

## Introductory Pharmacy Practice Experiences Paving the way to the future

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## Program Objectives

1. Review key ACPE standards and guidelines for IPPE programs
2. Determine commonalities and challenges among IPPE programs
3. Compare and contrast three IPPE models
4. Describe IPPE methodologies that meet today's ACPE challenges

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## Key ACPE Standards and Guidelines for IPPE Programs

- Continuum of a variety of experiences throughout the curriculum
- Minimum of 300 hours including community and institutional experience
- No remuneration
- Coordinated with curriculum, but didactic course work is not IPPE
- Direct interaction with diverse patient populations
- Involve collaboration with other health care professionals
- Ensure competency in:
  - Direct patient care
  - Management and use of resources
  - Promotion of wellness and disease prevention

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## Key ACPE Standards and Guidelines for IPPE Programs

- General program **AND** site-specific goals / objectives defined and mapped to professional competencies
- Defined responsibilities of student, preceptor, and site
- Outcomes documented and assessed
- Preceptors receive orientation and on-going training
- Provide student feedback and assesses performance midway and at completion
- Allows exemption from certain IPPEs through an alternative experience that achieves same outcomes

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## National survey of introductory pharmacy practice experience programs

*The International Journal of Pharmacy Education and Practice. Fall 2008;4(2)*

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### Survey Objective:

Determine commonalities among IPPE programs in the following areas:

- Program oversight
- Coordination with didactic curricula
- Program structure
- Site assignment
- Quality assurance
- Interpretation of compliance with ACPE Standards

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## Methods

- Joint project between Purdue and Butler Universities
- Web-based questionnaire
- 40 questions sent to 91 schools of pharmacy
- Questions were categorized into topic areas described, including school demographics
- Forty-six of 91 schools responded, resulting in a response rate of 51%

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## Results

In addition to determining commonalities within the topic areas, we discovered:

- Common challenges
- Discrepancies in interpretation of the Standards

**50% of respondents indicated his/her IPPE program was currently NOT in compliance with Standards 2007.**

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## IPPE Director Demographics

Appointments



Directs APPE and IPPE



Education



Scholarship Responsibility



**Challenge:**

IPPE directors coordinate multiple years of programming and have faculty responsibilities, such as scholarship.

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## Program Oversight

- On average, schools employed nearly 3 FTEs to manage an IPPE program (average class size of 115 students)
  - 1.64 FTE faculty
  - 0.62 FTE professional staff
  - 0.64 FTE clerical staff
- “Based on your current IPPE program, how many, if any, additional staff are needed to effectively run your IPPE program?”

\*\*Responses ranged from 0-3 additional FTEs, with an average of 1 additional FTE needed

**Challenge:** Most directors consider their IPPE programs to be understaffed.

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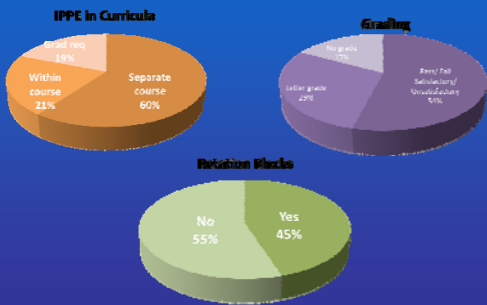
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## IPPE Structure



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## Program Content

We asked directors, “Do you count \_\_\_\_\_ as IPPE hours?”

Labs or simulations	17% - yes
Classroom / didactic hours	26% - yes
Written assignments	38% - yes

ACPE Board issued clarification that:

- Simulations should not be used as experiential education
- Didactic coursework should not be counted as IPPEs

**Clarification:** Can time completing written assignments, such as reflective writing on the experience itself, count as IPPE hours if completed outside of the classroom?

