



UNIVERSITY OF SASKATCHEWAN

College of Pharmacy
and Nutrition

USASK.CA/PHARMACY-NUTRITION

PharmD Experiential Learning Preceptor Handbook

2022-2023

Updated Fall 2022

BE WHAT THE WORLD NEEDS

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Land Acknowledgement: We would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on *Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We would also like to recognize that some may be attending these courses on other traditional Indigenous lands. We ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

Introduction

Welcome to the College of Pharmacy and Nutrition's Experiential Learning (EL) program. The EL program provides students the opportunity to apply knowledge and practice skills in real-life learning environments under the supervision of a preceptor. Thank you for volunteering to be a preceptor! Without you and your support of our program, we would not be able to deliver the PharmD program and graduate competent pharmacists.

Preceptor Benefits

Preceptors are very important to the students' development, and we value your participation in the PharmD program at USask. Precepting students can be a wonderful opportunity to gain new knowledge, promote your practice, and attract students to your site. We hope that you receive satisfaction and joy from being a mentor to students (and future colleagues) and that you also find professional growth in preceptorship and renew your interest in your own learning. We acknowledge our preceptors in our newsletters and have a Preceptor of the Year Award Program to celebrate significant preceptor contributions to our students. As a preceptor, you are eligible to access USask Library resources for the academic term in which your preceptorship takes place. This will automatically be set up for you by the EL office. For more detailed information, see the Library Privileges for USask Preceptors document in CORE.

Association of Faculties of Pharmacy of Canada (AFPC)

The goal of First Professional Degree Programs in Pharmacy in Canada is to graduate care providers who use their medication therapy expertise to benefit patients, communities, and populations. Students work toward professional development in competencies and educational outcomes necessary for entry-to-practice as outlined in the [Association of Faculties of Pharmacy of Canada \(AFPC\) Educational Outcomes](#) for First Professional Degree in Programs in Pharmacy. In each year of the program, students strive to further their skills and knowledge in each competency.

You will notice these competencies reflected in **the course learning outcomes and evaluation forms**. As a preceptor, you will be assessing students' achievement in each of the following competencies:

- **CARE PROVIDER (CP)** As Care Providers, pharmacy graduates provide patient-centred pharmacy care by using their knowledge, skills and professional judgement to facilitate management of a

patient's medication and overall health needs across the care continuum. Care Provider is the core of the discipline of pharmacy.

- **COMMUNICATOR (CM)** As Communicators, pharmacy graduates communicate effectively in lay and professional language, using a variety of strategies that take into account the situation, intended outcomes of the communication and diverse audiences.
- **COLLABORATOR (CL)** As Collaborators, pharmacy graduates work collaboratively with patients and intra- and inter-professional teams to provide safe, effective, efficient health care, thus fulfilling the needs of the community and society at large.
- **LEADER-MANAGER (LM)** As Leaders and Managers, pharmacy graduates engage with others to optimize the safety, effectiveness and efficiency of health care and contribute to a vision of a high-quality health care system.
- **HEALTH ADVOCATE (HA)** As Health Advocates, pharmacy graduates demonstrate care for individual patients, communities, and populations by using pharmacy expertise to understand health needs and advance health and well-being of others.
- **SCHOLAR (SC)** As Scholars, pharmacy graduates take responsibility for excellence by applying medication therapy expertise, learning continuously, creating new knowledge, and disseminating knowledge when teaching others.
- **PROFESSIONAL (PR)** As Professionals, pharmacy graduates take responsibility and accountability for delivering pharmacy care to patients, communities and society through ethical practice and the high standards of behaviour that are expected of self-regulated professionals. The Professional role is the overarching ethos of the discipline of pharmacy.

National Association of Pharmacy Regulatory Authorities (NAPRA)





NAPRA outlines [Professional Competencies for Canadian Pharmacists at Entry to Practice](#). It is recognized that the knowledge, skills, and attitudes gained in completing our pharmacy program will provide the foundation for the competencies to enter practice.

Pharmacists:

- 1) Use patient-centered care focused on the patient's needs, values and safety to optimize patient outcomes.
- 2) Practice in accordance with their jurisdiction's legislation, professional standards, ethics, by-laws, guidelines and/or policies.
- 3) Are committed to life-long learning.
- 4) Act as mentors to promote the growth and development of the profession.
- 5) Collaborate with each other and members of the health care team and broader circle of care.
- 6) Use critical-thinking, problem-solving and decision-making skills appropriate to their role.
- 7) Take responsibility for their decisions and provide leadership as appropriate.
- 8) Possess pharmacy-specific knowledge, skills, abilities and attitudes to support their scope of practice.
- 9) Hold the patient's health and safety as a priority at all times.

Experiential Learning (EL) Staff and Contact Information

The USask EL team is tasked with delivering the EL portion of the PharmD curriculum, including recruitment of sites and preceptors, student placements and schedules, student, preceptor and site support, and preceptor training. These activities are guided by the PharmD curriculum and the CCAPP Accreditation Standards. Please do not hesitate to reach out to anyone on the team with questions, concerns, and/or feedback you may have regarding EL.

