

# Preceptor Training and Orientation



Appalachian College of Pharmacy

# Goal of Preceptor Orientation

To convey the mission and vision of the Appalachian College of Pharmacy (ACP) and to outline expectations and educational outcomes of the experiential pharmacy practice curriculum.

# Objectives

- ❑ State the ACP mission and vision
- ❑ Provide an overview of the experiential curriculum
- ❑ Compare and contrast early, core, and advanced pharmacy practice experiences
- ❑ Overview student assessments, evaluations, and assignments
- ❑ Define professional socialization
- ❑ Outline strategies to integrate students into your practice
- ❑ Highlight precepting pearls

# ACP Mission

**To serve society through**

- ☐ Pharmaceutical education
- ☐ Scholarship
- ☐ Public service

# ACP Vision

- ❑ Prepare students to use state of the art principles and technology in medication delivery and medication therapy management
- ❑ Improve general health/well-being of rural underserved populations
- ❑ Work with other healthcare team members to meet primary care health needs of rural communities
- ❑ Advance knowledge through “centers of excellence”
- ❑ Develop students as life-long learners

# Experiential Curriculum

- Pharmacy practice experiences offer opportunities for
  - Integration and application of didactic curriculum
  - Serving diverse patient populations
  - Experience in a variety of practice settings
  - Collaboration with health care professionals
- Continuum of experiences
  - Required and electives
  - Progresses from introductory to advanced

# Experiential Curriculum

## Stages of the Experiential Curriculum

- 1) Introductory Pharmacy Practice Experience
  - 1) Early Pharmacy Practice Experience (EPPE)
  - 2) Core Pharmacy Practice Experience (CPPE)
- 2) Advanced Pharmacy Practice Experience (APPE)

**Introductory Experience:**

**Early Pharmacy Practice Experience  
(EPPE)**



# Early Pharmacy Practice Experiences

The **Introductory Pharmacy Practice Experiences** should be offered in various practice settings during the early sequencing of the curriculum for purposes of providing transitional experiential activities and active learning. Such practice experiences should be organized as a curricular progression leading to advanced practice experiences so as to support growth in the student's capabilities to render pharmaceutical care.

# Early Pharmacy Practice Experiences (EPPE)

- Clinical Skills Lab in Fall of P1 Year
  - OSHA/HIPAA training
  - CPR/Blood Pressure/Blood Glucose Training
- Spring semester of P1 year (EPPE 1)
  - Four rotation days
    - a. A patient simulation day (community and institutional scenarios)
    - b. One preventative care/wellness sites
    - c. Two community or institutional rotation days
- Fall and spring semester of P2 year (EPPE 2)
  - Longitudinal
- Hands-on experience
  - Develop practice skills
  - Explore career opportunities

# EPPE

- Exposure
  - Community pharmacies
  - Hospital pharmacies
  - Non-traditional practice sites
- Structure with outcome expectations
  - Linked to didactic curriculum

# Goals of EPPE

- ❑ To provide a variety of exposures to pharmacy operations and to different practitioner work styles and problem solving skills
- ❑ To develop confidence in communication with patients and healthcare providers
- ❑ To develop concern for the patient's health and welfare
- ❑ To apply knowledge gained in the didactic component of the curriculum into clinical practice
- ❑ To provide an opportunity for improving both oral and written communication skills
- ❑ To process prescriptions and begin to understand the components of management in each practice setting

# EPPE 1: A Typical Day

- Orient the student to the practice environment and introduce them to other personnel they will interact with during the day. Communicate any do's/don'ts specific to the practice site.
- The student will complete a written assignment from the EPPE 1 Workbook.
- Most of the written assignment will be questions the student can answer by using available references.
- Some questions will involve close interaction with the preceptor.
- The written assignment should be reviewed with the student during the day.

# EPPE 1: Community Pharmacy

## OTC Counseling

- During the community visit, the student is expected to spend at least **1 hour** in the OTC section of the pharmacy.
- Introduce the student to certain patients that you know will enjoy the interaction.
- Students must present their patient recommendations to you **BEFORE** the patient leaves the pharmacy.