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## Types of Experiences

- 82% - patient interviews and medication histories
- 76% - service learning pedagogy
- 61% - health fairs
- 42% - shadowing
- 36% - MTMS
- 33% - professional organization meetings
- 21% - immunization training/ services
- 18% - board of pharmacy meetings
- 13% - Allow international experiences for IPPE

Standard 14: Most experiences must be under the supervision of pharmacist preceptors licensed in the United States.

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## Student Placements and Site Selection

### % of schools...

- 50% select and place students at sites
- 12% allow students to choose sites from a list
- 5% allow students to select own sites
- 33% use a combination of above (in different years of curriculum)
- 50% use computer software for placements

### Guideline 14.1

Preceptors should hold defined positions in the school and be well versed on outcomes.....

### Guideline 28.1

Before assigning students to a practice site, the school must screen potential sites and preceptors.....

**Clarification:** Should students be allowed to locate their own sites?

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## Pre-experience Requirements for Students

### % of schools that require:

- 93% - HIPAA training
- 85% - Immunizations
- 66% - Criminal background check
- 59% - Malpractice insurance
- 15% - CPR training
- 12% - Drug screens
- 10% - Blood borne pathogen training

Guideline 28.2: Experiential affiliation agreements should address health services, malpractice provisions, criminal background checks, student disclosures, immunization policies, and professional conduct expectations.

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## Academic Credit and Remuneration

Academic credit awarded?



Should students receive IPPE credit for proficiency, employment, and job/industry experiences?



Guideline 14.3: states that students must not receive remuneration for any experience for which academic credit is assigned

**Clarification:** Must academic credit be awarded for IPPEs?

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## Preceptor Training

School has a structured preceptor training program:

71% - yes

29% - no

Standard 14 states that the responsibilities of the student, preceptor, and site must be defined.

Guideline 14.1 states that preceptors should hold full, shared, adjunct or other defined positions in the college and be well versed in the outcomes expected of students. The college must ensure that preceptors receive orientation and ongoing training.

Guideline 26.1 states that the school must provide support for programs and activities for preceptor continuing professional development.

Appendix C discuss the required components of preceptor training.

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## Quality Assurance

Faculty / staff make on-site visits

15 % never   69 % once yearly   15 % more than once yearly

Guideline 14.6: All practice sites and preceptors should be selected in accordance with quality criteria established and reviewed periodically for quality improvement.

Appendix C: The quality control procedure employed should use a variety of methods, such as visits to and communications with experiential sites conducted by trained individuals.

Documentation / verification of hours

72 % - require preceptors to submit documentation form

51 % - requires documents to be submitted with preceptor's original signature

5 % - directors contact preceptors following student form submission

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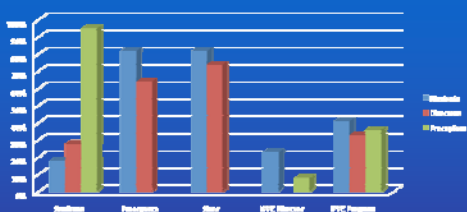
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## Evaluations



Guideline 14.6: The assessment process should incorporate the perspectives of key constituents, such as students, practitioners, prospective employers, and board of pharmacy members.

Appendix C: The assessment should include each preceptor's:

- ability to facilitate learning
- communication skills
- quality as a professional role model
- effectiveness related to pharmacy education

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## Conclusion

The survey results identified:

- Many commonalities among IPPE programs
- Where challenges in meeting the Standards exist
- **Need for clarification** by ACPE stakeholders in several areas addressed within the Standards

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## Compare/Contrast Institution Implementation of IPPEs

- (1) Purdue School of Pharmacy and Pharmaceutical Sciences
- (2) Butler University College of Pharmacy and Health Sciences
- (3) Texas Tech University Health Sciences Center School of Pharmacy

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## Purdue School of Pharmacy and Pharmaceutical Sciences



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### Institutional Demographics

- Purdue is a large, research based, land grant institution with a pharmacy class size of 160 students per year
- 2 years pre-pharmacy + 4 year professional program with approximately 20% of students seeking residency
- Located in a Midwest twin-city community of approximately 100,000 with no large medical facility affiliation within 70 miles of campus

