

Successful Practices in

**Experiential Education**

*Administration of Experiential Education, Curriculum  
Development and Quality Assessment*

**Pharmaceutical Education 2003**

# **Creighton University Medical Center**

School of Pharmacy and Health Professions  
Omaha, Nebraska 68178

## **Experiential Education**

### **Administration of Experiential Education**

Creighton University's School of Pharmacy and Health Professions created the Office of Experiential Education in 2003 due to expansion of the pharmacy program with the web-based pathway. The Office structure consists of a Director, two Assistant Directors (one for early experience and one for web based experience), and two Coordinators. Additional positions that were justified through the web-based pathway included two faculty positions (i.e., assistant directors) and one staff position (i.e. coordinator). The purpose of the new office is to enhance integration and cohesiveness between early and advanced experiences for both pharmacy pathway students.

The Education Management System (EMS), a web-based, database software system was implemented in the fall of 2003. This software will assist with the management of early and advanced experience scheduling (including sites, preceptors and students), as well as other aspects of Office maintenance (e.g., student and preceptor/site evaluations, affiliation agreements, student activities/electronic portfolios).

### **Curriculum Development**

#### *Early Practice Experience (EPE)*

The EPE component of the curriculum includes a progressive sequencing from the P1 through the P3 years. Students are exposed to: P1 year, community practice; P2 year, hospital practice; and P3 year, clinical practice. The early practice courses are offered each spring semester and use a combination of required readings, hands-on activities in the laboratory, video that illustrates various hospital activities (e.g., automated dispensing systems, unit dose packaging, IV admixture), panel and group discussions with practitioners from various practice settings, and site visits.

Students are required to complete a site visit at a community, hospital, and clinical (i.e., chart review and case presentation) site during the corresponding semester. The site visits are structured with learning objectives, specific activities before, during and after the site visit, as well as an assessment of the site and preceptor. In addition, students are required to document their activities in a workbook for each site visit. Following the site visits, the students reflect about their experiences and share/discuss what they learned with the class. The web-based students are required to complete the same requirements as the campus students.

#### *Advanced Practice Experience (Clerkships)*

The curriculum for the advanced experiential program recently changed from ten, four-week to eight, five-week clerkships. Of these eight clerkships, five are required and three are elective. The required clerkships are: community pharmacy practice; hospital pharmacy practice; adult acute pharmaceutical care; ambulatory care; and drug information. The student chooses from several different elective offerings (e.g., long-term care, cardiology, infectious disease, oncology, critical care, community pharmacy practice management, industry, pharmacoeconomics, etc.). The web-based pathway will include the same advanced experiential curricular components as the campus-based pathway (i.e., the students will be required to complete eight, five-week clerkship experiences on a full-time basis.)

Since the web students are "distant," they will be allowed to complete clerkships in their local area (if quality sites and preceptors are available), in the Omaha/Lincoln area, or other quality sites across the

country. Students will utilize sites/preceptors that are currently affiliated with Creighton University and “new” sites/preceptors. Students who want to utilize new sites/preceptors will need to submit site and preceptor information to the clerkship coordinator for approval. The Assistant Director for web-based experience will review the information that is provided, contact the preceptor to discuss various issues (i.e., pharmaceutical care activities at the site; education, training, licensure, and experience of the preceptor; interpersonal skills and professional demeanor of the preceptor; student activities, requirements, feedback and evaluation, etc.), and either approve or disapprove the site/preceptor

### **Quality Assessment**

The QA procedures and criteria are the same for campus-based, web-based, and nontraditional clerkships. Quality assurance processes for clerkship sites and preceptors includes a variety of information (i.e., pharmaceutical care activities at the site; education, training, licensure and experience of the preceptor; interpersonal skills of the preceptor; student activities, requirements, feedback and evaluation, etc.). This information is obtained via written materials that are submitted via a web form to the experiential office and/or verbal discussions over the phone and/or in person with the preceptor. Periodic phone calls, site visits (depending on the location of the site and the number of students the site/preceptor takes each year), and student evaluations are also utilized. In addition, the Ad Hoc Professional Experience Program Advisory (PEP) Committee is being incorporated as part of the QA process for the experiential program. Current members of the committee include the Director and Assistant Directors, practitioner preceptors (both faculty and external), students, and a Nebraska State Board of Pharmacy member. The committee’s current responsibilities include: 1) developing and reviewing clerkship policies and procedures; 2) reviewing nontraditional Doctor of Pharmacy student portfolio waiver requests and making recommendations to the Assistant/Associate Dean for Academic Affairs concerning these requests and 3) discussing experiential issues concerning sites, preceptors, and students.

