

ELECTIVES PROGRAM

PHRM 4800

2011-2012

Credit hours: 10

Class hours: Project-based course of 7 weeks. Time allocation for the 4th year electives program is coordinated with the SPEP-4 rotations and is set according to the following schedule of three blocks of 7 weeks each:

- Nov 3, 11 - Dec 21, 11
- Jan 2, 12 - Feb 17, 12
- Feb 20, 12 - Apr 6, 12

Course coordinator:

Dr. Silvia Alessi-Severini
Faculty of Pharmacy, Apotex Centre – Rm # 227
Voice: 474-9229
Email: alessise@cc.umanitoba.ca

Office hours: Monday – Friday, 8:30 a.m. - 5:00 p.m.

Purpose of the course:

This project-based course is designed to provide senior pharmacy students with opportunities to explore areas in research, professional practice and education that are not part of the required undergraduate program. Students have the option of applying to conduct projects at sites pre-approved by the Faculty or to propose alternative avenues for self-directed learning.

Objectives:

Overall, this course will provide students with the opportunity:

- to increase their depth of knowledge in areas of research, professional practice and education related to the pharmaceutical/health sciences and explore interests beyond the traditional boundaries of pharmacy education (cognitive/knowledge),
- to participate actively in discussions to design a project for completion within seven weeks (affective/responding to phenomena),
- to apply new knowledge and skills acquired in a specific area of research, professional practice or education to the completion of a project designed in collaboration with the preceptor (cognitive/application),
- to integrate knowledge and skills previously acquired during their undergraduate Pharmacy program in the completion of a project in a specific area of research, professional practice or education in the health sciences (affective/organization),
- to enhance their skills in organizing and preparing a written document describing the results of an independently conducted project and their role in its completion (cognitive/synthesis).

Students are allowed to pursue their own interests and are encouraged to contact prospective preceptors to discuss projects and draft suitable proposals. A list of pre-approved sites is available to students through the Faculty of Pharmacy which provides final approval and facilitates placements. Students are asked to submit their proposals to the course coordinator at the end of their 3rd year in Pharmacy. Students are encouraged to discuss their options with the course coordinator before submitting the final proposal in order to minimize the possibility of rejections, conflicts and scheduling problems with the SPEP-4 program. Final placements are confirmed to the students at the beginning of the Fall Term in 4th year.

Background:

Students enrolled in this course will have completed all prerequisites for entry to the 4th year of the Pharmacy program. Specific requirements might be outlined by external sites.

Teaching and learning methods:

Students are required to work responsibly and independently toward the objectives of their projects with the assistance and supervision of the assigned preceptor. Students might be asked to provide formal presentations to different audiences as part of their project.

Assessment:

This is a pass/fail course. Evaluation will be based on:

1. a written report to be submitted by the student to the Faculty (templates are provided – Appendix 1),
2. a student performance evaluation to be provided by the preceptor to the Faculty (a form is provided – Appendix 2),
3. a self-evaluation to be submitted by the student to the Faculty (a form is provided – Appendix 3)

Please note that students will be given the opportunity to provide the Faculty with their evaluations of the sites (a form is provided in Appendix 4)

Report grading

The report is graded on the following criteria (evaluated on a scale of 1 to 5):

1. Thorough and complete research and/or analysis.
2. Data obtained from up-to-date sources that adequately accomplish the purpose.
3. English, style, format, and typewriting of the study meet assigned, acceptable standards.
4. Deadlines are met.
5. A solution is provided to an actual problem or a thorough analysis is made of a hypothetical or theoretical problem, including meaningful conclusions and recommendations (if applicable).
6. There are unique, complex, or highly beneficial outcomes to the student and others concerned with the project.

At the end of this project-based course, a PASS will be recorded for this part of the evaluation if the following is met:

PASS - Five of the above criteria are met, including numbers 3, 4, and 5.

FAIL - Project not completed by its due date (**one week after the end of rotation**) or completed meeting less than five criteria.

Appendix 1

Report Templates

The written report can be based on one of the following options:

Option 1: Report Outline (e.g. reports of basic research projects)

A. Title

B. Abstract

A summary that presents a brief recapitulation of the study (an electronic copy of the abstract is required).

