Pharmacy Preceptor Update for 2020

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Idaho State University College of Pharmacy

In support of improving patient care, Idaho State University Kasiska Division of Health Sciences is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.
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
# 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>6/26/20</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>12/28/20</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>
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</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 (institutional that is distinctly different than what was completed in PHAR 9913), drug information, regulatory (Board of Pharmacy), clinical community practice (needs to be distinctly different than the community IPPE completed for PHAR 9912), MTM, pharmacy practice specialty (i.e. infectious disease, diabetes management, oncology, and research.))</td>
</tr>
</tbody>
</table>

**Total Hours:** 310
### 2020 Community and Institutional IPPE Dates

<table>
<thead>
<tr>
<th></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 Educational Development

Below are links to various educational opportunities for preceptors.

Collaborative Education Institute - Preceptor Information
Information for preceptors to utilize CEI for preceptor development

Preceptor CEI Login Information

Pharmacist’s Letter - Preceptor Training
Idaho State University COP provides its preceptors with the Preceptor Training & Resource Network and automatic registration in the National Preceptor Database.
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
CODE TO USE: ISU19
<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Course Type</th>
<th>Duration</th>
<th>Rating</th>
<th>CE</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling the Burn? The Impact of Burnout in the Pharmacy Profession</td>
<td></td>
<td>On-Demand</td>
<td>1hr 30min</td>
<td></td>
<td></td>
<td>NO COST</td>
</tr>
<tr>
<td>Helping Your Students Get Ready for Interviews</td>
<td></td>
<td>On-Demand</td>
<td>1hr</td>
<td></td>
<td></td>
<td>NO COST</td>
</tr>
<tr>
<td>How to Evaluate a CV</td>
<td></td>
<td>On-Demand</td>
<td>1hr 30min</td>
<td></td>
<td></td>
<td>NO COST</td>
</tr>
<tr>
<td>Injection Technique for Diabetes Therapies for Pharmacists: Beyond the “How” to the “Why”</td>
<td>February 12, 2020</td>
<td>Written</td>
<td>2hr</td>
<td></td>
<td></td>
<td>NO COST</td>
</tr>
<tr>
<td>Injection Technique for Diabetes Therapies for Technicians: Beyond the “How” to the “Why”</td>
<td></td>
<td>Written</td>
<td>1hr</td>
<td></td>
<td></td>
<td>NO COST</td>
</tr>
<tr>
<td>Keeping Goals in MIND: Does Blood Pressure Impact Dementia Development?</td>
<td></td>
<td>Live</td>
<td>1hr</td>
<td>N/A</td>
<td></td>
<td>NO COST</td>
</tr>
<tr>
<td>Let’s Get Social: Developing a Social Media Strategy</td>
<td></td>
<td>On-Demand</td>
<td>30min</td>
<td></td>
<td></td>
<td>NO COST</td>
</tr>
<tr>
<td>The Eleven Habits of Highly Effective Preceptors</td>
<td></td>
<td>On-Demand</td>
<td>1hr</td>
<td></td>
<td></td>
<td>NO COST</td>
</tr>
<tr>
<td>Writing Letters of Recommendation that Matter</td>
<td></td>
<td>On-Demand</td>
<td>45min</td>
<td></td>
<td></td>
<td>NO COST</td>
</tr>
</tbody>
</table>
Experiential Program Manuals/Documents

Introductory Pharmacy Practice Experience (IPPE)

- IPPE Overview
- 2019-2020 IPPE Preceptor/Student Manual (New)
- Phar 9911 - 2019-2020 Course Syllabus
- Phar 9912 - 2018-2019 Course Syllabus
  - Phar 9912 - 2019-2020 Course Syllabus
  - Phar 9913 - 2019-2020 Course Syllabus


Or

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!


# Levels of Supervision & Entrustment

<table>
<thead>
<tr>
<th>Supervision</th>
<th>Description</th>
<th>Entrustment</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observation Only</td>
<td>Low</td>
<td>IPPE (P1)</td>
</tr>
<tr>
<td>2</td>
<td>Ready for direct proactive supervision</td>
<td>Moderate</td>
<td>IPPE (P2-P3)</td>
</tr>
<tr>
<td>3</td>
<td>Ready for reactive supervision</td>
<td>High</td>
<td>APPE (P4)</td>
</tr>
<tr>
<td>4</td>
<td>Ready for supervision at a distance and/or post hoc</td>
<td>Complete</td>
<td>Seasoned pharmacist, PGY1/2</td>
</tr>
<tr>
<td>5</td>
<td>Ready to supervise more junior colleagues</td>
<td>Complete</td>
<td>Faculty, clinical educator</td>
</tr>
</tbody>
</table>

Upon graduation must be at this entrustment level.

An **entrustment decision** is made when you feel you can trust the student and make the decision to transfer the full responsibility to them.
### Example EPA

Assess 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 a 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 direct 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 correction, to assess the patient considering the 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 that the learner has mastered the ability to assess the patient integrating past medical history, medication history and experience, and allergy history (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

- Patient Care Provider
- Interprofessional Team Member
- Population Health/Care Provider
- Practice Manager
- Information Master
- Self-Developer

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