# PHRM 473 – Interprofessional Collaboration Progress Report

*Year One*

Prepared by: Jason Min, Rachel Goossen, Larry Leung

## Table of Contents



## Introduction

The purpose of this year-end report is to assess progress made toward the aims of the project, share project outcomes, and review goals for year two.

PHRM 473 – Interprofessional Collaboration was designed by Jason Min, Larry Leung, Rachel Goossen, and Kim Mascarenas (the IPC team) with the primary aim of providing a novel practicum experience for PY4 students to develop their pharmaceutical skills, knowledge, and attitudes, specifically in an interprofessional health care setting. The practicum is a non-direct patient care, community-based placement for students to work with a non-pharmacy health professional in a clinic. All course activities and learning goals are rooted in the six interprofessional competency domains as defined by the Canadian Interprofessional Health Collaborative:[1]

1. interprofessional communication
2. patient/client/family/community-centred care
3. role clarification
4. team functioning
5. collaborative leadership
6. interprofessional conflict resolution

Specific learning objectives are as follows:

[1] *A National Interprofessional Competency Framework*, Canadian Interprofessional Health Collaborative

- Work effectively with members of the health team including individuals from other professions[2]
- Reflect upon non-pharmacist health professional roles in patient care following shadowing sessions
- Communicate appropriately and clearly with non-pharmacy health professionals
- Apply collaborative leadership skills to complete a site-based project supported by practice educator
- Identify and reflect on key learning experiences with other students placed in interprofessional practicum settings

## Aims for Year One

As described in the initial project proposal, the aims for Year One included the following:

- Develop project plan
- Needs requirements
- Project kickoff meeting
- Develop communication strategy
- Form steering/advisory committee
- Environmental Scan
- Hold committee meetings during and after scan
- Review results, identify resources and key areas for collaboration
- Recruitment of work-learn or Directed studies students
- Formulation of research questions and ethics submission
- Engage stakeholders in other health professionals and key pharmacist stakeholders in the geographic area on resources and materials necessary
- Development of IP practice educator tool kit
- Liaise with PHRM 473 Coordinator to align student materials and assessment
- Site visit as necessary

## Outcomes in Year One

In December 2017, Rachel Goossen joined Kim, Larry, and Jason to support the course and research design. As a committee, the following items were completed:

- Project plan developed including year one timeline, action items and deliverables (see Appendix 1)
- Environmental scan of relevant interprofessional healthcare courses or programs created (available separately)
- Outreach document to potential sites/practice educators created (see Appendix 2)
- Focus group held with current PharmD students regarding interest in and preparation for PHRM 473 – Interprofessional Collaboration (see Appendix 3)
- Full committee meetings held weekly through the end of March; one-on-one meetings held weekly through the end of June
- Input gathered from PEP-C group members at University of Alberta and University of Waterloo regarding non-pharmacist practice educator training and support

[2] *Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada*, Association of Faculties of Pharmacy of Canada

- Input gathered from Office of Experiential Education (Tricia and Neelam) regarding practice educator recruitment, training, and support.
- Research project including questions, ethics application, and data collection methods created to evaluate PHRM 473 – Interprofessional Collaboration (see Appendices 4 & 5)
- Coordination with Aileen Mira (course coordinator) regarding practice educator training, recruitment and handbook creation
- Creation of student/practice educator handbook (see Appendix 6)
- Site recruitment: two sites definitively interested in hosting practicum students with short-list of additional sites to contact in late summer/fall 2018

## Upcoming in Year Two

In year two of the project, the team will finalize all practicum sites and practice educators. Practice educators will complete training and the registration process to become official practicum sites. Students will be recruited for the course and assigned to sites for practicums beginning in August 2019.

Throughout 2019-2020, the IPC team will collect research data from participants via surveys (pre- and post- from students, post-survey from practice educators), student focus groups, and online discussion data. This data will be compiled and analyzed throughout the year.

# Appendices (Deliverables Created)

## Appendix 1: Project outline

**The Project Plan:**

1. Environmental Scan + College Regulations
    i. Spreadsheet

2. Recruitment
    a) Partners list (existing relations, new/cold-call)
    b) Presentations/marketing/messaging
    c) Pre-survey of what the site can offer
        i. Spreadsheet
        ii. 1-page summary
        iii. PowerPoint
        iv. Survey

3. Educational material
    a) Student handbook/activities
    b) Preceptor instructions/guide
    c) Rotation policy and procedures
        i. Rotation handbook

4. Site preparation
    a) Practice educator training
    b) Student orientation
        i. Instructional videos/tutorials

5. Evaluation
    a) Survey for student/preceptor/site
    b) BREB application
    c) Collection and summary of data
    d) Application for poster/abstract
        i. Modify OEE surveys
        ii. BREB approval
        iii. Excellence fund report
        iv. Article summary

Appendix 2: Outreach flyer

THE UNIVERSITY OF BRITISH COLUMBIA

**Office of Experiential Education**
Faculty of Pharmaceutical Sciences

# Interprofessional Practicum Placements

## A new frontier for UBC Pharmacy Students

### Program Background

This is an innovative opportunity for advanced Entry-to-Practice PharmD students to learn from and with other health professionals. This is a four-week, non-direct patient care elective rotation in a community-based setting. We are looking for non-pharmacy practice sites to join this initiative.

### What we are looking for

**Non-Pharmacy Health Settings**
No existing pharmacy/pharmacist is required. Potential sites include family clinics, integrated health clinics, and other complementary health providers.

**Enthusiastic Practitioners**
You are interested in collaborative healthcare and are willing to mentor an advanced PharmD student by providing professional support.

### What you can expect

Sites will receive a senior-level, PharmD student for four weeks combining onsite and student self-directed activities

Students will complete a health- related project that is of benefit to the site and the student

Sites will be supported during student placements by the Office of Experiential Education

Sites will be recognized as partners of the UBC Faculty of Pharmaceutical Sciences

**Contact us today:** Rachel Goossen at goossenr@mail.ubc.ca.

## Appendix 3: Focus group report

**IPE Student Advisory Focus Group**
February 15, 2018; 1:00 PM - 1:50 PM
Pharmaceutical Sciences building

Facilitator: Rachel Goossen
Participants: Stephanie (PY3), Robyn (PY2)

**Key points:**

- Site with a variety of health professionals (i.e., not an office with only physios) will be most compelling and useful
- Reflection journaling throughout 4 weeks will be really helpful to jot down ideas and thoughts after shadowing and throughout day. Could also serve as a place to keep questions to then research later.
- Assignments typically included during practicum rotations take away from rotation experience. Not seen as beneficial. Not recommended to include in IPE practicum expectations.
- Emphasis on projects that are "useful" that have practical application and are of value to the site or to other student learning. Sense of students not wanting 'busy work'
- Shadowing hours should be flexible based on student interest and variety of practitioner work. Set a minimum but all for students to exceed this.

**Words from students that come to mind when considering this type of placement**:

- interesting, different, engaging, unique opportunity, influential for career development, good perspective.

**Detailed Report:**
Rachel introduced self, highlighting own work and role in IPE OEE initiative. Introduced project in general sense:

- PY4 rotation, 473 elective NDPC, currently working on recruiting IPE practicum sites; key factor is being precepted by other health discipline at a site without acting Pharmacist or Pharmacy.
- Project-based learning along with team-building, communication, advocacy.
- This focus group is intended to be a space to share honest, candid opinions as you have very valuable student perspective. Any questions along the way, in terminology use or practicum design, just stop me to clarify.

**Question**: Keeping this general description in mind, what would be compelling to you in this type of practicum?

- Opportunity to **work with students from other health discipline**s. Pharmacists are always contacting physicians, need something put in place to connect with other students. Working with other students would help for future professional work, foster connections and relationships. Older health professionals may be less willing to change or adapt.