C. Introduction The introduction to the study may include:

- *Statement of the problem:* Develop the topic by showing that there is a problem to be solved.
- *Purpose of the study:* Your purpose will be to solve the problem developed and will include a statement such as, "The purpose of this study was to"
- *Assumptions:* Provide a list of items you have assumed as a basis for the project. These could include: accurate data are available; other factors are constant; the sample is representative.
- *Delimitations:* In some way your senior project must be limited so a complete, in-depth study can be completed. This section recognizes the limitations of the scope of the report.
- *Definition of terms:* If words are used in a special way or interchanged, the reader should be made aware of this.
- *Use/importance of the study:* Show how your study benefits the reader and the use to which it can be put.
- *Organization of the study:* Outline the content of the following chapters:

D. Review of Related Literature

The review of related literature provides a base on which to build the study. Your review presents previous works completed on the same, similar, or background topics. Information in this chapter is from books, periodicals, documents, and other secondary sources. Consultation with your preceptor would be valuable in drafting the outline of this chapter.

E. Methodology

Present the step-by-step plan on how the study was completed. This should include detail enough for another to complete a similar study with the results comparable.

F. Results

Findings that include the data discovered through the research and relate directly to the "questions to be answered" or the hypothesis found in the Introduction. Graphic representations are helpful and include charts, tables, illustrations, and graphs. These representations must be explained in the text of the chapter since

they cannot stand alone. More complete data is sometimes included in an appendix.

G. Discussion/Conclusion

Discussion and interpretation of results. Context of findings.

H. Recommendations based on conclusions (*if applicable*)

I. References

J. Acknowledgements (*if appropriate*)

K. Appendices (*if necessary*)

Option 2: Report Outline (*e.g. reports of practice-based projects*)

A. Title

B. Abstract

A summary that presents a brief recapitulation of the study (an electronic copy of the abstract is required).

C. Introduction

I. Background

define key terms
describe situation

II. Problem / Main Point

III. Purpose of report

define intended audience
explain what the report is for

IV. Review of Literature or Sources of Information

V. Scope

basic assumptions
limitations of the report
topics covered/not covered

D. Data/Results

I. Topic 1

define, introduce
give findings, data
interpret data

II. Topic 2

define, introduce
give findings, data
interpret data

E. Overall Conclusion

summary of interpretations/conclusions from each main section (from 'Data/Results')
overall interpretation (do not merely summarize)

F. Recommendations based on conclusions (*if applicable*)

G. References

H. Acknowledgements (*if appropriate*)

I. Appendices (if necessary)

Appendix 2
Student Evaluation Form



UNIVERSITY
OF MANITOBA

Faculty of Pharmacy

Apotex Centre
750 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 0T5

STUDENT EVALUATION ⁱ
PHRM 4800 Electives Program 2011-2012 (12R)

Student:

Site:

Supervisor:
[Title]

Time Block: (circle)

Nov-Dec/11

Jan-Feb/12

Feb-Apr/12

Supervisor Coordinates:

Address:

Phone Number:

E-mail address:

Title of Project:

Question #		Please circle:				
		1 unsatisfactory	2	3	4	5 excellent
1	Student produced quality work : tasks were completed, accurate, and met his/her objectives	1	2	3	4	5
2	Student was self-directed in undertaking tasks: after instruction, completed tasks independently, was well organized. Self-motivated	1	2	3	4	5
3	Student was an active learner : sought knowledge, asked questions, took responsibility for own learning	1	2	3	4	5
4	Student demonstrated a desire to exceed expectations : attempted to exceed minimal standards and requirements	1	2	3	4	5
5	Student demonstrated accountability : held herself/himself liable for tasks/duties responsible for, did not blame others for mistakes/mishaps, did not avoid responsibility	1	2	3	4	5
6	Student was respectful : demonstrated regard for others, acted in a manner that showed recognition that he/she was a guest at the practice site	1	2	3	4	5
7	Student demonstrated confidence : communicated/acted in a self-assured manner, yet with modesty and humility	1	2	3	4	5
8	Student accepted and applied constructive criticism : responded openly and positively to feedback, modified behaviour when necessary	1	2	3	4	5
9	Student communicated assertively : actively/appropriately engaged in dialogue/discussion—not afraid to provide her/his own view	1	2	3	4	5
10	Student maintained confidentiality : used confidential material	1	2	3	4	5

	only to fulfill professional responsibility					
11	Student was punctual : arrived at practice site on time—met deadlines for completion of tasks and responsibilities	1	2	3	4	5
12	Student wore appropriate attire acceptable to the practice	1	2	3	4	5

Note: If unable to judge a specific competency, please leave blank and indicate the reason in the “comment” section below.

