



UNIVERSITY OF TORONTO
LESLIE DAN FACULTY OF PHARMACY

**PRECEPTOR
EXPERIENTIAL EDUCATION MANUAL
2020-2021**

OFFICE OF EXPERIENTIAL EDUCATION

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PART 1: EXPERIENTIAL EDUCATION OVERVIEW

INTRODUCTION TO EXPERIENTIAL EDUCATION

Pharmacy Experiential Education enables the application of didactic and laboratory - based knowledge and skills in a practice-based, authentic work environment. It allows students to make connections to the pharmacy community, explore various career paths, strengthen professional values, and gain employable experience prior to the completion of their degree.

This manual will outline the experiential courses included in the PharmD curriculum, including “Early Practice Experience”, “Intermediate Pharmacy Practice Experience”, and “Advanced Pharmacy Practice Experience”. Preceptors will find this a useful guide from immediately after the time their application is approved, through until the successful completion of a rotation with a student.

NOTE ON UNPAID PLACEMENTS

All experiential placements are unpaid and students are not considered employees of the site. Students are not to receive an honorarium or any form of monetary compensation for their placement.

OFFICE OF EXPERIENTIAL EDUCATION

The Office of Experiential Education (OEE), in collaboration with Experiential Course Coordinators, is responsible for planning, implementing, monitoring and evaluating all experiential education courses for students enrolled in our professional pharmacy programs at the Leslie Dan Faculty of Pharmacy. In addition to supporting students, the OEE staff and Experiential Course Coordinators support preceptors, who represent a wide variety of sites including teaching and community hospitals, family health teams, community pharmacy practice, as well as non-direct patient care sites including industry, consulting, educational, government, and others.

Before, during and after placements, issues may arise that require clarification. Preceptors and students are encouraged to contact the OEE for guidance and support, using the following information.

ADMINISTRATIVE STAFF

The OEE staff, led by a Director, handle all administrative matters related to experiential programs for both the PharmD and PharmD for Pharmacists students. Preceptors are encouraged to contact staff for assistance with any of the following:

- Rotation placements and schedules
- Submission of evaluation forms
- Experiential database ([CORE ELMS](#)) access and user information
- Pre-rotation requirements
- General inquiries

For any academic performance related issues, the OEE will connect the student with the relevant Experiential Course Coordinator to provide support to the student and/or preceptor.

STAFF:

Marvin James | marvin.james@utoronto.ca
Director, Office of Experiential Education

Francine Phillips-Sheldon |
francine.phillips.sheldon@utoronto.ca
Career Development and Placement Coordinator

CONTACT THE OFFICE

GENERAL INQUIRIES:

Phone: 416-978-8761
Email: oee.phm@utoronto.ca
For more information, please visit:
<https://www.pharmacy.utoronto.ca/current-students/pharmd/office-experiential-education-oee>

LOCATION:

Leslie Dan Faculty of Pharmacy
Building | Room 843
144 College Street | Toronto, ON
M5S 3M2

OFFICE HOURS:

September to May – 9:00 am to 5:00 pm (weekdays)
July to August – 9:00 am to 4:30 pm (weekdays)

EXPERIENTIAL COURSE COORDINATORS

Experiential Course Coordinators monitor students' academic progress to assign and report grades for each experiential rotation based on review of the assessment forms completed at mid and final points of every rotation.

Students and preceptors are encouraged to contact the relevant Experiential Course Coordinator at any point during the rotation. If you are unsure who the Experiential Course Coordinator for your rotation is, please contact the OEE, at oee.phm@utoronto.ca.

WHAT ARE THE ROTATIONS

EARLY PRACTICE EXPERIENCE- 1 (EPE- 1)

Students will undertake EPE-1 between May and August after year 1. During 160 hours (4 weeks) of experiential education, students will participate in day-to-day direct patient care activities at a community pharmacy practice site. They will apply and expand upon knowledge, skills and values gained in first year lectures and simulated practice environments (laboratory) courses.

This experience requires that students:

- Demonstrate professional behaviour at all times
- Communicate effectively
- Demonstrate an understanding of patient safety procedures at the practice site, and write a reflective summary of the topic
- Practice collaboratively
- Participate in the technical components of the prescription/medication process used at the site
- Provide patients with education on their medications, and document this in the patient record
- Document patient education provided in patient record
- Identify and respond to ethical dilemmas
- Perform and practice compounding
- Provide consultation for minor ailments and over-the-counter products
- Conduct a Medication Review according to professional standards
- Answer drug information questions

EARLY PRACTICE EXPERIENCE - 2 (EPE-2)

This course is the second of two early experiential rotations in the University of Toronto PharmD curriculum which builds upon the skills learned in EPE-1 (PHM151). Students undertake EPE-2 (PHM 251) in a four week period between May and August after year 2. EPE-2 Students are required to complete 160 hours of direct patient care in a community, family health team or institutional setting. EPE-2 is designed to reflect actual practice and to help prepare students for their final year 3 courses at the faculty and for their Advanced Pharmacy Practice Experience (APPE) rotations during year 4.

Required activities include:

- Developing a learning plan (Learning Contract)
- Providing pharmaceutical care to a minimum of 4 patients including establishing patient relationships, conducting assessments (including identifying & prioritizing drug therapy problems), formulating patient care plans, monitoring patient outcomes, and case discussion with preceptor
- Documenting patient care activities
- Participating in continuity of care activities (e.g. medication reconciliation, patient handover of care)
- Observing or participating in the medication use process in order to outline the process by which medications are managed at the site
- Educating patients, caregivers and members of the health care team
- Preparation of an online video submission of a medication safety process or initiative at the site
- Review and commentary on peer medication safety posting
- Interview or shadowing of pharmacy technician (or other health care provider) and prepare online video submission of learnings

In performing the above activities, students must demonstrate insight and self-directed learning, evidence-informed practice, effective communication skills, interprofessional and intraprofessional collaboration, professionalism and ethical behaviour.

INTERMEDIATE PHARMACY PRACTICE EXPERIENCE (IPPE) – FOR COMBINED PHARMD-MBA STUDENTS ONLY

This direct patient care rotation is designed specifically for students enrolled in the [PharmD-MBA program](#) to build and enhance students' knowledge, skills, and attitudes in the provision of direct patient care in institutional, community, or ambulatory pharmacy practice. The rotation will build on knowledge, skills, and behaviours acquired in academic courses and earlier experiential rotations.

The IPPE rotation is 5 weeks and is scheduled immediately following the EPE-2 rotation in the same summer term. Preceptors who become involved in IPPE will be provided specific details prior to the rotations.

ADVANCED PHARMACY PRACTICE EXPERIENCE (APPE)

The Advanced Pharmacy Practice Experience (APPE) rotations are required components of both the entry-to-practice PharmD program and the PharmD for Pharmacists (PFP) program. APPE rotations occur over 12 months starting in May of each year.

PHARMD:

Prior to commencing APPE rotations, students in the PharmD program will have completed three years of undergraduate pharmacy education, including a Preparation for APPE course. Each student will be scheduled for seven of ten 5-week blocks. These 35 weeks consist of 25 weeks of required direct patient care and two 5-week elective rotations. [\(Each rotation corresponds with a graded course.\)](#) The direct patient care rotations (25 weeks) will provide experience in a variety of practice settings such as institutional, community and ambulatory care. The elective rotations can be Direct Patient Care (DPC) and/or Non -Direct Patient Care (NDPC) placements. Students will be expected to travel to placement sites across Ontario. Students will have the remaining 3 x 5 weeks defined as study blocks scheduled throughout their final year.

Rotation Types for PharmD Program	Duration
COMMUNITY PHARMACY (DPC)	1 x 10 weeks
INSTITUTIONAL (DPC)	2 x 5 weeks
SELECTIVE (DPC)	1 x 5 weeks
ELECTIVE (DPC OR NDPC)	2 x 5 weeks or 1x 5 weeks 1 x 5 weeks
TOTAL	35 weeks

Students in APPE rotations are assessed according to the educational outcomes of the Association of Faculties of Pharmacy of Canada (AFPC) for First Professional Degree Programs in Pharmacy. These educational outcomes are care provider, communicator, collaborator, leader-manager, health advocate, scholar and professional. [Please visit the AFPC website for more information.](#)

In each rotation, the student is guided, supervised, and assessed on a day to day basis by a preceptor. Experiential Course Coordinators, working with the Office of Experiential Education (OEE) staff, Director of the OEE and/or Program Directors, provide academic oversight on all aspects related to experiential course delivery, and monitoring and assessment of students during rotations.

PHARMD FOR PHARMACISTS:

The PharmD for Pharmacists (PFP) program is designed for experienced pharmacists and recent graduates who have a Bachelor's (or equivalent) Pharmacy degree and wish to obtain a Doctor of Pharmacy degree. Students complete a minimum of four (20 weeks) or a maximum of five (25 weeks) APPE rotations. PFP students need to achieve the same learning outcomes ([AFPC 2017](#)) and objectives as PharmD students while on their rotations. Preceptors are encouraged to review the student's resume to maximize learning opportunities based on their past experiences.

DATES OF ROTATION BLOCKS FOR 2020-2021 ACADEMIC YEAR

EPE-1 AND EPE-2

EPE Block	Dates
EPE-Block 1	May 4 - May 29 2020
EPE-Block 2	June 8 – July 3 2020
EPE-Block 3	July 13 – August 7 2020

IPPE

IPPE Block	Dates
IPPE-Block 2	June 8 – July 10 2020
IPPE-Block 3	July 13 – August 14 2020

APPE

APPE Block	Dates
APPE-Block 1	May 4 - June 5 2020
APPE-Block 2	June 8 – July 10 2020
APPE-Block 3	July 13 – August 14 2020
APPE-Block 4	August 17 – September 18 2020
APPE-Block 5	September 21 – October 23 2020
APPE-Block 6	October 26 – November 27 2020
APPE-Block 7*	November 30 2020 – January 15 2021
APPE-Block 8	January 18 – February 19 2021
APPE-Block 9	February 22 – March 26 2021
APPE-Block 10	March 29 – April 30 2021

*NOTE ABOUT APPE WINTER HOLIDAY

APPE students are on holiday from Monday, December 21, 2020 to Friday, January 1, 2021 (inclusive).

For further information on holidays, please see [Statutory Holidays section](#).

**PART 2:
PRIOR TO ROTATIONS**

SITE AGREEMENTS

All sites who accept students for the current year must have in place a signed agreement with the University of Toronto, which covers the Leslie Dan Faculty of Pharmacy.

If your organization does not yet have an agreement in place with the University of Toronto, we require the use of the University of Toronto's placement agreement template. The agreement outlines the responsibilities of the placement site and university during the placement period and protects the student, site and university. It includes sections on university policies, laws and legal liability, insurance, indemnification and student status.

Each agreement is valid for 3 years in length, please ensure that your agreement is valid.

Please contact the OEE (oeo.phm@utoronto.ca) regarding placement agreements with the Leslie Dan Faculty of Pharmacy.

STUDENT INSURANCE COVERAGE

University of Toronto Student WSIB Coverage is only valid for assigned experiential placements; students volunteering are not covered by WSIB.

Students completing unpaid placements outside of Ontario are covered by the MTCU Chubb policy

PRECEPTOR TRAINING

UPON COMPLETION OF ANY PRECEPTOR TRAINING, REMEMBER TO RECORD PROOF OF COMPLETION IN THE “MY REQUIREMENTS” SECTION IN CORE ELMS.

EPE-1

Training is not required at this time. However, it is suggested that preceptors review Modules A, B and D in our preceptor development program to help prepare for teaching students. The modules can be accessed at: <https://uoft.me/preceptor>

EPE-2

Preceptors are required to complete an online training program specific to EPE-2 each year prior to the beginning of the rotation. Once you have completed the module, please login to CORE to document this under ‘Requirements’.

