

Precepting Introductory Pharmacy Practice Experiences (IPPEs)

Presented by,
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PROGRAM OBJECTIVES

Following this program the learner will be able to:

1. Describe the goal and design of the pharmacy experiential training program at NEOMED
2. Indicate the goals and objectives of the IPPEs
3. Identify the student requirements for completing the IPPEs
4. Prepare for student IPPEs based on the suggestions given in this program
5. Identify the process for providing an assessment of student performance following an IPPE
6. Describe the assessment process for preceptor feedback

NEOMED PHARMACY EXPERIENTIAL PROGRAM

Provides the student exposure to different pharmacy practice settings in order to develop the professional, practical, and clinical skills needed to become a successful pharmacist.

GOAL OF EXPERIENTIAL LEARNING

- To develop:

Professional Competence

- Combination of:

- **Skills**

- **Professionalism**

- **Judgment**

GOAL OF EXPERIENTIAL LEARNING: *PROFESSIONAL COMPETENCE*

- **Skills** – problem solving, communication, psychomotor action (*e.g. drug-order entry, compounding, patient counseling, administration of immunizations, answering drug info questions*)
- **Professionalism** - displaying attitudes, behaviors, and values of a professional (*e.g. appearance, timeliness, interacting with others, displaying empathy, maintaining confidentiality, life-long learning*)
- **Judgment** – critical thinking, discernment, reflection, evaluation (*e.g. assessing drug therapy, making therapeutic recommendations, reflecting on ones performance, receiving/providing feedback*)

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 activities
 - 10 months (1600 hours)

STRUCTURE OF IPPES

P1 Rotations

- 60 hours consisting of 5 rotations 12 hours each
January - May
- One afternoon (1:00 – 5:00PM) per week (Mon – Thurs) for 4 hours x 3 weeks
- Settings: *Community Independent, Community Chain, Hospital, and Other-type*

STRUCTURE OF IPPES

P2 Rotations:

- 192 hours consisting of 3 rotations 64 hours each
October – May
- Two mornings (8:00 AM – Noon) per week (Mon. – Thurs) for 8 hours x 8 weeks
- Settings: *Community, Hospital, Elective*

STRUCTURE OF IPPES

P3 Rotations:

- 192 hours consisting of 3 rotations 64 hours each
October – May
- Two afternoons (1:00 PM – 5:00PM) per week (Mon.
– Thurs) for 8 hours x 8 weeks
- Settings: *Community, Hospital, Elective*

STUDENT SCHEDULING FOR IPPES

- Preceptors submit ***“NEOMED Site Availability Request Form”*** to the university summer prior to the start of rotations
- P2 & P3 student rotation schedule released to preceptors in September
 - Days of the rotation determined by the preceptor in cooperation with the student
- P1 student rotation schedule released in December
 - Afternoon is based on preceptor availability submission
- Scheduling based on preceptors availability and student preferences

The background features a series of overlapping, curved 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 blue, with a greyish-blue in the center. The overall composition is modern and dynamic.

IPPE Goals & Objectives

IPPE Goals & Objectives

Note: Complete list of goals and objectives can be found in the IPPE Preceptor Manual located on our website www.neomed.edu

EXPERIENTIAL PROGRAM IPPE THEMES

P1: Dosage Forms

“The Right Drug”

P2: Medication Distribution

“The Right Drug to the Right Patient at the Right Time”

P3: Medication Safety

“The Right Drug in the Right Dose to the Right Patient at the Right Time with Right Outcome”

P1 IPPE GOALS & OBJECTIVES

1. Understand the scope of services provided by the practice setting
 - Students complete a “*Site Profile Questionnaire*”
2. Identify medications commonly utilized or dispensed at the site
3. Identify the packaging needs and how the medication is prepared for dispensing
 - Storage, expiration dating, handling, preparation, compounding
4. Identify common dosage forms
5. Participate in the medication distribution process
6. Identify the process of medication procurement

