





## USask PharmD Experiential Learning (EL) Program


### Examples of EL Competencies Demonstrated in a Community Pharmacy Setting

EL Competency	Examples of activities, actions, and behaviours that may demonstrate this competency <i>Note: These lists are compiled to help identify opportunities for students to demonstrate the EL competencies during the rotation. The lists are non-exhaustive, and it is not required that a student perform each of these tasks in the rotation. These examples represent a variety of skill levels and should be adapted to recognize the baseline knowledge and skills expected of the student given their year in the program. An overview of the PharmD course curriculum by year can be found <a href="#">here</a>.</i>
	<b>KNOWLEDGE</b>
<b>1. Demonstrates application of fundamental knowledge and skills covered in curriculum to date</b>	<b>OFTEN A GLOBAL ASSESSMENT AS INFORMED BY OBSERVATIONS OF EXAMPLES THAT ALSO DEMONSTRATE OTHER COMPETENCIES</b> <ul style="list-style-type: none"><li>- Comparing overlap in signs and symptoms of different disease states (e.g., basic differential diagnosis)</li><li>- Summarizing relevant and accurate counselling points prior to patient education session</li><li>- Identifying resource(s) and/or types of resource(s) to use to answer DIQs</li><li>- Answering preceptor prompting questions about common disease states and drugs</li><li>- Describing the role of the pharmacist in community settings and identify activities that align with the scope of practice</li><li>- Other (site-specific):</li></ul>
<b>2. Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions</b>	<b>OFTEN A GLOBAL ASSESSMENT AS INFORMED BY OBSERVATIONS OF EXAMPLES THAT ALSO DEMONSTRATE OTHER COMPETENCIES</b> <ul style="list-style-type: none"><li>- Identifying urgency and triaging tasks and activities appropriately</li><li>- Troubleshooting drug coverage and billing problems</li><li>- Addressing drug shortage issues by assessing supply chain information and site needs, including recommending alternatives to prescribers</li><li>- Identifying, reviewing, comparing, and implementing relevant clinical practice guidelines<sup>†</sup></li><li>- Identifying red flags when completing OTC/self-care counselling or minor ailments prescribing</li><li>- Demonstrating critical appraisal/EBM skills (e.g., interpreting RR, NNT, significance, etc.) and relating findings to a patient case</li><li>- Interpreting a consult note by looking up unfamiliar terms and summarizing in lay terminology</li><li>- Other (site-specific):</li></ul>
	<b>PROVIDING CARE</b>
<b>3. Gathers information</b>	<ul style="list-style-type: none"><li>- Creating and/or updating patient profiles</li><li>- Determining the extent of missing information on prescriptions and making a plan for how and where to gather it</li><li>- Accepting prescription transfers</li><li>- Reconciling discrepancies from hospital discharges or previous dispenses at other pharmacies<sup>†</sup></li><li>- Compiling information from multiple sources, including electronic and paper records, to prepare for a medication assessment<sup>†</sup></li><li>- Gathering necessary information in following up with patients</li><li>- Documenting lab values relevant to safe and effective treatment at refill encounters (e.g., SCr, INR, etc.)<sup>†</sup></li><li>- Collecting information from a patient or care partner about barriers to adherence</li><li>- Other (site-specific):</li></ul>


<sup>†</sup> Appropriate for a Year 4 student to complete. A Year 1 student may benefit from actively observing someone else completing this task.

