating patient specific factors an expectation
- Transition to being a pharmacist (i.e. work independently)!

Assignments Submitted By Students to Faculty

All courses require the preparation of a Learning Plan (+/- Skills Inventory). This gives students the ability to tailor experience to personal goals. The student negotiates the plan with preceptor by end of week 1, and works on self-directed goals across placements.

Course	Assignments (submitted by last day of placement)
Pharm 554 (community practice)	<ul style="list-style-type: none">• Medical condition diary• 4 care plans (chronic disease care)• Interprofessional assignment• Enhancement of Community Pharmacy Practice• Continuous Quality Improvement Initiative
Pharm 555 (acute care/inpatient hospital)	<ul style="list-style-type: none">• 4 care plans submitted (minimum of 20 care plans over the rotation)
Pharm 556 (selective in pt care)	<ul style="list-style-type: none">• Documentation associated with 4 care plans, submitted final day of placement• 2 assignments, chosen between student and preceptor. Examples in syllabus.
Pharm 557 (mandatory elective)	<ul style="list-style-type: none">• 2 assignments to be chosen between student and preceptor. Examples in syllabus.

If assignments not submitted prior to grades being assigned, you will receive NO CREDIT

Course Activities

Pharm 554 (Community Practice) - Key Activities

- Ensure Learning Plan + Skills Inventory uploaded to CORE at least 1 week before placement starts
- Provide dispensing-related care for a minimum of 4 patients per day
- Provide care for a minimum of 20 patients with:
 - Acute conditions or requiring self care (including documentation) - 20
 - Chronic conditions and prepare care plans/documentation - 20
- Participate in prescribing decisions, and providing injections (under direct supervision)
- Clinical judgment review and reflection for 3 patients
- Dispensing (medication use process) – fill / check 25 prescriptions without errors
- Interprofessional collaboration - (non-pharmacy related profession)
- Health Promotion presentation or Health Awareness clinic
- Drug Information Requests
- Course Discussions (see Syllabus)

Course Activities

Pharm 555 (Acute Care/Hospital) - Key Activities

- Ensure Learning Plan + Skills Inventory uploaded to CORE at least 1 week before placement starts
- Provide care and develop care plans for a ***minimum of 20 patients***
- 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
- Medication Distribution

Course Activities

Pharm 556 (Selective in Patient Care) - Key Activities

- Ensure Learning Plan + Skills Inventory uploaded to CORE at least 1 week before placement starts
- Provide care to a minimum of 20 patients and prepare care plans/documentation.
- **Submit** the documentation for 4 patients
 - Include what happened in follow-up (was it what you expected?)
- **Complete 2 assignments** (to be determined in conjunction with preceptor(s)).
 - Examples: education sessions, patient education materials, journal club
- Work collaboratively with other professionals to provide care.
- Complete drug information requests
- Complete course discussions about practice-related topics

Course Activities

Pharm 557 (Mandatory Elective) - Key Activities

- Ensure Learning Plan uploaded at least 1 week in advance of placement starting. If 557 is in a patient care environment, feel free to complete a Skills Inventory as well (this can help your preceptor determine where you feel most comfortable, and areas you want to further develop).
- 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)).
 - Examples: education session(s), patient education materials, journal club, research activities

Some reminders...

1. Do not include any patient identifiers on documentation submitted to the Faculty and inservices done at the hospital.
 - This is considered a privacy breach under the Health Information Act.
2. Students must discuss patient care details with preceptor(s) (and incorporate feedback) **BEFORE** submitting assignment information to FoPPS.
3. Students are responsible for keeping timelines on-track to complete all assignments prior to the end of placement.

Learning Plans

- Posted in CORE ELMS under Student Requirements **at least 1 week before placement starts.**
 - Labelled per course (ie: Pharm 554, 555, 556, or 557)
 - Please upload to the correct course so that your preceptor can locate
 - Use templates provided in eClass.