<p>Kirsten Bazylak, BSP kirsten.bazylak@usask.ca 2A10.10 Health Sciences p. 306-966-6337 f. 306-966-6377</p>	<p>Associate Director, Experiential Learning</p> <ul style="list-style-type: none"> ◆ Contact Kirsten for any questions, feedback, student concerns, or any concerns regarding Experiential Learning 	
<p>Taylor Raiche, BSP, ACPR taylor.raiche@usask.ca 2A10.6 Health Sciences 306-966-6030</p>	<p>Experiential Learning Coordinator</p> <ul style="list-style-type: none"> ◆ Contact Taylor for questions, feedback, and concerns about year 1, 2, and 3; preceptor onboarding 	
<p>Arlene Dies, BSP arlene.dies@usask.ca 2A10.8 Health Sciences 306-966-1997</p>	<p>Experiential Learning Coordinator</p> <ul style="list-style-type: none"> ◆ Contact Arlene for questions, feedback, and concerns with year 4; contracts, scheduling inquiries, placement offers 	
<p>Angela Friesen angela.friesen@usask.ca 2A10.16 Health Sciences 306-966-6318</p>	<p>Administrative Assistant, Experiential Learning</p> <ul style="list-style-type: none"> ◆ Contact Angela for questions, feedback, and concerns regarding CORE ELMS, stipends, general program information 	
<p>Claire Sutton claire.sutton@usask.ca 2A20.2 Health Sciences 306-966-6327</p>	<p>Undergraduate Programs Secretary and College Reception</p> <ul style="list-style-type: none"> ◆ Contact Claire for general program information, contract questions, student requirements 	

Experiential Learning in the PharmD Program

Pharm D Program

In 2017, the College of Pharmacy and Nutrition underwent curriculum revision, and to adhere to the CCAPP requirements, began to offer the PharmD as the first professional degree in pharmacy. The PharmD curriculum has significantly increased EL hours compared to the previous BSP program from 920 to 1600 hours. With this increase, our preceptors and sites are valued more than ever.

Experiential Learning Overview

EL is a philosophy and methodology which educators utilize to engage learners purposefully in direct experience, focused reflection, and authentic assessment in order to increase knowledge, develop skills and strategies, clarify values, and apply prior learning. (Adapted from the [Association of Experiential Education](#))

EL is the experiential portion - the practical experience - that pharmacy students complete in a variety of real-world, relevant practice settings with preceptor oversight for a defined period of time. The student receives academic credit after successfully achieving required competencies.

Year In Program	PharmD Courses
Year 1	
PHAR 189.2 Term 1 & 2	Service Learning (25 hours per term for a total of 50 hours + 7 Patient Family Narratives) Students will complete service-learning in a health care setting or community-based organization to gain an appreciation of what care means to others. Students will engage in written and verbal reflection of these experiences.
PHAR 188.2 Term 1 & 2	Introductory Experiential Learning 1 Four visits for 3 hours each for 12 hours/term (1 x MAC, 1 x medSask, 2 x community pharmacy) Students will observe and gain pharmacy exposure and experience in various health care settings and practice sites.
Summer Between Year 1 & Year 2 PHAR 185.4 (May, June, July, or August)	Introductory Community Pharmacy Practice Experience 4 Week Community Pharmacy Placement (160 Hours) This experiential learning rotation occurs after completion of first year and before second year in the program for a duration of 4 weeks (160 hours). Students will begin to participate in direct patient care activities under the supervision of a qualified preceptor and will apply skills learned in patient care courses.
Year 2	
PHAR 288.2 Term 1 & 2	Experiential Learning 2 Four immersions for 3 hours each for 6 hours/term (Hospital) Speechcraft Students will observe and gain pharmacy exposure and experience in hospital setting as well as develop their public speaking ability.

Summer Between Year 2 & Year 3 PHAR 285.4 (May, June, July, or August)	Hospital Pharmacy Practice Experience 4 Week Hospital Pharmacy Placement (160 Hours) This experiential learning rotation occurs between second and third year of the program.
Year 3	
PHAR 388.2 Term 1 & 2	Experiential Learning 3 Two immersions at MAC for 3 hours each for 6 hours total Health Advocacy project Students will further develop care provider and health advocacy-related competencies by completing either 2 immersions at MAC in first semester and a group health advocacy project in second semester, or vice versa.
Summer After Year 3	Begin Year 4 Experience
Year 4	
PHAR 481.8 PHAR 482.8 PHAR 483.8 PHAR 484.8	4 Placements/Rotations X 8 Weeks = 32 Weeks (1280 Hours) <ul style="list-style-type: none"> • PHAR 481: 8 Week Hospital (320 Hours) • PHAR 482: 8 Week Community (320 Hours) • PHAR 483: 8 Week Direct Patient Care (320 Hours) • PHAR 484: 8 Week Elective (Direct or Non-Direct Patient Care) (320 Hours)
Total EL Hours:	40 Weeks (1600 Hours + Immersions)

See **Appendix F** or the [USask Pharmacy Course Catalogue](#) for a comprehensive overview of the PharmD courses.

Preceptor Information and Requirements

Prior to committing to being a preceptor for students, it is recommended you review this Preceptor Handbook in its entirety, as well as the [Experiential Learning Handbook](#). The EL Handbook is intended to be used as a guide for both students and preceptors in the program and is used in conjunction with this Preceptor Handbook. It is the student’s responsibility to read, understand, and comply with policies and procedures as outlined in the EL Handbook.

