

West Virginia University Office of Experiential Learning IPPE Experiential Learning Manual

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Introduction

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Mission Statement

The mission of the West Virginia University School of Pharmacy (WVU SOP) is to improve the health and well-being of West Virginians and society at large by educating students and practitioners to provide optimal pharmaceutical care; conducting vital research that advances scientific knowledge, pharmacy practice, and economic development; and providing direct and supportive services to patients, the community, and the profession.

Program Overview

The experiential learning program at WVU SOP provides hands-on experiences throughout each year of the curriculum designed to enhance knowledge and skills learned in the classroom. By completing introductory pharmacy practice experiences (IPPE) and advanced pharmacy practice experiences (APPE), students gain a wide variety of experiences and develop advanced application skills.

The introductory practice experience program consists of over 300 hours of hands-on experiences during the first three years of the pharmacy curriculum. The experiences are completed longitudinally throughout the academic year and during the summer semester.

IPPE Curriculum

Year 1 IPPE

IPPE 1 & IPPE 2 Courses

Example activities:

Hospital pharmacy visit (Ruby Memorial Hospital)

Community pharmacy (Mountaineer Pharmacy)

PGY-1 or PGY-2 Resident shadowing experience (Ruby Memorial Hospital)

IPPE Community Pharmacy Rotation (Summer semester): 4-week (160 hours) community rotation

Year 2 IPPE

Population Health and Policy Course

Example service activities:

Substance use and misuse presentations to local middle and high schools

Participating in HSC wide Poverty Simulation

Street rounds serving unhoused persons

IPE sessions

IPPE Health System Rotation (Summer semester): 2-week (80 hours) hospital rotation

Year 3 IPPE

Acute Care Practice Experience (Fall or Spring semester)

Example activities:

Interprofessional rounding simulation with medicine and nursing students

Observational time onsite at Acute care facility

Medical reconciliation

Patient care projects

Ambulatory Care Practice Experience (Fall or Spring semester)

Example activities:

APhA Medical Therapy Management (MTM) Certificate Program

MTM patient care experiences (in-person and simulation)

Discharge counseling

IPPE Scheduling

Scheduling for IPPE Community and Health System Rotations

Students will be assigned an IPPE community rotation during the fall or spring semester of the P1 year. Site placements will be made based on rotation and student housing availability. Rotations will be assigned within a one-hour driving distance of a student's hometown or Morgantown, as available. Electronic management system will be utilized to provide students their rotation information.

Students will be assigned their health system rotation during the spring semester of the P2 year. Rotation scheduling is based on student preference, using the student rank list, while following WVU SOP rules for scheduling. Electronic management system is utilized for the hospital scheduling process.

Once released, the IPPE schedules are final with the exception of loss of preceptor or significant extenuating circumstance approved by the Office of Experiential Learning. Decisions regarding rotation schedule changes from the Office of Experiential Learning are final.

Scheduling for Lost Rotations

In the event that a preceptor becomes unavailable for a scheduled rotation, the student will be contacted by the Office of Experiential Learning. Whenever possible, students will be given a list of potential replacement options from remaining preceptor availability to rank for their replacement rotation. Decisions regarding replacement rotations from the Office of Experiential Learning are final.

Student Responsibilities

Prior to the Start of IPPE rotations

Students are required to have all respective site requirements completed and documented with appropriate files uploaded to the electronic management system by the deadline set by the Office of Experiential Learning before the start of the IPPE rotations. Site requirements include, but are not limited to, Respective State Pharmacy Intern License(s), immunizations, PPD testing, and a 10 Panel Urine Drug Screening, HIPAA training, OSHA training, CPR training, and First Aid (BLS) training.

Students are responsible for completing all additional requirements for their assigned sites prior to the start of their community or health system rotation. **Failure to complete these requirements may result in an inability to begin a rotation and prohibit advancement in the curriculum.**

Students are required to contact their preceptor 4 weeks prior to the start of their community and health system rotations. Students should introduce themselves, determine their start day and time, and discuss their schedule with the preceptor. If the student has any school- related obligations during the rotation, they should also discuss this information with the preceptor at that time.