- **Seeing what other health professionals do**, throughout career seeing other things as beneficial to own practice.
- For example, rehabilitation opportunities with OT or PTs, seeing in practice will help recommend other options as practicing pharmacist
- IPE activities that are now done (within current curriculum) are **missing MD perspective**. We get a lot of dentistry.
- **Outside of hospital setting**, majority of us will be based in community-based settings when in practice. Makes sense to emphasize IPE in community.

**Question:** Given that this is NDPC, a portion of your placement will be project-based. Before I pitch some of our ideas for projects, what would generally interest you when considering working on a project?

- Project: **development of something that will be used**. Would be great for other Pharm students to use, maybe **prompt other projects**. Developing brand-new product, helpful creation in practicum environment.
- Project: patient-case aspects. Application of learning on personal/individual level. Don't want projects that are 'too much' (i.e., too broad to take away from individual learning).
- Journalling throughout placement (agreement from both) to reflect and figure out unfamiliar issues that come up.

**Question:** Can you think of your past placements, have any provided opportunities to create a project along these lines (that fits what you described as being helpful)?

- Really hard to think about in NDPC. Steph: maybe within government or Ministry of Health. Making/prescribing guidelines for emergency contraceptive use (example)
- **Research and creation of something that others could use**. Need to liaise with doctors to create, build communication and partnerships.

**Question:** Let's say you were placed in this type of IPE NDPC rotation without a current pharmacist onsite. What do you think about a project where you were designing what a pharmacist role could look like there?

- *Immediate nod of agreement from Steph (PY3)*
- Interesting, especially when tying in communication guidelines. Education first on what communication in this type of setting could look like then create process. Maybe the student would need a background in communication skills?
- **Rachel:** so perhaps a research component first, of finding similar type set-ups and adapting to design a role that would make sense for your specific setting?
    - *General agreement as important*.
- Concern of **some students not having confidence to create something (project) on own** (i.e., proactively). Typically easier to have very guided practicum placement (to build comfort or confidence of student). Comfort will increase though with years of experience in different practicum sites.
- Comfort likely changes based on previous preceptor experiences. Hard for some students to thrive in setting, but is the case with all rotations.
- Good idea to watch roles (shadow) of interdisciplinary professionals first, then converse with them to get feedback to design project.
- Is four weeks enough time? Start with baby steps- project expectation doesn't have to be creation to implementation. Maybe just the groundwork.

**Question:** Thinking about this situation and completing a project that includes that features you have just described, what would you need to be successful? Like what tangible resources or tools?

- Resource as in a "person", someone to go to if information can't be found.
    - Preceptor could maybe fill this role. If not, "safety net" would be reaching out to OEE.

**Question:** Based on your experiences in rotations (Robyn = 1 previous; Stephanie = 2 previous), and keeping in mind this is NDPC, how much is too much shadowing? Or too little?

- Depends on what roles are present. **More roles = more shadowing** (high diversity in types of practitioners).
- If variety of tasks, more shadowing would be cool. Maybe there is outreach work, clinic work... want to see them in diverse settings as possible.
- Maybe decide shadowing minimums on face-time with patients (maybe 3 appointments at minimum but can do more). Minimum expectation but with flexibility for student to do more if they are interested in specific work.
- Perfect amount of shadowing depends on repetitive versus variable work.
- Set minimum hours, give option to increase
- Flexible based on healthcare professional.
- Steph: Really like idea of reflection piece (*brainstormed by Robyn in first question*), especially after shadowing.

**Question:** What assignments from previous placements do you remember to be helpful?

- Assignments found to take away from placement. Work may end up being done while at placement, which isn't supposed to happen.
- Preceptors sometimes also not be interested (**Preceptors need to be invested in student work to support**)
- Steph: IPE preceptor in PY1 gave opportunity to just ask questions and have one-on-one conversation. Really helpful.

**Question:** If you were to be placed at a family walk-in clinic likely with multiple professionals, what would you want your learning to look like? Maybe picture UBC Student Health where you have general practitioners, also those specialising in Psychiatry, Sports Med, etc…

- Initially shadowing, would be helpful.
- Hard to envision because it is NON direct patient care.
- Learning thought processes and communication with patients will be helpful to see. Would be cool to be more involved, but wouldn't be… because of NDPC.

**Question**: What seems most compelling (or not) to you about an NDCP, IPE practicum? What would prompt you to select this type of placement for your PY4 rotation?

- Compelling: if there was a diverse set of health practitioners at one site (Nurse, MD, PT, etc). If just physio, would shadow on own, wouldn't need practicum.
- Chance to develop something not in place would be helpful (i.e. project)
- Current course example: HIV/AIDS class (with hospital and online class components). Multiple health professionals incorporated. 6 credits with presentations. SOWK course. *Discussed by both students as being really interesting*.

**Question:** What words come to mind when considering IPE placements, all that we have discussed?

- interesting, different, engaging, unique opportunity, influential for career development, good perspective.

# Appendix 4: Draft BREB application

| Date: 6/1/2018, 5:56:33 PM | Print | Close |
|---|---|---|

*The University of British Columbia*
*Office of Research Services*
***Behavioural Research Ethics Board***
*Suite 102, 6190 Agronomy Road*
*Vancouver, BC V6T 1Z3*

***H18-00728*** **IPE Evaluation in PHRM 473 (Version 0.0)**

**Principal Investigator: Jason Min**

**1. Principal Investigator & Study Team - Human Ethics Application** [View Form]

| | | | | |
|---|---|---|---|---|
| *1.1. Principal Investigator Please select the Principal Investigator (PI) for the study. Once you hit Select, you can enter the PI's name, or enter the first few letters of his or her name and hit Go. You can sort the returned list alphabetically by First name, Last name, or Organization by clicking the appropriate heading.* | Last Name<br>Min | First Name<br>Jason | Employer.Name<br>Pharmaceutical Sciences | Email<br>jason.min@ubc.ca |
| *Enter Principal Investigator Primary Department and also the primary location of the PI's Institution:* | | | | |
| *1.2. Primary Contact Provide the name of ONE primary contact person in addition to the PI who will receive ALL correspondence, certificates of approval and notifications from the REB for this study. This primary contact will have online access to read, amend, and track the application.* | Last Name<br>Leung | First Name<br>Larry L. | Rank<br>Instructor/Lecturer | |

*1.3. Co-Investigators List all the Co-Investigators of the study. These members WILL have online access which will allow them to read, amend and track the application. These members will be listed on the certificate of approval (except BC Cancer Agency Research Ethics Board certificates). If this research application is for a graduate degree, enter the graduate student's name in this section.*

| Last Name | First Name | Institution/Department | Rank |
|---|---|---|---|
| Goossen | Rachel | UBC/Education/Educational Studies | Graduate Student |
| Leung | Larry L. | UBC/Pharmaceutical Sciences | Instructor/Lecturer |

