



THE UNIVERSITY OF BRITISH COLUMBIA

Office of Experiential Education
Faculty of Pharmaceutical Sciences



Structured Practical Training Program

PRACTICUM HANDBOOK FOR STUDENTS AND PRACTICE EDUCATORS

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Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

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Drug and Poison Information Centre

Association of Faculties of Pharmacy of Canada

Pharmacy Experiential Programs of Canada

Introduction

The mission of the Office of Experiential Education is to create and facilitate the structured learning opportunities necessary for students to develop the knowledge, skills and professional attributes required for direct-patient care roles and innovative pharmacy practice upon graduation. The Office of Experiential Education is responsible for the facilitation of over 1000 placements each year for our Entry-to-Practice PharmD Program, Flexible PharmD program and the Canadian Pharmacy Practice Program (CP3) for our international pharmacy graduates. Working closely with our experiential education sites and partners, we aim to provide students with valuable hands-on experience within a variety of practice settings under the supervision and guidance of our qualified practice educators.

Experiential education is an integral component of student learning. Students are immersed within the pharmacy practice setting in the early years of their program with the introductory pharmacy practice experience (IPPE) practicums and continue to the advanced pharmacy practice experience (APPE) practicums in their fourth and final year. These practicums are progressive and structured to provide students with practice experience in a variety of care sectors, involving patients with a variety of healthcare service needs. These learning experiences are fundamental for students to develop and refine their ability to apply the necessary knowledge, skills and professional attributes to provide evidence-based patient-centered care within the real-world practice environment. By the completion of their program, we strive for our students to have the competence and confidence to serve as valued and collaborative members of the health care team.

The Faculty is grateful to the many dedicated practice educators that enthusiastically welcome our students to their practice sites each year. Without their unwavering commitment and dedication, our experiential education program would not be possible. We thank each of our practice educators for their ongoing collaboration with the Faculty and their valued contributions to the clinical education of our students.

Kind regards,



Dr. Janice Yeung, BSc.(Pharm), ACPR, Pharm D
Director, Office of Experiential Education

SECTION 1 – STRUCTURED PRACTICAL TRAINING OVERVIEW

1.1 Educational Outcomes

The learning opportunities in Structured Practical Training (SPT) are designed to help students meet the Educational Outcomes for First Professional Degree Programs in Pharmacy articulated by the Association of Faculties of Pharmacy of Canada (AFPC)¹ and the Competencies of Entry Level Pharmacists articulated by the National Association of Pharmacy Regulatory Authorities (NAPRA)².

The Educational Outcomes for First Professional Degree Programs in Pharmacy are structured around seven key pharmacist roles¹:

- 1) **Care Provider:** As Care Providers, pharmacy graduates provide patient-centered 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.
- 2) **Communicator:** 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.
- 3) **Collaborator:** 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.
- 4) **Leader-Manager:** 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.
- 5) **Health Advocate:** 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.
- 6) **Scholar:** As Scholars, pharmacy graduates take responsibility for excellence by applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge when teaching others.
- 7) **Professional:** 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.

Graduates should also recognize the four domains of the **Model Standards of Practice for Canadian Pharmacists (MSOP)** developed by the National Association of Pharmacy Regulatory Authorities (NAPRA)². These domains encompass standards against which pharmacists' performance can be evaluated when the pharmacists are undertaking the activities imperative for safe and effective practice in their daily work.

The Four Domains of MSOP for Canadian Pharmacists are:

- 1) Expertise in medications and medication-use
- 2) Collaboration
- 3) Safety and Quality
- 4) Professionalism and Ethics

For your reference:

¹AFPC Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada 2017.
Available at: http://www.afpc.info/system/files/public/AFPC-Educational%20Outcomes%202017_final%20Jun2017.pdf

²NAPRA Professional Competencies for Canadian Pharmacists at Entry to Practice.
Available at: http://napra.ca/sites/default/files/2017-08/Comp_for_Cdn_PHARMACISTS_at_EntrytoPractice_March2014_b.pdf

1.2 Direct Patient Care Practicum Goals and Learning Objectives

As outlined in the Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada, the provision of patient care and the role of care provider is at the heart of the discipline of pharmacy. The overarching goal of SPT, which is a direct patient care practicum, is to ensure that graduates have the **knowledge, skills and professional attributes** necessary to provide exemplary patient care.

Below are the overall goals and learning objectives for SPT.

1.2.a Knowledge

Goal

Develop, integrate and apply the knowledge necessary to provide patient-centered pharmacy care to facilitate management of a patient's medication and overall health needs across the care continuum.

Learning Objectives

By the end of this course, students will be able to:	AFPC Reference	NAPRA Reference
1) Apply knowledge of the following to patient-specific clinical findings to make appropriate, patient-specific drug therapy recommendations: a) Pathophysiology, risk factors, etiology, and clinical presentation of medical conditions, including symptoms, physical assessment, relevant diagnostics, and laboratory findings b) Pharmacology, pharmacokinetics, pharmaceuticals, and evidence-based therapeutics	CP 1.1, SC1, SC2	
2) Apply knowledge of safe medication practices to optimize medication use for patients and health care delivery	CP3, LM1	
3) Apply knowledge of regulations and ethical principles through practice in accordance with the laws, ethical codes, and regulatory requirements (e.g. bylaws, professional standards, policies and/or guidelines) that govern pharmacy practice within their jurisdiction.	CP1, CP3.2	1.1, 1.2, 1.4, 1.5

1.2.b Skills (Provision of Pharmaceutical Care)

Goal

Develop and demonstrate the clinical skills and professional judgement necessary to provide patient-centered pharmacy care to facilitate management of a patient's medication and overall health needs across the care continuum.

Learning Objectives

By the end of this course, students will be able to:	AFPC Reference	NAPRA Reference
4) Prioritize assigned work, identifying patients who are most likely to experience drug therapy problems and setting priorities to manage and balance patient care, workflow and practice requirements	LM 2.2, LM 4.2, PR 3.1	
5) Establish and maintain a respectful, professional, and ethical relationship with the patient and/or their caregivers centered on the patient's needs, values, desired level of care and health goals	CL1, CM1, CM2	2.1
6) Gather, interpret and assess relevant history from the patient, his/her health records, caregivers, and other healthcare professionals including: <ul style="list-style-type: none"> a) Patient demographics b) Chief complaint/reason for encounter c) History of present illness d) Past medical history e) Family history f) Functional history g) Social history h) Nutritional status, dietary restrictions/needs, and exercise i) Review of systems utilizing a head-to-toe approach (e.g. signs/symptoms, physical exam, labs, diagnostics, imaging, microbiology) j) Health care team members involved in the care of the patient 	CP2.1, SC1	2.2, 2.3
7) Gather, interpret and assess a best possible medication history (BPMH), including: <ul style="list-style-type: none"> a) Allergy history b) Adverse drug reactions c) Current medications/medications prior to admission d) Past medication history 	CP 2.1, SC 1	2.2, 2.3

<ul style="list-style-type: none"> e) Non-prescription medication history f) Immunization history g) Social drug history h) Medication experience and adherence 		
8) Develop a prioritized medical problem list, identifying both the patient's active and chronic issues	CP 2.2, SC1	2.3
9) Identify and justify a prioritized list of all actual and potential patient-specific drug therapy problems	CP2.2, HA1, SC1, SC2	2.3, 2.4
10) Determine the desired outcomes and patient-specific medication-related and non-pharmacological goals of therapy, specifying measurable endpoints, target values and associated timeframes	CL 1.1, CL 1.3, CM 1, CM 2.1, CM 2.4, CP 1.4, CP 2.3, HA1, SC1, SC2	2.5.1
11) Identify a prioritized list of all viable therapeutic alternatives through integration of relevant patient data, best available evidence and comparing and contrasting the pros and cons of each alternative, including assessment of efficacy, safety, patient factors, administration issues and cost	CP1.5, CP2.3, SC1, SC2	2.5.2, 2.5.3
12) Identify, justify and defend a list of appropriate, patient-specific recommendations for identified drug therapy problems	CP2.3, SC1, SC2	2.5.4, 6.1
13) Create and implement a care plan in collaboration with the patient and healthcare team members through communication means as appropriate, including, but not limited to: <ul style="list-style-type: none"> a) Obtaining consent b) Making appropriate patient-specific therapeutic recommendations c) Making a referral and/or consulting others d) Adapting, initiating, discontinuing, dispensing or administering medication as authorized e) Engaging the patient or caregiver through education and counselling, empowerment and self-management f) Communicating the rationale for the care plan within the circle of care 	CL1, CL2, CM1, CM2, CP2.4, HA1, LM1.4, SC1, SC2, SC4	2.5, 2.6, 2.7, 3.1, 6.1, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4
14) Develop an appropriate, patient-specific monitoring plan and/or plans for continuity of care, specifying efficacy and safety endpoints, target values, frequency and timeframes for monitoring	CL2, CP2.5	2.5.8

15) Provide follow up evaluation and assessment of effectiveness, safety and patient adherence and tolerance to drug therapy	CP 2.5, SC1, SC2	2.8
16) Proactively document patient-related healthcare issues, care plans and medication orders/clarifications in a clear, concise, and organized manner, fulfilling professional and legal requirements	CM1, CM2, CL2.3, LM 1.4	1.5
17) Effectively respond to medication- and practice-related questions and educate others in a timely manner, utilizing systematic literature search, critical appraisal skills, and appropriate means of communication (verbal or written, as appropriate)	CM1, CM2, SC1, SC2, SC4	6.1, 6.2, 7.1, 7.2.1, 7.2.3, 7.3
18) Advocate for the health and wellness of patients and the community, promoting disease prevention and facilitating patient access to the health care system and required services	LM 1.1, LM3.1, HA 1, HA2	5.1, 5.2

1.2.c Attitudes and Behaviors (Professionalism)

Goal

Demonstrate the attitudes and high standards of behavior expected of self-regulated professionals for delivering pharmacy care to patients, communities and society through ethical practice.

