

## Experiential Rotations at Family Health Teams – Perspectives of Students, Preceptors, and other Team Members

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## Acknowledgements

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## The Context...2006/2007

- University of Toronto final year experiential rotations –
  - 16 weeks
  - 8 weeks in 'Community' practice
  - 8 weeks in 'Institutional' practice
- ~ 184 students in class
- January to April

## Preceptors (TAs) within FHTs -2007 Rotations – 5 students

- New to SPEP 'Teaching Associate' role:
  - 3 from IMPACT study
  - 1 from a rural community pharmacy
  - All attended regular TA educational program in Toronto
- 2 existing TAs at an existing community pharmacy – new role in FHT; student participated

## Students assigned to FHT

- Profile indicated prior community pharmacy experience
- Expressed interest in innovative practice
- One rotation occurred in Jan/Feb
- Others were in Mar/April
- Faculty expected students to complete all activities as in 'usual' community rotation

## Teaching Associates' Comments at Completion of 2007 Rotations:

- FHT has proven to be an excellent fit for the SPEP experience
- FHT is an ideal environment for provision of pharmaceutical care
- Student's willingness to be flexible in new environment appreciated
- More preparation in 'documentation' skills suggested for students

## Research Objectives – March 2007

### Explore perspectives on the learning by, and experiences of, the pharmacy students assigned to these FHT sites

- To interview each TA and student of the FHT rotations shortly after the end of the term
- To analyze findings to enable revisions to rotations as needed
- To communicate findings to colleagues at other pharmacy schools to contribute to the profession's understanding of this emerging practice area as an environment for learning

## Questions arising...

- What unique competencies/skills were learned at these rotation sites?
- How did other members of the FHT view the pharmacy student's presence? What did they perceive the role of the student to be?
- How satisfied with the experience were the students and TAs - would they recommend this type of rotation to others?

What programmatic issues can be learned from these rotations to improve experiences for future students and to share with colleagues at other pharmacy schools?

- How did students and TAs (preceptors) prepare for the rotation?
- What past experience and/or skills/knowledge/attitude should a student have at the start of a FHT rotation?
- What should be the length of a rotation for an SPEP student placed into a Family Health Team environment?
- What specific activities did students engage in, and how different were they from those in traditional SPEP rotations?

## Methods

- Fifteen semi-structured individual interviews with students (5), preceptors (5), and one other health care professional from each site were conducted
- Audiotaped and transcribed
- Immersion and crystallization to identify codes and descriptive analysis to determine process and content themes.

## *Meanwhile....2008 rotations approach...*

- Preceptors from 2007 renew commitment
- New pharmacists at FHTs enroll
- Existing preceptors move into FHT roles – continue teaching commitment
- Nov/07 – special tutorial session held for students assigned to FHTs in 2008
- Jan-April 2008 – 14 students experience FHT practice rotations

## Results

- Overall, very successful rotation experiences
- SPEP activities usually worked fine; some unique ones: e.g. home visits, meeting with drug reps, time with other HCP
- Consistent/complementary findings among three perspectives
- Level of independence - variable

### Student factors for success

- Open-minded /flexible/adaptable
- Outgoing/motivated/initiative
- Strong patient interviewing skills
- Strong documentation skills
- Prior experience – community/hospital
- Able to find DI responses
- Collaboration with team
- Interested in this environment

### Implications for Faculty planning

- Need for flexible approach –
  - Different work settings for FHT phmts; able to work as sole TA or partner with community pharmacist
  - Some rotations occur at multiple sites
  - Number of patient care plans - guide only
- Consider students' interests & prior experiences when placing at FHT – 'attributes for success'
- Skills to strengthen prior to rotation, e.g. documentation, interviewing

### Recommendations

- Identify key attributes needed for success – aim to match students accordingly
- Support TAs and students prior to rotation – resources (IMPACT Kit), tips to prepare
  - Students: documentation skills/techniques; team skills
  - TA updates: Nov 10/20/29– one best for FHT TAs?
  - Joint session Nov – TA & students?
- FHT experiences help inform Curriculum revisions
  - E.g. FHT panels/guests present to early years of students
  - Benefit to all to enhance interviewing and documentation skills

### Questions/contact information

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