

JANUARY 2008



FOCUS ON EXPERIENTIAL EDUCATION

Welcome to our first issue of *Focus on Experiential*

Education, a quarterly newsletter created for preceptors involved with Mercer's IPPE and APPE Pharmacy students.

Why the "focus on experiential education?" Because frankly, we understand that every preceptor – experienced or not – may need a reminder or some assistance to actually *focus* on the task-- the job-- the *art* of precepting! Each quarterly issue will offer regular features and we hope you will submit your own contributions. We will always aim to include a "Preceptor Spotlight;" a feature about "What's new" of interest in the field, and a column geared to helping preceptors with "what ails you."

I encourage you to submit your "preceptor-specific" problems, puzzles, predicaments or pains, to which I will respond with professional advice, information or guidance as needed. You may send submissions to our office via e-mail to my assistant Joy Johnson at Johnson_js@mercer.edu. We really want to hear from you!

Thank you for your time, your energy and focus on our students' education!

A handwritten signature in black ink that reads "W. Unterwagner".

Whitney Unterwagner, Pharm.D., Director,
Office of Experiential Education
Mercer University College of Pharmacy & Health Sciences

Our Staff

Whitney Unterwagner, Pharm.D. Director, Experiential Education Unterwagne_w@mercer.edu 678-547-6226	Ms. Joy Johnson Administrative Clerk, APPE Johnson_js@mercer.edu 678-547-6224
---	---

Shobhna Butler, Pharm.D. Interim Assistant Director, Experiential Education Bulter_sd@mercer.edu 678-547-6294	Ms. Rosemary Neal Administrative Clerk, IPPE Neal_rs@mercer.edu 678-547-6257
---	---

FOCUS on Experiential Education

Preceptor Expectations

The preceptor is the cornerstone of any experiential education program. Your knowledge of the practice experience and your commitment to learning are what bridge the gap between your students' didactic education and their entrance into the practice of pharmacy. With the advent of the new ACPE accreditation standards (which state that approximately one-third of the pharmacy curriculum should be devoted to experiential education), we depend on our preceptors more than ever before to provide quality experiences to our students.¹

One way in which you can provide a meaningful, engaging experience for your student is to continually review and re-assess preceptor expectations. We ask that you develop a rotation that strives to meet these expectations. Listed below are areas we feel deserve your focus:

Preparation:

- Prepare a syllabus consistent with experiential education objectives
- Ensure staff is aware of the student is coming

Communication:

- At the beginning of the rotation, provide the student with an orientation to the objectives and expectations of the rotation and to the site
- Interact with the student periodically on a one-on-one basis

Education:

- Provide experiences that stress the responsible provision of patient care
- Promote evaluation of primary and/or secondary literature
- Discuss with student pertinent disease states and possible therapeutic treatments

Evaluation:

- Provide constructive feedback to the student throughout the rotation
- Provide timely mid-term and final evaluations
- Provide feedback to the school

Professionalism:

- Set positive examples for students:
- Reinforce professional dress and attitude
- Reinforce ethical behavior
- Maintain Standards of Professional Conduct



References:

Accreditation Council for Pharmacy Education. Accreditation standards and guidelines for the professional program in pharmacy leading to the doctor of pharmacy degree.

Jill S. Burkievicz, Pharm.D.; David P. Zgarrick, Ph.D, and Avery L. Spunt, Med. Opportunities for Preceptor Development in Literature Evaluation Skills. American Journal of Pharmaceutical Education. Available at: www.ajpe.org. Accessed May 21, 2007.

FOCUS on Experiential Education

What is an IPPE and an APPE?

Experiential education allows students to have direct experience in the practice of pharmacy under the supervision of a preceptor. This component of the curriculum spans the entire four years to ensure students gain invaluable practice experience before graduation. At Mercer University College of Pharmacy and Health Sciences, students complete their Introductory Pharmacy Practice Experiences (IPPEs) during the first three years and their Advanced Pharmacy Practice Experiences (APPEs) during the fourth year.

Introductory Pharmacy Practice Experiences (IPPEs)

IPPEs provide an introduction to the practice of pharmacy in a variety of settings which build on experiences that will lead to the fourth year advanced pharmacy practice experiences (APPEs). The components of the IPPEs include community outcomes, chronic care outcomes, institutional outcomes, patient care, service learning, shadowing and online cases.

Student Requirements for IPPEs

Community IPPE outcomes— 56 hours in the P1 year

Specialty Practice IPPE outcomes — 56 hours in the P2 year

Institutional IPPE outcomes— 56 hours in the P3 year

Service Learning: 16 hours per semester

- Patient Caring: 24 hours over three years
- Shadowing: 8 hours per year
- Online Cases: 4 hours
- Total hours of IPPEs over the curriculum: 300 hours

Advanced Pharmacy Practice Experiences (APPEs)

A total of seven 5-week APPEs and a one week Pharmacotherapy Case Conference class are required during the fourth year. APPEs are designed to further expose the students to various specialized areas of practice and to prepare them as future pharmacists.

