



**Focus on Precepting**

Preparing the next generation of practice ready pharmacists for New Mexico  
 Tracy S Hunter, PhD, MS, BS Pharm  
 Assistant Dean, UNM CoP



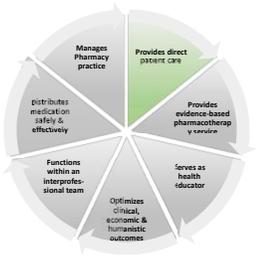
**Learning objectives for pharmacists**

- Summarize experiential activities in CoP's new curriculum.
- Explain the latest approaches to prepare students for practice
- Outline expectations of student pharmacists



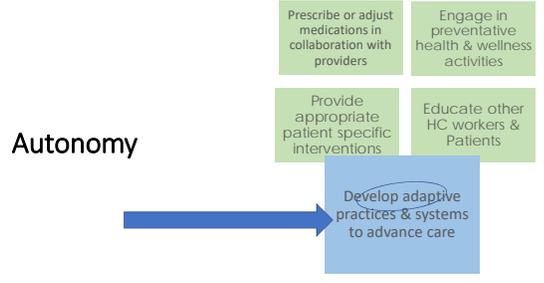
**Portrait of Graduate**  
 At the end of 4 years the successful student should be able to...

- **Practice-ready:** Provide direct patient care in a variety of healthcare settings
- **Team-ready:** Contribute as a member of an interprofessional patient care team



Based on ACPE Standards 16 & COP Competencies

**Autonomy**



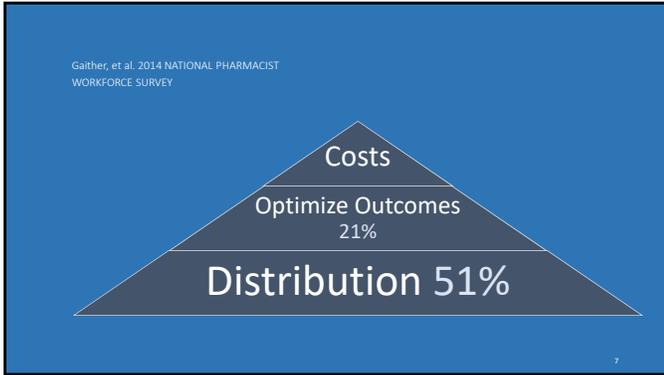
- Prescribe or adjust medications in collaboration with providers
- Engage in preventative health & wellness activities
- Provide appropriate patient specific interventions
- Educate other HC workers & Patients

Develop adaptive practices & systems to advance care

**ACPE: Approach to Practice & Care**

**Goal**  
 The UNM CoP graduate has the knowledge, skills, abilities, behaviors, & attitudes necessary to:

- solve problems,
- educate, &
- advocate, &
- collaborate,
- & effectively communicate verbally & nonverbally.



**Experiential Education - Pharmacy Practice Experiences**

Where you ...

- learn to be a Pharmacist
- learn to think like a Pharmacist
- learn how to care for People like a pharmacist

How many of you are...

- Introductory Community/Institutional Preceptors?
- Direct Patient Care IPPE Preceptors?
- Advanced Practice (APPE) Preceptors?

