





**USask PharmD Experiential Learning (EL) Program**  
**Examples of EL Competencies Demonstrated in Non-Direct Patient Care Settings**

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 represent a variety of tasks and activities that could be relevant to different practice settings. The rotation activities should be adapted to the unique practice site and recognize the baseline knowledge and skills expected of the student. 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>	<ul style="list-style-type: none"> <li>- Describing concepts and/or processes relevant to the rotation</li> <li>- Actively engaging in discussions with others, contributing to the extent expected to demonstrate previously acquired knowledge</li> <li>- Describing the role of the pharmacist in the practice setting and identifying 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>	<ul style="list-style-type: none"> <li>- Using a systematic approach in the search of information to address knowledge gaps (i.e., identifying which sources of information to use)</li> <li>- Appraising literature relevant to the rotation</li> <li>- Participating in data analysis, including critically interpreting data to assess for trustworthiness</li> <li>- Comparing different alternatives and making a selection</li> <li>- Using a multifactorial approach to rationalize decisions</li> <li>- Other (site-specific):</li> </ul>
	<b>PROVIDING CARE</b>
<b>3. Gathers information</b>	<ul style="list-style-type: none"> <li>- Completing a needs assessment</li> <li>- Following protocols to comprehensively and efficiently collect data</li> <li>- Taking initiative to seek out and read additional relevant literature to prepare for an activity</li> <li>- Performing a literature search and creating a summary document of findings relevant to the search question</li> <li>- Determining the extent of missing information and making a plan for how and where to gather it</li> <li>- Other (site-specific):</li> </ul>

Some NDPC rotations will offer students the opportunity to demonstrate competencies in the Providing Care domain, even if not through direct contact with patients. Opportunities to demonstrate competencies 4/5/6 can be via spontaneous discussions, writing exemplar cases, answering drug information questions, etc. The EL Office encourages students and preceptors to seek a variety of opportunities to demonstrate these competencies if relevant to the rotation.

<p><b>4. Identifies and prioritizes drug therapy problems (DTPs)</b> * <b>OPTIONAL</b></p>	<ul style="list-style-type: none"> <li>- Identifying unnecessary or ineffective drug therapy</li> <li>- Identifying drug interactions and their significance</li> <li>- Identifying adverse drug reactions</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>
<p><b>5. Identifies goals of therapy (GOT)</b> * <b>OPTIONAL</b></p>	<ul style="list-style-type: none"> <li>- Participating in a patient-family conferences and advocating for goals that align with patients’ desires</li> <li>- Stating accurate information about timelines for symptom improvement or resolution</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>- Describing the importance of creating patient-centred goals of therapy</li> <li>- Other (site-specific):</li> </ul>
<p><b>6. Identifies, compares, and selects most appropriate therapeutic alternatives</b> * <b>OPTIONAL</b></p>	<ul style="list-style-type: none"> <li>- Discussing therapeutic alternatives with preceptor or others</li> <li>- Describing patient-specific factors considered when comparing drug therapy</li> <li>- Recommending a change to drug therapy to manage a drug therapy problem or drug shortage</li> <li>- Considering public and private coverage when comparing products</li> <li>- Other (site-specific):</li> </ul>
<p><b>7. Prepares, dispenses, and supports distribution and administration of medications</b> * <b>OPTIONAL</b></p>	<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>- Compliance packing medications</li> <li>- Non-sterile or sterile compounding</li> <li>- Using the parenteral drug manual or IV compatibility resource to inform recommendations about medication administration</li> <li>- Considering and justifying dosage form when making drug therapy recommendations</li> <li>- Other (site-specific):</li> </ul>
<p><b>8. Monitors and follows up on plans</b> * <b>OPTIONAL</b></p>	<ul style="list-style-type: none"> <li>- Asking questions in follow up to assess impact of decision</li> <li>- Following up with others when outstanding communication is delaying work</li> <li>- Ensuring proper handover is completed with others in the case of outstanding follow-up</li> <li>- Checking in and documenting progress on a project</li> <li>- Other (site-specific):</li> </ul>