Learning Objectives

By the end of this course, the student will consistently:	AFPC Reference	NAPRA Reference
19) Demonstrate the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other healthcare professionals including demonstration of, but not limited to: <ul style="list-style-type: none"> a) Accountability b) Attire and appearance c) Confidentiality d) Honesty and integrity e) Punctuality 	PR1, PR2	1.4
20) Demonstrate responsibility and commitment to their own learning and the ongoing refinement and advancement of critical thinking, scientific reasoning, problem-solving and decision-making skills through the demonstration of, but not limited to: <ul style="list-style-type: none"> a) Self-directed learning b) Self-evaluation 	LM3, PR3	1.4

<ul style="list-style-type: none"> c) Personal reflection d) Receptiveness to feedback e) Adaptability and openness to change 		
<p>21) Demonstrate an understanding of the role of the pharmacist within the healthcare team, practicing within their scope of practice and all legal and ethical requirements</p>	<p>CP1, PR1, PR2</p>	<p>1.1, 1.2</p>

1.3 Expected Level of Performance and Patient Complexity

For SPT, students will be expected to achieve the Direct Patient Care Goals and Learning Objectives at the expected performance level as outlined in the **SPT Practice Educator Assessment of Student** form, which can be found on the SPT Canvas site.

The table below provides guidance on patient complexity and characteristics, however the practice educator and/or designated pharmacist will determine if the expectations on "patient complexity" for SPT activities are met. This may or may not be within the "patient characteristics" parameters that are suggested below, as a number of other factors may contribute to complexity, including: psychological (e.g. cognitive impairment), social (e.g. affordability of treatment), biological (e.g. organs affected, degree of dysfunction), health-care system related (e.g. number of involved health care providers). These dimensions should also be taken into account when assessing the student's level of performance in the care of their patients.

Practicum Course	Expected Patient Complexity	Patient Characteristics
SPT	Moderate	Medical Conditions: 5-7 Number of medications: 7+

1.4 Practice Educator SPT Practicum Activities Overview

The table below briefly describes the activities in SPT and the role of the practice educator in each of these activities.

Practicum Requirements	Brief Description (Please see corresponding course handbook section for details)	Practice Educator (PE) Role
UBC Pharmacy Student Health and Safety Orientation (HSO)	Required, student-led WorkSafeBC orientation and documentation	Student to review with PE within the first 24 hours on site.
72-Hour Checklist	Orientation checklist to introduce the student to the site, practicum schedule, site policies/procedures, etc.	Student to review checklist with PE within the first 72 hours on site.
Student Introduction Resume	One week prior to the practicum, student to share updated version of his/her resume to PE by email. Student to review resume with PE within the first 72-hours on site	Review student introduction resume shared via email and discuss resume with student as part of orientation to site. PE to verify completion on SPT Coursework
Learning Contract	Student to identify learning objectives and assess his/her progress towards attaining these objectives throughout the practicum using a learning contract	Student and PE to review within the first 72-hours of the practicum and revisit at each practice educator assessment of student. PE to verify completion on SPT Coursework
Service Activities	Student will participate in various workflow and service activities as they arise in daily practice including: drug inventory ordering and disposal, prescription filing, compounding, refill reauthorization requests, prescription transfer, receiving verbal prescriptions, prescription processing, and prescription final checking	All practicum activities to be completed under the direct supervision of a pharmacist practice educator and/or designated pharmacist. PE to verify safe and satisfactory completion on SPT Coursework
Counseling	Student will provide patient education and counseling	
Non-Prescription Assessment	Student will provide pharmaceutical care to patients requiring non-prescription assessment	
New and Refill Prescription Assessment	Student will provide pharmaceutical care to patients with both new and refill prescriptions	
Full Patient Workup and Care Plan	Student will complete a full patient workup and care plan which includes: patient interview and patient assessment, development of a care plan for each medical condition, complete follow-up with this patient, and document all components appropriately	
Follow Up Evaluation	Student will conduct follow up evaluations	
Drug Information Response	Student to answer drug information requests using best available evidence	
Professional and Speciality Service	Student to participate in professional and specialty services including: medication review services, adaptations, immunization services, specialty compounding, etc.	
Presentation	Student to prepare and deliver presentations for a specific audience on relevant topics as agreed upon with PE	
Professional Practice Reflection	Student to discuss role and functions of pharmacists as described in the College of Pharmacists of BC's Framework of Professional Practice and review their reflection with PE	
Medication Safety Reflection	Student to complete reflection on medication safety and review their reflection with PE	
Giving Feedback to the Practice Educator	Student to provide constructive feedback to PE throughout practicum and complete evaluation survey	
Self-Assessment	Student to reflect upon his/her knowledge, skills, and professional attributes thus far on practicum and devise an action plan going forward. Self-assessment and action plan to be discussed and agreed upon with the PE	PE to verify satisfactory completion on SPT Coursework
SPT Practice Educator Assessment of Student	PE to observe and assess student performance over the course of the practicum and formally document and discuss this assessment with student at every 3 weeks	PE to complete assessment of student at every 3 weeks

1.5 Student Practicum Summary Checklist

The following checklist is intended to be a resource for students to track completion of all practicum requirements in SPT. Students are expected to review, understand, and complete all activity requirements as described in this handbook.

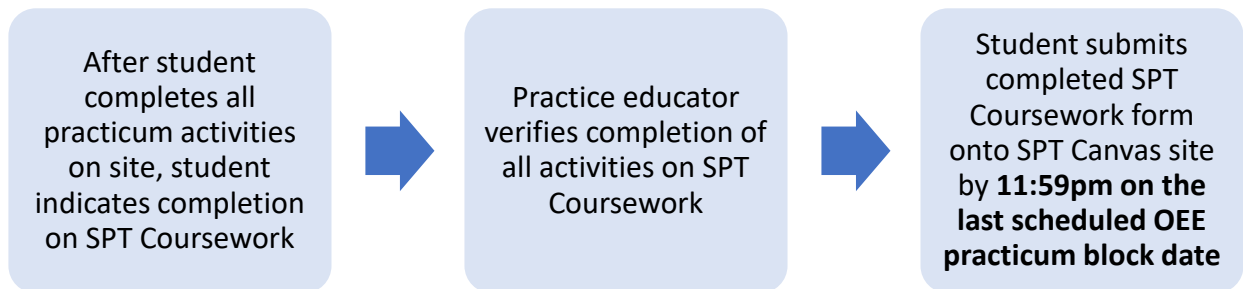
Minimum Required		Practicum Requirements	Where to complete/submit for course completion	Student Submission Deadline
Weeks 1-4	Weeks 5-13			
1		<input type="checkbox"/> UBC Pharmacy Student Health and Safety Orientation (HSO)	Upload form to Canvas	72 hours after practicum begins
1		<input type="checkbox"/> 72-Hour Checklist	No submission to OEE	No submission
1		<input type="checkbox"/> Student Introduction Resume	1) Submit PDF of resume to practice educator by email 2) Acknowledge completion on SPT Coursework. Completed form submitted on Canvas	1) One week before practicum begins 2) 11:59pm on the last OEE scheduled practicum block date
1		<input type="checkbox"/> Learning Contract	Acknowledge completion on SPT Coursework. Completed form submitted on Canvas	11:59pm on the last OEE scheduled practicum block date
See Section 2.3	No Minimum	<input type="checkbox"/> Service Activities		
20	40	<input type="checkbox"/> Counseling		
1	16	<input type="checkbox"/> Non-Prescription Assessment		
2 New	16 New 16 Refill	<input type="checkbox"/> New and Refill Prescription Assessment		
	2	<input type="checkbox"/> Full Patient Work Up and Care Plan		
4	16	<input type="checkbox"/> Follow Up Evaluation		
	2	<input type="checkbox"/> Drug Information Response		
2	4	<input type="checkbox"/> Professional and Specialty Service		
4	8	<input type="checkbox"/> Presentation		
1		<input type="checkbox"/> Professional Practice Reflection		
1		<input type="checkbox"/> Medication Safety Reflection		
1		<input type="checkbox"/> Giving Feedback to the Practice Educator	1) Review and discuss feedback and acknowledge completion on SPT Coursework. Completed form submitted on Canvas 2) Complete Student Evaluation of Practice Educator and Practice Site on Canvas	11:59pm on the last OEE scheduled practicum block date
1	2	<input type="checkbox"/> Self-Assessment (Week 3) <input type="checkbox"/> Self-Assessment (Week 6) <input type="checkbox"/> Self-Assessment (Week 9)	1) Complete and review each with practice educator 2) Student to acknowledge completion on SPT Coursework. Completed form submitted on Canvas	1) By the end of Weeks 3, 6, and 9 respectively 2) 11:59pm on the last OEE scheduled practicum block date
Week 3, Week 6 (Midpoint), Week 9, Week 13 (Final)		<input type="checkbox"/> SPT Practice Educator Assessment of Student	1) Practice educator to complete by the end of weeks 3, 6, 9, and 13 2) Student to submit completed form on Canvas	Student submits completed form on Canvas by 11:59pm on the last OEE scheduled practicum block date
	1	<input type="checkbox"/> Student Evaluation of the SPT Program	Complete Student Evaluation of the SPT Program on Canvas	11:59pm on the last OEE scheduled practicum block date

1.6 SPT Coursework

SPT Coursework is a form utilized to track student completion of all required practicum activities. Students are expected to participate in each practicum activity as outlined in this handbook and use SPT Coursework to indicate completion for each activity. Practice educators are required to verify the completion of practicum activities on SPT Coursework by the last day of practicum.

Once the student has indicated completion of all practicum activities and the practice educator has verified the completion of all practicum activities on SPT Coursework, the student is required to submit the completed form onto the SPT Canvas site by the deadline of **11:59pm on the last OEE scheduled practicum block date**.

In summary:



In addition to documentation of activity completion on SPT Coursework, students will be required to complete additional documentation for some activities. This will be described under each specific activity section of this handbook (e.g. complete learning contract form, patient care plans, follow-up evaluations, written correspondence with health care providers, etc.). It is the student's responsibility to ensure all completed documentation is shared with their practice educator. Students are responsible for tracking these documents, which may be requested by the practice educator(s) on site and/or the OEE for review at any time. Students must ensure the confidentiality of all patient information in their documentation.

