



Making the Most of IPPE and APPE



Shhhhhh...



Speakers

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Committee
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Objectives of this program are:

- Discuss basic preparation tips for IPPE / APPE experiences
- Identify strategies to be successful on rotation
- Outline possibilities for using a personal professional portfolio
- Recognize the key factors to successful experiential learning



First day- First impressions

- **Pre-game preparation**
 - Contact/email preceptor
 - Prior to the rotation, indicate days you are not available
 - Read syllabus
 - Review subject notes
- **Arrive each day in a positive mindset**
 - Punctual
 - Prepared
 - Enthusiastic/ Hardworking



Daily experience

- **Engage in the process**
 - Attentive
 - Respectful
 - Extend basic courtesies
- **See your patients!**
- **Daily Rounds/ Meetings/ Presentations**
 - Ask questions
 - Don't...
 - Challenge the physician's/preceptor's judgment
 - Disengage
 - Carry cell phones/Text



Rounding the corner - Last day

- **Avoid the "why cant's"**
- **Soak up the experience**
- **Evaluation process**
 - Be professional
 - Hold yourself to the same standards
 - Give good feedback
- **Go out with a positive lasting impression**




Remember...

- **Know your audience**
 - Understand generation differences
- **Ask from yourself what you ask from your preceptor**
- **Remember your preceptor is also a clinician**
- **Unfortunately-**
 - The world does not revolve around you
 - Life is not fair- but Life is good!




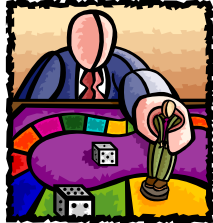
Where's the Target?

Mary Hess, PharmD
Angela Bingham, PharmD Candidate



American Society of
Health-System Pharmacists
TOGETHER WE MAKE A GREAT TEAM


Is there a relationship between your IPPE or APPE rotation and a Great Game Design?



change

Interpret this Rotation Objective


Obj:
Enhance the ability to formulate answers to clinically oriented problems involving drug therapy and its effect on disease processes



change

Interpret this Rotation Objective

Obj:
Relate previously acquired knowledge in the basic and applied pharmaceutical sciences to the clinical use of drugs in medicine




Interpret this Rotation Objective

Goal: The PharmD candidate will professionally communicate and manage patients pharmacotherapy needs in a timely manner in collaboration with other health care providers

Obj:

- Accurately design, recommend, monitor, and evaluate patient-specific therapeutic regimens that incorporate the principles of evidence-based medicine (the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients)




Interpret this Rotation Objective

Goal: Enhance the student's verbal and written communication skills directly with the patient & health care professionals

Obj:

- Communicate to the patient in layman's terms, information regarding their medical conditions, medications, and other related issues
- Communicate to healthcare professionals in medical terminology, information regarding a patient case, medications (mechanism of action, adverse effects, drug interactions, brand/generic names, monitoring parameters, cost), therapy regimens, medical conditions, or other related issues



Provision of patient centered pharmacotherapy with interdisciplinary teams

- Establish collaborative professional relationships with health care team members ↓
- Place priority on delivery of patient-centered care to patient ↓
- Establish collaborative professional RPh-pt relationship ↓
- Collect and analyze patient information ↓
- When necessary make and follow up on patient referrals ↓
- Design evidence-based therapeutic regimen ↓
- Design evidence-based monitoring plan ↓
- Recommend or communicate regimen and monitoring plan ↓
- Implement regimen and monitoring plan ↓
- Evaluate patient progress and redesign as necessary ↓
- Communicate ongoing patient information ↓
- Document direct patient care activity



Resources to Learn About Expectation

- **Best Practices**
 - www.ashp.org Look under Practice & Policy
- **Hedis / NCQA**
 - www.ncqa.org Look under 2010 measures
- **PgY 1 supplemental goals/objectives**
 - www.ashp.org Resident - Accreditation
- **White Papers**
 - www.accp.com Look under ACCP Papers