**260 PRECEPTORS**  
Offered Rotations for 2017 - 2018 Academic Year

**93%** Volunteer Clinical Assistant Professors

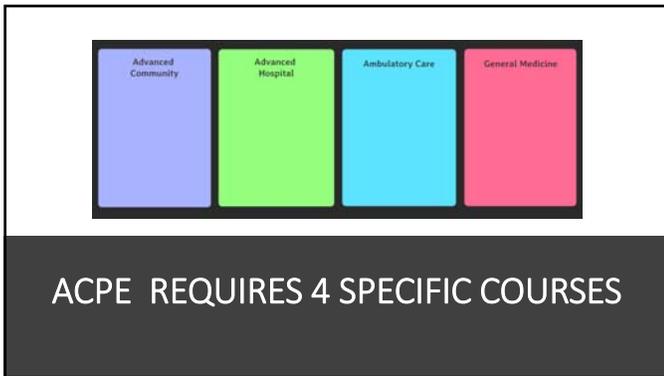
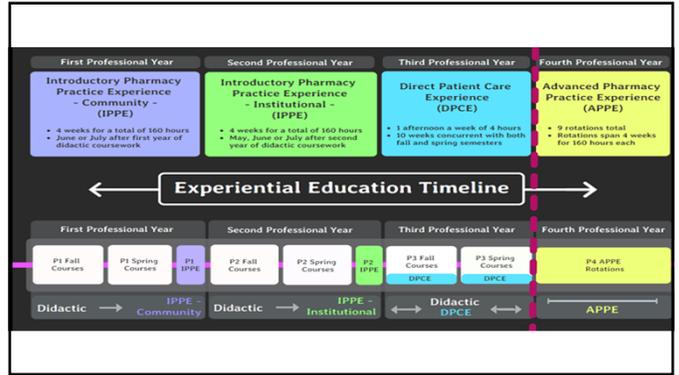
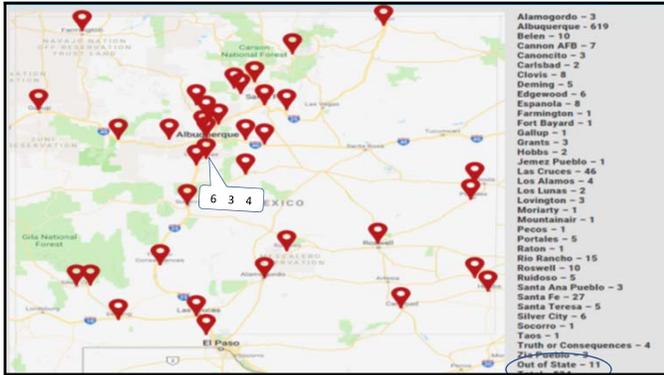
Of the 260 preceptors who offered rotations for the 2017 - 2018 academic year, 19 were Faculty with the College of Pharmacy and 241 were Volunteers from outside the University

Of the **260 Preceptors**

35 offer multiple rotation types  
27 offer both APPE and IPPE rotations

Rotation Type	Number of Preceptors
IPPE Community	50
IPPE Hospital	27
IPPE Direct Patient Care	32
APPE Patient Care	72
APPE Indirect Patient Care	39
APPE General Medicine	26
APPE Ambulatory Care	29
APPE Advanced Community	37
APPE Advanced Hospital	19

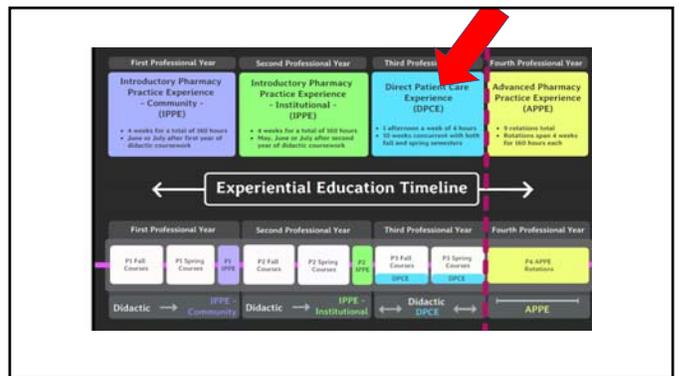
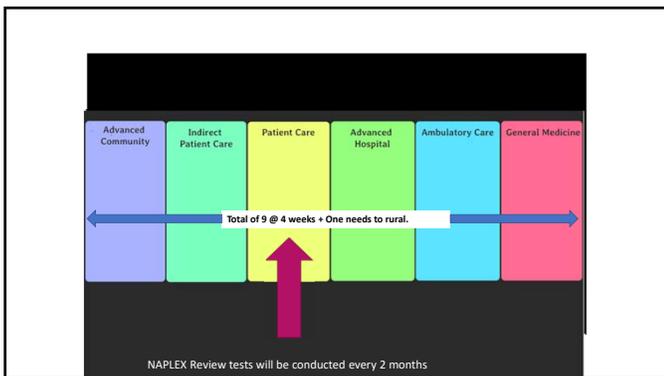
The above displays number of preceptors who offer each rotation type in the 2017 - 2018 academic year.



