



University at Buffalo
School of Pharmacy
and Pharmaceutical Sciences

UB SPPS PRECEPTOR INFORMATION SESSION

May 9, 2024



Experiential Education (EE) Administrative Team

2024-2025



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Agenda

1. Mission
2. Program Changes
3. Entrustable Professional Activities (EPAs)
4. Educational Outcomes (EOs)
5. Policies
6. IPPE/APPE
7. CORE Readiness/CEI
8. Preceptor Training Requirements/documentation
9. CORE, demonstration new evaluations/preceptor information
10. Q and A



Mission, Vision and Values of the UB SPSS

Our Mission

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

Our Vision

To be a recognized global leader in developing solutions for evolving healthcare challenges.

Our Values

Diversity: We best serve our communities by embracing students, staff, faculty, preceptors, community stakeholders, and alumni from all backgrounds, with a range of skill sets and points of view.

Equity: We work tirelessly to contribute to a more just world, specifically through providing educational opportunities and advocating for equitable access to health care.

Integrity: We earn the trust of our stakeholders and partners by being ethical and responsible in everything we do, and by instilling these principles in our students.

Commitment: We will support and advance our communities through evidence-based practices in education, research, and clinical practice.

Impact: We achieve the greatest contribution through collaborative education, research, and clinical practice with our communities, partners, and alumni.

Excellence: We are committed to cultivating the highest quality in research, education, and service at the local, national, and international level.

Changes!!

- Rolling in new integrated curriculum 2023 (click for web link: [students enrolled 2023 and after](#))
 - Ex: Integrated Pharmacy Concepts (P2): Courses focused on medical disciplines, integrating concepts from pathophysiology, pharmacology, clinical pharmacokinetics and pharmacogenomics, patient assessment, essential patient skills, pharmacotherapeutics (e.g. cardiology, infectious diseases, oncology)
- New Educational Outcomes (EOs) and Entrustable Patient Activities (EPAs) (click for web link [2023](#))
- Rotation grading transparency for student and preceptor

Changes

- Curriculum (all hours listed as minimums)
 - P2 2024: 2 x 80 hour community (1 may be ambulatory care) → student enters program 2023 and later
 - P3 2024: 2 x 60 hour community (1 may be ambulatory care) + 1 x 75 hour institutional → student enters program 2022 and before
1x 80 hour community (or ambulatory care) + 1 x 75 hour institutional → student enters program 2023 and later
 - P4: Ambulatory Patient Care and Inpatient Adult Patient Care= 240 hours each (all students)
Community and Hospital/Health Systems = 160 hours each
Electives = 3 x 240 hours
- Rollout of H/S/U grading for students entering program 2022 and later
 - In the 2024-2025 Academic Year
 - IPPE 2 and 3: S/U/H
 - APPE: Stays with letter grade
- Introduction of EPAs to IPPEs and APPEs

What are the EPAs?

- The EPAs describe pharmacy workplace activities that all students are entrusted to do in the experiential setting with direct or distant supervision that preceptors assess using an entrustment decision scale.
- EPAs are designed to translate the EOs into practice activities.
- Assessment scale 1-5 with rubric. Generally, the expectations are as follows:
 - P2: Level 1-2
 - P3: Level 2-3
 - P4: Level 3

EXAMPLE

EPA 11: Deliver medication or health-related education to health professionals or the public.

When you click → Example tasks to observe student, the following pops-up:

- Give a brief (~10 minutes) drug presentation to the pharmacy and or medical team. Consider using new drug information.
- Lead a discussion regarding published primary literature and its application to patient care (e.g., journal club).
- Develop and deliver a verbal, digital, or written medication or health-related educational program to health professional(s), a community, or other groups.

#	EPAs
1	Collect information necessary to identify a patient’s medication-related problems and health-related needs.
2	Assess collected information to determine a patient’s medication-related problems and health-related needs.
3	Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment.
4	Contribute patient specific medication-related expertise as part of an interprofessional care team.
5	Answer medication related questions using scientific literature.
6	Implement a care plan in collaboration with the patient, others trusted by the patient, and other health professionals.
7	Fulfill a medication order. Site dependent process, which may mean to complete order entry/order verification, prepare medication (pull from shelf/count/activate/compound), label medication, dispense/administer to patient.
8	Educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer a medication, or self-monitoring test.
9	Monitor and evaluate the safety and effectiveness of a care plan.
10	Report adverse drug events and/or medication errors in accordance with site specific procedures.
11	Deliver medication or health-related education to health professionals or the public.
12	Identify populations at risk for prevalent diseases and preventable adverse medication outcomes.
13	Perform the technical, administrative, and supporting operations of a pharmacy practice site. Site dependent and includes but is not limited to: Inventory management, Scheduling, and Controlled Substance Monitoring.