Preceptor Criteria

The preceptor ensures that student tasks at all stages of EL must contribute meaningfully, productively, and safely to direct patient care and other professional activities at the practice site, at a level appropriate to the student’s level of preparedness and year of study.³

The preceptor must:

- Have documentation of professional development and training related to being a preceptor as outlined in the “Preceptor Training Requirements” section below.

- Be willing to assist the student in completing the EL objectives and activities outlined for the experience. The model of supervision at each stage of the practice experience must ensure adequate oversight, coordination, guidance, instruction, and assessment of each student (see Appendix A and B for more information).
- Be a graduate of an accredited pharmacy program or other disclosed health care profession*.
- Possess a practicing license in good standing with the provincial regulatory association.
- Have actively practiced full-time for a **minimum of one year**.
- Maintain and role-model to students an ethical, legal, and professional practice.
- Provide feedback to the student on a regular basis in addition to completing the mandatory midpoint and final assessment of student performance on the rotation (including reviewing and discussing the student's self-assessment(s)).

*Preceptors from other Health Disciplines: Where applicable, other health care professionals may precept a pharmacy student. These preceptors must be in good standing with regulatory authorities and follow guidelines for instructor/ preceptor. Please contact the EL Coordinator for further information and clarification.

CORE ELMS

The CORE Experiential Learning Management Software (ELMS) is used to manage EL Placements. A CORE ELMS account is set up for each preceptor, where all documents for EL placements will be located including placement schedules, evaluation forms, and student information (including resumes). In addition, CORE ELMS is used to communicate with preceptors; emails will be generated from the email address no-reply@corehighered.com. Individuals who would like to be a preceptor and offer a rotation in the PharmD program are encouraged to contact the EL office for more information.

To access CORE ELMS, sign into your USask [PAWS account](#), click the "CORE ELMS & CompMS" link under "My College" in the left navigation bar, and then the green "Go to CORE" button. A USask CORE training video is available in the Document Library under Preceptor Training and Development.

There are multiple other resources in CORE ELMS that you may find valuable including:

- Course Overview and Syllabus for each course
- Evaluation Form for each course
- Tools and checklists
- Preceptor training and development resources
- Course-specific preceptor orientation sessions (pre-recorded videos)

Preceptor Responsibilities

The primary preceptor is either the clinical instructor or the individual pharmacist responsible for the overall EL rotation and the formal evaluation of the student at a site. In some situations, individuals prefer to co-precept, where two preceptors share the primary responsibility of supervising and evaluating the student. If co-precepting, a communication strategy should be identified amongst the preceptors prior to the placement commencing. The primary preceptor's responsibilities include coordinating communication with the student and amongst co-preceptor(s) and other staff, coordinating placement activities, assessment, and evaluation (midpoint and final) in CORE ELMS.

Other pharmacists or individuals may also share responsibility of student supervision. Student education in EL is dependent on these individuals as vital role models in the education of pharmacy students. They share the roles of instructor, model, coach, and facilitator with the primary preceptor(s); the important role of these additional individuals cannot be over-emphasized. (see Appendix D for more information).

If a primary preceptor will be away from the rotation or site for any amount of time, an alternate preceptor must be identified in this absence. If the preceptor is away from the rotation or site for greater than one week of a 4 week rotation or greater than 2 weeks of an 8 week rotation, a College-approved co-preceptor should be identified for the entire rotation.

Prior to the Rotation:

- A preceptor must undertake preceptor training as described within this Preceptor Handbook.
- Review the EL Handbook, course syllabus, overview, assessment and evaluation forms, and any other course-specific resources made available in CORE ELMS such as recorded preceptor orientation presentations to become familiar with rotation expectations and requirements.
- Confirm the specific student schedule including rotation dates and hours (see the Scheduling tab in CORE ELMS).
 - Note: Students are instructed to contact their preceptor a minimum of two weeks prior to the beginning of the rotation.
- Review the student's resumé and Student Pre-rotation Self Evaluation in CORE ELMS to aid in establishing learning goals with the student.
- Prepare for an orientation meeting (see Site Orientation Checklist in EL Handbook or CORE Document Library) with the student on the first day. If the primary preceptor will not be on site for the student's first day, they must arrange an appropriate orientation with an alternate person.
- When applicable, attend preceptor development workshops including course-specific preceptor orientation sessions facilitated by the EL office.

During the Rotation:

- Meet with the student on the first day of rotation to clearly communicate rotation and performance expectations and to review evaluation forms.
- Provide an orientation, including reviewing and completing the Site Orientation Checklist with the student within 72 hours of starting the rotation. Submission is **not** required.
- Agree on any additional and/or modified learning objectives or goals.
- Provide opportunities for the student to engage in specific actions and responsibilities in order to demonstrate proficiency of competencies in evaluations.

- Determine student competency by reviewing the student’s performance and through discussions and observations (do not assume competency).
- Meet weekly (or more frequently as needed), to review student’s progress in meeting the objectives, share observations, and discuss any concerns or issues.
- Review student’s documents to check for completeness, achievement of competencies, and to ensure patient confidentiality has been maintained.
- Provide ongoing regular (i.e., daily) formative feedback to the student on their performance (verbal and unstructured) in a private and appropriate manner.
- Inform students of any areas requiring improvement as early as possible.
- Contact the EL Coordinator at the earliest opportunity if concerned the student’s performance is below “Proficient”, and/or concerns that the student will be unable to demonstrate any competencies outlined in the final evaluation form by the final day of rotation.
- Identify an appropriate replacement to supervise students during absences.

