Pharmacy Preceptor Update for 2020

Cassandra Tack, B.S.
Assistant Director of OEE
Idaho State University College of Pharmacy

Disclosures
The planners and presenter of this presentation have disclosed no conflict of interest, including no relevant financial relationships with any commercial interests pertaining to this topic.

Objectives
1. Discuss changes in the College’s experiential education practices and policies and ideas for implementation
2. List the six core EPA domains for pharmacy students to demonstrate competence upon completion of a pharmacy practice experience
3. Utilize EPA core domains to deliver feedback to students that do and students that do not meet competency

OEE Updates

Who is that in OEE?
Joy Marie Menzel, M.S.
New Experiential Education Coordinator
Pocatello

Meridian
Kevin W. Cleveland, PharmD, ANP
Assistant Dean and Director of OEE
Experiential Education Zone Liaison-Western Idaho

Janet Renk
Administrative Assistant
Experiential Education
Alaska

Thomas Wadsworth, PharmD, BCPS
Assistant Dean for Alaska Programs
Experiential Education Zone Liaison
Alaska

Christina Jackson
Programs Coordinator
Alaska

Pocatello

Cassandra Tack, B.S.
Assistant Director Experiential Education
Zone Liaison: Twin Falls

Tracy Pettinger, PharmD
Experiential Education Zone Liaison
Eastern Idaho

Northern Idaho & Reno

Luke Rice, MEd
Experiential Education Zone Liaison
Northern Idaho

Michelle Barcelon, PharmD, BCPS
Coordinator
Reno, Nevada Experiential

OEE Zone Liaisons Contact

Pocatello/Eastern Idaho: Dr. Tracy Pettinger / (208) 282-5012 / petttra1@isu.edu
Boise/Western Idaho: Dr. Kevin Cleveland / (208) 373-1872 / clevkevi@isu.edu
Twin Falls: Cassandra Tack / (208) 282 – 4784 / tackcas1@isu.edu
Alaska: Dr. Tom Wadsworth / (907) 786-6211 / wadsthom@isu.edu
Reno: Dr. Michelle Barcelon / (775) 982-6982 / mbarcelon@renown.org
Coeur d’Alene/N. Idaho: Luke Rice / riceluke@isu.edu

OEE Program Updates

2020-2021 APPE Block Schedule

<table>
<thead>
<tr>
<th>Block</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>5/18/20</td>
<td>6/25/20</td>
</tr>
<tr>
<td>Block 2</td>
<td>6/29/20</td>
<td>8/7/20</td>
</tr>
<tr>
<td>Block 3</td>
<td>8/10/20</td>
<td>9/18/20</td>
</tr>
<tr>
<td>Block 4</td>
<td>9/21/20</td>
<td>10/30/20</td>
</tr>
<tr>
<td>Block 5</td>
<td>11/2/20</td>
<td>12/11/20</td>
</tr>
<tr>
<td>Block 6</td>
<td>12/26/20</td>
<td>2/5/21</td>
</tr>
<tr>
<td>Block 7</td>
<td>2/8/21</td>
<td>3/19/21</td>
</tr>
<tr>
<td>Block 8</td>
<td>3/22/21</td>
<td>4/30/21</td>
</tr>
</tbody>
</table>
New IPPE Structure

<table>
<thead>
<tr>
<th>Year/Course</th>
<th>Hours</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY0 / PHAR 9911</td>
<td>0</td>
<td>Immunizations, certifications, trainings, background check, drug screen</td>
</tr>
<tr>
<td>PY1 / PHAR 9912</td>
<td>130</td>
<td>10 hrs outreach/service + 120 hrs IPPE Community (3 week summer block)</td>
</tr>
<tr>
<td>PY2 / PHAR 9913</td>
<td>130</td>
<td>10 hrs outreach/service + 120 hrs IPPE Institutional (3 week winter block OR 3 week summer block)</td>
</tr>
<tr>
<td>PY3 / PHAR 9914</td>
<td>50</td>
<td>10 hrs outreach/service + 40 hrs Elective IPPE (1 week block or longitudinal block in the following settings: pharmacy practice, managed care, nuclear pharmacy, compounding (institution that is distinctly different than what was completed in PHAR 9913), drug information, regulatory Board of Pharmacy, local pharmacy practice (i.e. pharmacy, hospital, community pharmacy, hospital pharmacy, retail pharmacy, managed care pharmacy, institutional pharmacy, nuclear pharmacy, compounding pharmacy, rural pharmacy, international pharmacy, oncology pharmacy) and research)</td>
</tr>
<tr>
<td>Total Hours</td>
<td>310</td>
<td></td>
</tr>
</tbody>
</table>