How to Close the Gap

- **Make sure the objectives are action oriented, ie measurable**
 - Example: you are looking for action verbs
- **Ask for the evaluation tool if not provided**
- **Discuss expectations and application of the evaluation tool with preceptor**
- **Request constructive preceptor feedback early in the rotation**
 - Example: you want specific strategies not description of what you have done



Closing the Gap

- “Dr X, do you have a minute? I did not receive a copy of the rotation syllabus & would like to make sure that I apply my efforts in the right areas to achieve an optimal outcome.”
- “Dr X, after reading the objectives, I am not sure that I have interpreted them correctly. Can we spend some time going through them & clarifying what specifically will be evaluated?”
- “Can you give me an example that illustrates meeting this objective?”
- “Can you point me in a direction to read more about the expectations for the objectives you have outlined?”



Evaluations




Evaluation Time

- **Don't avoid it – this is a QA check for you**
- **Needs to be objective / constructive**
 - Generic evaluation:
“You need to improve”
 - Constructive evaluation:
“I notice that you are working hard, but you are having trouble organizing patient information. Consider using a monitoring form to organize your thoughts and maximize your effectiveness.”
- **Discuss strategies to strengthen areas of weakness**




Student 1

- **Strengths**
 - clinical resource ability
 - math
 - computer skills
 - knowledge of equipment
- **Areas for Improvement**
 - more open communication




Student 2

- **Strengths**
 - Great attitude
 - Hard worker
 - Good presentations and handouts
 - Good problem lists
 - Independent worker, self-motivated
 - Very reliable/trustworthy
 - Good data collection/management
- **Areas for Improvement**
 - Continue to refine your therapeutic plan development, and alternative determination (have relative pros and cons thought through)
 - Present yourself as an authority-you will exude confidence, even if you don't have it in yourself quite yet. This will increase buy-in to your perspectives.



Self-Assessment as a Tool to Evaluate the Value of Instructional Objectives

- **Purpose: Evaluate pharmacy students' understanding of course expectations as derived from educational objectives**
- **Two Week Experience (7:30am-11:30am)**
 - Student pharmacists served as integral members of the Medical Intensive Care Unit Team
- **ASHP PgY 1 Supplemental Goals / Objectives**
 - Educational Objectives
 - Instructional Objectives



Self-Assessment as a Tool to Evaluate the Value of Instructional Objectives

Study Design:

- Beginning of 2nd Week:
Student self-assessment of ability to meet educational objectives compared to assessment by preceptor
- End of 2nd Week:
Process repeated with corresponding instructional objectives



Self-Assessment as a Tool to Evaluate the Value of Instructional Objectives

- Student and Preceptor Scores for Educational Objectives
 - Accurately assess the patient's progress toward the therapeutic goal ($p < 0.005$)
- Student Instructional Objective Average to Educational Objective Score
 - Display initiative in preventing, identifying, and resolving pharmacy-related patient-care problems ($p < 0.005$)
 - Accurately assess the patient's progress toward the therapeutic goal ($p < 0.005$)
- Student and Preceptor Scores for Instructional Objectives



Self-Assessment as a Tool to Evaluate the Value of Instructional Objectives

Conclusions:

- Instructional objectives give students and preceptor a mutual understanding of course expectations
- Provision of instructional objectives may enable the self-directed learner to achieve desired expectations



Manage the Experience

- Ask for more opportunities
- It's not about the subject – it's about your development of knowledge, skills, attitudes, and abilities
- Create a game plan to develop personally and professionally



Self-Assessment

- Promoted by:
 - Accreditation Council on Pharmacy Education
 - Best Practices
 - Adult Learning Theory
- Essential for Continuing Professional Development



Evaluate the Rotation

- Evaluation of preceptors is also important for QA
- Constructive feedback will improve the rotation for future students

Play an active role in your education!



Is there a relationship between your IPPE or APPE rotation and a Great Game Design?