EPA Assignment by Rotation Type

EPA	P2 community	P3 community	P4 community	P3 ambulatory care	P4 ambulatory care	P4 adult inpatient medicine	P3 institutional	P4 hospital/health system
1		1	1	1	1	1	1	1
2		1	1	1	1	1	1	1
3				1	1	1	1	1
4				1	1	1		
5		1	1	1	1	1	1	1
6				1	1	1		1
7	1	1	1				1	1
8	1			1	1	1		
9				1	1	1	1	1
10		1	1			1	1	1
11	1	1	1		1	1		
12			1		1	1		
13	1		1				1	1

FYI: NDPC electives do not have EPAs and the DPC elective has EPAs as optional.

These are minimums-preceptors can add additional EPAs for their rotation. These assignments were identified through volunteer preceptors and the EEFAC. We will request more feedback over the next EE year from you.

Preceptor Feedback via Evaluation Forms

- The current EPA assignment by rotation was determined by volunteer preceptors and the EE committee. If you would like to provide feedback on which EPAs are assigned to a specific rotation type please click [here](#). Feedback can be provided towards the bottom of the google sheet. We will review your input and make adjustments as needed for the 2025-2026 Experiential Cycle.

EPA Rubric

1. Learner is permitted to **observe only**. Even with direct supervision, learner is not entrusted to perform the activity or task.
2. Learner is entrusted to perform the activity or task with direct and **proactive supervision**. Learner must be observed performing task in order to provide immediate feedback.
3. Learner is entrusted to perform the activity or task with indirect and **reactive supervision**. Learner can perform task without direct supervision but may request assistance. Supervising pharmacist is quickly available on site. Feedback is provided immediately after completion of activity or task.
4. Learner is entrusted to perform the activity or task with **supervision at a distance**. Learner can independently perform task. Learner meets with supervising pharmacist at periodic intervals. Feedback is provided regarding overall performance based on sample of work.
5. Learner is entrusted to independently decide what activities and tasks need to be performed. Learner is entrusted to **direct and supervise the activities of others**. Learner meets with supervising pharmacist at periodic intervals. Feedback is provided regarding overall performance based on broad professional expectations and organizational goals.

P4 EPA Assessments Student Tracking

- In P4 year over the span of the 4 required rotations it is expected that student will achieve a level 3 at least once for each EPA. Students will use the required rotations (Ambulatory Care, Community, Hospital/Health Systems, Acute Care-General Medicine-Inpatient Adult Patient Care) rotations as proof. If this is not achieved student will need to re-do an experience and achieve a level 3 assessment for the EPA(s) with scores <3 in order to graduate.
 - Students will email available EPA scores to your email on day 1 or 2 of your rotation. Please review this form with the student as appropriate. If the student had not completed any required rotations, then you will not receive this document. If you offer a non-direct patient care elective this form may be less useful for your student training.
 - **EPA scores do not contribute to student's grade.**

New Educational Outcomes

- A total of 15 EO's to assess and determine grade, most rotation type will have 13 EO's assigned to them.
- More transparent grading process involved via summation of individual EO assessment scores (1-4).
- Professionalism assessment has been simplified: no score but student must pass professionalism question to pass rotation.
- Course grade
 - IPPE: rotation grade contributes to course grade
 - APPE: rotation grade is course grade

Source: <https://doi.org/10.1016/j.ajpe.2023.100562>

Problem solver: Use problem solving and critical thinking skills, along with an innovative mindset, to address challenges and to promote positive change.

When you click on problem solver the following will pop-up:

•Problem solving skills: Identify define problems that have multiple considerations (and possibly more than one viable solution); explore and prioritize potential strategies; compare and contrast potential solutions; design and evaluate implemented solutions using evidence and/or rationale and anticipate and reflect on outcomes.

•Critical thinking - evaluating conclusions by systematically examining the problem, evidence, & solution. It includes 6 core skills including interpretation, analysis, evaluation, inference, explanation, and self-regulation.

•Innovative mindset – a set of beliefs that includes being forward thinking, creative, open to testing, comfortable making mistakes and trying again; collaborative and focused on progress that allows a person to generate creative or novel solutions to problems that result in improved performance.

