

University of Washington School of Pharmacy Institutional Health-System IPPE Learning Activities

Experiential Education Introductory Practice Team Contact Info:

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Key Areas for Provider Readiness ¹	IPPE Activities	To Do List	Expected Entrustment	Cross map to Previous Objectives & Competencies
Patient Care Provider (PCP) Address targeted needs of an individual patient through the following steps of the Pharmacist Patient Care Process (PPCP): <ul style="list-style-type: none"> • Collect • Assess • Plan • Implement • Follow-up: Monitor and Evaluate 	Collect			
	PCP 1. Complete an in-depth clinical patient interview to collect and document necessary patient information to complete a patient work-up for one patient.	<input type="checkbox"/> Patient 1	3b: Go ahead, I'll check key findings	7. Conduct a clinical patient interview 7a. Gather and evaluate data for a real patient to identify medication-related issues
	Assess			
	PCP 2. Assess the appropriateness of medication therapy in the context of patient's overall health goals in order to identify any medication therapy problem (MTP) for one patient.	<input type="checkbox"/> MTP 1	3a: Go ahead, I'll check all findings	7. Conduct a clinical patient interview 7a. Gather and evaluate data for a real patient to identify medication-related issues
	PCP 3. Perform 2 pharmaceutical calculations accurately	<input type="checkbox"/> Calculation 1 <input type="checkbox"/> Calculation 2	3a: Go ahead, I'll check all findings	4. Accurately and in a timely manner perform calculations used in institutional pharmacy practice
	Plan			
	PCP 4. Compose a succinct written SOAP note to outline the plan developed in collaboration with other healthcare providers for the potential MTP for one patient.	<input type="checkbox"/> SOAP 1 - MTP 1	3a: Go ahead, I'll check all findings	7. Conduct a clinical patient interview 7b. Using the information gathered from patient interview, present a case presentation and create a plan for one drug-related problem related to this patient's case.
Implement				
PCP 5. Confirm accuracy of product preparation for variety of order types (i.e., new and routine orders, including filling patient-specific cassettes, filling automated dispensing cabinets (ADCs) and floor-stock medications)	<input type="checkbox"/> New medication orders <input type="checkbox"/> Routine medication orders <input type="checkbox"/> Floor-stock medications (controlled and non-controlled medications)	2a: Let's do this together	3. Identify correct procedures for product distribution in an institution 3a. Describe steps in processing new medication orders at the site 3b. Prepare in advance prescribed routine medications for individual patients 3c. Distinguish process for supplying floor-stock to patient care units 3e. Confirm accuracy of product preparation by other pharmacy personnel	
PCP 6. Observe a certified pharmacy personnel compound 1 syringe product, 1 single ingredient parenteral product, and 1 multi-ingredient (at least 2 drugs or electrolytes) parenteral product	Observe <input type="checkbox"/> 1 syringe product <input type="checkbox"/> 1 single ingredient parenteral product <input type="checkbox"/> 1 multi-ingredient (at least 2 drugs/electrolytes) parenteral product	1b: Watch me do this	3. Identify correct procedures for product distribution in an institution 3d. Accurately prepare sterile products using proper aseptic technique in a timely manner	
Collaborative Team Member (CTM) Collaborate as a member of an inter- and intra-professional team	CTM 1. Communicate and collaborate with other healthcare team member(s) to develop a plan for the MTP identified (may use SBAR format to guide the conversation) for one patient	<input type="checkbox"/> SBAR to preceptor/provider	2b: I'll watch you	7. Conduct a clinical patient interview 7b. Using the information gathered from patient interview, present a case presentation and create a plan for one drug-related problem related to this patient's case.
	CTM 2. Observe how pharmacists provide care as an inter-professional team member	<input type="checkbox"/> Observe inter-professional patient interactions (e.g., attend multidisciplinary committee meetings, patient care rounds, etc.)	1b: Watch me do this	1. Distinguish current and expanding inter-professional patient care roles of pharmacists in institutional practice 1a. Determine patient care role of pharmacists