The module can be accessed at: <https://uoft.me/preceptor>

It is also suggested that preceptors review Modules A, B and D in our preceptor development program to help prepare for teaching students. The modules can be accessed at: <https://uoft.me/preceptor>

APPE

It is required for APPE preceptors to complete the following Modules:

- **Module A:** Learning Styles
- **Module B:** Feedback
 - Note: if you attended the Faculty’s in-person Feedback workshop, you do not need to complete this module
- **Module C:** New Preceptor Orientation (APPE Preceptor: Roles and Responsibilities)
 - Note: if you attended the Faculty’s in-person New Preceptor Orientation workshop, you do not need to complete this module
- **Module D:** Pharmaceutical Care Process
 - Note: this module is OPTIONAL for Non-Direct Patient Care Preceptors
- **OPPCAT v.7.1 Update**
 - Note: this module is OPTIONAL for Non-Direct Patient Care Preceptors

Additional resources are available at <https://uoft.me/preceptor> that you may find helpful for preparing for your role as a preceptor.

Recording Proof of Completion on CORE ELMS

1. Login to CORE
2. Click on "My Requirements" on the left-hand menu.
3. Click "Add" next to the module you have completed.
4. Select the date and "Complete" for the Status
5. Click “Enter Requirement”

PRECEPTOR PROFILE

REVIEW AND UPDATE ACCOUNT INFORMATION

Every preceptor should review and update their account information prior to submitting availability. This insures that students who are researching/applying to your site, and the OEE, have the most updated information on your site. Items that need to be updated include your current list of educational experiences, expanded scope, practice area, and updated contact information. In this area, you can also provide a brief description of the rotation, site, and list activities and contributions that you may expect during a student's rotation.

In order to update this information, please click on the 'Account Information' button at the top of the [CORE ELMS](#) homepage after you have logged in.

IF YOU CHANGE SITES PLEASE CONTACT THE OEE AS SOON AS POSSIBLE

When a preceptor changes sites, the OEE must create a new profile for that preceptor to properly preserve the historic information of all students who were previously placed at that site. A preceptor would not be able to make those changes to their account. Please email oee.phm@utoronto.ca if you are moving sites.

CHANGING SITES/PRECEPTORS WHILE HAVING A STUDENT SCHEDULED

If you need to change the preceptor at your site, add a co-preceptor, or are moving, please contact the OEE at oee.phm@utoronto.ca as soon as possible.

SITE DESCRIPTION AND PROFILE DESCRIPTION

Both your preceptor and site profiles are important aspects of your CORE account that provide students with information about you, your site, and your rotation(s). It is critical that your profile be filled out completely and kept up to date. We encourage you to review your profile when submitting your availability to ensure that it is up to date as this information will guide students in their rotation selection.

To review your profile information in CORE ELMS, click the Profile Information tab, and the Profile subtab. This provides you with the student view of your profile. Click the 'Single-Site' bar to review your site's profile.

To update your preceptor profile, click on the Profile Information – Description subtab. Use the text box to update your profile and click 'Enter Details' when finished.

To update your site profile, send any updates for your site's profile ('Single-Site') to oee.phm@utoronto.ca and the OEE will update this account on your behalf.

COMMUNITY SITE DESCRIPTION FORM

The Community Site Description form allows the OEE to gather information on your site as one component needed for the 10-week required community criteria matrix. This form can be found in CORE ELMS by clicking on the 'Electronic Forms' side tab, selecting 'Community Site Description Form' from the drop-down menu, and clicking 'Open Form'

Remember to click 'Submit Form' once you are finished filling out the required fields. Selecting 'Save Changes' will not submit the form to the OEE.

SCHEDULING

SCHEDULING PROCESS

Rotations are scheduled in the Fall and Winter prior to each APPE and EPE year. The OEE will collect availability from sites in September-November, for rotations commencing in the following May. Students are matched to rotations in January and February, and all preceptors and students should be aware of their rotations by the end of February.

SUBMITTING AVAILABILITY

NON-INSTITUTIONAL SITES (COMMUNITY PHARMACY, FAMILY HEALTH TEAM, INDUSTRY, ETC.):

Active preceptors will receive an email notifying them when the availability submission period has opened with instructions for submitting their site's availability in CORE ELMS. During the availability submission period, individual preceptors will be able to submit availability under the Scheduling/Availability tab in CORE ELMS. Once the availability period is closed, the OEE will confirm all availability submissions by sending each preceptor an email.

Please check this email carefully and contact the office immediately if you notice any discrepancies.

Note on Required 10-Week Community Rotations

Select community sites will be awarded 10-week availability based on their score calculated from a weighted criteria matrix. The criteria matrix includes (but is not limited to) factors such as prescriptions a day, full scope of practice, and number of full-time pharmacists.

In order for your site to be entered into the matrix, your preceptor profile, Community Site Description Form, and site profile must be completed. For information on completing your site profile, please refer to the "Completing Your Preceptor Profile" section of this manual.

INSTITUTIONAL (HOSPITAL) SITES:

Institutional preceptor availability is collected via the Pharmacy Education Coordinators at each site. Education Coordinators receive an email with instructions at the start of the availability submission period each year. Preceptors at institutional (hospital) sites should contact their Education Coordinators to submit their availability during this time.

SMARTMATCH® SCHEDULING

The OEE uses CORE ELMS's SmartMatch® System to schedule students. Student choice is a key driver of scheduling, and because of this our office cannot guarantee any site a certain number of students. The SmartMatch® system works by matching students to their top available rotations. Students rank their preferred sites for each rotation type and the system randomizes the list of students for fairness. Students are then matched to their top ranked available rotation. This process is repeated for each rotation type to ensure fairness.

In special circumstances, rotations are arranged outside of the SmartMatch® system. These exceptions generally occur for international rotations, new out-of-province rotations, and students with extenuating circumstances.

We appreciate the support of all sites and preceptors that offer availability each year. Please note that our SmartMatch process is based on student preferences, and sites might not always be successfully matched with one of our students. Every cohort of students is different in their preferred geographic area, academic interests, etc and we welcome all site's availability for subsequent years.

STUDENT READINESS

STUDENT PRE-ROTATION REQUIREMENTS

According to University of Toronto policy, all students must have completed the [University of Toronto Immunization Documentation](#) (including TB), have a valid First Aid/CPR Level “C” or HCP, and have signed a WSIB Student Declaration of Understanding document prior to the commencement of their first rotation. Students are expected to ensure that their requirements are kept up-to-date throughout the PharmD and PharmD for Pharmacist program. Students are not expected to complete a Vulnerable Sector Screening (VSS) to OEE prior or during their rotations; sites may however collect this requirement directly from students.

OEE does not ask students to complete any [Ministry of Labour Training](#), MOL training is per the discretion of the site.

OEE is not able to provide sites with proof of student immunization; sites must contact the students directly if they wish to acquire proof.

POLICIES ON INJECTIONS

EPE-1 students are not permitted to provide injection while on rotations.

During Year 2 students receive injection training during their didactic courses and therefore would be prepared to give injections during EPE-2 and APPE.

PharmD-For-Pharmacists students need injection training for community pharmacy rotations only. Due to the condensed nature of the PFP program, students are required to arrange for their own injection training if they do not have previous certification. Students will be expected to arrange for this. For more information, please refer to the [faculty calendar](#).

Ontario College of Pharmacists policies on Administering Injections can be found [here](#)

READINESS FOLLOWING DIDACTIC COURSES

EPE-1

The **first year** Pharmacy curriculum provides students with an introduction to the practice of pharmacy and the pharmacist’s role in patient care. [Year 1 Courses](#) include the scientific basis of knowledge and process upon which practice-related courses are built. Students thus enter the first experiential course with a scientific and rational approach to professional practice. Within a supervised direct patient care environment, students begin to integrate the [practice-related knowledge, skills and attitudes amassed through didactic and simulation labs thus far in the curriculum](#).

READINESS FOLLOWING DIDACTIC COURSES: EPE-2

The [second year courses](#) provide students with significant therapeutic content and specialized knowledge of research, management, physical assessment, microbiology and laboratory medicine, as well as opportunities to integrate knowledge during simulated practice laboratories.

READINESS FOLLOWING DIDACTIC COURSES: APPE

The following is a guide for preceptors and students to set expectations for the APPE rotations. Each section outlines the [competencies](#) and capabilities of entry-to-practice students after completion of Years 1 to 3 (faculty-based) courses, including the Year 3 ‘Preparation for APPE’ course. Capabilities and prior experiences of the PharmD for Pharmacists students are also outlined.

PHARM D

During Years 1 to 3 of the undergraduate PharmD curriculum, students complete courses in biomedical and pharmaceutical sciences, social and administrative pharmacy, as well as pharmacy practice. The pharmacy practice component of the curriculum consists of two main types of courses:

PHARMACOTHERAPY COURSES

Pharmacotherapy is covered in a series of courses taught over three years of the program. Courses provide students with the required knowledge and skills to effectively manage patients' drug therapy. In addition to covering selected therapeutic topics, these courses integrate relevant pathobiology, pharmacology, clinical pharmacokinetics, selected pharmaceuticals and principles of evidence-based pharmacotherapy required of an advanced practice pharmacist. Courses are taught using a variety of techniques including didactic lectures, online lectures, case-based learning and interactive group learning.

MEDICATION THERAPY MANAGEMENT COURSES

Medication Therapy Management (MTM) involves a partnership between the patient, pharmacist, and other healthcare providers to promote safe and effective medication use so that desirable patient outcomes are attained. It is founded on the philosophy of Pharmaceutical Care, and may encompass an array of services, whereby the pharmacist employs a systematic patient centered approach to define and achieve goals related to optimal pharmacotherapy. The MTM series of courses are delivered longitudinally over three years of the undergraduate program. They allow students to apply and integrate material learned through all courses in the curriculum. Lecture and laboratory (simulated practice) sessions are designed to facilitate guided, independent and collaborative learning and enhance skills needed to optimize the pharmacist's roles and responsibilities as a care provider, communicator, collaborator and advocate. Students will find these skills to be transferrable across diverse practice settings and thus prepare them for APPE rotations.

PRIOR EXPERIENTIAL COURSES:

Students will have completed EPE rotations at the end of Year 1 and Year 2. For a more detailed outline of the Pharm D curriculum, please see [Current Students](#).

***PHARM D FOR PHARMACISTS**

The PharmD for Pharmacists Program (PFP) is designed for experienced pharmacists who have a Bachelor of Science in Pharmacy (or equivalent) and wish to obtain a Doctor of Pharmacy. PFP students come from a wide variety of backgrounds within the pharmacy profession and have varying years of professional experience. As such, the program allows for flexibility in completion, accommodating professional schedules, and didactic courses to ensure a comprehensive understanding. PFP students are given the same learning outcomes and objectives as PharmD students while on their APPE rotations. Students are required to use the Learning Contract to help achieve personal and professional learning outcomes. Upon completion of their program, PFP students will graduate with the same degree as entry-to-practice PharmD students.

[Prior to completing any APPE rotations](#), PFP students will have successfully completed Foundations for Advanced Pharmacy Practice and Critical Appraisal didactic courses. Students are required to complete a minimum of four (20 weeks) or a maximum of five (25 weeks) of APPE rotations, including two patient care rotations scheduled after all didactic work is completed. As the PFP program is a flexible, part-time program, PFP students may also complete a number of other didactic courses prior to or during APPE rotations such as various Pharmacotherapy topics, Health Systems/Social Administration, Physical Assessment, Pharmacokinetics, and Teaching, Learning & Presentation.

Preceptors are encouraged to review the student's resume to maximize learning opportunities based on their past experiences.

INITIAL STUDENT CONTACT

RECEIVE STUDENT EMAIL AND RESUME

Students are instructed to contact their preceptors three to four weeks prior to the start of their rotation. If you have not been contacted by your student within this time frame, please contact the OEE (oe.e.phm@utoronto.ca). Preceptors may wish to send students pre-rotation readings. Preceptors are also welcome to initiate contact with their students via email, which can be viewed on the student's profile in [CORE ELMS](#). If your site has a longer onboarding process, the site is responsible for contacting the student first.

APPE and EPE-2 students should send preceptors a copy of their resumes with their introductory email. EPE-1 students are not required to submit a resume with their email introduction.

CONFIRM SCHEDULE AND ORIENTATION DETAILS WITH STUDENT

Preceptors and students are responsible for discussing and agreeing upon a daily schedule prior to the commencement of the rotation.