*1.4. Additional Study Team Members - Online Access List the additional study team members who WILL have online access to read, amend, and track the application but WILL NOT be listed on the certificate of approval.*

| Last Name | First Name | Institution/Department | Rank |
|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| *1.5. Additional Study Team Members - No Online Access Click Add to list study team members who WILL NOT have online access to the application and will NOT be listed on the certificate of approval.* | Last Name | First Name | Institution / Department | Rank / Job Title | Email Address |
| | Mascarenas | Kimberly | UBC Faculty of Pharmaceutical Sciences, Office of Experiential Education | Senior Program Assistant | kim.mascarenas@ubc.ca |
| *Tri Council Policy Statement2 (TCPS2) Tutorial All study team members (including but not limited to faculty, undergraduate and graduate students, medical residents and research staff) are required to complete the TCPS2 Tutorial (CORE) before submission. Indicate completion of the TCPS2 (CORE) tutorial below: 1.6.A. All Faculty, including hospital appointment equivalents deemed a PI by an affiliated institution or by a Dean:* | Yes | | | | |
| *1.6.B. All Other Study Team members:* | Yes | | | | |
| *Comments:* | | | | | |
| *1.7. Project Title Enter the title of this research study as it will appear on the certificate. If applicable, include the protocol number in brackets at the end of the title. If this is a class-based project, see guidance on the right. Title given must match the title on all study documents.* | Development of a Novel Interprofessional Experiential Rotation in PHRM 473 | | | | |
| *1.8. Project Nickname Enter a nickname for this study. What would you like this study to be known as to the Principal Investigator and study team?* | IPE Evaluation in PHRM 473 | | | | |
| **2 Study Dates and Funding Information - Human Ethics Application [View Form]** | | | | | |
| *You plan to start collecting data immediately after obtaining ethics and any other required approvals (the start date on the ethics certificate will reflect the approval date),* | no | | | | |
| *You plan to start data collection at a later date i.e., 2 months or more after approvals are obtained. Click the calendar icon below to select the dates (Internet Explorer) or enter the dates manually using the format yyyy-mm-dd. Estimated start date:* | August 1, 2019 | | | | |

| | | | |
|---|---|---|---|
| *2.1. B. Estimated end date:* | June 1, 2020 | | |
| *2.2.A. Types of Funds Please select the applicable box(es) below to indicate the type(s) of funding you are receiving to conduct this research. You must then complete section 2.3 and/or section 2.4 for the name of the source of the funds to be listed on the certificate of approval.* | No Funding | | |
| *2.2.B. For Industry Sponsored studies, please provide a sponsor contact.* | | | |
| *2.2.C. Please enter any applicable information about your funding which is not already shown in Box 2.3 or 2.4 (including funding applied for but not yet received).* | | | |
| *2.3. Research Funding Application/Award Associated with the Study that was Submitted to the UBC Office of Research Services Please click Add to identify the research funding application/award associated with this study. Selecting Add will list the sources of all research funding applications that have been submitted by the PI (and the person completing this application if different from the PI). If the research funding application/award associated with this study is not listed below, please enter those details in question 2.4.* | UBC Number | Title | Sponsor |
| *2.4. Research Funding Application/Award Associated with the Study not listed in question 2.3. Please click Add to enter the details for the research funding application/award associated with this study that is not listed in question 2.3. When you press Add you can do a search for your funding award by doing a search in the Sponsor box - over 7000 options are listed* | UBC Number | Title | Sponsor |
| *2.5.A. Is this a DHHS grant? (To view a list of DHHS funding agencies click on add in 2.5.B below)* | no | | |
| *2.5.B. If yes, please select the appropriate DHHS funding agency from the selection box, and attach the grant to box 9.8. of the application.* | DHHS Sponsor List: | Order: | Active: |

| | |
|---|---|
| *Attach DHHS Grant Application for each sponsor listed above* | |
| *2.6. Conflict of Interest Conflicts of Interest (COIs) can arise naturally from an Investigator's engagement inside and outside the University, and the mere existence of a COI or the perception of a COI does not necessarily imply wrongdoing on anyone's part. Nonetheless, real and perceived COI must be recognized, disclosed, and assessed. This question asks Investigators to disclose COIs that may relate to the research study that is the subject of the REB application. Do the Principal Investigator, Co-Investigators and/or their related parties (defined at s.8.12 UBC Policy 97) have any personal interest(s) that could compromise or reasonably be perceived to compromise the objective conduct of the research or the integrity of the data generated by the study? Personal interests may include business, commercial or financial interests, as well as personal matters and career interests.* | no |
| **4. Study Type - Human Ethics Application** [View Form] | |
| *4.1. UBC Research Ethics Board Indicate which UBC Research Ethics Board you are applying to and the type of study you are applying for:* | UBC Behavioural Research Ethics Board |
| *N/A:* | no |
| *4.2.A. Institutions and Sites for Study* | Institution: UBC<br>Site: Vancouver (excludes UBC Hospital) |
| *4.2.B. Please enter any other locations where the research will be conducted under this Research Ethics Approval (e.g., Name of privately owned clinic, community centre, school, classroom, participant's home, in the field - provide details).* | Other locations for research will plan to include deploying surveys to family doctors and other allied health professionals in up to 5 different privately owned health clinics, such as family physician offices and holistic medicine offices. The recruitment for these sites will take place in early Fall 2018. |
| **4* Behavioural Study Review Type** [View Form] | |
| *4.3.A. If this proposal is closely linked to any other proposal previously/simultaneously submitted, enter the Research Ethics Board number of that proposal.* | |
| *4.3.B. If applicable, please describe the relationship between this* | |

| | |
|---|---|
| *proposal and the previously/simultaneously submitted proposal listed above.* | |
| *4.3.C. Have you received any information or are you aware of any rejection of this study by any Research Ethics Board? If yes, please provide known details and attach any available relevant documentation in question 9.7.* | no |
| *4.4.A. External peer review details:* | |
| *4.4.B. Internal (UBC or hospital) peer review details:* | |
| *4.4.C. If this research proposal has NOT received any independent scientific/methodological peer review, explain why no review has taken place.* | As this research proposal is considered low-risk, there has been no independent review of methods. |
| *Participant Vulnerability* | Low |
| *Research Risk* | Low |
| *4.5.B Explain/justify the level of risk and group vulnerability reported above.* | The participants in this study include the students enroled in PHRM 473 Interprofessional Collaboration elective practicum in the 2019-2020 school year. These students are not considered a vulnerable population and are in their final year of the PharmD program. Participants will be asked to provide feedback regarding their understandings and experiences of interprofessional collaboration as pharmacy students. Because the research team is not responsible for assigning grades for the course, there should not be a perceived power differential for the students. The topics covered in this research will focus solely on professional experiences within the elective practicum and should not evoke distress.<br><br>The second set of participants includes health professional practice educators supervising students. They will be asked to provide feedback regarding their professional experiences supervising pharmacy students. The focus is solely professional and will not broach potentially sensitive topics.<br><br>This study is of minimal risk to both groups of participants. |
| *4.5.C Does your application fall under minimal risk (i.e., it was assigned an overall risk level of 1 on the minimal risk matrix) and therefore is eligible to be considered for Delegated Review?* | yes |
| *4.6. Multi-Jurisdictional Studies Is this study a multi-jurisdictional study that requires review by two or more REBs? (Note: If submitting an amendment for an already approved study, you must respond No to this question.)* | no |
| **4* Behavioural Study Review Type (Q 4.7, 4.8)** [View Form] | |

| | |
|---|---|
| *4.7.A Creation of a Research Database or Registry Does this study involve the creation of a research database or registry for future unspecified research? [if no, skip to 4.8]* | no |
| *4.7.B Is the purpose of this application exclusively to obtain approval for the creation of a research database or registry? [Note: if the creation of the database or registry is part of a bigger project also included in this application, you must answer no below].* | no |
| *4.8. Class-based research and the department level research ethics review process Is this study a minimal risk class-based research project conducted for pedagogical purposes, e.g., a research methods course exercise, or other exercises designed to give students training in conducting and/or presenting research? The activity should not be an undergraduate or graduate thesis/dissertation.* | no |
| *If Yes, please state whether your department has a Departmental Ethics Officer (DEO) and, if so, indicate their name below.* | |
| **5. Summary of Study and Recruitment - Human Ethics Application for Behavioural Study [View Form]** | |
| *5.1.A Provide a short summary of the project written in lay language suitable for non-scientific REB members. DO NOT exceed 100 words and do not cut and paste directly from the study proposal.* | The aim of this study is to understand the outcomes of a novel practicum rotation for fourth-year PharmD students in 2019-2020. The elective practicum placement is the first of its kind at UBC where students will be fully supervised by a non-pharmacy health professional (i.e., a physician, physical therapist, nurse, etc). The research team seeks to assess student learning outcomes and perceptions of the practicum experience, as well as practice educator experiences supervising pharmacy students. The data gathered from this study will be used to inform practicum design in future years and promote understanding of interprofessional healthcare training in Canada. |
| | Purpose:<br>We aim to understand and evaluate the outcomes of the newly-designed PHRM 473 Interprofessional Collaboration (IPC) elective practicum for 4th-year PharmD students. This practicum is a non-direct patient care, community-based placement where Pharmacy students are fully supervised by non-pharmacy health professionals.<br><br>Objectives:<br>This mixed methods study design will use surveys and a focus group to:<br>- Understand the impact of the elective practicum on student and |