P2 IPPE GOALS & OBJECTIVES

1. Understand and participate in the medication distribution process - “all steps”
2. Demonstrate the ability to counsel patients on the selection and use of over-the-counter medications
3. Assist in the provision of medications to the un- or under-insured patient
4. Recognize the role of other health care professionals in the medication distribution process

P3 IPPE GOALS & OBJECTIVES

1. Demonstrate the ability to counsel patients on all types of medications
2. Participate in the process of monitoring medication safety, adverse drug reactions, & medication errors
3. Participate in performance improvement of the medication distribution process
4. Identify drug therapy monitoring parameters
5. Monitor compliance with legal and regulatory standards and requirements
6. Deliver an oral presentation
7. Complete a project related to medication safety, utilization, or distribution

IPPE GOALS & OBJECTIVES

- Some objectives may not be applicable to your practice setting (i.e. OTC counseling on a hospital rotation)
- May supplement these based on practice setting activities, student's prior experience, developmental needs
- Provide rotation activities which meet the goals & objectives
- The college can assist you in developing activities for your students

EXAMPLES OF ACTIVITIES

- **Scavenger Hunt** – locating medications, pharmacy related items within a site (P1)
- **Drug of the Day** - student provides important information to preceptor on a particular medication (P1 - P3)
- **Calculation Problems** - reinforces important skill, good “down-time” activity (P1-P3)
- **Role-Play Patient Counseling** – preceptor takes on role of a patient being counseled by student (P2-P3)
- **Presentation to the Staff** - student provide a short presentation on a new drug or class to your staff (P3)
- **Create a Patient Education Piece** – student develops a patient education sheet on a medication or class of medications including OTC’s (P2-P3)
- **Pharmacy & Medicine in the News-** student discusses a health related topic they found in the news or media (P1-P3)
- **Prescription Case** - have student identify & resolve issues with sample prescription/medication orders with known errors (legal or therapeutic) (P2-P3)