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# **University of Houston**

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## **Experiential Education Administration of Experiential Education**

Our experiential program depends on excellent community interactions for site development, creation of affiliation agreements, and direction of student instruction; efficient scheduling and assignment of students; accurate evaluation of student performance, preceptor instruction, and site appropriateness; mentoring and intervention to correct deficiencies and facilitate student success on rotations; and accountability for the educational and professional outcomes of experiential training. We accomplish these important tasks by a teamwork approach and using automation to increase our efficiency. The Practice Programs Office personnel consists of an Associate Dean with 75% effort in administration, and two coordinators with 65% effort each – one responsible for ambulatory-based internships, and the other responsible for institutional-based internships. Staff assistance is provided as a full-time office coordinator, and a part-time work-study student.

Technology has greatly enhanced our ability to direct and coordinate experiential training, and has allowed us more time for direct student-related activities. In 2000, we increased our efficiency by developing an experiential database in Microsoft Access. The database consists of several tables and serves several purposes. Three tables are maintained for storing detailed information concerning contact information and other demographics on students, preceptors, and practice sites. Other tables list the courses and rotation time blocks. Annually, availability forms are sent to prospective preceptors. When availability information is received, the preceptor number, site number, course number, and available rotation time slots are entered into an assignment table that links all other tables. The primary purpose of the database is to facilitate the assignment of student internships (experiential rotations). Queries in the database are used to identify available rotations for assignment, or to sort particular assignments by student, specific site, city or region. Upon receiving an invoice, the office coordinator can use a query to verify student assignments before paying for the instruction provided. Each April, database reports are generated to distribute to individual students describing their assignments for the internship year. These reports list their specific assignments to courses, rotation starting and ending dates, preceptors, sites, and contact information. A similar report is given to preceptors, listing specific student assignments for the internship year. The database is continuously updated. Sorts and queries allow for rapid reassignment and printing of revised schedules as needed.

Another database, developed with the assistance of a student, was placed on a College web site for online evaluations of students, preceptors, and sites. At any time, this database can be queried to obtain the average, minimum, and maximum ratings for specific items of all or individual students, preceptors, and sites – over any time range selected. This database has increased our efficiency in identifying strengths and weaknesses in our programs. When a complaint is received, the database facilitates immediate review of the performance of a particular student, preceptor, or site, so that deficiencies can be immediately corrected.

### **CONTACT**

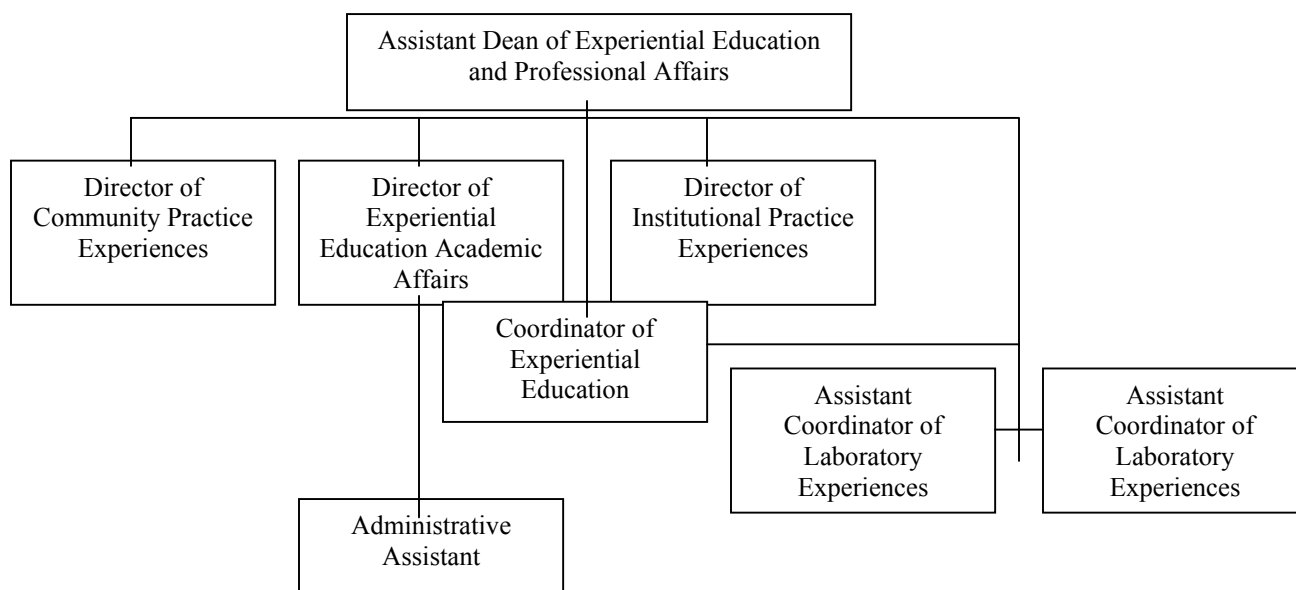
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# Massachusetts College of Pharmacy and Health Sciences