The general expectation is that students will complete their APPE placements over 5 days a week, 40 hours a week, allowing for lunch and breaks. (Students are allowed at least 30 minutes for lunch each day.) However, scheduled rotations can occur any day of the week and in the evenings, depending on site and preceptor hours. Please allow for religious accommodation and family commitments when organizing the schedule; however, students are informed that APPE rotations are the priority over part-time jobs and vacation/travel.

EPE students are expected to complete 160 hours over a 4-week period. As with APPE rotations, the rotations can occur any day of the week and in the evenings, in accordance to the agreement arranged between the preceptor and their students.

Students are not expected to be at their placement site during the listed [Statutory Holidays](#) and do not need to make-up any hours for these. If your site observes an additional holiday, not indicated on the list, students must make up the hours and inform OEE of their absence.

For more information, please see the '[Orientation Checklist](#)'.

SITE SPECIFIC REQUIREMENTS

As noted previously, OEE collects required immunization and First Aid/CPR documentation from students each year of the PharmD and PharmD for Pharmacist program. Sites who wish to have a copy of this documentation must contact the students directly.

Sites may also have additional requirements and documentation that they require from students prior to the commencement of rotations. Such requirements can include: orientation documentation; Mask-Fit testing and VSS/Police Checks. Sites should inform OEE (oe.e.phm@utoronto.ca) of the requirements, which will be posted on CORE ELMS. The onus will be on the students to ensure that they view and complete the Site Specific Requirements.

Note: students are only required to contact their placement site 3-4 weeks in advance of their rotation. If your site has an onboarding process that is longer than 3 weeks, your site must contact the student directly.

PART 3: DURING ROTATIONS

POLICIES

ATTENDANCE REQUIREMENTS

EPE ROTATION LENGTH:

Students are required to be present at their EPE site for a **minimum of 160 hours over a 4-week period**. The majority of this time is to be spent on patient care activities. To facilitate patient care, students should be prepared to align their hours with their preceptor's schedule. This means that students may be asked to be at the site on weekends and/or evenings as determined on an individual 'preceptor/student' pair basis. Students are expected to spend an additional 10-15 hours weekly, outside of regular rotation time, on rotation related activities.

APPE ROTATION LENGTH:

Students are required to be present at their APPE site for a **minimum of 40 hours per week over 5 days per week** (usually consecutive). For direct patient care rotations, the majority of this time is to be spent on patient care activities. To facilitate patient care, students should be prepared to align their hours with their preceptor's schedule. This means that students may be asked to be at the site on weekends and/or evenings as determined on an individual 'preceptor/student' pair basis. Students are expected to spend an additional 10-15 hours weekly, outside of regular rotation time, on rotation related activities.

LUNCH:

Students may have a 30-minute break each day for lunch at a time deemed appropriate based on workflow.

LATENESS:

Students must notify their preceptor, as soon as possible, if they will be delayed in arriving at the site. Ongoing issues with lateness, and/or failure to notify the preceptor of impending lateness can impact the student's professionalism assessment and overall grade for the rotation.

ADVERSE WEATHER CONDITIONS:

In the event of adverse weather where travel may be inadvisable, students should call their preceptor and discuss the best course of action. If there is concern about the preceptor's instructions, students should contact the OEE immediately. If a student does not feel that it is safe to travel, the preceptor should allow the student to make up the missed time at a mutually agreed upon day prior to the conclusion of the rotation.

STUDY BLOCKS (APPE SPECIFIC):

Year 4 students will have 3 study blocks during the year; two of these may be consecutive. Students who have a rotation scheduled in block 7 will have December 21, 2020 to January 1, 2021 (inclusive) as vacation time. Note that there is no Reading Week during the APPE rotations.

ABSENCES:

Preceptors and the OEE acknowledge that extenuating circumstances occasionally occur that can impact student attendance during an EPE or APPE rotation. Students must notify their preceptor as soon as possible if they will not be present at the site as expected. Failure to do so can affect a student's professionalism assessment and overall grade for the rotation.

Students are permitted **one day** of absence per rotation due to a medical or an emergency issue with proper notification/approval from the preceptor. Time missed for this one day does not need to be made up later.

If more than one day of a rotation is missed, the OEE must be notified immediately and arrangements made to make up the missed time. For more than one missed day, a petition and appropriate supporting documentation must be submitted to the Registrar's office.

Information on the Faculty's petition procedures, along with links to relevant forms, can be found [here](#).

Absences (planned or unplanned) are permitted under the following circumstances, in conjunction with an approved petition (by the Registrar's Office):

i) **Medical necessity:**

Medical necessity refers to a documented illness of the student or an immediate family member. A petition (with appropriate supporting documentation) must be submitted to the Registrar's office.

ii) **Bereavement:**

In circumstances when a student is absent from the site due to the death of an immediate family member (parent, child, spouse, grandparent, or sibling), appropriate documentation must be submitted to the Registrar's office.

iii) **Religious Observances:**

Students who wish to request a day off from a rotation due to a religious observance must submit a petition to the Registrar's office.

iv) **Pharmacy Residency Interviews (APPE only):**

Students are permitted to be absent for pharmacy residency interviews. However, when possible, interviews should be scheduled at times that will have minimum disruption on the workflow at the site.

Missed time, for the circumstances listed above, must be made up. Arrangements for making up the missed time must be approved by the preceptor and the OEE.

PROFESSIONAL DEVELOPMENT/PRACTICE CONFERENCES:

The Faculty recognizes the value of student participation in professional conferences (e.g. PDW, PPC, CPhA, OPA) however, APPE rotations are a mandatory academic requirement. Careful consideration must be given to allowing student absences from the rotation.

- Each APPE student may be approved to have a maximum of 2 days during the APPE year as conference time for which they do not need to make-up. The preceptor must be in agreement with the missed days and students should be progressing successfully in rotations.
- If the preceptor agrees to student attending conference days, but requires the student to make-up some or all of the missed days, then a specific plan on how this will occur must be in place.
- Conference Requests are submitted to OEE and approved or denied.
- *EPE students who wish to attend a conference during their rotation time should have advanced approval from the preceptor as well as a plan to make up all of the missed time.*

Students may request approval to attend a conference during an APPE rotation, using the following procedure:

1. Request must be discussed with the preceptor as early as possible (ideally before the rotation begins) and determine if the days absent can be appropriately managed; that is, so there is minimal disruption to the rotation learning, patient care, and other commitments.
2. Student will identify, through their rotation learning contract, how the conference content contributes to meeting a specific learning objective(s).
3. Conference Request Form must be completed and submitted to the OEE for approval. To complete the form:
 - a. Under the 'Requirements' tab on CORE ELMS, locate 'Conference Request Form'
 - b. Click 'Add' next to 'Non-Primary Site Visit Form'
 - c. Click 'Create New Form'
 - d. A pop-up window will open for you to complete the form
 - e. Press 'Submit' when you are finished
4. The OEE will inform the student of decision.
5. Student must enter approved requested days in CORE ELMS "student absences" module.
6. Student may be requested by the preceptor to submit a reflection describing how the conference activities met learning objective(s) or conduct a presentation on the conference proceedings.

Students are required to complete this form at least 5 business days prior to their conference; late submissions may not be approved.

RECORDING ABSENCES IN CORE ELMS:

Students must enter any absences, planned or unplanned, into [CORE ELMS](#). When the student completes an entry, the preceptor will notice this on log-in by a yellow arrow on the 'student absences' menu. By clicking, the preceptor can review and confirm or deny the entry, and make any comment. The preceptor will also receive an email alert that an item is posted to review.

STUDENT PROFESSIONAL OBLIGATIONS:

If students are absent from their site, for any reason, they are expected to take necessary measures to ensure that their patients' care is continued. Failure to take responsibility would indicate non-compliance with the University of Toronto Standards of Professional Practice Behaviour and will impact the student's professionalism assessment and rotation grade. Breach of these standards may be cause for dismissal from a course or program or for failure to promote.

For more information on the Leslie Dan Faculty of Pharmacy's Policies and Regulations, please [click here](#).

STATUTORY HOLIDAYS

Students are not expected to be scheduled at their sites on statutory holidays recognized by the University of Toronto. The following are statutory holidays at the University of Toronto:

Experiential Year: May 4, 2020 to April 31, 2021	
Victoria Day	May 18, 2020
Canada Day	July 1, 2020
Civic Holiday	August 3, 2020
Labour Day	September 7, 2020
Thanksgiving Day	October 12, 2020
Christmas/New Years	December 23, 2020 to January 1, 2021
Family Day	February 15, 2021
Good Friday	April 2, 2021

If a site observes a holiday, or is closed, on a date not listed above (example: Easter Monday), the student is responsible for making up that missed time. Please coordinate with your Preceptor and/or the site's Education Coordinator, to arrange a time to make up the missed day.

NON-PRIMARY SITE VISITS

Students participating in APPE and EPE rotations may, with approval of the Faculty of Pharmacy, participate in educational activities that are identified to be within the overall academic goals of the program and student (according to student's Learning Contract document) and which occur at other sites. Students and preceptors who wish to participate in / arrange such visits must complete the Non-Primary Site Visit (NPSV) form and submit it to the OEE for approval.

1. Student and / or preceptor identify learning opportunities at the non primary site (NPS).
2. Student and preceptor discuss and articulate specific learning objectives and student records them on their learning contract.
3. Student completes the NPSV form on CORE ELMS and submits to the OEE to be reviewed.
4. OEE office will follow up with student upon review.

Students are required to complete this form at least 5 business days prior to their visit; late submissions may not be approved.

The University of Toronto's comprehensive liability insurance covers students for 'harm to others' during approved activities at non primary sites. If a student incurs an injury during a visit to a non primary site, medical attention should be sought (OHIP coverage) and the incident reported as set out on [page 24](#).

ACADEMIC SUPPORT

If, at any time during rotation, there is concern that a student is performing significantly below expectations, (and thus may be at risk of failing the course), the Experiential Course Coordinator shall be contacted by the preceptor and/or student as soon as possible.

PROFESSIONALISM

Professionalism is an overarching quality that must be consistently present throughout the rotation as various activities are performed. Students must take responsibility for acting professionally and demonstrate this in all interactions, behaviours and attitudes, i.e. in accordance with the required standards. It is important to note that while baseline behaviours are cited explicitly in these standards, it is implicit that conduct consistent with a high level of professional behaviour is expected.

Students are expected to be familiar with, and to adhere at all times to the policies, standards, guidelines and regulations set out within:

1. [The University of Toronto's Standards of Professional Practice Behaviour for all Health Professional Students \(2008\)](#)
2. [The University of Toronto's Code of Student Conduct \(2019\)](#)
3. [The University of Toronto's Code of Behaviour on Academic Matters \(2019\)](#)
4. [The Ontario College of Pharmacy's Code of Ethics \(2015\)](#)
5. Each rotation site's corporate, institutional, departmental or practice documents pertaining to professionalism. Preceptor to provide student with these documents.

[Adherence to these standards is mandatory for students and will be assessed throughout each rotation.](#) All professional activities and interactions must be characterized by honesty, integrity, conscientiousness, responsibility, and reliability. Recognizing that their involvement in the health care system may put them in positions of power with patients/clients, students must not take advantage of this position to advocate for their personal gain, values or beliefs.

[Poor professional behaviour will impact upon the student's professionalism assessment](#) and may be grounds for a grade of 'fail', require remedial work, delay of promotion and graduation, or dismissal from the program as per the University's Standards of Professional Practice Behaviour¹. In addition, unacceptable professional behaviour may be reportable to and merit intervention by the Ontario College of Pharmacists, discipline for breach of site (institution or practice) policy and/or prosecution or a lawsuit for damages as a result of a contravention of the Personal Health Information Protection Act (PHIPA)².

Reporting

All professionals have a collective professional duty to assure appropriate behaviour, particularly in matters of privacy and confidentiality. A student who has reason to believe that another person (student, preceptor, colleague etc.) has contravened these guidelines should approach his/her immediate preceptor or an Experiential Coordinator at the Faculty. If the issue is inadequately addressed, he/she may complain in writing to the Director, PharmD Program at the Leslie Dan Faculty of Pharmacy. Complaints about breaches of privacy may also be filed with the Information and Privacy Commissioner of Ontario and the Ontario College of Pharmacists (under the Regulated Health Professions act 1991).

