Changes In Experiential Education: Standards, Rubric, Graduation with Honors in Experiential Education

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Disclosure

• I am employed by the UAMS College of Pharmacy
• I have no financial relationships to disclose
Objectives

1. Review the role and structure of the UAMS experiential program
2. Discuss CAPE outcomes, UAMS Competencies, and experiential rubrics
3. Summarize the changes to the new IPPE and APPE rubrics
4. Discuss the new IPPE/APPE scoring system
5. Discuss graduation with honors in experiential education
6. Recognize FERPA and a student’s right to academic privacy
UAMS Office of Experiential Education

• Seth Heldenbrand, Pharm.D.—Assistant Dean
• Lindsey Dayer, Pharm.D., BCACP—Director, Health-system pharmacy site visits
• Ellie Dickinson—Education Coordinator, Community Pharmacy site visits
Before we get started....
Wow!
Experiential Goals/Mission

• Provide structured, practical and supervised professional program experiences

• Enable the student to **develop and apply skills** and knowledge gained in formal course work

• Provides opportunity to assume his/her role as a pharmacist
  • Professional judgment
  • Practice competency
  • Technical skills
IPPE Experiential Structure

• IPPE - Introductory Pharmacy Practice Experiences (320 hours total)
  • Spread over the first 3 professional years
    • P1 summer
      • 3 weeks Community
    • P2 summer
      • 4 weeks Health-system
    • P3 longitudinal
      • 40 hours, student directed
Competency Areas

**IPPE**

1. Professionalism
2. Drug Referencing
3. Communication
4. Prescription Competency
5. Pharmacy Operations
APPE Experiential Structure

• APPE - Advanced Pharmacy Practice Experiences
  • ≥ 1440 hours (36 weeks)
  • 9 month-long rotations
  • P4 year
  • Follows IPPEs & didactic courses
World record cliff jump (he lived)
COP Competencies
CAPE Outcomes
APPE Rubric Competencies
UAMS COP Competencies
UAMS COP Competency Statements

Domain 1: Patient Care-Ensuring Appropriate Pharmacotherapy and Therapeutic Outcomes
The graduate will provide patient-centered care through shared decision making with patients, prescribers, and other members of an interprofessional health care team based upon sound pharmacotherapy principles and evidence incorporating social and cultural factors.

Domain 2: Dispensing and Pharmacy Resource Management
The graduate will manage and use resources of the health care system, through shared decision making with patients, prescribers, other members of an interprofessional health care team, and administrative and supportive personnel to promote health and to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution.

Domain 3: Health Improvement, Wellness, & Disease Prevention
The graduate will promote improved health, wellness, and disease prevention for individual patients and/or populations through shared decision making with patients, prescribers, and other members of an interprofessional health care team.

Domain 4: Personal and Professional Development
The graduate will demonstrate commitment to self-awareness, leadership, innovation and entrepreneurship, and professionalism.
Competency Statements

University of Arkansas for Medical Sciences College of Pharmacy

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Domain 1: Patient Care-Ensuring Appropriate Pharmacotherapy and Therapeutic Outcomes

The graduate will provide patient-centered care through shared decision making with patients, prescribers, and other members of an interprofessional health care team based upon sound pharmacotherapy principles and evidence incorporating social and cultural factors.

1.1 Evaluate patient data and make an assessment:
   a. Identify and collect information from profiles, pharmacy and medical records, and patient (caretaker) history that will influence optimal drug choice and dosage,
   b. Obtain a medical history (e.g., chief complaint, medical, medication management, financial, social, cultural, review of systems),
   c. Conduct physical assessment, and
   d. Assess patient quality of life.

1.2 Conduct a systematic review of the patient prior to recommending any drug or non-drug therapy:
   a. Identify drug-related problems including adverse drug reactions, drug interactions, and/or suboptimal treatment,
   b. Recognize common signs or symptoms indicative of disease control issues or drug-related problems,
   c. Ascertain levels of chronic disease control,
   d. Assess and address barriers to health care, and
   e. Collaborate with the patient or patient advocate to prioritize problems.