Resource(s) on Canvas

- SPT Coursework (required)

SECTION 2 – REQUIRED PRACTICUM ACTIVITIES

2.1 Student Introduction Resume

Purpose

Constructing, organizing, and maintaining a strong resume is an important skill for pharmacists. Students will use their resume as an opportunity to introduce their accomplishments, (e.g. academic achievements, awards), experiences (e.g. work experience, practicums, volunteering, teaching), community involvement (e.g. volunteer activities), and relevant skills, to the practice educator prior to the start of the practicum. In discussing their resume with their practice educator, students will have the opportunity to practice sharing their skills and experiences, as part of their practice site orientation. (DPC Learning Objectives: 19-21; see Section 1.2)

Process

- 1) Two to four weeks prior to the start of the practicum, the student is required to create, edit, and/or update their resume. The student should accurately and comprehensively identify their education, experiences, publications and posters, presentations, scholarships, certifications, awards, and/or professional associations. An OEE Resume Template is provided to students, however students can use any appropriate template of their preference.
- 2) One-week prior to the start of the practicum, the student must email their resume in PDF format to their practice educator for their review.
- 3) Within the first 72 hours of the practicum, the student and practice educator should meet to review the resume and discuss the student's skills and experiences to date.
- 4) Student to acknowledge the completion of this activity on **SPT Coursework** for practice educator verification.

Resource(s) on Canvas

- OEE Resume Template
- UBC Student Services: <https://students.ubc.ca/career/career-resources/resumes-cover-letters-curricula-vitae>

Verification of Activity Completion

Student	Practice Educator
<p><u>Weeks 1-4:</u></p> <ul style="list-style-type: none"> Student to email completed resume to practice educator one week prior to start of their practicum and review resume with practice educator within the first 72-hours of the practicum. 	<ul style="list-style-type: none"> Prior to/on the last day of the practicum, practice educator to verify satisfactory completion of this activity on SPT Coursework.
<p><u>Weeks 5-13:</u></p> <ul style="list-style-type: none"> No specific requirement for this timeframe. 	
<ul style="list-style-type: none"> Student is to acknowledge and confirm completion on SPT Coursework. 	

2.2 Learning Contract^{4,5}

Purpose

In addition to the learning objectives outlined for the course, a Learning Contract is developed by the student to proactively identify their own personal learning objectives for the practicum. The Learning Contract is intended to enhance and guide the student's learning process throughout their required on-site activities as well as assist the student in assessing their own progress in attaining the learning objectives they have self-identified.⁶ The Learning Contract is also intended to support continuity in learning needs as students transition to practice, as well as to reinforce the role of self-directed and life-long learning in pharmacy practice. (DPC Learning Objectives: 19-21; see Section 1.2)

Process

- 1) During the first 72 hours of the practicum, the student must identify at minimum three personal, site-specific learning objectives and document these objectives in the "PLAN" section of the **Learning Contract** form.
 - a) The learning objectives should follow the commonly used "SMART" approach to guide with the process: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**imely
 - b) The learning objectives must be realistic and attainable and take into consideration the context of the site, available resources, and duration of the practicum. Objectives may be knowledge or skill based in nature; knowledge-related learning objectives are generally centered on certain therapeutic topics, while skill-related learning objectives pertain to learning "how" to complete a task.
- 2) By the end of the first 72-hours on practicum, the student is to review the "PLAN" section of their **Learning Contract** form with their practice educator and/or designated pharmacist.
 - a) The practice educator may help to clarify and articulate these learning objectives, as well as assist in identifying activities or resources to support the attainment of these proposed learning objectives.
 - b) The practice educator may also suggest or make modifications to the learning objectives to ensure they are appropriate and attainable by the completion of the practicum.
- 3) Throughout the practicum, the student is to complete activities to achieve the identified learning objectives.
- 4) At the Week 3, Midpoint, and Week 9 Assessments, the student is to review their progress towards attaining their learning objectives with the practice educator to determine which learning objectives have been met, and which ones still need to be met. The student and practice educator may revise the Learning Contract to add additional learning objectives as the practicum progresses and as personal learning objectives change.

- 5) During the last week of the practicum, the student must ensure they have completed the “ACT” and “REFLECT” components of the **Learning Contract**. Following which, the student will review and discuss with the practice educator the progress in achieving the stated learning objectives.

- 6) Student to acknowledge completion and review of all three components, PLAN-ACT-REFLECT, of the **Learning Contract** with their practice educator and/or designated pharmacist on **SPT Coursework**. Submit this for practice educator verification.

Resource(s) on Canvas

- Learning Contract Form (required)

Verification of Activity Completion

Student	Practice Educator
<u>Weeks 1-4 and Weeks 5-13:</u> <ul style="list-style-type: none"> • Student to complete each section, PLAN-ACT-REFLECT, of the Learning Contract form at the appropriate intervals of time. 	<ul style="list-style-type: none"> • Prior to/on the last day of the practicum, practice educator to verify satisfactory completion of this activity on SPT Coursework.
<ul style="list-style-type: none"> • Student is to acknowledge and confirm completion on SPT Coursework. 	

2.3 Service Activities

Purpose

Pharmacists are often conducting service activities, which are an essential part of the day-to-day operations of outpatient practice settings. Students will have the opportunity to participate in these activities during their practicums. Some of these activities may be in the context of dispensing, communication with others, or simply part of the daily operation required for the pharmacy to function effectively to meet the needs of patients (e.g. answering phone calls or acknowledging individuals waiting to be helped at a pharmacy counter). Many of these workflow and operational functions have associated site-specific policies and procedures to ensure patient safety in how they are carried out and documented and align with legal and regulatory requirements. Pharmacists must routinely develop, evaluate, and modify these policies, processes, and procedures to continually advance their practice. (DPC Learning Objectives: 1-7, 16, 18, 19-21; see Section 1.2)

Process

- 1) During the first week of the practicum, the student will clarify and review with the practice educator the site-specific policies and procedures required to engage in specific service activities. This includes reviewing the patient profile and/or PharmaNet record where necessary. Students are encouraged to observe and to ask questions to clarify the process for each service activity as needed.
- 2) The student will locate, review, and become familiar with the legal, regulatory, and professional requirements outlined by legislative bodies (e.g. provincial law), regulatory bodies (e.g. College of Pharmacists of BC), and site-specific policies, for the safe and complete provision of each of the service activities being undertaken. For example, students will locate, review and become familiar with the legal, professional, and regulatory requirements for prescription transfers.

Under the guidance and supervision of the practice educator and/or designated pharmacist, the student will participate, in full compliance with all legal, regulatory, and professional requirements, in various workflow and service activities as they arise in daily practice including, but not limited to: drug inventory ordering and disposal, prescription filing, compounding, completing refill reauthorization requests, prescription transfer, receiving verbal prescriptions, patient profile creation, prescription processing, and prescription final checking. Students will need to prioritize and manage their time to balance pharmacy workflow, patient care, and practice requirements.

- 3) Student to acknowledge the completion of this activity on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- College of Pharmacists of BC:

- <http://www.bcpharmacists.org/professional-practice-policies-and-guides>
- <http://www.bcpharmacists.org/practice-review-program>
- BC Ministry of Health: <https://www2.gov.bc.ca/gov/content/health/practitioner-professional-resources/pharmacare/pharmacies>
- BC Pharmacy Association: <https://www.bcpharmacy.ca/resource-centre> (membership required)

Verification of Activity Completion

Student	Practice Educator
<p><u>Weeks 1-4:</u></p> <ul style="list-style-type: none"> ● Under the direct supervision of the practice educator and/or designated pharmacist, students are expected to complete the following services listed below. These activities represent MINIMUMS, however should there be insufficient opportunity to perform some of these service activities, the practice educator, in discussion with the student, may substitute some of these activities with other comparable activities related to outpatient pharmacy workflow. <ul style="list-style-type: none"> ○ Participate in processing 2 drug inventory orders ○ Participate in processing and disposal of 3 expired drugs (1 non-prescription, 1 prescription, and 1 narcotic/controlled) ○ File 100 prescriptions ○ Prepare 4 compounds ○ Request 20 refill reauthorizations from prescriber ○ Complete 4 prescription transfers ○ Receive 2 verbal prescriptions ○ Create and complete 8 patient profiles ○ Enter and process 20 prescriptions ○ Complete 10 prescription checks 	<ul style="list-style-type: none"> ● Prior to/on the last day of the practicum, practice educator to verify safe and satisfactory completion of this activity on SPT Coursework.
<p><u>Weeks 5-13:</u></p> <ul style="list-style-type: none"> ● Ongoing student participation in daily pharmacy workflow and service activities as required by the practice educator is expected for successful completion of this course activity. 	
<ul style="list-style-type: none"> ● Student is to acknowledge and confirm completion on SPT Coursework. 	

2.4 Counseling

Purpose

Patient education and counseling is an integral component of the pharmacist's role in the pharmaceutical care process. Patients need to understand their medication therapies, including what they are taking, why they are taking them, how to optimally take them (including proper use of any medical device/aids), and what to monitor for in terms of effectiveness and safety. Documentation of patient education and counseling is critical as it creates a record of the patient care provided. To promote continuity of care, the documentation of patient care activities should include the information provided, relevant findings, desired patient outcomes, recommendations, and follow-up planned.^{1,7} (DPC Learning Objectives: 1-3, 5, 13-14, 16, 19-21; see Section 1.2)

Process

- 1) Under the direct supervision of the practice educator and/or designated pharmacist, the student will:
 - a) Provide patient education and counseling to patients/caregivers, for example, with new and/or refill prescriptions and non-prescription medication therapies, including what medication they are taking, why they are taking it, how to optimally take it, any potential adverse effects, relevant monitoring parameters for effectiveness and safety, and outcomes of therapy, amongst others. The student may be asked to review or practice their counseling with the practice educator prior to discussion with the patient/caregiver. The student should communicate relevant, accurate, and concise information in an effective and organized manner, tailored to the specific audience.
 - b) Share information with patients/caregivers in a respectful manner and in such a way that is understandable, encourages discussion, and enhances participation in decision-making.⁸
 - c) Where appropriate, ask for permission to follow up with patient and establish a follow up plan.
 - d) Document this interaction as per practice site requirements and in compliance with all professional and legal requirements, under the direct supervision of the practice educator.¹ Students are also required to document their care provided in the **Patient Care Journal**. Students should use the Patient Care Journal to document all care provided to patients during the practicum.
 - e) Follow-up with patient(s) as applicable and assess for effectiveness, safety, and adherence.