ASSESSMENT OF PROFESSIONALISM

Professional Behaviour is assessed within the mid-point and final assessment form. The preceptor shall immediately report to the OEE/Experiential Course Coordinator any unacceptable behaviours/attitude or any major concerns they have with the student's level of professionalism. For examples, please see [Professionalism: Expectations](#) and [Professionalism: Unacceptable Behaviour](#). The Experiential Course Coordinator for the rotation will follow-up accordingly.

¹ [Standards of Professional Practice Behaviour for all Health Professional Students, University of Toronto.](#) (Approved by Governing Council June 17, 2008)

² [Government of Ontario. Personal Health Information Protection Act 2004. Amended 2019, c.15, s.1-8.](#)

STUDENT INJURIES OR ACCIDENTS ON SITE

PROCESS FOR WORKPLACE SAFETY AND INSURANCE BOARD OR PRIVATE INSURANCE COVERAGE

1. The Ministry of Advanced Education and Skills Development (MAESD) has implemented a streamlined process for students enrolled in an approved Ontario university program that requires them to complete placements in a workplace as part of their program of study. All sites are required to review and sign the above Letter to Placement Employers to confirm whether their site has WSIB coverage for students on an unpaid placement, and is aware of the relevant WSIB reporting procedures in the event of a student injury/illness. Please review the details of the above message and complete the electronic signature below to fulfill this requirement.

2. In the event of an injury/illness/disease sustained by a Pharmacy student, as a result of a work placement incident, while participating in an unpaid work placement at an experiential placement site, the placement site/preceptor is required to:
 - a. Advise the student to seek appropriate medical attention as required (e.g. hospital emergency department, placement's health clinic, external clinic, family physician)
 - b. Follow the injury/illness response and reporting process of the Placement Site and inform their immediate supervisor of the incident
 - c. Within 24 hours of the incident occurring immediately notify the Office of Experiential Education at the University of Toronto. Sites are required to contact OEE to coordinate the completion of the appropriate forms.
 - d. Please note that if a placement student, as a result of a work-related accident or work-related illness, is unable to attend the placement, or seeks medical treatment after the initial report of accident, the student must advise the Office of Experiential Education.

3. Sites can use the following optional forms as a guide to ensure that safety measures are in place, and that students receive training in safe work practices:
[Pre-Placement Due Diligence Checklist](#) is intended to assist the Placement Site with identifying workplace hazards which the students should receive training on.
[Pre-Placement Safety Orientation Checklist](#) - is a per-student checklist that can be saved as a safety training record to identify unsafe exposures in facilities/locations where students may be required to work

If you require any additional information regarding the WSIB process, or need assistance completing any of the forms, please contact the Office of Experiential Education during regular business hours: oee.phm@utoronto.ca

For any issues that arise outside the normal hours of work, please contact the Director of Experiential Education via email at marvin.james@utoronto.ca

ADDITIONAL DOCUMENTATION:

[Health and Safety at Work](#)

[Bill-18 Stronger Workplaces for a Stronger Economy](#)

SUPERVISION OF PHARMACY STUDENTS

SUPERVISION OF PHARMACY STUDENTS & INTERNS FACT SHEET

Published: July 2014

Legislative References: Pharmacy Act, O. Reg 202/94

Additional References: Drug & Pharmacies Regulation Act, R.S.O., 1990, Chapter H.4

College Contact: Pharmacy Practice / Registration Programs

PHARMACY ACT REGULATIONS

1. *“direct supervision” means supervision that is provided by a person [i.e. pharmacist] who is physically present on the premises where the practice that is being supervised is being carried out*

DRUG & PHARMACIES REGULATION ACT

149. (1) *“no person shall compound, dispense or sell any drug in a pharmacy other than,*
- a pharmacist;*
 - an intern under the supervision of a pharmacist who is physically present; or*
 - a registered pharmacy student acting under the supervision of a pharmacist who is physically present; or*
 - a pharmacy technician acting under the supervision of a pharmacist who is physically present”*

INTERPRETATION

The requirement for supervision of students and interns by a pharmacist is outlined in the terms, conditions and limitations of their certificates of registration; and the type of supervision, direct or otherwise, is reflective of the accreditation status of the pharmacy. Accredited pharmacies require a pharmacist to be physically present where the authorized acts of compounding, dispensing and selling are occurring.

The model of graduated experiential learning leading to pharmacist registration recognizes that the degree of oversight on the student/intern’s practice is adjusted based on his or her demonstration of competence. Supervision is not a one-size-fits-all approach, and requires the active engagement of all participants to ensure a quality learning environment while maintaining best possible patient care.

The principles outlined below are provided to assist in determining the level of supervision required and to fulfill the requirements of the Act and Regulations. They will also facilitate student/intern learning through more independent practice.

PRINCIPLES

- Supervising pharmacist(s) to assess each student/intern individually by:
 - Considering student/intern’s level of education and experience
 - Evaluating student/intern’s competence in relevant areas of practice.
- Supervising pharmacist(s) and student/intern to discuss and agree to:
 - Types of activities that can be performed independently
 - Extent to which these activities can be performed without the physical presence of a supervising pharmacist (off-site)

Exceptions:

- Authorized acts of compounding, dispensing, selling cannot be done without a pharmacist physically present
 - Student / intern cannot practice remotely on an exclusive basis
- Extent of communication and collaboration expected between the supervising pharmacist(s) and student/intern when engaging in various activities
 - Common understanding of expectations and consequences of independent practice
 - Supervisor takes on accountability / responsibility for student/intern’s practice by granting more independence based on their assessment
 - Student/intern takes on significant accountability / responsibility by practicing independently. Should only engage in independent practice when competent, and seek assistance from the supervising pharmacist as needed.

3. Document & retain:
 - a. Details and date of the agreement as outlined in # 2 above
 - b. All future re-assessments that may impact level of supervision requiredWritten agreement should be shared with other individuals supervising the practice of the student/intern for acknowledgement
4. Supervising pharmacist(s) should be clearly identified and auditable
 - a. Documentation should be available to readily determine who the supervising pharmacist was at any point the student/intern was engaging in independent practice

Key Words: supervision, student, intern

ADDITIONAL DOCUMENTATION:

[The Role of Supervision in Professional Training](#)

[OCP- Legal Authority for Scope of Practice/Authorized Acts](#)

[OCP- Authorization to Administer Additional Vaccines](#)



LEGAL AUTHORITY FOR SCOPE OF PRACTICE / AUTHORIZED ACTS

Pharmacist (R.Ph) in Part A	Registered Pharmacy Student ¹ / Intern ¹	Pharmacy Technician (R.Ph.T)
Provide info & educate patients		Not if clinical or therapeutic
Dispense, sell & compound drugs	✓	Can perform technical check for product release. R.Ph responsible for therapeutics.
Accept verbal Rx		Cannot accept verbal Rx for narcotics, controlled drugs, benzodiazepines or other targeted substances.
Authorize Rx transfers (narcotics & controlled drugs cannot be transferred; benzodiazepines & other targeted substances can only be transferred once; refer to Prescription Transfers)		✓ Cannot authorize transfers for benzodiazepines or other targeted substances
Delegate a Controlled Act	✗	✗
Accept delegation of a Controlled Act (refer to the Medical Directives and the Delegation of Controlled Acts Policy)	✗ (students) ✓ (interns)	✓
Supervision of a Pharmacy	✗	

¹Under supervision; level of supervision to be determined by supervising pharmacist



LEGAL AUTHORITY FOR SCOPE OF PRACTICE / AUTHORIZED ACTS

Pharmacist (R.Ph) in Part A	Registered Pharmacy Student ¹ / Intern ¹	Pharmacy Technician (R.Ph.T)
Prescribe specified drug products for smoking cessation only	✓	✗
Renew & Adapt Prescriptions (alter dose, dosage form, regimen, or route of administration) Excludes narcotics, controlled, targeted and monitored substances No therapeutic substitution		
Perform a procedure on tissue below dermis (piercing with a lancet-type device)		Under direction of a R.Ph in Part A (who is physically present)
Administer a substance* by injection or inhalation for the purpose of education and demonstration *specified in the Pharmacy Act Regulation *with approved training only		✗
Administer an authorized vaccine* to patients (five years of age or older) *specified in the Pharmacy Act Regulation *with approved training only		✗

¹Under supervision; level of supervision to be determined by supervising pharmacist

EARLY PRACTICE EXPERIENCE-1

COURSE DESCRIPTION

This course is the first of two early experiential rotations, consisting of 160 hours of experiential education in a community pharmacy practice site. Students will undertake EPE-1 during the summer following Year 1 (sometime between May to end of August). Each student will actively participate in day-to-day services within a direct patient care community pharmacy practice setting, thus enabling application of knowledge, skills and values learned in faculty-based courses and simulated practice environments (laboratories). Required activities include prescription/medication order processing, patient education, (drug information provision,) medication history taking, and observation of/participation in patient safety processes in the practice setting. Students also need to demonstrate effective communication skills, professionalism and teamwork during the rotation.

PRE-ROTATION CHECKLIST

- Review rotation objectives and proposed activities on [Sample Learning Contract](#). Consider modifications as relevant to site and practice area, and arrange any involvement of other team members at site to assist in student's rotation.
- Determine specific student rotation dates and hours, if possible
- Prepare for an orientation meeting with student on first day.
- Review [Rotation Orientation Checklist](#) with student within 72 hours of starting rotation. Submission **NOT** required.

PRECEPTOR RESPONSIBILITIES

DURING ROTATION:

- Meet with student on first day of rotation to review expectations, Rotation Orientation Checklist and student's **learning contract**. Agree on any additional/modified objectives.
- Provide opportunities for student to engage in specific actions and responsibilities in order to demonstrate achievement of objectives
- Meet weekly, (or equivalent if part-time), to review student's progress in meeting the objectives and discuss any concerns or issues.
- At end of week 2 (or after approximately 80 hours at the site), complete **Mid-rotation Assessment of Student**, discuss with student and submit via CORE ELMS.
- Contact the Experiential Course Coordinator at earliest opportunity if preceptor concerned student's performance not meeting expectations and/or concerns that will be unable to meet these by final day of rotation
- Provide ongoing regular (i.e. daily) formative feedback to student on their performance (verbal and unstructured)
- Review student's documents that will be uploaded to check for completeness and to ensure patient confidentiality has been maintained.
- Discuss and complete **Final Assessment of Student** form; submit within 2 days of end of rotation.

COMPETENCIES, LEARNING OBJECTIVES, AND ACTIVITIES

Upon completion of this course, students will have achieved a number of learning objectives related to skills, knowledge and attitudes at an introductory or intermediate level. For a full overview of course objectives and activities please refer to these documents:

- 1) [Roles and Responsibilities of Students in Community Direct Patient Care EPE-1 Rotation](#)
- 2) [EPE-1 Activities Outline](#)

TIMELINES FOR SUBMISSIONS

Assessment/Activity	Rotation (Week 1)		Mid-Point (Week 2)		Final (Week 4)	
	Student Submission	Preceptor Assess	Student Submission	Preceptor Assess on Mid-Point Assessment Form	Student Submission	Preceptor Assess on Final Assessment Form
*Student uploads Activities to CORE ELMS 'Field Encounters'						
*Learning Contract: a. Student Upload to b. Preceptor to Approve	✓	✓				
Professionalism				✓		✓
Reflection on Ethical Dilemmas						✓
Communication				✓		✓
*Patient Safety Procedures -Upload 250-500 Word Guided Self Reflection on Patient Safety					✓	✓
Collaborative Practice Skills				✓		✓
Prescription/Medication Process Skills				✓		✓
Provide Patient Medication Education				✓		✓
Document Patient Education				✓		✓
Compounding Skills				✓		✓
Patient Self care medications (OTC Counseling)				✓		✓
*Drug Information Skills -Student Upload 1 sample completed response at mid-point and final			✓	✓	✓	✓
*Medication History Skills -Student to Upload 1 sample MedsCheck at mid-point and final			✓	✓	✓	✓

STUDENT EVALUATION: EPE-1

GRADING POLICY FOR EXPERIENTIAL COURSES

OVERVIEW:

Student assessment and grading policies and procedures in the Experiential courses of the PharmD program and the PharmD for Pharmacists program will be guided by the [University of Toronto Assessment and Grading Practices Policy \(January 2012\)](#). In particular, Part B, item #7 described below is relevant:

ASSESSMENT OF STUDENT PERFORMANCE IN PLACEMENTS (E.G. CLINICAL AND FIELD SETTINGS):

The assessment of the performance of students in clinical or field settings should be conducted in line with this Policy. Accordingly, where a student's performance in a placement, clinical or field setting is to be assessed for credit, the evaluation must encompass, as a minimum:

- a formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement should be available to all students before or at the beginning of the clinical or field experience;
- in the case of undergraduate placements, a mid-way performance evaluation with feedback to the student and written documentation of the final assessment.

