

# Wednesdays in Practice

## Transformative Experiential Education

## Implementation of the new PharmD curriculum in Autumn Quarter 2019!

### INNOVATIVE PHARMACY EDUCATION

The UW School of Pharmacy (UWSOP) is a global leader in education and research, an advocate for progressive health laws regionally and nationally, and a collaborative partner with a pioneering practice community.

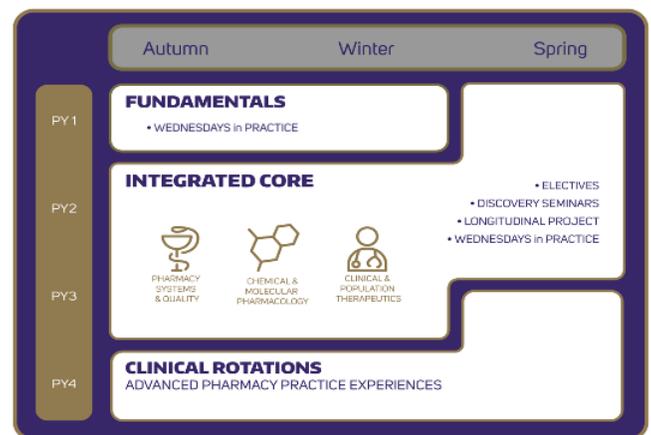
As such we are ready and uniquely positioned to be the flagship of modern pharmacy education. Our new curriculum is designed for the **Husky Pharmacists** who are ready to practice at the top of their license and are agile leaders at the forefront of patient-centered care.

#### NEW Husky Pharmacist Curriculum

- > **Fundamentals:** Introduction to the knowledge, skills and attitude necessary for success in practice and foundational concepts sequenced in the first two quarters of PY1
- > **Integrated Core:** Focused learning in a coordinated sequence of topic areas
- > **Early and Expanded Experiential Education:**
  - **Introductory Pharmacy Practice Experience (IPPE)**
    - 'Wednesdays in Practice' (WIP) (PY1-PY2)
    - Institutional IPPE (PY1 summer)
    - Community IPPE (PY2 summer)
  - **Advanced Pharmacy Practice Experience (APPE)**
    - 8 x 6-week APPEs that starts in spring of PY3 (Total of 48 weeks)

(See Curricular Framework on the right)

#### CURRICULUM FRAMEWORK



### WIP Programmatic Goals

WIP provides early practice experience and regular application of core learning. On Wednesdays, students alternate between a day on campus one week and a day spent off campus at a practice site the next week. WIP augments core skills learning and provides additional context for core didactic concepts. WIP reinforces APPE readiness through the use of explicit threads from the core curriculum outlined by the faculty.

#### Through WIP, each student will:

1. Participate in a **longitudinal experience** that fosters the student's understanding of patients' experiences with health and wellness.
2. **Establish and maintain relationships** through participation in meaningful roles in care, including interprofessional interactions.
3. Provide **patient-centered care** based on the covenantal relationship with the patient driven by compassion, empathy, and duty.
4. Integrate basic, clinical, and social sciences to develop **skills needed for practice**.
5. Intentionally **develop as a professional** with longitudinal mentoring and curricular/ assessment strategies that progress over time.

## WIP Structure

**WIP Schedule** Each class will be divided into 4 cohorts of ~26 students. Students rotate between a Wednesday off-campus at a practice site one week and a Wednesday on-campus the next week to continue learning from the practice site.

<b>Cohort A and B</b> At Practice Sites with Practice Preceptors	<b>Cohort C and D</b> On-Campus with School-Based Faculty
<b>Off Campus Activity</b> Time in patient care area with emphasis on clinical skills and provider level responsibilities	<b>On-Campus Activity</b> Workshop, Simulations, or Discussions (supporting learning in practice)

## WIP Framework

	PY1	PY2
	Introductory Skills of Pharmacist Care Provider	Intermediate Skills of Pharmacist Care Provider
	Patient Care Provider	
Emphasis	<b>Establishing Rapport</b> PPCP: Collect & targeted assessment, plan, & implementation	<b>Relationship Building</b> PPCP: Comprehensive assessment, plan, implementation, & follow-up (evaluation & monitoring)
Patient Care Complexity	Address targeted need(s) of 1 patient	Address holistic needs of 1 patient --> 2 patients
	Collaborative Team Member	
	Evidence Based Practitioner Population Health/Information Master/Practice Manager [includes safety & quality]	
	Developer	

## WIP Practice Sites: Care Setting

**PY1 WIP Sites:** Inpatient/Long-term care/Infusion setting

- Exposure to health care system and team
- Focus on **introductory** skills of pharmacist care provider and address targeted patient needs

**PY2 WIP Sites:** Ambulatory care setting

- Immersion in health care system and team
- Focus on **intermediate** skills of pharmacist care provider and address needs of 1 or more patients

## UW SOP Support of WIP

**UW Faculty Liaison:** Each cohort will have an assigned school-based faculty member who oversees the professional development of students in that cohort by:

- Supporting student progression over one year across on campus WIP and off-campus WIP
  - Ex: Student remediation & final evaluation support
- Ensuring continuity between on-campus and off-campus learning activities – creating a **'feedback loop'**
  - Learning from off-campus, continues on-campus (ex: assessment of written note)
  - Regular check-ins with site re: support needs

## Example of a 'Day in the Life' for Off-Campus WIP

The design of Wednesdays in Practice fosters self-directed learning and student accountability for professional development.

### Beginning of Day:

- Student: Presents learning goals for the day and suggested activities based on the curriculum outlined by the school
- Preceptor: Coordinates student learning activities

### During the Day:

- Student: Actively participates in practice-based activities
  - Actively observes a patient interview conducted by any health care professional
  - Identifies types of drug information questions from different audiences (providers, caregivers, patients, etc.)
  - **OPTIONAL activities:** Flexibility to incorporate learning opportunities at the practice site including codes, discharge/family planning meeting, risk management/safety planning meeting, P&T/specialty area advisory committees, etc.
- Student: Works independently
  - Answers questions from preceptor
  - Answers guided questions from the school based on daily activities
- Preceptor:
  - Engaged only as needed in student activities
  - No engagement with student necessary during student independent work time

### End of Day:

- Student:
  - Summarizes key learning from the day
  - Provides updates on items that require additional research
  - Solicits input and feedback from preceptors
  - Documents and submits feedback to school
- Preceptor:
  - Provides verbal feedback to the student focused on activities completed that day
  - Completes brief evaluation of the student performance that day (sent to SOP: no more than 5 min)

Join us in transforming  
pharmacy education!  
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