- 2) Student to acknowledge the completion of this activity on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- Patient Care Journal (required)
- Requirements Checklist for Counseling
- College of Pharmacists of BC: http://www.bcpharmacists.org/library/5_Programs/5-2_PRP/5219-PRP_Support_Tool_Counselling.pdf

Verification of Activity Completion

Student	Practice Educator
<p><u>Weeks 1-4:</u></p> <ul style="list-style-type: none"> • Student to provide patient education and counseling to a minimum of 20 patients under the guidance and supervision of the practice educator and/or designated pharmacist. Document the patient encounters on the Patient Care Journal. 	<ul style="list-style-type: none"> • Prior to/on the last day of the practicum, practice educator to verify safe and satisfactory completion of this activity on SPT Coursework.
<p><u>Weeks 5-13:</u></p> <ul style="list-style-type: none"> • Student to provide patient education and counseling to a minimum of 40 patients under the guidance and supervision of the practice educator and/or designated pharmacist. Document the patient encounters on the Patient Care Journal. 	
<ul style="list-style-type: none"> • Student is to acknowledge and confirm completion on SPT Coursework. 	

2.5 Non-Prescription Assessment

Purpose

Pharmaceutical care is the fundamental focus of all direct patient care practicum activities. Students are expected to take responsibility for and participate in the role of a pharmaceutical care practitioner through the integration of both cognitive (pharmacotherapy workup) and physical work (implementation of patient care process through collaboration with the patient, caregivers, and interdisciplinary team).^{9,10} (DPC Learning Objectives: 1-21; see Section 1.2)

Process^{4,7}

- 1) Students should review the **Requirements Checklist for Care Plans** (see Canvas) and additional relevant course materials regarding the patient care thought process from the classroom portion of CP3 prior to beginning their practicum.
- 2) Under the guidance and supervision of the practice educator and/or designated pharmacist, students will provide pharmaceutical care to patients requiring a **non-prescription assessment or consultation** (e.g. over-the-counter, natural health products, etc.). This includes:
 - Conducting patient assessments (including, but not limited to, gathering patient specific data, conducting patient interviews, allergy assessments etc.) to identify and prioritize drug therapy problems,
 - Developing and implementing care plans that address the desired patient specific outcomes,
 - Following up with relevant health care providers within circle of care, and
 - Completing follow-up evaluations with the patient

Care provided should be consistent with the principles of pharmaceutical care described in the classroom portion of CP3 and in *Cipolle RJ, Strand LM, Morley PC Pharmaceutical Care Practice: The Patient Centered Approach to Medication Management, McGraw Hill, 2012*.

- 3) Students must report their patient workup and all recommendations, including any documentation completed, with the practice educator prior to discussing with the patient/caregiver, physician, or other health care provider. Documentation requirements may vary between sites and will be determined by the practice educator and should be in compliance with all professional and legal requirements. Students are encouraged to use the documentation resources they are familiar with using during the classroom portion of CP3 while on practicum, should this assist in their process and be preferred by practice educators. However, for weeks 1-4 of SPT, it is mandatory to document the care provided using the **Care Plan Form**, in addition to any site-specific documentation requirements.
- 4) Student to acknowledge the completion of this activity on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- Care Plan Form (required for weeks 1-4)
- Pharmacotherapy Work-up Notes – Assessment^{11,12}
- Allergy Assessment Form
- Follow Up Evaluation form
- Requirements Checklist for Best Possible Medication History (BPMH) Interview
- Requirements Checklist for Allergy Assessment
- Requirements Checklist for Care Plans
- Requirements Checklist for Follow Up Evaluation

Verification of Activity Completion

Student	Practice Educator
<p><u>Weeks 1-4:</u></p> <ul style="list-style-type: none"> • Assess and provide pharmaceutical care to, at minimum, one patient requiring a non-prescription assessment or consultation. • Students must document this patient work-up on the Care Plan Form provided to students on Canvas, in addition to any other documentation required by the practice site. 	<ul style="list-style-type: none"> • Prior to/on the last day of the practicum, practice educator to verify safe and satisfactory completion of this activity on SPT Coursework.
<p><u>Weeks 5-13:</u></p> <ul style="list-style-type: none"> • Assess and provide pharmaceutical care to, at minimum, 16 patients requiring a non-prescription assessment or consultation. 	
<ul style="list-style-type: none"> • Student is to acknowledge and confirm completion on SPT Coursework. 	

2.6 New and Refill Prescription Assessment

Purpose

Pharmaceutical care is the fundamental focus of all direct patient care practicum activities. Students are expected to take responsibility for and participate in the role of a pharmaceutical care practitioner through the integration of both cognitive (pharmacotherapy workup) and physical work (implementation of patient care process through collaboration with the patient, caregivers, and interdisciplinary team).^{9,10} (DPC Learning Objectives: 1-21; see Section 1.2)

Process^{4,7}

- 1) Students should review the **Requirements Checklist for Care Plans** (see Canvas) and additional relevant course materials regarding the patient care thought process from the classroom portion of CP3 prior to beginning their practicum.
- 2) Under the guidance and supervision of the practice educator and/or designated pharmacist, students will provide pharmaceutical care to patients requiring a **new or refill prescription assessment**. This includes:
 - Conducting patient assessments (including, but not limited to, gathering patient specific data, conducting patient interviews, allergy assessments etc.) to identify and prioritize drug therapy problems,
 - Developing and implementing care plans that address the desired patient specific outcomes,
 - Following up with relevant health care providers within circle of care, and
 - Completing follow-up evaluations with the patient

Care provided should be consistent with the principles of pharmaceutical care described in the classroom portion of CP3 and in *Cipolle RJ, Strand LM, Morley PC Pharmaceutical Care Practice: The Patient Centered Approach to Medication Management, McGraw Hill, 2012*.

- 3) Students must report their patient workup and all recommendations, including any documentation completed, with the practice educator prior to discussing with the patient/caregiver, physician, or other health care provider. Documentation requirements may vary between sites and will be determined by the practice educator and should be in compliance with all professional and legal requirements. Students are encouraged to use the documentation resources they are familiar with using during the classroom portion of CP3 while on practicum, should this assist in their process and be preferred by practice educators. However, for weeks 1-4 of SPT, it is mandatory to document the care provided using the **Care Plan Form**, in addition to any site-specific documentation requirements.
- 4) Student to acknowledge the completion of this activity on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- Care Plan Form (required for weeks 1-4)
- Pharmacotherapy Work-up Notes – Assessment^{11,12}
- Allergy Assessment Form
- Follow Up Evaluation form
- Requirements Checklist for Best Possible Medication History (BPMH) Interview
- Requirements Checklist for Allergy Assessment
- Requirements Checklist for Care Plans
- Requirements Checklist for Follow Up Evaluation

Verification of Activity Completion

Student	Practice Educator
<p><u>Weeks 1-4:</u></p> <ul style="list-style-type: none"> • Assess and provide pharmaceutical care to, at minimum, two patients with new prescriptions. Of these: <ul style="list-style-type: none"> ○ One must be an infectious disease case ○ One must be a non-infectious disease case • Students must document these patient work-ups on the Care Plan Form provided to students on Canvas, in addition to any other documentation required by the practice site. 	<ul style="list-style-type: none"> • Prior to/on the last day of the practicum, practice educator to verify safe and satisfactory completion of this activity on SPT Coursework.
<p><u>Weeks 5-13:</u></p> <ul style="list-style-type: none"> • Assess and provide pharmaceutical care to, at minimum, 16 patients requiring new prescription assessments and 16 patients requiring refill prescription assessments. 	
<ul style="list-style-type: none"> • Student is to acknowledge and confirm completion on SPT Coursework. 	

2.7 Full Patient Work Up and Care Plan

Purpose

Pharmaceutical care is the fundamental focus of all direct patient care practicum activities. Students are expected to take responsibility for and participate in the role of a pharmaceutical care practitioner through the integration of both cognitive (pharmacotherapy workup) and physical work (implementation of patient care process through collaboration with the patient, caregivers, and interdisciplinary team).^{9,10} (DPC Learning Objectives: 1-21; see Section 1.2)

Process^{4,7}

- 1) Students should review the **Requirements Checklist for Care Plans** (see Canvas) and additional relevant course materials regarding the patient care thought process from the classroom portion of CP3 prior to beginning their practicum.
- 2) Under the guidance and supervision of their practice educator and/or designated pharmacist, students will complete a **full patient work up**, which includes:
 - Conducting patient assessments (including, but not limited to, gathering patient specific data, conducting patient interviews, allergy assessments etc.) to identify and prioritize drug therapy problems,
 - Developing and implementing care plans for **all** medical conditions that address the desired patient specific outcomes,
 - Following up with relevant health care providers within circle of care, and
 - Completing follow-up evaluations with the patient

Care provided should be consistent with the principles of pharmaceutical care described in the classroom portion of CP3 and in *Cipolle RJ, Strand LM, Morley PC Pharmaceutical Care Practice: The Patient Centered Approach to Medication Management, McGraw Hill, 2012*.

Each of the completed full patient work ups should also meet the criteria for a reimbursable medication review service through BC PharmaCare.

- 3) Students must report their patient workup and all recommendations, including all documentation completed, with the practice educator prior to discussing with the patient/caregiver, physician, or other health care provider. Documentation requirements may vary between sites and will be determined by the practice educator and should be in compliance with all professional and legal requirements. Students are encouraged to use the documentation resources they are familiar with using during the classroom portion of CP3 while on practicum, should this assist in their process and be preferred by practice educators.
- 4) Student to acknowledge the completion of this activity on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- Care Plan Form
- Pharmacotherapy Work-up Notes – Assessment^{11,12}
- Allergy Assessment Form
- Follow Up Evaluation form
- Requirements Checklist for Best Possible Medication History (BPMH) Interview
- Requirements Checklist for Allergy Assessment
- Requirements Checklist for Care Plans
- Requirements Checklist for Follow Up Evaluation

Verification of Activity Completion

Student	Practice Educator
<u>Weeks 1-4:</u> <ul style="list-style-type: none"> • No specific requirement for this timeframe. 	<ul style="list-style-type: none"> • Prior to/on the last day of the practicum, practice educator to verify safe and satisfactory completion of this activity on SPT Coursework.
<u>Weeks 5-13:</u> <ul style="list-style-type: none"> • Assess and provide a full pharmaceutical care work up for, at minimum, two patients. Each of these work-ups must meet the criteria for a reimbursable medication review service through BC Pharmacare. 	
<ul style="list-style-type: none"> • Student is to acknowledge and confirm completion on SPT Coursework. 	

