

Precepting Advanced Pharmacy Practice Experiences (APPEs)

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PROGRAM OBJECTIVES

Following this program the learner will be able to:

1. Describe the design and structure of the NEOMED APPE program
2. Indicate the goals and objectives of the APPEs
3. Identify the student requirements for completing the APPEs
4. Prepare for student APPEs based on the suggestions given in this program
5. Identify the process for providing an assessment of student performance following an APPE
6. Describe the assessment process for preceptor feedback

APPE PRECEPTOR MANUAL

- Available on the *NEOMED Preceptor Information* website:
- <http://www.neomed.edu/academics/pharmacy/departments/pharmacypractice/preceptorinformation>
- Please refer to this manual for general information, rotation objectives, sample evaluation/assessment forms

NEOMED EXPERIENTIAL PROGRAM

- **Introductory Pharmacy Practice Experiences (IPPEs)**
 - P1 – P3 students
 - Skills based activities
 - 444 hours
- **Advanced Pharmacy Practice Experiences (APPEs)**
 - P4 students
 - Knowledge based & direct patient care activities
 - 10 months (1600 hours) starting in June
 - No rotations in December and May

STRUCTURE OF THE APPE'S

<u># of Months</u>	<u>Experience</u>
2	Ambulatory Care or Am Care/Underserved
2	Inpatient / Acute Care General Medicine
1	Adv. Community Pharmacy*
1	Adv. Hospital / Health-System Pharmacy *
1	Selective Leadership (with either of above*)
1	Underserved
1	Clinical Patient Care Selective
1	Elective 1
_____	Elective 2 (if Am Care/Underserved)
10 (1600 hours)	

CLINICAL PATIENT CARE SELECTIVE

- Student must do at least one selective from the following:
 - Pediatrics
 - Geriatrics
 - Infectious Disease
 - Psychiatry
 - Cardiology
 - Critical care
 - Oncology
 - Emergency medicine

ELECTIVE 1

- The elective rotation will be from the following:
 - Clinical patient care selective group –or–
 - **Practice related elective group:**

- Academia
- Anticoagulation clinic
- Association management
- Compounding
- Health policy
- Home based primary care
- Institutional (Prison)
- IV Home Infusion
- Lipid clinic
- LTC Consulting
- Medical Writing
- Medication Safety
- Nuclear Pharmacy
- Pain Management
- Palliative/Hospice care
- PBM managed care
- Pharmacy Management

ELECTIVE 2

- If the student receives the Ambulatory care/Underserved rotation then he/she is eligible to take an additional elective from the following:
 - **Clinical patient care selective group**
 - **Practice related elective group**
 - **Advanced Community**
 - **Advanced Hospital**

APPE SCHEDULE

- APPEs are not done in any specific order
- Scheduling is based on preceptor availability and student rotation preferences.
- Exception: A preceptor may require a student to complete a specific rotation type prior to their own.
 - Ex. Student must complete an acute care experience before an oncology selective

STUDENT SCHEDULING FOR APPE'S

- Preceptors submit ***“NEOMED Site Availability Request Form”*** to the university in the fall prior to the start of rotations in June
- APPE rotation schedule released to preceptors in early March
- Preceptors can obtain their schedule from E*Value or by contacting the college

APPE SCHEDULE CHANGES

- Notify the college ASAP of any changes that would affect your APPE schedule
- Examples:
 - Change in your current position
 - Moving to a new practice site
 - Alternate preceptor to assume your responsibilities
 - Overbooking of students
 - Personal issue
- Changes may require a student's rotation assignment to be changed

SCHEDULING AND WORKLOAD

- Rotations begin on the first- and end on the last-working day of the month.
 - May adjust as practical within that month.
- Minimum of 160 hours/month of participation is required.
 - Can include offsite work / homework
- “Normal” weekday hours
 - weekend or evening activities to enhance learning are appropriate.
- Workload generally should not exceed 10 hrs/day of time at the site and 4 hours of study/research time at home

APPE SCHEDULE CONTI.

