Agenda

- Mission and Vision

- Accreditation

- COVID-19 and Attestation Form

- IPPE updates

  - Structure

  - Longitudinal Feedback Form

  - Student Activities

  - Reflection Form

  - Grading

  - Changes to evaluation form

- APPE updates

  - Rotation types/length of rotation

  - APPE Activities

  - CORE Readiness

  - Site Visits

- Q and A

- Adjourn

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Our Mission

To improve health through innovation and leadership in pharmacy education, clinical practice and research.

Our Vision

Excelling in pharmaceutical discovery to advance evidence-based practice and the development of leaders in pharmacy and the pharmaceutical sciences.

Our Values

- Excellence and integrity in teaching, research, clinical practice and service

- Commitment to a learning environment that embraces diversity, inclusiveness, equity and respect

- Promoting and rewarding critical thinking and continuous quality improvement

- Productive engagement with our alumni, clinical and educational partners, and community
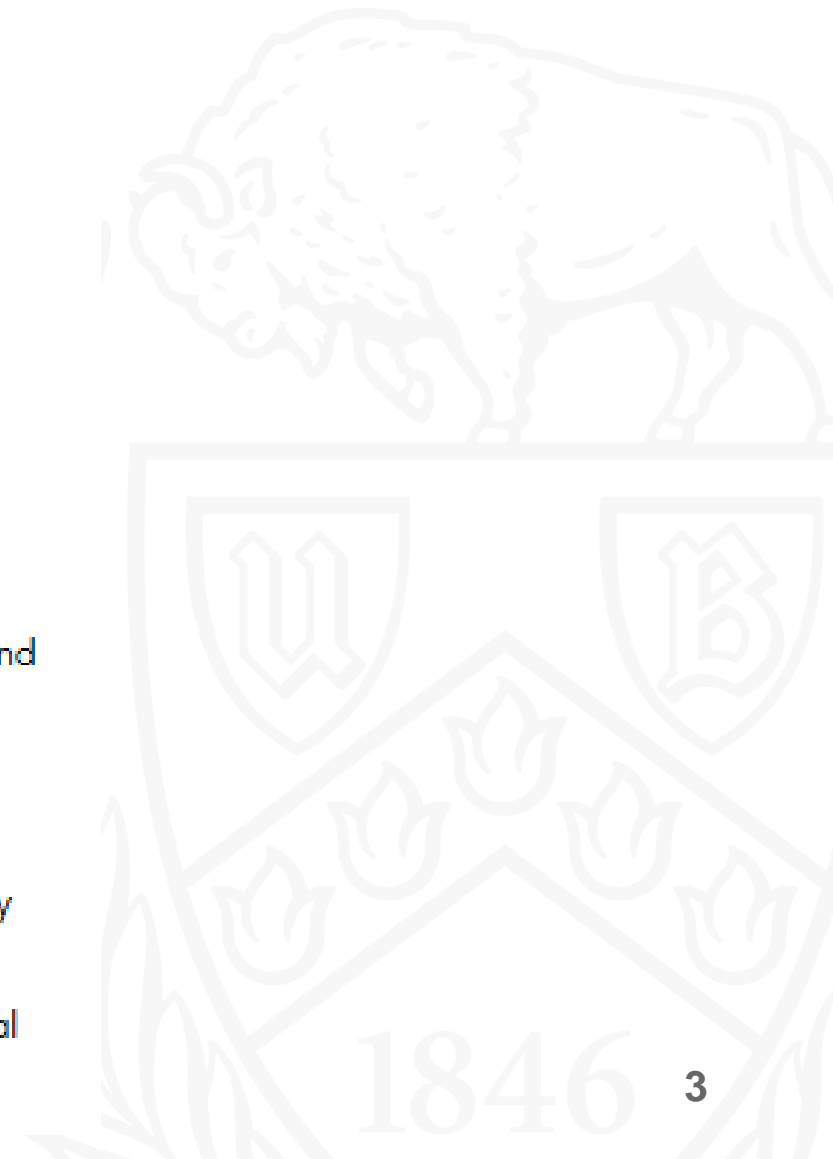
Accreditation update PharmD program

Standard 12 = Pre- APPE and IPPE

- Patient, pharmacist present, US

- 300 hours total. Of those 300, >150 evenly distributed between community and institutional

Standard 13 = APPE

- Hospital/Health Systems

- Site visits

THANK YOU to you our preceptors!