Note: students are instructed to provide evidence of achievement of competencies to the preceptor.

At the Mid and Final Checkpoints:

- Review student self-evaluation and discuss any discrepancies in assessment with the student.
- Verify the student has achieved proficiency in the required rotation competencies.
- Verify the student has completed the required hours.
- Promptly complete and submit the midpoint or final evaluation form in CORE ELMS after discussing with the student (please ensure final evaluation forms are submitted within 2 days of the last day of rotation).
- Review the student’s feedback for you and the placement/site.

Note: The EL office will **not** participate in the assessment and evaluation of the student.

Preceptor Training Requirements

To align with the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) Accreditation Standards and College of Pharmacy and Nutrition Mission, preceptors are required to have documentation of professional development and training completed **within the last two years** and must include a **minimum of 6 hours of education every 3 years**.

As per CCAPP, the professional development and training completed by preceptors should be consistent with their responsibilities as it relates to teaching and assessment of students. This means that the documented preceptor training hours/credits must be a program, course, or reading topic that is relevant to the teaching and assessment of pharmacy students in EL courses.

Preceptors are responsible for maintaining a record of their preceptor training accomplishments by using the Declaration of Preceptor Training form, which can be filled and submitted in the My Requirements tab of CORE ELMS at least once every 2 years.

Professional development opportunities do not have to be accredited to use them toward the 6-hour quota for preceptor training. Feel free to use the SCPP/CPDPP Learning Project Record (LPR) sheets to support evidence of learning, and/or include other relevant support material with your LPR Sheet, such

as attendance certificates, program brochures, notes, bibliographies, journal citations, and reference lists for both accredited and non-accredited activities.

The College of Pharmacy and Nutrition requires all preceptors to complete the following training:

1. Complete a WebEx/Zoom meeting with the EL Coordinator.
2. Review the USask CORE training video.
3. Complete an online general preceptor training course: eTips (UBC) **OR** Preceptor eLearning (Dalhousie) **OR** Preceptor Modules (Alberta Health Services).
4. Review course specific Information in CORE ELMS.
5. Other training of the preceptor’s choosing to complete 6 required hours every 3 years (see below for possible options).
6. Complete the “Declaration of Training” form in the My Requirements tab in CORE at least every 2 years.

1. WebEx/Zoom meeting with EL Coordinator

In order to provide course specific information, a CORE overview, and a chance to ask questions, a virtual meeting is arranged with each preceptor to confirm that all relevant information needed to ensure a smooth placement for both the preceptor and student has been effectively communicated. Please reach out to the EL office to arrange a meeting if you have not already completed one.

2. USask CORE training video

The [CORE ELMS Preceptor Orientation Video \(7 mins\)](#) demonstrates the essentials that preceptors need to know to use CORE ELMS to prepare for rotations and evaluate students. The video link will be in the email you receive from us notifying you that we have set up a CORE account for you. It is also available in Document Library tab of CORE for existing preceptors to review as needed.

3. Online training modules

Program	eTips (UBC)	Preceptor eLearning (Dalhousie University)	Preceptor Modules (Alberta Health Services)
Info	Modules: 1. Setting the Stage 2. The Role Learning Plays 3. Enhancing Your Teaching Skills 4. Fostering Clinical Reasoning 5. Giving Feedback 6. The Evaluation Process 7. Supporting the Struggling Student 8. Strategies for resolving Conflict	Modules: 1. The Role of the Preceptor 2. Teaching Methods and Learning Styles 3. Evaluation and Feedback 4. Supporting Students’ Learning Needs 5. Fostering Interprofessional Learning	Modules: 1. Getting Started 2. Feedback 3. Evaluation

4. Course specific information

Course specific information, including the course syllabus, overview, evaluations, and tools appropriate for individual courses are found in CORE ELMS. To access course information, locate the Document Library tab on the green lefthand menu of the CORE ELMS homepage. In the Document Library, all information is organized by heading or course name in a folder. Simply scroll down the page to find course specific information and resources.

5. Additional training resources

If you require further training, here are some available options:

- Effective Precepting: A Guide to getting started as a Pharmacy practice educator:
<https://dx.doi.org/10.14288/1.0396732>
- USask specific resources (check CORE preceptor benefits for updates as available):
 - [Student Well-Being](#) (June 2021): Accredited by CPDPP for 1 CEU
- Webinars and resources posted on CORE ELMS
- saskpreceptors.ca provides educational resources
- Book: Getting Started as a Pharmacy Preceptor (2011) by Randell E. Doty
- [University of Toronto Leslie Dan Faculty of Pharmacy Preceptor Resource Hub](#) Becoming a better preceptor article
 - Five Tips for Remote Precepting
 - Creating SMART Learning Contracts
 - Check your comments – Tips for writing comments on assessment form
 - Co-Precepting Checklist
 - Giving and Receiving Feedback video
 - Feedback Principles and Practice webinar
 - Learner in Difficulty slides
 - [Completing Quality Assessments](#)
- University of Western Ontario- [Preceptor Education Program](#)
- University of Alberta Faculty of Pharmacy and Pharmaceutical Sciences Training and Resources:
 - [Co-Precepting in Pharmacy Experiential Education: A Guidebook for Preceptors](#)
 - [The Near Peer Model in Pharmacy Experiential Education: A Guidebook for Preceptors](#)
 - [Peer Assisted Learning in Pharmacy Experiential Education: A Guidebook for Preceptors](#)
- Hammer D. Improving Student Professionalism During Experiential Learning. Am J Pharm Educ. 2006;70(3). Article 59.
- Sylvia LM. A Lesson in Clinical Reasoning for the Pharmacy Preceptor. Am J Health-Syst Pharm. 2019; 76:944-952.
- Koons K, Sincavage S. Precepting skills for precepting challenges. J Am Pharm Assoc. 2012;52:e273-e276.