Student Educational Outcomes	
1	Learner: Seek, analyze, integrate, and apply foundational knowledge of medications and pharmacy practice (biomedical; pharmaceutical; social, behavioral, administrative; and clinical sciences; drug classes; and digital health.
2	Problem solver: Use problem solving and critical thinking skills, along with an innovative mindset, to address challenges and to promote positive change.
3	Communicator: Actively engage, listen, and communicate verbally, nonverbally, and in writing when interacting with or educating an individual, group, or organization.
4	Ally: Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (e.g. social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes.
5	Provider: Provide whole person care to individuals as the medication specialist using the Pharmacists' Patient Care Process.
6	Advocate: Promote the best interests of patients and/or the pharmacy profession within healthcare settings and at the community, state, or national level.
7	Steward: Optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication use systems.
8	Collaborator: Actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.
9	Promoter: Assess factors that influence the health and wellness of a population and develop strategies to address those factors.
10	Leader: Demonstrate the ability to influence and support the achievement of shared goals on a team, regardless of one's role.
11	Self-aware: Examine, reflect on, and address personal and professional attributes (e.g., knowledge, metacognition, skills, abilities, beliefs, biases, motivation, help-seeking strategies, and emotional intelligence that could enhance or limit growth, development, & professional identity formation).
12	Professional: Did the student exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society.
13	Professional Skills and Attitudes: Activities and experiences, intended to advance professional, personal, and career development, are purposely designed and implemented to ensure an array of opportunities for students to document competency of advocacy, self-awareness, leadership, and professionalism. These activities complement and advance the learning that occurs within the formal curriculum and can occur, outside, alongside, and/or within the curriculum.
14	Team: Demonstrates the ability to influence and support the achievement of shared goals with others or in a team.
15	Develop strategies to actively promote inclusivity, equity, and social justice in academic, and professional environments.



EDUCATIONAL OUTCOMES ASSESSMENT RUBRIC

Does Not Meet Expectations (1): The performance falls significantly below the expected standards for the professional year. There are numerous errors or deficiencies in understanding, execution, or completion of the task. The work does not meet the basic requirements and demonstrates a lack of effort or comprehension.

Approaches Expectations (2): The performance partially meets the expected standards for the professional year. There are some errors or deficiencies in understanding, execution, or completion of the task. While aspects of the work may be satisfactory, overall, it falls short of meeting all requirements and demonstrates room for improvement.

Meets Expectations (3): The performance meets the expected standards for the professional year. It demonstrates a solid understanding and execution of the task with minimal errors or deficiencies. The work meets all requirements and may also include additional elements that enhance its quality and completeness.

Exceeds Expectations (4): The performance goes above and beyond the expected standards for the professional year. It demonstrates a thorough understanding and exceptional execution of the task with no significant errors or deficiencies. The work not only meets all requirements but also includes additional elements that significantly enhance its quality, creativity, and/or innovation.

APPE ROTATION GRADING = COURSE GRADE (& PASS PROFESSIONALISM)

Grade	A	A-	B+	B	B-	C+	C	F
Sum of Educational Outcomes points	46-48	43-45	42	40-41	39	37-38	34-36	<34

Grade	A	A-	B+	B	B-	C+	C	F
Sum of points	31-32	29-30	27-28	25-26	23-24	22	21	<21

For NDPC electives

IPPE ROTATION GRADING

Sum of Educational Outcomes points	Professionalism Question Response	Rotation Grade (Enters program in 2023 or later)	Rotation Grade (Enters program in 2022 or prior)
43-48	Yes	Honors (H)	Pass
34-48	Yes	Satisfactory (S)	Pass
34-48	No	Unsatisfactory (U)	Fail
<34	Yes or No	Unsatisfactory (U)	Fail

IPPE **Course** grades are assigned by the course coordinator and determined by the rotation grade and if the student meets all other requirements in the course syllabus.

Student Absences

- Student pharmacist must communicate with their preceptor on or before the first day of rotation to discuss planned absences.

Reason for Missed Rotation Time	Hours Must be Made Up?	Student to add Comment in Hours Section of CORE
ACCP Meeting (up to 16 hours)	No	Yes
ASHP Residency Showcase (up to 24 hours)	No	Yes
APhA Annual Meeting and Exposition (up to 24 hours)	No	Yes
Other Professional Meeting Attendance (hours to be determined with consult of OEE)	No	Yes
Match results day, Phase I and/or II	Yes	Yes
Religious Holiday or Holiday	Yes	Yes
Illness/Inclement Weather	Yes	Yes

Add Hours

Site / Date / Time Information

Preceptor / Site : Required

Start Date: Required
(Format: MM-DD-YYYY)

End Date: Required
(Format: MM-DD-YYYY)

Time IN:

Time OUT:

Total Hours: Required

Hours Description

Comments:



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?

IPPE

Description

IPPEs expose student pharmacists 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 student pharmacists a clear understanding of what constitutes exemplary pharmacy practice in the U.S. prior to beginning APPE.

