



## Pharmacy Skills Laboratory Instructors & Interprofessional Problem-Based Learning Tutors

2018-2019



We are currently recruiting pharmacists to act as instructors in the professional skills labs. You do not need to be an expert in any particular area. Your predominant role is to observe and provide feedback to the students so they can improve their skills. Lab instructors are provided with information describing their roles and responsibilities for the individual labs as well as any pertinent materials for assessment and marking. Lab instructors are paid an hourly wage (minimum: 3hr). If you have any questions, please do not hesitate to contact us.

### REQUIREMENTS:

- ❖ Licensed pharmacist in good standing with SCPP
- ❖ Minimum 12 months of practice experience
- ❖ Instructors (PHAR 170/171, 272/273) will be required to attend a mandatory laboratory orientation session which will include information on various skills that are taught in the curriculum such as interviewing, counseling, care planning, etc.

**Opportunities are available in both the BSP and PharmD programs.**



### **REGULAR WEEKLY COMMITMENTS (PharmD)**

Instructors commit to one or more lab sessions/week for term I and/or term II based on their interest and availability.

#### **TERM I (September to early December)**

**PHAR 170:** Monday (1:30-5:30) or Tuesday (1:00-5:00) or Thursday (1:00-5:00) or Friday (1:30-5:30)

**PHAR 272:** Monday or Wednesday or Friday (10:30-2:00)

#### **Term II (January to early April)**

**PHAR 171:** Monday (1:30-5:30) or Tuesday (1:00-5:00) or Thursday (1:00-5:00) or Friday (1:30-5:30)

**PHAR 273:** Monday or Wednesday or Friday (10:30-2:00)

Instructor Role: Help students develop their professional practice skills by observing students, providing guidance and feedback and conducting assessments. Year 1 students learn from simulations involving simple patients with simple problems in a community pharmacy practice. Year 2 students learn from simulations involving simple patients with simple to complex problems in a community and hospital pharmacy practice.

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### **INTERMITTENT OPPORTUNITIES (not every week)**

Monday, Wednesday, Friday 10:00-1:00 (term 1 & 2, **PHAR 455/465 BSP**)

Tuesday, Wednesday, Thursday 8:00-11:00 (term 1, **PHAR 557/565 BSP**)

At the beginning of each term a list of the labs with scheduled times and a description of the pharmacist's role and responsibilities will be e-mailed to those pharmacists who expressed an interest in participating as a lab instructor. Based on your interests and schedule you reply indicating your availability. For these labs a weekly commitment is not required.

*For all labs please send an email indicating your interest, briefly outlining your experience and the lab(s) you are available for to [kristine.zulak@usask.ca](mailto:kristine.zulak@usask.ca).*



## **Interprofessional Problem Based Learning (iPBL)**

A clinical problem is presented to a small interprofessional group of students without first providing the students with any information (e.g. lectures). This allows students to consider the problem in the context of what they already know and to determine how far their present knowledge and reasoning skills can take them in understanding and resolving the problem. Small groups of students and a tutor explore the clinical problem in a structured manner. Problem based learning is a student driven process. Students determine what they need to learn, conduct research and present the information to their group. The tutor facilitates the process. Problem based learning (PBL) tutor training is mandatory. Training is provided at workshops scheduled several times throughout the year (August, December and January).

This is an interprofessional experience. Groups include students from a number of health care professions and an objective of the module is to learn about interprofessional teams and how each member contributes to the care of the patient.

After completing the iPBL tutor training workshop, tutors may facilitate any of the following modules:

Term I: HIV/AIDS (4th year BSP students), Student Stress and Wellness (1st year PharmD students)

Term II: Palliative Care (3rd year BSP students), Respiratory Illness (3rd year BSP and 2nd year PharmD students), First Nation Culture, Health and Healing (1st year PharmD students)

If you are interested in finding out more about becoming a PBL tutor, please contact Jane Cassidy (966-1875, [j.cassidy@usask.ca](mailto:j.cassidy@usask.ca)).