APPE PRECEPTOR ORIENTATION 2019-2020
Welcome and Thank You... for being a preceptor with Chapman University School of Pharmacy (CUSP)! We value your partnership with us in teaching and training the next generation of pharmacists.

This slide deck focuses on **Advanced Pharmacy Practice Experiences (APPE)**.

We will be highlighting changes for this rotation year, student requirements and expectations, absence and attendance policies, and tools and tips on precepting students.
Objectives

The purpose of this slide set is to provide APPE Preceptors for the Chapman School of Pharmacy with the updated curriculum and policy information. The topics covered in this presentation are:

1. A general overview of the APPE Rotation program at Chapman University
2. The revised policies for attendance and absences
3. Student assessment and grading for Chapman University
4. Information about how to contact the Experiential Education Office, use the library resources, and access CORE ELMS (our rotation management software).
5. Updates related to accreditation including background about the Pharmacist Patient Care Process (PPCP) and Entrustable Profession Activities (EPA)
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CHAPMAN UNIVERSITY School of Pharmacy
Experiential Education Program

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Experiential Education Office

School of Pharmacy
# Experiential Education Office

<table>
<thead>
<tr>
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<th>Email</th>
<th>Roles &amp; Responsibilities</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

**Experiential Education Office**
Advanced Pharmacy Practice Experiences (APPE)

The APPE are full-time practice intensive courses that are intended to provide students with real-world practical experience. During the APPE, students are expected to acquire the skills and practice needed for entry-level practice upon graduation.

**Rotation Types**
- Community Practice
- Hospital/Health-system
- Acute care/Medicine
- Ambulatory Care
- Electives (each student has two)

**Rotation Structure**
- 6 total rotations in 2019-2020
- 6 weeks per rotation
- Full-time (40 hours/week, min. 240 hours/rotation)
<table>
<thead>
<tr>
<th>Rotation</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Fall 1 2019</td>
<td>8/19/19-9/27/19</td>
</tr>
<tr>
<td>Fall 2 2019</td>
<td>9/30/19-11/7/19*</td>
</tr>
<tr>
<td>Fall 3 2019</td>
<td>11/11/19-12/20/19</td>
</tr>
<tr>
<td>Spring 1 2020</td>
<td>1/6/20-2/13/20*</td>
</tr>
<tr>
<td>Spring 3 2020</td>
<td>3/30/20-5/8/20</td>
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*Fall 2 and Spring 1 will end on the Thursday of Week 6.

Students will be on campus to participate in RxPrep Board Review and graduation preparation on **Friday, November 8, 2019** and **Friday, February 14, 2020**.
APPE Syllabus

• Each of the five rotation types has a core syllabus provided by EEO that contains the required elements for each rotation, the curricular outcomes for each rotation type, grading criteria and information, important school policies, links to library resources, and expectations for professionalism. The five core syllabi are:
  • Acute Care (PHRM 701)
  • Ambulatory Care (PHRM 702)
  • Hospital (PHRM 703)
  • Community (PHRM 704)
  • Elective (PHRM 705 & 706)

• The core syllabi are available to preceptors in CORE ELMS > Document Library.

• Preceptors may add additional requirements to the core syllabi (journal clubs, in-service presentations, MUE collection etc.)

• In addition to the syllabus, a Rotation Information Profile is available on CORE ELMS. The profile provides site specific information to students (first day information, site expectations and activities)
  • Provides site-specific detail to supplement the syllabus.
  • Made available on CORE ELMS to students if completed by preceptor.
  • Please email experiential@chapman.edu to request this document.
APPE Course Grading

• Although grades for the Chapman APPE program are reported in the University system as Pass/No Pass, there are multiple components that determine if a student will pass a rotation.
• APPE course grades are determined by a combination of the following factors: score from the APPE rubric mapped to the Student Learning Outcomes, preceptor assessments of student performance, assignments, professionalism and attendance during the rotation.
• Satisfactory completion of an APPE requires:
  • Final evaluation by preceptor (APPE rubric and preceptor comments)
  • Assignments completed by the student (for the hospital and community APPE the EEO has required assignment)
  • Completion of minimum required hours (240 hours)
• There is a grade deduction for unexcused absences.
APPE Evaluation Rubric (CORE ELMS)

• The APPE evaluation rubric in CORE ELMS is structured to evaluate students based on their ability to complete activities and tasks during APPE in activities. The activities and tasks are linked to the CUSP Student Learning Outcomes (SLO).
  • SLOs can be found in Appendix 1 of the APPE syllabus.