### What APPEs are required?

Categories	# required
Advanced Community	1
Advanced Hospital	1
Ambulatory Care	1
General Medicine	1
Patient Care	2
Indirect Patient Care	At least 1; maximum of 2 overall
Elective (any above except Gen Med or Adv. Hospital)	2

Goal is to get a variety of experiences to make you a well-rounded new pharmacist. This is not the time to specialize



### Direct Patient Care

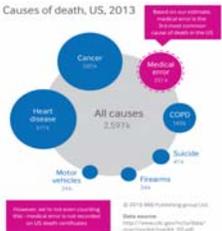
4 hrs/week X 10 weeks = 40 hrs per semester

- Longitudinal both Fall & Spring of P3 year
- Transitions of Care: Interview upon admission, med rec, discharge planning
- ABQ: Local hospitals- emergency rooms; rehabilitation; general
- Assignments include: Case Presentations, Drug Information questions, DSQ



- The movement patients make between health care practitioners & settings
- Examples of problems:
  - Patient confusion
  - Medication errors
  - Poor follow up with PCP

### Importance of Transitions of Care



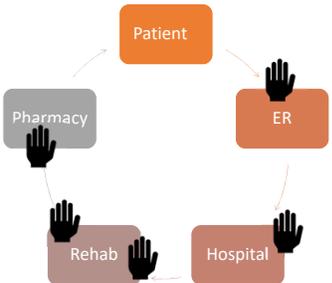
Medical errors are the 3<sup>rd</sup> leading cause of death in the U.S!

Makary MA, Daniel M. BMJ 2016;353:1-5.

### Examples of Episodes



### Cycle of Care Entry & Discharge



### Pharmacist Involvement in TOC

- After discharge:
  - Follow-Up Phone Call
    - Anywhere from 48 hours to 2 weeks after discharge
  - Medication Therapy Management
    - Performing Comprehensive Medication Review
  - Synchronizing Medication Refills

Cassano A. ASHP-APHA Medication Management in Care Transitions Best Practices.

Which are services Student pharmacists can help you implement?

1. Transitions of Care
2. Point of Care Screenings
3. Immunizations
4. All of the above

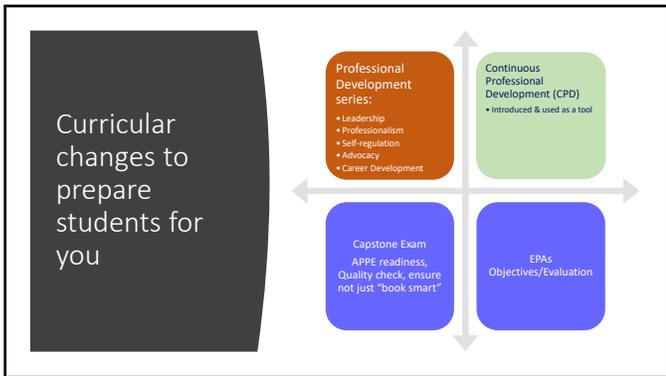
So What is the College doing?

**DPCE**

- Professional dev series

**CPD**

- Capstone
- EPAs



Why a course on Professional Development?

Guiding Belief:

- If one is more self-aware, better self-managed, in tune with her social environment & better at managing relationships
- -- then one is more likely to be more professional, a better practitioner, & more valuable employee.

**Key Skills**

**Standard Personal & Professional Development**

The UNM COP curriculum imparts to the graduate the knowledge, skills, abilities, behaviors, & attitudes necessary to demonstrate

- self-awareness,
- leadership,
- innovation & entrepreneurship, &
- professionalism.

**Key Skills**

**ACPE Approach to Practice & Care**

- Problem solving** – identify problems; explore & prioritize potential strategies; & design, implement, & evaluate a viable solution.
- Education** – educate all audiences by determining effective & enduring ways to impart information & assess learning.
- Patient advocacy** – represent the patient’s best interests.
- Interprofessional collaboration** – actively participate & engage as a healthcare team member by demonstrating mutual respect, understanding, & values to meet patient care needs.
- Cultural sensitivity** – recognize social determinants of health to diminish disparities & inequities in access to quality care.
- Communication** – effectively communicate verbally & nonverbally when interacting with individuals, groups, & organizations.