TIPS:

- Challenge yourself! Include goals that help you develop skills and knowledge, or on areas where you need to improve.
 - Consider previous performance, in any setting (school, employment)
 - OK to specify what you want to learn and refine in week 1.
- Use this as a way to customize your learning to what you need
- We have provided tips for preceptors. If interested, see short video (7 minutes) posted on Preceptor Course Information page.
 - <https://www.youtube.com/watch?v=llw4S0jC5Kg>

Learning Plans: *Activity and Assignment (all courses)*

Step 1: Skills Inventory (Pharm 554/555/556 +/- 557): Rate your comfort/confidence performing select skills & provide comments to provide perspective.

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"> • Speak clearly, effectively and respectfully, tailoring responses to context and audience • Use appropriate non-verbal communication. (e.g. open body language, use of facial expressions) • Listen effectively (conversations are 2-way) • Employ effective interviewing strategies • Use appropriate language, pace and tone • Demonstrate appropriate confidence • Document information appropriately and accurately 	1 2 3 4 5 6 7 Uncomfortable/ Lack Confidence Comfortable/ Confident	
Gathering medical and medication	<ul style="list-style-type: none"> • Use systematic process to gather data • Use multiple sources to synthesize data • Employ effective interviewing techniques 	1 2 3 4 5 6 7 Uncomfortable/ Comfortable/	

Step 2: Feedback Received: provide examples of feedback received from preceptors, lab facilitators, peers and/or pharmacists

Learning Plans

Step 3: Students will:

- State 2-4 goals using SMART format. (Should link to **specific** skills)
- Discuss during week 1 of placement and repost updated plan (if changes made); review progress at midpoint and final. Post updates on CORE ELMS.
- **At midpoint:** student adds areas if unable to attain at least “**Mostly Consistent in Meeting Expectations**” from preceptor on performance assessment. Re-post.
- **At final:** student adds areas if unable to attain at least “**Mostly Consistent in Meeting Expectations**” from preceptor on performance assessment. Re-post.

LEARNING PLAN				
Goal - Based on the self-Assessment (Skills Inventory and Feedback; Steps 1 & 2), state 2 learning goals regarding knowledge or a skill that you would like to focus on during the placement.	Strategies - Describe strategies you will use to attain the learning goal. - These would be actions you will do to achieve your goal. - Strategies may change as you work towards your goal.	Indicators of Progress - Describe indicators that will inform you of your progress towards or achievement of your goal. - Examples include feedback from your preceptor, other team members, reflection.	Progress at MIDPOINT Include: • Key accomplishments • Next steps	Progress at FINAL Include: • Key accomplishments • Next steps
Learning Goal 1:				
Learning Goal 2:				

CORE ELMS: Posting Student Information

Post your CV/Resume (1 month prior) & Learning Plan (1 week prior) under **Student Requirements**.

- Home
- Scheduling +
- Hours Tracking
- Requirements
- Field Encounters
- Absences
- Evaluations +
- Assessment Library +
- Electronic Forms
- Surveys
- Message Center
- Document Library
- Help Center

Student Requirements

Miscellaneous

Requirements	File	Site	School Mandatory	Added	Completed	Completed On	Confirmed	File	Expiration	Update
AHS Covenant Network Questionnaire		✓	Yes	03-31-17	Yes	03-31-17		File FORM		Edit Current Replace
AHS General Student Orientation Module Copy and paste this URL: (Firefox browser works best) http://ahamms01.http.internapcdn.net/ahamms01/Content/AHS_Website/modules/student-orientation/index.html Once you have completed the orientation module, upload a copy of the certificate with your name included on it.			Yes	04-23-18	Yes	04-22-18	04-23-18	File		Edit Current Replace
AHS Information & Privacy & IT Security & Compliance Module Copy and paste this URL: https://www.albertahealthservices.ca/info/Page3962.aspx Once you have completed the training module, upload a completed copy of the Confidentiality and User Agreement.			Yes	04-23-18	Yes	04-22-18	04-23-18	File		Edit Current Replace
Student CV/Resume Students must post their CV/Resume AT LEAST 1 MONTH prior to the start of their placement to allow for preceptor review. There is a resource "Effective CVs/Resumes" posted in eClass.		✓	Yes							Add

