



Models for Pharmacist Experiential Education: Effective Integration of Pharmacy Students

Monday, June 7, 2010

8:00 am – 9:45 am



Disclosures

The presenters for this continuing pharmacy education activity report no relevant financial relationships.



Objectives

- Explain challenges to integrating pharmacy students effectively while providing them with a high quality learning experience.
- Describe examples of innovative and effective use of students to achieve clinical and service responsibilities.
- Identify new ways to more effectively integrate students in your setting.



Models for Experiential Education: Effective Integration of Pharmacy Students

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June 7, 2010



Precepting Experience?

1. More than 10 years
2. 5 -10 years
3. 3 - 4 years
4. 1 - 2 years
5. New to precepting or thinking about it for the future



Pharmacy Role

- Clinical Manager
- Individual Preceptor
- Faculty
- Pharmacy technician
- Pharmacy student



Practice Setting

- Hospital or health-system pharmacy
- Community pharmacy
- Inpatient/acute care general medicine
- Inpatient/acute care specialty
- Ambulatory Care
- Other



Models for Incorporating Students

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Why incorporate pharmacy students?

- Give back to the profession^{1,2}
- Train the future^{1,2}
- Clinical service¹
 - Develop
 - Maintain
- Recruit pharmacists or residents²
- Personal satisfaction
- Fill the need
 - Increasing numbers of pharmacy schools means increasing numbers of students
 - Addition of Introductory Pharmacy Practice Experiences

1. Skrabal MZ, et al. J Am Pharm Assoc. 2006;46(5):605-612.
2. Am J Health Syst-Pharm 2008;65:e53-71.



ACPE Accreditation Standards 2007

- Advanced Pharmacy Practice Experiences (APPE)
 - At least 25% of the curriculum (1440 hours)
 - Required rotations:
 - Hospital or health-system pharmacy
 - Community pharmacy
 - Acute care general medicine
 - Ambulatory care
 - Elective experiences to complement required rotations
 - Full-time

http://www.acpe-accredit.org/pdf/ACPE_Revised_PharmD_Standards_Adopted_Jan152006.pdf



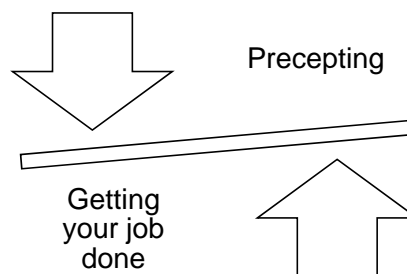
ACPE Accreditation Standards 2007

- Introductory Pharmacy Practice Experiences (IPPE)
 - At least 5% of the curriculum (300 hours)
 - Community pharmacy
 - Institutional settings
 - Format varies
 - Concentrated
 - Longitudinal

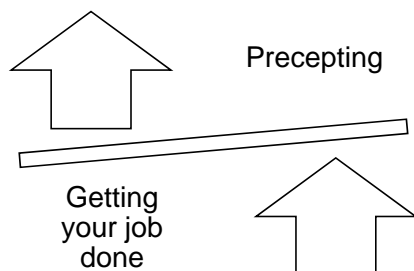
http://www.acpe-accredit.org/pdf/ACPE_Revised_PharmD_Standards_Adopted_Jan152006.pdf



Preceptor Balancing Act?



Preceptor Balancing Act?



Benefits of Students to the Site

- 2007 survey of US pharmacy directors
 - ASHP members (n=2840), response rate 26% (n=726)
- 90% indicated precepting helped pharmacists maintain knowledge and stay up-to-date
- 82% indicated service activities were mutually beneficial to students and the site
- 69% indicated students shared feedback that was helpful in improving services
- Other benefits noted: MTM expansion, educational presentations



Am J Health-Syst Pharm 2008;65:e53-71.

Pharmacy Student Clinical Service Program

- Objective:
 - Enhance patient care by improving the quality of clinical pharmacy services provided
- Goals:
 - Departmental Contribution to medication safety and best use of medications
 - Incorporate advanced experiential students into daily practice of pharmacists
 - Provide pharmacy students with an active learning experience



Bock LM, et al. Am J Health-Syst Pharm 2008;65:566-9.

Pharmacy Student Clinical Service Program

- Clinical Programs
 - IV to PO Conversion Program
 - Admission Assessment Referral Service
- Existing Policy & Procedures Available
- Win-Win Approach
 - Good experiences for the students
 - Current gap in meeting departmental goals



Bock LM, et al. Am J Health-Syst Pharm 2008;65:566-9.

Pharmacy Student Clinical Service Program

| | |
|-----------------------|---|
| Detailed Manual | <ul style="list-style-type: none"> • Project Rationale • Program Policies & Procedures • Step-by-Step Instructions with Examples |
| Orientation Program | <ul style="list-style-type: none"> • Average 3 day program • Pharmacy preceptors, pharmacy residents and expert students |
| Competency Assessment | <ul style="list-style-type: none"> • Checklist • Final signature from preceptor |



Bock LM, et al. Am J Health-Syst Pharm 2008;65:566-9.

Pharmacy Student Clinical Service Program

- Program Outcomes
 - IV to PO Conversions
 - Increased from 56% to 100%
 - Admission Assessment Referrals
 - Increased 60% in one month
- Programs accounted for 20-30% of rotation activities



Bock LM, et al. Am J Health-Syst Pharm 2008;65:566-9.

Pharmacy Student Clinical Service Program

- Challenges
 - Time for orientation and training
- Keys to Success
 - Involve pharmacy residents or others in the training process
 - Continuous pharmacy student involvement
 - Rotation students available throughout the year



Bock LM, et al. Am J Health-Syst Pharm 2008;65:566-9.

Student-directed Medication Reconciliation Project

- Medication Histories
 - Verification with outpatient pharmacy as needed
 - Medicine and surgery units at 3 hospitals
- Median discrepancy: 2 per patient
 - Identified discrepancies in 75% of patients
 - 64% prescription drugs
 - 32% nonprescription drugs
 - 4% herbal
- Identified drug-related problems and potential solutions
 - 59 interventions in 330 patients



Am J Pharm Educ 2007;71(5) Article 94.

Student Medication History Verification

- Student medication histories on 1-2 patients daily (n=326)
 - Interviewed patient, family and/or pharmacy
- Undocumented prescription medications identified in more than half of patients
- Pharmacy students improved accuracy of medication histories in two-thirds of patients



Merfeldler TL, Bickel RJ. Am J Health-Syst Pharm 2008;65:2273-5.

Tips from the Trenches: Community Pharmacy

- | | |
|---|--|
| <p>Comprehensive orientation</p> <ul style="list-style-type: none"> • Corporate level and/or store level • Preliminary schedule & rotation expectations • Policies and procedures • Training on computer systems and equipment • Meet the staff | <p>Integration into workflow</p> <ul style="list-style-type: none"> • Out-window & counseling • DI questions • Immunizations • Health fairs • Health screenings • Patient new prescription follow-up calls <ul style="list-style-type: none"> • Am J Pharm Educ 2009;73(2) Article 25. • Specialty compounding |
|---|--|



Tips from The Trenches: Ambulatory Care Pharmacy

- | | |
|---|--|
| <ul style="list-style-type: none"> • Updating policies and procedures • Creating rotation manuals with step-by-step instructions for future students <ul style="list-style-type: none"> – Calling missed appointments – Rescheduling | <ul style="list-style-type: none"> • Administrative tasks <ul style="list-style-type: none"> – If you have to do it, it's okay to ask them to help! • Drug information questions • Clinic newsletters • Medication Histories with PCPs |
|---|--|



Tips from The Trenches: Institutional Pharmacy

- | | |
|---|---|
| <ul style="list-style-type: none"> • Updating policies and procedures • Creating rotation manuals with step-by-step instructions for future students • Pharmacist run medication protocols • Research data collection | <ul style="list-style-type: none"> • Administrative tasks <ul style="list-style-type: none"> – If you have to do it, it's okay to ask them to help! • Drug information questions • Department newsletters • Medication Reconciliation • IV to PO services • Restricted antibiotics services |
|---|---|



Question



Which of the following models of integrating students have been described in the literature as successful?

- a. Medication histories
- b. Medication reconciliation
- c. IV to PO Switch
- d. All of the above



What we have learned so far...

- Align student responsibilities with departmental goals and mission
- Orientation and training is key
- Consistency is important to maintain service
- Students can contribute to clinical mission



Models for Incorporating Students

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Impact of Student Interventions

- Three-year study of internal medicine clerkships
 - 627 bed county hospital
 - 10 internal med teams with 165 beds
- Students contributed to over one-quarter of all pharmacy interventions
 - 92% acceptance rate
 - 46.8% involved drug information
 - 10.8% recommended alternative agents
- Half estimated as moderate to high level impact

Pharm DQ. Ann Pharmacother 2006;40:1541-5.



Impact of Student Interventions

- 3 year school wide web based intervention system
- 15,393 student interventions documented
 - Acceptance rate = 87%
 - Education of patients/providers = 22%
 - Optimization of therapeutics regimens = 19%
 - Dosage adjustment = 17%
 - Drug information = 7%

DiVall M et al. Am J Pharm Educ 2010; 74(1). Article 14



Impact of Student Interventions

- 88% clinically significant
- Potential ADRs prevented = 2555
- Medication errors prevented = 484
- Long term or immediate cost impact = 3982
- Conclusion: Students had significant impact on patient care through a user-friendly web-based documentation system

DiVall M et al. Am J Pharm Educ 2010; 74(1). Article 14



Precepting

- Clinical teaching occurs at a rapid pace with multiple demands placed on preceptors
 - Limited time for teaching and feedback
- Preceptors and students must be on the same page when it comes to APPE roles and responsibilities for good learning outcomes
 - Preceptors over-estimate their performance, especially in terms of setting criteria, grading and evaluation and feedback vs. students



Sonthisombat P. Am J Pharm Educ. 2008;72(5) article 110.

| STUDENT | PRECEPTOR |
|---|---|
| Role expectations | |
| Arrange schedule | Orient student to site, policies, procedures |
| Develop personal learning objectives | Facilitate collaborative, respectful learning environment |
| Address course objectives | Be a positive and effective role model |
| Observe policies and procedures of site | Provide learning experiences with appropriate patients |
| Confer with preceptor about progress and problems | Provide on-going feedback |
| Prepare for each clinical day / Review and read about past day's work | Pace learning experiences to meet student needs |
| Evaluate faculty, course, and preceptor | Notify School/College with concerns about student's behavior, work, or progression |
| | Provide evaluation data to School/College |
| Role pressures: potential areas of difficulty | |
| Make connections between didactic and clinical work | Teach from experience base |
| Focus on development of clinical skills and progress | Maintain patient care service expectations |
| Balance adult life with student expectations | Fit clinical teaching into daily routine |
| Achieve learning goals within a clinical environment | Maintain rapport with patients and families while involving student in a meaningful way |
| | Persuade colleagues to assist with student education |



Burns C. J Pediatr Health Care. 2006;20 (3)

Student Stressors

Preceptor:

- has no time for me
- has no idea what I can do
- did not know who I was or when I was coming
- did not tell me when I was doing things well or wrong until my final evaluation
- was not consistent
- was not organized
- is supposed to wrap up everything I have learned over the past 5 years



Yonge O. J Nurs Staff Dev. 2002;18(1)

Griffin M. J Nurs Staff Dev. 2002;18(6)

Burns C. J Pediatr Health Care. 2006;20 (3)

Preceptor Stressors

- Workload related:
 - No time/short staffed/too many responsibilities/overworked
 - "I cannot provide adequate patient care when I have a student"
 - "I feel guilty when I cannot spend all my time with the student"
- School/College related:
 - "The School has not told me what to expect or what they want from me."
 - "I've not been adequately trained / no idea what to do with them."
- Student related:
 - "The student does not know anything/is not prepared."
 - "Students suck the life out of me with their constant questions."
- Preceptor related:
 - Perceived lack of knowledge to meet students' needs
 - "I don't want to look stupid in front of a student"
 - "I don't know how to give appropriate (especially negative) feedback"



Yonge O. J Nurs Staff Dev. 2002;18(1)

Griffin M. J Nurs Staff Dev. 2002;18(6)

Burns C. J Pediatr Health Care. 2006;20 (3)

2008 Pharmacy Preceptor Survey

- Time spent with student:

| Number of Hours/Week | Frequency |
|----------------------|------------|
| 0-10 Hours | 282 (26) |
| 11-20 Hours | 386 (36) |
| 21-30 Hours | 209 (19) |
| 31-40 Hours | 188 (17) |
| >40 Hours | 20 (2) |
| Total | 1085 (100) |

- 20% of preceptors did not feel that they were able to spend an adequate amount of time with students to provide a quality APPE



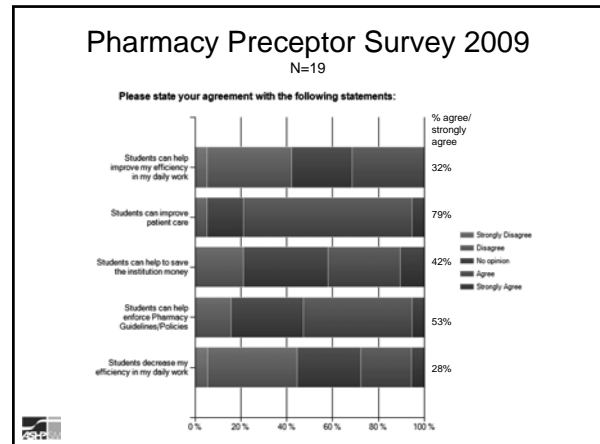
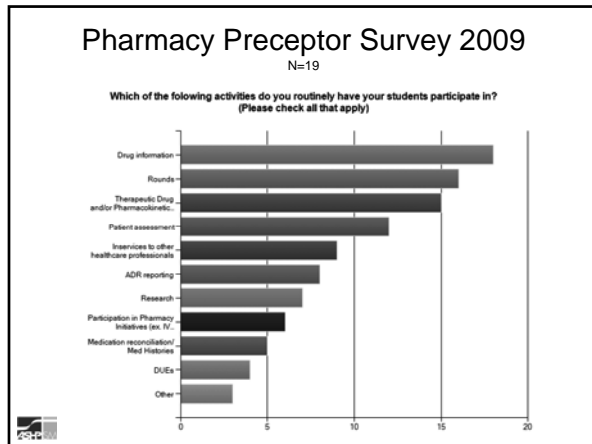
Skrabal MZ et al. Am J Pharm Educ. 2008 (72(5) article 112.

2008 Pharmacy Preceptor Survey

- Should there be expectations placed on preceptors to provide a quality educational experience if a clinical site is receiving compensation for precepting pharmacy students?
 - Who receives the compensation?
 - What forms of compensation are offered?
- Survey revealed:
 - 33% required stipend
 - To compensate for additional workload associated with precepting students
 - 36% said stipend went to pharmacy development funds for preceptor use
 - 25% said stipend went to pharmacy administration budget
 - 11% said stipend went to general hospital budget
 - 10% said stipend went directly to preceptors



Skrabal MZ et al. Am J Pharm Educ. 2008 (72(5) article 112.



Pharmacy Preceptor Survey 2009

Precepting Pros

- Students can help set up guidelines, research, assist with DI questions/lit searches
- Seeing student progress as a clinician
- Teaching/passing on knowledge
- Allows you to sharpen your current skill set or add to it by learning new information
- Encourages me to think/reevaluate my process/give me new perspective
- Seeing the "lightbulb turn on"

Precepting Cons

- Time
- Lack of student interest
- Lazy students
- Efficiency in my everyday job decreases because I have to 'take care' of students everyday
- Decreased efficiency leads to increased stress and ultimately causes me to like my job less. I must be going about this the wrong way
- Takes a lot of time and multitasking, which can be challenging with everything else we juggle

Pharmacy Preceptor Survey 2009

Advice preceptors are looking for:

- How to incorporate students into my daily routine/responsibilities
- How to handle 'needy' students
- How to set up my day so that I don't feel like I have to lead a student around all day (or have someone following me around all day)
 - How to keep myself organized and find good teaching resources for my area
- How to take a step back and let students become more involved with patient care
 - "I have worked incredibly hard to earn the respect and trust of the nurses and physicians that work in my department and I am incredibly nervous that a student isn't ready to make recommendations without me or even have discussions with health care professionals without me around. Which means that I am always leading the student around"
- How to motivate the student and keep them interested

Question


Which of the following is the greatest preceptor stressor?

- Lack of knowledge base to teach students
- Lack of compensation for precepting
- Lack of time to teach/complete work tasks
- Lack of motivated students


Question

Which of the following is the greatest student stressor?

- Preceptor has no time for me
- Preceptor did not tell me when I was doing things well or wrong until my final evaluation
- Site orientation takes too long
- Preceptor dumped all of their work onto me/slave labor




Breakout Session
Setting Goals




Setting Goals

- Department of Pharmacy
 - What is your mission?
 - What are your departmental goals and objectives?
- Personal
 - What do you personally want to accomplish?
- School/College of Pharmacy
 - What goals/objectives does the School/College have for the student and APPE?




Your Role

- Scribe
 - Birthday closest to today's date
- Reporter
 - Traveled the shortest distance to the meeting




Setting Goals

1. Get to know each other
 - Practice setting
 - Experience with precepting
 - Reasons for attending this morning's session
2. Department of Pharmacy Goals
 - What is your mission?
 - What are your departmental goals and objectives?
3. Personal Goals
 - What do you personally want to accomplish?
4. School/College Goals
 - What goals/objectives are expected by the school/college of pharmacy?



ASHP 2015 Initiative

- If you do not have formal goals for your department, consider developing based on the 2015 Initiative
- Initiative designed to help us all achieve the ASHP Vision for Pharmacy Practice in Health-Systems
 - 6 key goals with corresponding objectives
- Objectives correspond to national priorities, including:
 - Centers for Medicare and Medicaid Services
 - The Joint Commission
 - Centers for Disease Control




2015
ASHP Health-System Pharmacy Initiative
moving forward

<http://www.ashp.org/Import/PRACTICEANDPOLICY/2015Initiative.aspx>

ASHP 2015 Initiative

Increase the extent to which pharmacists...

1. Help individual inpatients achieve best use of medicines
2. Help non-hospitalized patients
3. Apply evidence-based methods to improve medication therapy
4. Have a role in improving the safety of medication use
5. Apply technology to improve medication safety
6. Engage in public health initiatives



2015
ASHP Health-System Pharmacy Initiative
moving forward

<http://www.ashp.org/Import/PRACTICEANDPOLICY/2015Initiative.aspx>

ASHP 2015 Initiative

- Changes made to the specific objectives in 2008 to address pharmacist involvement in:
 - Managing complex and high-risk medications
 - Medication reconciliation
 - Evidence-based drug therapy
 - Attaining in disease-specific quality indicators from CMS, Joint Commission and/or state agencies
 - Completion of accredited pharmacy technician training
 - Completion of accredited pharmacy residency training



Mission

- Did you include a teaching mission as part of your personal or departmental goals?



Mission

- Did you include a teaching mission as part of your personal or departmental goals?
- Student teaching is part of what you do, not distracting from your daily workload.



Breakout Session

Student's Role in Meeting Goals



Student's Role in Meeting Goals

1. How can students be incorporated into meeting your personal/departmental goals?
2. What do you find rewarding about your job?
 - A. How can you incorporate students here without increasing your workload?
 - B. How can you incorporate students and decrease your workload?
3. What do you dislike about your job?
 - A. How can you incorporate students here without increasing your workload?
 - B. How can you incorporate students and decrease your workload?



Your Role

- Scribe
 - Practicing for the least amount of time
- Reporter
 - Practicing for the longest amount of time



Student's Role in Meeting Goals

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 - B. How can you incorporate students and decrease your workload?



Incorporating Students: General Tips

1. Assign student to patients you know like extra time (amb care/community)
2. Set time limits with students
 - “Please present this patient to me in 10 min or less and then we will spend 5 min discussing”
3. Stick to your time limits!
4. Expose students to all aspects of your day
 - Including meetings, conferences etc...
5. Short bursts of teaching are ok!