2.8 Follow Up Evaluation

Purpose

This activity allows students to conduct follow up evaluations as a part of the pharmaceutical care process and determination of patient outcomes. Follow up evaluation provides the opportunity to assess the effectiveness, safety and adherence of the recommendation(s) made, ensures continuity of care and is where clinical experience and new knowledge is gained.¹⁰ Follow up should occur in a timely manner, have focused monitoring parameters detailing both safety and efficacy outcomes, and should be documented appropriately. (DPC Learning Objectives: 1, 15-16, 19-21; see Section 1.2)

Process

- 1) The student is to identify, with their practice educator and/or designated pharmacist, patients requiring follow up. Students may follow up with patients and/or their caregiver in-person at the practice site, by telephone, during non-prescription assessments, new/refill prescription assessments, full patient work ups, drug information requests, or during other consultations where patients are identified as benefiting from follow up.
- 2) With each identified patient, when arranging the follow up, the student will collaborate with the patient and/or caregiver to determine an appropriate time/date and method (phone or in person) of follow up. The student will share the purpose for follow up and obtain informed consent.
- 3) The student will discuss their plan with the practice educator and/or designated pharmacist prior to conducting the follow up.
- 4) Under the direct supervision of the practice educator and/or designated pharmacist, the student will conduct the follow up evaluation, ensuring to assess each of the patient's efficacy and safety outcomes identified:
 - a) Determine the clinical status of the patient, through effective communication, questions, and subjective and objective data in order to monitor medication therapy¹
 - b) Evaluate the efficacy and safety of the care plan¹
 - c) Evaluate the adherence of the patient to the care plan
 - d) Follow up with relevant health care providers within circle of care
- 5) The student is required to document and date any subjective and objective data obtained during the follow up. Documentation requirements may vary between sites and will be determined by the practice educator and should be in compliance with all professional and legal requirements. Students are encouraged to use the documentation resources they are familiar with using during the classroom portion of CP3 while on practicum, should this assist in their process and be preferred by practice educators. The student may conduct multiple follow ups for the same patient, which must be documented and dated appropriately.

- 6) The student is to discuss the follow up conducted with the practice educator and/or designated pharmacist and determine the patient's outcome status and any future therapeutic plans.
- 7) With practice educator guidance, the student will determine and document whether there are any new DTPs identified from the information gathered. If new information arises that changes the care plan, the student must collaborate with the practice educator and/or designated pharmacist to address any patient or caregiver concerns. If applicable, document the next date for follow up and any additional comments.
- 8) Student to acknowledge the completion of this activity on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- Follow Up Evaluation Form
- Requirements Checklist for Follow Up Evaluation

Verification of Activity Completion

Student	Practice Educator
<u>Weeks 1-4:</u> <ul style="list-style-type: none"> • Student to provide follow up evaluation for a minimum of four patients under the guidance and supervision of the practice educator and/or designated pharmacist. 	<ul style="list-style-type: none"> • Prior to/on the last day of the practicum, practice educator to verify safe and satisfactory completion of this activity on SPT Coursework.
<u>Weeks 5-13:</u> <ul style="list-style-type: none"> • Student to provide follow up evaluation for a minimum of 16 patients under the guidance and supervision of the practice educator and/or designated pharmacist. 	
<ul style="list-style-type: none"> • Student is to acknowledge and confirm completion on SPT Coursework. 	

2.9 Drug Information Response⁴

Purpose

This activity allows students to respond to drug information questions or requests that pharmacists encounter on a daily basis. A pharmacotherapy workup¹⁰ (Necessary, Effective, Safe, Adherence) and critical appraisal and evaluation of available evidence must be completed to effectively formulate a response. Drug information responses must be comprehensive, organized, accurate and timely. (DPC Learning Objectives: 1, 4, 6-7, 10-12, 14-21; see Section 1.2)

Process

- 1) The student is to identify and discuss with the practice educator and/or designated pharmacist resources and references available at the practice site to assist in the provision of drug information. The student is to become familiar with the context and focus of each.
- 2) The student will complete drug information responses, as requested by patients, practice educators, physicians, pharmacists, and other health care providers. For each, the student must:
 - a) Clearly define the specific question being asked and when the response is due. Using the **Drug Information Request and Response** form, or an appropriate site-specific documentation tool, gather appropriate background information relating to the drug information request. Use additional support documents, such as the **Pharmacotherapy Workup Notes – Assessment**^{11,12} form, or additional patient assessment form, to assist in gathering pertinent patient information.
 - b) The focus of this outpatient practicum activity is on **patient-specific** drug information responses; however, students may also receive non-patient-specific questions as well. Students are expected to respond to both types of questions as they arise.
 - c) Articulate relevant background information to provide the general context from which the question arises. This general context is necessary when formulating the real question that needs to be answered and to ensure the information provided will be applicable and appropriate for the recipient of the drug information response.
 - d) Complete a pharmacotherapy work-up¹⁰, in order to capture all relevant patient information.
 - e) Perform a search of the resources, references, and evidence to respond to the patient-specific question. Consider the type/nature of the question (e.g. dosing, drug-interaction, adverse effects, etc.) to help guide the use of appropriate resources and use primary resources where possible.
 - f) Critically appraise and evaluate the information in the context of the patient.
 - g) Compose an evidence-based written response to the drug information request, using appropriate referencing and scientific-writing skills.
 - h) Indicate all references used to procure the answer using Vancouver Style referencing.

- 3) Student to review and discuss response to each drug information request with the practice educator and/or designated pharmacist in a timely manner.
- 4) Under the direct supervision of the practice educator and/or designated pharmacist, the student will provide the drug information response to the person requesting the drug information either verbally or in writing, as the situation requires.
- 5) If new information arises that changes the drug information response, the student will follow-up as required.
- 6) Student to acknowledge the completion of this activity on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- Drug Information Request and Response Form
- Requirements Checklist for Drug Information Response
- Pharmacotherapy Workup Notes – Assessment^{11,12}

Verification of Activity Completion

Student	Practice Educator
<u>Weeks 1-4:</u> <ul style="list-style-type: none"> • No specific requirement for this timeframe. 	<ul style="list-style-type: none"> • Prior to/on the last day of the practicum, practice educator to verify safe and satisfactory completion of this activity on SPT Coursework.
<u>Weeks 5-13:</u> <ul style="list-style-type: none"> • Student to complete a minimum of two drug information responses to patient-specific requests under the guidance and supervision of the practice educator and/or designated pharmacist. 	
<ul style="list-style-type: none"> • Student is to acknowledge and confirm completion on SPT Coursework. 	

2.10 Professional and Specialty Service

Purpose

Professional and specialty services include a broad range of pharmacist activities in the outpatient practice setting, focused on pharmaceutical care provided in the context of the pharmacist's expanded scope of practice beyond the traditional role. These activities may vary between sites and include publicly-funded professional services such as immunizations, prescription adaptations, and medication review services, as well as privately-funded professional services. These services may also include collaborative and innovative initiatives between the pharmacy and external partners, involving inter- and intra-professional collaboration, to ensure patients receive the necessary care and services. (DPC Learning Objectives: 1-21; see Section 1.2)

Process

- 1) Prior to beginning this activity, the student must clarify and review with the practice educator and/or designated pharmacist, any site-specific policies and procedures required in order to engage in professional and specialty services. Students are encouraged to observe and ask questions to clarify each of the processes as needed. Examples of professional and specialty services include, but are not limited to:
 - Medication Review Services
 - Prescription Adaptations (e.g. renewals, changes, therapeutic substitutions)
 - Immunization services
 - Specialty compounding (includes necessary research and compounding)
 - New research or practice-based initiative collaboratively with other healthcare providers
 - Initiating compliance packing for a patient and completing required documentation
 - Facilitate the processing of specialty forms and approval processes (e.g. Special authority, 3rd party insurance claims, reimbursement programs and government forms; helping to get a drug restriction removed for a non-benefit medication etc.)
 - Providing an emergency medication supply to a patient after a thorough assessment process
 - Initiating a patient on the smoking cessation program

For any professional and specialty service provided, the student must additionally locate, review, and become familiar with the requirements and restrictions outlined by legislation (e.g. provincial law), regulatory bodies (e.g. College of Pharmacists of BC), and reimbursing bodies (e.g. Ministry of Health, private third-party payers). For example, this includes patient eligibility, legal and regulatory requirements, criteria for reimbursement, and required documentation.

- 2) The student will participate, within their scope of practice as a pharmacy student and as permitted by/under the supervision of the practice educator and/or designated pharmacist, in the provision of professional and specialty services as they arise during the practicum.

- 3) The student is required to complete all required onsite documentation for this activity and review it with the practice educator and/or designated pharmacist. This must occur prior to notifying any other individuals or healthcare professionals related to the professional and specialty service conducted, as required (e.g. notify original prescriber for any adapted prescription).
- 4) The student will communicate and follow up with all relevant individuals for this activity as necessary.
- 5) Student to acknowledge the completion of this activity on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- BC Ministry of Health: <https://www2.gov.bc.ca/gov/content/health/practitioner-professional-resources/pharmacare/pharmacies>
- College of Pharmacists of BC: <http://www.bcpharmacists.org/professional-practice-policies-and-guides>
- BC Pharmacy Association: <https://www.bcpharmacy.ca/resource-centre> (membership required)

Verification of Activity Completion

Student	Practice Educator
<u>Weeks 1-4:</u> <ul style="list-style-type: none"> • Shadow the delivery of, at minimum, two different professional and specialty services and participate in completing all required documentation for the specific activity. Review all documentation with your practice educator and/or designated pharmacist. 	<ul style="list-style-type: none"> • Prior to/on the last day of the practicum, practice educator to verify safe and satisfactory completion of this activity on SPT Coursework.
<u>Weeks 5-13:</u> <ul style="list-style-type: none"> • Where permitted, within the student’s scope of practice, and under the direct supervision of the practice educator and/or designated pharmacist, the student will complete a minimum of four professional and specialty service activities of which at least two of the activities should be different from each other. Students must work with the practice educator to ensure they meet the requirements for this service appropriately, including appropriate documentation. 	
<ul style="list-style-type: none"> • Student is to acknowledge and confirm completion on SPT Coursework. 	