1.3 Design and implement an individual patient-centered treatment plan to maximize desired effects and minimize undesired effects:
   a. Conduct a focused evidence-based review of the necessary literature to determine the best evidence to support pharmacotherapy recommendations, applying pharmaceutical science principles,
   b. Select prescription or non-prescription medications (including doses and dosage schedules), applying both pharmaceutical science and therapeutic principles,
   c. Evaluate and address patient factors that are relevant to developing a treatment plan (e.g., sex, age, race, ethnicity, culture, literacy, sexual orientation, disability, health beliefs, health literacy, and genetics),
   d. Define treatment goals and plan to monitor pharmacotherapy for safety and effectiveness,
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   d. Define treatment goals and plan to monitor pharmacotherapy for safety and effectiveness.
   e. Consider non-drug therapy, therapeutic lifestyle changes, and preventive care issues,
   f. Conduct patient education including verification of patient understanding of the treatment plan,
   g. Implement interventions to prevent or remedy non-adherence, and
   h. Implement interventions to resolve drug-related problems and unintended drug consequences.

1.4 Document patient care activities:
   a. Document assessment and pharmacotherapy plan for individual patient encounters,
   b. Record actions taken to achieve desired therapeutic outcomes, and
   c. Document patient and provider education activities.
Domain 2: Dispensing and Pharmacy Resource Management

2.1 Demonstrate accurate, safe, and time-sensitive preparation, dispensing, and administration of pharmaceuticals:
   a. Accurately transcribe verbal and written prescriptions and ensure appropriateness of these drug orders,
   b. Accurately and safely compound and package drugs for distribution in appropriate dosage forms,
   c. Select appropriate drug product, with respect to patient preference, manufacturing source, generic availability, and third-party reimbursement, and
   d. Apply appropriate labeling, including patient-specific auxiliary labels.

2.2 Manage pharmacy resources to optimize pharmacotherapy outcomes for individual patients and/or populations:
   a. Employ principles of personnel management to the operation of a pharmacy,
   b. Use principles of fiscal resource management,
   c. Employ medication distribution and control systems to operate the pharmacy efficiently, and
   d. Evaluate and use appropriate automation and information technology to optimize medication dispensing and patient care.

2.3 Educate patients and health care providers about requirements for effective therapy:
   a. Establish rapport with patients and other health care professionals to promote a team approach to patient care,
   b. Counsel patients regarding purposes of their medications, potential adverse drug reactions, and other required information, and
   c. Provide medication information to patients and health care providers to promote rational drug therapy.
Domain 3: Health Improvement, Wellness, & Disease Prevention

The graduate will promote improved health, wellness, and disease prevention for individual patients and/or populations through shared decision making with patients, prescribers, and other members of an interprofessional health care team.

3.1 Demonstrate skills needed to participate in or provide preventive services:
   a. Participate in disease prevention,
   b. Provide lifestyle and wellness counseling,
   c. Provide drug-therapy evaluation and monitor for medication safety,
   d. Participate in public health education programs, and
   e. Neutralize social and cultural barriers to effective application of skills in preventive services.

3.2 Apply research processes to inform pharmaceutical policy:
   a. Demonstrate the ability to conduct drug literature evaluations,
   b. Design quality improvement projects to improve medication use,
   c. Apply evidence-based principles when making pharmaceutical policy recommendations, including drug benefit design recommendations, and
   d. Apply principles of pharmacoeconomics and outcome assessment.
Domain 4: Personal and Professional Development

The graduate will demonstrate commitment to self-awareness, leadership, innovation and entrepreneurship, and professionalism.

4.1 Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.2 Demonstrate responsibility for creating and achieving shared goals, regardless of position.

4.3 Engage in innovative activities by using creative thinking to envision better ways of accomplishing goals.

4.4 To demonstrate professional citizenship in the delivery of patient care, distribution of medications, and promotion of wellness and disease prevention:
   a. Collaborate with patients, providers, personnel, and other stakeholders to obtain and share pertinent patient information and pharmacotherapy recommendations, provide accurate and safe medication dispensing and resource management, and advance public health issues and pharmaceutical policy,
   b. Perform duties in accordance with legal, ethical, social, economic, and professional guidelines, and
   c. Maintain professional competence by identifying and analyzing emerging issues, products, and services that may impact patient care, medication distribution and the pharmacy business, and may improve disease prevention and wellness and inform pharmaceutical policies.
CAPE Outcomes
CAPE Outcomes

CAPE Domains

1. Foundational knowledge integrated throughout pharmacy curricula
2. Essentials for practicing pharmacy and delivering patient-centered care
3. Effective approaches to practice and care
4. Ability to develop personally and professionally
CAPE Outcomes

• Domains

  1. Foundational Knowledge
     1. Learner (Learner)
  2. Essentials for Practice and Care
     1. Patient-centered care (Caregiver)
     2. Medication use systems management (Manager)
     3. Health and wellness (Promoter)
     4. Population-based care (Provider)
CAPE Domains (continued)