2020 Community and Institutional IPPE Dates

<table>
<thead>
<tr>
<th>Block</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>5/18/20</td>
<td>6/5/20</td>
</tr>
<tr>
<td>Block 2</td>
<td>6/8/20</td>
<td>6/26/20</td>
</tr>
<tr>
<td>Block 3</td>
<td>6/29/20</td>
<td>7/17/20</td>
</tr>
<tr>
<td>Block 4</td>
<td>7/20/20</td>
<td>8/7/20</td>
</tr>
</tbody>
</table>

2020-2021 Elective IPPE

OEE will be taking over the scheduling based on preceptor availability - Availability will be gathered in the same survey as IPPE Community, Institutional, and APPE in the upcoming year

Two types of scheduling available:

- Week block
- Longitudinal block - allows flexibility in the schedule like previous clinical shadowing IPPEs but placement of student will be handled by OEE

Why?

- The intent of the change is to give a wider range of experiences available to students
- Streamline the scheduling process

Anticipated New Scheduling Timeline

- May: Preceptor Availability Survey is sent out
- July: All surveys are completed
- Early Fall Semester: Students select preferred rotations
- Mid Fall Semester: Scheduling
- End of Fall Semester: Finalize and release schedules

Preceptor Development Resources

- Pharmacist Letter: Available through eValue portal
- Has specific preceptor training available that counts as CE
- No cost to the preceptor

Preceptor Development Resources

- CEImpact: Available through eValue portal
- Has specific preceptor training available that counts as CE
- Several no cost CEs are available
- Use the code that is available on the brochure
Slide 13

1 Need to update this with info from Kevin
   Windows User, 1/28/2020

Slide 18

2 Should we leave this in?
   Windows User, 1/28/2020
An Introduction To Entrustable Professional Activities (EPAs)

A new approach to assessing our students.

What EPAs are not
What is your definition of entrust?
To commit to another with confidence  Merriam-Webster

Before what we talk about what EPAs really are
Let's talk about competency based education

Competency Based Education
• Based on mastery of defined learning outcomes that are observable skills, knowledge, and attitudes
• Ensures that every graduate meets a standard minimum acceptable level
• This is generally a time consuming and complicated process to execute
• Basically competencies describe the qualities of a practitioner
Are they able to do the work in a competent manner?

What are Entrustable Professional Activities (EPAs)
• EPAs are units of professional practice or descriptors of work, defined as specific tasks or responsibilities that trainees are entrusted to perform without direct supervision once they have attained sufficient competence
• EPAs are independently executable, observable, and measurable in their process and outcome
• EPAs for new pharmacy graduates are discrete, essential activities and tasks that all new pharmacy graduates must be able to perform without direct supervision upon entering practice or postgraduate training

It all comes down to TRUST!

Example EPA
Asses patient’s past medical history, medication history and experience, and allergy history.

<table>
<thead>
<tr>
<th>Level of Supervision</th>
<th>Description</th>
<th>Level of Entrustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I trust the learner, with specific direction and direct supervision, to gather preliminary data pertaining to patient’s past medical history, medication history and experience, and allergy history. The learner requires significant correction for performance improvement.</td>
<td>Low</td>
</tr>
<tr>
<td>2</td>
<td>I trust the learner, with limited supervision and frequent correction, to assess the patient, considering the past medical history, medication history and experience, and allergy history. The learner accepts feedback for performance improvement.</td>
<td>Moderate</td>
</tr>
<tr>
<td>3</td>
<td>I trust the learner, with limited supervision, to assess the patient, integrating the patient’s past medical history, medication history and experience, and allergy history. The learner is self-directed and seeks guidance as necessary.</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>I trust the learner to assess the patient, integrating the patient’s past medical history, medication history and experience, and allergy history as an independent practitioner (upon licensure).</td>
<td>Complete</td>
</tr>
<tr>
<td>5</td>
<td>I trust the learner to assess the patient, integrating the patient’s past medical history, medication history and experience, and allergy history as an independent practitioner (upon licensure). The learner is qualified to give meaningful feedback to other learners.</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Levels of Supervision & Entrustment
An entrustment decision is made when you feel you can trust the student and make the decision to transfer the full responsibility to them.

