



**Quality Assurance Programs
in Experiential Education**

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Leading the REVOLUTION 2009 Annual Meeting and Seminars AACP

Objectives

- Describe the components of a quality assurance program for experiential education.
- Discuss evaluation tools in use to evaluate quality in experiential sites.
- Discuss development ideas to improve experiential sites.

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Schedule

- Introduction and program overview
- Quality Assurance Presentation
 - Rhonda M. Jones
- Documentation for Quality Assurance
 - Denise Soltis
- Case study presentations and discussion
 - Kathleen Besinque

Case Study Activity

- There will be two presentations during this session.
- Each table has been assigned to one of the following case studies for the active participation session at the end of the session.
- During the presentations, be thinking about your assigned case and how a quality assurance program may improve teaching/learning at the site.

Case One

- The site is a very busy chain pharmacy that contributes significantly to the School/college and employs a significant percentage of graduates of your program
- The pharmacy employs a large number of pharmacists and technicians with rotating schedules
- The district manager and the store manager want students assigned to the site. The APPE students are preferred over the IPPE students assigned to the pharmacy by the chain
- The managers do not work with the students

Case Two

- The site is large regional medical center with a family practice residency program
- The pharmacy department includes: pharmacists, PGY1 residents, technicians and students from several schools of pharmacy
- The site has been providing a large number of APPE for many years and hires your graduates

Case Three

- This site approaches the School to be an Ambulatory Care rotation, the site does not want to be a community practice APPE site
- The site is a new community pharmacy with clinical programs and is very excited about having students
- The site is approved for the ambulatory care APPE and begins to accept students.

NABP/AACP District V Experiential Group Quality Assurance Program

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NABP/AACP District V Experiential Group

- South Dakota State University
- North Dakota State University
- University of Minnesota
- Drake University
- University of Iowa
- University of Nebraska Medical Center
- Creighton University

NABP/AACP District V Experiential Group

- Formed in November 2005
- Purpose is to standardize experiential items as much as possible within the region
- Calendar/rotation schedule, QA process and forms, student evaluation forms
- Networking and collaboration

NABP/AACP District V QA Process

- Purpose of QA Process
 - *Continuously* improve the quality of our sites, preceptors, and educational experiences
 - Enhance relationships with our practice partners
 - Develop and expand potential IPPE and APPE practice sites

Initiation of a New Site

- Director or Assistant Director evaluates all new sites before being approved
- Potential preceptor completes new site application form
 - Preceptor Information
 - Demographic information
 - Education, background, training
 - Licensure

Application: Site and Rotation Information

- Practice setting
- Description of pharmacy services
- Typical patient load/volume and population
- Common medical conditions
- Rotation requirements, activities, projects, and assignments (Match learning objectives?)
- Preceptor supervision and interaction
- Preceptor feedback and evaluation of student performance
- Access to patient information, drug information resources, other healthcare practitioners
- Previous rotation students
- Why do you choose to serve as a preceptor?

Approval Process

- Director/Assistant Director completes site visit (phone discussion if outside of driving distance)
- Discussion items
 - Rotation/site/preceptor criteria (see new site application and site visit forms)
 - Educational institution's mission and goals
 - Rotation syllabus and development/review of site-specific rotation expectations and responsibilities
 - Expectations of the site and preceptor for the rotation (learning goals/objectives, student activities, student supervision, assessment, feedback, and grading criteria)
 - Role and responsibilities of the student

Approval Process

- Discussion items (cont)
 - Rotation schedule/structure, requirements, and expectations (review documents given to student and any other teaching materials used)
 - Number students site can accommodate/rotation schedule
 - Experiential web site, EMS, Health Sciences Library, DI Center
 - Preceptor training development (CEI, Pharmacist's Letter, APhA)
- After new site and preceptor have been approved, an Affiliation Agreement is sent to the preceptor

Evaluation of Current Sites

- Students must evaluate all sites/preceptors at the end of each rotation
- Annual summary report of student evaluations sent to preceptors every May
- Director or Assistant Director evaluates all routinely used sites (sites taking > 3 stds/year) in person at least once every two years

Pre-Visit Work

- Prior to site visit:
 - Preceptor reviews student evaluation summary report and completes self-evaluation (same as student evaluation form)
 - Director reviews student evaluations
 - Positive aspects as well as areas for improvement are identified based on themes from the student evaluations
 - If it's a return visit, determine if improvement areas previously identified have been adequately addressed

Site Visit

- Tour facility, discuss pharmacy services and operations
- Evaluate site/preceptor/rotation criteria(SV form)
- Discuss rotation schedule/structure, student activities, student supervision, rotation requirements, assessment, and feedback
- Review all documents, teaching/reading materials, evaluation forms
- Discuss student evaluations
- Agree upon areas for improvement and concrete changes that will be made
- Discuss number of students and student schedule
- Assist preceptor with training and development

After Site Visit

- Letter sent to preceptor documenting discussion of positive aspects and agreed upon areas of improvement
- Follow-up with intervention items (e.g., preceptor development, library access, etc.)
- Site visit data entered into EMS, including return site visit date, for tracking purposes
- Ongoing tracking for return site visit dates