2.11 Presentation

Purpose

Presentations enable students to develop their skills as scholars and communicators,¹ consolidate their learning, share therapeutic knowledge, and build effective communication skills. Students are provided with the opportunity to prepare and deliver presentations designed to meet the learning needs of a specific audience, including those on drug categories (such as prescription drug and non-prescription drug classes), medical device demonstrations, or other relevant topics. (DPC Learning Objectives: 1, 17-21; see Section 1.2)

Process

For each presentation, under the direct supervision of the practice educator and/or designated pharmacist, the student must:

1) **Plan**

Determine the specific topic for each presentation, as well as the duration, audience, and format of the presentation. The specific topic is to be approved by the practice educator, however students are encouraged to discuss any areas of interest with their practice educator. Students may present to the practice educator, pharmacy staff, other health care professionals, patients, the public, or others as directed. Students are recommended to plan approximately for a 10-15-minute presentation, as well as 5-10 minutes for questions. Microsoft PowerPoint (or equivalent) presentations, though not required for SPT, may be required by the practice site, or may be a presentation format that students find helpful.

2) **Prepare**

Prepare for the presentation on their own time outside of the onsite practicum hours.

- a) Structure presentation for allotted time and tailor content to learning needs of the intended audience.
- b) Develop clear and effective visual aids or presentation tools as required; organize and display information in a coherent and comprehensive format for delivery. Prepare handouts in advance of the presentation if applicable. All such materials must be reviewed by the practice educator and/or designated pharmacist before distribution.
- c) For drug class presentations, content should be structured around a NESA framework (e.g. *Necessary*- drug indication(s); *Effective*- role of medication, mechanism of action, dose, onset of action, evidence supporting efficacy; *Safety*- contraindications, adverse drug reactions, toxicity monitoring; *Adherence*- cost, lifestyle considerations, etc.). Use an evidence-based approach to evaluate research/information gathered, where applicable, and demonstrate knowledge in the specified topic area.
- d) For device/dosage form demonstrations, content should include, but is not limited to, the rationale/evidence for the device, proper technique in using the device, and any additional counseling points, such as how to clean/maintain the device.

- e) Prepare presentation in advance to allow time for review and feedback by the practice educator and incorporation of any suggested edits as required.
 - f) Practice to ensure an organized and well-paced presentation
 - g) Anticipate and prepare for questions the audience may have in advance.
- 3) **Deliver**
 Conduct the presentation with clear delivery, tailored to the audience.
- a) Keep track of time and pacing of the presentation.
 - b) Use appropriate verbal communication for the intended audience to articulate information with correct terminology.
 - c) Use appropriate non-verbal communication to show confidence, enhance interest and audience comprehension.
 - d) Listen carefully and effectively respond to audience questions; do not guess at an answer.
- 4) Following completion of each presentation, reflect upon feedback from the practice educator and/or designated pharmacist in order to implement any required changes prior to the next presentation.
- 5) Acknowledge the completion of this activity on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- Requirements Checklist for Presentation

Verification of Activity Completion

Student	Practice Educator
<u>Weeks 1-4:</u> <ul style="list-style-type: none"> • Complete four presentations: <ul style="list-style-type: none"> ○ Two medical device/dosage form demonstrations (e.g. eye drop, vaginal ovule, MDI inhaler) ○ Two drug classes (prescription or non-prescription) 	<ul style="list-style-type: none"> • Prior to/on the last day of the practicum, practice educator to verify safe and satisfactory completion of this activity on SPT Coursework.
<u>Weeks 5-13:</u> <ul style="list-style-type: none"> • Complete eight presentations on drug classes (prescription or non-prescription) 	
<ul style="list-style-type: none"> • Student is to acknowledge and confirm completion on SPT Coursework. 	

2.12 Professional Practice Reflection

Purpose

There are a wide range of responsibilities and challenges a practicing pharmacist experiences on a day-to-day basis. The **Framework of Professional Practice**, developed by the College of Pharmacists of BC (CPBC), describes good pharmacy practice and provides a comprehensive description of Pharmacist Roles and Functions.⁷ Students, through discussions with their practice educator and/or designated pharmacist, will develop their knowledge and gain an appreciation for these various Pharmacist Roles and Functions. (DPC Learning Objectives: 19-21; see Section 1.2)

Process

- 1) Prior to commencing the practicum, the student should review this activity description in full, the CPBC **Framework of Professional Practice** document (available at www.bcpharmacists.org), and the **Professional Practice Reflection Form**.
- 2) Gradually, over weeks 1-4, discuss each of the Pharmacist Roles and Functions using the suggested discussion questions/topics provided in the **Professional Practice Reflection Form**. Students are encouraged to use these suggested questions/topics to identify any areas of personal interest. Students do not need to ask all questions listed, however other topics of interest not listed on the form can also be explored.
- 3) Students should note how these Pharmacist Roles and Functions are demonstrated on site and how they impact the health of patients. Students should also note the interplay with other inter- and intra-professional care providers at the practice site. Students are encouraged to document what they learn through these discussions to assist in the completion of their reflection.
- 4) Towards week 4, students are to select the one Pharmacist Role that resonated most with them, and complete the reflection portion of the **Professional Practice Reflection Form**, answering the reflection questions listed.
- 5) Review and discuss the documented reflection with the practice educator and/or designated pharmacist.
- 6) Student to acknowledge the completion of this activity on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- Professional Practice Reflection Form (required)
- College of Pharmacists of BC – Framework of Professional Practice:
<http://www.bcpharmacists.org/professional-practice-policies-and-guides>

Verification of Activity Completion

Student	Practice Educator
<p><u>Weeks 1-4:</u></p> <ul style="list-style-type: none"> Student to discuss their completed reflection with the practice educator and/or designated pharmacist. 	<ul style="list-style-type: none"> Prior to/on the last day of the practicum, practice educator to verify safe and satisfactory completion of this activity on SPT Coursework.
<p><u>Weeks 5-13:</u></p> <ul style="list-style-type: none"> No specific requirement for this timeframe. Students are encouraged to continue discussing these topics with their practice educator to develop a deeper understanding of Pharmacist Roles and Functions. 	
<ul style="list-style-type: none"> Student is to acknowledge and confirm completion on SPT Coursework. 	

2.13 Medication Safety Reflection

Purpose

It is incumbent on pharmacists and practice sites to have continuous quality improvement processes and systems in place to enhance medication safety and minimize errors and adverse events. It is critical to understand how these processes work together to ensure patient safety, as any error can have a serious impact on the health of patients. Medication safety and advancing safe medication use is a key priority in the Canadian health care system. Pharmacists must understand how to proactively prevent errors in practice and appropriately address any errors should they arise. (DPC Learning Objectives: 2, 3, 19-21; see Section 1.2)

Process

- 1) Prior to commencing the practicum, the student must review this activity description in full and the **Medication Safety Reflection Form**.
- 2) During weeks 1-4 of the practicum, document at least three processes/systems in place at the practice site to prevent errors on a daily basis. Additionally, make note of at least four errors the pharmacy caught and corrected. For example, a patient was prescribed or dispensed the incorrect drug, dose, or directions, or there may have been a drug interaction. Students may also ask their practice educator for examples of errors caught and corrected in the past.
- 3) Reflect upon these errors and answer the reflection questions on the **Medication Safety Reflection Form**.
- 4) Review and discuss the documented reflection with the practice educator and/or designated pharmacist.
- 5) Student to acknowledge the completion of this activity on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- Medication Safety Reflection Form (required)

Verification of Activity Completion

Student	Practice Educator
<u>Weeks 1-4:</u> <ul style="list-style-type: none">• Student to discuss their completed reflection with the practice educator and/or designated pharmacist.	<ul style="list-style-type: none">• Prior to/on the last day of the practicum, practice educator to verify safe and satisfactory

<p><u>Weeks 5-13:</u></p> <ul style="list-style-type: none"> No specific requirement for this timeframe. However, students must continue to review, be familiar with, and abide by the site-specific, legal, and regulatory requirements regarding medication error prevention and management. Students are encouraged to discuss these topics with the practice educator to continue to develop their understanding. 	<p>completion of this activity on SPT Coursework.</p>
<ul style="list-style-type: none"> Student is to acknowledge and confirm completion on SPT Coursework. 	

2.14 Giving Feedback to the Practice Educator

Purpose

Providing feedback is a critical skill for pharmacists and is an essential element in any productive workplace environment. An effective student-practice educator partnership begins with an open dialogue, including respectful, professional, and constructive communication throughout the practicum. Students will assume an active role in the feedback process as timely and constructive feedback will assist the practice educator(s) in enhancing the student's learning experience on-site. (DPC Learning Objectives: 19-21; see Section 1.2)

Process

- 1) Prior to the first day of the practicum, review the video **Giving Feedback Part 1**.¹³
- 2) On the first day of the practicum, establish a commitment to feedback conversations at regular intervals (e.g. five minute daily feedback sessions at the end of each day with your practice educator). During these feedback conversations, solicit feedback on what went well that day and what could be improved on. For this activity, seek permission from the practice educator to provide feedback to them as well. This establishes mutual respect at the outset of the practicum.
- 3) Throughout the practicum, reflect on what the practice educator is doing well and what they might be able to improve on, with respect to the student learning experience on-site. Incorporate any other areas that may be effective or ineffective for student learning and make consideration to the learning opportunities that are realistic and available at the practice site. Consider how to communicate feedback constructively and effectively to the practice educator.
- 4) Share feedback with the practice educator at the agreed-upon times, maintaining tact and professionalism at all times.

Note: We encourage these feedback conversations to be collaborative and bidirectional (e.g. student and practice educator both provide feedback to one another)

- 5) At the end of the practicum, as a summative evaluation for the practice educator, complete the **Student Evaluation of the Practice Educator and Practice Site** and discuss this with the practice educator and/or designated pharmacist.

