

Background

- Increased experiential education requirements of the Entry-to-Practice Doctor of Pharmacy (EPPD) program have led to use of novel student-preceptor models
- Previous work demonstrated positive reactions and valuable learning experiences from pharmacy students' perspectives
- Further studies are needed to describe preceptors' experiences with these models



Figure 1. Student-Preceptor Model Definitions

Objectives

- Describe pharmacy preceptors' experiences in novel student-preceptor models during Advanced Pharmacy Practice Experience (APPE) rotations
- Evaluate models' effectiveness for teaching and learning using Kirkpatrick's framework

Methods

- Design:** Descriptive qualitative study
- Sample:** Preceptors for institutional APPE rotations for the University of Toronto EPPD
- Data Collection:** Semi-structured interviews conducted between February and May 2018

Four study team members coded four transcripts to develop a code book

Remaining transcripts were coded by two team members and discrepancies resolved

Themes were derived using Kirkpatrick's framework and organized in NVivo Software

Findings

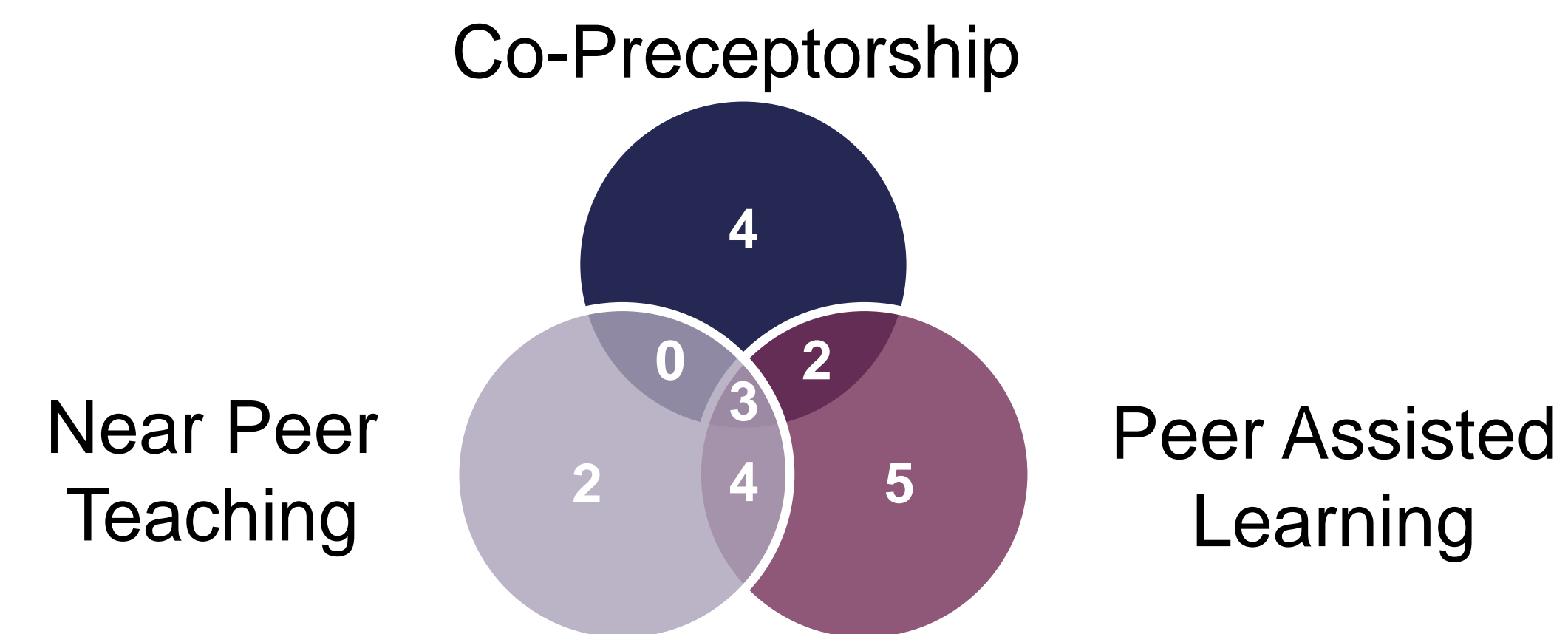


Figure 2. Participants by Model Type (n = 20)