Opportunities to demonstrate competencies 4/5/6 can be via data entry and dispensing, spontaneous discussions, DIQs, written care plans and documentation following medication assessments, etc. The EL Office encourages students and preceptors to seek a variety of opportunities to demonstrate these competencies.	
<b>4. Identifies and prioritizes drug therapy problems (DTPs)</b>	<ul style="list-style-type: none"> <li>- Identifying unnecessary drug therapy in a medication review</li> <li>- Identifying drug interactions and assessing their significance during data entry</li> <li>- Identifying dosage too high when lab values suggest a supratherapeutic response to therapy<sup>†</sup></li> <li>- Identifying an adverse drug reaction to a recently started medication</li> <li>- Gathering a patient's personal reasoning for not taking medications as prescribed</li> <li>- Prioritizing multiple DTPs</li> <li>- Other (site-specific):</li> </ul>
<b>5. Identifies goals of therapy (GOT)</b>	<ul style="list-style-type: none"> <li>- Providing accurate information to a patient about returning to care if a new drug does not improve symptoms within a specified timeframe</li> <li>- Identifying and discussing individualized blood glucose and blood pressure targets</li> <li>- Identifying specific target lab values for common disease states</li> <li>- Assess the alignment of the patient's medication regimen with their goals, needs, abilities, values, and beliefs</li> <li>- Describing the importance of creating patient-centred goals of therapy</li> <li>- Other (site-specific):</li> </ul>
<b>6. Identifies, compares, and selects most appropriate therapeutic alternatives</b>	<ul style="list-style-type: none"> <li>- Discussing therapeutic alternatives with preceptor in preparation of providing a recommendation to a patient or prescriber</li> <li>- Describing patient-specific factors considered when comparing drug therapy</li> <li>- Selecting a medication to prescribe within the pharmacist's scope of practice using algorithms, medSask PARs, etc.<sup>†</sup></li> <li>- Recommending a change to drug therapy to manage a drug therapy problem or drug shortage<sup>†</sup></li> <li>- Identifying the most appropriate OTC/self-care options based on patient-specific factors and preference</li> <li>- Considering public and private coverage when comparing products<sup>†</sup></li> <li>- Other (site-specific):</li> </ul>
<b>7. Prepares, dispenses, and supports distribution and administration of medications</b>	<ul style="list-style-type: none"> <li>- Dispensing medications (data entry, counting, checking, etc.)</li> <li>- Checking all essential items on a prescription or order, including legal requirements</li> <li>- Clarifying unclear orders with other pharmacy staff and/or prescriber</li> <li>- Working through with billing and reimbursement issues<sup>†</sup></li> <li>- Compliance packing medications and creating new compliance pack cards/sheets</li> <li>- Non-sterile and/or sterile compounding<sup>†</sup></li> <li>- Preparing and distributing OAT (e.g., methadone, buprenorphine-naloxone)<sup>†</sup></li> <li>- Dispensing medical devices</li> <li>- Other (site-specific):</li> </ul>
<b>8. Monitors and follows up on plans</b>	<ul style="list-style-type: none"> <li>- Asking disease-specific questions in follow up to assess efficacy and safety</li> <li>- Calling patients after pharmacist prescribing to complete follow up section on medSask PAR</li> <li>- Reaching out to a patient to follow up regarding resolution of a vaccine-related adverse event<sup>†</sup></li> <li>- Following up to review pending bloodwork before dispensing<sup>†</sup></li> <li>- Following up with prescribers when outstanding communication is delaying patient care</li> <li>- Ensuring proper handover is completed with pharmacist or others in the case of outstanding follow up</li> <li>- Other (site-specific):</li> </ul>