- Making the rules
- Preventing frustration
- Establishing a rhythm
- What's happening off of the board
- Come from behind chances



Brand You

Mary Hess, PharmD



Portfolio Definition

a selection of work compiled over a period of time and used for assessing performance or progress



Portfolio: IPPE/APPE

- Required by ACPE
- Purpose is prescribed
- Initial assessment of knowledge, skills
- Summative
- Are they used from rotation to rotation?
 - Good if utilized from 1 APPE to the next such that you receive more direction to developing skills
- Quantify the number of repetitions
- Institution centered



What is the Value of a Portfolio?

- Displays your best work
- Provide evidence of your skills / abilities
- Shows growth over time
- Proves accomplishments




~10,000 graduates/yr

~ 2000 PgY1 positions


~ 2500 interested candidates

**Creating the Brand Called You –
A Way to Make the Portfolio Work for You**



3 Elements of Personal Branding

- Value
- Differentiation
- Marketability



Personal Branding Keys

1. Believe in yourself
2. Know yourself
3. Be consistent in everything you do
4. Success requires 3 things:
Passion, Expertise, Support system
5. What goes in = what comes out
6. Visualize your future



Developing Brand You

- What is it that you bring that may be different from others?
 ≤ 15 words, write it down
- What are your qualities / characteristics that make you distinct from your competitors?
 - What have done to make yourself stand out?
 - What do your preceptors say is your greatest strength?
 - What do your preceptors say is your most noteworthy personal trait?



Developing Brand You

- What is the feature-benefit of your brand?
 - Do you deliver your work on time? Good quality?
 - Are you dependable, reliable?
 - Do you anticipate / solve problems before they become a crisis?
- Ask yourself:
 - What do I do that adds measurable value?
 - What do I do that adds distinctive value?
 - What do I do that I am most proud of?
 - What have I accomplished that I can brag about?




Marketing Your Brand


- All things visible will be assessed
- Network
- Sign up for extra projects



Marketing Theme:	
Category	Strategy
My reason for existence:	
What sets my business apart from the rest:	
My ideal customer is:	
What's most important to my ideal customer when they are buying what I'm selling:	
What I want to accomplish this year:	
The top 3 things that are going to get me there:	
How much will each program contribute to my revenue/profitability:	
What will trigger my ideal customer to think of me:	
Programs I am running to reach my goal	
How much money will I need to get it done?	

www.smbtrentwire.com Accessed Nov 16, 2009 


Using Your Portfolio as Part of Your Personal Brand



Building a Portfolio: Who is the Audience?

- Who will be looking at the portfolio?
- What are their expectations?
- What are their priorities in a future "resident or employee"

Can you use the exact same portfolio for every position?



Building a Portfolio: Selecting Artifacts

- **Limit the number**
 - 6-10 artifacts total
 - Decisions are made within 3 artifacts
- **Show off only your best**
 - Select only examples you are willing to talk about
- **Selecting an order to show them**
 - First & last are more memorable
 - Middle artifacts demonstrate variety in skills
- **Put in what you want to get out**
 - Artifacts support the type of position you are seeking



Building a Portfolio: Explain the Work

- **Practice talking about your work**
 - Be ENGAGING
 - Introduce the artifact briefly, continue based on response
- **Show your value**
 - Know what your involvement was on the project
- **Know yourself**
 - Understand your strengths & weaknesses



Portfolios: What should be in them?

- **Purpose statement**
- **CV or Resume**
- **Distinct sections if illustrating more than 1 characteristic**



Portfolio Mediums

Electronic

- May add sound
- Navigate w/ minimal clicks
- Subtle color & design
- Fonts: readable, < 3
- Effective use of menus, icons
- Brief statements that link to full descriptions
- Error free, grammatically correct

Hard Copy

- 3 ring binder
- Clear protection sleeves
- 10-20 pages
- Table of contents
- Use captions for each artifact
 - Concise, specific, eye-catching
- Make a duplicate
- Error free, grammatically correct



Portfolios as an Interview Tool



How to Use the Portfolio in an Interview

- The interviewer will ask you a question
- Take a moment to think about your answer – and to pinpoint (in your mind) something in your portfolio that relates specifically to your answer.
- Answer the question. Then say, I have an example in my portfolio.