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<p>Evidence Based Practitioner (EBP) Drive evidence-based practice through these key roles:</p> <ul style="list-style-type: none"> • Information Expert • Safety and Quality Improvement (QI) Manager • Operations Manager • Population Health Promoter 	<p>Information expert</p>			
	<p>EBP 1. Outline basic medication information (verbal or written) for at least five commonly prescribed medications at the site: including at least 1 oral medication, 1 IV piggyback, 1 IV infusion, 1 IV injectable/IV push and 1 SUBQ/IM</p>	<input type="checkbox"/> 1 Oral Medication <input type="checkbox"/> 1 IV Piggyback (IVPB) <input type="checkbox"/> 1 IV Infusion <input type="checkbox"/> 1 IV Injectable/IV Push <input type="checkbox"/> 1 SUBQ/IM	3b: Go ahead, I'll check key findings	<p>2. Provide appropriate information about medications</p> <p>(Updated learning activity)</p>
	<p>EBP 2. Evaluate pertinent drug information resources to respond to 2 drug information questions and appropriately document responses.</p>	<input type="checkbox"/> DI response 1 <input type="checkbox"/> DI response 2	3a: Go ahead, I'll check all findings	<p>2. Provide appropriate information about medications</p> <p>2b. Accurately respond to drug information requests from a patient or health care colleague using language appropriate to person requesting information</p>
	<p>Safety and Quality Improvement Manager</p>			
	<p>EBP 3. Follow a drug from preparation in the pharmacy to administration by the nurse with special attention to error prevention strategies (including technologies, communications, policies and procedures, etc.). Provide verbal or written summary of current error prevention strategies.</p>	<input type="checkbox"/> Shadow nurse during med pass. <input type="checkbox"/> Student to provide verbal or written summary of current error prevention strategies	3b: I'll check key findings	<p>5. Participate in the management of medical product distribution and other health system operations that control safety, quality, and cost of care.</p> <p>5a Describe how drug therapy gets from pharmacy to the patient and identify opportunities for error in the administration process</p>
	<p>EBP 4. Summarize safety initiative or quality improvement (QI) project in process/recently completed at the site.</p>	<input type="checkbox"/> Student to provide verbal or written summary of safety initiative or QI project	3b: Go ahead, I'll check key findings	<p>8. Design a quality measurement project</p>
	<p>Operations Manager</p>			
<p>EBP 5. Participate in safe and effective product procurement, inventory management and proper medication storage.</p>	<p>Procurement</p> <input type="checkbox"/> Ordering process <input type="checkbox"/> Ordering controlled substances (DEA 222 Form if possible) <p>Inventory Management</p> <input type="checkbox"/> Check in products <input type="checkbox"/> Verify inventory level accuracy <input type="checkbox"/> Describe when to order medications <input type="checkbox"/> CII-inventory & documentation <input type="checkbox"/> CII-discrepancy documentation (if possible) <p>Storage & Security</p> <input type="checkbox"/> Demonstrate proper storage procedures	2a: Let's do this together	<p>5. Participate in the management of medical product distribution and other health system operations that control safety, quality, and cost of care.</p> <p>(NEW learning activity)</p>	
<p>EBP 6. Summarize the role of the Joint Commission (TJC), PQAC and the DEA in governing pharmacy practice in this setting and present to preceptor.</p>	<input type="checkbox"/> Student to provide a verbal or written summary of the role of the regulatory agencies, including: <ul style="list-style-type: none"> • Purpose of the agency • Frequency of interaction between agency and pharmacy • At least one scenario where pharmacy could lose its licensing/accreditation by the agency and the impact of that loss 	3b: I'll check key findings	<p>5. Participate in the management of medical product distribution and other health system operations that control safety, quality, and cost of care.</p> <p>5c. Distinguish the role of The Joint Commission on health care in the institutional setting and how it impacts inpatient pharmacy practice</p>	

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Population Health Promoter				
	EBP 7. Discuss how formulary decisions are made. If possible, attend a P&T meeting.	<input type="checkbox"/> Discuss how formulary decisions are made and what happens at P&T meetings (if unable to attend).	1a: Let's talk about this first	5. Participate in the management of medical product distribution and other health system operations that control safety, quality, and cost of care. 5b. Describe the steps in the processing of non-formulary drugs
	EBP 8. Discuss the steps in the processing of non-formulary drugs.	<input type="checkbox"/> Discuss how non-formulary drugs are processed	1a: Let's talk about this first	5. Participate in the management of medical product distribution and other health system operations that control safety, quality, and cost of care. 5b. Describe the steps in the processing of non-formulary drugs
Developer Responsible for self-development and committed to development of others	DEV 1. Accept and respond to feedback with humility and attempt thoughtful improvement if needed.	<input type="checkbox"/> Accept feedback and attempt improvement (throughout experience)	2b: I'll watch you	6. Display professional behavior and a willingness to problem-solve.
Professional Behavior and Communication Demonstrate professional behavior and communication	PCom 1. Demonstrate ethical, legal and professional behavior at all times.	<input type="checkbox"/> Demonstrate ethical, legal, and professional behavior (throughout experience)	2b: I'll watch you	6. Display professional behavior and a willingness to problem-solve.
	PCom 2. Demonstrate collaborative and professional communication that builds relationships with pharmacy staff, other healthcare providers, and patients or caregivers	<input type="checkbox"/> Demonstrate collaborative and professional communication (throughout experience)	2b: I'll watch you	6. Display professional behavior and a willingness to problem-solve.

¹Haines S, Pittenger A, Stotle S. Core Entrustable professional activities for new pharmacy graduates. *Am J Pharm Educ.* 2017;81(1): Article S2.

Entrustment Scale

Students: Using the "Entrustment Scale", select the level of entrustment you believe you performed at in the "Student Rating" column.

Preceptors: Using the "Entrustment Scale", select the level of entrustment you believe your student performed at in the "Preceptor Rating" column.

Level	Student Entrustment Scale ¹ <i>Which of the following statements aligns with how you performed the activity?</i>	Preceptor Entrustment Scale ² <i>In supervising this student, which of the following statements aligns with how you assigned the activity?</i>
1a	Not allowed to observe/practice activity; needs discussion first	'Let's talk about this first'
1b	Not allowed to practice activity; allowed to observe	'Watch me do this'
2a	Allowed to practice activity only under proactive, full supervision as <u>coactivity with preceptor</u>	'Let's do this together'
2b	Allowed to practice activity only under proactive, full supervision with <u>preceptor in room ready to step in as needed</u>	'I'll watch you'
3a	Allowed to practice activity only under reactive/on-demand supervision with preceptor immediately available, <u>all</u> findings double-checked	'You go ahead, and I'll double-check <u>all</u> of your findings'
3b	Allowed to practice activity only under reactive/on-demand supervision with preceptor immediately available, <u>key</u> findings double-checked	'You go ahead, and I'll double-check <u>key</u> findings'

¹Original Chen Entrustment Scale

²Modified Chen Entrustment Scale Chen, H. C., van den Broek, W. S., & ten Cate, O. (2015). The case for use of entrustable professional activities in undergraduate medical education. *Academic Medicine*, n90(4), 431-436.