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	COMMUNICATION AND COLLABORATION
<b>9. Establishes and maintains rapport and relationships</b>	<ul style="list-style-type: none"> <li>- Speaking to people with sensitivity, empathy, compassion, cultural safety, and appropriate language</li> <li>- Introducing self and role appropriately others when seeking or providing information</li> <li>- Appropriately addressing individuals by their correct pronouns and preferred title and/or credentials</li> <li>- Recognizing individuals by name upon subsequent encounters/remembering personal details about people</li> <li>- Obtaining informed consent from patients to provide care, including setting expectation about how long an encounter will be</li> <li>- Bringing positive energy and professionalism into the workspace</li> <li>- Managing conflict or difference in opinion and/or perspective</li> <li>- Other (site-specific):</li> </ul>
<b>10. Communicates verbally and non-verbally</b>	<ul style="list-style-type: none"> <li>- Speaking confidently and respectfully when it is the student's turn in individual or group settings</li> <li>- Implementing care plans verbally by making clear, concise, justified drug therapy recommendations to prescribers</li> <li>- Providing education or counsel to patients</li> <li>- Responding to communication challenges (e.g., collecting information from a person living with dementia)</li> <li>- Communicating effectively over telephone or videocall</li> <li>- Maintaining appropriate body language that demonstrates readiness to learn, attentiveness to conversation, and respect for others</li> <li>- Actively participating in turn in group settings</li> <li>- Other (site-specific):</li> </ul>
<b>11. Communicates in writing, including completing documentation</b>	<ul style="list-style-type: none"> <li>- Emailing preceptor(s) and others with appropriate and concise language and format (following site-specific email policies)</li> <li>- Documenting brief notes in patient profile in dispensing software</li> <li>- Transcribing verbal orders with all required components</li> <li>- Sending written recommendations to prescribers</li> <li>- Seeking clarification from prescribers in writing</li> <li>- Ensuring compliance packing labels and associated documentation are complete and thorough</li> <li>- Providing written patient education (e.g., email, handouts, etc.)</li> <li>- Other (site-specific):</li> </ul>
<b>12. Fulfills professional roles and responsibilities, including implementing plans and referring or transferring responsibility when appropriate</b>	<ul style="list-style-type: none"> <li>- Initiating a recommendation to a prescriber to manage a drug therapy problem or correct an error</li> <li>- Ensuring the timely delivery of dispensing and patient education</li> <li>- Responding to a drug information question in a timely manner</li> <li>- Completing monitoring and follow up as planned, changing direction of care as needed with new information obtained</li> <li>- Checking provincial dispensing systems (e.g., PIP) when dispensing a narcotic or controlled substance</li> <li>- Referring patients to other health care professionals for services out of the pharmacist's scope of practice<sup>†</sup></li> <li>- Identifying when a patient demonstrates red flag and requires assessment from a physician or referral to urgent care/emergency<sup>†</sup></li> <li>- Communicating medication regimens when a patient moves into long term care or another managed facility</li> <li>- Other (site-specific):</li> </ul>
<b>13. Recognizes and respects the roles and shared responsibility of others, including patient as decision maker</b>	<ul style="list-style-type: none"> <li>- Identifying information that can be obtained from other team members and HCPs (e.g., billing information, diagnosis, falls risk, etc.)<sup>†</sup></li> <li>- Discussing the overlapping roles pharmacists share with others</li> <li>- Collaborating with other local community pharmacies to manage supply of a backordered drug<sup>†</sup></li> <li>- Asking patients about their preferences for medication therapy and including this information in comparing and selecting drug therapy</li> <li>- Creating person-centered treatment goals</li> <li>- Utilizing shared decision-making tools to provide education (e.g., <a href="#">RxFiles Clinical Tools</a>, <a href="#">Ottawa Hospital Research Institute Patient Decision Aids</a>)<sup>†</sup></li> <li>- Other (site-specific):</li> </ul>