Reflection

*"We do not learn from experience, we learn from reflecting on experience."*

John Dewey



Continuous Professional Development

- Introduced & used in Professional Development course
- Teaches how to self-assess
- Set independent learning goals
- Prepares for practice

Capstone Exam

- Uses CPD to prepare
- The semester before entering APPEs
  - Quality check on CoP
  - Ensures APPE readiness
  - Ensures not just "Book Smart"

Entrustable professional activities (EPAs) are tasks of unique professional duties

- Descriptors of work or responsibilities
- That trainees are TRUSTED to do without supervision
- Independently executed
- Observable
- Measurable in process and outcome

Haines, et al. AJPE 2017;81(1):Article 52

Let's look at an example from a different type of school

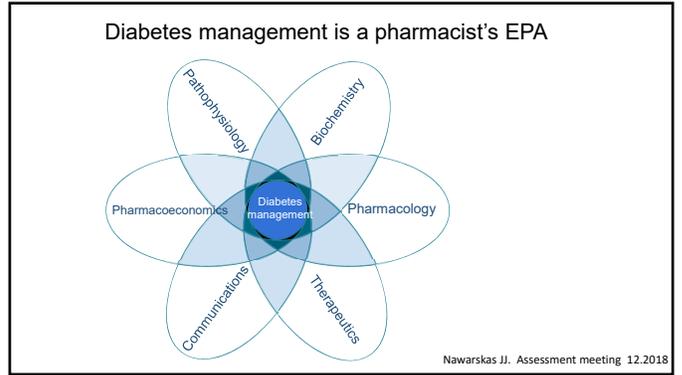
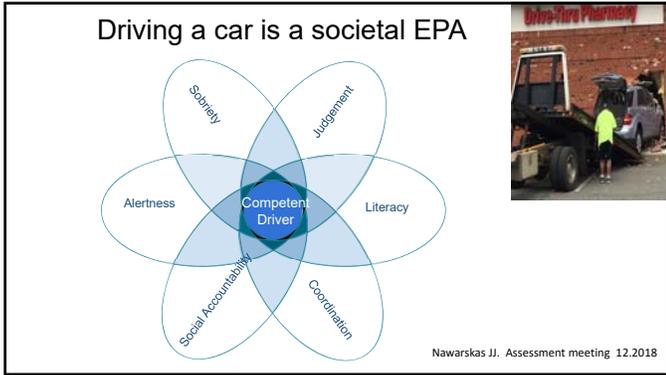


Driving a car is an entrustable act

- Requires certain competencies:
  - Knowledge
  - Skills
  - Attitudes
  - Personal attributes
- Both the competencies and entrustable act are testable
- The driving test is the "final" assessment




Nawarskas JJ. Assessment meeting 12.20

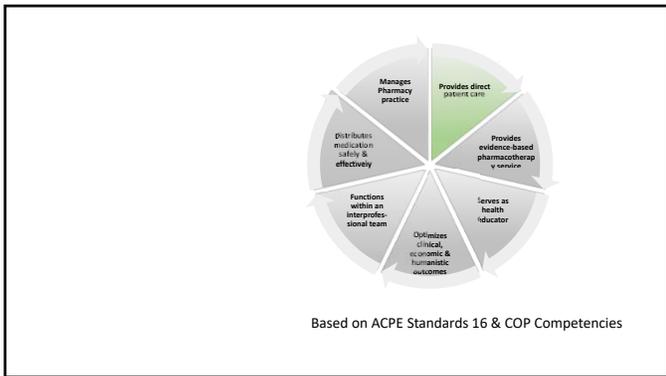


### What are EPAs in pharmacy practice?

- A. A measure of professionalism
- B. Entrustable Pharmacy Activities
- C. Units of observable tasks
- D. Describes the Knowledge, skills and attitudes to do a task