- Rotation Holidays
 - Independence Day
 - Labor Day
 - Thanksgiving and day after
- No rotations in December & May
- Graduation in May
- A complete calendar of rotation start dates and holidays can be found in the *APPE Preceptor Manual*

APPE STUDENT ATTENDANCE POLICY

- **Approvable Absences**

- Interviews
- Attnd a professional meeting
- Personal Illness / Family Related Emergency

- **Un-approvable Absences**

- Vacations, weddings, honeymoons, family reunions, etc.
- **10 days** of approved absences over 10 months
- Maximum of 2 days in any one month
 - Accommodations allowed for residencies
- Students with approved absences must still meet all objectives and responsibilities
 - Preceptor may require student to make up any absences
- Travel to or from a distant rotation must be arranged within the month of that rotation
- Absence request form



APPE Goals & Objectives

P4 (APPE) OBJECTIVES

- Objectives available for the following rotations
 - Advanced Community / Leadership
 - Advanced Hospital / Leadership
 - Acute Care / Internal Medicine
 - Ambulatory Care
 - Underserved
 - Pediatrics
 - Geriatrics
 - Clinical Patient Care Selective
- Site related objectives

APPE LEARNING & PERFORMANCE OBJECTIVES

- Dispensing and processing prescriptions or medication orders
- Participation in specialty services
- Drug & disease knowledge
- Clinical activities and skills
- Communication skills & counseling
- Presentations / Projects
- Leadership & management
- Professionalism

DISPENSING & PROCESSING PRESCRIPTIONS OR MEDICATION ORDERS

- Component of advanced community & hospital rotations
- May be included in other rotations (i.e. ambulatory)
- Includes:
 - Assessing patient profiles, prescriptions, medication orders
 - Legal and site related requirements
 - Third party issues
 - Pharmaceutical calculations
 - Product preparation (sterile and non-sterile compounding)
 - Exposure, utilization, & maintenance of dispensing technology
 - Verifying accuracy (checking) prescriptions and medication orders

PARTICIPATION IN SPECIALTY SERVICES

- Immunization service
- Medication Therapy Management (MTM)
- BP, Glucose monitoring
- Adherence counseling
- Patient home visits
- Formal patient education programs
- Discharge counseling
- Pharmacokinetic dosing service
- Targeted medication monitoring service
- Medication reconciliation

DRUG & DISEASE KNOWLEDGE

- Expose student to patients with common disease states
- Student should demonstrate firm understanding of:
 - pathophysiology, symptoms, assessment and management of common disorders
 - prescription, non-prescription, & alternative medications
- Assessment:
 - One-on-one topic discussions with preceptors
 - Formal presentations
 - Pre & Post rotations quizzes or tests
 - Maintaining a log of medications dispensed
 - Preparing and answering drug information questions

CLINICAL ACTIVITIES & SKILLS

- Component of patient-care related rotations
- Patient assessment of current problems, medical /drug / family / social histories
- Identifying & prioritizing drug-related problems
- Pharmaceutical care plan development & implementation
- Assessment, monitoring, & documentation of drug therapy
- Assessment of patient adherence to drug therapy

COMMUNICATION SKILLS & COUNSELING

- Demonstrates effective verbal and written communication skills
- Communication with patients, health care professionals, and others
- Assessment:
 - Patient counseling / teaching
 - Interactions with physicians, nurses, pharmacists, technicians, other students, etc.
 - Making recommendations to physicians
 - Formal presentations
 - Written projects (newsletters, new drug review)
 - Answering drug information questions

PRESENTATIONS & PROJECTS

- Rotation related small / large group presentation
- Patient case presentations
- Journal club (*Pharmacist's Letter* good source)
- DUE/ DUR
- Monograph for P&T Committee
- Pharmacist and/or technician training program
- Newsletter or journal article
- Patient education leaflet or pamphlet
- Medication safety initiative project
- Quality assurance related project

