Student and Preceptor Faculty Feedback on a Concentrated Institutional IPPE
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Purpose of Study

- To develop, evaluate and engage student and preceptor faculty feedback on the initial offering of the two-week, full-time, institutional introductory pharmacy practice experience (IPPE).

Background: Course Structure

- Three hour experience-based course
- Graded: "Credit/No Credit"
- Course requirements: Completion of 40 experiential hours
- Completion of medication management information systems exercise
- Completion of medication safety awareness exercise
- Completion of institution-based exercise project
- Total of two reflections on some aspect of medication management

- Offered first time, Summer 2011

- The targeted learning outcomes to prepare students for the NAPAP:
  - Synthesize basic clinical and scientific knowledge in the care of patients in institutional practice settings
  - Analyze different aspects of the medication management system in a hospital in order to develop a basic understanding of various systems, to include:
    - Prescribing
    - Dispensing
    - Administration
    - Drug distribution
    - Medication monitoring
    - Medication review
    - Drug information services
    - Clinical monitoring of medications
    - Pharmacy workflow
    - Medication distribution services
    - Reading and interpreting medication orders
    - Pharmacists' computer systems
    - Controlled substance monitoring and control
    - Medication events and how to analyze review
    - Medication reconciliation
    - Obtaining information from medical records
    - Obtaining a medication history/patient medication counseling
    - Medication administration

- 121 second-year IPPE pharmacy students were surveyed:
  - Student Evaluation of Curriculum
  - Reflections
  - Course-Specific Online Survey
  - Focus Group
  - Preceptor faculty were surveyed:
  - Conference Calls

Results of Students' Evaluation of Curriculum

- Fifty-nine out of 121 (49%) of the students responded to the Students’ Evaluation of Curriculum.
- This is a standard survey conducted by the college’s Curriculum Committee for all required courses.

Results of Online Survey

- I gained an increased knowledge of how pharmacists are involved in patient safety
- Figure 1. N=50, Point Average 3.68

- I gained an increased knowledge of how pharmacists use computers and technology
- Figure 2. N=50, Point Average 3.22

- I gained an increased knowledge of the role of pharmacists in the institutional setting
- Figure 3. N=50, Point Average 2.84

Results of Student Focus Group

- 9 students agreed to participate in a one hour focus group
- The course coordinator tried to get a balance of students to include:
  - Both positive and negative experiences
  - Students from different regional campuses
  - Students from different sessions of the rotation
  - Students from different facilities

- Students suggested several activities for improvement & these have been included in the IPPE for 2012:
  - Favorite/Most Beneficial Activities:
    - Counseling with patients
    - Inpatient rotations
    - Administration rotation
    - Patient Safety
    - Students invited to see medication administration and equipment used for IV administration
  - Strategies for improvement:
    - More feedback to preceptors on what is expected/more structured
    - Clear expectations for assignments
    - Feedback not given to preceptors

Implications

- The institutional IPPE was revised to enhance the experience of both students and preceptor faculty.
- Surveyed students prior to 2013 rotation to screen for students with hospital technician experience.
- The syllabus was more prescriptive, structured with more emphasis on essential projects for them to complete.
- Students were given an extended reading list of various hospital functions/standards to read prior to the start of their rotation.

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Conclusions

- Advantages of multiple assessment methods:
  - Feedback from both positive and negative individual student experience during the IPPE.
  - Broad input allowed the college to provide information to both preceptors and students that will positively impact their experiences during the IPPE.
- Disadvantages of multiple assessment methods:
  - Very time-consuming
  - Extremely labor intensive to coordinate