How the Presentation Unfolds

- Next, open your portfolio and find the document as quickly and smoothly as possible.
- Introduce the document to the interviewer. You might say something like “during my internship at XYZ Company I designed a widget supply chain that streamlined the process for my department. I have a drawing of the process that I believe demonstrates the skills we have been talking about.



How the Presentation Unfolds

- Take out your document.
- Then, be quiet. Wait for the employer to look up (this is a signal that the employer has finished examining your document) or until the employer asks a question about your work.
- Another option is to point out specifics or the example you are showing while the employer looks at it.
- The interview will then naturally flow to another question and another example from you.



Using the Portfolio in an Interview

- Remember, not every question will require you to use your portfolio...if it doesn't relate don't force it. You will only make yourself look unorganized and desperate to impress.
- At the end of the interview, if the employer asks “is there anything else you want to share with us? You can show a project that you feel especially proud of from your portfolio.
- If this question is not asked, you can ask the interviewer, “Can I share with you another item from my portfolio?”



Where do you go from here?

- Continue with your schools process
- Develop a personal statement
- Identify what you want to illustrate
- Develop a strategy to generate appropriate artifacts



@TEOTD

Melissa Heigham, Pharm.D., BCOP



Speaker

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What's it all about?

- What do you hope to get out of your experiential rotations?
- What are the keys to success?
- What if there are bumps along the way?



What do you hope to get out of your experiential rotations?

- Experiential learning definition → engaging in direct experience to further the development of knowledge, skills, attitudes, and abilities
- IPPE → Application of knowledge to develop practical experience, preparation for APPE
- APPE → Application of knowledge to develop clinical experience, completion of training / diploma, preparation for residency, preparation for position



What are the keys to success?

PEARLS for a successful rotation

- Professionalism is key
- Engage in active communication
- Ask questions & ask for feedback
- Remember your responsibility to the process
- Learn, learn, learn
- Self-reflect / evaluate



Professionalism is Key

- Attire
- Attitude
- Actions
- Punctual
- Respect
- Effort
- Accountable
- Knowledgeable
- Reliable
- Fair
- Honest
- Ethical
- Cooperative
- Pride
- Remember the Golden Rule



Resources on professionalism in pharmacy practice

- **ACCP Student Commentary: Tenets of Professionalism for Pharmacy Students**
 - *Pharmacotherapy* 2009;29(6):757-759
- **ASHP Statement on Professionalism**
 - *Am J Health-Syst Pharm* 2008; 65:172-174
- **White Paper on Pharmacy Student Professionalism**
 - *J Am Pharm Assoc* 2000;40(1): 96-102



Engage in active communication

- Be honest and open with your preceptor
- Listen attentively
- Be mindful of non-verbal communication
- Think before you speak



Resources on communication skills

- **Improving Communication Skills of Pharmacy Students Through Effective Precepting**
 - *Am J Pharm Educ* 2006 June 15; 70(3): 58
- **A Tool to Teach Communication Skills to Pharmacy Students**
 - *Am J Pharm Educ* 2008; 72 (3) Article 67
- **Key Communication Skills and how to Acquire Them**
 - *BMJ* 2002 September 28; 325:697-700



Ask questions & ask for feedback

- **Ask questions that you are unable to answer on your own**
 - Don't compromise your learning experience for fear of letting your preceptor know that you don't understand something
- **Ask your preceptor their thought process so you can better understand their decisions**
- **Share your assessment of your skills / progress and ask the preceptor for their assessment**
 - You often know when something doesn't go well, but you may not know why



Remember your responsibility in the process

- Take initiative
- Take responsibility
- Seek meaning
- Be prepared
- Work to clarify and understand expectations
- Adhere to the organizational policies and procedures



Learn, learn, learn

- Work to become a self-directed learner
- Be inquisitive
- Speak up when you don't understand something
- Work hard → go above and beyond
- Seek the learning opportunity in every experience
- Don't expect to learn everything . . .