Course	Credit Hours
PHM 683 (P2 Fall)	2
PHM 684 (P2 Spring)	2
PHM 783 (P3 Fall)	2
PHM 784 (P3 Spring)	2

IPPE Reflection – 2 Questions students answer

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

2. Describe the direct patient care activities you completed. (Maximum of 250 words):

Confirmation Information

Confirmation: Confirm Deny - Send back to student

Your Comments:

Enter confirmation or denial comments

Sample response box preceptor will receive

Student is reminded of DPC DEFINITION

Direct patient care is defined as any interaction a student pharmacist has WITH or FOR a patient. Direct Patient Care can be delivered in-person, telephonically or by telemedicine. Some examples, not all inclusive:

- Dispensing medications (community and institutional)
- Counseling and education
- Discharge counseling
- Transition of care activities
- Optimizing outcomes/population health management
- Self-care
- Using evidence-based medicine in decision making

APPE Overview

APPE students are required to complete a total of 7 rotations (4 Required or Core + 3 Electives)

The four CORE/REQUIRED rotations that MUST be completed by all APPE students

PHM 843: Ambulatory Patient Care (6 weeks-240 hours)

An outpatient clinical rotation that provides the student with direct patient care activities focused on interprofessional patient management, chronic disease management and continuity of care. Depending on the actual site there may also be dispensing activities going on concurrently, however the main objective of this type of rotation is to provide medication therapy management and education for patients' chronic diseases.

PHM 844: Community Pharmacy (4 weeks-160 hours)

A community rotation provides the student with direct patient care activities including drug distribution and counseling activities. There may also be clinical activities going on concurrently, however the main objective of this type of rotation is to dispense medications in a safe and timely manner following all legal and regulatory requirements of the site/state. Practice management will also be emphasized.

APPE Overview

PHM 845: Hospital Health Systems Pharmacy (4 weeks-160 hours)

A hospital health system rotation provides the student with direct patient care activities focusing on understanding how the right medication gets to the right patient at the right time. This usually includes exposure to the drug distribution system, IV admixture preparation, controlled substance management, inventory control, among others. The focus is on system-management and continuous quality improvement.

PHM 846: Inpatient Adult Patient Care (6 weeks-240 hours)

A general medicine rotation provides the student with direct patient care experience in the inpatient setting utilizing a rounding service. The student will manage a diverse patient population with a variety of common conditions seen in adult care patients. The student will also actively contribute as a member of an interprofessional healthcare team.

APPE Overview

The three elective rotations are:

- PHM 847: Elective 1 Direct Patient Care (6 weeks-240 hours)
- PHM 848: Elective 2 Direct or Non-Direct Patient Care (6 weeks-240 hours)
- PHM 849: Elective 3 Direct or Non-Direct Patient Care (6 weeks-240 hours)

Elective APPEs are meant to allow students to explore areas of potential practice interest. This may include practice, research, or other areas of interest for pharmacy students. An elective may include a repeat of any CORE rotation.

Total APPE hour requirement = minimum of 1520

IPPE and APPE Student Responsibilities

START	MIDPOINT	FINAL
<ul style="list-style-type: none"> Hours Tracking (daily) APPE only, student will email updated EPA assessment tracking form to their next preceptor. Only need to submit if form contains data. 	<ul style="list-style-type: none"> Student to complete Self-Evaluation of EPAs, Educational Outcomes, and Professionalism Student to review Preceptor's Evaluation of their EPAs, Educational Outcomes, and Professionalism Hours Tracking (daily) 	<ul style="list-style-type: none"> Student to review Preceptor's Evaluation of their Professionalism and Skills Evaluation with Preceptor Student to complete Self-Evaluation of EPAs, Educational Outcomes, and Professionalism Student to complete Patient Characteristics and Interprofessional Engagement form IPPE only Reflection Hours Tracking (finalize) Student to complete Evaluation of Preceptor and Site

IPPE and APPE Preceptor Responsibilities

START	MIDPOINT	FINAL
<ul style="list-style-type: none"> • Preceptor to review expectations of rotation and collaborate on setting goals with student • APPE only: Review students previous EPA scores from required rotations when applicable. Discuss results with students and create strategies for future success. • Confirm hours 	<ul style="list-style-type: none"> • Preceptor to review Student- Self-Evaluation of EPAs, Educational Outcomes, and Professionalism • Preceptor to complete Evaluation of students EPAs, Educational Outcomes, and Professionalism. • Discuss results with students and create strategies for future success. • Respond to the question, is the student passing at mid-rotation? Add comments as needed. • Describe 2+ activities the students completed to demonstrate achievement of a specific EPA. • Confirm hours (daily/weekly) 	<ul style="list-style-type: none"> • Preceptor to review Student- Self-Evaluation of EPAs, Educational Outcomes, and Professionalism • Preceptor to complete Evaluation of students EPAs, Educational Outcomes, and Professionalism. • Discuss results with students and create strategies for future success. • IPPE only: review student self-reflection, discuss with students. • Describe 2+ activities the students completed to demonstrate achievement of a specific EPA. • Confirm hours

ACPE DRAFT Standards 2025

3.3.a. Preceptor criteria – The college or school makes available and applies quality criteria for preceptor recruitment, orientation, performance, and evaluation. The majority of preceptors for any given student are U.S. licensed pharmacists.