Incorporating Students: General Tips

- Need to work smarter, not harder!
- True or False?
 1. Precepting = longer days
 2. Precepting = decreased productivity
 3. Precepting = increased productivity
 4. Precepting = increased complexity



Incorporating Students: General Tips 1 minute preceptor method

| LEARNING GOAL | EXAMPLE QUESTIONS | RATIONALE |
|--|--|--|
| 1. Student initiated patient care plan | <ul style="list-style-type: none"> • “What do you think?” • “What DRPs have you identified?” • “What recommendations should we make?” | <ul style="list-style-type: none"> • Helpful throughout the decision-making analysis: from making a diagnosis to working out a plan • Student is not simply providing information to the preceptor to make decisions |
| 2. Probe for supportive findings and evaluate the critical thinking that led to the decision | <ul style="list-style-type: none"> • “Why do you think that?” • “What led you to that conclusion?” • “What else did you consider & rule out?” | <ul style="list-style-type: none"> • Diagnose student's understanding: gaps and misunderstandings, poor reasoning or attitudes • Do not ask for textbook knowledge |
| 3. Improve student confidence through positive feedback | <ul style="list-style-type: none"> • “Specifically, you did a good job with ... and this is why it is important...” | <ul style="list-style-type: none"> • State specifically what was done well and why it was important to reinforce excellent performance |
| 4. Improve student performance by correcting errors in critical thinking | <ul style="list-style-type: none"> • “You did well with this, but didn't factor in this...” • “A more efficient way...” • “You forgot to consider...” | <ul style="list-style-type: none"> • Specific correction will reinforce correct ideas and extinguish incorrect ones |
| 5. Teach a general principle/clarify the take-home lesson | <ul style="list-style-type: none"> • “The key point I want you to remember is...” | <ul style="list-style-type: none"> • Point out key ideas, prioritize essential points among many details |
| 6. Improve your own teaching methods | <ul style="list-style-type: none"> • “What did I learn about my teaching?” • “What did we learn from this?” | <ul style="list-style-type: none"> • Place exercise into larger context of patient care and refocus for teaching episodes |



Cuellar L et al. Preceptor's handbook for Pharmacists. 2009.

Nether J et al. J Amer B Fam pract. 1992 (5): 419-424.

Incorporating IPPE students

Basic tasks:

- Basic Pharmacy management principles
- Prescription order processing/compounding
- ADR reporting (Medwatch forms)
- Fundamental drug information skills
- HIPAA compliance
- Patient interview/education skills
- Interprofessional communication skills
- Ethical behavior



Cuellar L et al. Preceptor's handbook for Pharmacists. 2009.

Incorporating IPPE Students

More Advanced Tasks:

1. Aid in patient OTC selection
2. Development of DRP list
3. Advanced Drug information skills
4. Work on Pharmacy budget
 - Provide daily, weekly, monthly, and annual pharmacy budget constraints with regard to purchasing
 - Work with pharmacy buyer to determine ways to stay within budget
 - Provide case scenarios in which a patient (resistance, multiple complications, factor deficiencies, etc.) can cause a budget crisis and ask them what changes they would make to the budget because of this situation
5. Work on Scheduling
 - Work with department scheduler to make an upcoming staff schedule
6. Skills assessment/competency validation
 - Ask students to participate in creation and validation of a specific competency



Pharmacy Preceptor Survey 2009

WHAT STRATEGY(IES) HAVE YOU UTILIZED WHILE PRECEPTING STUDENTS THAT HAS WORKED PARTICULARLY WELL?

PRECEPTOR ORGANIZATION/PREPARATION

1. Specifically outline expectations at the beginning, including number and type of presentations. That way they can start time managing/ keep their eye out for topics/pts they want to present - and for which project from day 1
2. Focus on the first 2 weeks for hands on training. This is critical because your life and job get more manageable if the student is competent
3. I have found students like structure. Set the expectations early. Giving them a schedule at the beginning of the rotation. This schedule includes the presentations and JCs expected of them and the dates
4. Re-structuring daily schedule to encourage more student independent time and structured patient care time to allow them to better manage their time with other APPE projects/presentations
5. Have student more prepared on day one of rotation: even if its orientation on hospital guidelines and initiatives so they can help enforce on daily rounds during week one - while we go over drug and physiologic topics instead of institution specific topics.
6. Assigned topics for the week really helps to add structure for a definite discussion that I make the students lead



Pharmacy Preceptor Survey 2009

WHAT STRATEGY(IES) HAVE YOU UTILIZED WHILE PRECEPTING STUDENTS THAT HAS WORKED PARTICULARLY WELL?

STUDENT MOTIVATION

1. Emphasizing the importance of self-motivation and life-long learning. Students need to recognize this as an essential component to their career or everything they've worked for in the past 6 years will be lost within a year or two
2. Working closely with the student to encourage active learning.
3. Remember that each student is a different level, and try to meet them where they are
4. Try to tailor the APPE to the student's interests or strengths/weaknesses. If they have projects/things they want to work on to let me know so that way we can accomplish that too
5. If you are going to have to give someone 'disappointing' comments at the end of their rotation - make sure that you have been preparing them for this with feedback throughout the rotation. I usually say that I am always open to feedback and thus I may be giving them feedback at any time.



Incorporating Students: General Tips

- Don't always have to go it alone!
 - Use other clinicians, student procedure observations, attend others' presentations and discussions
 - Students benefit from all of these and it may allow you to take a bit of time for yourself
- Tip: students keep 3x5 inch card and write questions down on it during the day. Set aside time at end of the day to address all questions



Incorporating Students: General Tips

1. Model behavior/skill you would like student to perform
2. Before next encounter:
 - Take 2 min with student to ask them about their goals for encounter
 - Explain your goals for encounter
 - Ask them if there is anything specific they would like you to observe as they perform the skill
3. After the encounter:
 - De-brief by asking student how they think it went (+ and -) and then explain how you think it went (+ and -)



Question

You receive a drug information question while on rounds and have an IPPE student and an APPE student on rotation in the department. Which student would be appropriate to work on the drug information question?

- A. IPPE student
- B. APPE student
- C. Both
- D. It Depends



Incorporating Students

- Students are there to learn, but many learn best by doing, which includes having students complete tasks directly related to your own professional responsibilities
 - Don't feel guilty to have a student do part of your job (under your supervision)
- Focus on the beginning/orientation
 - Spend more time modeling/explaining/evaluating tasks up front, and less time later as student becomes proficient
- Orientation, Evaluation and feedback are CRITICAL
 - For you and the student!





Breakout Session

Challenges & Strategies



Challenges & Strategies

- What are challenges and barriers to incorporating students into your clinical and service responsibilities?
- What are ways that we can look to overcome these challenges?



Your Role

- Scribe
 - Pharmacy school you attended is closest to Tampa
- Reporter
 - Pharmacy school you attended is furthest from Tampa



Challenges & Strategies

- What are challenges and barriers to incorporating students into your clinical and service responsibilities?
- What are ways that we can look to overcome these challenges?



Challenges & Strategies Community Pharmacy

Challenges¹

- Billing (time)
- Insufficient staffing
- Lack of reimbursement for patient care activities
- Inability to access patient information
- Lack of private areas for consultation

Strategies

- Budget neutral:
 - Change staffing structure to cover first part of rotation more heavily, later in the rotation students assist
- Mindset
 - Make the most of your current environment
 - Utilize students to overcome barriers

1. Kassam R. Am J Pharm Educ 2009;73(2) Article 25.



Challenges & Strategies Ambulatory Care Pharmacy

Challenges

- Administrative tasks
 - Scheduling and re-scheduling no-shows
 - Attending committee meetings
 - Policies & procedures
 - Clinic set-up and point-of-care quality control

Strategies

- Detailed manuals for administrative functions
 - Students to assist in developing manuals
- Assign students roles & rotate roles
 - Set-up
 - No-show calls
- Quality reports/MUE



Challenges & Strategies Institutional Pharmacy

Challenges

- **Time**
- Desire to expand services
- Review of student work

Strategies

- Integrate student teaching with staff training
- Give students a role in meeting departmental goals



Strategy: Centralization

- Coordination among preceptors and the department for:
 - Training
 - Each member becomes an expert in the area in which they train
 - Utilize support staff
 - Utilize residents
 - Discussions and presentations
 - No need for three topic discussions on HTN from three different preceptors



Local & Regional Solutions

- Many colleges are working to develop solutions
 - Uniform APPE Schedules
 - Uniform policies, procedures and evaluation tools
 - Consistency in sites – less training
 - IPPE prior to APPE
 - Multiple APPEs at same site
 - Central training for main institutions

Brackett DP, et al. Am J Pharm Educ 2009;73(5) Article 82.