# EPPE Student Evaluations

- Brief evaluation of the EPPE 1 day
  - Professionalism assessment completed?
  - Learning outcomes met?
  - Pharmacy related work experience?
  - Verification of hours?

# EPPE 2

- EPPE 2 is a longitudinal experience
  - Begins fall of the P2 year
  - Students are assigned outpatients to follow throughout the year
  - Under guidance of EPPE mentors (ACP faculty)
  - Biweekly forums



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# **Introductory Experience:**

## **Core Pharmacy Practice Experience (CPPE)**

# Core Pharmacy Practice Experience (CPPE)

Students will be assigned to a preceptor for a 3-week experience in the **community** pharmacy setting and a 3-week experience in the **hospital** pharmacy setting. Each week of experience shall contain an average of 40 hours of practice. The primary purpose of the Core Community Pharmacy Practice rotation is to develop an appreciation of all aspects of the provision of patient-centered pharmacy care in the community setting. The primary purpose of the Core Hospital Pharmacy Practice rotation is to develop an appreciation of all aspects of the provision of pharmacy care in the inpatient setting. Students will develop the professionalism, judgment, and skills needed to function in both settings.

# Core Pharmacy Practice Experiences

- ❑ CPPE 1 and CPPE 2
  - ❑ Community pharmacy (3 weeks)
  - ❑ Hospital pharmacy (3 weeks)
- ❑ When? May and June
- ❑ Course syllabi? Included within the CPPE Manual
- ❑ Covers basics aspects of pharmacy practice
  - ❑ Order entry
  - ❑ Dispensing
  - ❑ Compounding
  - ❑ Sterile products
  - ❑ Patient counseling
  - ❑ Inventory control
  - ❑ Legal and regulatory issues

# CPPE Goals

- ☐ Collect, organize, and evaluate data for patient-centered care
- ☐ Receive and screen medication orders / prescriptions
- ☐ Prepare and distribute medication
- ☐ Compound medication
- ☐ Counsel patients
- ☐ Participate in administrative and clinical activities
- ☐ Build communication skills
- ☐ Develop professionalism

# CPPE: Rotation Activities

While the CPPE rotations are NOT designed to be clinical rotations, there are a few special activities listed below that our students are **REQUIRED** to complete during each CPPE rotation in efforts to enhance exposure to clinical aspects of pharmacy practice.

- ☐ Take and record a patient history
- ☐ Conduct an interactive patient consultation
- ☐ Complete a medication write up
- ☐ Prepare and deliver a formal presentation
- ☐ Document interventions regarding drug-related problems
- ☐ Write a pharmacokinetic SOAP note

# CPPE Evaluation Process

**All evaluation forms are included in the CPPE Manual and are available on-line at [www.acp.edu](http://www.acp.edu) under Experiential Education and in Rx Preceptor.**

- ☐ Student evaluation form-includes professionalism and competencies.
  - ☐ Preceptor completes the assessment.
- ☐ Presentation evaluation form
  - ☐ Preceptor completes (and others in audience as appropriate)
- ☐ Site / Preceptor evaluation form
  - ☐ Student completes

# CPPE Timeline

When	Activity
At least 2 weeks before CPPE rotation begins	<ul style="list-style-type: none"><li>Students must contact preceptors to arrange meeting time and obtain directions.</li></ul>
First day of CPPE rotation	<ul style="list-style-type: none"><li>Orientation of student to site and personnel</li><li>Preceptors and students review goals and objectives for the learning experience, review student's clerkship portfolio.</li></ul>
Beginning of week 2	<ul style="list-style-type: none"><li>Preceptor completes online MIDPOINT evaluation, meets with student to discuss.</li></ul>
Last day of CPPE rotation	<ul style="list-style-type: none"><li>Preceptor completes online FINAL evaluation in Rx Preceptor and assigns grade; meets with student to discuss.</li><li>Student will provide documentation for preceptor review of each core competency.</li><li>Student completes online site/preceptor evaluation form in RxPreceptor.</li></ul>

