Education and Training PRN Focus Session—Pharmacy Teaching in Experiential Settings: Considerations for Introductory Practice Experiences
Activity No. 0217-0000-11-099-L04-P (Application-Based Activity)

Tuesday, October 18
3:30 p.m.—5:30 p.m.
Convention Center: Spirit of Pittsburgh Ballroom A

This session is available for elective credit for the ACCP Academy Teaching and Learning Certificate Program. For more information, visit the Web site at www.accp.com/academy.

Moderator: Maria C. Pruchnicki, Pharm.D., BCPS
Assistant Professor of Clinical Pharmacy, The Ohio State University, Columbus, Ohio

Agenda

3:30 p.m.  Strategies to Improve Teaching Skills in Precepting
Ruth E. Nemire, Pharm.D., BSPharm
Dean and Professor, Medco School of Pharmacy, Fairleigh Dickinson University, Madison, New Jersey

4:10 p.m.  Student Professionalism and How to “Teach” It
Dana L. Hammer, Ph.D.
Director, Bracken Pharmaceutical Care Learning Center; Director, Teaching Certificate Program in Pharmacy Education, University of Washington School of Pharmacy, Seattle, Washington

5:00 p.m.  Best Practices in Experiential Education: Focus on Introductory Pharmacy Practice Experiences
Christopher J. Turner, BSPharm, Ph.D.
Professor and Director of Experiential Programs, Department of Clinical Pharmacy, University of Colorado School of Pharmacy, Aurora, Colorado

Faculty Conflict of Interest Disclosures

Dana L. Hammer: no conflicts to disclose.
Ruth E. Nemire: no conflicts to disclose.
Christopher J. Turner: no conflicts to disclose.

Learning Objectives

1. Discuss types of instructional activities and the role for the preceptor.
2. Develop educational activities that expand students ability to meet outcomes.
3. Evaluate strategies that help students create connections between the learning from the classroom and practice courses.
4. Explain the roles that preceptors and pharmacy staff play in modeling professional behavior.
5. Discuss the importance of strategies to make professionalism an explicit curriculum in early pharmacy practice experiences.
6. Recognize behaviors that may promote or inhibit student professionalism and devise strategies to modify behaviors, including appropriate timing of interventions.
7. Describe unique activities that could be applied to an introductory pharmacy practice experience in the community setting.
8. Describe unique activities that could be applied to an introductory pharmacy practice experience in an institutional setting.
9. Discuss how more experienced pharmacy students or residents might be used to facilitate the learning experiences of students on IPPE rotations.

Self-Assessment Questions

Self-assessment questions are available online at www.accp.com/am
Strategies to Improve Teaching Skills in Precepting
Tuesday, October 18
Ruth E Nemire, BSPharm, Pharm.D., Ed.D.
Conflicts of Interest

Nothing to disclose
Incorporating new ideas for student pharmacists into your educational principles.

A pile of rocks ceases to be a rock when somebody contemplates it with the idea of a cathedral in mind.

~Antoine de Saint-Exupery (Le Petit Prince)
Objectives

- Discuss types of instructional activities and the role for the preceptor.
- Develop educational activities that expand students’ ability to meet outcomes.
- Evaluate strategies that help students create connections between the learning from the classroom and practice courses.
What do you do now?

- Talk to your neighbor for 3 minutes
  - Each of you write down 2 activities you do with students that you believe adds to their knowledge.
Teaching and Learning

Instructional Activities
- Many names and ways

Roles of Preceptors
- Many

Role of students
- Learn
- Reflect
- Self-assess
Expanding Student ability

- **Reflection**
  - choose one ability-based outcome
  - write down activity that you use currently or would like to use that helps student meet this outcome
  - 3 minutes

- Share with one or two people around you.
- Choose one- Be prepared to share outcome and activity in 2 sentences.
Expand student abilities
Who, What, How and where?

- Discovery
- Activities
- One at a time and Involved
- Interdisciplinary, Community,
From the classroom to practice?