School of Pharmacy-Boston  
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## Experiential Education Administration of Experiential Education

In order to strengthen the administration of the MCPHS-School of Pharmacy Boston experiential education program, the School of Pharmacy established a separate Division of Experiential Education. This Division oversees all of the PY4 advanced experiential education training, as well as the PY2-PY3 introductory experiential training. This Division also supervises the campus based laboratory experiential training of PY1 and PY3 students. The goals of establishing this Division were two fold: first to provide a continuum of educational training and experiences throughout the student's curriculum from PY1 through PY4; second to ensure adequate resources and manpower were allocated to this extremely important component of the pharmacy curriculum. This new model was developed and established in January of 2003. The organizational structure is described in the chart below.



All members of this Division hold academic appointments in the Department of Pharmacy Practice and participate in the Advanced Practice Management Course, either in the practice laboratory as preceptors or in the didactic component as coordinators or lecturers. The School also created a Division of Experiential Education Advisory Group. This group is comprised of two practitioners from each of the four required PY4 rotations, Community Pharmacy Practice, Ambulatory Care, Inpatient Medicine and Institutional Pharmacy Practice.

### Outcomes

Since the inception of this Division all advanced practice rotations have been restructured with new goals and objectives, revised assessment tools and new student and preceptor manuals. Based on feedback from students and preceptors, the Division has restructured the Introductory Experiential Program to provide a more structured educational process, with more specific objectives and new student manuals. Under the direction of the Division all of these changes were achieved through collaborative efforts with the faculty of the Department of Pharmacy Practice. From an operational aspect, this new model provides for better oversight and coordination of the experiential training of students and preceptor

development both off-campus and on-campus. The Division established a Total Quality Management (TQM) program of which the first phases were implemented in June of 2003. Within this TQM model practice sites and preceptors are evaluated annually by the Directors of the Division within their respective area.

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# **Massachusetts College of Pharmacy and Health Sciences**

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## **Experiential Education Quality Assessment**