In addition, for such clinical and field experiences, divisions must ensure that:

- clinical and field assessors are fully informed regarding University, divisional and course policies concerning evaluation procedures, including the specific assessment procedures to be applied in any particular field or clinical setting.

EPE-1

Students in experiential rotations will be assessed (evaluated) by the preceptor(s) with written documentation at the mid-point and final-point, using standardized assessment tools. These tools will measure the student's ability to meet specific learning objectives as demonstrated through relevant performance indicators that are aligned with program-level expectations.

IMPORTANT: If the preceptor rates the **OVERALL MID-POINT** assessment as **1 or 2**, indicating that the student does not meet expectations, the student will be required to develop a second learning contract and implement a plan to address the identified area(s) of deficiency. If, at any time during the rotation, there is concern that a student is at risk of failing the rotation, [please contact the OEE](#) should be contacted as soon as possible.

If a student receives an **OVERALL FINAL** assessment of **1 or 2** by the preceptor, an Experiential faculty member will review the student's assessments for evidence to support the evaluation, which would lead to a recommendation of 'Fail' for the rotation. Where evidence is unclear or where extenuating circumstances may have led to not meeting requirements, the Associate Dean Academic and/or Professional Programs will be consulted to determine a process for grade review, prior to submission of grade recommendations. In some circumstances, a grade of 'Incomplete' may be used until a final grade is confirmed. All students who "fail" a rotation will be required to do some form of remediation based on the extent of the learning development needed to meet expectations. The remediation will be determined by the course coordinator/lecturer. The course coordinator/lecturer will then decide if the student would need to do a supplemental rotation after the remediation is complete.

The **LENGTH OF THE SUPPLEMENTAL ROTATION** will also be determined by the reasons for failure and the projected time required for the student to meet the required expectations. In cases where the student clearly requires more time in a practice setting, the length of the supplemental rotation will likely be the same length as the original rotation.

OBJECTIVES AND ACTIVITIES for the supplemental rotation will usually be those from the same type of rotation that was initially undertaken; and/or, they may be customized to address areas identified in the student's performance during the failed rotation.

Prior to the start of the supplemental rotation, the student will be required to develop a **LEARNING CONTRACT AND A PLAN** to address the identified area(s) of deficiency; this will be discussed with the faculty coordinator and the preceptor. EPE-1 and EPE-2 rotations offer students the opportunity to apply the knowledge and skills learned in the classroom and simulated laboratory courses during the first and second years of the pharmacy curriculum, respectively, to patient care within a practice

setting. For most students, the Early Practice Experience-1 will be the first time they have participated in an actual pharmacy practice setting.

The student's grade is based on the global rating and the comments to support that rating as documented by the preceptor on the assessment form.

POLICY BREACHES:

Situations involving breaches of the Standards of Professional Practice Behaviour for All Health Professional Students, Code of Student Conduct, and/or the Code of Behaviour on Academic Matters require consultation with the Associate Dean, Academic and Associate Dean, Professional Programs. Consequences for breach of professional behaviour, including confidentiality, may lead to a formal written reprimand, remedial work, denial of promotion, suspension, or dismissal from the Program, or a combination of these. A result of one or more of these sanctions could lead to a failure in a course. Consequences will be determined by the Associate Dean, Academic and Associate Dean, Professional Programs. A recommendation may be made by the Associate Dean(s) to consult with others, such as the Professionalism and Ethics Theme Coordinator.

PASS GRADE:

An **OVERALL ASSESSMENT OF 3 OR HIGHER** will be recommended when all these criteria are met (as detailed in the Manual):

- All rotation objectives and outcomes are achieved within the specified time as determined by the preceptor
- All rotation activities are completed, and related documentation is submitted by the student and preceptor³
- All required hours are completed
- Standards of Professional Practice Behaviour for All Health Professional Students⁴ are maintained at all times during the rotation. Any minor lapses in professional behavior are addressed appropriately by the time of the final assessment. There are no breaches of the Code of Student Conduct⁵, Code of Behaviour on Academic Matters⁶ and/or Standards of Professional Practice Behaviour for all Health Professional Students⁷
- Overall (global) rating is 3 or higher on the final assessment

FAIL GRADE:

An **OVERALL ASSESSMENT OF 1 OR 2** will be recommended for a student in the event of one or more of the following:

- Does not complete all required activities within the specified time
- Does not submit related documentation within the specified time⁸
- Does not complete the required number of hours
- Is removed from the rotation due to serious performance concerns
- Receives an overall (global) rating of 1 or 2 on the final assessment

FAILED ROTATIONS:

Students who fail an EPE rotation will be required to complete supplemental activities and/or additional rotation time, as determined by the Course Coordinator. The supplemental activities and/or rotation should (but not always) be undertaken in the same summer or early fall following the initial rotation. If the student fails a supplemental rotation the student will be required to successfully complete remedial activities prior to starting a second supplementary EPE rotation. Remedial activities will be tailored to the particular student's challenges. **SHOULD THE STUDENT FAIL THE SECOND SUPPLEMENTAL ROTATION, S/HE WOULD BE DISMISSED FROM THE PROGRAM.**

Students failing an EPE rotation are permitted to enroll in the subsequent year's courses. EPE-1 must be successfully completed before enrolling in EPE- 2, and EPE-2 must be successfully completed prior to undertaking the Advanced Pharmacy Practice Experience (APPE) rotations.

³ Depending on the rotation requirements, some documentation (e.g. coursework) needs to be 'graded' online by the preceptor, while some only needs submission – with no preceptor involvement. Details will be included in the Manual.

⁴ [Standards of Professional Practice Behaviour for all Health Professional Students](#)

⁵ [Code of Student Conduct \(2019\)](#)

⁶ [Code of Behaviour on Academic Matters \(2019\)](#)

⁷ [Standards of Professional Practice Behaviour for all Health Professional Students](#)

⁸ The Experiential Course Coordinator will consult with the Associate Dean, Academic and take extenuating circumstances (e.g. technical malfunction) into consideration before recommending a 'Fail' grade

EARLY PRACTICE EXPERIENCE-2

COURSE DESCRIPTION

This course is the second of two early experiential rotations. Students will undertake EPE-2 during the summer following Year 2 (between May and August). Each student will actively participate in day-to-day services in a practice setting providing direct patient care, thus enabling application of knowledge, skills and values introduced in faculty-based courses and simulated practice environments (laboratories). Required activities include all aspects of the patient care process (communication with patients/families, completion of patient assessments, identification of drug therapy problems, implementation and monitoring/follow up of pharmacy care plans and interaction with the patient care team), participation in prescription/medication order processing, patient education, provision of drug information and observation of/participation in patient safety processes. Students also need to demonstrate effective communication skills, professionalism and teamwork during the rotation.

PRE-ROTATION CHECKLIST

- Determine specific student rotation dates and hours, if possible
- Prepare for an orientation meeting with student on first day
- Consider advance planning for specific rotation activities (i.e. interviewing/shadowing a technician, identification of a medication safety initiative or process)

PRECEPTOR RESPONSIBILITIES

DURING ROTATION:

- Meet with student on first day of rotation to review expectations, [Rotation Orientation Checklist](#) and student's [Learning Contract](#).
- Provide opportunities for student to engage in specific actions and responsibilities in order to demonstrate achievement of objectives
- Meet weekly to review student's progress in meeting the objectives and discuss any concerns or issues.
- At end of week 2 complete **Mid-rotation Assessment of Student**, discuss/compare this assessment with student self-assessment and submit via CORE ELMS.
- Contact the Experiential Course Coordinator at earliest opportunity if preceptor concerned that student's performance is not meeting expectations and/or concerns that will be unable to meet these by final day of rotation.
- Provide ongoing regular (i.e. daily) formative feedback to student on their performance (verbal)
- At end of week 4 complete **Final Assessment of Student**, discuss/compare this assessment with the student self-assessment and submit via CORE ELMS within 2 days of end of rotation.

TIMELINES FOR SUBMISSIONS

STUDENT SUBMISSIONS:

Activity	Timeline
EPE2 Resume	Four Weeks Prior to Rotation Start
Learning Contract	End of Week 1
Four Patient Case Workshops and Discussions	End of Week 4
Medication Safety Activity and Post	End of Week 2
Peer Review of Medication Safety Activity and Post	End of Week 3
Pharmacy Technician/Pharmacist Role Activity and Post	End of Week 3
Midpoint Self-Assessment	End of Week 2
Final Self-Assessment	End of Week 4
Preceptor and Site Evaluations	End of Week 4

PRECEPTOR SUBMISSIONS:

Item	Timeline
Student Learning Contract – Approve in CORE	End of week 1
Mid-point assessment (CORE)	End of week 2
Final assessment (CORE)	End of week 4

COMPETENCIES, LEARNING OBJECTIVES, AND ACTIVITIES

Upon completion of this course, students will have achieved a number of learning objectives related to skills, knowledge and attitudes at an introductory or intermediate level. For a full overview of course objectives and activities please refer to the approved [EPE2 Course Outline](#).

ASSESSMENT IN EPE-2

Experiential rotations offer students the opportunity to apply the knowledge and skills learned in the classroom and simulated practice environments during the in-house pharmacy curriculum to a direct patient-care pharmacy practice setting. EPE-2 assessments build on EPE-1 with an aim to upcoming APPE rotations in 4th year.

FORMATIVE (ONGOING) ASSESSMENT

Students should have numerous opportunities throughout the rotation to practice and demonstrate their ability to perform the specific activities required to achieve the objectives. After performing each activity students should receive constructive feedback from their preceptor or another pharmacist who was supervising. This guidance or 'coaching' should include:

- Providing constructive formative feedback verbally to the student immediately and privately after the activity is complete or in an ongoing manner while participating in an activity
- Identifying for the student what they are doing well (in specific detail so they know how to continue to do this well) and how or what they can do to improve so that with more practice they can progress toward competency.
- For some activities it may be useful for the student to:
 - Observe the pharmacist doing the activity first to demonstrate the performance expectations
 - Role-play with the pharmacist to allow the student a chance to further develop confidence in the activity before undertaking the activity on his or her own, under appropriate supervision.

In our profession, many of the day-to-day tasks require experience, and opportunities to practice them, before we are confident and competent in them. Using constructive formative feedback enables students to understand the level at which they are currently performing, and how they can improve in the activity. Given this is taking place early in a student's training, significant guidance from the preceptor is expected early on with drug therapy problem prioritization, care plan implementation and orientation to medication management practices. Most students will not initially perform the activity at the expected level, but, with repeated opportunities and feedback from their preceptor or another pharmacist or delegate, will achieve the expected level consistently within the 160-hour EPE.

MID-POINT AND FINAL ASSESSMENTS

Formal assessments are completed at the end of week 2 (midpoint) and week 4 (final). Students complete a self assessment using the same form used by preceptors (found in CORE). The expected level of performance is noted with an asterisk for each element on the [assessment form](#).

Students are assessed in the domains of patient care, communication and education, professionalism, professional collaboration, and practice management. Preceptors use a standard assessment form, providing ratings and comments based on observed student performance. Students identified to be performing below the expected level at the midpoint, may be asked to review and update the learning contract in order to address specific areas to improve in the final half of the rotation.

At the end of the rotation, the Course Coordinator will recommend a final grade to the Board of Examiners taking into account the preceptor assessment and the completion of all rotation requirements. Subsequent to approval of grades by the Faculty, students with a grade of fail will be required to complete supplemental activities and/or additional rotation time, as recommended by the Director, Doctor of Pharmacy Program, in consultation with the EPE2 Course Coordinator. The supplemental activities and/or rotation should (but not always) be undertaken in the same summer or early fall following the initial rotation. A student who fails a supplemental rotation will be required to successfully complete remedial activities prior to starting a second supplemental EPE2 rotation. Remedial activities will be tailored to the particular student's challenges. Should a student fail the second supplemental rotation, he or she will be dismissed from the program.

