Advanced Pharmacy Practice Experiences (APPE) Preceptor Orientation
LECOM School of Pharmacy- Erie, PA campus

This APPE training applies to the Erie, PA campus ONLY and is to be used *in addition to* the "General Orientation for Pharmacy Preceptors" which covers basic policies and procedures. IPPE-training will also be available.

Objectives:

At the conclusion of this training, the preceptor should be able to:

- List the goals and learning objectives for Advanced Pharmacy Practice Experiences (APPE)
- Guide the student in the completion of required assignments
- Explain the APPE assessment process

APPE Schedule:

- Each student is scheduled for a minimum of 6 rotations, each for a period of 6 weeks (240 hours each)
    - Advanced Community;
    - Advanced Institutional;
    - Ambulatory Care;
    - Acute Care Medicine;
    - 2 electives
- Schedule is flexible to preceptor/site needs, students do not determine their schedule

Absences:

- **All missed time must be made up**, with either extra assignments or additional days on-site.
    - **Holidays** do not apply to rotation schedules. If a site is closed on a holiday, then the missed time must be arranged for make up by the preceptor.
    - If **1-2 days**, then preceptor to arrange make up with student.
    - If **3 or more days**, notify preceptor AND school:
        Planned – student completes Absence Report Form required at least 10 days prior
        Unplanned – student completes Absence Report Form as soon as possible
    - Examples of absences that are required to be made up:
        Professional meetings, School-sponsored events, Legal appointments, Emergency situations, Acute illness, Vacation, Weddings, Personal events
    - *Grade deduction of 5-10% if policy and form not followed*
    - If 3 or more days are not made up for any reason, the student will fail the rotation.

Goals of APPE:

- To enable the student to apply facts, information, and concepts gained in didactic coursework in "real-life" situations
- Promote critical thinking and challenge at a deeper level to transition from student to pharmacist!

Learning Objectives:

- Varies depending on the rotation
- Found within the manual for each CORE rotation. For each elective, may use core descriptions or design own based on rotation type.

- – Please share list of your learning objectives and discuss expectations with the student at the beginning of the rotation, preferably in writing.
- Applicable to all types:
  - – Demonstrate appropriate team behaviors and professionalism.

Setting the Stage for Rotation
- **PRIOR TO ROTATION:** Student should contact you 4-8 weeks in advance to complete pre-work for your site and will send you a copy of their student profile.
- **DURING WEEK 1:**
  - – Student will verify site and preceptor information
    - • The e-mail address is critical to receive communications from the school
  - – Review of the APPE Manual, Learning Objectives and Longitudinal Checklist
  - – Discuss the rotation evaluation competencies, site-specific objectives and assignments with your preceptor.
    - • Determine if the student will be able to be evaluated in all 13 areas; inform them which areas will comprise their evaluation (if less, this alters the weighting of those that remain)

Student Portfolio
- Student should create and maintain a portfolio in PharmAcademic. Should be reviewed by preceptor at the beginning and end of rotation.
- Assignments/evaluations along with required clearances are included to get a sense of student's past performance.
- Longitudinal Checklist – will be reviewed at the beginning and end of each rotation
  - – Lists various skills/topics that the student should practice or be exposed to throughout the APPE year.
  - – Student should review this list with you and have you "sign off" any areas that were sufficiently covered during your rotation.
  - – Assists future preceptors in assessing what the student may need to focus on.
  - – Example: "Calculate and assess a patient's creatinine clearance"

Assignments
- Case Presentation
  - – Student should present at least one major patient care case during the rotation.
  - – Unless provided with separate guidance, the presentation should include:
    - • An in-depth discussion with supportive arguments of each drug-related problem.
    - • A thorough review of the disease related to the patient involved in the case.
    - • Articles to support or supplement the presentation.
- Drug Information Question
  - – At least one drug information request to be completed in writing, supported by literature.
  - – The information has to be approved by the preceptor before sharing with the requestor.
- Other Required Assignments
  - – Formal Presentation
    - • Students are expected to make at least one formal presentation (PowerPoint, handout) to the pharmacy staff or other pertinent group.