• The rubric rating scale is based on the level of “trust” in a students ability to complete the task independently and the degree of supervision needed by the student in performing the task. Please familiarize yourself with the scale as it is not intended to be used like a traditional “grading” scale.

• A copy of the evaluation form is available in CORE ELMS > Document Library.

• Please complete the evaluation for your student(s) via CORE ELMS at midpoint (end of Week 3) and at final (end of Week 6).
  • You will receive an auto-notification from CORE ELMS to complete the evaluation.
**APPE Evaluation Rubric (CORE ELMS)**

<table>
<thead>
<tr>
<th>Preceptor Assessment</th>
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<tbody>
<tr>
<td>N/A</td>
</tr>
<tr>
<td><strong>Complete Hands-on Guidance</strong></td>
</tr>
<tr>
<td>Student requires complete hands-on guidance or is unprepared for the task. Observe preceptor doing task.</td>
</tr>
<tr>
<td><strong>Constant Direction</strong></td>
</tr>
<tr>
<td>Student is unable to complete the task without coaching and/or frequent correction. Student requires direct and constant supervision (in the room).</td>
</tr>
<tr>
<td><strong>Intermittent Direction</strong></td>
</tr>
<tr>
<td>Student can perform task with intermittent direction or correction. Student is self-directed. Student requires indirect and reactive supervision. Supervising individual is quickly available at site (nearby).</td>
</tr>
<tr>
<td><strong>Minimal Direction</strong></td>
</tr>
<tr>
<td>Student can independently perform task with minimal input from preceptor. Student is ready for post-graduation (entry level) practice. Student can be supervised at a distance (nearby).</td>
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<tr>
<td><strong>Independent Practice</strong></td>
</tr>
<tr>
<td>Student can independently perform task. Student is performing at the level of a licensed pharmacist. Supervision available at a distance and when requested.</td>
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</table>

The APPE evaluation rubric scale is displayed above. The rubric from left to right assesses the ability of a student to perform a task/activity correctly from completely dependent (hands-on-guidance or observe you) to independently able to perform (with your supervision as required by law). Students are expected to be performing MOST tasks at the level of minimal direction by the end of a rotation.
APPE Midpoint and Final Evaluations

• Midpoint and Final APPE evaluations are completed on CORE ELMS- the rotation management software system.
• The Midpoint evaluation should be completed at the end of the third week of each rotation. The Midpoint evaluation is very important for helping students develop their practice skills, focus on areas for improvement and be reinforced for areas of strength. **Please review the Midpoint evaluation with your student.**
• The Midpoint evaluation is critically important if you have a student performing below the level expected for an APPE.
• The EEO is automatically notified if the Midpoint evaluation score is less than passing. Preceptors are encouraged to contact the EEO as early as possible if a student is not performing at a satisfactory level.
APPE Midpoint and Final Evaluations

• The Final evaluation should be completed at the end of the last week of the rotation. Grades are required to be submitted to the University within 5 days of the end of the rotation. **Please review the Final Evaluation with your student.**

• Students are expected to schedule a time with you to discuss your feedback at midpoint (Week 3) and final (Week 6).

• Please contact EEO ASAP at experiential@chapman.edu if a student is not performing at a passing level.

• Students can view their final evaluation after they submit their preceptor evaluation form at the end of rotation.
APPE Assignments

• The EEO has assignments that students must complete during the REQUIRED community and hospital practice APPE.

• The assignments are designed by EEO to guide their learning and facilitate discussion between you and your student(s).

• It is the responsibility of the student to upload their completed assignments to Blackboard by the designated due dates.

• Refer to syllabi for due dates of assignments (for reference only).