# **Advanced Pharmacy Practice Experience (APPE)**



# Advanced Pharmacy Practice Experience (APPE)

- ❑ The APPE is designed to focus on clinical aspects of pharmacy practice.
- ❑ There are a total of six, 6-week rotations. Of these, four are required and two are electives.
  - ❑ Required
    - ❑ Acute care/Medicine
    - ❑ Ambulatory care
    - ❑ Community patient care (Advanced Community)
    - ❑ Hospital / Institutional Health-system
  - ❑ Electives
    - ❑ Diverse opportunities
    - ❑ May have one community pharmacy elective
    - ❑ May have one specialty elective

# APPE Electives

**Electives may include but are not limited to the following.**

- ☐ Administration (Community)
- ☐ Administration (Hospital)
- ☐ Advanced Community
- ☐ Ambulatory care
- ☐ Drug information
- ☐ Investigational drug
- ☐ Acute care specialty
  - ☐ Cardiology
  - ☐ Critical care
  - ☐ Emergency medicine
  - ☐ Geriatrics / long-term care
- ☐ Acute care specialty (cont.)
  - ☐ Infectious disease
  - ☐ Internal medicine
  - ☐ Nutrition
  - ☐ Oncology
  - ☐ Pediatrics / Neonatology
  - ☐ Psychiatry
  - ☐ Surgery
  - ☐ Trauma
  - ☐ Transplant
  - ☐ Veterinary Medicine
  - ☐ Women's Health

# APPE Evaluation Process

All evaluation forms are included in the APPE Manual and are available on-line at [www.acp.edu](http://www.acp.edu) under Experiential Education and in Rx Preceptor.

- ☐ Student evaluation form-includes professionalism and **competencies.**
- ☐ Presentation evaluation form
  - ☐ Preceptor completes (and others in audience as appropriate)
- ☐ Project evaluation form (if applicable)
  - ☐ Preceptor completes (and others in audience as appropriate)
- ☐ Site / Preceptor evaluation
  - ☐ Student completes

# APPE Course Syllabi

- APPE syllabi
  - Acute care/Medicine Pharmacy Practice
  - Ambulatory care
  - Advanced Community Pharmacy Practice
  - Hospital/Health System Pharmacy Practice
  - Elective
- Syllabi are located within the APPE Manual and on-line at [www.acp.edu](http://www.acp.edu) under Experiential Education. They are also located in Rx Preceptor under the document library tab.

# APPE Timeline

When	Activity
At least 2 weeks before APPE rotation begins	<ul style="list-style-type: none"><li>Students must contact preceptors to arrange meeting time and obtain directions.</li></ul>
First day of APPE rotation	<ul style="list-style-type: none"><li>Orientation of student to site and personnel</li><li>Preceptors and students review goals and objectives for the learning experience, review student's clerkship portfolio, and competency checklist.</li></ul>
By the end of week 3	<ul style="list-style-type: none"><li>Preceptor completes online MIDPOINT evaluation, meets with student to discuss. Confirm date for formal presentation, journal clubs, or projects.</li></ul>
Last day of APPE rotation	<ul style="list-style-type: none"><li>Preceptor completes online FINAL evaluation and assigns grade; meets with student to discuss.</li><li>Student will provide documentation for preceptor review of each core competency.</li><li>Student completes online site/preceptor evaluation form.</li></ul>

# **Student Portfolios**

**The Student Portfolio is maintained for all rotations from introductory to advanced. Please ask to review this during orientation and throughout the rotation as needed.**

**The establishment of the professional portfolio will enable the the experiential preceptors to assess the outcomes of experiential activities over a longitudinal time period and compare outcomes with professional expectations.**

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# Professionalism

# Professionalization

**The college or school must provide an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff. Faculty, administrators, preceptors, and staff must be committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.**