- For your support and flexibility through the accreditation and COVID-19 challenges
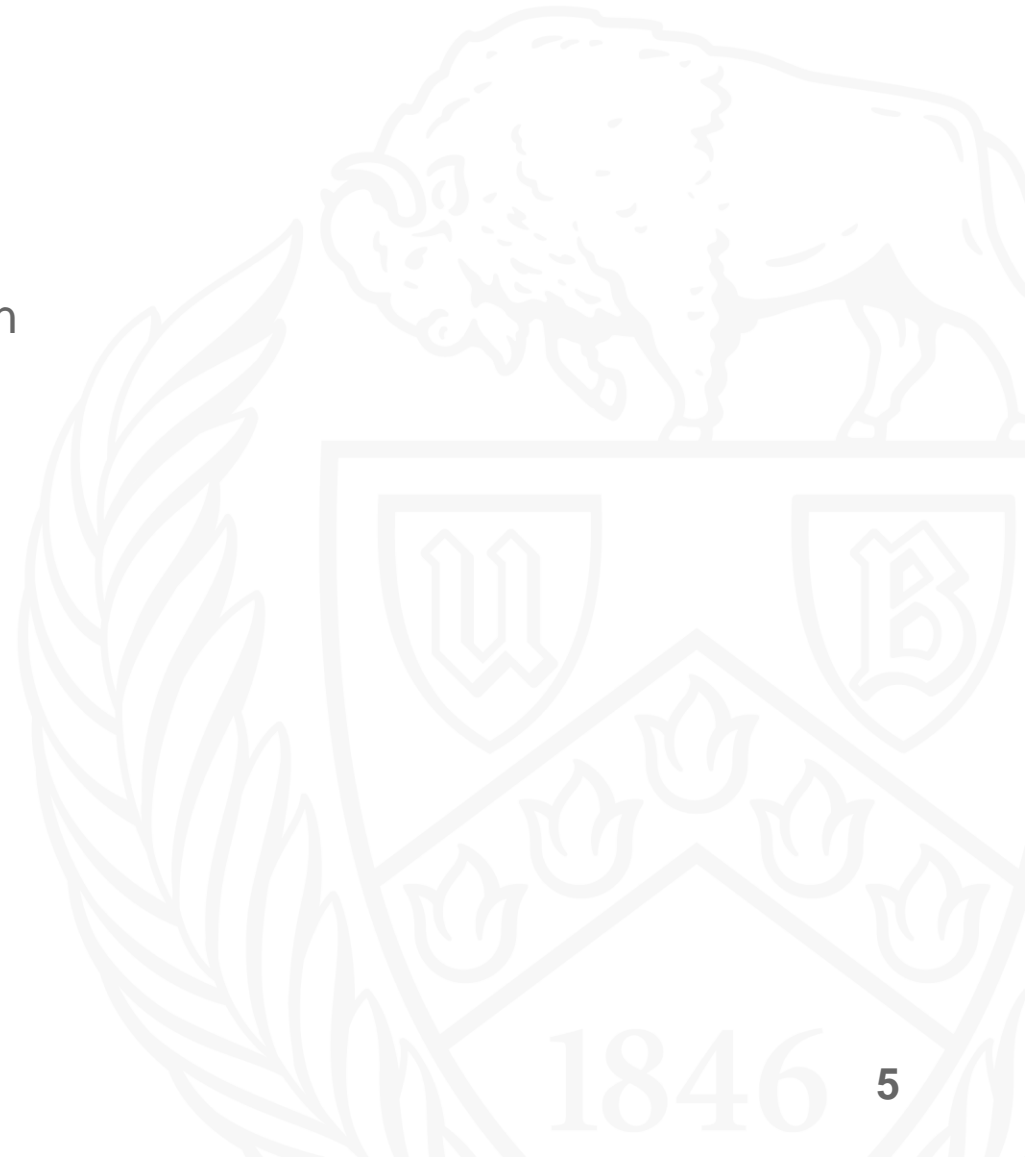
Students maintain all rights and privileges