3.3.b. Preceptor credentials/expertise – All experiential courses in the curriculum are taught by individuals with **academic credentials** and expertise that are explicitly linked to their precepting responsibilities.

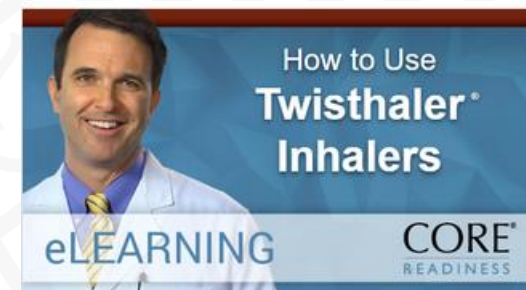
3.3.c. **Preceptor education** and development – Preceptors are oriented to the program’s mission, the specific learning expectations for the experience outlined in the syllabus, and effective performance evaluation techniques before accepting students. The college or school fosters the professional development of its preceptors through a variety of learning tools and programs commensurate with their educational responsibilities to the program.

3.3.d. Preceptor engagement – The college or school solicits the active involvement of preceptors in the continuous quality improvement of the educational program, especially the experiential component.

3.3.e. Student-to-preceptor ratio – Student to precepting pharmacist ratios allow for the individualized mentoring and targeted professional development of learners. In most situations, student : preceptor ratios for IPPE and APPE do not exceed 2:1.

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

Click here to
access
Readiness
Videos



Twisthaler Inhaler | Administration

CORE Readiness

- Learning modules can be assigned by preceptor and completion tracked



- 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 (Preceptors and Students have Access)

ELMS[®] by CORE Preceptor Test | CORE Test Site University at Buffalo READINESS

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** x

CEImpact


Miscellaneous

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


1. External Resources
2. CEImpact
3. Register-if not used in past
4. Access Code ID: BUFF23 = pharmacists
BUFF23S = students
5. Click on circle that indicates Preceptor CE
6. Find desired CE and complete

- Message Center
- Document Library
- Reporting
- Training/Benefits
- Help Center
- External Resources x

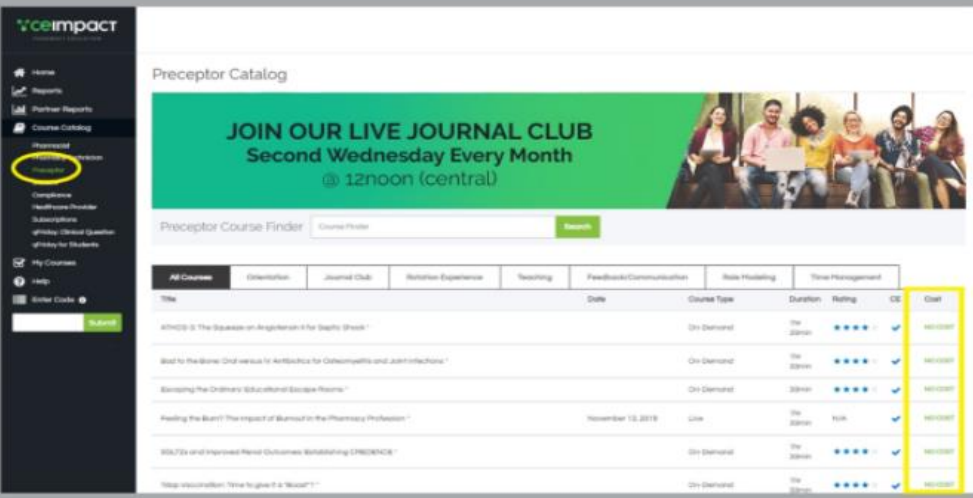
CEImpact



From CORE ELMS
Click on External Resources > CEI



Login to CEI account
and Enter Access Code



Click on the Preceptor Catalog. Courses available to you will be listed as **NO COST**. Sort Courses by Categories.