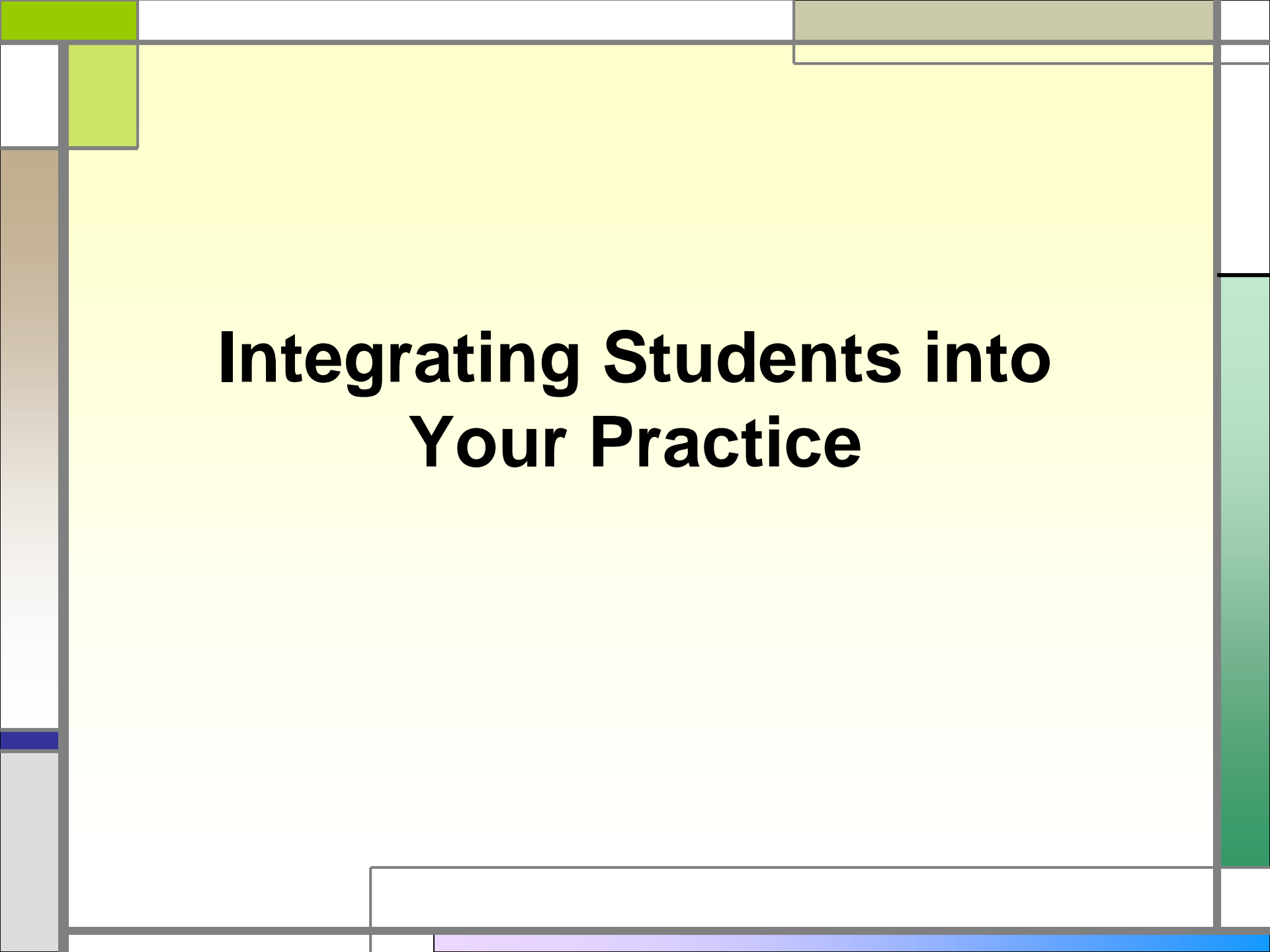
# Being a professional means having.....

- ☐ Knowledge and skills of a profession
- ☐ Commitment to self-improvement of skills and knowledge
- ☐ Service orientation
- ☐ Pride in profession
- ☐ Covenantal relationship with patient
- ☐ Creativity and innovation
- ☐ Conscience and trustworthiness
- ☐ Accountability for his/her work
- ☐ Ethically sound decision-making
- ☐ Leadership

# Professional Socialization

- Transformation of individuals from students to professionals
- Understanding of values, attitudes and behaviors of the profession
- An *active* process that must be nurtured throughout the professional/student's development

**Professionalism is stressed in our curriculum. We encourage you to please hold our students to high standards of professionalism.**