Note: This evaluation is not anonymous and responses submitted to the OEE are also shared with the practice educator(s).

- 6) Student to acknowledge having reviewed and discussed their **Student Evaluation of the Practice Educator and Practice Site** with the practice educator on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- Giving Feedback Part 1 Video¹³
- Student Evaluation of the Practice Educator and Practice Site (required)

Verification of Activity Completion

Student	Practice Educator
<u>Weeks 1-4:</u> <ul style="list-style-type: none"> • Review and discuss feedback with the practice educator and/or designated pharmacist throughout the practicum 	<ul style="list-style-type: none"> • Prior to/on the last day of the practicum, practice educator to verify review and discussion of this activity on SPT Coursework.
<u>Weeks 5-13:</u> <ul style="list-style-type: none"> • Continue to review and discuss feedback with the practice educator and/or designated pharmacist throughout the practicum • At the end of the practicum, student to submit the Student Evaluation of Practice Educator and Practice Site on Canvas and discuss the evaluation with the practice educator and/or designated pharmacist. 	
<ul style="list-style-type: none"> • Student is to acknowledge and confirm completion on SPT Coursework. 	

2.15 Self-Assessment

Purpose

Students will be asked to self-assess their knowledge, skills, and professional attributes while on practicum. Students will reflect on progress made as well as develop actionable steps going forward for improvement. This activity will create an opportunity for continual self-evaluation, which is an important skill required of all pharmacists. This also serves to provide formal checkpoints for practice educators to provide students with timely and regular feedback to ensure students remain on track for their practicum. (DPC Learning Objectives: 19-21; see Section 1.2)

Process

- 1) The student will review the **SPT Practice Educator Assessment of Student** form and self-reflect on their performance thus far on practicum, comparing it to the expected level of performance and areas outlined on the assessment form. Students should consider each area of the assessment rubric and what they are doing well, what needs to improve, and what next steps might be needed:

- a) **Knowledge**

Within the three "Knowledge" domain categories on the **SPT Practice Educator Assessment of Student**, where do you believe your performance stands? Briefly provide examples of how you came to this assessment. What did you do well? What was most challenging?

What do you plan to work on during the remainder of your practicum? How are you going to make improvements (e.g. your specific action plan)? How will you know if your action plan was successful?

- b) **Skills**

Within the twelve "Skill" domain categories on the **SPT Practice Educator Assessment of Student**, where do you believe your performance stands? Briefly provide examples of how you came to this assessment. What did you do well? What was most challenging?

What do you plan to work on during the remainder of your practicum? How are you going to make improvements (e.g. your specific action plan)? How will you know if your action plan was successful?

- c) **Professionalism**

Within the three "Professionalism" domain categories on the **SPT Practice Educator Assessment of Student**, in what ways did you demonstrate the attributes of professional behaviour? Briefly provide examples of this.

What is your specific action plan to ensure you continue to consistently demonstrate the attributes of professional behaviour?

- 2) The student will then document their reflection on their performance using the **Self-Assessment Form** (questions as above) and submit for practice educator review.
 - For SPT, students will complete a total of three self-assessments. At the time of the scheduled Week 3 Assessment, Midpoint Assessment (Week 6), and Week 9 Assessment, the student will first initiate a review of their completed **Self-Assessment Form** with their practice educator and/or designated pharmacist. The practice educator will then review their completed SPT Practice Educator Assessment of the Student. The student will make any necessary revisions to their action plan based on the collaborative discussion and review of both assessments.

- 3) Student to acknowledge the completion of each Self-Assessment on **SPT Coursework** and submit for practice educator verification.

Resource(s) on Canvas

- Self-Assessment Form (required)
- SPT Patient Care Practice Educator Assessment of Student
- Self-Assessment Example

Verification of Activity Completion

Student	Practice Educator
<u>Weeks 1-4:</u> <ul style="list-style-type: none"> • At the end of Week 3, the student is to submit the completed Self-Assessment Form. 	<ul style="list-style-type: none"> • Practice educator to verify satisfactory completion of each Self-Assessment on SPT Coursework.
<u>Weeks 5-13:</u> <ul style="list-style-type: none"> • At the end of Week 6, the student is to submit the completed Self-Assessment Form. • At the end of Week 9, the student is to submit the completed Self-Assessment Form. 	
<ul style="list-style-type: none"> • Student is to acknowledge and confirm completion of each Self-Assessment on SPT Coursework. 	

SECTION 3 – ASSESSMENT PROCESSES

3.1 Assessment Processes

Feedback is a critical component of a student's growth and learning throughout their practicums. Practice educators are encouraged to provide verbal feedback and assessment of performance to the student on a daily basis.

A formal formative assessment using the **SPT Practice Educator Assessment of Student** form is completed by the practice educator every 3 weeks (i.e. at Week 3, Week 6, and Week 9), where the Week 6 assessment is the midpoint. This assessment reflects the practice educator's observation and assessment of the student's performance based on the criterion, and the rubrics and expectations of the University. The practice educator and student are expected to meet at each assessment interval (i.e. every 3 weeks) to formally discuss the student's progress and review the completed formative assessment form.

A formal summative assessment is completed at the end of the practicum (i.e. at Week 13) using the same **SPT Practice Educator Assessment of Student** form. The practice educator should consider all sources of information to assess overall student performance throughout the course of the practicum including, but not limited to, completed presentations, care plans, education and counselling, collaboration with team members, etc. By the end of the practicum, the student's level of performance must minimally meet the criteria outlined in the assessment form. The practice educator and student are expected to meet on the last day of the practicum to formally discuss the student's progress and review the completed summative assessment form.

All assessment forms are to be electronically submitted directly to the OEE on Canvas upon completion.

The practice educator and/or designated pharmacist that is completing the assessment component of the course should have sufficient and multiple opportunities to interact with the student and observe their interactions to appropriately determine their level of performance in completing the course activities and learning objectives for the practicum. Depending on the practice environment and practicum itself, a student may regularly interact or be supervised by multiple pharmacists while onsite. In this case, there may be a designated practice educator who will complete the assessments of the student and provide feedback after reviewing the course work and consulting with other pharmacists who have observed or interacted with the student as necessary.

It is the responsibility of the student to immediately contact the SPT Coordinator and alert them to any assessment scores below the expected level of performance at any point during the practicum to ensure appropriate support and guidance can be provided.

3.2 Grade Assignment

The Structured Practical Training practicum is Pass-Fail grading. Students must be successful in ALL the required course components in order to be successful. The required course components include:

1) **Completion of Required Practicum Hours**

Students must complete the practicum hours in full.

2) **Practice Educator Assessment of Student**

Students must meet the expected level of performance for **ALL** criteria as outlined and described in the **SPT Practice Educator Assessment of Student** form and consistently exhibit **ALL** elements within the Professionalism domain to successfully complete the practicum.

3) **Evidence of Learning**

Students must ensure that all required course activities and assignments, as described in this handbook, are completed and verified by the practice educator as being completed satisfactorily and safely. The required submission to demonstrate evidence of learning and verification of activity completion for each of the required course activities for the practicum must be submitted online on Canvas by the specified deadline for submission, which is on the last OEE scheduled practicum block date at 11:59pm.

The Faculty of Pharmaceutical Sciences assigns the grade for the SPT practicum. Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the Faculty if that student is considered to be unsuited to proceed with the study or practice of pharmacy.

Students must be successful in both 1) the SPT Practice Educator Assessment of Student and 2) all components of the SPT to receive a pass (P) grade. The assessment is non-compensatory. This means that the expected level of performance must be met for all criteria listed and as described in the **SPT Practice Educator Assessment of Student** to be successful in this component.

A fail (F) grade will be determined if one or more of the following instances occur. The student:

- Does not complete required number of practicum hours
- Does not meet expected level of performance for any element on the **SPT Practice Educator Assessment of Student**
- Does not consistently exhibit professional attributes and skills
- Does not submit required practicum submissions (evidence of learning) by the specified deadline
- Poses any risk to patient safety and is negligent in the provision of patient-centered care

The final grade for the practicum (e.g. pass/fail) will be determined by the Faculty of Pharmaceutical Sciences. The College of Pharmacists of BC (CPBC) will be notified of the final grade for each student after all assessments and submissions for all students have been reviewed.

SECTION 4 – ADDITIONAL INFORMATION

4.1 Course Schedule

The following is a suggested scheduling guide to help plan out the required activities during SPT. This schedule includes all required practicum activities for SPT. The timing of activities may vary due to site and practice educator-specific circumstances.

Once set by the practice educator, students must adhere to the daily schedule, daily activities, and practicum hours as required in the **Structured Practical Training Program Practicum Policies, Procedures, and Guidelines**.