Click to Add File →

Learning Plans	File	Site	Mandatory	Completed	Completed Date	Date Added	Updated	In Progress	File	Form	Expiration	View	Confirm	Deny	Edit / Replace
Pharm 554 Learning Plan (+ Skills Inventory)		⊙	Yes												Edit Current
Pharm 555 Learning Plan (+ Skills Inventory)		⊙	Yes												Edit Current
Pharm 556 Learning Plan (+ Skills Inventory)		⊙	Yes												Edit Current
Pharm 557 Learning Plan		⊙	Yes												Edit Current

Click to Add Files Per Course →

CORE ELMS: Posting Student Information

Post your CV/Resume (1 month prior) & Learning Plan (1 week prior) under **Student Requirements**.

Student Requirements

Miscellaneous				
Requirements	Completed	Completed On	File	Expiration
Alcohol and Drugs Policy and Procedure (AHS/Covenant)	Yes	11-23-21	FORM	
Student Resume	Yes		FILE 1	
Learning Plans				
Requirements	Completed	Completed On	File	Expiration
Pharm 354 - Learning Plan	Yes	06-25-21	FILE 1	
Pharm 454 - Learning Plan	Yes	05-27-22	FILE 1	
Pharm 554 Learning Plan (+ Skills Inventory)				
Pharm 555 Learning Plan (+ Skills Inventory)				
Pharm 556 Learning Plan (+ Skills Inventory)				
Pharm 557 Learning Plan				

Assessments



Additional assessment information in eClass.

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

Assessments

- Information in Syllabus: Appendix 1: Student Performance Assessment(s) – outcomes and expected behaviours
 - *For Pharm 557: Forms are different pending if patient care (A/C) or non-patient care (B)*
 - *Same outcomes assessed at midpoint and final*
- Faculty monitors completion of assessments
- Pharm 557: **Know** the learning objectives created by preceptor on his/her Site/Practice Description; if clinical placement, same learning objectives as Pharm 556.
- TIPS
 - Students, be prepared to provide and receive feedback at each assessment point. This includes communicating progress on your Learning Plan to your preceptor(s).
 - If either preceptors or students have concerns, please contact us EARLY so that we can provide support while placement in-progress.

Assessments: Rating Scale

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/intervention.

Assessments: Rating Scale

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/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.

Criteria to Pass Placement (on Final)

- Preceptor rates your achievement of outcomes at end of placement (320 hours)
- Placement grade assigned by preceptor; course grade assigned by course coordinator

To pass the placement 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"**

Preceptors, the Value of Comments...

- 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.

Formative Assessments (During Placement)

STUDENT SELF-ASSESSMENTS: midpoint and final

- Learning Plan acts as initial self-assessment
- Midpoint self-assessment must be submitted at least 1 day prior to Midpoint discussion to allow for preceptor review
- Discuss final self-assessment during final performance discussion

MIDPOINT STUDENT PERFORMANCE ASSESSMENT

- May receive grades of **Inconsistently Meeting Expectations**; more time and effort needed
 - If ≥ 4 , course coordinator will reach out to both student/preceptor
- BOTH: Identify goals and expectations for balance of placement
- Students: Include **Inconsistently Meeting Expectations** outcomes in your midpoint Learning Plan; more likely to be successful
- **Not or Rarely Meeting Expectations**:
 - This indicates **CONCERN**: please contact the course coordinator.

What happens if there are concerns about performance during midpoint?

- Course coordinator will be reaching out to arrange a discussion. You can also contact us.
- Next steps:
 - **Students, make a plan!** Use your Learning Plan as a road map to help you be successful. Identify specific strategies/actions that outline how you will achieve your goals. The course coordinator can provide assistance.
 - Plan should be discussed together (both students and preceptors).
 - A supplemental assessment may be arranged at the end of week 6. This contains the same outcomes as the midpoint assessment, and will provide further feedback on how you are progressing before the final assessment.
 - Students also complete a supplemental self-assessment to communicate with their preceptor(s) how they feel they are progressing.
 - Setting this up will be done in conjunction between you, the preceptor and the course coordinator. It's not an automatic process.