| | |
|---|---|
| *5.1.B Summarize the research proposal:* | practice educator interest and understanding of interprofessional collaboration.<br>- Assess the effectiveness of the required learning activities (shadowing, online discussion, project) within the practicum rotation.<br>- Understand the impact on student learning when supervised by a non-pharmacy health professional versus a pharmacy health professional<br>- Determine the prerequisite skills, attitudes, and knowledge necessary for students to succeed in an interprofessional practicum setting.<br>- Determine the practice educator and practicum site attributes necessary to create an effective learning experience for pharmacy students.<br><br>Hypothesis:<br>-That the PHRM 473 IPC elective practicum will increase student professional knowledge, attitudes and self-assessed competency across all interprofessional learning outcomes.<br>-That healthcare providers who serve as practice educators for pharmacy students will identify unique interprofessional challenges, but will overall find benefit in incorporating a pharmacist student perspective in their practice.<br><br>Justification:<br>Interprofessional Education (IPE) occurs when students, healthcare workers, or health professionals from two or more disciplines work collaboratively to "learn above, from and with each other to enable effective collaboration and improve health outcomes" (World Health Organization, 2010). The goal of this practicum is to provide an opportunity for pharmacy students to work with other health disciplines (e.g. nurses, physicians, dieticians) to gain the knowledge, skills, and behaviors to become interprofessional collaborative ready in the delivery of patient-centered care. As the first practicum of its kind at UBC it is essential to gather data regarding student and practice educator perspectives of this rotation to inform practicum design for future years.<br><br>Methods:<br>Student participants will be invited to complete two surveys and contribute to one focus group. Practice educators will be invited to complete one survey. All surveys will be completed anonymously online via Qualtrics and will not include personally identifying details. The focus group will be conducted and recorded by a separate individual on the research team who will not be responsible for any part of the student assessment. The use of pseudonyms will be used to all focus group participants in the data collection.<br><br>Analysis:<br>Data analysis of the surveys completed will be descriptive and include converting Likert scale scores into comparable data across each group of surveys. Focus groups will be audio recorded upon participant consent and will be transcribed by the research team for thematic analysis.<br><br>Limitations:<br>The number of participants will be limited by factors including student interest in the IPC elective practicum, small number of sites available |

| | |
|---|---|
| | to students for practicum placement given this is the first year offering this elective rotation, and capacity for sites and practice educators to supervise pharmacy students. All individuals that fulfill the recruitment requirements will be invited to participate in this study to maximize the sample size and amount of data collected. |
| *5.2. Inclusion Criteria Describe the participants being selected for this study, and list the criteria for their inclusion.* | There are two sets of participants for this study. The first are the advanced Pharmacy students enrolled in PHRM 473 Interprofessional Collaboration for the 2019-2020 school year. These students will be the first group participating in this non-direct patient care interprofessional collaboration practicum and thus have exclusive perspectives to share with the research team. Any student who wishes to have their data excluded from research publications will have the opportunity to indicate this prior to completing the research surveys and focus group.<br>The second set of participants includes the health professionals serving as practice educators in this course. Any practice educator who wishes to have their data excluded from research analysis will have the opportunity to indicate this prior to completing the survey. |
| *5.3. Exclusion Criteria Describe which participants will be excluded from participation, if any, and list the criteria for their exclusion.* | Any individual who does not fit in the two groups above will be excluded from the study. |
| *5.4. Recruitment Provide a detailed description of the method of recruitment. For example, describe who will contact prospective participants and by what means this will be done. Ensure that any letters of initial contact or other recruitment materials are attached to this submission on view 9 (section 9.7).* | Upon placement in PHRM 473 Interprofessional Collaboration elective practicum, students will be invited to participate in this study through an informational letter sent by the Office of Experiential Education in the Faculty of Pharmaceutical Sciences. One month before the start of the individual practicum, the students will be contacted directly by the research team to provide the consent form and confirm participation. Practice educators who are supervising students in this elective rotation will receive the informational letter and consent form upon being assigned students for supervision. |
| *5.5. Use of Records If existing records (e.g., health records, course grade sheets or other records/databases) will be used to IDENTIFY potential participants, please describe how permission to access this information, and to collect and use this information, will be obtained.* | Not Applicable |
| *5.6. Summary of Procedures* | Students enrolled in PHRM 473 Interprofessional Collaboration in 2019-2020 will be invited to take part in this study through an informational letter sent upon practicum assignment by the Office of Experiential Education. Students will then be directly contacted by the research team one month prior to the start of their individual practicum placement to confirm participation and acquire the completed consent forms. Prior to the first day of the practicum, the student will complete an online survey via Qualtrics taking approximately 15 minutes to complete. During the practicum, students will participate in weekly online discussion forums via Blackboard Collaborate with their peers, answering specific questions regarding their experience with practicum activities. This data will be recorded automatically and viewable only to the research team. On the last day of their practicum, students will participate in a focus group with the research team and complete a post-survey on Qualtrics. The focus |

| | |
|---|---|
| | group will be 90 minutes in length and the post-survey will take 15 minutes to complete.<br>Practice educators participating in this study will be asked to complete a Qualtrics survey of their experiences supervising pharmacy students. The information letter, consent form, and survey will be included in one file for practice educators to review and complete. This survey will take no more than 20 minutes to complete.<br>The above steps will be repeated throughout the 2019-2020 school year, approximately every four weeks with the start of each new PHRM 473 Interprofessional Collaboration placement. |
| *5.7. Checklist for Research Methods Are any of the following procedures or methods involved in this study? Check all that apply.* | Focus Groups |
| **6. Participant Information and Consent Process - Human Ethics Application for Behavioural Study [View Form]** | |
| *6.1. Time to Participate How much time will a participant be asked to dedicate to the project?* | The student participants will be asked to spend approximately 30 minutes total on the two surveys. Other required time (6 total hours for online discussions and the focus group) is incorporated into their pre-determined practicum course time.<br>Practice educator participants will be asked to take approximately 20 minutes to complete a survey. |
| *6.2. Risks Describe what is known about the risks of the proposed research for participants.* | We do not believe there are risks or potential harm for participants engaged in this study. |
| *6.3. Benefits Describe any potential benefits to the participant that could arise from his or her participation in the proposed research.* | Practice educators may potentially benefit from participating in this study by having the opportunity to reflect upon their experience supervising pharmacy students, which may shape their future supervisory activities. |
| *6.4. Impacts on Community If your research involves an identified group or 'community', outline the likely impacts of the research on the community.* | Not applicable. |
| *6.5. Reimbursement Describe any reimbursement for expenses (e.g., meals, parking, medications) or payments/gifts-in-kind (e.g., honoraria, gifts, prizes, credits) to be offered to the participants. Provide full details of the amounts, payment schedules, and value of gifts-in-kind.* | There will be no reimbursement or payment offered to participants in this study. |
| *6.6. Obtaining Consent Specify how potential participants will be invited to take part in the study. Include details of where the consent will be obtained and documented, and under what circumstances.* | While the informational letter of the study will be sent to potential student participants by the Office of Experiential Education, consent forms will be sent and collected by members of the research team who have no access to, or impact on, student grades. Written consent forms will be collected by the research team and kept in a secure location within the Principal Investigator's office. |
| *6.6.A. Waiver of Consent If you are asking for a waiver or an alteration of the requirement for participant informed consent please justify the waiver or alteration and confirm that* | Not applicable. |