A student who fails an EPE2 rotation is permitted to enroll in the subsequent year's courses while completing supplemental activities and/or additional rotation time. PHM251H1 must be successfully completed prior to undertaking the Advanced Pharmacy Practice Experience (APPE) rotations.

PRE-ROTATION CHECKLIST

- Determine specific student rotation dates and hours, if possible
- Review student's resume; reply with suggested readings, other 'tips for success', site orientation information
- Prepare for an orientation meeting with student on first day, including tour of relevant areas and introductions to colleagues
- Consider advance planning for specific rotation activities (i.e. topic and audience for a presentation, schedule meeting times for midpoint and final assessments)
- Arrange student supervision with colleagues for any days preceptor may not be on-site
- Complete any required [preceptor training modules](#)

PRECEPTOR RESPONSIBILITIES

DURING ROTATION:

- Meet with student on first day of rotation to review expectations and [Rotation Orientation Checklist](#)
- During first week, discuss student's draft of their [Learning Contract](#), **finalize by day 5.**
- Provide opportunities for student to engage in specific actions and responsibilities in order to demonstrate achievement of objectives
- Meet weekly to review student's progress and discuss any concerns or issues.
- At Day 12/13 complete **Mid-rotation Assessment of Student**, discuss/compare this assessment with student self-assessment and submit via CORE ELMS.
- Contact the Experiential Course Coordinator at earliest opportunity if preceptor concerned that student's performance is not meeting expectations and/or concerns that will be unable to meet these by final day of rotation.
- Provide ongoing, brief, daily, if possible, formative feedback to student on their performance (verbal)
- At end of week 5 complete **Final Assessment of Student**, discuss/compare this assessment with the student self-assessment and submit via CORE ELMS within 2 days of end of rotation.

TIMELINE FOR COURSE DOCUMENT SUBMISSIONS

All submissions by student and preceptor will be through [CORE ELMS](#)

Rotation Time Frame	Requirements and Submissions
3-4 weeks before rotation start	<ul style="list-style-type: none"> • Student emails APPE resume to preceptor • Student consults with preceptor: obtains and completes any pre- rotation preparation/readings
Start of Rotation	<ul style="list-style-type: none"> • Student and preceptor review Rotation Orientation Checklist within first week – no submission required • Student registers work site with OCP, via: www.ocpinfo.com
By Day 5	<ul style="list-style-type: none"> • Student uploads Learning Contract in Field Encounters to be reviewed by preceptor
Day 12/13 (midpoint) *	<ul style="list-style-type: none"> • Student submits Mid-point Self-Assessment • Preceptor submits Mid-point Assessment • Student and preceptor meet to discuss assessments • For PHM402 and PHM414, identify 3 interprofessional team members to ask for feedback; give them the IPE Competency Assessment form**
Day 25 (final)	<ul style="list-style-type: none"> • Student completes presentation before final day • For PHM402 and PHM414, student collects feedback from team members on the IPE Competency Assessment form • Student submits Final Self-Assessment • Preceptor submits Final Assessment • Student submits Evaluations of Preceptor and Site (enables student to view preceptor assessment of student). NOTE: preceptor will NOT be able to see the Preceptor and Site evaluations on CORE ELMS until after Academic year is complete; will be anonymized also. • Student and preceptor meet to discuss assessments
By final day of last direct patient care APPE rotation (PharmD students only)	<ul style="list-style-type: none"> • Student has completed all required IPE Activities – 3 flexible activities or 1 structured IPE placement • For each flexible IPE activity: student submits a reflection in CORE ELMS (no preceptor review necessary) • If a structured IPE placement – student submits certificate through CORE ELMS (no preceptor review necessary)

* For 10-week Community required rotations, the 2.5 and 7.5 week midpoint assessments are not mandatory. However, the forms will be present in CORE ELMS if desired to use and students are encouraged to seek feedback from the preceptor on a regular basis throughout the rotation. The end of week 5 'final' form will be considered the midpoint for this rotation.

* PHM402 is the second Required Institutional Rotation, PHM414 is the 10-week Community Rotation. Click [here for the IPE Competency Assessment form](#) and [instructions](#)

DPC - COMPETENCIES, LEARNING OBJECTIVES, AND ACTIVITIES

LEARNING OBJECTIVES FOR DIRECT PATIENT CARE ROTATIONS:

Upon completion of the series of DPC courses (rotations), students will have achieved the following level of learning objectives:

(Note: While achievement of each of the following learning objectives will be expected during each DPC rotation, it may require the completion of the full course requirement of DPC rotations until proficiency is attained.)

Introductory = knowledge and comprehension of concepts, definitions,

Intermediate = application of concepts to simple situations

Advanced = application of concepts to more complex situations with ability to synthesize and evaluate

- Care Provider [Advanced]
 - Provide pharmaceutical care
 - Demonstrate capabilities in the full scopes of practice that are practiced at the specific site
- Communicator [Advanced]
 - Communicate effectively, both in writing and verbally with patients and healthcare providers
- Collaborator [Advanced]
 - Participate in intra- and inter-professional collaboration, serving as an active member of patient care teams
- Manager [Intermediate]
 - Understand and take responsibility for operational, managerial and/or distribution activities
- Advocate [Advanced]
 - Contribute to other professional responsibilities (e.g. committees, policy and guideline development)
 - Contribute to patient advocacy by promoting health and wellness and by referring patients to other health care providers and external agencies
- Scholar [Advanced]
 - Educate students, healthcare providers, and patients
 - Participate in near-peer or peer-to-peer teaching models (as applicable)
 - Provide care and information using an evidence-informed approach
- Professional [Advanced]
 - Assume legal, ethical and professional responsibilities at all times
 - Maintain an updated professional learning portfolio, illustrating self-directed and life-long learning

PROVISION OF CARE:

In direct patient care rotations, the focus of the rotation is provision of patient care through pharmaceutical care practice. Students will participate in, and take responsibility for, **direct patient care activities** including: patient assessment to identify and prioritize drug therapy problems, development of care plans that address desired patient outcomes, patient monitoring including physical and laboratory assessment, and implementation of follow-up evaluation, where feasible, and documentation, as appropriate.

Students will **communicate effectively** with patients and caregivers when gathering information, monitoring patient parameters, determining and assessing target outcomes, and providing education. Students will work closely with members of the health care team in providing collaborative care, including regular communication with team members to share and document their assessment of the patient's medication related needs and recommendations to address those needs.

Students will need to demonstrate competency in the provision of patient care and will be assessed with respect to the 3 main steps in the patient care process.

STEPS IN THE PATIENT CARE PROCESS:

1. Assessment
 - a. developing a therapeutic relationship
 - b. gathering information
 - c. identifying drug therapy problems

2. Care Plan
 - a. organizing care plan
 - b. identifying goals of therapy
 - c. considering therapeutic alternatives
 - d. recommending interventions and clinical decision making
 - e. scheduling a follow-up evaluation

3. Follow-up Evaluation
 - a. conducting a follow-up evaluation
 - b. provision of continuity of care

EXPECTED LEVEL OF PERFORMANCE IN PATIENT CARE (FORMELY “BENCHMARKING”):

The Expected Level of Performance in Patient Care documents, (Community and Institutional), found in the appendix, will guide preceptors and students in determining realistic expectations for patient volume or workload, (applicable to the site or service, patient complexity and student progress). These documents acknowledge that the complexity of patients and their care needs (related to drugs and diseases) varies across sites. Regardless of the sequence of rotations assigned, each student is expected to: demonstrate an increasing level of independence, manage increasingly complex patients, and concurrently handle larger numbers of patients as they progress through their DPC rotations.

1. [Expected Level of Performance Institutional Direct Patient Care APPE Rotations](#)
2. [Expected Level of Performance for Community Direct Patient Care APPE Rotations](#)

ROLES AND RESPONSIBILITIES OF STUDENTS IN DIRECT PATIENT CARE ROTATIONS:

1. [Roles and Responsibilities of Students in Institutional and Ambulatory Direct Patient Care Rotations](#)
2. [Roles and Responsibilities of Students in Community Direct Patient Care Rotations](#)

APPE DPC ROTATION TYPES

COMMUNITY

Students complete a mandatory 10 week rotation in a community pharmacy setting, focusing on the provision of patient care. Students participate in, and take responsibility for, direct patient care activities including: patient assessment to identify and prioritize drug therapy problems, development of care plans that address desired patient outcomes, patient monitoring including physical and laboratory assessment, and carry out follow-up evaluations and documentations. Students educate and communicate effectively with patients and other health care providers, thereby providing medication therapy management, promoting health and wellness, and ensuring patient safety. Students also manage accurate and effective drug distribution under the supervision of the pharmacist and participate in expanded scopes of pharmacy practice.

FAMILY HEALTH TEAM (FHT)

Rotations in this category include ambulatory health care teams that include a pharmacist as part of the interdisciplinary team. Pharmacists should be integrated into the team and have workspace dedicated on site for pharmacist use. Sites for this rotation will provide primary care to all types of ambulatory patients and include the ability for students to meet rotation expectations related to patient care including patient assessment, care planning, follow-up and interactions with the inter-professional health care team.

LONG TERM CARE (LTC)

Long term care rotations allow for students to gain more direct patient care exposure during their elective or selective rotations. Rotations are based in a long term care facility where students are able to meet rotation expectations related to patient care including patient assessment, care planning, follow up and direct interactions with the patient and the inter-professional health care team. Rotations where the majority of time is spent onsite at the long term care site are classified in this category. Community pharmacy sites where less than 50% of the time is spent at the long term care site are classified as Community rotations.

AMBULATORY

Ambulatory rotations include all types of adult ambulatory clinics or services which allow students to meet rotation expectations related to patient care including patient assessment, care planning, follow up and interactions with the inter-professional health care team. Rotations may be part of an institution (e.g. hospital outpatient clinics) or community based rotations (e.g. community care access centres).

PEDIATRICS

Pediatric rotations allow students the opportunity to practice application of their knowledge to the pediatric patient population. Rotations may take place in pediatric speciality hospitals or general hospitals that have in-patient care units or ambulatory clinics that provide care to children. Clinics/units may be general pediatrics or pediatric specialty areas (e.g. neonatal intensive care, oncology, transplant, asthma). Sites for this rotation must include the ability for students to meet rotation expectations related to patient care including patient assessment, care planning, follow-up and interactions with the inter-professional health care team. Rotations where the majority of patients seen are pediatric (i.e. under 18 years old) are classified as Pediatrics – DPC.

ADULT INPATIENT

All students are required to complete a minimum of five weeks on an adult inpatient hospital unit. This is defined as a practice site where the majority of patients are a minimum of 18 years of age and the expected length of stay is at least 48 hours. Examples of potential locations include medicine and surgery units, critical care, rehabilitation etc. Sites for this rotation must include the ability for students to meet the rotation expectations related to patient care including patient assessment, care planning, follow-up and interactions with the inter-professional health care team. Emergency department sites may be classified as adult inpatient if care of admitted patients is provided. Rotations that are split between multiple units must include a minimum of 50% of the student's time on the adult inpatient area in order to be classified as this rotation type.