3. Approach to Practice and Care
   1. Problem solving (Problem Solver)
   2. Educator (Educator)
   3. Patient advocacy (Advocate)
   4. Interprofessional collaboration (Collaborator)
   5. Cultural sensitivity (Includer)
   6. Communication (Communicator)

4. Personal and Professional Development
   1. Self-awareness (Self-aware)
   2. Leadership (Leader)
   3. Innovation and Entrepreneurship (Innovator)
   4. Professionalism (Professional)
Self-awareness

• Uses reflective techniques to regulate one’s own thinking and learning
• Maintains motivation, attention, and interest
• Engages in personal and professional development for the purpose of individual growth
• Approach tasks with a desire to learn
• Demonstrates persistence and flexibility in all situations
• Engages in help seeking behavior when appropriate
• Strives for accuracy and precision
• Recognizes, corrects, and learns from errors
• Use constructive coping strategies to manage stress
• Seek personal, professional, or academic support to address personal limitations
• Has positive self-esteem and confidence when working with others
Leadership

• Identifies traits that reflect leadership versus management
• Identifies the history of a team before implementing changes
• Develops relationships, values diverse opinions, and understands individual strengths and weaknesses to promote teamwork
• Persuasively communicate goals to the team
• Empowers team members by actively listening, gathering input or feedback, and fostering collaboration
Innovation and Entrepreneurship

• Demonstrate initiative when confronted with challenges
• Develop new ideas and approaches to improve quality or overcome barriers to advance the profession
• Demonstrate creative decision making when confronted with novel problems or challenges
• Assess personal strengths and weaknesses in entrepreneurial skills
• Apply entrepreneurial skills within a simulated entrepreneurial activity
• Conduct a risk-benefit analysis for implementation of an innovative idea or simulated entrepreneurial activity
Professionalism

• Demonstrates altruism, integrity, trustworthiness, flexibility, and respect
• Display preparation, initiative, and accountability commitment to excellence.
• Delivers care that is legal, ethical, and compassionate
• Recognizes professionalism is constantly evaluated by others
• Engages in the profession of pharmacy
UAMS IPPE Rubric
IPPE Domains

1. Professionalism
2. Drug Referencing
3. Communication
4. Prescription Competency
5. Pharmacy Operations
Domain: Pharmacy Operations

• Only New IPPE Rubric Item
  1. Recognizes roles of other professions and/or interprofessional teams involved in providing patient-centered care
UAMS APPE Rubric
A better mousetrap...
UAMS APPE Rubric

1. Now 46 competencies
   • Was 70
2. Simplified grading scale
3. Modified competency areas
4. Clear Pass/Borderline Pass/Clear Failure
5. Added checkbox for APPE honors level performance
Competency Areas

1. Patient Care
2. **Interprofessional Patient-centered Care**
3. Documentation
4. Medication Distribution, Processing, Dispensing, & **Administration**
5. Resource Management
6. Communication
7. Public Health
8. Drug Information & Evidence-Based Medicine
9. **Personal and Professional Development**
**Patient Care**

1.1 Obtains appropriate patient information (from medical records, patient, family, team members, etc.)

1.2 Assesses patient-specific information (vitals, labs, physical assessment, medications, disease states, drug effects, drug interactions, level of adherence, etc.)

1.2 Addresses barriers to healthcare (cultural, social, financial, literacy, health literacy, etc.)

1.2 Prioritizes patient problem list (individual assessment and/or team based care assessment)

1.2 Anticipates future patient needs (therapeutic, social, financial, patient setting, etc.)

1.3 Demonstrates proper medication/device use

1.3 Appropriately monitors treatment plan effectiveness

1.3 Appropriately recommends/modifies patient-specific treatment plan

1.3 Appropriately recommends/modifies patient-specific non-pharmacologic, lifestyle, and preventive care therapies

1.3 Performs individually tailored patient education based on an understanding of patient needs (including verification of patient understanding)

1.3 Implements intervention to address non-adherence to medication/treatment plan
Interprofessional Patient-centered Care

1.3, 2.3 Provides patient-centered care as a part of an interprofessional team
1.3, 2.3 Engages with an interprofessional team in shared decision making for therapy
1.3, 2.3 Demonstrates appropriate conflict resolution techniques (with patients, families, healthcare professionals and interprofessional teams)
1.3, 2.3 Communicates patient information and specific drug therapy recommendations to an interprofessional healthcare team

