Agenda

1. Mission

2. Accreditation Update

3. IPPE Updates

4. APPE Updates

5. COVID-19

6. IPPE and APPE Updates

7. Q and A

Mission, Vision, and Values of the UB SPPS

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

http://pharmacy.buffalo.edu/about-us/our-mission.html

ACPE Evaluation Team Report of PharmD Program

Standard 12 = Pre- APPE and IPPE

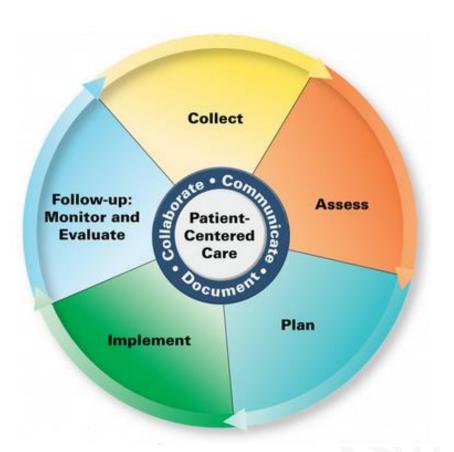- Per ACPE Site Visit Team→ No monitoring recommended

Standard 13 = APPE

- Per ACPE Site Visit Team→ No monitoring recommended

THANK YOU to you our Preceptors!

- For your support and flexibility through the accreditation and COVID-19 challenges

ACPE Board of Directors to meet in June 2021

IPPE

IPPE

- P1=No IPPE rotations

- P2= 2 Community Rotations @ 60 hours each= 120 hours

- P3=1 Community + 1 Community or Ambulatory Care @ 60 hours each = 120 hours

- P3=1 Institutional (hospital) rotation @ 75 hours = 75 hours

- Total IPPE hours ≥ 315

Curricular Progression Document: What student pharmacists should know and be able to do (and when)

Example

Professional semester and year	KNOWLEDGE (What student pharmacists know)	SKILLS|EPA (What student pharmacists can do)
P2 Fall	• **PK/PD 1** — Prepare students to evaluate drug product information and publications regarding drug pharmacokinetics and biopharmaceutics and to utilize that knowledge in their professional practice. • **US Healthcare** — an examination of U.S. health systems in which patient-centered and/or population-based care is provided. • **Pharmacotherapeutics** — Topics include Cardiovascular, Renal, Endocrinology and Women's Health.	• **Pharmaceutical Care 2** — Focuses on counseling on a variety of devices for diabetes and contraception, taking a medication history, adherence counseling, MTM and the PPCP full care plan process. • **Compounding lab 1** — Focus on medication orders, labels, foundational compounding activities and materials handling. • **IPPE2** — Student-pharmacists in their second year will complete a minimum of 120 hours at a community pharmacy.

Full document available in CORE in Document Center.

VIEW **Curricular Progression: What student pharmacists should know and be able to do (and when)**

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. 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 • Proactively perform patient-tailored counseling and medication education using the most current and relevant information.
	Patient Educator: Proactively perform patient-centered counseling and medication education using the most current and relevant information	
	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.	
	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	

Full document available in Document Center in CORE

VIEW   **Appendix A**

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

Longitudinal Feedback Form for IPPE and APPE

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									

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 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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IPPE Student Responsibilities

START	MIDPOINT	FINAL
• Provide IPPE Longitudinal Feedback Form to Preceptor for review • COVID-19 Attestation Form • Hours Tracking (daily)	• Student to complete Self-Evaluation of Professionalism and Skills • Student to review Preceptor's Evaluation of their Professionalism and Skills Evaluation with Preceptor • Hours Tracking (daily)	• Student to complete Self-Evaluation of Professionalism and Skills • Student to review Preceptor's Evaluation of their Professionalism and Skills Evaluation with Preceptor • Patient Characteristics and Interprofessional Engagement • IPPE Reflection (last week of rotation) • Ensure total hours meets minimum requirements • Student to Review comments on IPPE Longitudinal Feedback Form and complete CPD section • Evaluation of Preceptor and Site

IPPE Preceptor Responsibilities

START	MIDPOINT	FINAL
• Preceptor to review IPPE Longitudinal Feedback Form to assess Strengths/Opportunities	• Review Student's Evaluation of Professionalism and Skills • Complete Student's Evaluation of Professionalism and Skills and review with Student • Confirm hours (daily/weekly)	• Evaluation of Professionalism and Skills • Review Student's IPPE Reflection (last week) • Verify hours • Complete IPPE Longitudinal Feedback Form

APPE

Rotation Types

- 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)

* Denotes a core rotation

APPE Activities based on AACP Essential Elements Documents

1. Base activities on students knowledge/skills and your site protocols.
2. Give student multiple attempts to achieve excellence.
3. Example Learning Activities provide consistency across experiences so all students taking the same core rotation receive similar experiences.

