A Statewide Initiative Preparing Post-Doctoral Pharmacy Trainees to be Future Experiential Educators

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Background

• The U.S. has offered residents the opportunity to participate in teaching and learning certificate (TLC) programs provided at institutions affiliated with schools of pharmacy.
• Limited schools of pharmacy have offered the TLC program to pharmaceutical industry fellowship programs.
• These programs require participants to attend didactic instruction activities on teaching methodologies, course development, assessment strategies, teaching philosophies, formalized evaluation and feedback, as well as experiential development for pharmacy students.
• Between 2001 and 2017, a systematic review reported nineteen publications that represented 21 teaching and learning programs.
• The TLC program also prepares the trainees as future experiential educators and refines the areas of writing objectives, developing an experiential syllabus, finesse feedback and assessment, handling academic integrity, and creating a practice site in introductory or advanced Pharmacy Practice Experiences.

Objective

To evaluate the Ernest Mario School of Pharmacy (EMSOP) Teaching and Learning Certificate (TLC) program at enhancing both IPPE and APPE rotation experiences for pharmacy students.

Methods

• In 2012, a first of its kind TLC program in New Jersey was developed to prepare post-doctoral pharmacy trainees for their future role as preceptors.
• This nonprofit program emphasizes the important qualities and core skills consistent with the AACP criteria for preceptor excellence:
• Familiarity with the pharmacist’s role in the pharmacy practice setting.
• Experience with the teaching and learning process.
• A willingness to accept academic opportunities and in-depth training of future educational educators.
• Inclusion criteria: Any participant (PGY-1, PGY-2 or pharmaceutical industry fellow) who was enrolled in the TLC program from 2012-2018.
• Exclusion criteria: Program participants who did not successfully complete the graduation requirements including hosting a Rutgers trainee (IPPE or APPE) and attending all sessions.

Results

Table 1. Baseline Characteristics for Class Year

<table>
<thead>
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<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Total</th>
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</thead>
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<td>Post-graduate year 1 residency</td>
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<td>38</td>
<td>37</td>
<td>41</td>
<td>49</td>
<td>55</td>
<td>344</td>
</tr>
<tr>
<td>Post-graduate year 2 residency</td>
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<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
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<td>13</td>
<td>13</td>
<td>29</td>
<td>22</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1. Residents and Fellows 2013-2018 (n = 363)

Figure 2. Number of Experiential Rotations Taught by Trainees

Figure 3. Comparison of IPPE and APPE Rotations Taught by Trainees

Discussion

• The qualifications for preceptor excellence are emphasized in the 9-module seminar series which includes creating a practice site for IPPE or APPE experiences.
• At the end of the longitudinal coursework, participant precepts a pharmacy student with their program director.
• Participants learn how to create a rotation syllabus and a meaningful daily activity schedule for their student rotation.
• Completion of the precepting experience is a unique and mandatory attribute of the TLC program requirements.
• The program is currently in its sixth year with over 350 graduates to-date.
• Since the program inception in 2012, the participants provided students with 203 unique IPPE and 72 APPE rotation experiences and occasionally would co-precept students with each other.
• Evaluations from the rotation students have been overwhelmingly positive.

Limitations

• The 9-module seminar program is currently only offered to participants in the state of NJ.
• The program is offered only as a live in-class session (if participants miss a session then a timely makeup assignment is required) but the session can not be attended again.
• Some clinical sites limit the number of learners they can host at one time and hence some participants need to double up to co-precept a student.

Implications

• The EMSOP TLC program brought both many opportunities for post-doctoral trainees.
• New rotations were created and many of our past trainees have remained preceptors for our Experiential Education program and this network continues to grow.
• This program also continues to provide great peer to peer networking opportunities.

Acknowledgments

We would like to acknowledge our group of 23 pharmacy practice faculty members who have generously donated their time and expertise to make this teaching certificate program a great success in the last six years. We are also very grateful for all the time and commitment we have received from our experiential team, dean’s office and our pharmacy practice and administration staff. We could not have done this without them.

References


Disclosures

The authors of this presentation have nothing to disclose.