Background

- With the shift resulting in a greater portion of pharmacy curriculum dedicated to experiential learning, opportunities for international and global health experiences as part of introductory and advanced pharmacy practice experiences (APPE) have also expanded.
- The American Association of Colleges of Pharmacy (AACP) identified global health education as a major initiative to be pursued.
- There is a need to establish guidelines and criteria to form a framework for international and global health APPE electives in order to balance providing students with valuable, unique opportunities, while ensuring curricular and ethical integrity and safety.

Objective

Establish clear, concise, and evidence-based guidelines and criteria for international and global health APPE electives for the Leslie Dan Faculty of Pharmacy Doctor of Pharmacy (PharmD) programs.

Methodology

Conducted searches in 6 databases (IPA, Scopus, Embase, Medline, CINAHL, and ERIC)

- Environmental scan (pharmacy school websites, pharmacy associations, health professions organizations)
- Several AAPC reports provided some recommendations for colleges and schools of pharmacy that are developing global health initiatives.
- 42 articles were included in this analysis, which included 12 articles specifically referring to electives and APPE rotations
- Relevant accreditation standards for the US and Canada pharmacy schools (ACPE, CGAPP) were also referenced

Results

Themes from Literature Review and Environmental Scan

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<th>Guiding Principles</th>
<th>Site and Preceptor Requirements</th>
<th>Student Requirements</th>
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<td>Safety</td>
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<td>Mutual Benefit</td>
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<td>Established long term relationship between sending institution and receiving site</td>
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<td>Iterative evaluation of the student experience and site</td>
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Guiding principles for APPE International Placements

1. Appropriate environment for students [1]
2. Opportunities for students to explore and gain experience in aspects of pharmacy practice and health-care delivery systems beyond the core curriculum and in different cultural and institutional settings
3. Educational value for students with clearly identified learning objectives
4. Facilitates cross-cultural competence of students
5. Pre-departure, orientation and logistical support for students
6. Preceptors in place who understand and agree with the student’s learning objectives
7. Socially responsible and mutually beneficial relationships with host preceptors and partnering institutions based upon a relationship or partnership model
8. Regular feedback to and from partnering institutions concerning the student
9. Regular evaluation of elective after each student rotation
10. Ethical and professional conduct
11. A UofT faculty member has been identified who will be the Toronto-based liaison and will assess the site

Criteria for Approval of Site and Preceptor

- Site preceptor(s) qualifications (Curriculum Vitae) demonstrate adequate requirements/experience to precept student(s)
- Site preceptor(s) is/are willing and able to provide the instruction, supervision and assessment needed for students to perform activities, complete assignments and achieve competency in the outlined elective objectives
- Site preceptor and student will have access to internet to use UofT’s experiential database management system for required documentation

Conclusion

- In the process of establishing guidelines, principles were established which adequately capture the faculty’s philosophy on desired outcomes (e.g. global health impact, mutual benefit, extent and level of collaboration).
- International and global health electives vary significantly and guidelines need to be broad enough to allow for flexibility in tailoring outcomes and experiences for students while ensuring safety, adequate student support and standardized assessment.
- Quality student experiences abroad can only be ensured where there is a long-term commitment and relationship between sending and receiving institutions and sites.

Implications

- The established guidelines, based on best practices, will guide the engagement of students, sites and faculty in international and global health initiatives.
- When applied towards APPE rotations, an optimal balance may be established to ensure students obtain valuable experience, while contributing to the work of the global health community.

Future Directions

- Develop a standardized evaluation process to ensure quality and sustainability of international/global health electives
- Explore the value of international/global health electives to students, sites and faculty

References

7. Cheng; doret.cheng@utoronto.ca

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Corresponding Author: Doret Cheng; doret.cheng@utoronto.ca