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.

Essential Elements Document are Available in CORE in Training/Benefits

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APPE Student Responsibilities

START	MIDPOINT	FINAL
• Provide APPE Longitudinal Feedback Form to Preceptor for review • COVID-19 Attestation Form • Hours Tracking (daily)	• Student to complete Self-Evaluation of Professionalism and Skills • Student to review Preceptor's Evaluation of their Professionalism and Skills Evaluation with Preceptor • Hours Tracking (daily)	• Student to complete Self-Evaluation of Professionalism and Skills • Student to review Preceptor's Evaluation of their Professionalism and Skills Evaluation with Preceptor • Patient Characteristics and Interprofessional Engagement • Hours Tracking (daily) • Student to Review comments on APPE Longitudinal Feedback Form and complete CPD section • Evaluation of Preceptor and Site

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APPE Preceptor Responsibilities

START	MIDPOINT	FINAL
• Preceptor to review APPE Longitudinal Feedback Form to assess Strengths/Opportunities	• Review Student's Evaluation of Professionalism and Skills • Complete Student's Evaluation of Professionalism and Skills and review with Student • Verify student hours (daily/weekly)	• Evaluation of Professionalism and Skills • Verify all student hours • Complete APPE Longitudinal Feedback Form and return to Student

IPPE and APPE

COVID-19 Challenge

- Health/Safety of all must come first
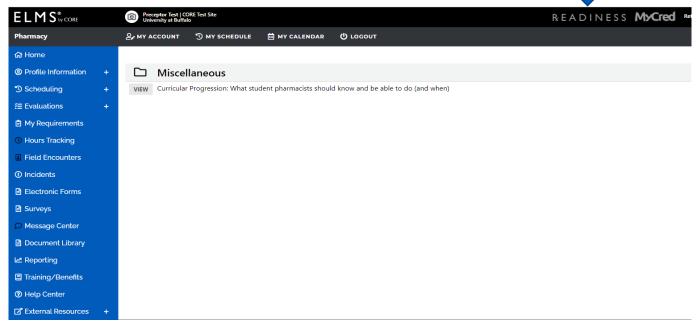
- COVID-19 Attestation form must be sent by student to preceptors within 24 hours of start of rotation (requires student to self-monitor daily)

- COVID-19 Immunization cannot be required by school at this time due to EUA (some students have received vaccine)

- Students currently engaged in Immunization and POCT efforts at sites

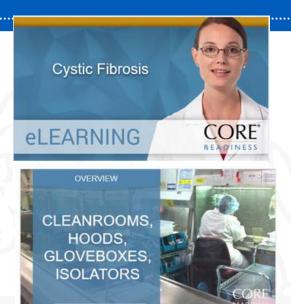- Learning experience for soon to be pharmacists

Student Absences

- **Student pharmacist must make up all missed hours.** Missed hours may be made up on site or via remote experiences/homework approved by the preceptor.

- All student pharmacists must complete the minimum number of required IPPE/APPE hours for each rotation, whether or not there is a holiday or excused absence.

- The student pharmacist must inform the preceptor of their intent to use planned excused absences on the first day of the rotation.

- Student pharmacists may have excused absences for the ACCP Meeting (up to 16 hours), ASHP Residency Showcase (up to 24 hours) **or** the APhA Annual Meeting and Exposition (up to 24 hours). All missed hours must be made up.

- A student pharmacist who applied for a residency but does not know if they have been accepted to a residency may have an excused absence for Phase I (8 hours) and/or II (8 hours) Match Results day. All missed hours must be made up.

- All University Holidays can be considered excused absences after consultation with the preceptor regarding the site's hours of operation. All missed hours must be made up.