During the Rotation

The following items must be completed as outlined in the IPPE Community and Health System course syllabi:

- Hours log in electronic management system

- All required assignments in electronic management system
- Preceptor evaluation
- Site evaluation
- Self- evaluation

Housing

Some housing for IPPE rotations is available through the West Virginia Area Health Education Centers (AHEC) program. Students may request housing for these rotation as needed. This housing is assigned on a first come, first served basis, and students are responsible for submitting their housing requests in a timely fashion.

Students should request needed AHEC housing by completing the housing request form and submitting to the OEL Program Specialist.

Travel

Students are responsible for any expenses related to travel incurred during IPPE rotations. In general, rotations will be scheduled within one-hour driving distance of available housing when possible. If a suitable rotation is not available within one-hour driving time of a student's housing, rotations may be assigned outside of that driving distance.

Site Specific Requirements

The Office of Experiential Learning maintains a full list of school and site-specific requirements for experiential rotations within the electronic management system. Students can access these requirements through the electronic management system profile. Students are responsible for completing all school mandated requirements and any requirements specific to their assigned rotation sites.

Students are responsible for costs of additional items unless otherwise stated.

Electronic Management System Profile Requirements

Students are required to update their electronic management system profile with their middle name or initial, date of birth, last 4 digits of social security number, current (secondary) address, and phone number. The Office of Experiential Learning will enter the student's MIX email address when setting up access to the system. Students are not permitted to change their primary email in electronic management system to a personal email account.

Schedules

Students will use the electronic management system to access their rotation assignment for community and health system rotations. Students can obtain contact information for the site by clicking on the preceptor's name on his or her schedule in electronic management system.

Hours Logs

Students must log their hours for IPPE community and health system rotations within electronic management system. Students must account for 160 hours for the community rotation and 80 hours for the health system rotation. **Specific directions for entering rotation hours can be found in the electronic management system Student User Guide on the experiential learning website (<http://pharmacy.hsc.wvu.edu/experiential-learning/>).**

Attendance

Students are responsible for following the attendance policy, recording absences and other events, and obtaining appropriate approvals for absences as outlined in the IPPE course syllabi. Holiday hours do not count toward the total required hours.

Inclement Weather

Students are responsible for following the inclement weather policy as outlined in the IPPE course syllabus.

Incident Reporting

The incident reporting section of the electronic management system may be used to communicate with the Office of Experiential Learning in an official and confidential manner. Logged incidents may include anything you feel the school should be aware of including any concerns regarding your student, preceptor, or other rotation site staff or work-related accidents (e.g. needle sticks). The OEL will receive notice of all incidents added to the system and will follow up with students and/or preceptors as appropriate. Students are also strongly encouraged to contact (phone or email) the OEL directly with any concerns for immediate assistance. [Specific directions for reporting incidents can be found in the electronic management system Student User Guide on the experiential learning website \(http://pharmacy.hsc.wvu.edu/experiential-learning/\).](http://pharmacy.hsc.wvu.edu/experiential-learning/)

Assignments

There are specific assignments that are required for community and health system rotations through the electronic management system. These assignments are outlined in each rotation syllabus. Students must complete all required assignments in the electronic management system by the last day of each rotation. [Specific directions for uploading assignments can be found in the electronic management system Student User Guide on the experiential learning website \(http://pharmacy.hsc.wvu.edu/experiential-learning/\).](http://pharmacy.hsc.wvu.edu/experiential-learning/)

Evaluations

Students must complete the evaluations outlined in the IPPE rotation syllabus. The evaluations include a site and preceptor evaluation and a self-evaluation.

[Specific directions for completing evaluations can be found in the electronic management system Student User Guide on the experiential learning website \(http://pharmacy.hsc.wvu.edu/experiential-learning/\).](http://pharmacy.hsc.wvu.edu/experiential-learning/)

IPPE Learning Objectives

Learning objectives can be found on the IPPE rotation syllabus for the community and health system rotations, as well as for the service learning, acute care, and ambulatory care activities.

Student Evaluation Form

Preceptors will complete both a midpoint evaluation and a final evaluation for each rotation through the electronic management system. Preceptors will complete the midpoint evaluation by the end of week 2 for the community rotation and by the end of week 1 for the health system rotation and the final evaluation on the last day of the rotation. Students must have a completed final evaluation before grades can be submitted.

Preceptor/Site Evaluation Forms

Students will complete both a preceptor evaluation and a site evaluation for each rotation by the last day of rotation. Students must have completed all evaluations for the rotation before a grade can be submitted.

IPPE Grading and Remediation

IPPE Rotation grading and remediation will occur as outlined in the IPPE rotation syllabi.

Practice Sites

General Site Requirements

All experiential sites must have:

- Commitment to the education of pharmacy students
- At least one qualified pharmacist (or other professional) meeting the West Virginia University School of Pharmacy Preceptor Criteria and willing to serve as the preceptor of record for each rotation type offered
- Adequate physical facilities (e.g., space for students to work, computer access, etc.) to provide a quality experience for the students
- Adequate activities and opportunities for students to meet the learning objectives for each rotation type offered
- Access to learning and information resources, as appropriate for each rotation type offered
- Adequate resources to ensure that students receive oversight, professional guidance, and performance feedback from preceptors
- An active affiliation agreement with West Virginia University
- Instructions for any special requirements of students at the rotation site (e.g. criminal background check, drug screening, etc.), including updated information if site policies change

Patient Care Experiential Site Criteria for IPPE and APPE Rotations

In addition to above criteria, sites providing patient care must have:

- A patient population that supports the learning objectives for the experience
- A practice environment that nurtures and supports professional interactions between students, pharmacists, and patients and their caregivers
- Equipment and technology that reflect contemporary practice and support student education for that practice
- Contemporary services for patient care, such as Medication Therapy Management (MTM)
- Collaborative professional relationships with other healthcare providers
- A strong commitment to health promotion, disease prevention, and patient safety, as reflected by the services provided and/or products made available

Affiliation Agreements

The formal affiliation agreement outlines the responsibilities of the school, practice site, and general conditions for a specified period of the agreement. Affiliation agreements must be fully executed by both parties (the school and the site) prior to the placement of students at the site.

Preceptor Criteria and Expectations

Criteria

Preceptors for West Virginia University School of Pharmacy will:

- Be licensed and actively practice for at least one full year after graduation from pharmacy school (or other applicable academic program)
- Actively practice in the applicable rotation practice setting for at least six months
- Serve as a role model by displaying the attributes listed in the Preceptor Expectations section of this document
- Fulfill all requirements for preceptors listed under the Preceptor Requirements section of this document

Preceptor Expectations

Preceptors for West Virginia University School of Pharmacy will serve as a role model for IPPE and APPE students by:

- Practicing ethically and with compassion for patients
- Accepting personal responsibility for patient outcomes
- Having professional education, experience, and competence commensurate with their position
- Utilizing clinical and scientific publications in clinical care decision-making and evidence-based practice
- Desiring to educate others (patients, caregivers, other healthcare professionals, students, residents)
- Demonstrating the willingness and ability to advocate for patients and the profession
- Demonstrating creative thinking that fosters an innovative, entrepreneurial approach to problem solving
- Having an aptitude for facilitating learning
- Being competent in the assessment and documentation of student performance
- Having a systematic, self-directed approach to their own continuing professional development and actively participating in self-directed lifelong learning
- Collaborating with other healthcare professionals as a visible and contributing member of a team
- Being committed to their practice organization, professional societies, and the community
- Treating all students, colleagues, and patients with respect, without discriminating on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability

Preceptor Requirements

- Complete all paperwork to process adjunct academic appointment with West Virginia University School of Pharmacy as requested by the Office of Experiential Learning
- Complete preceptor orientation
 - Review of the school's mission, goals, values, curriculum, and teaching methods
 - Review of the specific objectives for the pharmacy practice experiences
 - Review guidance for assessment of students' prior knowledge and experience relative to the rotation's objectives. This allows the preceptor to tailor the rotation to maximize the student's educational experience and ensure appropriate interaction with patients, their caregivers, and other health professionals, as applicable
 - Orientation to systems in place to assist preceptors in dealing with serious student problems and/or unprofessional student behaviors
 - Review of the school's performance assessment and grading systems, and policies to address behavioral problems or misconduct
- Maintain an active license in good standing with the appropriate licensing body (typically state board of pharmacy) for the preceptor's practice setting