LEARNING OBJECTIVES FOR NON-DIRECT PATIENT CARE ROTATIONS:

Upon completion of this course, students will have achieved one or more of the following learning objectives:

Introductory = knowledge and comprehension of concepts, definitions, *Intermediate* = application of concepts to simple situations

Advanced = application of concepts to more complex situations with ability to synthesize and evaluate

- Communicator [*Advanced*]
 - Communicate effectively, in writing and/or verbally with students, patients, pharmacists or other healthcare providers
- Collaborator [*Advanced*]
 - Participate in intra- and inter-professional collaboration, serving as an active team player
- Leader-Manager [*Intermediate*]
 - Understand and take responsibility for operational and managerial activities
- Advocate [*Advanced*]
 - Contribute to other professional responsibilities (e.g. committees, policy and guideline development)
 - Promote health and wellness
- Scholar [*Advanced*]
 - Educate students, patients, or other healthcare providers
 - Participate in near-peer or peer-to-peer teaching models (as applicable)
 - Provide medical or drug information using an evidence-informed approach
- Professional [*Advanced*]
 - Assume legal, ethical and professional responsibilities at all time

APPE NDPC ROTATION TYPES

The following are the APPE Non-Direct Patient Care rotation types:

ADMINISTRATIVE/MANAGEMENT/LEADERSHIP

In this rotation, pharmacy students have the opportunity to become familiar with the administrative, management and/or leadership practices of pharmacy services or health care delivery. Students will be confronted with real-life issues and will enhance problem solving skills including collaboration, leadership and management. Students will be exposed to various areas of administrative practice, operational and practice management of pharmacy services and/or the role of the pharmacy department within the organization (e.g. governance, human resources, ethical & legal standards of practice). Students will work individually and consult with other members of the team at the site, to provide a solution to a problem identified by the preceptor or site leader. The problem may include workflow issues, marketing strategies, change management, policy development or evaluation and other projects that are important to the effective operation of the pharmacy. Students would work on proposing a solution to the identified problem and implement the proposed solution if appropriate.

[Goals and Objectives](#)

CLINICAL TRIALS/INVESTIGATIONAL PHARMACY SERVICES

This rotation provides an opportunity for students to learn and develop skills to manage drug-related aspects of clinical trials in a patient care setting. Students will participate in the safe and efficient distribution of medications used in clinical trials, contribute to basic trial design and protocol development, participate in quality assurance procedures, and examine and apply international and local regulations and standards with respect to clinical trial study design. Students will be required to integrate and implement knowledge, skills and professional values/behaviours during the commencement of new and maintenance of ongoing clinical trials. This may include providing support to investigators in developing protocols, evaluating protocols with research ethics in mind, providing drug information support to study teams, and on a daily basis, dispensing investigational drugs.

[Goals and Objectives](#)

DRUG/MEDICAL INFORMATION

This rotation is an opportunity for students to provide information and recommendations to individuals and groups concerning drugs and drug use to contribute to optimal and cost-effective patient care. Students will integrate and apply knowledge from pharmacotherapeutics, pharmacology and other pharmaceutical sciences and translate that knowledge to health care professionals and/or directly to patients through verbal and/or written communication, depending on the specific site.

[Goals and Objectives](#)

DRUG USE EVALUATION/REVIEW

This rotation primarily focuses on optimizing patient care through evaluating usage patterns of medications to inform the development of policies and guidelines. This will include assessing the appropriateness of drug use, adherence to established prescribing guidelines and/or criteria for use, as well as cost-effectiveness. Students could have the opportunity to collect, analyze and interpret medication use data and provide recommendations to health care providers in the development of effective therapeutic drug regimens, policies and/or guidelines. There may also be opportunities to integrate and apply knowledge of pharmacotherapeutics, pharmacology, pathophysiology, and other pharmaceutical sciences to formulary decision-making, drug utilization review/management and evaluate drug use on a population-level.

[Goals and Objectives](#)

EDUCATION

The pharmacist's role in education is broad and diverse, and may involve design and delivery of educational material, mentoring/precepting students, teaching patients and educating health care professionals. In this rotation, students will develop an understanding of educational principles and apply these to plan, deliver and/or evaluate an educational program(s). Students will review literature to support activities occurring in this type of rotation.

[Goals and Objectives](#)

INTERNATIONAL / GLOBAL HEALTH

This rotation provides students an opportunity to experience pharmacy practice in an international or global health setting. Students will be expected to complete all pre-departure safety orientation and requirements prior to travel. Based on the site, students may have the opportunity to practice in cross-cultural settings, and gain understanding of the various international, global and domestic policies and regulations, which shape health and pharmacy practice systems.

[Goals and Objectives](#)

PROJECT

Rotations designed with a project focus may occur at a variety of institutions and agencies, including those related to consulting, government, health technology assessment, health economics, industry, medication safety and professional associations. In addition, this type of rotation may occur at a patient care institution, community pharmacy, or an academic institution.

In this rotation, students will contribute to one or more projects. Project topics will relate to the site and preceptor's area of focus. Generally, students will complete a defined portion of work, usually associated with a larger project within the organization. Work done by the student will be scoped (and the scope readjusted as necessary during the rotation) to allow for successful completion within the 5-week rotation timeframe. While students will be taking primary responsibility for their assigned component(s), they also should attempt to identify additional risks and opportunities that can impact on the project's success, and actively discuss these with the preceptor.

[Goals and Objectives](#)

RESEARCH

In this rotation, students will participate in one or more research projects and receive an introduction to the requirements and opportunities of a career in research. Students will work with the preceptor (and, as relevant, research team) as part of ongoing research at the Faculty or at an experiential placement setting. Students will normally not be expected to start and finish an entire research project within the 5-week rotation time frame. Although the student's activities may be focused in one or more specific aspects of the research (e.g. research design or data analysis), the student is expected to develop an understanding of all components of the research.

[Goals and Objectives](#)

INTERPROFESSIONAL EDUCATION (IPE) CURRICULUM (PHARMD STUDENTS ONLY)

Interprofessional education occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

IPE CURRICULUM REQUIREMENTS FOR STUDENTS GRADUATING IN 2021

- Six (6) core learning activities:
 - Teamwork: Your Future in Interprofessional Healthcare
 - Conflict in Interprofessional Life
 - Case - Based Pain Curriculum
 - Collaborating for Quality
 - Case-based Palliative Care
 - **IPE Component in a Clinical Placement**

AND

- Two (2) Elective Learning Activities

Students should have completed five of the six core activities, and at least two elective learning activities before fourth year. However, students can still participate in elective activities during fourth year and are encouraged to participate in as many IPE learning activities as possible.

***Note:** The PharmD for Pharmacists Program does not have any Interprofessional Education requirements.*

IPE COMPONENT IN A CLINICAL PLACEMENT

As part of the experiential rotations, students must complete the **IPE Component in a Clinical Placement**. In order to complete this component, students must complete all 3 flexible activities (item A) **or** complete a structured activity (item B) during their experiential placements. Evidence of either activities in A or B must be documented in CORE ELMS.

A. FLEXIBLE ACTIVITIES (ALL 3 MUST BE COMPLETED):

- 1) [Interviewing/Shadowing a Team Member](#)
- 2) [Analyzing Interprofessional Interactions of Team Members](#)
- 3) [Collaborating with Team Members](#)

A reflection for each activity must be uploaded in CORE ELMS. Students should discuss with their preceptors at the beginning of a rotation and ask for opportunities during the rotation to fulfil these activities. Students can only complete Flexible Activities during an APPE rotation where they are providing patient care and when they have a preceptor, and not during a study block. Students should upload their reflections by the end of the block so that the preceptor can read and accept the reflection.

OR

B. STRUCTURED PLACEMENT:

The structured IPE placements are organized by the workplace when there are a group of health professional students that will be learning together. The health professional students meet several times over a course of 4 to 5 weeks. Usually the structured placement finishes with a group presentation. A certificate of participation in the Structured IPE placement will be issued. This certificate needs to be uploaded in CORE ELMS.

INTERPROFESSIONAL COMPETENCE ASSESSMENT (IPCA) FORM (DURING PHM402 AND PHM414)

** PHM402 is the Second Required Institutional Rotation, PHM414 is the 10-Week Community Rotation.*

The UofT IPE Curriculum Committee has designed an [Interprofessional Competence Assessment \(IPCA\) form](#) to be used by students in advanced experiential placements to receive feedback on competencies identified in the Collaborator role. The format, modelled on 360° assessments used in the workplace, permits the gathering of feedback from team members. This feedback can be used to support ratings on the APPE DPC Assessment form in Section 4 - Professional Collaboration.

TO GATHER THE FEEDBACK, THE APPE PHARMACY STUDENT WILL FOLLOW THE STEPS BELOW:

1. Print three copies of the IPCA form.
2. By start of week 3, identify three team members (representing other professions or other Roles, or a patient) who are familiar with your student's work.
3. By start of week 4, student to approach these team members to ask for feedback on their collaborative competencies. If they agree, provide them with a copy of the IPCA form and ask them to return the completed assessment to your preceptor by the end of week 4. You may use email or printed version.
4. Start of week 5: if forms have not been returned to preceptor, remind team member(s). It may not be possible to get all three forms back, but hopefully feedback from at least 2 team members will be provided.
5. Student and preceptor to review feedback. Incorporate feedback, as appropriate, into the Professional Collaboration domain (Section 4) of APPE Assessment form.

GRADING POLICY FOR APPE EXPERIENTIAL COURSES

OVERVIEW

Student assessment and grading policies and procedures in the experiential courses of the PharmD program and the PharmD for Pharmacists program will be guided by [University of Toronto Assessment and Grading Practices Policy \(January 2012\)](#). In particular, Part B, item #7 below is relevant.

ASSESSMENT OF STUDENT PERFORMANCE IN PLACEMENTS (E.G., CLINICAL AND FIELD SETTINGS)

The assessment of the performance of students in clinical or field settings should be conducted in line with this Policy. Accordingly, where a student's performance in a placement, clinical or field setting is to be assessed for credit, the evaluation must encompass, as a minimum:

- a formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement should be available to all students before or at the beginning of the clinical or field experience;
- in the case of undergraduate placements, a mid-way performance evaluation with feedback to the student and written documentation of the final assessment.

In addition, for such clinical and field experiences, divisions must ensure that:

- clinical and field assessors are fully informed regarding University, divisional and course policies concerning evaluation procedures, including the specific assessment procedures to be applied in any particular field or clinical setting.

PROFESSIONALISM

At all times students are governed by and expected to adhere to the following University of Toronto codes and standards as well as the Code of Ethics of the profession of pharmacy:

- [Code of Student Conduct \(2019\)](#)
- [Code of Behaviour on Academic Matters \(2019\)](#)
- [Standards of Professional Practice Behaviour for All Health Professional Students \(2008\)](#)
- [Ontario College of Pharmacists Code of Ethics \(2015\)](#)

When professionalism is referred to throughout this policy it will also encompass the expectations in all the codes and standards listed above, and will be referred to hereafter in this document as "professionalism".

GRADING

Students in APPE courses (rotations) will be assessed by the preceptor(s) with written documentation at the mid-point and final-point of each course using a standardized assessment form, e.g., Ontario Pharmacy Patient Care Assessment Tool (OPPCAT) for Direct Patient Care rotations. This form captures the preceptor's assessment of the student's ability to meet specific learning objectives as demonstrated through relevant performance indicators that are aligned with program-level expectations. The Course Coordinator(s) will assign a grade for each experiential course based on the preceptor's ratings and comments that support those ratings on the assessment form. In some cases, other relevant documentation, e.g., preceptor, student or other site representative communication with the Course Coordinator, student self-assessment, learning contract(s) will be considered in assigning the final course grade. Grades submitted by the Course Coordinator are subject to approval by the relevant Board of Examiners.

The following criteria and guiding principles will inform the Course Coordinator in assigning the grade.