Course Evaluations (During and After) Completed by Students

- Same process between courses
- **MIDPOINT and FINAL Student Evaluation of Preceptor/Site**
 - Must be discussed with preceptor
- **Post-Course Evaluation of Preceptor and Site (REQUIRED)**
 - Non-anonymous; completed on CORE ELMS
 - Submitted after you have completed course; within 48 hrs
 - Students have the option to be contacted by faculty to discuss

Course Evaluation (Completed by Preceptors)

Preceptor Course Evaluation

- Non-anonymous; completed in CORE ELMS
- Preceptors will see this in CORE dashboard, and should complete after your student has left the placement.
- If you have more than 1 student scheduled across the year, you are welcome to complete this each time.
- Please complete within 1 week of the placement ending (while experience is still fresh in your mind)
- This is optional. We do use your feedback to improve the course.

Chronological Assessment Summary Table

ASSESSMENT	COMPLETED	COMMENTS
MIDPOINT Student Self Assessment	End of FOURTH Week – <u>Submit 1-2 days prior to Midpoint Student Performance Assessment review</u>	<ul style="list-style-type: none"> Print and bring copy to the review session or review together on laptop/tablet
MIDPOINT Student Performance Assessment: (completed by preceptor)	End of FOURTH Week	<ul style="list-style-type: none"> Assessment of all outcomes Identify goals and expectations for balance of placement with preceptor, add areas of “Inconsistently Meeting Expectations” to the MIDPOINT Learning Plan
FINAL Student Self Assessment	During Final Student Performance review	<ul style="list-style-type: none"> Print and bring a copy to review session or have tablet handy to show and discuss
FINAL Student Performance Assessment (completed by preceptor)	End of PLACEMENT	<ul style="list-style-type: none"> Same outcomes as midpoint PASS: “Mostly Consistent in Meeting Expectations” on ALL Professionalism outcomes AND have no more than 3 outcomes rating of “Inconsistently Meeting Expectations” AND Have ZERO ratings of “Not or Rarely Meeting Expectations”.
Post Course Evaluation of Preceptor and Site	Within 48 hours of course completion	<ul style="list-style-type: none"> Non-anonymous; on CORE ELMS
Preceptor Course Evaluation (by preceptor)	Within 1 week of placement ending	<ul style="list-style-type: none"> Completed on CORE ELMS

Course Grade (End of Placement)

Course grade will be processed by the course coordinator **AFTER** all assignments and required assessments have been submitted.

See grading table and assignment section in each syllabus for specifics of what must be submitted.

Failure to complete ALL assignments and evaluations means you will receive NC (no credit) for the course.

★ Reminders will NOT be sent after every course.

RESPONSIBILITIES

Before, During and After Placement



Before Placement



Student Responsibilities

- All students have up-to-date immunizations, CPR & N95 Fit Tests.
- Reading Lists – both Required and Recommended Resources - See eClass for list.
- Contact preceptor 3-4 weeks prior to placement start date. Confirm hours of work for Day 1, where to park, attire and pre-readings info.
- Ensure registered in the correct course in the correct block.
- AHS Network, Connect Care Role and Connect Care Instructor Led training (ILT) will be requested by the experiential education team. Netcare training requisitioned by AHS/Covenant managers (no form).

Preceptor Responsibilities

- Review course podcasts, syllabus, calendar template, and Preceptor Quick Reference Guide - all located on our website [HERE](#)
- Review student performance assessment form in CORE.
- Review student CV/resume, and Skills Inventory/Learning Plan

Tips for Co-Preceptors

- Quick, easy read guide that provides tips for doing this successfully.
- Students, you will find this helpful too!

https://www.ualberta.ca/pharmacy/media-library/preceptors/documents/training-and-resources/co-precepting-guidebook-2018_final.pdf



Co-precepting in
Pharmacy
Experiential Education

A Guidebook for Preceptors

Responsibilities (During Placement)

Student Responsibilities

- **Netcare (as applicable):** login Day 1 to check access; call Netcare IT Helpdesk if access not working