### AACP defines 15 core EPAs for new pharmacy graduates divided into 6 domains:

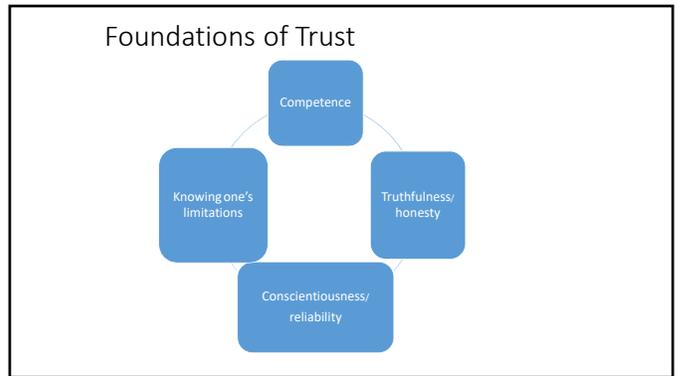
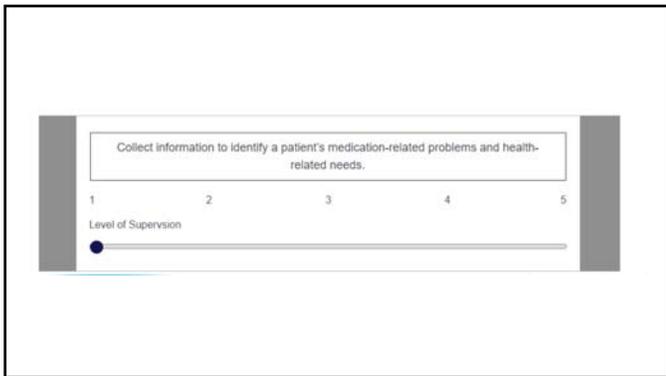
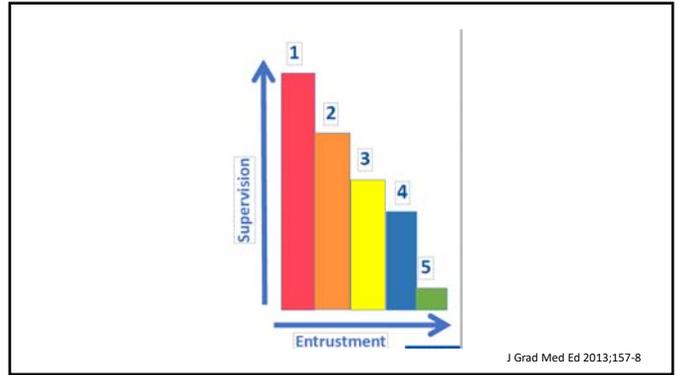
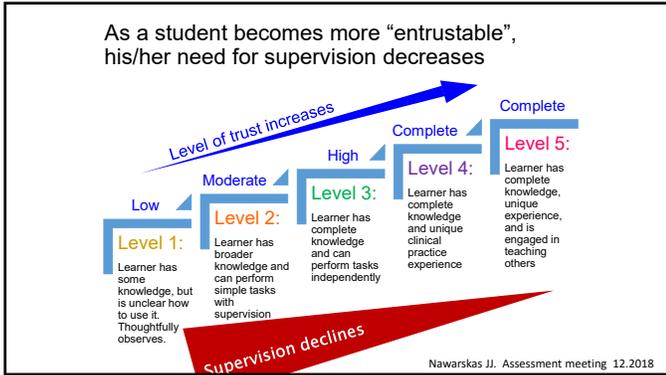
Haines ST. Am J Pharm Educ 2017;81:Article S2.



### Levels of Entrustability & Supervision

Level	Level Type	Description
1	Observe Only	Learner observes only; not entrusted to perform at all
2	Direct Supervision	Learner performs task with direct and proactive supervision
3	Reactive Supervision	Learner performs task with indirect/reactive supervision (i.e., preceptor/supervisor is readily available to assist if needed)
4	Intermittent Supervision	Learner independently performs task with supervision at a distance
5	General Direction	Learner independently decides what tasks need to be performed and can direct/supervise the activities of others

J Grad Med Ed 2013;157-8



### To meet the needs of today's students

- Multitaskers, media-oriented
- Comfortable working on teams
- Close to parents
- Optimistic & confident
- Thrive on structure & feedback
- Will negotiate anything
- Get bored quickly if it's not fun
- Computers & devices are NOT "technology"
- More likely than you to have never been employed in high school

### If you have never worked...

- Never had a boss
- Never called in sick
- Never had vacation days
- Never argued with a co-worker
- Never "messed up at work"
- Never been hired or fired
- Never asked for a day off
- Never worked on a weekend
- Never paid taxes
- Never gotten a paycheck
- Never paid minimum wage
- Never had to clean-up after a co-worker or customer
- Never been late to work
- Never been early for work
- Never competed for a promotion or new position
- Never been the subject of "work gossip"
- Never missed a vacation for work
- Never worked on a holiday

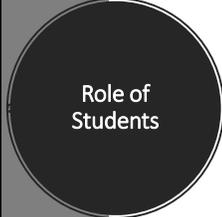


### What should I expect on my APPEs?

- Your P4 year is for polishing your skills and exploring career options
- Expect** to have homework
  - Research DI questions
  - Journal Clubs
  - Special Projects
  - Presentations
- Expect** to work with Pharmacy Techs, Nurses, other Pharmacists and Healthcare Professionals- not just your Preceptor
  - You may not spend the majority of your time with your preceptor

### What should I expect on my APPEs?

- Expect that arriving 15 minutes early is "on-time"**
  - Arriving even a few minutes late could result in a failed rotation & dismissal from site
- Expect "F" on your transcript if you are dismissed from a rotation**
  - It may also result in dismissal from the College
  - If not dismissed, you will need to repeat the rotation in order to graduate
  - Consequence for Unprofessional behavior is a failed rotation



### Role of Students

To actively engaged in:

- posing open-ended questions,
- investigating,
- experimenting,
- being curious,
- solving problems,
- assuming responsibility,
- being creative, &
- constructing meaning.