Placement Information

Site Criteria and Requirements

The College of Pharmacy and Nutrition recruits sites to offer EL rotations. The curriculum includes practice experiences where students develop clinical skills necessary to assist a variety of patients with acute illnesses and/or chronic conditions in primary (community, ambulatory, home care), acute, and long-term care/personal care home settings in urban, rural/remote and marginalized communities, and patients in transition between care sectors or service locations. Each student acquires practice experience in primary care (community, ambulatory, home care) and acute care over the course of their program.¹ Therefore, site selection is of utmost importance in the EL program.

- The sites must have a formalized affiliation or contractual agreement in place between the University and practice site that outlines the authority, privileges, obligations and responsibilities of the College and the practice site.³
- The site must meet relevant regulatory requirements.³ (i.e. meets requirements for licensure and is in good standing with the provincial regulatory authority)
- The site offers an adequate patient population with a variety of healthcare service needs of adequate intensity, breadth, depth, structure and duration to enable pharmacy students to achieve educational outcomes and competencies.³
- The site offers experiences that integrate, reinforce and advance the knowledge, skills, attitudes and values developed through the other components of the professional program, including collaboration and teamwork.³
- Intra- and/or inter-professional care/collaborative practice environments are encouraged.³
- The site offers a suitable model(s) of supervision at each stage of the practice experience curriculum so that students have adequate oversight, coordination, guidance, instruction, assessment, and feedback. Qualified preceptors oversee all practice experiences.³
- The site exhibits a culture of student engagement: the preceptor and an adequate number of support staff demonstrate a commitment to education and provide a positive working environment
- The site has appropriate amenities to support student learning.³
- The site has adequate space and access to appropriate technology (library resources, computer, internet) for student participation in practice duties.
- Students are provided access to patients and facilities, support, and practice tools at the level necessary to achieve intended educational outcomes and expected patient care service deliverables.³

An attempt will be made to visit each site periodically to provide programming information, preceptor education and development, help with student issues, and to gather information for quality assurance. If you would like a site visit for any reason, please reach out to the experiential learning team so that we may promptly arrange. These visits may be face-to-face or through video-conferencing technology (for example: WebEx or Zoom meeting, etc.)

Placement Process

- Preceptors may indicate the number of students that they would like to precept for the rotation but may not indicate specific students that may or may not participate in the rotation (unless a conflict of interest (COI) is declared).
- If a preceptor chooses to provide a placement, this is a commitment to take the assigned student. Students are asked to rank their placement preferences and all efforts are made to ensure that students are placed in sites and rotations in which they have indicated particular interest.
- Students must not contact any site, organization, or institution regarding possible placement to arrange their own placement or to recruit preceptors or sites. All placements are arranged through the EL office. If the student has a placement that they wish to explore, they must contact the EL office. Where possible and appropriate, these suggestions will be followed up by the EL office.
- All student placements are coordinated through the EL office via a computerized program to match students to practice sites. If a student matches to your placement, your site you will be notified via CORE ELMS email message.
- Once the placement process is complete, no changes to the rotation will be permitted unless there are extenuating circumstances. If the preceptor feels that they have an extenuating circumstance to change or cancel the rotation, please contact the EL office as soon as possible.
- Students are not allowed to switch, trade, or exchange rotation dates, times, or sites amongst themselves.

