

Assessment Committee

Members

Beverly Talluto (Chair) VCU School of Pharmacy

Michele Disco University of New Mexico College of Pharmacy

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Recommend quality improvement of experiential education assessment by:

1. Identify assessment resources based on student learning outcomes (CAPE, ACPE standards, etc) to **create a template of universal APPE learning competencies**
2. Identify the **PROCESS** necessary to develop satisfactory plans for programmatic assessment
3. Enhance the Section member's knowledge of the available assessment resources (PEPSIG Library)

Create a template of universal APPE learning competencies

- 1. Examined competencies from committee members
- 2. Research other professions and the use of a universal system
- 3. Reach out to schools using common C their APPE competency form. 40/82 responded to date
 - Sent an email to EMS users for permission to view information
- 4. Create a list of competencies common to all schools
- 5. Review the descriptive activities under each competency to develop common activities
- 6. Develop a template for review by the section
- 7. Test the template for validity and reliability
- 8. Place on a common system for testing

Goals: 2008-9

- Create a universal assessment tool (UAT) for APPE rotations that Preceptors can choose to use
- Collect aggregate data when the UAT is used for outcomes assessment
- Create a program to give directors the skills to learn the why, how and what next of **program** assessment.

Universal Competency List to date:

- Professionalism, Ethics and Responsibility
- Critical Thinking and Problem Solving Skills
- Self-Directed Learning Ability
- Verbal Communication
- Written Communication/Documentation
- Interaction with Health Professionals
- Pharmacy Knowledge
- Patient Care to Individuals, Patient Care to Patient Populations
- Compile Patient specific Information
- Develop, Implement, and Monitor Drug Therapy Plans
- Informatics
- Drug Information / Evidence Based Pharmacy Practice
- Medication Preparation and Distribution
- Management / Organizational Abilities
- Health Promotion/Disease Prevention
- Health Systems Management
- (Scientific Explanation in the Practice of Pharmacy-Journal Club)

IPPE Survey

- **Cynthia Boyle** University of Maryland School of Pharmacy
- **Maryann Skrabal** Creighton University School of Pharmacy & HP
- **Beverly Talluto** Virginia Commonwealth University School of Pharmacy

What are schools doing to meet the requirements for IPPE? Survey Data

- 77 SOP responded
- 58% private, 42% public
- 73% changed curriculum to meet IPPE standards
 - Variety of ways: add community, institution, clinical using longitudinal, block of time (50-55%), service learning
- Barriers: student and preceptor support, not enough sites (80%), not enough preceptors, sites, insufficient time to develop

What are schools doing to meet the requirements for IPPE? Survey Data

- Other barriers:
 - losing support from chains
 - faculty and administrative resistance
 - benefits unclear to preceptors
 - inadequate staff
 - increased travel time for students
 - OEE administrative burden
 - payments to sites
 - curricular changes

What are schools doing to meet the requirements for IPPE? Survey Data

Success:

- Provides foundation and experience sooner
- Support and background for future IPPEs
- Students and preceptors appreciate the experience

Assessment: web based 53% portfolios 65%
Assure quality of program: site visits (86%), student assessing preceptor (95%) as well as site and program.
Preceptor assess program (76%)

What are schools doing to meet the requirements for IPPE? Survey Data

- Next ACPE visit: < 2 years (63%)
- Preceptors accepting of IPPE students: (43%) yes
- Preceptors included in planning: (77%) yes
- Additional staff added: (54%) yes
- Compensate sites: (63%) yes
- Do you have adequate support: (60%) no

What are schools doing to meet the requirements for IPPE? Survey Data

- Comments if answered no:
 - 300 hours a problem: quantity interferes with quality
 - need increased administrative support, secretarial support, budget and staff
 - administrative aspects overwhelming
 - very challenged to manage communications with preceptor and students
 - the experiential program overall has suffered
 - no time and effort to develop quality IPPE
 - no time for quality control

Professional Development

■ Committee Members

Beverly Talluto (chair)	Virginia Commonwealth University
Janet Astle	Duquesne University
Kathy Besinque	University Southern California
Debra Copeland	New England University
Abby Kahalah	Lake Erie School of Pharmacy
Mara Kieser	Wisconsin University
Carla See	West Virginia University
Peter Tyczkowski	University of Connecticut

Professional Development

- 1. 2007-Completed a review of PEP SIG Library resources and developed a list of topics that should be included in preceptor development.
- 2. 2008-Each topic was peer reviewed by two committee members using criteria developed by the committee.
- 3. Each member will have reviewed 40-60 resources topics
- 4. Now completing the review process

Professional Development Topics

Active Learning	Interdisciplinary Inter-professional Interactions
Assessment	Leadership
Becoming a preceptor	Legal
Communication	Life Long Learning
Critical Thinking	Motivation
Cultural Diversity	Orientation
Difficult Student	Professional Conduct
Evaluation	Role Model/ Mentor
Feedback	Setting Expectations
Exemplary Sites	Student Presentations
	Teaching

Professional Development Survey Questions

- Indicate the thoroughness (depth) of the resource on the assigned topic.
- Indicate the usability of the resource in a training program.
- On a continuum, this resource is best suited for the following type of preceptor training: Foundational, Intermediate, Advanced, Value Added (Supplemental Reading).
- Was this resource applicable to pharmacy preceptors?
- Was this resource applicable to pharmacy preceptors?
- Does this resource appear to be peer-reviewed?
- Could preceptors get something out of this resource if it was a stand alone article?
- Please rank the resource you are reviewing.
- Please comment on how that TOPIC covered in the resource.
- Summative Comment of all the responses you have reviewed in a specific topic.
- Please check additional resource topics for cross review.

Professional Development: Vision

- 1. Develop a Experiential Education Section resource of peer reviewed articles, programs, books, web available links that would be available to Experiential Education Program Directors that would allow them to direct their preceptors to resources for review for CE toward completion of foundational, intermediate, and advanced preceptor training that would lead to a National Certificate of Preceptor Training.
- Documentation of completion of each CE program would be available for review by the schools that the preceptor accepts students.
- Additional articles would be continually being added that would be peer reviewed.