Additional comments:

Supervisor’s Signature

Date:

ⁱ Turner CJ, Altieri R, Clark L, Dwinnell B, Barton AJ. An Interdisciplinary Introductory Pharmacy Practice Experience Course. Am J Pharmaceutical Education 2004;68(1), 10

Appendix 3
Student Self-Evaluation Form



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750 McDermot Avenue
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STUDENT SELF-EVALUATIONⁱ
PHRM 4800 Electives Program 2011-2012 (12R)

Student:

Site:

Supervisor:
[Title]

Time Block: (circle)

Nov-Dec/11

Jan-Feb/12

Feb-Apr/12

Title of Project:

Question #		Please circle:				
		1 unsatisfactory	2	3	4	5 excellent
1	I produced quality work: tasks were completed, accurate, and met my objectives	1	2	3	4	5
2	I was self-directed in undertaking tasks: after instruction, I completed tasks independently, I was well organized.	1	2	3	4	5
3	I was an active learner: sought knowledge, asked questions, took responsibility for my own learning	1	2	3	4	5
4	I demonstrated a desire to exceed expectations: attempted to exceed minimal standards and requirements	1	2	3	4	5
5	I demonstrated accountability: held myself liable for tasks/duties I was responsible for, I did not blame others for mistakes/ mishaps, I did not avoid responsibility	1	2	3	4	5
6	I was respectful: demonstrated regard for others, acted in a manner that showed recognition that I was a guest at the site	1	2	3	4	5
7	I demonstrated confidence: communicated/acted in a self-assured manner, yet with modesty and humility	1	2	3	4	5
8	I accepted and applied constructive criticism: responded openly and positively to feedback, modified behaviour when necessary	1	2	3	4	5
9	I communicated assertively: actively/appropriately engaged in dialogue/discussion—not afraid to provide my own view	1	2	3	4	5
10	I maintained confidentiality: used confidential material only to fulfill professional responsibility	1	2	3	4	5
11	I was punctual: arrived at the site on time—met deadlines for completion of tasks and responsibilities	1	2	3	4	5
12	I wore appropriate attire acceptable to the practice	1	2	3	4	5

Note: If unable to evaluate a specific competency, please leave blank and indicate the reason in the “comment” section below.

Additional comments:

Student’s Signature

Date:

ⁱ Turner CJ, Altieri R, Clark L, Dwinnell B, Barton AJ. An Interdisciplinary Introductory Pharmacy Practice Experience Course. Am J Pharmaceutical Education 2004;68(1), 10

Appendix 4

Site Evaluation



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Canada R3E 0T5

SITE EVALUATION
PHRM 4800 Electives Program 2012-2011 (12R)

Student:

Site:

Time Block: (circle)

Nov-Dec/11

Jan-Feb/12

Feb-Apr/12

Question #	Please circle:					
		1 disagree	2	3	4	5 strongly agree
1	This site provided support for my learning objectives	1	2	3	4	5
2	This site was well organized and prepared to host students	1	2	3	4	5
3	Staff at the site made me feel welcome	1	2	3	4	5
4	At this site I was able to interact effectively with other professionals	1	2	3	4	5
5	At this site I was able to interact effectively with other students	1	2	3	4	5
6	My preceptor(s) was (were) supportive of my learning objectives	1	2	3	4	5
7	My preceptor(s) provided the right level of supervision/assistance	1	2	3	4	5

List 3 things you liked the **MOST** about your elective experience

- 1.
- 2.
- 3.

List 3 things you did **NOT** like about your elective experience

- 1.
- 2.
- 3.

Would you recommend this site to another student? **YES** **NO**

Additional comments:

Student's Signature

Date: