

# 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, finessing 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

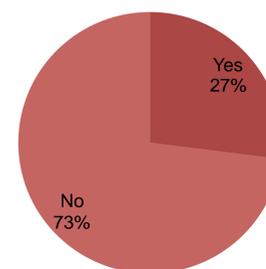
- In 2012, a first of its kind TLC program in New Jersey was developed to prepare post-doctoral pharmacy trainees for their future role as preceptors
- This nonprofit program emphasizes the important qualities and core skills consistent with the AACP criteria for preceptor excellence
- In addition, the program provides exposure to academic opportunities and in-depth training of becoming future experiential educators
- Inclusion criteria: Any participant (PGY-1, PGY-2 or pharmaceutical industry fellow (year 1 or year 2) 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 rotation students (IPPE or APPE)
- Primary endpoint:
  - Evaluating total number of newly created IPPE and APPE experience opportunities through the TLC program with Rutgers from 2012-2018
- Secondary endpoint:
  - Quantifying newly created affiliation agreements with both clinical and pharmaceutical industry sites
- Statistics: descriptive statistics were used to analyze the data

## Results

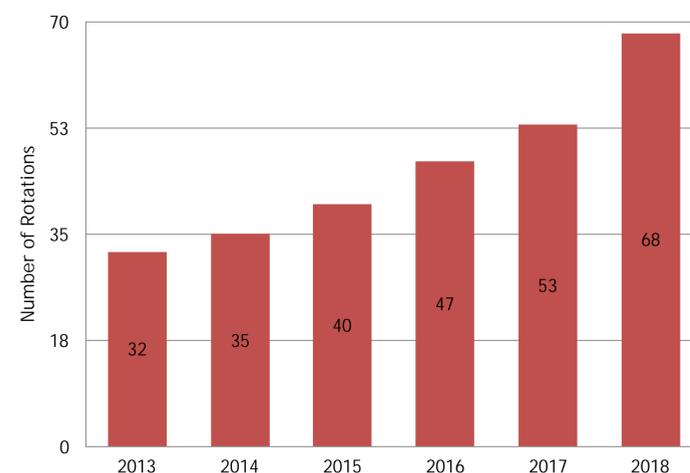
**Table 1. Baseline Characteristics for Class Year**

	2013	2014	2015	2016	2017	2018	Total
Post-graduate year 1 residency	24	38	37	45	49	55	248
Post-graduate year 2 residency	5	4	2	1	4	1	17
Pharmaceutical Industry Fellowship	10	12	13	12	29	22	98

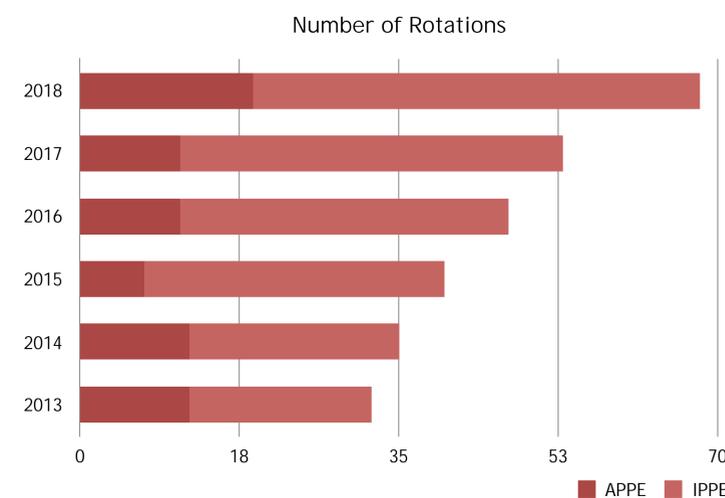
**Figure 1. Residents and Fellows 2013-2018 (n = 363)**



**Figure 2. Number of Experiential Rotations Taught by Trainees**



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



## Discussion

- The qualities 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 calendar for their student rotations
- Completion of the precepting experience is a unique and mandatory attribute of the programs certificate requirement
- The program is currently in its sixth year with over 350 graduates to date
- Since the programs 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 forth 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 chair. We could not have done this without them.

## References

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## Disclosures

The authors of this presentation have nothing to disclose.