Documentation

1.4 Generates error free documentation that is easy to read and understandable
1.4 Terminology is appropriate for the reader (patient or healthcare team)
1.4 Records all appropriate information and omits unnecessary information
Medication Distribution, Processing, Dispensing, and Administration

2.1 Appropriately identifies brand and generic drug names, drug categories and indications
2.1 Verifies all parts of a legal prescription
2.1 Accurately transcribes verbal and written prescriptions (patient info and prescriber’s order)
2.1 Dispenses prescription drugs accurately using multi-check system (e.g., appropriate packaging, accurate labeling, compounding, and ad-mixing)
2.1 Demonstrates proper immunization administration technique

Resource Management

2.2 Demonstrates knowledge of resources required to deliver pharmacy services to patients
2.2 Demonstrates knowledge of management techniques related to medication distribution (personnel, fiscal, regulatory, etc.)
2.2 Demonstrates knowledge of medication distribution systems and technology
Communication

2.3 Effectively counsels patients ("Prime Questions," open-ended questions, OBRA `90, etc.)
2.3 Demonstrates positive interactions with others (patients, caregivers, healthcare team, etc.)
2.3 Develops rapport with patients and interprofessional healthcare teams
2.3 Communicates clear drug therapy recommendations, follow-up, and monitoring with patients and interprofessional healthcare team
2.3, 3.1 Demonstrates effective presentation skills

Public Health

3.1 Participates in health and wellness screenings/brown-bag events
3.1 Provides public health/disease prevention education
Drug Information and Evidence-Based Medicine (EBM)

3.2 Appropriately utilizes data from primary literature

3.2 Conducts appropriate literature searches and appropriately evaluates drug literature (efficacy, safety, cost, study design and quality, etc.)

3.2 Contributes evidence-based recommendations (e.g., drug therapy, formulary decisions, P&T committees, third party payers)
Personal and Professional Development

4.1 Utilizes reflection techniques on knowledge, performances, skills, abilities, etc. to facilitate self-improvement

4.2 Demonstrates leadership qualities for creating and achieving shared goals

4.3 Embraces creativity and innovation to develop new ways of accomplishing goals

4.3 Demonstrates professional citizenship in the delivery of patient care and disease prevention

4.4 Collaborates with patients and healthcare professionals to deliver patient care and disease prevention

4.4 Maintains patient/site confidentiality

4.4 Recognizes knowledge limitations, asks questions, learns independently, and welcomes formative feedback

4.4 Places patients’ welfare above personal self-interest (e.g., is accountable for patient care)

4.4 Performs duties in accordance with legal, ethical, social, economic, and professional guidelines

4.4 Appropriately uses personal technology (cell phone, tablet, social media, etc.)
Hopefully the new APPE rubric is less confusing than this ATM
Final Grade and Honors APPE Performance

_____ Clear Pass
_____ Borderline Pass
_____ Clear Failure

[ ] This student’s performance qualifies for high honors consideration (10% of APPE students should achieve this level of performance)
Simplified Assessment Metric

New Assessment Metric

5  Exceeds expectations
4  Meets expectations
3  Progressing
2  Needs significant improvement
1  Does not meet expectations
0  Opportunities existed, student did not engage; unable to assess
NA  Not applicable

Old Assessment Metric

5  Meets requirement at a level beyond that expected for a new graduate
4  Meets requirement with minimal or no prompting and intervention from the preceptor
3  Meets requirement with moderate prompting and intervention from the preceptor
2  Meets requirement with extensive prompting and intervention from the preceptor
1  Does not meet requirement even with prompting and intervention from the preceptor
0  Though opportunities existed, student did not engage in requirement; therefore not able to assess
NA  Not applicable to experience or not observed
Graduation With Honors In Experiential Education

- Little recognition for high performing APPE students
- Dean Olsen recommended developing a mechanism for identifying a student that would qualify for graduation with honors in experiential education
- A the check box stating “honors level performance” was added to the APPE rubric
  - This is a preceptor view ONLY
  - Students will never know if you check this box and we prefer that you do NOT tell them if you consider it an honors performance
- A committee was formed to identify variables to include in the graduation with honors considerations
Graduation With Honors In Experiential Education

Goals
1. Identify the top performing APPE student
   • Receives plaque at senior awards ceremony
   • Recognized at honors convocation as graduating with honors in experiential education
2. Identify the top 10-15% of the class for the APPE year
   • Recognized at honors convocation as graduating with honors in experiential education
   • Will receive experiential specific honors cords
Experiential Honors Committee