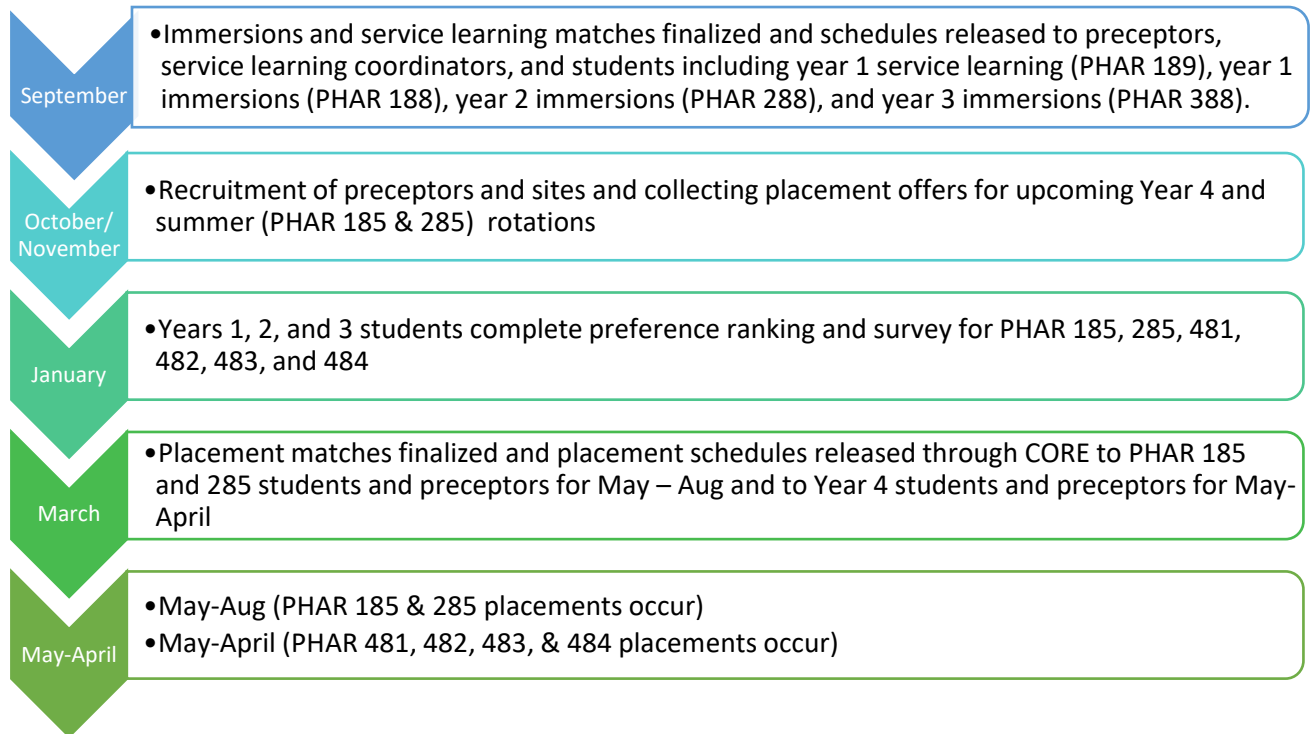
Conflict of Interest

- Preceptors must declare any actual, perceived, or potential conflicts of interest (COI) (e.g., relative, employee, etc.) to avoid situations that could be perceived as potentially compromising an objective, candid, and fair assessment of the student. Please declare conflicts of interest to the EL office prior to the placement process.
- A student will not be placed in a site where they are presently, or previously employed, or have a family relation working at the practice site. At the discretion of the EL office, students who have been placed for a previous rotation or employed in a hospital facility or organization may be considered for a placement at that facility or organization so long as the rotation differs from the student's previous job description, and there is willingness by the preceptor.
- **A student cannot be a learner and an employee in the same site at the same time.** This applies to immersion rotations and placements (block rotations) for all courses. A student may be employed by the same company or chain as the immersion/placement site, so long as it is a different site **and** a different preceptor from the assigned immersion/placement site. Students may accept employment with their site/preceptor, if offered, only after they have completed all course requirements for their assigned immersion(s)/placement.

Placement Timelines

The following diagram provides a rough timeline of the placement process that is followed at the University of Saskatchewan.

You may expect more frequent messages from the EL office in:



The EL office is happy to accept offers for placements at anytime to use in case of cancellations or additional requirement. Please contact Arlene Dies at arlene.dies@usask.ca if you are interested in providing a placement opportunity for students.

Assessment and Evaluation

PharmD Experiential Achievement Scale

Students will be assessed on AFPC educational outcomes and competencies using the U of S PharmD Experiential Achievement Scale below. Specific criteria for achieving proficiency related to each educational outcome/competency are embedded in the evaluation forms.

PharmD Achievement Scale	Competency Based Achievement Descriptors
E	Exceeding – student has achieved proficiency. In addition, they have shown their understanding/skills in novel situations or at a higher level than what is expected by the criteria .
P	Proficient* – student has consistently demonstrated the criteria for achieving this competency.
G	Growing – student has inconsistently and/or partially demonstrated the criteria for achieving this competency. Improvement is needed related to the criteria of this competency in order to achieve proficiency.
IA	Insufficient Achievement** – student has not demonstrated the criteria for achieving this competency despite opportunity to do so.

*Note that a particular competency may have different criteria for proficiency depending on the year in the program. For instance, in year 1 a student can be Proficient if they can show evidence of achieving a particular competency when working with a simple patient in a simple scenario. By year three, in order to be proficient in that same competency, a student may have to show evidence of achievement with a complex patient in a complex scenario.

At the discretion of the preceptor, service-learning site coordinator, or assessor utilizing information about what is reasonably expected to be known in their program to date, students may be assessed as **Insufficient Achievement if they perform any action that contradicts ethical codes/laws/bylaws/policies or leads to patient/client harm.

Assessment

Student Self-Evaluation

Students are **required** to reflect on their learning and complete a self-evaluation **at least 48 hours prior** to the scheduled midpoint and final assessments by the preceptor to allow the preceptor time to review the self-evaluation. A midpoint and final meeting must be scheduled, and students should come prepared to discuss the evaluations and performance in their placement and any major discrepancies between the preceptor’s evaluation and student’s self-evaluation. All preceptors are required to ensure this is completed. Students are expected to include evidence and/or comments to support their evaluation and how they have met the competencies. When required, artifacts may also be provided by the student to complement the self-assessment (e.g., de-identified completed care plans, checklists, activity trackers, etc.). Students should also work to incorporate [SMART goals](#) for future learning.

Activity tracker/logs

- Students should be encouraged to complete their [activity tracker log](#) (see CORE ELMS Documents Library) for the duration of the placement. If you expect the student to keep a log, please make it clear to them during orientation. You can ask students to see these logs at any time.