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# **Integrating Students into Your Practice**

# Student Integration

- ❑ Develop a comprehensive orientation checklist and or packet
  - ❑ First meeting with student sets tone for whole rotation
  - ❑ Tour facility and department
  - ❑ Meet key personnel (pharmacy and other)
  - ❑ Outline rotation hours
  - ❑ Clearly state expectations (be specific)
  - ❑ Review assigned readings
  - ❑ Determine due dates for presentations, journal clubs, projects, etc.
  - ❑ Review key policies and procedures of your site
  - ❑ Discuss learning resources available for students
- ❑ Develop a site-specific experiential syllabus
  - ❑ Students appreciate structure
  - ❑ First week on rotation is critical for establishing expectations and ground rules
  - ❑ ACP will provide you with a general syllabus

# Student Integration

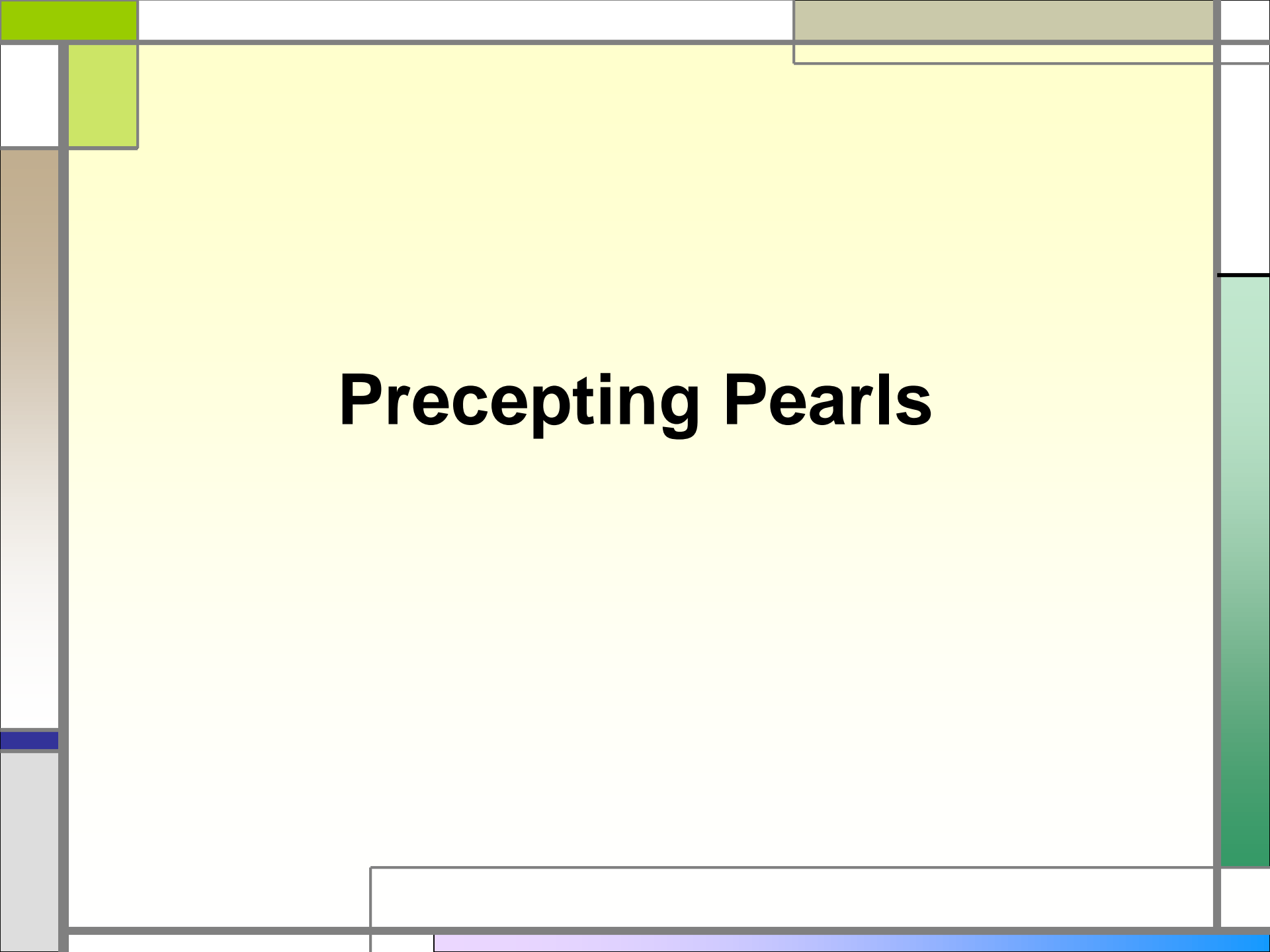
- ❑ Assign projects or presentations that will benefit both the student and the institution / site.
- ❑ Include the students in activities such as
  - ❑ Grand rounds
  - ❑ Physician case conferences
  - ❑ Morbidity and mortality rounds
  - ❑ P&T meetings
  - ❑ Departmental meetings
- ❑ Familiarize yourself with the student's prior rotations, projects, and professional goals.
  - ❑ The student portfolio will assist with this
  - ❑ Determine student's short and long-term goals