| | |
|---|---|
| *the study meets the criteria on the right. Please address each criterion individually.* | |
| *6.7. Time to Decide How long after being provided with detailed information about the study will the participant have to decide whether or not to participate? Provide your rationale for the amount of time given.* | Student participants will have the month immediate prior to starting their PHRM 473 IPC practicum to decide to participate. The pre-survey must be completed prior to the start of the practicum.<br>Practice educators be provided the information letter, consent form and survey upon assignment of students to supervise. They will have one week to decide to participate and complete the survey (the last week of the four week placement). |
| *6.8. Capacity to Consent Will every participant have the capacity to give fully informed consent on his/her own behalf? Please click Select to complete the question and view further details.* | Will the participant have the capacity to give fully informed consent? / Details of the nature of the incapacity / If not, who will consent on his/her behalf? / If not, will he/she be able to give assent to participate? / If Yes, explain how assent will be sought.<br>Yes [Details] |
| *6.9. Renewal of Consent Describe any situation in which the renewal of consent for this research might be appropriate, and how this would take place.* | Renewal of consent will be appropriate for practice educators who supervise students more than once throughout the year. Practice educators will be asked to provide consent each time they are assigned new PharmD students and complete the survey in the last week of the practicum. This will be done by including the information letter and consent form in one file with the survey. |
| *6.10. Provisions for Consent What provisions are planned for participants, or those consenting on a participant's behalf, to have special assistance, if needed, during the consent process (e.g., consent forms in Braille, or in languages other than English).* | None. |
| *6.11. Restrictions on Disclosure Describe any restrictions regarding the disclosure of information to research participants (during or at the end of the study) that the funder/sponsor has placed on investigators, including those related to the publication of results.* | Not applicable. |
| **7. Number of Participants - Human Ethics Application for Behavioural Study [View Form]** | |
| *7.1. External Approvals External approvals for research involving other institutions and other jurisdictions: Provide written proof of agency approval for projects carried out at other institutions and, when applicable, other jurisdictions. Indicate external approvals below:*<br>*A. Other Institutions:* | no |
| *B. Please select Add to enter the name of the institution and if you have already received approval* | Name of Institution |

| | | | |
|---|---|---|---|
| *attach the approval letter.* | | | |
| *C. Other Jurisdiction or Country (if answer is No go to 7.1.G):* | no | | |
| *D. Please select Add to enter the name of the jurisdiction or country and if you have already received approval attach the approval letter.* | Name of Jurisdiction or Country | | |
| *E. Has a Request for Ethics Approval been submitted to the institution or responsible authority in the other jurisdiction or country? (Send a copy to the Research Ethics Office when approval is obtained).* | no | | |
| *F. If a Request for Approval has not been submitted, provide the reasons below:* | | | |
| *G. Does this research focus on aboriginal peoples, communities or organizations?* | no | | |
| *If Yes, ensure that you are familiar with the guidance documents linked on the right. Also attach a copy of the research agreement with the community (if available) in question 9.7. Please describe the community consent process. If no community consent is being sought, please justify.* | | | |
| *H. Registration for Publication of Clinical Trials. Does this study fall within the clinical/intervention trial definition stated on the right (in the guidelines)?* | no | | |
| *If 'Yes', click 'Add' to enter the following information. (Please note that registration by UBC ORS administration requires the prior ethical approval of the study. In that case, registration information should be added when it becomes available).* | Has it been registered? | Indicate the Authorized Registry used: | Enter your Clinical Trial unique identifier: |
| *7.2. Number of Participants A. How many participants will take part in the entire study (i.e., the entire study, world-wide)?* | 20 | | |
| *B. How many participants will take part at institutions covered by this Research Ethics Approval (i.e., only at the institutions covered by this approval)?* | 20 | | |
| | Jason Min, BSc(Pharm), RPh Lecturer, Pharmacist, and Interprofessional Education CoLead, Faculty of Pharmaceutical | | |

| | |
|---|---|
| *7.3. Researcher Qualifications Who will actually conduct the study and what are their qualifications to conduct this kind of research? (e.g., describe relevant training, experience, degrees, and/or courses).* | Sciences<br>Experienced pharmacy researcher in pedagogical research as well as practice change and quality improvement research<br>Larry Leung, BSc(Pharm), RPh Lecturer, Pharmacist, and Interprofessional Education CoLead, Faculty of Pharmaceutical Sciences<br>Experienced pharmacy researcher in pedagogical research as well as practice change and quality improvement research<br>Rachel Goossen, M.A. student, Educational Studies at University of British Columbia has successfully completed the TCPS2 tutorial and is conducting qualitative research for her graduate degree. |
| **8. Confidentiality - Human Ethics Application for Behavioural Study [View Form]** | |
| *8.1. Security of Data During the Course of the Study How will data be stored? (E.g., computerized files, hard copy, videotape, audio recordings, personal electronic communications device, other.) How will security of the data be maintained? (For example, study documents must be kept in a secure locked location and computer files should be password protected and encrypted, data should not be stored or downloaded onto an unsecured computer, back up files should be stored appropriately.) If any data or images are to be kept on the Web, what precautions have been taken to prevent them being copied?* | Survey data will be collected and securely stored via the Qualtrics Survey tool supported by UBC. Focus group audio recordings and transcriptions will be saved on a password protected, encrypted computer accessible only to members of the research team. Hard copies of consent forms will be stored in the locked office of the Principal Investigator. No data will be hosted online. |
| *8.2. Access to Data Who will have access to the data (e.g., co-investigators, students or translators)? How will all of those who have access to the data be made aware of their responsibilities concerning privacy and confidentiality issues?* | Jason Min, Larry Leung, Rachel Goossen, and Kimberly Mascarenas will have access to the data and they are aware of their responsibilities concerning privacy and confidentiality issues in research. |
| *8.3. Protection of Personal Information Describe how the identity of research participants will be protected both during and after the research study, including how participants will be identified on data collection forms.* | All survey data will be collected anonymously via Qualtrics and the research team will not have access to any personally identifying details. Focus group participants will be referred to in all transcriptions and reports by pseudonyms only. A key of participants and pseudonyms will be password-protected and encrypted and accessible only by members of the research team. |
| *8.4. Transfer of Data Will any data that identify individuals be transferred (available) to persons or agencies outside of the University?* | no |
| *If YES, describe in detail what identifiable information is released, to whom, how the data will be transferred, how and where it will be* | |