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	LEADERSHIP AND STEWARDSHIP
<b>14. Uses strategies and techniques to optimize pharmacy care and contribute to patient safety</b>	<ul style="list-style-type: none"> <li>- Using secondary identifiers to ensure the right drug goes to the right person</li> <li>- Verifying the patient's allergy record when assessing drug therapy</li> <li>- Communicating clearly with patients when there is a change made to their medication regimen to make sure they are aware of it</li> <li>- Informing patients of brand changes so they know their medication may look different</li> <li>- Identifying medication safety issues including improper storage of medications in the pharmacy or in the patient's possession<sup>†</sup></li> <li>- Encouraging return of unused narcotics and controlled substances to the pharmacy for safe disposal</li> <li>- Suggesting a patient-specific compliance package labelling strategy to accommodate patient's needs and/or disabilities<sup>†</sup></li> <li>- Adhering to relevant work standards and expectations once introduced and discussed</li> <li>- Reporting adverse drug events and medication errors through appropriate channels<sup>†</sup></li> <li>- Analyzing system-associated causes of errors<sup>†</sup></li> <li>- Providing sharps containers</li> <li>- Disposing of old medications and/or sharps containers in the hazardous waste</li> <li>- Other (site-specific):</li> </ul>
<b>15. Contributes to stewardship of healthcare resources</b>	<ul style="list-style-type: none"> <li>- Managing their own time and respecting preceptor's time by working efficiently and taking initiative to follow up on task progress</li> <li>- Participating in the management of supply chain issues and drug shortages<sup>†</sup></li> <li>- Selecting generic products on the formulary, when available</li> <li>- Dispelling myths and decreasing patient uncertainty about generic vs. brand differences</li> <li>- Exploring drug coverage options to enhance affordability for people unable to afford new medications (e.g., applying for EDS)<sup>†</sup></li> <li>- Ensuring patients have drug coverage before ordering expensive medications<sup>†</sup></li> <li>- Recommending consolidation of devices, when appropriate, to minimize unnecessary disposal of devices (e.g., inhalers, insulin pens)<sup>†</sup></li> <li>- Advocating for deprescribing or <u>Choosing Wisely</u>, when appropriate<sup>†</sup></li> <li>- Facilitating education to others about stewardship in prescribing (e.g., informal/opportunistic education when intervening on orders, journal clubs, lunch and learns, case presentations, etc.)<sup>†</sup></li> <li>- Proposing an initiative that addresses climate action and earth stewardship (e.g., enhancing recycling efforts, asking if customers want bags, etc)</li> <li>- Other (site-specific):</li> </ul>
<b>16. Participates in health promotion and disease prevention efforts</b>	<ul style="list-style-type: none"> <li>- Counselling on adherence and providing recommendations/education for compliance aids (e.g., blister packs, reminders, etc.)</li> <li>- Reinforcing education about food and movement choices to support care provided by dietitians, physical therapists, etc.</li> <li>- Seeking opportunities to implement primary prophylaxis/prevention to prevent disease<sup>†</sup></li> <li>- Assessing for and recommending appropriate immunizations<sup>†</sup></li> <li>- Providing smoking cessation counseling (e.g., PACT in Saskatchewan)</li> <li>- Offering contraceptive counseling when dispensing emergency contraception</li> <li>- Discussing harm reduction strategies (e.g., naloxone, safe injection supplies, etc.)<sup>†</sup></li> <li>- Providing resources and information to patients to raise awareness about health promoting programs (e.g., LiveWell, PharmaZzz, etc.)</li> <li>- Facilitating a health promotion event on site or in a public space (e.g., sun safety booth, promotion of pharmacy services via presentation, etc.)</li> <li>- Other (site-specific):</li> </ul>

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	PROFESSIONALISM AND PROFESSIONAL IDENTITY
<b>17. Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to:</b> <ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Self-assessment</li> <li>• Self-directed learning</li> <li>• Receptiveness to feedback</li> <li>• Adaptability</li> </ul>	<ul style="list-style-type: none"> <li>- Completing self-evaluations on time with specific examples that justify grade selected</li> <li>- Writing learning objectives and SMART goals</li> <li>- Seeking, accepting, and implementing feedback from preceptor and others respectfully and graciously</li> <li>- Sustaining behaviour change</li> <li>- Adjusting to a change in planned activities as a result of the dynamic nature of the learning environment</li> <li>- Brainstorming solutions to a problem before raising the concern with others</li> <li>- Talking through reflections on interactions that did not go as planned (e.g., <i>"That did not go well because I..."</i>, <i>"Next time I will try to..."</i>)</li> </ul>
<b>18. Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other healthcare professionals</b>	<ul style="list-style-type: none"> <li>- Being accessible, diligent, timely, and reliable to others</li> <li>- Displaying honesty, integrity, humility, altruism, empathy, compassion, and respect for diversity and patient autonomy</li> <li>- Taking responsibility and accountability for own actions and inactions</li> <li>- Offering honest and fair feedback to colleagues, preceptors, and site</li> <li>- Recognizing and responding to self and colleagues in need</li> <li>- Maintaining appropriate boundaries with patients and others</li> <li>- Presenting with appropriate personal grooming and attire</li> </ul>
<b>19. Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation, bylaws, policies, and practice standards</b>	<ul style="list-style-type: none"> <li>- Adhering to laws, standards of practice, policies, and codes that govern the self-regulated profession of pharmacy</li> <li>- Using ethical frameworks as a component of professional judgement (i.e. navigating the "grey areas" of pharmacy practice)</li> <li>- Recognizing potential conflicts of interest</li> <li>- Maintaining privacy and confidentiality</li> </ul>