LEADERSHIP & MANAGEMENT

- Added component to advanced hospital or community rotation
- Other rotations and electives where applicable
- Can be longitudinal throughout the rotation
 - Exposure to managers, directors, CEO's, etc.
- Includes:
 - Mission & strategic planning
 - Organizational structure & reporting lines
 - Human resources
 - Finance, marketing, budgeting
 - Site policies & procedures
 - Staff training
 - Compliance with laws, regulations, credentialing
 - Evaluation of existing or new services / technologies
 - Future trends in practice
 - Management related project

PROFESSIONALISM

- Appearance & behavior
- Maintaining patient & site confidentiality
- On-time and prepared for daily activities
- Displays courtesy and respect to patients and others
- Time-management skills
- Mentoring other students
- Self-assessment, continuous improvement, open to feedback, interest in life-long learning

MAPPING OBJECTIVES

- Plan ahead activities that the student will complete to meet the objectives
 - Provide a variety and balance of activities
 - Consider activities that may be new to your practice
 - Consider learning needs of the student
- Create a schedule of activities to present to the student at the start of a rotation
 - Share schedule with co-workers
 - May need to adjust based on student progress and feedback
- Planning ahead leads to a student having a favorable rotation



**Student
Requirements for
APPEs**

STUDENT REQUIREMENTS

- Completed all didactic work and IPPE requirements
- Licensed interns in the state of Ohio
- Up-to-date personal immunizations
- Favorable criminal background check
- HIPAA training & OSHA blood-borne pathogen. hazard communication, CPR training
- Immunization administration certification

STUDENT REQUIREMENTS – CONTI.

- Contact the preceptor at least 3 weeks prior to the start of the rotation
- Complete site specific requirements
- Dress and act in a professional manner
 - Proper attire, white coat, identification badge
 - Adhere to the rotation schedule and arrive on time
 - Treat preceptor, site personnel, patients with respect
 - Adhere to all site policies and procedures
 - Take an active role in their own learning / show interest
- Complete evaluation of preceptor



**Preceptor
Preparation for
APPEs**

PREPARING FOR APPEES

- Review the APPE Preceptor Guide and objectives of the rotation
 - Develop activities to meet objectives
- Determine if there are any specific site requirements the student must complete before starting
- Create a schedule/checklist of activities for the student
- Orient your staff and other pharmacists to the program and their role with the student
- If needed identify a workspace for the student
- Communicate with student prior to the first day of the rotation

WHEN THE STUDENT ARRIVES- “ORIENTATION”

- Introduce the student to the staff and other pharmacists
- Give the student a tour of the site
- Review the schedule of activities and your plans for rotation
- Indicate if other personnel will be involved in training the student
- Determine the student’s learning needs and their expectations for the rotation
- Provide the student your clear expectations regarding their performance while on the rotation
- Discuss your feedback and evaluation process of student performance

THE EFFECTIVE PRECEPTOR

1. Communication

- Orientation
- Yours and student's expectations
- Providing on-going feedback

2. Teaching

- Creating meaningful tasks & activities
- Sharing your experiences
- Instill self-learning

3. Be a role-model

- Behavior & demeanor consistent with the practice
- Putting the patient first
- Interaction with patients and staff
- Passion for their practice & profession