- Provide requested availability information for IPPE and/or APPE in a timely fashion
- Provide Office of Experiential Learning with instructions for any special requirements of students at the rotation site (e.g. criminal background check, drug screening, etc.), including updated information if site policies change
- Complete midpoint and final evaluations for IPPE and APPE students
- Review midpoint and final evaluations with students in person
- Complete 2 hours of preceptor development CE every 2 years
- Complete any specific training developed for all preceptors as requested by the Office of Experiential Learning
- Undergo preceptor assessment by the Office of Experiential Learning as required by accreditation standards, including the preceptor's ability to: 1) facilitate learning, 2) communicate effectively, 3) serve as a professional role model and mentor, and 4) positively represent and advance the profession

Application Process

- Completion of required processing paperwork, available from the OEL:
 - Preceptor Information Form (or updated CV)
 - Preceptor On-boarding Form
 - Drug Free Workplace Form
- Once all paperwork is submitted, approval of the rotation will be voted upon at the next regularly scheduled Experiential Learning Committee (ELC) meeting

Once preceptor eligibility and rotation approval have been obtained, the new preceptor will receive notification of approval from the OEL Program Specialist and instructions for completing the Biennial Preceptor CE.

Preceptor Development

All IPPE and APPE preceptors will be required to complete a minimum of 2 hours of preceptor development every 2 years. All new WVU SOP preceptors will complete Biennial Preceptor CE. Continuing education programs specific for preceptor development offered through the WVU SOP OEL, CEImpact, regional or national pharmacy association meetings, or other schools of pharmacy may serve as preceptor development for WVU SOP. The OEL will maintain a record of completed development programs and may request copies of CE completion certificates for preceptor development programs.

Preceptor/Site Assessment

Every preceptor who has had a WVU School of Pharmacy IPPE or APPE student rotate through their practice site has their site evaluated by the Office of Experiential Learning (OEL) based on the procedure below.

Preceptor Assessment

- The OEL generates an annual report of all preceptor evaluations for APPE and IPPE for review by the Experiential Learning Committee (ELC).
- Each preceptor with at least one student rotating through his or her practice site is evaluated at the end of each academic year.
- Preceptor evaluations are available for review after all student evaluations are completed.

Site Assessment

- Site visits are conducted approximately every other year. Results from the site visit report are reported to the Experiential Learning Committee.
- Sites are contacted by email, phone, or in-person depending on the needs of the site and the OEL.
- Sites are assessed using a standard form and process to assure that WVU School of Pharmacy Site Criteria are met.

The ELC discusses preceptors or sites with significant deficiencies within the assessment period before the start of the **fall semester of the next academic year.**

OEL Database Information

1. The OEL Program Specialist verifies within the rotation management system that the following items are current and complete:
 - a. Preceptor Information Form/ CV
 - b. Preceptor On-boarding Form
 - c. Drug Free Workplace Form
 - d. Completion of preceptor development CE (2 hours every 2 years)
2. The OEL Program Specialist verifies that the preceptor and site are in good standing with their respective Board of Pharmacy. This verification will occur approximately every year.

Experiential Learning Committee Review

When reviewing the preceptors/sites listed on the deficiency report, the Committee takes into consideration the number of evaluations being reviewed for each site. Sites that are determined by the Committee to have substantial deficiencies receive a telephone call and/or site visit (depending on the nature of the deficiency and the ability of the Directors to travel) by the Experiential Directors to discuss the deficiencies. If deficiencies are not addressed by the next evaluation cycle, sites receive a letter from the Experiential Learning Committee outlining the deficiencies. The Chair of the Clinical Pharmacy Department is copied on all letters.

The Experiential Learning Committee may recommend that preceptors/sites that have substantial deficiencies for two evaluation periods be removed from rotation availability. These recommendations are forwarded to the Dean of the School of Pharmacy for final decision.

Syllabi

All syllabi are readily available on the electronic management system and SOLE.

Evaluations

All evaluations are readily available on the electronic management system.