



USask PharmD Experiential Learning (EL) Program


Examples of EL Competencies Demonstrated in a Community Pharmacy Setting

| EL Competency | Examples of activities, actions, and behaviours that may demonstrate this competency |
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|  | KNOWLEDGE |
| 1. Demonstrates application of fundamental knowledge and skills covered in curriculum to date | <p>OFTEN A GLOBAL ASSESSMENT AS INFORMED BY OBSERVATIONS OF EXAMPLES THAT ALSO DEMONSTRATE OTHER COMPETENCIES</p> <ul style="list-style-type: none"> - Comparing overlap in signs and symptoms of different disease states (e.g., basic differential diagnosis) - Summarizing relevant and accurate counselling points prior to patient education session - Identifying resource(s) and/or types of resource(s) to use to answer DIQs - Answering preceptor prompting questions about common disease states and drugs - Describing the role of the pharmacist in community settings and identify activities that align with the scope of practice - Other (site-specific): |
| 2. Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions | <p>OFTEN A GLOBAL ASSESSMENT AS INFORMED BY OBSERVATIONS OF EXAMPLES THAT ALSO DEMONSTRATE OTHER COMPETENCIES</p> <ul style="list-style-type: none"> - Identifying urgency and triaging tasks and activities appropriately - Troubleshooting drug coverage and billing problems - Addressing drug shortage issues by assessing supply chain information and site needs, including recommending alternatives to prescribers - Identifying, reviewing, comparing, and implementing relevant clinical practice guidelines[†] - Identifying red flags when completing OTC/self-care counselling or minor ailments prescribing - Demonstrating critical appraisal/EBM skills (e.g., interpreting RR, NNT, significance, etc.) and relating findings to a patient case - Interpreting a consult note by looking up unfamiliar terms and summarizing in lay terminology - Other (site-specific): |
|  | PROVIDING CARE |
| 3. Gathers information | <ul style="list-style-type: none"> - Creating and/or updating patient profiles - Determining the extent of missing information on prescriptions and making a plan for how and where to gather it - Accepting prescription transfers - Reconciling discrepancies from hospital discharges or previous dispenses at other pharmacies[†] - Compiling information from multiple sources, including electronic and paper records, to prepare for a medication assessment[†] - Gathering necessary information in following up with patients - Documenting lab values relevant to safe and effective treatment at refill encounters (e.g., SCr, INR, etc.)[†] - Collecting information from a patient or care partner about barriers to adherence - Other (site-specific): |


[†] Appropriate for a Year 4 student to complete. A Year 1 student may benefit from actively observing someone else completing this task.

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


[†] Appropriate for a Year 4 student to complete. A Year 1 student may benefit from actively observing someone else completing this task.

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

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

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

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