



Pharmacy

More Than You
IMAGINE



UNIVERSITY OF TORONTO
LESLIE DAN FACULTY OF PHARMACY

*Teaching Students at the
University of Toronto –
Focus on Collaborative Practice*

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Undergraduate Curriculum

Collaborative Practice Focus:

- **Year 1:**
 - Interprofessional Education (IPE) Session - FHT, Community Care Access etc.
 - PHM 120
 - Learn about current patient care teams and collaborative practices - speakers from FHT
- **Year 2:** Primary Care reform
- **Year 3:** Pain Week (Interprofessional)
- **Year 4:** Primary Care lecture & guests
- **All Years:** IPE curriculum



IPE Curriculum

- Competency based (knowledge, skills, attitudes)
- Learning Continuum:
 - Exposure: Introduction
 - Immersion: Development
 - Competence: Entry-to-Practice
- Constructs:
 - Collaboration, Communication, Values and Ethics
- Pilot IPE in clinical settings – SPEP
 - Can replace SPEP activity - interviewing health care provider
 - Interview a patient/client
 - Interview and shadow team member(s)
- Website: <http://ipe.utoronto.ca/>



Experiential Components:

- Year 1- Community Site visits – 12 hours
- Year 2 - Hospital Site visits – 12 hours
- Year 2 Summer Course – Early Practice Experience (new this year) – 140 hours (eg. 35 hrs/week x 4 weeks)
- Year 4 – Structured Practical Experience Program (SPEP) – 16 weeks



Year 2 Summer Course – Early Practice Experience (PHM 234)

- Emphasis is on competency and confidence in pharmacists day-to-day drug distribution and patient care activities.
- Emphasis is on doing! Students are required to talk to patients, fill prescriptions etc on a daily basis (not simply observe)



Activities

- Fill prescriptions as well as be responsible for the double-checking of prescriptions (signing)
- Work with pharmacist to complete medication histories, or MedsCheck
- Provide medication counselling to patients on new prescriptions
- Assist patients with Self Care product selection
- Answer simple drug information questions



Year 4 - SPEP

- Rotations – hospitals, community drug stores, family health teams, nursing home services and ambulatory clinics
- Specialty – drug information, drug use evaluation, medication reconciliation and clinical trials
- Family health team rotations offered in 2010 – 23 rotations



Experiential Rotations in Family Health Teams - Study in 2007

- Objective:
 - Explore perspectives on the learning by, and experiences of, the pharmacy students assigned to family health team sites
- Method:
 - Interview students, pharmacists and other health care professionals involved with the five FHT-SPEP rotation
 - 13 one-on-one interviews and two telephone interviews



Study Results

- Overall experience
 - students unanimously agreed it was a positive experience and recommended rotation to other students
 - All health care professionals interviewed were willing to participate again



Study Results - continued

- FHT proves to be a good fit as a SPEP rotation
- Prior to the rotation, strengthen student skills in interviewing and documentation
- Faculty needs a flexible approach to FHT rotation structure and activities
- Faculty should provide early exposure to students about FHT practices



Curriculum Components

- **Strengthening Documentation**
 - Documenting care plan in third year lab course and SPEP
 - Demonstrating documentation systems in third year Therapeutics course
 - Reviewing an electronic documentation system for implementation at the Faculty
- **Increasing Exposure to FHT Environment**
 - Building experiences in the formal curriculum in all years
 - Conducting a Pharmacy Practice event with FHT speakers