## 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>- Taking initiative to engage with others</li><li>- Updating preceptor regularly about progress in projects and/or tasks</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>- 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>- Providing clear, concise, justified information and recommendations to others</li><li>- Responding to communication challenges (e.g., communicating with others through language barriers)</li><li>- Delivering formal and/or informal presentations (e.g., weekly updates, project summary, poster or abstract presentations, etc.)</li><li>- Actively participating in team meetings</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>- Drafting an abstract, academic manuscript, proposal, or project description</li><li>- Preparing a written report or summary of a subject relevant to the rotation</li><li>- Creating written education (e.g., newsletter articles, handouts, etc.)</li><li>- Reviewing and contributing to circulated documents</li><li>- Providing written feedback to others</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>- Meeting agreed-upon timelines</li><li>- Taking initiative to complete tasks according to agreed-upon expectations</li><li>- Prioritizing multiple tasks effectively</li><li>- Promoting and advocating for the profession of pharmacy</li><li>- Establishing a leadership role, when appropriate, within a team</li><li>- Identifying when an assigned task becomes too complex and seeking out support from others</li><li>- Completing handover of outstanding tasks</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>- Collaborating with various stakeholders to solve problems</li><li>- Contributing to interprofessional teams</li><li>- Participating in team discussion about workload and assignment of duties</li><li>- Seeking guidance and expertise from others</li><li>- Negotiating shared responsibility with other students on site</li><li>- Other (site-specific):</li></ul>



## 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>- Discussing safety protocols relevant to the rotation</li><li>- Completing required training course(s) and discussing the key takeaways and action items relevant to the rotation</li><li>- Interpreting quality indicators using continuous quality improvement methods to improve process efficiency</li><li>- Considering downstream effects of decisions made in the practice setting on patient care and pharmacy practice</li><li>- Assisting in the preparation of regulatory visits and inspections</li><li>- Analyzing system-associated causes of errors</li><li>- Performing an audit of compliance with procedures</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>- 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, academic detailing, journal clubs, lunch and learns, case presentations, etc.)</li><li>- Exploring ways to reduce the environmental impact in pharmacy practice</li><li>- Using resources wisely and following protocols for replacing empty supplies for others' use</li><li>- Ensuring any resources and practice tools that are created are user-friendly and realistic to implement for the intended audience</li><li>- Other (site-specific):</li></ul>
<b>16. Participates in health promotion and disease prevention efforts</b> <i>* OPTIONAL</i>	<ul style="list-style-type: none"><li>- Helping conduct a project that focuses on improving health outcomes for individuals and/or populations</li><li>- Facilitating a health advocacy event (e.g., promotion of pharmacy services via presentation, webinar, social media, 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</li><li>- Discussing harm reduction strategies (e.g., naloxone, safe injection supplies, etc.)</li><li>- Creating or providing a handout with locations of local warm-up shelters or free nutrition/food programs</li><li>- Other (site-specific):</li></ul>



## PROFESSIONALISM AND PROFESSIONAL IDENTITY

**17. Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to:**

- Self-reflection
- Self-assessment
- Self-directed learning
- Receptiveness to feedback
- Adaptability

- Completing self-evaluations on time with specific examples that justify grade selected
- Writing learning objectives and SMART goals
- Seeking, accepting, and implementing feedback from preceptor and others respectfully and graciously
- Sustaining behaviour change
- Adjusting to a change in planned activities as a result of the dynamic nature of the learning environment
- Brainstorming solutions to a problem before raising the concern with others
- Talking through reflections on interactions that did not go as planned (e.g., *"That did not go well because I..."*, *"Next time I will try to..."*)

**8. Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other healthcare professionals**

- Presenting with appropriate personal grooming and attire
- Being accessible, diligent, timely, and reliable to others
- Displaying honesty, integrity, humility, altruism, empathy, compassion, and respect for diversity and autonomy
- taking responsibility and accountability for own actions and inactions
- Offering honest and fair feedback to colleagues, preceptors, and site
- Recognizing and responds to self and colleagues in need
- Maintaining appropriate boundaries with others

**19. Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation, bylaws, policies, and practice standards**

- Demonstrating understanding of policies and procedures on site and following work standards and other expectations
- Using ethical frameworks as a component of professional judgement, including in research and data collection
- Recognizing potential conflicts of interest
- Maintaining privacy and confidentiality