Feedback

- Encourage your student to capture verbal feedback that they have received over the placement in the comments section of the self-evaluation or the activity tracker log. Feel free to sign off on your feedback given as recorded by the student if it indeed matches the feedback given, or alternately, have a discussion if the feedback is not interpreted correctly.
- See the presentation provided to students [Providing Evidence of Competency](#) (posted in CORE ELMS Documents Library) for more information.

Student Assessment

Preceptors and students should review the evaluation form(s) prior to the beginning of the placement. Preceptors will use the achievement scale within the evaluation form to inform their scoring decisions. Evidence and/or comments are essential to student growth and should be documented to support the grades assigned. Preceptors must discuss the scores and comments with the student.

Evaluations of student performance must be completed at both midpoint and final completion of the rotation and must be submitted in CORE ELMS by the preceptor. Only final evaluations are completed for each immersion placement.

Formative Assessment:

Preceptors are expected to provide feedback to the student throughout the placement so the student can learn and demonstrate improvement. Feedback should be specific, and a balance of both positive reinforcement and constructive comments.

Summative Assessment:

At the end of the placement, preceptors must complete and submit the final evaluation of student performance. This is to assign the score the student has earned and to also plan goals for continued learning.

Student Assessment of Preceptor and Site

Students will be asked to assess their practice experiences, including the preceptor(s). This feedback will be shared back to the preceptor(s) and sites. Evaluations must be completed and submitted to the EL Coordinator by students immediately following the completion of the rotation. Timely submission of the instructor/site evaluation form by the student is considered a course requirement.

The formal final assessment meeting is also a time for the preceptor to seek feedback from the student and for the student to share feedback with the site and preceptor regarding the rotation. Preceptors can use this feedback to improve their skills and plan for future placements.

Assessment Concerns or Students at Risk of Not Passing the Placement

Students must achieve a grade of Proficient (P) in each competency specified in the final evaluation form by the last day of their scheduled rotation. This includes immersions.

Students may receive an evaluation of IA or G at the midpoint with the understanding that with more time, effort, and practice, the deficiencies in the respective competencies may be achieved. If the preceptor awards a grade of IA or G at midpoint, the evaluation must include comments on why the student is currently at IA or G and how the student can work towards achieving a P. **Students still must contact the EL Coordinator immediately for support and guidance to address the concerns noted by the preceptor.**

If at any point a student is not meeting expectations, the preceptor should speak to the student about the issue(s) as soon as possible. When discussing a concern with a student, provide specific examples of the student's actions or inactions that illustrate your concern. It is also important to ask questions so you can understand the student's thought process and perspective on the situation. For example, you could ask the student to describe how they decided on a certain action or inaction, or what factors they considered before making a decision or action.

The preceptor must communicate any difficulties or issues with the rotation or the student to the EL Coordinator as soon as they arise. If at any point there are concerns about the student's performance and/or ability to pass the rotation, the preceptor must contact the EL Coordinator.

Students must also contact the EL Coordinator with concerns as soon as they arise. **It is the responsibility of the student to speak with the EL Coordinator and alert them to any competencies with achievement of Insufficient Achievement (IA) or Growing(G) as soon as the student is aware of the grade so that appropriate support can be provided.** This facilitates formulating a plan to help the student achieve the course competencies and expectations.

Failed Rotation (Year 1-3) and Policies for Year 4 PharmD Program

See the [Academic Policies Document- College of Pharmacy and Nutrition](#) for information regarding a failed rotation or course, removal from a rotation, and withdrawal from a rotation. This information is also found in the EL Handbook.

Professionalism

Expectations for professionalism are outlined in the document [Procedures for Concerns with Pharmacy and Nutrition Student Professional Behaviour](#). Further information regarding professionalism can be found in the EL Handbook.

Student Support Services

Many resources are available to support students. Please see the EL Handbook for more information about these additional supports.

Access and Equity Services (AES)

[Access and Equity Services \(AES\)](#) is responsible for providing, along with faculty, reasonable accommodations for students who experience barriers to their education on the basis of a prohibited ground(s), including disability, religion, family status and gender identity.

Students are encouraged to contact AES for advice and referrals; see website for contact information.

In order for students with accommodation plans for placements to access the accommodations as laid out in the plan **a copy of the letter must be provided by the student to the preceptor** at each site **at the start** of the placement (preferably prior to the placement). If you face any difficulties concerning the student's accommodations, please speak with the student first and if the difficulties persist, please contact the EL office. **If the student does not provide the accommodation plan to the preceptor, they will not receive accommodations.**