### Experiential Education - Pharmacy Practice Experiences

Where you ...

- learn to be a Pharmacist
- learn to think like a Pharmacist
- learn how to care for People like a pharmacist

### References

- Accreditation standards & key elements for the professional program in pharmacy leading to the doctor of pharmacy degree. Accessed on June 1, 2018 at: <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>
- Haines ST, Pittenger AL, Stolte SK . Core entrustable professional activities for new pharmacy graduates. *Am J Pharm Educ.* 2017;81(1):S2. doi: 10.5688/ajpe81152.
- Gaither CA, JC Schommer, WR Doucette, DH Kreling, DA Mott. Gaither et al, 2014 NATIONAL PHARMACIST WORKFORCE SURVEY.



WHEN DO  
2019 APPES  
START?

<b>APPE 1</b>	JUNE 3 – JUNE 28, 2019
<b>APPE 2</b>	JULY 1 – JULY 26, 2019
<b>APPE 3</b>	JULY 29 - AUGUST 23, 2019
<b>APPE 4</b>	AUGUST 26- SEPTEMBER 20, 2019
<b>APPE 5</b>	SEPTEMBER 23 - OCTOBER 18, 2019
<b>APPE 6</b>	OCTOBER 21 - NOVEMBER 15, 2019
<b>APPE 7</b>	NOVEMBER 18 - DECEMBER 20
<i>(5-week block to accommodate required 160 hours. Holiday schedule at preceptor's discretion.)</i>	
<b>WINTER BREAK</b>	DECEMBER 21, 2019 – JANUARY 5, 2020
<b>APPE 8</b>	JANUARY 6 – JANUARY 31, 2020
<b>APPE 9</b>	FEBRUARY 3 – FEBRUARY 28, 2020
<b>APPE 10</b>	MARCH 2 – MARCH 27, 2020
<b>APPE 11</b>	MARCH 30 - APRIL 24, 2020

Category	
Advanced Community	The applied practice of routine clinical activities in the community setting, with focus on individualized patient care. Evaluate and resolve medication and therapy-related problems; perform MTM; management and purchasing activities; allocation and use of key resources.
Advanced Hospital	The applied practice of routine clinical activities in hospital or health system pharmacy practice settings, with emphasis on individualized patient care and hospital/health system-based practice systems. Participate in inter-professional care and rounds; management activities; participate in appropriate committees.
Ambulatory Care	The comprehensive evaluation, prevention treatment, management and monitoring of common acute and chronic disease states of patients treated in outpatient settings. Diagnosing, monitoring, and pharmaceutical therapy needs of patients' multiple disease states.
General Medicine	The comprehensive evaluation, treatment, management and monitoring of common acute and chronic disease states of patients treated in hospital, institutional or other care-management settings.
Patient Care	The applied practice of the evaluation, treatment, management and monitoring of patients with an acute or chronic disease, either in ambulatory care or inpatient/hospital settings, with focus on a specific condition such as oncology, ID, cardiology, diabetes, geriatrics, etc.
Indirect Patient Care	The applied practice of pharmacy services that do not routinely include direct patient interactions, such as drug Information/toxicology, Board of Pharmacy, population health, managed care/MTM, compounding, research, etc.

## UNM CoP Office of Experiential

- Tracy Hunter [TSHunter@salud.unm.edu](mailto:TSHunter@salud.unm.edu) 954-632-6314 or  
505-272-4121 (office)
- Joyce Krantman [JKrantman@salud.unm.edu](mailto:JKrantman@salud.unm.edu) 505-272-5319
- Jessica Gama [JGama@salud.unm.edu](mailto:JGama@salud.unm.edu) 505-277-2892
- Traci White [tmwhite@salud.unm.edu](mailto:tmwhite@salud.unm.edu) 575-646-7529  
575-646-7856 (Fax)
- Fax: 505-272-5782
- Central Phone: 505-272-3241