Student Requirements for APPEs

Pharmacotherapy Case Conference: one week class

One Acute Care A APPE which includes medicine, cardiology, critical care, emergency medicine, general clinical, or inpatient geriatrics

One Acute Care B APPE which includes hematology/oncology, infectious diseases, neonatology, nutritional support, pain management/palliative care, pediatrics, pharmacokinetics, psychiatry, or surgery

One Primary Care A APPE which is advanced community

One Primary Care B APPE which includes ambulatory care, geriatrics/long term care, home health care, or nuclear pharmacy

One advanced institutional APPE

Two elective experiences which may include academic administration, drug information, poison control, research, substance abuse, etc.

The specific requirements of IPPEs and APPEs will be addressed in the next edition of the Newsletter.

Preceptor Spotlight

Lisa Murphey Lundquist

Lisa Lundquist PharmD, BCPS, is a Clinical Assistant Professor in the Department of Pharmacy Practice at Mercer University College of Pharmacy and Health Sciences. She received her Doctor of Pharmacy from Samford University in Birmingham, Alabama and completed a specialty residency in Primary Care at DCH Regional Medical Center in Tuscaloosa, Alabama. Prior to joining faculty at Mercer, she was a Clinical Assistant Professor at the University of Mississippi School of Pharmacy and a Clinical Pharmacist Specialist in Primary Care at Grady Health System.



What made you decide to become a faculty member?

Being able to positively impact another person's life is one of life's greatest rewards. I am afforded this opportunity and responsibility every day as a faculty member. I have always loved teaching and I enjoy interactions with students and the new ideas they bring. Students challenge me to maintain my commitment to learning.

While in school, did you work with any faculty or preceptors who made a lasting impact on you?

I have been greatly influenced by professors and preceptors. The common threads that have left a positive lasting impression on me is their willingness to challenge me and to invest time in my professional development.

What is your practice site and what does your rotation involve?

My practice site is the Internal Medicine Clinic at Atlanta Medical Center. Common disease states seen are diabetes, hypertension, dyslipidemia, asthma, thyroid disorders, and heart failure. Pharmacy students are involved in detailed medical record review, written and verbal pharmacotherapy recommendations, disease assessment, drug information questions, and patient counseling. Students interact closely with patients, physicians, nurses, and other healthcare providers throughout this experience.

What is your teaching/precepting philosophy?

During rotation experiences, I work closely with students to help bridge the gap between the classroom and the practice of pharmacy. I challenge students to develop their knowledge base and confidence in using their knowledge to help patients achieve the best outcomes.

If you had any advice for new faculty or preceptors, what would you tell them?

Lead by example, listen to the needs of your students, and always be prepared. Try and apply student's areas for improvement to goals and future directions in hopes that the benefits of your rotation experience can aid the student in the future.

New from the Office of Experiential Education

- **Specialty Pharmacy IPPEs** – This component of the IPPEs began in the Fall of 2007 to add even more variety to the experiential education component of the curriculum
- **Portfolios** – All IPPE and APPE students are required to complete a portfolio for each of their pharmacy practice experiences. As a part of the portfolio, the student should be sharing with you their expectations from each experience and keeping copies of pertinent information gathered during the experience.
- **New name for APPEs** – for the 2008-2009 academic year, the APPE “names” have changed to APPE 1 through APPE 9. This replaces our current designation of Summer I, Summer II, etc.
- **New APPE block** – for the 2008-2009 school year, we have added an additional block from November 17 – December 19, 2009 (APPE 6). If you have availability during that time of year, please let us know!
- **Last but not least** go to <http://uofgeorgia.acrobat.com/speec> for exciting new online preceptor education (C.E.)

Preceptor of the Year: Scott McAuley

Congratulations to Mr. Scott McAuley, RPh., Director of Pharmacy at Dekalb Medical Center, who was named Preceptor of the Year by the Class of 2007. Mr. McAuley has been a preceptor for the College of Pharmacy and Health Sciences since 2000.



The Preceptor of the Year Award is given annually to a pharmacist who has served as an outstanding teacher and mentor to the fourth year class. The criteria for this award include a preceptor who instills in the student principles of professional ethics by both deeds and words; who maintains communication with the student at all times and is willing to discuss all aspects of professional practice; who serves in the roles of teacher and mentor (not as co-worker); who affords the student mutual respect and patience; who never assumes a student's competency but determines it by reviewing their work profile and by discussion and experience; who provides constructive criticism conveyed empathetically and privately to the student whenever possible; who stimulates a positive attitude in all aspects of professional practice; who promotes a constructive, positive

attitude toward fellow practitioners and other members of the health professions.

Mr. McAuley received his Bachelor of Science in Pharmacy at Auburn University and his Master of Sciences in Pharmacy Administration at the University of Mississippi. He worked at several institutions before joining the staff of Dekalb Medical Center in August 2000. While at Dekalb, Mr. McAuley has shown his commitment to pharmacy education by serving on the College of Pharmacy and Health Sciences' Board of Visitors and the Introductory Pharmacy Practice Experiences Advisory Committee. Mr. McAuley has participated in many projects and committees including the Patient Safety Steering Committee and Pharmacy and Therapeutics Committee. Mr. McAuley was Associate Director of Pharmaceutical Services until 2005 when he assumed Directorship.

What our students are saying...

“Mr. McAuley was a wonderful preceptor who was very accessible and easy to talk with.” — P4 Student, 2007

“...Promotes autonomy but provides prompt and constructive feedback to ensure the student succeeds. ” — P4 Student, 2007