ACPE visit 2021

COVID-19 Challenge

- Health/Safety of all must come first

- Currently has significant impact on EE, future impact is unknown

- Learning experience for soon to be pharmacists

- Attestation form for student to complete

    - Students self-monitor daily

COVID-19 Attestation Form

- Student: Please complete the following ATTESTATION FORM no earlier than 24 hours prior to the START of the rotation and email it to your preceptor. Students that do not meet the criteria as defined below will not be allowed at your practice site for rotations until further notice. Student:

- Student: Please self-assess the below items on a ==daily== basis DURING the rotation. If you have signs/symptoms of COVID-19 (e.g. fever, cough, shortness of breath), please stay home and contact your healthcare provider and the Director of Experiential Education.

- COVID-19 Training I certify that I reviewed information provided by the Centers for Disease Control and Prevention (CDC) including: What Healthcare Providers Should Know: https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-forpatients.html Healthcare Providers Frequently Asked Questions and Answers: https://www.cdc.gov/coronavirus/2019-ncov/hcp/faq.html

- Required Attestation I certify that I have cleared UB SPPS COVID-19 Screening requirements as listed below:

  - Temp >100.4

  - Shortness of breath or trouble breathing

  - Travel to high risk areas per CDC or NYC

  - Contact with COVID-19 positive patient

IPPE

IPPE Updates

- P1=No IPPE rotations

- OEE will obtain preceptor availability for all IPPE rotations and assign students based on student preferences

- 2 way Evaluations will happen for all IPPE rotations

- IPPE= Pass/Fail now

- Minimum 50 hours/rotation required for 2020-2021

- Starting 2021-2022
    - P2=Community (2 x 60 hour rotations)
        - This is a transition year so some P1s will already have hours
    - P3=Institutional (75 hours) + 2 Outpatient of community and/or ambulatory care (120 hours)

- Longitudinal feedback form

Longitudinal Feedback Form

University at Buffalo School of Pharmacy and Pharmaceutical Sciences: P3 IPPE Longitudinal Professional Development Feedback Form

This form is designed to be formative (to encourage provision of feedback to students to help them develop over the course of IPPE). Students will carry this form with them and will provide it to each preceptor on day #1 of the IPPE rotation. This will inform the preceptor of the student's strength/weakness, by Entrustable Professional Activities (EPA), so as to guide the experience. At the conclusion of the IPPE, preceptors mark Needs Improvement (NI), Satisfactory Progress (SP), or Achieved (Ach) and help the student develop a plan to improve in pertinent areas – all EPA core statements do not need to be assessed during each IPPE.

EPA Domain		EPA Core Statement	IPPE – Institutional			IPPE – Outpatient #1			IPPE – Outpatient #2		
			NI	SP	Ach	NI	SP	Ach	NI	SP	Ach
1	Patient Provider	Collect information to identify a patient's medication-related problems and health-related needs.									
		Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.									
		Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.									
		Implement a care plan in collaboration with the patient, caregivers, and other health professionals.									
		Follow-up and monitor a care plan.									
2	Interprofessional Team Member	Collaborate as a member of an interprofessional team.									
3	Population Health Promoter	Identify patients at risk for prevalent diseases in a population.									
		Minimize ADEs and medication errors									
		Maximize the appropriate use of medications in a population.									
		Ensure that patients have been immunized against vaccine-preventable diseases									
4	Information Master	Educate patients and professional colleagues regarding the appropriate use of medications.									
		Use evidence-based information to advance patient care.									
5	Practice Manager	Oversee the pharmacy operations for an assigned work shift									
		Fulfill a medication order									

P3

P3 Longitudinal Feedback: Pg. 2 of form

IPPE	Constructive Comments	Student CPD Plan (for future IPPE and/or APPE)
Institutional		
Outpatient #1		
Outpatient #2		

IPPE Activities

Appendix A – Suggested Rotation Activities

It is expected that the number and extent of activities will vary by preceptor, student, site and rotation type. However, we ask that all rotations at least provide some exposure (even if limited) to each of these major competency areas each rotation. Students should be given multiple opportunities at each activity in order to improve their skill, gain confidence, and meet your expectations.