For all practicum activities, students must review all recommendations and documentation with the practice educator and/or designated pharmacist prior to interacting or discussing with the patient/caregiver, physician or other health care providers.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<input type="checkbox"/> Complete and submit the UBC Pharmacy Student Health and Safety Orientation <input type="checkbox"/> Orientation to pharmacy staff & services	<input type="checkbox"/> Review completed Student Introduction Resume and 72-hour Checklist with practice educator <input type="checkbox"/> Review Learning Contract (PLAN section) with practice educator			<input type="checkbox"/> Reflect on activities completed and have a plan for Week 2
	<input type="checkbox"/> Shadow practice educator in interactions with patients and health care providers <input type="checkbox"/> Establish expectations and mechanism for reporting with practice educator <input type="checkbox"/> Complete ¼ of Service Activities list <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Identify one patient case for patient workup (e.g. New Rx Assessment) <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Start discussing Professional Practice Reflection assignment <input type="checkbox"/> Start Medication Safety Reflection assignment <input type="checkbox"/> Provide feedback to practice educator at agreed-upon times/intervals				
Week 2	<input type="checkbox"/> Complete ¼ of Service Activities list <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Identify one patient case for patient workup (e.g. New Rx Assessment) <input type="checkbox"/> Discuss one patient workup with your practice educator (e.g. New Rx Assessment from last week) <input type="checkbox"/> Shadow your practice educator for one Professional and Specialty Service and complete documentation <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Continue with Professional Practice Reflection assignment <input type="checkbox"/> Continue with Medication Safety Reflection assignment <input type="checkbox"/> Provide feedback to practice educator at agreed-upon times/intervals				<input type="checkbox"/> Reflect on activities completed have a plan for Week 3

Week 3	<input type="checkbox"/> Complete ¼ of Service activities <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Identify one patient case for patient workup (e.g. Non-Rx Assessment) <input type="checkbox"/> Discuss one patient workup with your practice educator (e.g. New Rx Assessment from last week) <input type="checkbox"/> Complete Follow Up Evaluation for two patients <input type="checkbox"/> Shadow your practice educator for one Professional and Specialty Service and complete documentation <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Continue with Professional Practice Reflection assignment <input type="checkbox"/> Wrap up Medication Safety Reflection – Discuss reflection with practice educator <input type="checkbox"/> Provide feedback to practice educator at agreed-upon times/interval	<input type="checkbox"/> Complete Self-Assessment Week 3 <input type="checkbox"/> WEEK 3 ASSESSMENT <input type="checkbox"/> Revisit Learning Contract <input type="checkbox"/> Reflect on activities completed have a plan for Week 4
Week 4	<input type="checkbox"/> Complete ¼ of Service activities <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Discuss one patient workup with your practice educator (e.g. Non-Rx Assessment from last week) <input type="checkbox"/> Complete Follow Up Evaluation for two patients <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Wrap up Professional Practice Reflection - Discuss reflection with practice educator <input type="checkbox"/> Provide feedback to practice educator at agreed-upon times/interval	<input type="checkbox"/> Reflect on activities completed have a plan for Week 5
Week 5	<input type="checkbox"/> Complete Service Activities as required <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Complete New (min two/week) and Refill (min two/week) Prescription Assessments <input type="checkbox"/> Provide pharmaceutical care to patients requiring Non-Prescription Assessment (min two/week) <input type="checkbox"/> Identify one patient for first Full Patient Workup. Complete interview and assessment of selected patient <input type="checkbox"/> Complete Follow Up Evaluation for two patients <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Provide feedback to practice educator at agreed-upon times/interval	<input type="checkbox"/> Reflect on activities completed have a plan for Week 6
Week 6	<input type="checkbox"/> Complete Service Activities as required <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Complete New (min two/week) and Refill (min two/week) Prescription Assessments <input type="checkbox"/> Provide pharmaceutical care to patients requiring Non-Prescription Assessment (min two/week) <input type="checkbox"/> Complete first Full Patient Workup report to practice educator <input type="checkbox"/> Complete Follow Up Evaluation for two patients <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Provide feedback to practice educator at agreed-upon times/interval	<input type="checkbox"/> Complete Self-Assessment Week 6 <input type="checkbox"/> MIDPOINT ASSESSMENT <input type="checkbox"/> Revisit Learning Contract <input type="checkbox"/> Reflect on activities completed have a plan for Week 7
Week 7	<input type="checkbox"/> Complete Service Activities as required <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Complete New (min two/week) and Refill (min two/week) Prescription Assessments <input type="checkbox"/> Provide pharmaceutical care to patients requiring Non-Prescription Assessment (min two/week) <input type="checkbox"/> Complete Follow Up Evaluation for two patients <input type="checkbox"/> Complete one Drug Information Response <input type="checkbox"/> Complete one Professional and Specialty Service <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Provide feedback to practice educator at agreed-upon times/interval	<input type="checkbox"/> Reflect on activities completed have a plan for Week 8
Week 8	<input type="checkbox"/> Complete Service Activities as required <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Complete New (min two/week) and Refill (min two/week) Prescription Assessments <input type="checkbox"/> Provide pharmaceutical care to patients requiring Non-Prescription Assessment (min two/week) <input type="checkbox"/> Complete Follow Up Evaluation for two patients <input type="checkbox"/> Complete one Professional and Specialty Service <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Provide feedback to practice educator at agreed-upon times/interval	<input type="checkbox"/> Reflect on activities completed have a plan for Week 9

Week 9	<input type="checkbox"/> Complete Service Activities as required <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Complete New (min two/week) and Refill (min two/week) Prescription Assessments <input type="checkbox"/> Provide pharmaceutical care to patients requiring Non-Prescription Assessment (min two/week) <input type="checkbox"/> Identify one patient for second Full Patient Workup. Complete interview and assessment of selected patient <input type="checkbox"/> Complete Follow Up Evaluation for two patients <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Provide feedback to practice educator at agreed-upon times/interval	<input type="checkbox"/> Complete Self-Assessment Week 9 <input type="checkbox"/> WEEK 9 ASSESSMENT <input type="checkbox"/> Revisit Learning Contract <input type="checkbox"/> Reflect on activities completed have a plan for Week 10
Week 10	<input type="checkbox"/> Complete Service Activities as required <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Complete New (min two/week) and Refill (min two/week) Prescription Assessments <input type="checkbox"/> Provide pharmaceutical care to patients requiring Non-Prescription Assessment (min two/week) <input type="checkbox"/> Complete second Full Patient Workup report to practice educator <input type="checkbox"/> Complete Follow Up Evaluation for two patients <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Provide feedback to practice educator at agreed-upon times/interval	<input type="checkbox"/> Reflect on activities completed have a plan for Week 11
Week 11	<input type="checkbox"/> Complete Service Activities as required <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Complete New (min two/week) and Refill (min two/week) Prescription Assessments <input type="checkbox"/> Provide pharmaceutical care to patients requiring Non-Prescription Assessment (min two/week) <input type="checkbox"/> Complete Follow Up Evaluation for two patients <input type="checkbox"/> Complete one Drug Information Response <input type="checkbox"/> Complete one Professional and Specialty Service <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Provide feedback to practice educator at agreed-upon times/interval	<input type="checkbox"/> Reflect on activities completed have a plan for Week 12 and 13
Week 12 and 13	<input type="checkbox"/> Revisit Learning Contract and complete ACT and REFLECT sections <input type="checkbox"/> Complete Service Activities as required <input type="checkbox"/> Provide Counseling to at least five patients <input type="checkbox"/> Complete New (min two/week) and Refill (min two/week) Prescription Assessments <input type="checkbox"/> Provide pharmaceutical care to patients requiring Non-Prescription Assessment (min two/week) <input type="checkbox"/> Complete Follow Up Evaluation for two patients <input type="checkbox"/> Complete one Professional and Specialty Service <input type="checkbox"/> Complete one Presentation <input type="checkbox"/> Discuss feedback provided to practice educator in Student Evaluation of the Practice Educator and Practice site <input type="checkbox"/> Complete and review all required course work with practice educator and/or designated pharmacist and sign off on SPT Coursework Form. Submit SPT Coursework Form by deadline	<input type="checkbox"/> FINAL ASSESSMENT <input type="checkbox"/> Submit completed SPT Practice Educator Assessment of Student form by deadline <input type="checkbox"/> Complete Student Evaluation of SPT Program by deadline <input type="checkbox"/> Complete Student Evaluation of Practice Educator and Practice Site by deadline

4.2 Office of Experiential Education Contact Information

Dr. Janice Yeung
Director
(604) 827 4846
janice.yeung@ubc.ca

Ms. Tricia Murray
Program Administrative Manager
(604) 827 0183
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Faculty Course Coordinator & Portfolio

Mr. Gilly Lau
Structured Practical Training &
Community Engagement (IPPE)
(604) 827 4044
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Course Number, Description

Structured Practical Training (SPT)

Faculty members provide support to practicum sites, practice educators, and students for any issues related to:

- Practicum-associated assignments and activities
- Student assessment and evaluation
- Student performance
- Student absences
- Personal injury or major illness of students on practicum
- Any confidential issues related to the practicum

Should students have any questions or issues requiring discussion with a faculty member, please contact the front desk to schedule an appointment. Appointments are available Monday to Thursday, 8.30am to 3pm, Fridays 8.30am to 12 noon.

Administrative Support Team

Mr. Flavio Mikami

Senior Program Assistant

(604) 822 0433

flavio.mikami@ubc.ca

Ms. Jane Lee

Senior Program Assistant

(604) 822 3216

j.lee@ubc.ca

Ms. Vicky Lai

Front Desk

(604) 822 8077

phar.oe@ubc.ca

The administrative staff provides support to practicum sites, practice educators and students for:

- General enquiries
- Practicum scheduling and placements
- Practice educator or student contact information
- Tracking
- Mailings, forms etc.
- UBC Cards

Off-Hours Issues

If you have immediate safety concerns for yourself or others, please call 911.

Crisis and After-Hours Contacts

- Vancouver Crisis Line | 1 800 SUICIDE (784 2433)
- Vancouver General Hospital | 604 875 4111
- Campus Security | 604 822 2222
- Crisis Centre BC | <http://crisiscentre.bc.ca/>
- Victim Link | 1 800 563 0808 (services in 110 languages)
- Empower Me | 24/7 accessible counselling services for students with AMS health care
 - Call 1 (844) 741 6389 (toll-free) from anywhere in North America to be directly connected to the Empower Me Clinical Response Center
 - Log in to Empower Me (https://ear.powerflexweb.com/1545/login_SC.html) using "Studentcare" as the password or
 - Download additional Empower Me student assistance tools through the iAspiria mobile app (<http://aspiria.ca/students/?stu-link=map>) by entering "Studentcare" as the Login ID and selecting "Student" in the dropdown menu
- UBC Counselling Services | 604 822 3811
 - On campus support Monday to Friday, 8.30am-4.30pm
 - <https://students.ubc.ca/health-wellness/mental-health-support-counselling-services>

4.3 Policies

Please refer to the **Structured Practical Training Program Practicum Policies, Procedures & Guidelines**.

REFERENCES

- 1) AFPC Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada 2017. Available at: http://www.afpc.info/system/files/public/AFPC-Educational%20Outcomes%202017_final%20Jun2017.pdf
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- 9) Cipolle RJ, Strand L, Morely PR. Pharmaceutical Care Practice: The Patient Centered Approach To Medication Management, McGrawHill, 2012.
- 10) Cipolle RJ, Strand LM, Morley PC Pharmaceutical Care Practice: The Clinician’s Guide, McGraw Hill, 2004.
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- 12) Adapted with Permission: St.Paul's Hospital Pharmacy, Providence Health Care, Vancouver 2004
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