| | |
|---|---|
| *stored and what safeguards will be used to protect the identity of participants and the privacy of their data. Attach the data transfer agreement if applicable.* | |
| *8.5. Retention and Destruction of Data UBC policy requires that data be kept for at least 5 years within a UBC facility. If you intend to destroy the data at the end of the storage period describe how this will be done to ensure confidentiality (e.g., tapes should be demagnetized, paper copies shredded). UBC has no explicit requirement for shredding of data at the end of this period and it may be kept indefinitely. Please note that the responsibility for the security of the data rests with the Principal Investigator.* | All consent forms will be kept in a secure location in the Principal Investigator's office for 5 years. After that point, the hard copy forms will be shredded. |
| *8.6. Future Use of Data Are there any plans for future use of either data or audio/video recordings? Provide details, including who will have access and for what purposes, below.* | Upon analysis, the data will be used to write reports for publication and design of this practicum in future years. Raw data will not be used for other purposes. |
| *8.7. Feedback to Participants Are there any plans for feedback on the findings or results of the research to the participant? Provide details below.* | There are no current plans to provide direct feedback of the findings to participants. |
| **9. Documentation - Human Ethics Application for Behavioural Study [View Form]** | |
| *9.1. Research Proposal Examples of types of proposals are listed on the right. Click Add to enter the required information and attach the documents.* | Document Name Version Date Password (if applicable) |
| *9.2. Documentation of Consent Examples of types of consent documents are listed on the right. Click Add to enter the required information and attach the documents.* | Document Name Version Date Password (if applicable) |
| *9.3. Documentation of Assent Examples of types of assent documents are listed on the right. Click Add to enter the required information and attach the documents.* | Document Name Version Date Password (if applicable) |
| *9.4. Advertisement to Recruit Participants Examples are listed on the right. Click Add to enter the required information and attach the* | Document Name Version Date Password (if applicable) |

| | |
|---|---|
| *documents.* | |
| *9.5. Questionnaire, Questionnaire Consent Cover Letter, Tests, Interview Scripts, etc. Please click Add to enter the required information and attach the documents.* | Document Name Version Date Password (if applicable) |
| *9.6. Letter of Initial Contact Please click Add to enter the required information and attach the forms.* | Document Name Version Date Password (if applicable) |
| *9.7. Other Documents A. Other documents: Examples of other types of documents are listed on the right. Click Add to enter the required information and attach the documents.* | Document Name Version Date Password (if applicable) |
| *B. If a Web site is part of this study, enter the URL below. Since URL's may change over time or become non-existent, you must also attach a copy of the documentation contained on the web site to one of the sections above or provide an explanation.* | |
| **10. Fee for Service - Human Ethics Application for Behavioural Study [View Form]** | |
| *Mechanism for Submitting Fee. Please indicate which of the following method of payment will be used for this application:* | |
| *Contact information regarding where to send the invoice.* | |
| **12. Save Application - Human Ethics Application [View Form]** | |

Print Close

## Appendix 5: Draft research surveys

**Development of a Novel Interprofessional Experiential Rotation in PHRM 473**
*Practice Educator Survey (post-supervision)*

**Our Objective**
We aim to understand and evaluate the outcomes of the newly-designed PHRM 473 Interprofessional Collaboration (IPC) elective practicum for 4th-year PharmD students.

**Practice Educator Post-Survey**

1. What type of health care professional are you?

2. How long have you practiced in health care (fully licensed)?
    a. Less than 2 years
    b. 2-5 years
    c. 6-10 years
    d. 10+ years

3. Do you have any previous professional experience working with pharmacists or pharmacy students?
    a. No
    b. Yes – please describe

4. Have you served as a practice educator (practicum supervisor) for students of your own health profession?
    a. No – proceed to question 6
    b. Yes – proceed to question 5

5. Please briefly describe any differences or similarities in your experience supervising students of your health profession versus a PharmD student (preparation, student activities during practicum, mentorship, learning objectives, etc.)

6. On average, how many hours per week did you spend fulfilling practice educator expectations during this practicum?

    a. 1-2
    b. 3-4
    c. 5-6
    d. 6+

7. Please rank each of the following statements regarding the extent to which **you** were prepared to support the supervision of a pharmacy student.
    (1 = Strongly disagree; 5 = Strongly agree)

    a. I had sufficient existing knowledge of pharmacy student learning goals and professional duties.
    b. I clearly understood the site-based project objectives and parameters.

c. I was able to fulfill all training and supervision requirements to serve as a practice educator in the Faculty of Pharmaceutical Sciences.
d. I had existing knowledge of interprofessional collaboration approaches within my own health care profession.

8. Please rank each of the following statements regarding the extent to which **your site** was prepared to support the supervision of a pharmacy student.
(1 = Strongly disagree; 5 = Strongly agree)

    a. My site had the physical space necessary to support a pharmacy student on-site.
    b. The operating hours of my site were suitable to support the learning objectives and requirements of the pharmacy student.
    c. My colleagues were prepared to welcome a pharmacy student to the site.
    d. The typical daily activities at my site (patient visits, patient follow-up, research, etc.) were appropriate for the pharmacy student's learning objectives.

9. To what extent has your understanding of interprofessional collaboration changed by serving as a practice educator for a PharmD student?
(Not at all changed – Fully changed)

10. To what extent have your perceptions of pharmacy practice changed through this experience?
(Not at all changed – Fully changed)

11. Are you willing to supervise PharmD students in the future? Why or why not?

12. Is there anything else you would like us to know regarding your experience serving as a practice educator in PRHM 473 – Interprofessional Collaboration?

---

**Development of a Novel Interprofessional Experiential Rotation in PHRM 473**
*Student Pre-Survey*
Thank you for agreeing to complete this survey about your practicum experience. Your responses will be used to measure the effectiveness of a non-direct patient care interprofessional education practicum. These questions should take approximately 15 minutes to complete.

Privacy and Security
Your personal information is protected by federal and provincial laws, which include mandatory safeguards so your privacy is respected. Please be assured that all information you provide here will be kept confidential and remain anonymous. By completing the survey, you consent to take part in this study. If you have any questions about the privacy and security of your information, please contact Rachel Goossen at goossenr@mail.ubc.ca

If you have any concerns about your rights or treatment as a research participant, you may contact the Director of the UBC Office of Research Services at RSIL@ors.ubc.ca or 604-822-8598.

Thank you for your time in completing this survey.

**Student Pre-Survey**

1. What are your personal learning goals in an IP practicum placement? *Select all that apply.*
    a) Understand daily patient care practices in other health professions.
    b) Understand daily business practices in other health professions.
    c) Determine own role as pharmacist in interprofessional care
    d) Other_____

2. Do you have any prior experience with IP learning or practice? Please describe.

    a) No prior experience.
    b) Yes (only IPE days in PharmD years 1-3).
    c) Yes (experience beyond IPE days in years 1-3). *Please describe*: _____

3. How familiar are you with the following components of interprofessional practice? (1 = Not familiar; 5 = Very familiar)

    a) Interprofessional communication
    b) Patient/Client/Family/Community-centered Care
    c) Role Clarification
    d) Team Functioning
    e) Collaborative Leadership
    f) Interprofessional Conflict Resolution

4. To what extent do you see potential for your career as a pharmacist to include aspects of interprofessional practice? (1 = No potential; 5 = Definite potential)

5. What aspects of an interprofessional practicum appeal to you? (Select all that apply)
    a) Learning systems and processes from other health professionals
    b) Learning new ways to think about health care from other professionals
    c) Spending time onsite in a non-pharmacy location
    d) Having a practice educator from a non-pharmacy background
    e) Other:

6. How interested are you in contributing to the following projects related to this practicum?

    a) Working with clinic lead and IT support to develop an automated system for recalling patients to increase clinic/patient communication and follow-up
    b) Researching commonly asked questions by patients specific to medications or natural health products, then creating documentation to support patient education
    c) Data mining of clinic quality improvement projects such as identifying patients lost to follow-up, disease-specific trends, or use of billing codes that could be delegated to allied health
    d) Literature review and summary of a specific medication or class of medication, recent article or guideline
    e) Construction of hypothetical workflow model of changes required to implement additional allied health providers within clinic
    f) Surveying and/or interviewing patients following appointments regarding satisfaction of experience(s) in clinic
    g) Collaborating with other health providers within proximity of clinic (including community pharmacies) to identify shared issues regarding patient care

7. What previous experience do you have with online discussion forums or student chat spaces as a **required** component of coursework (any content area)?

    a) None
    b) 1 previous class
    c) 2-3 previous classes
    d) 4+ previous classes

8. How would you characterize your experience with online discussions as a required component of past coursework?
    a) I do not have experience with online discussion forums or student chat spaces in past coursework.
    b) Online discussion forums have not supported my overall learning in the class.
    c) Online discussion forums have sometimes supported my overall learning in the class.
    d) Online discussion forums have always supported my overall learning in the class.