Documentation for Quality Assurance Programs

Denise A. Soltis, Drake University

Drake University COP EEO Portfolio as part of QA

- Daily logs
- SOAP notes
- Interventions
- Abstracts
- Projects and presentations
- Comparison Paper
- Reflection Paper
- Diversity Plan Final Reflection
- Site, student, preceptor evaluations

Daily Logs

- All APPE's and IPPE's are required to enter daily activities logs for majority of day
- Activities are chosen by categories: patient counseling, rounds, chart reviews,
- In description student is directed to give an example of what their work
- Activities should be detailed enough that preceptor could grade if not in attendance
- Preceptors grade performance in log
- IPPE students are graded on quality of their logs/ EEO
- EEO can determine if sites are classified properly

Site classification

Site classified as a hospital practice rotation.

Student logs reflect daily rounds, chart reviews, patient history, medication reconciliation, and medication change recommendations.

SOAP Notes

- IPPE first year student begin gathering information and are required to enter the subjective and objective pieces of the note
- As they move through the IPPE program students add the assessment and plan/EEO
- APPE they are required to do a focused SOAP note on every intervention entered
- Required 10 per 5 week APPE/Preceptor graded

Interventions

- Starting P3 year students are required to do and enter patient interventions
- Intervention should be student driven
- 2 interventions per 40 hour period in IPPE/EEO
- 10 interventions on 5 week APE/Preceptor scored
- EEO can see the depth and the quality of the interventions of the program and of the individual students
- Progression of the work can be monitored by EEO throughout the experiential program

Abstracts

- Currently used for only APPE rotations
- Preceptors can view the work of students
- EEO can monitor students to see that that they are working on a wide range of topics during rotation year
- Can review their process for the project or presentation for example literature search
- Students are required to give at least 2 formal presentation during the rotation year

Projects and Presentations

- Portfolio addition will allow students to upload entire project or presentation
- Monitor quality of work
- Monitor topics covered during the rotations year
- Topics appropriate to rotation type
- Preceptors can review past projects and presentations to decide on topics for student
- EEO Can review work of student

Comparison Paper

- Dispensing Early Experience
- Students are asked to talk to two other students and compare a list of questions with each other and their past experience
- Goal to allow students to begin considering the types of pharmacies and types of management
- Types of services offered, scheduling, reporting structure, hours of operation, typical shifts, etc
- Graded by EEO

Reflection Papers

- IPPE Geriatric Service Learning
- Student asked to choose two questions that ask them to reflect on aging, life lessons, spirituality, pain and suffering, care giver skills, and necessary pharmacist skills for geriatrics
- Quotes from paper (add)
- Graded by EEO

Reflection Papers

- IPPE Diversity Service Learning
- Students are asked to reflect on difficulties when caring for populations and skills gained that impact their future
- Quotes from papers(add)
- Graded by EEO

Diversity Plan Final Reflection

- Students are required to have a diversity plan upon admission into P1 year
- Drake students work on plan during pre-professional program
- Transfers are given guidance
- Diversity IPPE
- Diversity APPE
- Diversity Reflection entered into portfolio

Evaluations

- Students evaluate Site and Preceptor used by EEO and site to look at quality and need for follow up with sites
- Student self evaluate at the end of every experience
- Preceptor evaluation of student at the end of every experience.
- Monitor development of the student over time/EEO review at end of each block
- Monitor self and preceptor evaluations of student look for large discrepancies

Case Scenarios

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Case One

- You have visited the site, students are required to submit evaluations of the site and you have information about the frequency of students asking for the site
 - **Student evaluations from the site are average. Most evaluations are good with a few poor evaluations from time to time**
 - **Student grades from the site are generally higher than average for the rotation type**
 - **A "random" unsigned letter was sent to PEP Coordinators for local schools "complaining" about the supervision at the site (never see the "preceptor" but are assigned to a resident) and mistreatment of students**

Case Two

- You have visited the site, students are required to submit evaluations of the site and you have information about the frequency of students asking for the site
 - **Student evaluations are average for the site but vary considerably**
 - **Students in one-to-one discussion report spending much of their time sitting in the back putting away stock, working as a technician or filing**
 - **The staff pharmacists tell the students they "are too busy to teach"**
 - **The site receives an average number of requests from students**

Case Three

- You have visited and approved the site, students are required to submit evaluations of the site and you have information about the frequency of students asking for the site
 - After the first year of the program- students evaluations are mixed and comments indicate that they are spending a large percentage of their time preparing medications/dispensing, performing medications counseling for prescriptions and very little time doing disease state management or clinical programs.
 - The site and preceptors are alumni of your program and closely affiliated with the Dean's office

Round Table Discussion

- Discuss how a Quality Assurance program can be used to develop or improve the teaching at the site
- Discuss the documentation that could be used for a Quality Assurance program for improving teaching at the site

Presentations by tables

- Case One
- Case Two
- Case Three

Summary and Conclusions

- Quality assurance programs can provide direction to new sites and improve existing sites.
- Documentation is a rich source of data for quality assurance programs.