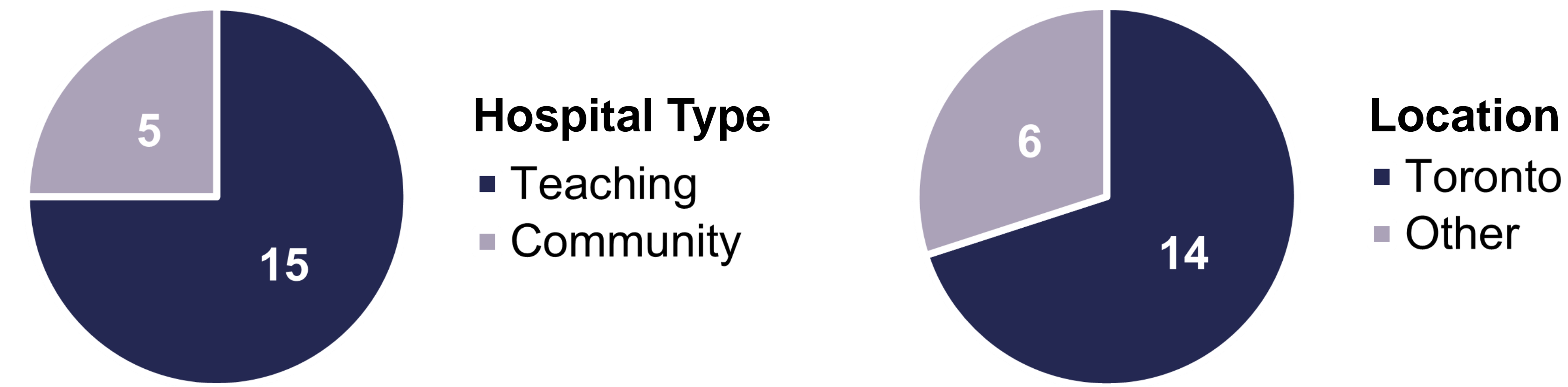
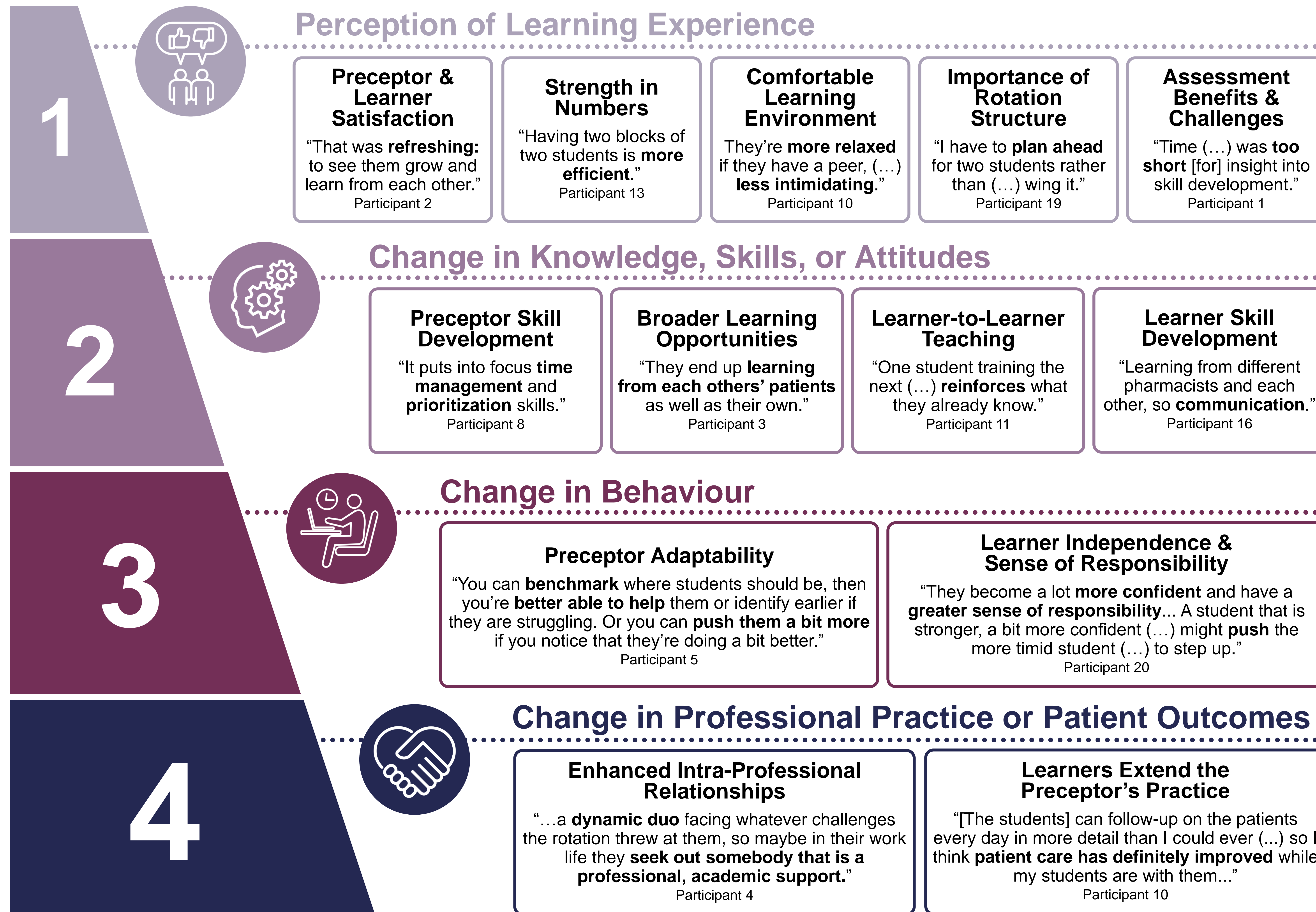


Figure 3. Participants' Practice Sites (n = 20 participants at 13 institutions)

Themes Organized by Kirkpatrick's Framework



Discussion

- Novel student-preceptor models fostered a supportive learning environment and facilitated opportunities for enhanced knowledge and skill development
- Preceptors indicated that the models enabled extension of their clinical practice and development of their own time management, feedback, communication, and teaching skills
- Collaboration was viewed as essential in co-preceptorship to ensure consistency of expectations and a well-rounded learning experience
- Challenges included the time required to complete assessments for multiple students, work space limitations, and need to plan the rotation schedule and structure in advance
- These findings are consistent with the perceptions and experiences of students described in McIntyre et al. (2017)
- Limitations
 - Potential for volunteer and recall bias
 - Findings may not be generalizable to all preceptors, however saturation was reached

Conclusions

- Pharmacy preceptors described positive experiences with all three teaching models and opportunities for self and learner development
- These models are effective for teaching and learning as demonstrated by thematic analysis with Kirkpatrick's framework
- Future studies could explore the impact of these models on patient outcomes and the perspectives of other members of the interdisciplinary team

Acknowledgements

We are grateful to Dr. Zubin Austin for his mentorship and advice on the methods