- Evidence
- Humanities
- Activities
Reflection and Questions
Student Professionalism and How to “Teach” It

Dana L. Hammer, Ph.D.
Director, Bracken Pharmaceutical Care Learning Center; Director, Teaching Certificate Program in Pharmacy Education, University of Washington School of Pharmacy, Seattle, Washington
Conflicts of Interest

- None to disclose
Learning Objectives

- Explain the roles that preceptors and pharmacy staff play in modeling professional behavior.
- Discuss the importance of strategies to make professionalism an explicit curriculum in early pharmacy practice experiences.
- Recognize behaviors that may promote or inhibit student professionalism and devise strategies to modify behaviors, including appropriate timing of interventions.
You start.

- Take 10 minutes to discuss at your tables strategies you use or have experienced that you think help to develop professionalism during IPPEs
What is professionalism?

- Based on the discussion we just had, how are we defining professionalism?
- Have you read the ACCP papers?
- Think BROADLY – what is the real essence of professionalism?
5 strategies to develop professionalism during IPPEs

- **DEFINE** what professionalism means for your college/practice site, or for yourself as a preceptor
- **SET** clear expectations
- **MODEL** (what are your colleagues/staff doing?)
- **EVALUATE** achievement toward expectations
- **FEEDBACK** based on evaluation
Best Practices in Experiential Education: Focus on Introductory Pharmacy Practice Experiences

Christopher J. Turner B.Pharm., Ph.D.
Professor and Director of Experiential Education
University of Colorado Skaggs School of Pharmacy
Conflict of Interest

- None to declare
Learning Objectives

- Describe unique activities that could be applied to an introductory pharmacy practice experience in the community setting.
- Describe unique activities that could be applied to an introductory pharmacy practice experience in an institutional setting.
- Discuss how more experienced pharmacy students or residents might be used to facilitate the learning experiences of students on IPPE rotations.
Presentation Plan

- Philosophy of Experiential Education
- Scholarship of Experiential Education
- ACPE Accreditation Standards
- Best practices
  - General themes
  - Specific examples
    - Community
    - Institutional
    - Students as facilitators of student learning
Goal and Philosophy of Experiential Education

- The goal is to educate students to think and act as independent pharmacy practitioners.
- The philosophy is that the best way to educate students to think and act as independent pharmacy practitioners is to give them increasing responsibility for patient care throughout the PharmD curriculum.
To succeed, each student must view faculty and preceptors as mentors. Students should discuss problems encountered in experiential education with faculty and preceptors but should not expect them to solve those problems. Rather, each student should expect guidance as to how she/he can problem solve. (AACP Background Paper II).
ACPE Accreditation Standards

- Introductory pharmacy practice experiences should begin early in the curriculum and continue in a progressive manner leading to entry into the advanced pharmacy practice experiences.

- Introductory practice experiences must permit students, under appropriate supervision and as permitted by practice regulations, to assume direct patient care responsibilities.
ACPE Accreditation Standards

- Simulation cannot substitute for the hours devoted to actual experiences in community pharmacy and institutional health system settings.
Health Care Concept

Skill Level

Number of Patients
Experiential Education Concept

- APPE
- IPPE
# Patient Immunization Summary

## Student-Administered Vaccinations

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<thead>
<tr>
<th>Class of</th>
<th># Patients Immunized</th>
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<td>4,368</td>
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<td>TEST</td>
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<td>LDL-C (n=241)</td>
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<tr>
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Best Practices: General Themes

- Individual student v. group responsibilities
- Block v. continuous course design
- Growth v. maintenance of competency
- Identical v. equivalent experiences
- Horizontal course integration
- Vertical course integration
Best Practices: General Themes

- Assessment as part of the learning process
  - On-site preceptor v. faculty-based assessment
- Assessment driving the learning process
  - Regular small group discussion classes
  - Regular reflective writing assignments
  - Window on the curriculum
- Students as teachers
Best Practices: Examples of Students as Teachers

- Crill CM. AJPE 2009; 73(3) Article 50
- Brown MC. AJPE 2002; 66:443-449
- Doty RE. AJPE 2000; 64:426-430 P2
- Chisholm MA. AJPE 2003; 67(1) Article 22
- Dalal K. AJPE 2010; 74(8) Article 139