YOUR CEImpact ACCESS CODE ID: BUFF23S

Click here

- Home
- Reports
- Course Catalog
 - Pharmacist Basic
 - Pharmacist Premium
 - Pharmacist Elite
 - Technician Basic
 - Technician Premium
 - Technician Elite
 - Technician Elite + PTCB Exams
 - Preceptor
 - Trainings + Certificates
 - Compliance - Essential
 - Compliance - Comprehensive
 - Partner Courses
 - Student
- My Courses
- Help
- Enter Code



Search All Courses

WELCOME TO CEIMPACT
Making Learning a Habit

1. Enter BUFF23, submit

2. Click on Preceptor

Pharmacist Premium
 Pharmacist Elite
 Technician Basic
 Technician Premium
 Technician Elite
 Technician Elite + PTCB Exams
 Preceptor
 Trainings + Certificates
 Compliance - Essential

Compliance - Comprehensive
 Partner Courses
 Student

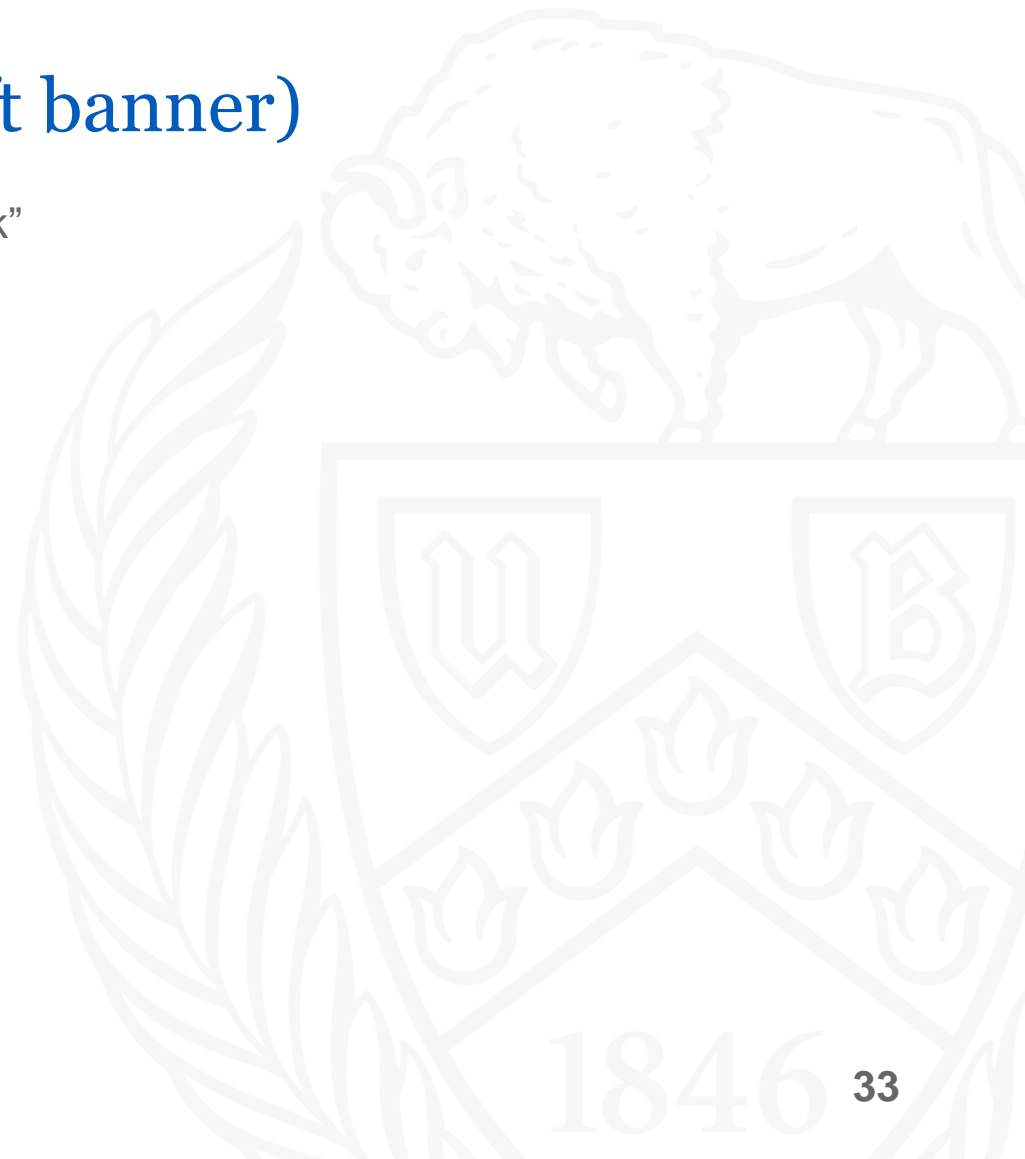
Title	Release Date	Course Type	Role	ACPE Topic	Duration	CE	Cost
Preceptor by Design Membership *		Other					NO COST
A One-Dose Wonder for Influenza Post-Exposure Prophylaxis	4/15/21	On-Demand	Pharmacist	01 Drug Therapy	1hr	✓	NO COST
A Preceptor's Guide to Handling Microaggressions	11/1/22	On-Demand	Pharmacist	99 Other	45min	✓	NO COST
All Preceptors' Hands on Deck in Breaking the Barriers of Structural Racism	5/1/21	On-Demand	Pharmacist	04 Pharmacy Administration	1hr	✓	NO COST
Another Benefit of Semaglutide?	5/10/23	On-Demand	Pharmacist	01 Drug Therapy	1hr	✓	NO COST
Avelumab for Urothelial Carcinoma - Improving Overall Survival?	9/8/21	On-Demand	Pharmacist	01 Drug Therapy	1hr	✓	NO COST
Avoid Malpractice Liability with Effective Teaching Strategies	11/15/22	On-Demand	Pharmacist	03 Law	1hr	✓	NO COST
Biostatistics Refresher	9/15/21	On-Demand	Pharmacist	04 Pharmacy Administration	1hr	✓	NO COST
Chlorthalidone in Advanced Chronic Kidney Disease	12/14/22	On-Demand	Pharmacist	01 Drug Therapy	1hr	✓	NO COST
COVID-19 Vaccine Efficacy in Solid Organ Transplant Recipients	8/11/21	On-Demand	Pharmacist	06 Immunizations	1hr	✓	NO COST
Crucial Conversations in Experiential Education	4/3/23	On-Demand	Pharmacist	99 Other	1hr	✓	NO COST
Discovering the AMPLITUDE-Of Epeglenatide	6/8/22	On-Demand	Pharmacist	01 Drug Therapy	1hr	✓	NO COST
Dose of Defense: Raising Awareness of Legal Hazards in Pharmacy Precepting	2/15/24	On-Demand	Pharmacist	03 Law	1hr	✓	NO COST
Empagliflozin in Patients with Chronic Kidney Disease	6/14/23	On-Demand	Pharmacist	01 Drug Therapy	1hr	✓	NO COST