THE EFFECTIVE PRECEPTOR

4. Motivation

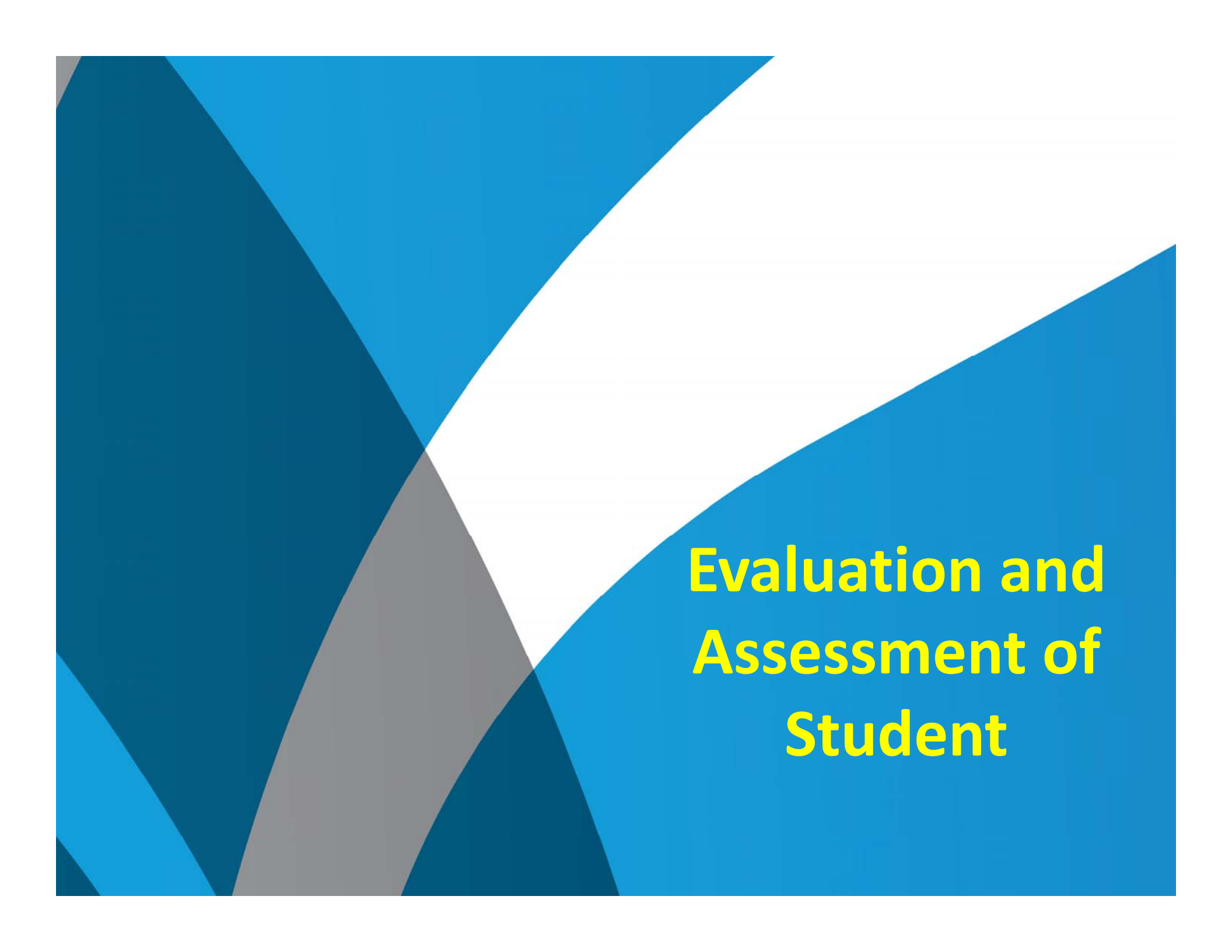
- Instill confidence
- Strengths & weaknesses
- Feeling of value, member of a team

5. Balancing Precepting with other Duties

- Develop a schedule of activities
 - Utilize staff to assist in precepting
 - How can the student help
 - Checking up with the student
-
- A copy of “*The Effective Preceptor*” can be found at our website

E-VALUE

- Password protected internet based system used to manage the experiential program
- Student and preceptors have access
 - A unique user name and password will be sent to you
- The preceptor will be able to:
 - View a schedule of student assignments
 - Find contact information for the students assigned
 - View the student's portfolio
 - Receive, complete, and submit student evaluations
 - Obtain useful documents and tools
- Instructions for using the system can be found in the preceptor manual

The background features a series of overlapping, curved geometric shapes in various shades of blue and grey. The shapes are layered, creating a sense of depth and movement. The colors range from a light, bright blue to a dark, deep navy blue, with a muted greyish-blue in the center. The overall composition is modern and clean.

