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

Attention:
This APPE training applies to the ERIE, PENNSYLVANIA campus ONLY and is to be used *in addition to* the "General Orientation for Pharmacy Preceptors" which covers basic policies and procedures. IPPE-specific training will also be available. Thank you!

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 6 rotations, each for a period of 6 weeks (240 hours each)
  - Advanced Community;
  - Advanced Institutional;
  - Ambulatory Care;
  - Inpatient/Acute Care Medicine;
  - 2 electives
- Schedule is flexible to preceptor/site needs
- If a LECOM holiday falls within rotation dates, the student determines holiday schedule with preceptor
- LECOM observes:
  - Memorial Day
  - Independence Day
  - Labor Day
  - Thanksgiving Day and the day after
  - Christmas Day
  - New Year's Day
  - Freedom Day (Martin Luther King Jr. Day)

Absences:
- Must be documented, tracked, and approved by the School in addition to the preceptor
- If unapproved, or upon preceptor request, the time MUST be made up
  - Up to max of 5 days off per APPE year for job/ residency interviews and 3 days off for professional meetings). However, no > 2 days off per rotation are permitted without making up the time.

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 assist in the final transition from student to pharmacist!

Learning Objectives:

- Vary 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 4-6 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 and Learning Objectives
  - Student should give you their binder/portfolio to review
    - Re-review the contents of the Student Profile as it pertains to your rotation.
  - 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 Profile Contents:

- ***Photo***
- ***Name****, LECOM School of Pharmacy, Class of X*
- ***Rotation Dates at the site***
- ***APPE Rotation Schedule***
- ***IPPE Rotations Completed***
- ***Pharmacy Work Experience***
- ***Brief explanation of duties in the above position(s)***
- ***Before pharmacy, I:***
- ***Something unique about me***
- ***I feel my strengths are:***
- ***In general, I still need to improve:***
- ***My plans upon graduation:***
- ***My main areas of clinical interest include:***
- ***Other things that really interest me in pharmacy include:***
- ***My objectives for this rotation include:***
- ***I really want my preceptor to know that :***

Student Portfolio

- Student should create and maintain a portfolio. Should be reviewed by preceptor at the beginning and end of rotation. School may also request access at any time.
- Assignments/evaluations along with required clearances are included to get a sense of student's past performance.
- Longitudinal Checklist
  - 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 will need to be completed in writing and supported by literature.
  - The information related to patient care has to be approved for accuracy by the preceptor before sharing the information 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

Performance Criteria

- Example Competency

  <u>Patient Education/Counseling</u>
  - ***Critical Skills*** *(must fulfill these sub-competencies in order to earn a C 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 profile 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.

- We will ask for your recommendation for the student's grade and compare to the calculated grade for QA purposes
- You will be contacted if there is a large discrepancy

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 your service:
    - to our Students
    - to LECOM School of Pharmacy
    - to the patients you care for
- For your time attending this training