– Journal Club
  • Students are expected to participate in journal club. They have to present at least one pertinent primary article (ideally published within the last 6 months), approved by the preceptor.

Grade Determination

- Performance during rotation in the following main areas and sub-areas (13 total)
    – Drug distribution/Distribution support skills
    – Disease state knowledge**
    – Drug therapy evaluation and development
    – Monitoring for endpoints
    – Patient case presentations
    – Patient interviews
    – Patient education/counseling
    – Drug Information**
    – Formal Oral Presentations**
    – Formal Written Presentations**
    – Professional Team Interaction**
    – Professionalism/Motivation**
    – Cultural Sensitivity**
- All are equally weighted; however, if all areas cannot be evaluated, remaining areas carry adjusted weight.
- Student deductions possible for not following policies

Evaluation Rubric

D = Deficient	C = Competent	AA = Above Average	E = Excellent
Student is **not able to meet expectations** despite guidance and/or multiple redirection attempts on part of preceptor.	Student is **able to meet expectations with guidance from the preceptor** in most cases but some refinement may be needed. Completes assignments/follows directions.	Student is **able to meet expectations with minimal preceptor guidance.** Completes assignments and follows directions.	Student **consistently and independently fulfills and sometimes exceeds expectations** compared to other students you have precepted.
Student seems **indifferent to preceptor counseling**.	Student is **open to feedback** and some improvement is observed.	Student is **open to feedback** and a true effort to improve is evident.	**Student solicits feedback**
Avoids problems.	**More reactive than proactive.**	**May not be consistently proactive, but adapts and delivers** efficiently.	Consistently **proactive** in approach to problems, learning, and communication.
Assignment quality is **poor or incomplete**. Significant revision is still needed.	Assignments are of **adequate quality;** may have required moderate corrections but overall outcome is sufficient.	Assignments are of **very good quality;** corrections are made accurately and improve the assignment.	Assignments are of **high overall quality,** requiring minimal correction to complete

Performance Criteria

- Example Competency

  Patient Education/Counseling
  - *Critical Skills* (must fulfill these sub-competencies in order to earn a C, AA or E rating for this competency, unless not applicable):
    – Speaks clearly, using correct enunciation, volume, and rate
    – Provides accurate and pertinent information in appropriate detail
  - *Additional sub-competencies:*
    – Uses terminology specific to the understanding of the patient
    – Uses appropriate non-verbal communication
    – Includes information required for the patient's social and financial needs
    – Provides feedback to patient questions/concerns
    – Determines patient level of understanding by asking questions
    – Demonstrates empathy
    – Shows concern for patient well-being
    – Retrieves and evaluates new information for the purpose of responding to patient questions

Additional Documentation

- Overall comments regarding student performance are helpful
- Number of days absent/made up/confirmation of hours
- Did student contact you in a timely fashion, complete necessary pre-work, share their CV and portfolio and review the manual/requirements with you?
- Was the midpoint/final verbally discussed with the student?
- Preceptors evaluate but do not assign official "grades"
- LECOM calculates the rotation grade based on the way you evaluate the student according to specific criteria.

Student Self-Assessment

- All students must complete a self-assessment of their own performance at the Midpoint and Final.
- Criteria are the same as the preceptor utilizes to evaluate them.
- The student should print and bring a copy to the midpoint and final assessment discussions to "compare notes" with you.

Assessment Checklist

All evaluations are performed in PharmAcademic www.pharmacademic.com

- Mid-Rotation Assessment by the Preceptor
  - ➢ **Please contact the Director of Experiential Education if student is in danger of failing the rotation to discuss plan for improvement.**
- Final Assessment by the Preceptor
- Student's Self-Assessment at Midpoint and Final
- Assessment of Site and Preceptor by the Student at the end of the rotation
- Assessment reminders sent

Questions or Concerns

- We are here to support you, respond to concerns, and clarify any questions
- Please contact us at any time:

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Thank you...

- For helping us to fulfill LECOM's mission to *care for our students and ensure their success!*