• Preceptors may include assignments for students to complete during the APPE.
**APPE Formal Presentation**

- Students are required to deliver at least one formal presentation during each of the following APPE rotations:
  - Hospital/Health-system, Acute Care/Medicine, Amcare, Elective
- The type of presentation is at the discretion of the preceptor.
- A formal presentation should include a handout and/or slides prepared by the student. Examples of a formal presentations include:
  - Case presentation, journal club, new drug talk, in-service, etc.
- Please discuss with your student(s) what type of presentation you would like them to do.
- An evaluation tool has been developed for use in evaluating the formal presentation. (next slide)
APPE Presentation Evaluation *NEW FOR 2019-2020*

• To assist preceptors in providing feedback to students regarding the required formal presentations, a standard rubric has been developed.

• The APPE Presentation Evaluation form is new for the 2019-2020 academic year.
  • Preceptors should complete this evaluation form electronically via CORE ELMS > Evaluations to assess your student’s formal presentation/project.
  • Printed copies of the form may be distributed to attendees at the student’s presentation and used by preceptors to complete the final evaluation in CORE ELMS.
  • The form must be submitted on CORE before the end of the rotation.

• A downloadable copy of the APPE Presentation Evaluation can be found in the Appendix of the APPE syllabus and in CORE ELMS > Document Library.
RxPrep Requirements *NEW FOR 2019-2020*

• This year Chapman University has purchased RxPrep for students to assist in their preparation for licensure examination.

• Students will be completing the designated RxPrep curriculum throughout the 2019-2020 APPE year in preparation for the NAPLEX / CPJE.
  • Student’s completion of RxPrep requirements should take place OUTSIDE of rotation hours and should not be completed while onsite during APPE rotation.

• Students are excused from rotation on the following dates as they are expected to be on campus for the RxPrep mini-cumulative examinations and graduation preparation as follows:
  • Friday, November 8, 2019 (last Friday of Fall 2)
  • Friday, February 14, 2020 (last Friday of Spring 1)
Attendance and Absence Policies
Attendance

• ACPE requires each student to complete a minimum of 1440 hours during the APPE curriculum for a Doctor of Pharmacy degree.

• For students at Chapman, this means each student must complete a minimum of **240 hours** by the end of each six week APPE rotation. There are NO vacation days or sick days in the schedule. All missed days must be made-up to accumulate the required number of hours for graduation.

• As a preceptor, you will be asked to verify that the student has completed the minimum hours on the final evaluation in CORE ELMS. If a student will not be able to complete the required number of hours prior to the end of the rotation, please contact the EEO.
Attendance

• The APPE rotation schedule for students is a minimum of 8 hours each day Monday through Friday.
• Although longer hours may occasionally be needed for the student to adequately assess patients, student may not “bank” hours- stay 10 hours on Tuesday and then leave early on Friday.
• If the APPE hours do not fit into the usual Monday through Friday eight hour days, an alternative rotation schedule may be approved by the EEO if requested by the preceptor. Advance approval from Experiential Education Office (EEO) is required for an alternate schedule. Students may not request an alternate schedule.
• Study time and/or preparation time at home is in addition to the minimum number of hours that students spend at the rotation site and not counted in the 240 hours.
Absences

• Students must notify EEO of all absences and absence requests via CORE ELMS.
• Students must make up any time missed regardless of absence type (i.e. excused or unexcused).
• Planned absences must be submitted via CORE ELMS a minimum of 3 weeks in advance and approved by BOTH the preceptor and the EEO. Preceptors will be notified that EEO has approved/not approved an absence.
• Students missing more than 2 hours of a rotation day are required to notify the EEO via e-mail of the absence and reasons.

**BOTTOM LINE:** If your student is requesting an absence, please remind them to notify our office ASAP for approval.
Excused Absences

• Planned absences – such as religious holy days, professional meetings, urgent medical appointments – must be approved by BOTH the Preceptor and the EEO to qualify as an excused absence.
• Late requests – less than 3 weeks prior to the event- other than urgent medical appointments- will NOT be approved.
• If an absence is approved by BOTH EEO and you, students must work with you to find an appropriate makeup time prior to the end of the rotation. The EEO must be notified of all make up time arrangements by the student.
• If the makeup time cannot be completed prior to the completion of the rotation, please contact EEO.
Personal Emergencies & “Day-of” Illness

• In the event of a personal emergency or illness where the student must be absent from rotation, the student must contact you and the EEO as soon as possible to avoid an unexcused absence.
• Absences must be submitted via CORE ELMS along with documentation.
• Students with absences of any kind are required to make up time at the convenience of the preceptor prior to the completion of the rotation.
Unexcused Absences

• Absences that are not approved by the EEO and the preceptor are considered UNEXCUSED.

• Students ARE NOT excused from rotation due to conflicts with outside employment.

• Unexcused absences will impact the student’s grade:
  • 1 Unexcused Absence (1 day) = 10% deduction from your final grade
  • 2 or more Unexcused Absences = course failure
Time Tracking

• For quality assurance purposes, APPE students may be required to track time using the CORE ELMS time-tracking system for a short period of time. If so, we will notify you of any rotation periods when time tracking is utilized.

• If time tracking is active during a rotation period, students would clock in/out in CORE ELMS upon arrival and at the end of the day for each “time tracked” rotation period.

• Students must be connected to the internet and use a SMART phone or computer with location tracking enabled to successfully complete time tracking.

• Preceptors do not need to confirm or verify hours for APPE students.
Additional Resources
CORE ELMS > Document Library

- Important APPE documents can be found in the APPE Year 3 (701-706) Folder of CORE ELMS > Document Library, including:
  - APPE Syllabi
  - APPE Evaluation Templates
- In addition, there is a Preceptor Resources Folder that contains additional resources, such as the CORE ELMS Preceptor User Guide
- You can login to CORE ELMS at https://www.rxpreceptor.com/.
- If you have questions or issues related to CORE ELMS, please contact Maryam Zeineddine at Zeineddine@chapman.edu.
CUSP Student Handbook

- The Student Handbook covers policies, procedures and expectations of the student while at CUSP.
  - Covers both didactic and clinical settings.
- Automatically uploaded to students’ technology when they start the program
  - Updated each year and sent directly to technology.
- The Student Handbook is available in CORE ELMS > Document Library > Student Resources each year beginning in September.
- If you have questions regarding the Handbook, please email experiential@chapman.edu.
ACPE Update

• Chapman has full accreditation status by ACPE as of July 2018. Next ACPE visit Spring 2020.
• Pharmacy Curriculum and Outcomes Assessment: (PCOA) exam required for all students prior to APPE. Chapman students take this assessment at the end of trimester 6 (just prior to entering APPE).
• Schools of Pharmacy have formally adopted the Pharmacist Patient Care Process (PPCP) for patient care. Information about the PPCP included in this orientation slide set.
• The implementation of Essential Professional Activities (EPA’s) as a mechanism for guiding students and preceptors during experiential education is expected soon. Information about EPA is included in this orientation slide set.
What is the Pharmacist Patient Care Process (PPCP)?

• When patients visit the physician for a physical or the dentist for a check-up, they know what process to expect, regardless of where they are in the country.

• For pharmacy, the Pharmacists’ Patient Care Process (PPCP), developed by the Joint Commission of Pharmacy Practitioners (www.jcpp.net), is the profession’s systematic approach for pharmacist provision of care, regardless of the type of service or the pharmacy practice setting.

• At the core of the PPCP is the establishment of a patient-pharmacist relationship and care is delivered using a patient-centered approach.
Pharmacist Patient Care Process (PPCP)

• The PPCP consists of five steps:
  • Collect, Assess, Plan, Implement, and Follow Up: Monitor and Evaluate
  • Each step of the PPCP contains a bulleted list of factors to consider, based on a patient’s individual needs.
• The level of intensity of each step may vary depending on the patient care service delivered, but the process of care should not vary.
Pharmacists’ Patient Care Process

Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes.

Using principles of evidence-based practice, pharmacists:

- **Collect**
  The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient.