Evaluation and Assessment of Student

KEY POINTS TO EVALUATION & ASSESSMENT

- Familiarize yourself with the evaluation form and tools prior to the start of the rotation
- Plan how you will evaluate the student
 - Assessment of objectives & performance
 - Presentations & projects
 - Providing feedback to the student
 - Utilization of feedback from others
 - Documentation of feedback
- Discuss the evaluation with the student at the start of the rotation
 - Expectations (preceptor & student)
 - Mid-point evaluation
 - How will on-going or periodic feedback be provided
 - Requirements to ***Pass*** or ***Pass with Honors***

STUDENT EVALUATION & ASSESSMENT

- APPE evaluation form developed by the Ohio Colleges of Pharmacy
- Will be completed on-line in E*Value
 - Preceptors receive an email with instructions for completing the evaluation
 - System will auto calculate final grade based on information entered
- Consists of 6 graded sections:
 - Professionalism
 - Communication
 - Drug/Disease Knowledge
 - Application (Clinical activities)
 - Medication Distribution / Dispensing
 - Administrative skill (Leadership rotations)

STUDENT EVALUATION & ASSESSMENT

- Components of each section graded based on a 4 point rubric:
 - 1 = Unsatisfactory performance
 - 2 = Needs improvement
 - 3 = Progressing satisfactorily
 - 4 = Exceed expectations
 - N/A = Non applicable
- Section score = average of applicable components
 - At least a 2.0 in each section in order to pass
- Rotation grade = average of applicable sections
 - Less than 2.5 = Fail
 - 2.5 – 3.5 = Pass
 - Greater than 3.5 = Pass with Honors

STUDENT EVALUATION & ASSESSMENT

- Written comments should be added and required for a student who will *Fail, Pass with Honors* in a given section or overall evaluation
- Mid-point evaluation
 - encouraged for all rotations (esp. 2months)
 - required if a student is not progressing satisfactorily
- Comment on presentations & projects the student completed
- Indicate areas/skills the student needs to improve for upcoming rotations
- Complete and discuss evaluation with the student prior to the end of the rotation

PROVIDING FEEDBACK

- Try to give immediate feedback
- Give feedback often
- Give the student an opportunity to weigh in on their own performance following an activity
- Make your feedback descriptive instead of evaluative
- Focus on behaviors rather than personality
- Make feedback specific not general
- Include positive feedback rather than just negative
- Remember students desire feedback

TOOLS TO ASSIST IN ASSESSMENT OF STUDENT

- Student Pharmacist Observation Form
 - Assessing any type of activity
 - Can be used to document feedback
- Patient Case Presentation Form
- Journal Club Evaluation Form
- Drug Information Question Evaluation Form
- Patient Counseling Evaluation Form
- Communication with Department of Experiential Education at NEOMED

UNDERPERFORMING STUDENT

- Communicate your expectations to the student early
- Make the student aware of their performance issues
 - Be specific!
- Encourage student to provide own self-assessment / reflection
- Implement strategies/activities to help improve performance
- Discuss the situation with the college Experiential Director
- Document the behavior and plan for improvement
- Do not wait until the end of the rotation to address

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Preceptor Assessment

PRECEPTOR EVALUATION

- Students are required to provide a constructive assessment of their preceptor, site, and the rotation experience
- Preceptors can view assessments (no student identifier) in E-Value
- Use to develop and continually improve the experiences for your future students
- College uses as part of its on-going assessment of preceptors

RESOURCES FOR PRECEPTORS

- College of Pharmacy “**E-Blast**”
 - E-mail to preceptors with announcements & suggested activities
- *Pharmacist’s Letter*® – Preceptor Training Resource Network
 - Provides preceptor development continuing education, rotation activities, journal clubs, tools for precepting
 - Access instructions in the IPPE Preceptor Manual
- “*The Community Pharmacist Preceptor Education Program*” developed by APhA and NACDS Foundation
- Doty RE. *Getting Started as a Pharmacy Preceptor*. APhA, 2011
- Cuellar LM & Ginsburg DB. *Preceptor’s Handbook for Pharmacists*. 2nd ed. ASHP, 2009

THANK YOU FOR YOUR SUPPORT OF OUR STUDENTS AND OUR UNIVERSITY!

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