9. How will you define personal success at the end of this placement?

---

**Development of a Novel Interprofessional Experiential Rotation in PHRM 473**
*Student Post-Survey*

Thank you for agreeing to complete this survey about your practicum experience. Your responses will be used to measure the effectiveness of a non-direct patient care interprofessional education practicum. These questions should take approximately 15 minutes to complete.

Privacy and Security
Your personal information is protected by federal and provincial laws, which include mandatory safeguards so your privacy is respected. Please be assured that all information you provide here will be kept confidential and remain anonymous. By completing the survey, you consent to take part in this study. If you have any questions about the privacy and security of your information, please contact Rachel Goossen at goossenr@mail.ubc.ca

If you have any concerns about your rights or treatment as a research participant, you may contact the Director of the UBC Office of Research Services at RSIL@ors.ubc.ca or 604-822-8598.

Thank you for your time in completing this survey.

**Our Objective**
We aim to understand and evaluate the outcomes of the newly-designed PHRM 473 Interprofessional Collaboration (IPC) elective practicum for 4th-year PharmD students.

1. How familiar are you with the following components of interprofessional practice? (1 = Not familiar; 5 = Very familiar)

    a) Interprofessional communication
    b) Patient/Client/Family/Community-centered Care
    c) Role Clarification
    d) Team Functioning
    e) Collaborative Leadership
    f) Interprofessional Conflict Resolution

2. To what extent do you see potential for your career as a pharmacist to include aspects of interprofessional collaboration/practice? (1 = No potential; 5 = Definite potential)

3. What aspects of the interprofessional collaboration practicum interested you while in the placement? (Select all that apply)
    a) Learning systems and processes from other health professionals
    b) Learning new ways to think about health care from other professionals
    c) Spending time onsite in a non-pharmacy location
    d) Having a practice educator from a non-pharmacy background
    e) Other:

4. To what extent did your site-specific project support overall learning in this practicum? (1 = Not at all supportive; 5 = Very supportive)

5. To what extent did your experience with online discussions support your overall learning in this course? (1 = Not at all supportive; 5 = Very supportive)

6. What resources did you utilize to achieve success in your practicum placement?

    a) Preceptor conversations
    b) Other health professional conversations
    c) Support from the Office of Experiential Education
    d) Other:

7. How effective were each of the resources you accessed to achieve success in your practicum placement? Please rank each of those you selected in Question 6. If you did not access the resource, select Not Applicable. (1 = Not at all effective; 5 = Very effective)

8. Will you pursue additional interprofessional opportunities in your PharmD studies or pharmacy career? (1 = Definitely not; 5 = Definitely yes)

# Appendix 6: **Draft** course handbook

Last updated 21 May 2018

THE UNIVERSITY OF BRITISH COLUMBIA
**Office of Experiential Education**
Faculty of Pharmaceutical Sciences

## PHRM 473 NON-DIRECT PATIENT CARE PRACTICUM SPECIFIC MANUAL[1]

Interprofessional Collaboration

Various Sites

**Practicum Duration:** 4-weeks
**Course Coordinator:** Aileen Mira
**Created By**: Jason Min, Larry Leung, Rachel Goossen, Kim Mascarenas

Commented [RG1]: This follows recommendation from Aileen. Does not allow for site-specific descriptions to be included for the student.

### Description

This is the first practicum of its kind at UBC for PharmD students to have a practice educator who is a non-pharmacist health professional (e.g. physical therapist, nurse, physician, etc.). Students will work with their practice educator and other on-site health professionals to complete a project with the goal of building and supporting sustainable interprofessional collaboration for the site. Additional core activities include shadowing patient-care visits and connecting with other pharmacy students enrolled in this practicum. Students will be placed in a community-based patient care setting within the metro Vancouver area.

**INSERT SITE DESCRIPTION HERE**

Commented [a2]: May wish to consider adding a general listing of potential sites if manual is practicum specific vs site specific.

### Non-Direct Patient Care Practicum Goals & Learning Objectives

Please refer to the **PHRM 473 Practicum Handbook** available to students on Canvas and practice educators in the OEE Practice Educator Resource Centre. Students are expected to achieve these course goals and learning objectives at the specified level of performance, in addition to the below practicum specific goal(s) and learning objective(s).

### Practicum Specific Goal(s)

The student will work collaboratively with health professionals to develop key interprofessional skills, knowledge, and attitudes as outlined in the objectives below. In partnership with their practice educator and other on-site health professionals, the student will participate in a variety of activities, including completing a project that will support sustainable interprofessional collaboration for the site. Additional core activities include shadowing patient-care visits and connecting with other pharmacy students enrolled in this practicum, with the aim of building practical understanding of interprofessional patient care.

[1] Adapted with permission from LMPS Pharmacy Practice Residency Program


Copyright © 2017 UBC Faculty of Pharmaceutical Sciences

DRAFT

Student learning goals and objectives are rooted in the six interprofessional competency domains as defined by the Canadian Interprofessional Health Collaborative:[2]

1. interprofessional communication
2. patient/client/family/community-centred care
3. role clarification
4. team functioning
5. collaborative leadership
6. interprofessional conflict resolution

## Practicum Specific Learning Objective(s)

By the end of this practicum experience, in addition to the **Non-Direct Patient Care Practicum Goals & Learning Objectives**, the student will have demonstrated the ability to:

- Work effectively with members of the health team including individuals from other professions[3]
- Reflect upon non-pharmacist health professional roles in patient care following shadowing sessions
- Communicate appropriately and clearly with non-pharmacy health professionals
- Apply collaborative leadership skills to complete a site-based project supported by practice educator
- Identify and reflect on key learning experiences with other students placed in interprofessional practicum settings

## Practicum Specific Activities

Students on this practicum are expected to participate in the following activities:

### *Project*

Students will complete a site-based project in collaboration with their practice educator and/or other health professionals onsite. Within the first week of the practicum, students will meet with their practice educator to define the focus and scope of the project, along with expected deliverables. Students may complete work for the project on or off site.

Criteria for the project include:

1. Pre-determined start and end date within the four-week practicum
2. Designated clinician (practice educator or other) who is regularly available to serve as the project point person for the student
3. Supports collaborative health care and is rooted in one or more of the CIHC interprofessional competency[4] domains

[2] *A National Interprofessional Competency Framework*, Canadian Interprofessional Health Collaborative
[3] *Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada*, Association of Faculties of Pharmacy of Canada
[4] *A National Interprofessional Competency Framework*, Canadian Interprofessional Health Collaborative


Copyright © 2018 UBC Faculty of Pharmaceutical Sciences, Office of Experiential Education. All Rights Reserved.