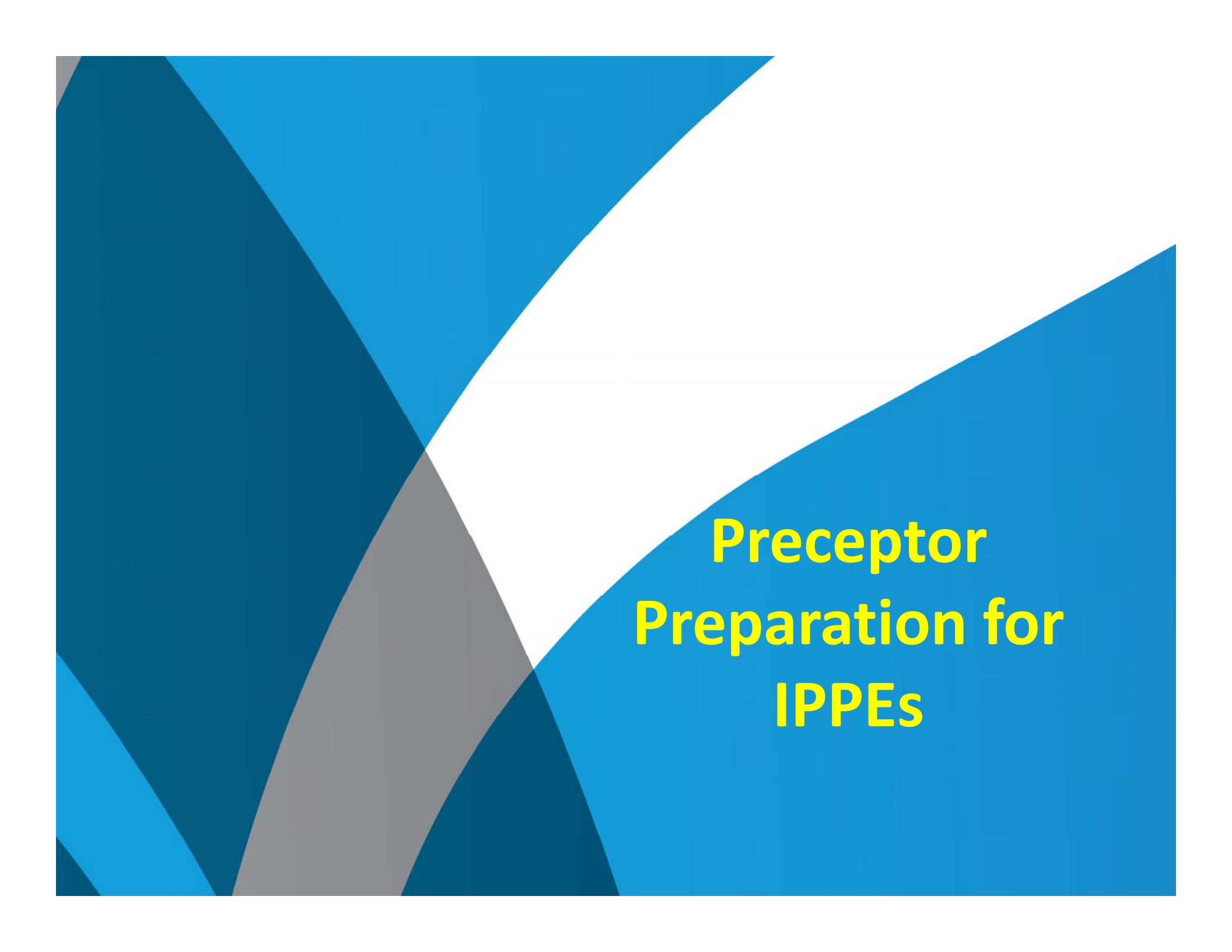
**Student
Requirements for
IPPEs**

STUDENT REQUIREMENTS

- In good academic standing
- Licensed interns for the state of Ohio
- Up-to-date personal immunizations
- Favorable criminal background check
- HIPAA training & OSHA blood-borne pathogen and hazard communication training
- Immunization administration certification – prior to P2 rotations
- Prior pharmacy experience may vary

STUDENT REQUIREMENTS – CONTI.

- Contact the preceptor at least 2 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
IPPEs**

PREPARING FOR IPPEs

- Review the IPPE Preceptor Guide and objectives of the rotation
 - Develop activities to meet objectives
- Determine the days/times of the week the student will be at your pharmacy (P2 & P3)
- 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
- Determine if there are any specific site requirements the student must complete before starting
- 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 – consider prior experience!
- 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
- Applying classroom learning to actual practice