In January 2003 the Massachusetts College of Pharmacy and Health Sciences, School of Pharmacy-Boston established a Division of Experiential Education. The Division created a three year strategic plan with a focus on quality improvement as a part of this plan. The Division established a Total Quality Management (TQM) program of which the first phases were implemented in June of 2003. There are several components of this TQM program. Utilizing a computerized Pharmacy Education Management Service (PEMS), the site selection process for students has been streamlined to allow more time for quality improvement. The new organizational structure of this Division includes a Coordinator of Experiential Education who handles associated site requests and affiliation agreements, and a Director of Academic Affairs who handles student issues. This allows for significantly more time for the Directors of Community Experiences and the Director of Institutional Experiences to spend in the field at sites with students and preceptors. Student evaluations are also tracked and handled through the PEMS program. Within this TQM model, practice sites and preceptors are reviewed annually by the Directors of the Division. This review assesses 10 areas and is based on a three point scale; 1- exceeds expectations, 2- meets the expectation, 3- fails to meet the expectations. This review is completed by the Directors with feedback from previous student evaluations, as well as on site student interviews. The student evaluations as well as the Directors evaluations are submitted to the Assistant Dean for a final review, and to the preceptor. During a site visit, the Directors go over a compilation of previous student evaluations with the preceptor. This enables the Division to provide constructive feedback to the site and preceptor and enhances the overall educational experience for our students. In some cases this process has determined that a site does not meet the outcomes of that specific rotation type. In these situations either the type of rotation is changed or the site is no longer utilized as a primary site. Under the new model the Division has also established a site classification system. Sites are classified as primary sites and associated sites based on previous experience with the site, site visit evaluations and student evaluations. Students must complete six (6), six (6) week rotations in their final year, of which five must be at a primary site. Primary sites have now been defined as those sites with a minimum of two years of acceptable student evaluations or an acceptable site visit within the past two years. Through this increased contact with the preceptors the Division has started implementing a series of preceptor development programs. The first program in this series was "Setting Expectations and Motivating Students" To date approximately 50 preceptors have gone through this program. Other programs ready to be presented this year are, "Mentoring" and "Conflict-Dealing with Challenging Students". This utilization of technology has allowed significantly more time to be spent on quality improvement of our programs. As the Division continues to move forward, technology will be the driving force to continue advancements in quality improvement of our experiential programs. The Division, in collaboration with practice faculty, has created a preceptor survey. This survey will be available to our preceptors electronically as they access PEMS. The survey will assess areas for improvement for the preceptors, to help design future training programs and preceptor development programs. This survey is also intended to receive input form our preceptors on our Introductory Experiential Programs and our Advanced Experiential Programs. Finally, through this survey we are evaluating the opinion of preceptors in respect to the operations of the Division of Experiential Education. This may allow us to improve our operations to provide a better service to our preceptors and students. The Division is also currently working with the College's Information Services Department to create a web based program for students to submit change of site requests.

### **Outcomes**

Since June of 2003, the first phase of this TQM program was established, the Division has now worked directly with over 130 sites. With the utilization of this technology the Division has been able to provide oversight of more sites with a more structured system. This increased contact with preceptors and students in the field allows for more quality improvement for the site as well as the Division in respect to our operations, and the school.

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# Ohio Northern University

College of Pharmacy  
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## Experiential Education Quality Assessment

The Experiential Program at the Ohio Northern University Raabe College of Pharmacy focuses primarily on applied knowledge. The program entails an integrative method of teaching that includes experience and interactions between students and preceptors.

Students' ideas are continuously influenced by their experiences in various health care settings. The experiential program connects knowledge learned inside the classroom to decision-making processes. The program enables students to utilize a range of learned skills such as communication, problem-solving, critical thinking, and professionalism in practice.

The main objective of the experiential program is to empower students to participate in the delivery of health care. Preceptors operate as teachers, mentors, and role models who encourage students to provide quality patient services.

Due to the increasing number of Pharm D. students nationwide, colleges of pharmacy are faced with many challenges to ensure quality experiential education. The need for geographically convenient sites, increased costs for rotations, increased preceptors' workload, and the changing accrediting standards make the task of ensuring quality rotations a challenging one for the experiential coordinators.

### *Experiential Portfolio:*

To better assess the quality of the experiential education at Ohio Northern University, the Director and the Assistant Director of the Experiential Program collaborated with the Chair of the Pharmacy Practice Department and the Information Technology Department to implement the concept of electronic experiential portfolio for Pharm D. students. The portfolio is a collection of documented community service and health care rotation experiences obtained while enrolled in the College of Pharmacy.

### **Outcomes**

We believe that the establishment of the experiential portfolio is a viable tool because it enables the experiential faculties to longitudinally assess the outcomes of experiential activities and compare them with professional expectations. The specific objectives for developing the portfolio are to:

- I. Document the student's experiential rotations while in pharmacy school.
- II. Increase the student's communication and organizational skills.
- III. Evaluate the student's professional development.
- IV. Enable the experiential faculty to assist the student's selection of optimal Advanced Practice Rotations based on their prior experiences.
- V. Produce an informative document for future job searches.

The experiential portfolio includes the followings:

- I. The Student's current curriculum vitae.
- II. A chronological listing of the student's community service and healthcare rotations.
- III. A list of the student's internship experiences.
- IV. Contact information for each of the preceptors for the above rotations.
- V. Required, rotation-based, written assignments for each quarter.

Prior to submitting the on-line experiential portfolio, the students are able to review a tutorial video that explains the downloading process. Consequently, an instant message is sent to the experiential faculties to indicate the names of the students who submitted their experiential portfolios on line. (*Please see attached document*)

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