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### IPPE Program Overview

- 1<sup>st</sup> Professional Year
  - 1 credit hour Service-Learning course
  - 30 hours of an interdisciplinary, culturally diverse, community healthcare experience
  - Plus 20 hours on a grant funded service project
  - *Activities include:* Patient interviews, medication histories, professional letter writing, formal guided reflections, 3-hour interim laboratory and service project presentations
  - Elective course in 2010
  - Replacement is *Purdue Pharmacy Experience* where students learn ideal pharmacy processes and patient care skills in an in-house pharmacy that serves students and faculty
  - Move shadowing experiences from 3<sup>rd</sup> to 1<sup>st</sup> professional year?

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## IPPE Program Overview

- 2<sup>nd</sup> Professional Year
  - 4 credit-hour community pharmacy experience
  - Moving from 16 week to 12 week semesters to place ½ students in a 4-week (160 hours) IPPE block each semester
  - Other half takes 4-week elective courses
  - Conduct personal interviews to assess previous experiences and find optimal locations for each rotation
  - Make placements through PharmAcademic software system
  - *Assignments include:* pharmacist interviews, medication histories, professional letter writing, operational processes and medication error prevention assignment, 3-hour debrief
- 3<sup>rd</sup> Professional Year
  - Institutional experience mimics second year requirements

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## IPPE and APPE Relationship and Assessments

- 2 directors work closely to transition students between experiences, participate in each other's activities and make site visits together to present a unified front
- All participants complete written performance evaluations on one another, including preceptors, students, and faculty, tracked through an electronic portfolio system
- Tool: Experiential Competency Checklist
- Maps skill-based experiences in each year of IPPE with the school's outcome abilities across the curriculum
- Reviewed for progress at end of first 2 years by IPPE director and again prior to clerkship placements by the APPE director
- To visualize areas of weakness and individualize placements

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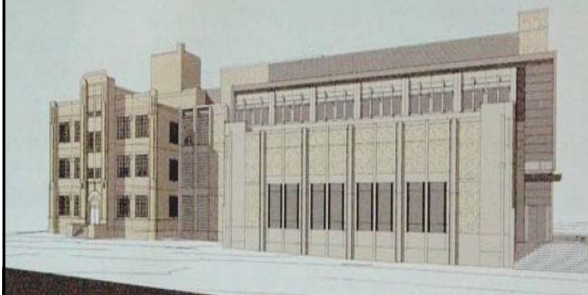
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## Butler University College of Pharmacy and Health Sciences Indianapolis, Indiana



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## Institutional Demographics

- The college of pharmacy and health sciences is one college in five at Butler University a private Liberal Arts and Science University
- 2 years pre-pharmacy + 4 years professional program
- Enrolls 140 students per year
- Approximately 40 hospitals in the Indianapolis area

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## IPPE Program Overview

- 1<sup>st</sup> Pre-Professional Year
  - Assignment in Health Seminars Course
  - 4 hours job shadowing
- 2<sup>nd</sup> Pre-Professional Year
  - Assignments in Introduction to Professional Practice Course
  - 4 hours job shadowing
  - 15 hours service-learning in underserved, client interaction, community organization

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## IPPE Program Overview

- 1<sup>st</sup> – 3<sup>rd</sup> Professional Years
  - 160 hours must be within community and/or institutional health settings
  - A minimum of the 300 hours must be obtained at three different pharmacy experiences (underserved medical clinics, health fairs, MTM, smoking cessation and warfarin clinics...)
  - APPE students mentor IPPE students (Med. Rec. rotation)
- 3<sup>rd</sup> Professional Year
  - 4 hours shadowing P4 student on APPE rotation
  - 160 hour IPPE institutional summer rotation (*Optional* targeting mandatory 2010)

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## IPPE and APPE Relationship