DRAFT

4. Tasks align with the spirit of the rotation: to enhance and support student learning (see table below)

Every project and expected deliverables will vary, however, examples include:

| | **Project Examples – promoting student learning and IPC development** | | |
|---|---|---|---|
| | *Theme* | *Description* | *Deliverable(s)* |
| **Patient-centred Care** | Increase patient recall for follow-up | Student works with clinic lead and IT support to develop automated system for recalling patients | Partially or fully completed automated recall system, including supporting documents (e.g., workflow, patient consent forms, training materials, etc.) |
| | Promote patient understanding of medication and/or health products | Student researches commonly asked questions by patients specific to medications or natural health products and creates documentation to support patient education | Written patient education handout(s) or presentation |
| | Develop strategies to improve patient experience | Student surveys or interviews patients following appointments regarding satisfaction | Written report or oral presentation to clinic team outlining themes to improve patient experience |
| **Clinician Skills & Knowledge** | Develop strategies to improve clinic practices | Student completes data mining of clinic quality improvement projects such as identifying patients lost to follow-up, disease-specific trends, or use of billing codes that could be delegated to allied health | Written report or oral presentation to clinic team outlining themes to improve clinic practices |
| | Provide medication detailing service | Student conducts literature review of a specific medication or class of medication, recent article, or guideline | Educational handout or presentation |
| **Social & Business** | Explore opportunities for interprofessional patient care | Student constructs hypothetical model of workflow changes required to implement additional allied health providers in the clinic | Partially or fully completed project plan, including supporting documents (e.g., workflow, professional role descriptions, budget, etc.) |

DRAFT


Copyright © 2018 UBC Faculty of Pharmaceutical Sciences, Office of Experiential Education. All Rights Reserved.

| | | | |
|---|---|---|---|
| | Strengthen clinic partnerships and collaboration | Student collaborates with other health providers within proximity of the clinic, including community pharmacies, to identify shared issues regarding patient care | Map of neighbouring health care providers, summary of common issues, and report of ideas for improvement |

Tasks that are not appropriate for student learning include: referral of patients to the student to answer questions and/or provide pharmaceutical advice, completing cold-calling on behalf of the clinic team, or assigning responsibilities that cannot be completed within the four-week practicum.

### *Surveys*

Students will contribute to the processes of quality assurance and improvement of PHRM 473, Interprofessional Collaboration by completing pre- and post-surveys regarding their practicum expectations and experiences. Students will also participate in a focus group session following the completion of their IPC rotation. As this practicum is the first of its kind at UBC, this data will be essential to inform practicum design in future years.

The pre-survey will be distributed by OEE and must be submitted prior to the start of the student rotation. The post-survey must be completed and submitted along with other practicum requirements as per **OEE APPE Handbook**. Focus groups will be held on the last Friday of student placement (week 4).

These surveys are distinct from the mandatory evaluations submitted to OEE where students provide general feedback on their practicum experiences.

### *Online forum*

As students in this placement are supervised by non-pharmacy professionals, the online discussion forum serves as a space for discussion of pharmacy related issues and support from peers. Students will actively participate in weekly online discussion forums held at 2 PM each Friday (weeks 1-3) via remote connection. This activity will serve as an opportunity to connect with fellow PY4 students in other IPC rotations and discuss pharmacist-specific perspectives.

These online discussions will be recorded and made available to both participating students and OEE. This data will be used to inform practicum design in future years.

Sample questions for student discussion include:

- What shadowing experiences this week were the most and least beneficial? How have they impacted your understanding as a future pharmacy professional?
- What are some of the challenges and opportunities you have experienced this week being the only pharmacy professional on the team?
- Consider the team that you are working with. What were some of the things you observed that helped to ensure the team worked well together?


Copyright © 2018 UBC Faculty of Pharmaceutical Sciences, Office of Experiential Education. All Rights Reserved.

DRAFT

- Describe a situation in which you were able to improve your understanding of another health professional's roles and responsibilities (e.g. physician, nurse, physical therapist).
- Were there any conflicts during your rotation that could have been resolved by a collaborative approach during your rotation that was not acted on? How was the situation managed?
- Describe your most important learning point from your experiences this week.
- What did you learn about the roles on this team that you did not know previously?
- What are the similarities and differences between the roles (including yours)?
- What else do you want to learn about the team and its members?
- What new learning objectives have now emerged for you?
- How will this experience influence your role as a professional and team member?
- How did the actual shadowing compare with your expectations and assumptions?[5]

Activity Requirements:

- Students must have access to internet
- Students will access Blackboard Collaborate through link posted on course Canvas page
- Students may participate in forums from any location that is quiet and conducive to learning
- Student must ensure each Friday of rotation (from 2 PM- 3 PM) is scheduled for this activity

### *Shadowing*

Students will complete a **minimum** of 8 hours of shadowing during the 4-week placement (additional shadowing is encouraged). Shadowing may be with the practice educator or other health professionals onsite.

Students should intentionally reflect upon their shadowing experiences and are encouraged to take notes during and after. Practice educators and students are encouraged to debrief shadowing sessions as time permits; however, students should be aware this is not always possible. Students will be expected to discuss shadowing experiences in their weekly online forum activity.

Recommended reflection questions to consider include:

- What skills, knowledge, and attitudes did you observe during shadowing that you would like to improve upon?
- What role would you have played in patient interaction(s) if you were a licensed pharmacist?
- How did your thought processes during the patient interaction(s) differ from what you observed?
- Were there any conflicts you observed that could have been (or were) resolved by a collaborative approach during your rotation?
- What else do you want to learn about the team and its members? What new learning objectives have now emerged for you?

[5] *IPE Component in a Clinical Placement: Interviewing/Shadowing a Team Member,* University of Toronto, Centre for Interprofessional Education


Copyright © 2018 UBC Faculty of Pharmaceutical Sciences, Office of Experiential Education. All Rights Reserved.
DRAFT

- How was the patient's voice/goals expressed?[6]

In addition to the above practicum-specific activities, students on this practicum are expected to participate in the following course-specific activities that are applicable to all OEE APPE practicums, the details of which can be found in the **PHRM 473 Practicum Handbook.**

- Student Introduction Resume
- Learning Contract
- Self-Assessment

Expectations for all course and practicum specific activities should be discussed and confirmed early in the practicum with the practice educator and/or designated pharmacist. Should any further clarification be required, please contact the corresponding PHRM 473 course coordinator at the Office of Experiential Education.

## Practicum Specific Communication Expectations

For all non-direct patient care practicums, students are expected to:

- Consult with their practice educator and/or designated pharmacist prior to performing or documenting any patient care activities and/or discussing any recommendations with patients and/or other health care providers.
- Provide ongoing regular feedback to, and receive ongoing regular feedback from, the practice educator to assist in enriching the student's own learning experience throughout the course of the practicum.

In addition, the following practicum specific communication expectations are required:
[Practice Educator to identify any special communication requirements to be outlined]

**Commented [RG3]:** This is a different format than original draft. Currently do not have practicum-specific communication expectations.

For more details about policies related to communication, please see the **Entry-to-Practice PharmD Program Practicum Policies, Procedures, & Guidelines** available to students on Canvas and to practice educators in the OEE Practice Educator Resource Centre.

## Assessment

For all non-direct patient care practicums, students will be assessed using the **Non-Direct Patient Care Practice Educator Assessment of Student** form. Please see the **PHRM 473 Practicum Handbook** and **Entry-to-Practice PharmD Program Practicum Policies, Procedures, & Guidelines** for more information.

## Special Requirements

[Practice Educator to identify any special requirements for this practicum]

---

[6] *IPE Component in a Clinical Placement: Interviewing/Shadowing a Team Member,* University of Toronto, Centre for Interprofessional Education


Copyright © 2018 UBC Faculty of Pharmaceutical Sciences, Office of Experiential Education. All Rights Reserved.

DRAFT

## Required Reading & Resources

[Practice Educator to identify any pre-readings or other preparatory material required prior to the beginning of this practicum.]

- Consider the diversity of professional roles, skills, knowledge, and attitudes you will encounter at your practicum placement site by **completing the Role Clarification module** (through 1.12) from IPC on the Run (https://modules.ipcontherun.ca/).
- Learn about the professional responsibilities, training, and certifications required for health professionals at your site by **reading relevant Interprofessional Team descriptions** from the Office of Interprofessional Health Education and Research at University of Western Ontario (http://www.ipe.uwo.ca/)

DRAFT


Copyright © 2018 UBC Faculty of Pharmaceutical Sciences, Office of Experiential Education. All Rights Reserved.