Appendices

Appendix A: Preceptor Roles in Experiential Learning



Preceptor roles in Experiential Learning ⁴

Preceptor Role	Techniques	Examples
Direct Instruction (Instructor)	<ul style="list-style-type: none"> • Not formal lecturing • After discussion to assess understanding, direct student to content specific to gaps in knowledge (e.g., journal article) • Teach how a new piece of content relates to other pieces • Introduce new content when solving real patient problems 	<ul style="list-style-type: none"> • Student completes an assigned reading prior to guided group discussion (flipped classroom technique)
Modeling (Model)	<ul style="list-style-type: none"> • Teach strategies to help clarify problems • Teach patterns that characterize categories of problems in practice • Verbalize and explain what you are doing and thinking as you solve a problem or complete a process 	<ul style="list-style-type: none"> • Student attends rounds with preceptor, during rounds preceptor quietly talks through process of prioritizing drug therapy recommendations to the team • Preceptor explains how they would treat a condition and why they would do it in this manner • Preceptor models a medication history
Coaching (Coach)	<ul style="list-style-type: none"> • Students practice skills or solving problems in practice with direct and immediate feedback on use of strategies (preceptor present) • Provide sufficient practice to build speed and confidence in problem solving • Ask students to “thinks aloud” and describe their process 	<ul style="list-style-type: none"> • Student counsels a patient on warfarin under preceptor supervision. Preceptor briefs or “primes” the student prior to the counsel. Preceptor supports student as needed during patient encounter. After the counsel, the student presents the case to the preceptor and discusses the therapeutic plan. Preceptor gives feedback on student’s process, skills, and knowledge regarding the clinical situation.
Facilitating (Facilitator)	<ul style="list-style-type: none"> • Teach learners to evaluate their own work • Student is independently providing patient care- preceptor has determined that student is ready to assume responsibility for the task (or part of a task or process). ⁵ • *facilitation not always achieved in experiential learning ⁵ 	<ul style="list-style-type: none"> • Student self-assesses their performance in achieving competencies throughout the experience.

Appendix B: General Preceptor Role Guidance in Student placements at USask

Teaching and precepting roles are fluid and may change with activities and students, and may vary frequently, even on an hourly basis.

The preceptor needs to be able to identify when it is best to instruct, model, coach, or facilitate learning through mentoring, and quickly adapt to meet the learner at their specific learning needs.⁵

The following table provides some guidance to the roles specific to courses in the EL program at the U of S.

General Preceptor Roles

Preceptor Role/Course	PHAR 185 Community	PHAR 285 Hospital	Year 4
Instructor	<ul style="list-style-type: none"> Orientation to new skills, processes, or tasks Fill knowledge gaps (may recommend readings, or encourage self-directed learning) Translate knowledge to real life patient situation 	<ul style="list-style-type: none"> Orientation to new skills, processes, or tasks Fill knowledge gaps (may recommend readings, or encourage self-directed learning) Translate knowledge to real life patient or clinical situation 	<ul style="list-style-type: none"> Discussion with student to assess gaps in knowledge Facilitate addressing knowledge gaps when encountering disease states student has not previously learned (may recommend readings, or encourage self-directed learning) Not a prominent role in the placement
Model	<ul style="list-style-type: none"> Introducing new skills or contexts Sharing clinical reasoning and decision-making processes 	<ul style="list-style-type: none"> Introducing new skills or contexts Sharing clinical reasoning and decision-making processes 	<ul style="list-style-type: none"> Frequently used at start of rotation Introduce a new role or skill Outline/clarify expectations
Coach	<ul style="list-style-type: none"> Role commonly used in second half of placement or after initial modeling session complete 	<ul style="list-style-type: none"> Role used in second half of placement or after initial modeling session complete 	<ul style="list-style-type: none"> Primary role at the beginning of the rotation or after initial modeling session complete. Allows preceptor to determine student skills and performance level
Facilitator	<ul style="list-style-type: none"> Rarely used for direct patient care activities 	<ul style="list-style-type: none"> Rarely used for direct patient care activities 	<ul style="list-style-type: none"> May be used for specific tasks or parts of tasks or process once trust established Used for simple cases to build confidence Student-self-assessment

References:

- Association of Faculties of Pharmacy of Canada (AFPC). *Educational Outcomes for First Professional Degree Programs in Pharmacy (Entry-to-Practice Pharmacy Programs) in Canada*. Vancouver, BC; 2017. https://afpc.info/system/files/public/AFPC-Educational Outcomes 2017_final Jun2017.pdf.
- National Association of Pharmacy Regulatory Authorities (NAPRA). *Competencies for Canadian Pharmacists at Entry to Practice*. Ottawa, ON; 2014. https://napra.ca/sites/default/files/2017-08/Comp_for_Cdn_PHARMACISTS_at_EntrytoPractice_March2014_b.pdf.
- Canadian Council for Accreditation of Pharmacy Programs. Accreditation standards for the first professional degree in pharmacy programs. http://ccapp-accredit.ca/wp-content/uploads/2016/01/CCAPP_accred_standards_degree_2014.pdf. Published 2018. Accessed April 11, 2017.
- Weitzel, Kristin W; Walters, Erika; Taylor J. Teaching clinical problem solving: A preceptor's guide. *Am J Heal Pharm*. 2012;69:1588-1599. doi:10.2146/ajhp110521
- Sylvia L, Barr JT. *Pharmacy Education: What Matters in Learning and Teaching*. Sudbury, MA: Jones and Bartlett Learning; 2011.

Appendix C: Additional Resources for Preceptors

- [AFPC](#)
- [Canada Vigilance Reporting Form](#)
- [College of Pharmacy and Nutrition](#)
- [Continuing Professional Development for Pharmacy Professionals \(CPDPP\)](#)
- [E Health Saskatchewan/ PIP training](#)
- [Institute for Safe Medication Practices \(ISMP\)](#)
- [NAPRA](#)
- [Saskatchewan College of Pharmacy Professionals \(SCPP\)](#)
- [Saskatchewan Drug Plan online Formulary Database](#)
- [SHIRP](#)
- [The Pharmacists' Association of Saskatchewan \(PAS\)](#)
- [University of Saskatchewan](#)
- [SAHSN Clinical Placement Agreement](#)