- **Assess**
  The pharmacist assesses the information collected and analyzes the clinical effects of the patient’s therapy in the context of the patient’s overall health goals in order to identify and prioritize problems and achieve optimal care.

- **Plan**
  The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver, that is evidence-based and cost-effective.

- **Implement**
  The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

- **Follow-up: Monitor and Evaluate**
  The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.
Entrustable Professional Activities (EPA)

• EPAs are units of professional practice, defined as tasks or responsibilities to be entrusted to the unsupervised execution by a trainee once he or she has attained sufficient specific competence.
  • Collect a medical history from a patient or caregiver.
  • Recommend modifications or adjustments to an existing medication therapy regimen based on patient response.

• EPAs are independently executable, observable, and measurable in their process and outcome, and therefore, suitable for entrustment decisions.
  • The student can be “trusted” to perform the task independently. Student progress toward independence can be indicated by the level of assistance/supervision required to perform the activity.

• Sequencing EPAs of increasing difficulty, risk, or sophistication can serve as a backbone for pharmacy education.
Entrustable Professional Activities (EPA)
Our Campus

• CUSP is located at Chapman University’s Rinker Health Science Campus in Irvine, CA.
• For a tour of our campus, please contact us at experiential@chapman.edu.
Roles of the Preceptor
Qualities of a Good Preceptor

• Expresses enthusiasm about pharmacy (Encourages)
• Demonstrates a genuine interest in students (Cares)
• Spends time with students (Gives)
• Creates a positive learning experience for students (Teaches)
• Serves as a role model
• Coaches and provides feedback
• Assigns meaningful work/tasks
• Provides an orientation and structure
Tips for Preceptors

Develop an Orientation Checklist

- First meeting with student sets the tone for the rotation.
- Provide a tour of your facility and introduce student to key personnel.
- Outline the rotation hours and weekly schedule.
- Clearly state expectations (be specific).
- Review any due dates for presentations, journal clubs, projects, etc., and policies and procedures of your site.
- Provide any supplemental learning resources.
Tips for Preceptors (cont’d)

• Familiarize yourself with the student’s prior rotations, projects, and professional goals.
• Find out the student’s goals for your rotation.
• Promote self-directed learning.
• Provide ongoing feedback.
• Challenge students to demonstrate their problem-solving skills and apply their clinical knowledge daily.
The Four Roles of a Preceptor

• Educator (direct instruction)
• Coach
• Role Model
• Facilitator
Educator (Direct Instruction) Novice – IPPE/APPE

Teaching techniques:
- Direct provider of content specific to their practice
- problems (foundational)
- Teach how a new piece of content relates to other pieces
- Introduce new content in the context of solving a direct
- Patient care practice problem

Appropriate instructional methods:
- Short presentation
- Readings
- Lectures/topic discussions
- Guided discussions with student/resident
Role Model (Novice — IPPE/APPE)

Teaching techniques
- “Thinking out loud” with the student as you solve a problem
- Allow the student to see (observable actions) and hear your process so he/she can emulate.

Appropriate instructional methods
- Observation
- Guided discussion
- Case-based teaching
- Stimulation/role play
Coach (IPPE/APPE/Resident)

Teaching techniques
- Have students practice skills (e.g. med history) or solving patient care problems while being observed by the preceptor.
- Provide ongoing feedback during the process.
- Provide sufficient practice to build speed and efficiency.
- Ask learners to explain out loud what they are thinking as they solve a problem.

Appropriate teaching methods
- Observation of student “in action”
- Case-based teaching
- Simulation/role playing
Facilitator (APPE/Resident)

Teaching technique

- Give students the opportunity to work independently (builds confidence), while the preceptor remains available to de-brief.
- *Teach and encourage learners to evaluate their own work*
- Focus on problem solving skills
- Teach students how to facilitate their own learning

Appropriate teaching method

- Provide opportunity for student to develop independence
- Practice-based opportunity
When working with students/residents a preceptor should make an assessment of the learners level of proficiency and match their teaching methods to the needs of the learner. A novice will need direct instruction. A learner with some experience may benefit more from role modeling or coaching (practice).
Thank you!
Please contact EEO with any questions or concerns.

Have a great APPE year!