Quality Assurance Programs in Experiential Education

Rhonda M. Jones, Creighton University
Denise A. Soltis, Drake University
Kathleen Besinque, University of Southern California

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.
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 a 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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Director, Office of Experiential Education
Associate Professor of Pharmacy Practice
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
Experiential Overview

Drake IPPE program

<table>
<thead>
<tr>
<th>Year</th>
<th>Experience</th>
<th>Type</th>
<th>Location</th>
<th>Total Exp. Hours</th>
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<td></td>
<td>Introductory</td>
<td>Case</td>
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<td></td>
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<td></td>
<td>Paid Internship Experiences</td>
<td>Case</td>
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Drake APPE Program

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</table>

Total Advanced Experiential Hours: 900
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, caregiver 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

Kathleen Besinque, Pharm.D.
University of Southern California

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.