"The greatest reward for doing is the opportunity to do more."
Jonas Salk



Self-reflect / self-evaluate

- Important skill for lifelong success
- Students with good self-evaluation skills:
 - Persist on difficult tasks
 - Are more confident with their abilities
 - Take greater responsibility for their work
- Get into the practice of routinely evaluating your skills and progress towards your goals
- Reflect on how well you performed, not what you did



Student 1

- **Obj:** Formulate a systematic, thorough, and accurate response to drug information requests

- **Self Eval:** I responded to 32 drug information questions. About half of the questions were from nurses regarding medication compatibilities. The remaining responses were to drug interaction, drug dosing, and general drug information questions.



Student 2

- **Obj:** Formulate a systematic, thorough, and accurate response to drug information requests

- **Self Eval:** I responded to about 32 drug information questions. I have a good understanding of how to utilize Trissel's to evaluate drug compatibilities. I need to continue to clarify medication indications when I receive dosing questions. I need to work on researching / understanding the mechanism of drug interactions so I can better evaluate potential interactions with limited documentation. With more practice experience, I will get better at determining the most important side effects that need to be communicated.



What if there are bumps along the way?

- **Strategies for addressing learning experience concerns**
 - Talk with your preceptor
 - Seek advice from the experiential program director
 - Speak with your faculty advisor or mentor



WWYD?

- You're completing the first week of your 3rd experiential rotation and your preceptor has indicated that all you will be responsible for is to evaluate the renal function of every inpatient receiving enoxaparin (average ~ 5 patients / day). You have successfully completed this task by 11:00 a.m. everyday. You're preceptor is very busy and you really want to do more . . .



How can you take responsibility?

- Evaluate your schedule for the rotation and look for opportunities to be proactive
- Work ahead on reading assignments
- Identify potential patient case or journal club topic and start preparing
- Pay attention to issues that the staff or patient care team is experiencing to identify potential areas of contribution



How should you communicate with your preceptor?

- “This is a great rotation site and I’m really enjoying my experience. I’m able to complete the required tasks by 11 am. I was wondering if there other things I could help you with?”
- “I know you’re extremely busy, but I wanted to let you know that I’m finishing with my assignments by lunch every day. I noticed in the posted staff meeting minutes, that you are seeking a volunteer to provide a nursing inservice. Could I begin using my time in the afternoons to work on this?”



WWYD?

- It is the third day of your 2nd clinical rotation. You’re working in an 18-bed CTICU. Your preceptor has indicated that you will be rounding by yourself. He’s assigned daily readings, 2 journal clubs, and 2 formal patient presentations. After giving you the details of a project he wants you to complete, he asks you to read the most recent Chest guidelines and present an update to the medical team in the morning. You’re still trying to figure out where to find all of the patient information and where the restrooms are located . . .



How can you take responsibility?

- **Plan a meeting with your preceptor to discuss the expectations of the rotation**
 - Evaluate assignments and determine what you are capable of completing in the first week and plan to re-evaluate each week
 - Create a document of issues and ideas to address your concerns
- **After meeting with the preceptor and agreeing on realistic expectations, create a schedule / calendar to organize your time and increase your productivity**



How should you communicate with your preceptor?

- **Maintain composure and keep your emotions in check**
- **“Thanks so much for meeting with me. I’m very excited about all of the opportunities this rotation provides, but I’m feeling overwhelmed. I would like to review some of my thoughts and I’m interested in any recommendations you have to help me organize and prioritize my time.”**



@TEOTD

- **These experiences will be what you make them**
- **There is something to learn in every experience**
- **Celebrate your successes**
- **Work hard and keep your game plan in mind**



Panel Discussion

Amy Baker
Angela Bingham
Jane Gervasio
Melissa Heigham
Mary Hess