Both Student and Preceptor Responsibilities

- **First week!** Orientation: discuss expectations and initial schedule (checklist in Preceptor Quick Reference Guide)
 - **NEWER:** racism/harassment/bullying - what to do “if” anything occurs
 - Students inform preceptor if planning to facilitate a lab (Edmonton) and ensure date OK.
 - Discuss safety procedures at site
 - Discuss needlestick injury procedures (HBBFE) at site
 - **Injections should be directly supervised.**
 - Learning Plan (review initial draft posted, repost if changes made)
- Confirm hours & schedule at site, including holidays or planned absences
- When co-preceptors involved, discuss performance expectations for each

Student Responsibilities

(During & After Placement)

- **Confidentiality IMPORTANT**

- Do not discuss any information about the site with classmates, other preceptors, colleagues (past or future)
- This includes patient OR business information.
- Preceptors may ask you to sign a confidentiality agreement.
- See excerpt from P&P Manual

Confidentiality

Students must ensure patient and practice site confidentiality at all times (both in and out of practice setting). Business information regarding the practice site is confidential.

Posted Assignments: students must ensure that all patient identifiers are removed (care plans, screen shots, etc.). Students must;

- o use a meaningless but unique number; i.e. patient #1.
- o use an age range (i.e. 60-65); do not include date of birth.
- o not include any identifiers such as physician names.

Social Media

Students must refrain from posting any patient, pharmacy practice or business information on any form of social media (Facebook, Twitter, Instagram, YouTube, etc.)

- Ensure Netcare access is terminated for that site.

Planning for the Unexpected



- A placement may get cancelled!
- Preceptor(s) may take a team approach to your learning
 - May have 2-3 preceptors; ask for schedule when you start
 - You may not spend majority of time with preceptor linked in CORE ELMS (ensure you clarify)
- Students may have unexpected circumstances
 - Contact us to discuss before engaging preceptor

What to do?

- If something happens with a placement, we will be in touch asap to determine a plan and present options
- If you have something happen, contact us ASAP

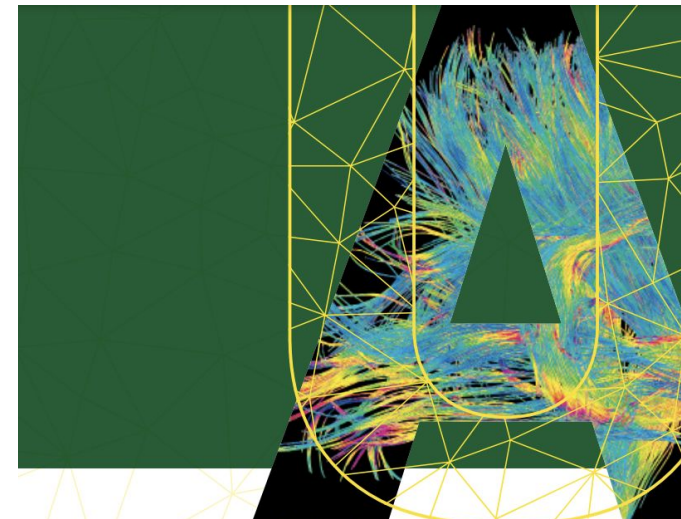
When to Contact the Faculty?

- Students, if you're struggling...
 - Performance difficulties / Conflict with preceptor / Ethical concerns
- Preceptors, if you have concerns or want to discuss strategies to better support students.
- An incident occurs - racism, bullying as examples
 - Harassment of any kind is not acceptable regardless of who the perpetrator is
 - Students should talk to preceptor(s), document, and contact faculty (don't wait until the placement is over!)
- Insufficient opportunities to complete course requirements
- All concerns will be dealt with in confidence; we will work with you to determine a plan

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

Any Questions?

Bring questions to Q&A session!

OR

Contact Course Coordinators

Ann Thompson (556/557)

athompson@ualberta.ca or 780-492-5905

Jody Shkrobot (554)

shkrobot@ualberta.ca or 780-492-7482

Pawan Gill (555)

pawan.gill@ualberta.ca or 780-492-8066

AHS/Covenant Health Faculty Liaison: **Michelle MacDonald,**
michelle.macdonald@ahs.ca or 403-561-6278