# Student Integration

- ❑ Determine specific goals and objectives that the student desires to accomplish from the rotation
  - ❑ Allow for student individuality and creativity
  - ❑ Assess their strengths and weaknesses
  - ❑ Allow enough flexibility to meet their needs
- ❑ There should be a good balance between education and service
- ❑ Promote self-directed learning
- ❑ Provide on-going feedback
  - ❑ Students want to know where they stand and in what areas they need to improve
- ❑ Challenge students to demonstrate their problem-solving skills and apply didactic knowledge in real daily situations.

# Student Integration

- Examples of effective learning opportunities
  - Patient education counseling
  - Pharmacotherapy, nutrition, or pharmacokinetics consults
  - Literature searches
  - Physician case conferences or grand rounds
  - MUE/DUE criteria development, data collections, queries
  - Policy and procedure development
  - Departmental budget preparation
  - Patient presentation, journal club, projects
  - Drug information questions
  - In-services for staff, nursing, medical residents, etc.
  - Presentation at P&T meeting

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# **Precepting Pearls**



# Precepting Pearls

- ❑ **ORIENTATION** is critical. Set aside time at the very beginning of the rotation for this.
  - ❑ Provide an in-depth orientation
  - ❑ Review objectives and expectations of the student
  - ❑ Introduce the student to key personnel
  - ❑ Provide a site map if available
  - ❑ Provide orientation to policies and procedures (e.g. emergency phone numbers, disaster drill, fire drill, etc.)
- ❑ Provide students with a course schedule including activities and due dates.
- ❑ Give constructive (not destructive) feedback.
- ❑ Give ongoing feedback
  - ❑ Sit down with them once a week to provide formal feedback
  - ❑ Review progress made
  - ❑ Discuss strategies to strengthen areas of weakness

# Precepting Pearls

- ❑ Listen, listen, listen!
- ❑ Schedule time free of interruptions to meet with your student.
- ❑ Remember that students are vulnerable and are sometimes hesitant to ask questions. Encourage open dialog so that both students and preceptors get the most out of the rotation.
- ❑ Recognize achievements.
  - ❑ Provide positive feedback. It is motivating.
  - ❑ A motivated students strives to excel.
  - ❑ Withholding feedback is worse than negative feedback to most students

# Precepting Pearls

- ❑ Set the bar high and hold students to those standards.
- ❑ Coach students to exceed their current capabilities.
- ❑ Incorporate communication skills activities when possible. A practitioner with good clinical skills can not apply them without good communication skills.
- ❑ Be an enthusiastic and caring teacher. It is contagious.
- ❑ Demonstrate personal clinical competence.
- ❑ Demonstrate ethical behavior and professionalism.
- ❑ **LEAD BY EXAMPLE!**

# **Thank YOU!**

**As a preceptor you are a powerful ROLE MODEL for our students. We sincerely thank you for supporting our school, pharmacy education, and the continued advancement of our profession.**

- Office of Experiential Programs  
Appalachian College of Pharmacy

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