Program Outcome		Example Activities
COMMUNICATION SKILLS	**Global Communication:** Effective communication (verbal and non-verbal); uses clear and correct language; sensitive to surroundings.	Educate patients about self-care and medication self-administration including making recommendations regarding medications (prescription and OTC) and non-drug therapy alternatives • Provide appropriate OTC counseling/consulting. • Perform self-care consults.
	Patient Educator: Proactively perform patient-centered counseling and medication education using the most current and relevant information	Proactively perform patient-centered counseling and medication education using the most current and relevant information. • Provide medication education on all new prescriptions • Provide medication education on refills when appropriate
	Communication Style: Adjusts communication style and techniques (e.g. motivational interviewing, coaching and counseling/education) in response to patient-specific needs and individual social determinants of health.	• Proactively perform patient-tailored counseling and medication education using the most current and relevant information.
	Medical Notes: (e.g., MTM, SOAP, pharmacotherapy consult, pharmacokinetic note): Organized; no grammatical or spelling errors; includes all pertinent info; note follows logical sequence; thorough yet concise; avoids bias	

IPPE Reflection – 2 Questions

- This will be **Field Encounter** (in CORE) that the student completes towards end of rotation and will be _confirmed_ by the preceptor

- Students will be required to enter one per IPPE rotation.

- Once student submits reflection the preceptor will receive an email with a link that will take preceptor to actual reflection. Once the preceptor clicks the link in the email the preceptor will be able to read the reflection. Next, the preceptor will select a radio button (confirm, deny) and could provide optional comments.

What was the most valuable learning experience on this IPPE rotation? Why? (Maximum of 250 words):

How did this IPPE help you grow as a professional (Maximum of 250 words):

IPPE Reflection Form

Encourage discussion between student and preceptor.

1. Student self-assessment skills, think about what did I learn?
2. Preceptor could deny and suggest student reflect on an important learning experience
3. Potential CQI for preceptor
4. Not a book! 250 words max

Student Comments:

What as the most valuable learning experience on this IPPE rotation? Why? (Maximum of 250 words): IPPEs expose students to common contemporary U.S. practice models, including interprofessional practice involving shared patient care decision-making, professional ethics and expected behaviors, and direct patient care activities. IPPEs are structured and sequenced to intentionally develop in students a clear understanding of what constitutes exemplary pharmacy practice in the U.S. prior to beginning APPE.

How did this IPPE help you grow as a professional (Maximum of 250 words)?: IPPEs expose students to common contemporary U.S. practice models, including interprofessional practice involving shared patient care decision-making, professional ethics and expected behaviors, and direct patient care activities. IPPEs are structured and sequenced to intentionally develop in students a clear understanding of what constitutes exemplary pharmacy practice in the U.S. prior to beginning APPE.

Confirmation Information

Confirmation: ○ Confirm   ○ Deny - Send back to student

Your Comments: Enter confirmation or denial comments

IPPE Grading

All IPPE rotations will be graded as: Pass, Probationary Pass, Fail.
- Professionalism is graded on a 3-point scale
- Skills competency is graded on a 5-point scale

	P2 IPPE	P3 IPPE
Pass	• Professionalism: 2.0 – 3.0 • Skills: 1.5 – 5.0	• Professionalism: 2.0 – 3.0 • Skills: 2.0 – 5.0
Probationary Pass	• Professionalism: 1.8 – 1.9 • Skills: 1.3 – 1.5	• Professionalism: 1.8 – 1.9 • Skills: 1.8 – 1.9
Fail	• Professionalism: < 1.8 • Skills: < 1.3	• Professionalism: < 1.8 • Skills: < 1.8

Note: final grade determine by lowest score
of professionalism or skills

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Additions to IPPE and APPE Evaluation Form

- Midpoint Questions

  - The student reviewed with you the Longitudinal Professional Development Feedback Form at the BEGINNING of the rotation. YES NO

  - Overall, in your assessment, the student is on-track to pass the rotation. YES NO

- Final Questions

  - The student reviewed with you the Longitudinal Professional Development Feedback Form at the END of the rotation. YES NO

