Pharmacy
More Than You
IMAGINE
Teaching Students at the University of Toronto – Focus on Collaborative Practice

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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