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Readiness: A custom learning center with (700+) learning videos that can be assigned to students

Click here to access Readiness Videos

ELMS® by CORE

Preceptor Test | CORE Test Site
University at Buffalo

READINESS MyCred

Pharmacy

MY ACCOUNT   MY SCHEDULE   MY CALENDAR   LOGOUT

- Home
- Profile Information   +
- Scheduling   +
- Evaluations   +
- My Requirements
- Hours Tracking
- Field Encounters
- Incidents
- Electronic Forms
- Surveys
- Message Center
- Document Library
- Reporting
- Training/Benefits
- Help Center
- External Resources   +

📁 Miscellaneous

VIEW   Curricular Progression: What student pharmacists should know and be able to do (and when)

Cystic Fibrosis
eLEARNING   CORE READINESS

OVERVIEW
CLEANROOMS, HOODS, GLOVEBOXES, ISOLATORS
CORE READINESS

OVERVIEW
CLAIMS PROCESSING & RECONCILIATION
CORE READINESS

How to Use Twisthaler® Inhalers
eLEARNING   CORE READINESS

Twisthaler Inhaler | Administration

CORE Readiness

- Learning modules can be assigned by preceptor and completion tracked

WELCOME! eLearning Center
Platform Orientation (for Faculty
& Preceptors)

by coreREADINESS

PreceptorReadiness | A
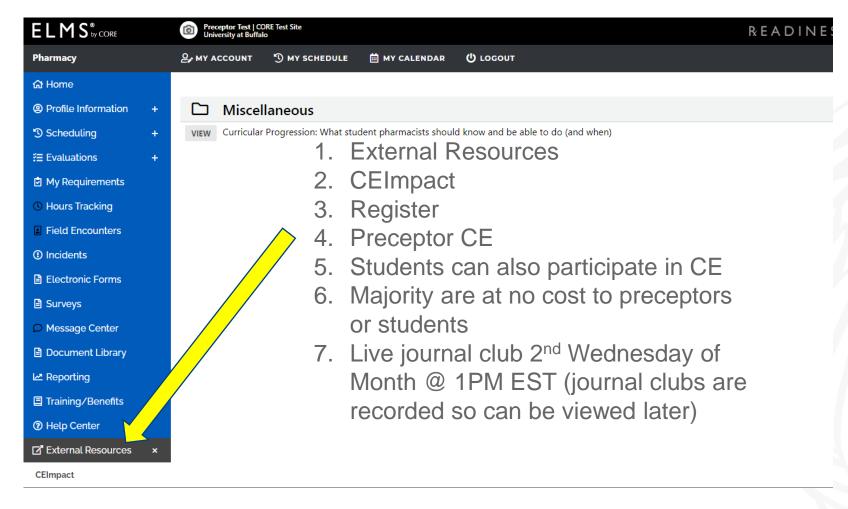Preceptor Training Program

by coreREADINESS

- The link to access 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.

CEImpact

1. External Resources
2. CEImpact
3. Register
4. Preceptor CE
5. Students can also participate in CE
6. Majority are at no cost to preceptors or students
7. Live journal club 2nd Wednesday of Month @ 1PM EST (journal clubs are recorded so can be viewed later)

CEImpact Sample Offerings

PRACTICAL INFORMATION, JOURNAL CLUBS. TEACHING TOOLS + MORE

Preceptor Course Finder | Course Finder | Search

| Purchase Subscription | Orientation | Journal Club | Rotation Experience | Teaching | **Feedback & Communication** | Role Modeling | Time Management |

Title			Date	Course Type	Duration	Rating	CE	Cost
Crucial Conversations in Experiential Education				On-Demand	1hr	★★★★☆	✔	NO COST
Helping Your Students Get Ready for Interviews				On-Demand	1hr	★★★★☆	✔	NO COST
How to Evaluate a CV				On-Demand	30min	★★★★☆	✔	NO COST
The Eleven Habits of Highly Effective Preceptors				On-Demand	1hr	★★★★☆	✔	NO COST
Writing Letters of Recommendation that Matter				On-Demand	45min	★★★★☆	✔	NO COST

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

Site Visits

- ACPE requirement for QA program

- Can be done remotely

UB SPPS Site Visit Questions-Not all questions are applicable to every site

ALL PRECEPTORS/ROTATIONS

How do you support students achieving the learning objectives for the rotation?

What learning resources do students have access to at your site?

What resources do you have to ensure students receive oversight, professional guidance, and performance feedback?

PATIENT ORIENTED SITES

How do you provide a practice environment that nurtures and supports professional interaction between students, prescribers, pharmacists, patients, and their care givers?

Does your site have a patient population that exhibits diversity in ethnic and/or socioeconomic culture, medical conditions, gender, and age?

What contemporary services do you provide for individual and group patient care? Such as MTM?

How do you provide a 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)?

SITE DETAIL QUESTIONS

What equipment and technology do you use that reflects contemporary practice/research and will support student education for your duties? Please describe?

HOW CAN THE SCHOOL BETTER SUPPORT PRECEPTOR?

How can the school assist you in training pharmacy students?

Questions?

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

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