  - Overall in your assessment, the student should pass this rotation. YES NO

APPE

Rotation Type updates

- Community pharmacy (160 hours)

- Ambulatory patient care (240 hours)

- Hospital/health system pharmacy (160 hours)

- Inpatient general medicine patient care (240 hours)

- Elective 1 – direct patient care (240 hours)

- Elective 2 – direct or non-direct patient care (240 hours)

- Elective 3 – direct or non-direct patient care (160 hours)

Minimum of 160 hours for each core rotation with a cumulative total of 1440 hours

APPE Activities based on AACP Essential Elements Documents

1. Essential elements for the 4 Core rotations are available in CORE in the Training/Benefits section.
2. Not all activities need to be selected. Base activities on students knowledge/skills and your site protocols.
3. Give student multiple attempts to achieve excellence.
4. Example Learning Activities provide consistency across experiences so all students taking the same core rotation receive similar experiences.
5. Each learning activity is not graded, grade will come from Professionalism and Skills evaluations.

Element	Example Learning Objectives or Activities*	Comments
Pharmacist Patient Care (PPC)		
PPC 1. Efficiently and appropriately optimize patient-specific outcomes using the Pharmacist Patient Care Process (PPCP) in the community pharmacy setting, including collaboration with other healthcare professionals.	• Collect patient information and interpret it based on results of monitoring parameters to support improved patient outcomes • Perform disease state management services • Conduct formal MTM process • Assess and resolve problems identified as part of prospective or retrospective drug utilization review. • Make recommendations and/or modify care plans to address patient specific needs • When possible, initiate/change drug therapy to address patient specific needs • Perform CMR when appropriate and make recommendations/changes accordingly • Prepare and deliver a patient case presentation	Preferred that this competency include Disease State Management (DSM) **AND/OR** Medication Therapy Management (MTM) so that this experience is an advanced community experience as opposed to the introductory community experience. We have split out disease state management (DSM) from MTM, because in reality it is a different process. DSM refers to collaborative practice, which varies site-to-site and state-to-state, where as MTM is a specific reimbursed service/process. Recognizing that MTM is delivered in many ways and may vary with plans, we did not specify "Perform a CMR" as the competency itself but provided some flexibility in demonstrating this competency.

Available in CORE in Training/Benefits

CORE Readiness

- A custom learning center with (700+) videos that can be assigned to students (https://corereadiness.com/learning-center/library/P22897210)

  - Overview

  - Professionalism

  - Professional skills

  - Patient literacy

  - Interview

  - Clinical consulting

    - Medications-blue tabs

    - Administration-maroon tabs

    - Medical conditions-orange tab

- Learning modules can be assigned by preceptor and completion tracked

- The link to access and a list suggesting video learning modules for specific APPE rotations can be found in CORE under Training/Benefits

CORE Readiness (Link to access program)
This file contains link to Readiness program and suggested playlist for various APPE type rotations.

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Site Visits

- ACPE requirement for QA program

- Focuses on the following:

  - Patient characteristics

  - Site characteristics

  - Resources: time, IT

  - Interprofessional activities

  - Public health

1. A patient population that exhibits diversity in ethnic and/or socioeconomic culture, medical conditions, gender, and age.
2. A patient population that supports the learning objectives for the experience.
3. Access to learning and information resources.
4. A commitment to the education of pharmacy students including achievement of learning outcomes.
5. A practice environment that nurtures and supports professional interactions between students, pharmacists, and patients and their caregivers.
6. Adequate resources to ensure that students receive oversight, professional guidance, and performance feedback from preceptors.
7. Equipment and technology that reflect contemporary practice and support student education for that practice .
8. Equipment and technology that reflect contemporary research and support student research for that practice.
9. Contemporary services for individual and group patient care, such as Medication Therapy Management (MTM).
10. Collaborative professional relationships with other healthcare providers.
11. A strong commitment to health promotion, disease prevention, and patient safety, as reflected by the services provided (e.g., provision of health screening, tobacco cessation counseling, immunizations) and/or products made available (e.g., not stocking cigarettes and other tobacco products).

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Questions?

Thank you for your support and time during this Pandemic!
The Office of Experiential Education

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