Requested Training (My Requirements-left banner)

- In CORE 4 min video from Mayo Clinic “Cooking up Effective Feedback”
 - You may have done last year

- Fostering a Professional Identity in your Students and Residents (free CE in CEImpact)

ACPE (accreditation) will be visiting UB SPPS 2027!



Providing Feedback

- Provide constructive feedback frequently, best in small bites
- Give both formative and summative feedback based on the goals of the rotation
 - Formative while student is still learning, tends to be low risk for student.
 - Summative when learning experience is over – grade.
- Be specific and use examples when possible
 - If a student is using jargon with patients try this; “During your last patient interaction I noticed you used the word hypertension. Please try to avoid using medical jargon. Instead of saying the word hypertension say high blood pressure.”
 - Reinforce strengths then be collaborative and suggest improvements

View of Preceptor Requirements in CORE

Requirements (Pharmacy)

Miscellaneous

Requirements	File	Mandatory	Added	Completed	Completed On	Confirmed	Expiration	Doc	View	Edit / Replace	Archive
1. Preceptor Information Session May 2024 Once viewed please enter completed on date by clicking the Add button to the right and submit.	VIEW	Yes	04-17-24	Yes	05-09-24				View	Edit Current	
1a. Preceptor Information Session May 2023 (optional-expires May 2024) Once viewed please enter completed on date by clicking the Add button to the right and submit.	VIEW	Yes	10-25-21	Yes	10-15-23			VIEW	View	Edit Current	
2. Cooking up effective feedback 4 min 20s Please view Cooking up Effective Feedback video (4 min. 20 sec.) by clicking here . Once viewed please enter completed on date by clicking the Add button to the right and submit.		Yes	04-23-24						View	Edit Current	
3. Fostering Professional Identity in Your Students and Residents Available in the preceptor section of CEImpact. Click on External Resources (bottom left panel), then click on CEImpact, then click on Go to CEImpact site, then enter code BUFF23 (bottom left panel note BUFF23S is for students), submit. Then click on preceptor CE (circles), find fostering professional Identity in your students and residents and participate in CE. Once finished with the CE click the Add button to the right, then add date completed, click on the complete circle, and submit. THANK YOU! Offers ACPE credit (no fee through UBSPPS)		Yes								Add	

1. Review information: click hyperlink or under file click View
2. Click the "Edit Current" button and enter date, click complete or In-Progress, click on Enter Requirement.