1. Assistant Dean for Experiential Education
2. Director of Experiential Education
3. Two UAMS Faculty Preceptors
4. Community volunteer preceptor
5. Health-system volunteer preceptor
Variables Considered for Honors Consideration

1. Number of High Honors performances in the APPE year
2. Normalized APPE average scores (Tiebreaker 1)
3. Performance on summative exam 2 (Tiebreaker 2)
Student Rights to Privacy: FERPA
Family Educational Rights and Privacy Act

• Federal law that protects the privacy of student education records
• Right of the parents when child is <18 or still in high school
• Transfers to student when > 18 or pursuing education > high school
• Applies to all pharmacy students
FERPA

• Gives eligible students the right to inspect and review education records maintained by the school
• Gives the students the right to request that a school correct records they believe to be inaccurate or misleading
• Requires schools to have written permission from the student to release any information in the school’s records
FERPA

• Applies to any documented student record maintained by the school

• Students federal FERPA privacy rights extend to:
  1. Poor overall performances on rotation
  2. Specific instances of underperformance
  3. Midpoint grades
  4. Final grades
  5. Instances of remediation
  6. Instances of unsuccessful completion of your rotation
FERPA

• Things to consider
  • Do you have student employees?
  • Are your technicians and staff aware of the students rights?
  • Protecting a student’s privacy takes effort
• HIPAA/FERPA ≈ Patient/Student
FERPA

• Exceptions

1. School officials with educational interest;
2. Other schools (in the case of a transfer);
3. Official audit or evaluation purposes;
4. Financial aid organizations;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. Judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
9. State and local authorities, within a juvenile justice system, pursuant to specific State law.
Learning Assessment

Please use your audience response cards
Articulate how knowledge in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.

The above competency is most likely a:

A. COP Competency statement
B. CAPE Outcome competency statement
C. APPE rubric competency
D. None of the above
Collect subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment) from chart/electronic health records, pharmacist records and patient/family interviews.

The above competency is most likely a:
A. COP Competency statement
B. CAPE Outcome competency statement
C. APPE rubric competency
D. None of the above
Obtains appropriate patient information

The above competency is most likely a:

A. COP Competency statement
B. CAPE Outcome competency statement
C. APPE rubric competency
D. None of the above
Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).

The above competency is most likely a:
A. COP Competency statement
B. CAPE Outcome competency statement
C. APPE rubric competency
D. None of the above
Use *metacognition* to regulate one’s own thinking and learning.

The above competency is most likely a:

A. COP Competency statement
B. CAPE Outcome competency statement
C. APPE rubric competency
D. None of the above
True (A) or False (B)

1. The new APPE rubric has twice as many competencies statements as the old one
2. About 1:10 students should be able to achieve an “honors level” performance on your APPE rotation
3. Students will be notified if you check “honors performance” on the APPE rubric
4. You select “Borderline Pass” for students that you feel sorry for, but really should fail the experience
5. You should call me as soon as you identify significant issues with a student’s performance
FERPA scenario 1

A former student/employee who is now a preceptor calls to ask about a student’s performance at your site. The student performed poorly and as a result did not graduate.

Would disclosing this information be a FERPA violation?

A. Yes
B. No
FERPA scenario 2

You often take handwritten notes on student performance at your site. You use these to help you complete midpoint and final evaluations. Again you are asked about a student’s performance.

Would reviewing these files and discussing a student’s performance violate FERPA?

A. Yes
B. No
Is it acceptable to select N/A on the Experiential Student Evaluation form?

A. Yes, but only when the student refused to perform the activity
B. Yes, specifically when the opportunity did not present itself during the experience
C. Yes, especially when a student performed the task but it was observed by another pharmacist
D. No, what does it mean anyway?
Student X has been exceptional all month. They have consistently taken the initiative and exceed expectations in all categories

• Score this student
  A. 5
  B. 4
  C. 3
  D. 2
  E. 1
  F. 0
  G. N/A
Student Y has done a good job. You have only had to tell them/show them something once. They have worked independently and you have enjoyed having them on rotation.

• Score this student
  A. 5
  B. 4
  C. 3
  D. 2
  E. 1
  F. 0
  G. N/A
Student Z has been a pain all month and has required repetitive instruction. They have occasionally showed up late and could have responded to feedback more appropriately.

• Score this student
  A. 5
  B. 4
  C. 3
  D. 2
  E. 1
  F. 0
  G. N/A