A GRADE OF HONOURS WILL NORMALLY BE ASSIGNED BY THE COURSE COORDINATOR WHEN ALL OF THE FOLLOWING OCCUR:

- all course objectives and outcomes are achieved
- all course requirements are consistently completed beyond the expected level
- all required course hours are completed
- no breach of professionalism has occurred
- the majority of elements on the assessment form are rated as 5; no element is rated less than 4, and
- preceptor comments support the ratings in all elements

A GRADE OF PASS WILL NORMALLY BE ASSIGNED BY THE COURSE COORDINATOR WHEN ALL OF THE FOLLOWING OCCUR:

- all course objectives and outcomes are achieved
- all course requirements are satisfactorily completed
- all required course hours are completed
- any minor lapses in professionalism are addressed by the time of the final assessment
- ratings for each element on the assessment form are 3 or higher, and
- preceptor comments support the ratings in all elements

A GRADE OF FAIL WILL NORMALLY BE ASSIGNED BY THE COURSE COORDINATOR WHEN ANY OF THE FOLLOWING OCCUR:

- one or more course objectives or outcomes is not achieved
- course requirements are not satisfactorily completed
- required course hours are not completed
- breaches of professionalism are insufficiently addressed by the student
- one or more elements are rated at 1 or 2, and these are deemed to have significant impact within and/or across the relevant domain(s) (see Guiding Principles for Assignment of Grade of Fail below)
- preceptor comments support the low ratings
- the student is removed from the practice site by the Faculty before the scheduled completion date due to serious concerns (see Serious Concerns below)

GUIDING PRINCIPLES FOR ASSIGNMENT OF GRADE OF FAIL

1. If, at any time during the rotation, there is concern that a student is performing significantly below expectations and at risk of failing the course, the Course Coordinator shall be contacted by the preceptor and/or student as soon as possible.
2. At the **mid-point** assessment, if the preceptor rates the student's performance at 1 or 2 (below expectations) for any element, the Course Coordinator will consider the impact of this rating within the relevant domain and in conjunction with other such ratings in the same or other domains. The Course Coordinator may review the student's self-assessment, other documentation related to the rotation, and may consult with the student, preceptor, and/or education coordinator for further clarification of ratings and/or comments. A student with critical or significant performance gaps and/or who needs significant guidance is at risk of failing the rotation. Those students are required to complete a revised learning contract which addresses the identified area(s) of deficiency.
3. At the **final-point** assessment, if the preceptor rates the student's performance at 1 or 2 (below expectations) for any element, the Course Coordinator will again consider the impact of this rating(s) within a domain and in conjunction with other such ratings in the same or other domain(s). The preceptor's summative assessment, all documentation, self-assessments, consultations with student and/or preceptor, and/or education coordinator will inform a course grade determination. If necessary, the Course Coordinator will consult the Program Director to finalize the grade.

SERIOUS CONCERNS

Students are expected to have demonstrated the knowledge, skills and attitudes of a senior pharmacy student, ready to take on the responsibilities of an APPE student (as outlined in the Experiential Manual). In the event of serious concerns, the decision to end the rotation early is made by the Course Coordinator in consultation with the Program Director. If this should occur, the student will be removed from the site and the rotation would be graded as Fail.

Serious concerns may include, but are not limited to, the following:

- a) Preceptor/site personnel identify concerns that the student may be compromising patient care, e.g., if a student's ability to provide, or assume responsibility for, patient care is deemed well below expectations.
- b) Preceptor/site personnel identify safety concerns, e.g., the student is putting the patient, the preceptor and/or the site, at risk or harm.
- c) Serious or repeated breaches of any of the professionalism policies. (see **Professionalism Policy Breaches** below)

Students who fail a rotation due to serious concerns may be required to complete **academic support activities** prior to undertaking a supplemental rotation. The reason(s) for the failure, and the extent of learning development needed to meet expectations will determine the type of academic support activities that may be required. (See **Academic Support Activities** below.)

PROFESSIONALISM POLICY BREACHES

Situations involving breaches of professionalism (as outlined above) require consultation with the Program Director and, where appropriate, the Associate Dean, Education, or Director, Professional Programs. Examples of the consequences of a professionalism policy breach, including a breach of confidentiality, a written reprimand, remedial work, denial of promotion, impact on progression/course grade of Fail, suspension, or dismissal from the program, or a combination of these. One or more of these sanctions may be linked to or concomitant with failure in the experiential course. In any specific situation, the consequences of a breach of professional behavior will be determined by the Program Director.

ACADEMIC SUPPORT ACTIVITIES

The specific type and duration of academic support activities will be based on the student's learning needs as determined by the Course Coordinator in consultation with the Program Director. Examples of academic support activities may include but are not limited to reflections on professional behavior breaches, review of relevant drug or disease material, review of the patient care process, patient case work-ups, verbal and written communication practice, and auxiliary rotations.

SUPPLEMENTAL ROTATIONS

A student who fails an APPE rotation will normally be given the opportunity to undertake a supplemental rotation, as per applicable policies of the program in which the student is enrolled. Supplemental rotations are scheduled by the Office of Experiential Education and are subject to availability. Objectives and activities for supplemental rotations will normally be the same as those from the same type of course that was initially undertaken; or they may be customized to address areas identified in the student's performance during the failed rotation. The length of the supplemental course will be the same length as the original one for 5-week courses. If a student fails the Community Pharmacy Direct Patient Care 10-week course (PHM414Y), the length of the supplemental rotation course will be 5 or 10 weeks, as recommended by the Course Coordinator, to allow sufficient time to address areas of student weakness. The student will be required to develop and submit a learning contract in consultation with the preceptor and Course Coordinator and include a plan to address the identified area(s) of deficiency.

PROGRESSION THROUGH EXPERIENTIAL ROTATIONS

Refer to [Appendix 1 for the PharmD Program](#) and to [Appendix 2 for the PharmD for Pharmacists Program](#)

PETITION PROCESS

If a student experiences an exceptional circumstance(s) during the APPE rotation period, potentially affecting their ability to fully undertake the course objectives and activities, the Course Coordinator and/or Program Registrar/Coordinator should be contacted immediately. A petition with required documentation must be submitted by the student **within 7 calendar days of the occurrence of the circumstance(s)**.

APPEAL MECHANISM

Students who wish to appeal a course grade may submit a petition to request a third party review. Students in the PharmD Program who wish to appeal a grade should consult the Faculty Registrar. Students in the PharmD for Pharmacists Program should consult the Program Coordinator.

PART 4: AFTER A ROTATION

FEEDBACK – STUDENT EVALUATIONS OF PRECEPTORS AND SITES

As the rotation is progressing, preceptors should ask students for feedback.

At any time during a rotation, if anything concerning happens at your site, do not hesitate to contact the OEE (oe.e.phm@utoronto.ca or 416-978-8761).

Preceptors will not be able to view evaluations submitted by individual students, but rather will receive this feedback in an aggregated, anonymized, report at the end of the rotation year, if the preceptor has taken at least 5 students.

For more information on student evaluation of preceptors and sites please [refer to this handout](#).

PRECEPTOR OF THE YEAR NOMINATIONS

The Leslie Dan Faculty of Pharmacy publishes names of preceptors and sites in our newsletters and via official communication channels. We have a formal preceptor award program where exemplary preceptors are nominated and celebrated annually. In addition to student nomination, preceptors and fellow colleagues may nominate preceptors for this award.

Preceptors and colleagues without access to CORE ELMS may nominate preceptors for this award, please [refer to this link](#).

Preceptors with access to CORE ELMS may nominate a preceptor directly through their CORE ELMS accounts. To nominate an excellent preceptor, click on the Electronic Forms tab in [CORE ELMS](#) and select 'Preceptor of the Year Award' from the drop-down menu. After reviewing the nomination criteria, complete and submit the form to nominate the preceptor. Preceptors may nominate more than one preceptor, but must submit a form for each nomination.

HIRING OUR STUDENTS

ADDING A JOB POSTING IN CORE ELMS

1. Click 'Job Board' on the left menu to post a job to the student job board or to view previous postings.
2. Click 'Add New Job' on the top right of the screen.
3. Complete the form by entering the required fields: Employer, Job Title, and Job Description. Include information regarding how to apply for the job in the Job Description box. Formatting tools are available above this text box, to format the posting to your liking. The city, province, and expiration date of the posting are all optional fields.
 - a. Ensure the following information is selected/email the following information to OEE:
 1. Year(s) of students to whom the job posting is directed towards (i.e. 2nd year)
 2. Application deadline
 3. How they students should contact you
4. Click 'Add New Job' to complete your job posting.
5. You will see the job status immediately as 'Pending' until it has been approved by an OEE administrator, at which time it will show as 'Active'. The OEE will also email your posting to all applicable students.
6. To edit a previous job posting, click the aligned 'Edit' button to return to the job posting form. Once you have completed your edits, click 'Modify Job' to submit them.
7. Please email oee.phm@utoronto.ca for assistance with posting a job

LIBRARY CARDS AND ACCESS

APPE and EPE-2 Preceptors who have one or more student during the APPE Year will be granted access to the University of Toronto Library System. The access will be from May to May each year, and the barcode to access the online system will be provided to each preceptor. Returning preceptors will not receive a new barcode, just renewed access.

If you are a PharmD for Pharmacist or IPG student at the Faculty, or a faculty member, you will not be granted a new library card as you will already have access. Library access does not cover UpToDate.

Detailed instructions on how to find your library barcode and access the library can be found [here](#).

If you have any questions or issues with your library card you may email OEE at oee.phm@utoronto.ca.

PART 5:

Appendix

LINKS TO REFERENCE DOCUMENTS

The below reference documents can also be found in the CORE ELMS Document Library.

CORE ELMS

1. [CORE ELMS Instructions for Preceptors](#)

POLICIES

1. [Bill 18- Stronger Workplaces for a Stronger Economy](#)
2. [Health and Safety at Work](#)
3. [Immunization Policy and Requirements](#)
1. [OCP- Authorization to Administer Additional Vaccines](#)
2. [OCP- Legal Authority for Scopes of Practice](#)
3. [OCP- Role of Supervision in Professional Training](#)
4. [OCP- Updating Workplaces](#)
5. [Pre-Placement Due Diligence Checklist](#)
6. [Pre-Placement Safety Orientation Checklist](#)
7. [Professionalism Expectations Guidance](#)
8. [Professionalism Unacceptable Behaviour Guidance](#)
9. [University of Toronto Library Services for Preceptors](#)
10. [Student Evaluation of Preceptor and Sites Process](#)

EPE-1

1. [EPE-1 Activities Outline](#)
2. [EPE-1 Sample Learning Contract](#)
3. [EPE-1 Provision of Care](#)
4. [Evaluation Tips for Preceptors](#)
5. [Medication History Reviews](#)
6. [MedsCheck Forms](#)
7. [Sample Ethical Issues](#)
8. [Standards of Practice for Pharmaceutical Care](#)
9. [OCP Drug Information Request Template](#)
10. [Roles and Responsibilities of Students in Community Direct Patient Care EPE-1 Rotation](#)
11. [Rotation Orientation Checklist](#)
12. [SMART Goals](#)

EPE-2

1. [EPE-2 \(PHM251\) Course Outline](#)
2. [EPE-2 Student Resume Template](#)
3. [Evaluation Tips for Preceptors](#)
4. [Glossary for OPPCAT Direct Patient Care Assessment Form](#)
5. [Personalized Learning Objectives](#)
6. [Rotation Orientation Checklist](#)
7. [SMART Goals](#)

APPE

1. [APPE NDPC Rotation Descriptions](#)
2. [APPE PharmD Rotations: Course Codes and Descriptions](#)
3. [APPE PharmD Pre-Placement Competencies](#)
4. [APPE Presentation](#)
5. [APPE Resume Template](#)
6. [Appendix 1: Progression Issues in the PharmD Program](#)
7. [Appendix 2: Progression Issues in the PharmD for Pharmacists Program](#)
8. [Evaluation Tips for Preceptors](#)
9. [Expected Level of Performance for Community Direct Patient Care APPE Rotations](#)
10. [Expected Level of Performance for Institutional Direct Patient Care APPE Rotations](#)
11. [Glossary for OPPCAT Direct Patient Care Assessment Form](#)
12. [Personalized Learning Objectives](#)
13. [Roles and Responsibilities of Students in Community Direct Patient Care Rotations](#)
14. [Roles and Responsibilities of Students in Institutional and Ambulatory Direct Patient Care Rotations](#)
15. [Rotation Orientation Checklist](#)
16. [SMART Goals](#)

IPE

1. [IPE Flexible Activity 1- Shadowing/Interviewing Team Members](#)
2. [IPE Flexible Activity 2- Analyzing Interprofessional Interactions of Team Members](#)
3. [IPE Flexible Activity 3- Collaborating with Team Members](#)
4. [IPE- Interprofessional Competence Assessment](#)

PATIENT CARE TOOLKIT (SEE PATIENT CARE TOOLKIT FOLDER IN CORE ELMS DOCUMENT LIBRARY)

1. [Pharmacotherapy Workup Template](#)
2. [Drug and Disease Information Questions](#)
3. [Principles of Patient Care Documentation](#)
4. [MSH Patient Monitoring Form](#)
5. [NYGH Observation Record](#)
6. [Care Plan Template](#)
7. [UHN Pharmaceutical Care Workup Tool](#) and [User Guide](#)