Levels of Supervision & Entrustment

It all comes down to TRUST!

Before what we talk about what EPAs really are
Let's talk about competency based education

Competency Based Education
• Based on mastery of defined learning outcomes that are observable skills, knowledge, and attitudes
• Ensures that every graduate meets a standard minimum acceptable level
• This is generally a time consuming and complicated process to execute
• Basically competencies describe the qualities of a practitioner
Are they able to do the work in a competent manner?

What are Entrustable Professional Activities (EPAs)
• EPAs are units of professional practice or descriptors of work, defined as specific tasks or responsibilities that trainees are entrusted to perform without direct supervision once they have attained sufficient competence
• EPAs are independently executable, observable, and measurable in their process and outcome
• EPAs for new pharmacy graduates are discrete, essential activities and tasks that all new pharmacy graduates must be able to perform without direct supervision upon entering practice or postgraduate training

It all comes down to TRUST!

Example EPA
Asses patient’s past medical history, medication history and experience, and allergy history.

<table>
<thead>
<tr>
<th>Level of Supervision</th>
<th>Description</th>
<th>Level of Entrustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I trust the learner, with specific direction and direct supervision, to gather preliminary data pertaining to patient’s past medical history, medication history and experience, and allergy history. The learner requires significant correction for performance improvement.</td>
<td>Low</td>
</tr>
<tr>
<td>2</td>
<td>I trust the learner, with limited supervision and frequent correction, to assess the patient, considering the past medical history, medication history and experience, and allergy history. The learner accepts feedback for performance improvement.</td>
<td>Moderate</td>
</tr>
<tr>
<td>3</td>
<td>I trust the learner, with limited supervision, to assess the patient, integrating the patient’s past medical history, medication history and experience, and allergy history. The learner is self-directed and seeks guidance as necessary.</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>I trust the learner to assess the patient, integrating the patient’s past medical history, medication history and experience, and allergy history as an independent practitioner (upon licensure).</td>
<td>Complete</td>
</tr>
<tr>
<td>5</td>
<td>I trust the learner to assess the patient, integrating the patient’s past medical history, medication history and experience, and allergy history as an independent practitioner (upon licensure). The learner is qualified to give meaningful feedback to other learners.</td>
<td>Complete</td>
</tr>
</tbody>
</table>
Activity: Think, Pair, Share...

- How do you currently tell a student that their recommendation for a drug dosing is incorrect?
- How would you tell the student using the EPA terminology?

EPA Core Domains

- Professionalism, self awareness, and communication are embodied and essential in all domains

Our Next Steps

- We will be required to integrate EPAs in our IPPEs and APPEs assessments of students
- Currently we are working together with other colleges of pharmacy in the NW to appropriately update our evaluations
- Continued preceptor education on EPAs

For Additional Information


Questions

An IPPE student has contacted you about scheduling IPPE hours. What should you do first?

A. Contact the Office of Experiential Education to add to your schedule
B. Ask the student to submit to you the request in writing via email
C. Direct the student to your HR department
D. Tell the student to contact the Office of Experiential Education to make the request
E. Give the student your availability
The time in which the decision to transfer a responsibility to a learner has been made is called a/an_____.

A. entrustment decision  
B. delegation decision  
C. transfer decision  
D. shifting decision

One of the students you precept can demonstrate complete knowledge and performs tasks necessary for pharmacy practice. How would you categorize his experiential setting and level of entrustment?

A. APPE, moderate  
B. IPPE, moderate  
C. APPE, high  
D. IPPE, high