ACPE and Credentials

- 2025 Draft Standards 3.3.b new requirement:
All experiential courses in the curriculum are taught by individuals with academic credentials and expertise that are explicitly linked to their precepting responsibilities.
- Log into CORE → click on MY ACCOUNT (right below your name), scroll down until see Custom Fields, please add information as applicable. Please be sure license information is in CORE too.
- Scroll to bottom of page → click on Update Information

1 Year Fellowship type:	<input type="text"/>
2 Year Fellowship type:	<input type="text"/>
PGY1 Training type:	<input type="text"/>
PGY2 Training type:	<input type="text"/>
IF Residency Director, name program:	<input type="text"/>
If Recognized as Fellow, list organization:	<input type="text"/>
Board Certification type:	<input type="text"/>
Certifications:	<input type="checkbox"/> MTM certificate <input type="checkbox"/> Leadership certificate <input type="checkbox"/> Immunization certification <input type="checkbox"/> Contraception provider certification <input type="checkbox"/> Anticoagulation certification <input type="checkbox"/> Certified Diabetes Care and Education Specialist <input type="checkbox"/> Diabetes Management Certificate <input type="checkbox"/> Teaching certificate <input type="checkbox"/> Other certificates
Other Certificates:	<input type="text"/>

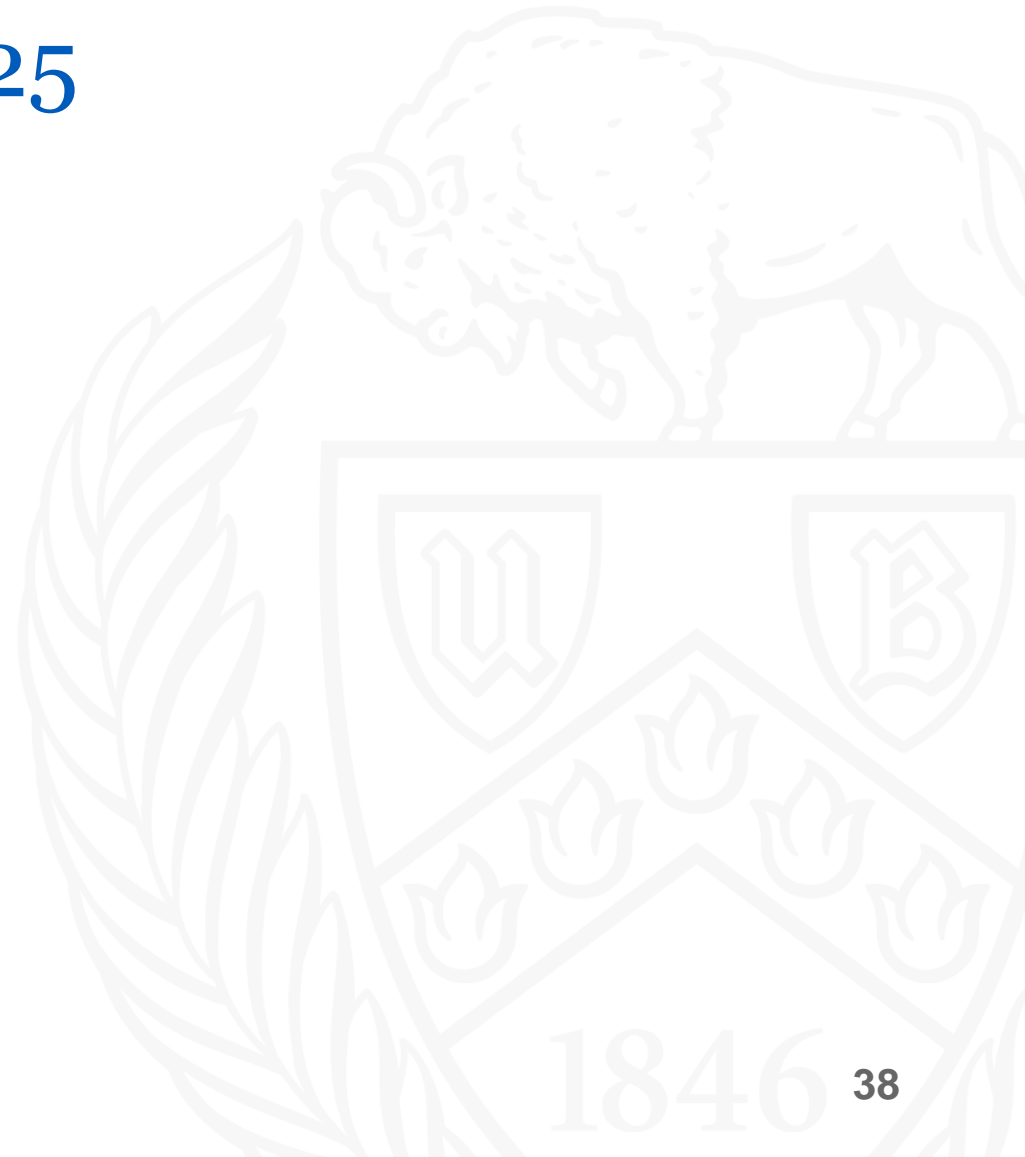
Thank You &
Please complete the AACCP survey.

You should have received it from: donotreplydata@aacp.org

Omni Evaluation Form 2024-2025



Omni Evaluation



Questions/Discussion?