- Prior to APPE placement
  - Review of student IPPE experiences
  - Oral interview with each student
- Longitudinal placement of students
  - Assign students APPE rotation in the same IPPE site
  - Students can expand on their IPPE rotation

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## IPPE Assessment Methods

- Checklist and activity log of experiences
- Reflective writing
- Oral presentations
- Preceptors evaluate students
- Students evaluate sites and preceptors

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## Institutional Demographics

- Public institution with (2) 4-year campuses in Amarillo & Abilene and branch campuses in Dallas and Lubbock, TX
- School's mission is to serve rural Texas
- Currently enrolls 130 students per year

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## IPPE Program Overview

- 1<sup>st</sup> Professional Year
  - Introductory Pharmacy Practice (1 cr hr)
  - 24 hours in institutional setting
  - 16 hours in altruistic activities, health fairs, and professional seminars
- 2<sup>nd</sup> Professional Year
  - Introductory Pharmacy Practice (1 cr hr)
  - 24 hours in community setting
  - 16 hours in altruistic activities, health fairs, and professional CE events/seminars

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## IPPE Program Overview

- 3<sup>rd</sup> Professional Year
  - Community Pharmacy Experience
  - Institutional Pharmacy Experience
  - Ambulatory Clinical Skills Experience
  - Inpatient Clinical Skills Experience
  - All rotations are 6 weeks in length
  - Rotations meet 4 days/week from 8-12pm
  - Students must complete all *four* rotations, *two* rotations/semester

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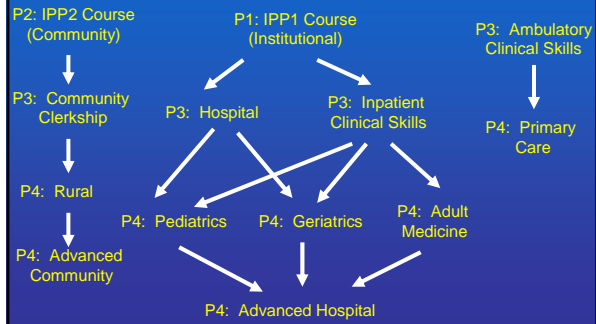
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## IPPE and APPE Relationship



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## IPPE Assessment Methods

- Competencies subjectively evaluated by students and preceptors for each IPPE course
- *Other methods include:*
  - SOAP Notes
  - Drug Information questions
  - Journal Clubs
  - Medication histories
  - Documentation of patient encounters
  - Objective examinations

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## Challenges

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### Quality Experiences

- Involving students in meaningful direct patient care early in the curriculum
- Ensuring that IPPEs provide appropriate preparation for APPEs
- Scheduling and developing IPPE in complement (harmony) with the didactic curriculum

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### Identifying Quality Sites

- Limited resources available to develop and place students in IPPE sites
- Difficulty maintaining quality assurance, especially at remote sites

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### Manpower Issues

- IPPEs place additional burden on an already limited pool of preceptors
- IPPEs require significant administration time
- Lack of online tracking system contributes to significant time commitment
- Grading, especially journaling or portfolio documentation may require significant time

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## Preceptor Development

- Required skill sets may be different for precepting IPPE versus APPE
- Finding balance between preceptor's teaching and practice site responsibilities
- Engaging preceptors in life-long learning process

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## Student Assessment

- Meaningful assessment of IPPEs
- Uniformity in assessment across students / sites
- Effective use of longitudinal assessment
  - Portfolio documentation

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## Navigating Licensing and Regulatory Issues

- State Board requirements for intern licensure
- Practice sites have non-uniform requirements (e.g. HIPAA)
- Confusion regarding interpretation of ACPE requirements

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**Audience Exercise**

- (1) What challenges have you faced in implementing your IPPE sequence?
- (2) Do you have IPPE and APPE students working together?
- (3) Do you utilize a portfolio system to track student outcomes?
- (4) How do you provide preceptor education and training?

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**?QUESTIONS?**

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