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

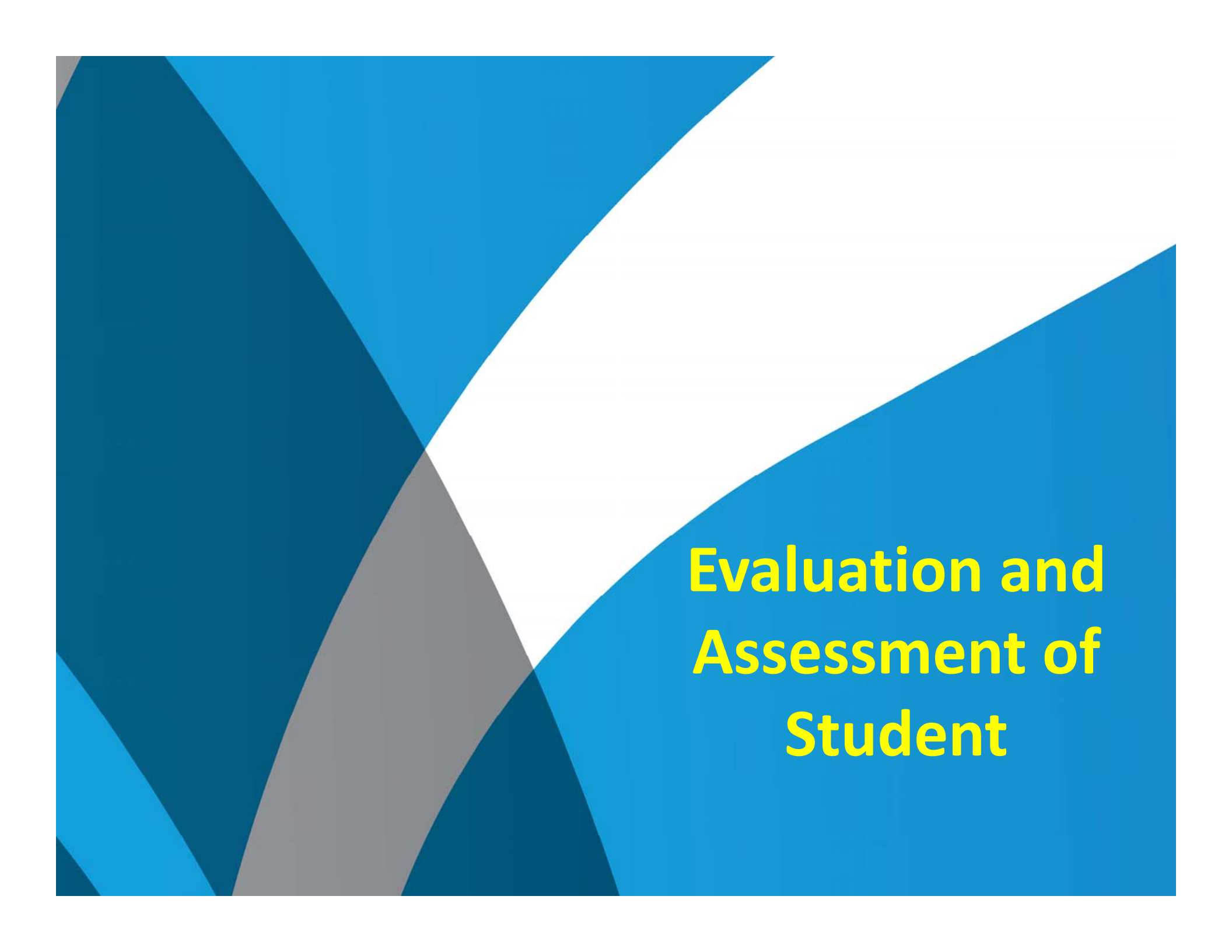
- Instill confidence
- Strengths & weaknesses
- Feeling of value, member of a team
- Reflection

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

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Evaluation and Assessment of Student

EVALUATION AND ASSESSMENT

- **Formative evaluation**

- Ongoing feedback of performance
- Providing advice to help shape the student's day to day behaviors and learning
- Vital part of the experience for the student

- **Summative evaluation**

- Final evaluation at the end of the experience of student's overall performance
- Written evaluation “*Pass or Fail grade*”
- Link to evaluation form sent to you via e-mail approx. 5 days before the end of the rotation

HINTS TO 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

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

SUMMATIVE/FINAL EVALUATION

- Complete and discuss with the student at the end of the rotation
- Provide written comments to support your evaluation
- Focus on skills and behaviors
- Comment on students strengths and areas for improvement
- The evaluation should not be a “surprise” to the student



Preceptor Assessment

PRECEPTOR EVALUATION

- Students are required to provide a constructive assessment of their preceptor 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

SITE VISITS BY NEOMED

- Member of the experiential department will periodically visit preceptors and sites to:
 - determine how the rotations are going
 - solicit feedback from preceptor
 - make suggestions for improvement
 - meet with students
- Visits are scheduled in advance
- Invite the college's experiential faculty to visit
 - Student presentation, showcase a project

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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