Case

MR is a community pharmacist. Her pharmacy is located within a community health center and patients are seen for their primary care visits at the same location. She has access to the patient's electronic medical record (EMR) and her pharmacy has a private patient consultation area.



Which of the following is a possible challenge to integrating pharmacy students?

- a. EMR access
- b. Private consultation area
- c. Ability to bill for pharmacy student services
- d. Staffing
- e. Both A and C
- f. Both C and D



Breakout Session

Planning for Student Incorporation



Planning for Student Incorporation

- What are some planning steps that should be taken to begin to incorporate or increase incorporation of students into your site/your daily routine? Be as specific as you can.
- Remember your challenges when working on your plan



Planning for Student Incorporation

- Develop Departmental Goals
- Develop policy and procedures manual and evaluation process
 - Contact local School/College to help here
- Attend preceptor training program
- Identify specific areas/tasks/services in which students may be incorporated



Pharmacy Preceptor Survey 2009

WHAT STRATEGY(IES) HAVE YOU UTILIZED WHILE PRECEPTING STUDENTS THAT HAS WORKED PARTICULARLY WELL?
ORGANIZATION/PLANNING

1. Best policy is to have assignments ready and outlined before they start
2. Focus on the first 2 weeks for hands on training. This is critical because your life and job get more manageable if the student is competent
3. Creating a generic schedule for each APPE (i.e. Week 1 = patient presentation, topic discussion; Week 2 = patient presentation, topic discussion, JC; etc). This is then tailored to each student's ability over the first 2 weeks. This is a helpful strategy because I have a general idea what my six weeks will be like when I have a student and can plan my schedule accordingly



Partnerships with Schools/Colleges

Benefits to site:

1. Increased resources
 - Sharing costs or pooling resources
 - Benefits given to site by school:
 - Free CE
 - Access to school resources
 - Tuition discounts
 - Adjunct Faculty appointments
 - Stipends/support for professional meetings
2. Increased manpower:
 - Greater impact on patient care
 - ↑ adherence to national and institutional guidelines/programs
3. Students are your future pharmacists!

Benefits to School:

1. Increased access to quality practice sites for students
2. Increased access to quality practitioners that may teach didactic lectures
3. Increased breadth and depth of APPE options for students
4. Increased clinical site opportunities for Faculty
5. Increased opportunities for co-funded Faculty positions



Question

Which of the following will have the greatest impact on relieving preceptor stress?

- A. Developing an APPE schedule before student arrives
- B. Having the APPE coordinator on speed dial
- C. Focusing on intensive student training for 1st 1-2 weeks



Question

Which of the following will have the greatest impact on relieving student stress?

- A. Being presented with an APPE schedule on Day 1
- B. Having the APPE coordinator on speed dial
- C. Intensive hands on training for 1st 1-2 weeks





Breakout Session

Translating Your Plan into Action & Conclusions



Conclusions

- Include teaching in your personal and departmental mission statements
 - Think of precepting as part of your job, not keeping you from getting your job done
 - Includes both APPE & IPPE
- Align student responsibilities with departmental goals and mission
 - Students can help you achieve your clinical goals
- Orientation & training time are well-spent resources
 - Decrease stress to preceptors and students
 - May increase productivity to preceptor and department



2010 Summer Meeting Supplemental Handout

Models for Experiential Education: Effective Integration of Pharmacy Students
Monday, June 7, 2010: 8-9:45 AM

Objectives:

By the end of this session you will be able to:

1. Explain challenges to using integrating pharmacy students effectively while providing them with a high quality learning experience.
2. Describe examples of innovative and effective use of students to achieve clinical and service responsibilities.
3. Identify new ways to more effectively integrate students in your setting.

Setting Goals

Student's Role in Meeting Goals

Challenges & Strategies

Planning for Student Incorporation