

PHM251H – Early Practice Experience (EPE-2) General Information

A. Preceptor Criteria

A full- or part-time practicing pharmacist in Part A of the OCP Register and in good standing with OCP may be a “pharmacist-preceptor” for students in this course. Pharmacists **do not** require official OCP “Preceptor” status to be a pharmacist-preceptor for this course. Students cannot have the same preceptor as in EPE 1. *Moreover, the preceptor cannot be a relative. Finally, the preceptor cannot be at a site where the relative of the student is the manager or owner of the pharmacy.*

For students who wish to complete this course outside of Ontario, an equivalent licensing standard will be used for pharmacist-preceptors in that jurisdiction.

B. Site Criteria

Appropriate sites for completing the EPE include any site where pharmacists are directly involved in providing direct patient care, for example, hospitals, clinics, family health teams, nursing homes, or other institutions, and community sites which have direct patient care services. The EPE site cannot be the same one as in EPE 1 unless it is approved by the Course Lecturer.

C. Arranging Rotation*

Students are required to find their own site and preceptor to complete the course requirements.

When approaching potential sites/preceptors, students should be prepared to provide a cover letter and résumé. Many sites will request an interview with students as part of the process of selecting students to complete the EPE at that site. Students may view existing experiential sites in the RXpreceptor database to obtain contact information. Specific sites indicating interest in EPE student rotations may also be posted on RXpreceptor. Students may also seek sites beyond the RXpreceptor listing.

***Students wishing to apply for consideration at sites outside of Ontario, require approval from the EPE Coordinator.**

D. Hours at the Practice Site:

Students must complete 160 hours at the practice site.

Responsibilities of Preceptor

1. Prior to Rotation:

Greater degrees of preceptor preparation have been implemented for EPE-2 (compared to EPE-1) as this rotation demands a higher level of functioning in the environment and students may require critique/refinement of their thought process for providing patient care.

In order to assess a student's ability to provide care and to discuss performance, a common vocabulary/terminology describing the care process must be present. Hence, the pharmaceutical care modules have been included as preparation for EPE-2.

a) Pharmaceutical Care Modules

For preceptors who do not have Pharmaceutical Care training, this educational session should be undertaken to maximize student learning during the rotation.

Each part of the module has slides with audio. Since practitioners will have a higher level of knowledge and experience as compared to students, we suggest focusing on the components in which you are least familiar with. *(Please allow a few minutes for videos to download & recommend increasing volume level).*

[Module 1 - Bridging the Knowledge Gap between Pharmacy Practitioners and Students](#) - Video (02:43)

[Module 2 - Assessment](#) - Video (06:34)

[Module 3 - Identifying Drug Therapy Problems](#) - Video (13:29)

[Module 4 - Stating Drug Therapy Problems](#) - Video (08:29)

[Module 5 - Care Plan](#) - Video (06:42)

[Module 6 - Follow-Up Evaluation](#) - Video (06:06)

[Module 7 - Putting it all together - Patient Case](#) - Video (09:55)

b) Feedback Principles and Practice – Webinar (13.27 minutes)

Feedback is an important tool to enhance performance in a clinical rotation. Determining the type and amount of feedback to give requires some judgment and skill on the part of the preceptor. It is important for students and preceptors to distinguish whether the feedback is simply a teaching moment or will form part of the evaluation. <https://vimeo.com/user19496217/review/121040026/363b20d837>

Note: Pharmacists might consider including training in experiential education on their Ontario/other provincial College of Pharmacy Learning Portfolio listing of learning objectives for continued licensure.

Also, prior to rotation starting, preceptor should:

- Determine specific student rotation dates and hours, if possible
- Prepare for an orientation meeting with student on first day
- Consider advance planning for specific activities stipulated by the manual (i.e. presentation, inter-professional practice opportunities, ethical dilemma identification/discussion)

2. 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, (or equivalent if part-time status), 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/compare this assessment with student self-assessment and submit via RXpreceptor.
- Contact Office of Experiential Education/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 uploaded documentation of activities to check for completeness and to ensure patient confidentiality has been maintained.
- At end of week 4 (or after 160 hours at the site), complete **Final Assessment of Student**, discuss/compare this assessment with the student self-assessment and submit via RXpreceptor within 2 days of end of rotation.

For more detailed information please refer to the EPE-2 Manual:

<http://www.pharmacy.utoronto.ca/oeepreceptors/epe>