

CU Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS)

Preceptor and Mentor Opportunities

2022 / 2023 Descriptions

<u>Time Period Covered:</u>	Spring semester:	January 18, 2022 – May 9, 2022 (IPPE)
	Summer semester:	May 30, 2022 – August 21, 2022 (IPPE)
	Fall semester:	August 22, 2022 – December 9, 2022 (IPPE)
	APPE Block 1:	May 30, 2022 – July 10, 2022
	APPE Block 2:	July 11, 2022 – Aug 21, 2022
	APPE Block 3:	Aug 22, 2022 – Oct 2, 2022
	APPE Block 4:	Oct 3, 2022 – Nov 13, 2022
	APPE Block 5:	Nov 14, 2022 – Dec 25, 2022
	<i>Break:</i>	<i>Dec 26, 2022 – Jan 8, 2023</i>
	aIPPE Block 6:	Jan 9, 2023 – Feb 19, 2023 (P3 aIPPE)
	APPE Block 7:	Feb 20, 2023 – April 2, 2023
	APPE Block 8:	April 3, 2023 – May 14, 2023

P1 / P2 IPPE Community

Students are paired with a pharmacist preceptor for the student's P1 fall, P1 spring, P2 fall, 15 hours each semester with an additional 35 hours occurring over one of the student's breaks. The goal is to provide students a foundational understanding of community practice. Students will have Entrustable Professional Activities (EPAs) to perform while onsite along with an occasional assignment from the classroom. Guidelines are outlined in the respective course syllabus, which is available on your homepage in eValue. Additionally, students and preceptors are able to maintain the IPPE preceptor pairing through the P4 elective APPE rotation, IF both parties agree. If electing to do so, this match will be prescheduled by the OEP before the remainder of the P3 class will be invited to submit preferences for APPE rotation sites.

P2 / P3 IPPE Health-System

Students are paired with a pharmacist preceptor for 80 hours over the course of a year. There is much flexibility in scheduling. Students may complete visits during winter break, over the summer, or during semesters. The goal is to provide students a foundational understanding of health-system practice. During this one-year span students will have Entrustable Professional Activities (EPAs) to be completed while onsite. Guidelines and student assignments are outlined in the respective course syllabus, which is available on your homepage in eValue. Additionally, preceptors may provide direct supervision or may delegate to other personnel within the institution. Students and preceptors are able to maintain the IPPE preceptor pairing through a P4 elective APPE rotation, IF both parties agree. If electing to do so, this match will be pre-matched by the OEP before the remainder of the P3 class will be invited to submit preferences for the APPE rotation sites.

P3 aIPPE Rotation

The Advanced IPPE Experience (aIPPE) rotation mimics an APPE patient-care rotation. Essentially, P3 students will have this as their first full-time rotation, allowing for additional growth and skill development before moving on to their advanced (APPE) rotations. The aIPPE rotation occurs during the January – February block 6.

ITPD Program

The International-Trained PharmD (ITPD) program is an advanced standing entry-level PharmD program for pharmacists who graduated with a bachelor's degree (or equivalent) in pharmacy from any locally-approved or accredited college or university program outside the United States.

- **ITPD IPPE Community** – The same outcomes noted in the P1 / P2 IPPE Community section above apply to this requirement as well. The primary difference is students are restricted to complete 80 hours only during July/August.
- **ITPD IPPE Health-System** – The same outcomes noted in the P2 / P3 IPPE Health-System section above apply to this requirement as well. The primary differences are students only complete 20 hours and the timing is restricted to July/August.
- **ITPD aIPPE** - The same outcomes noted in the P3 aIPPE Rotation section above apply to this requirement as well. The primary difference is students complete 120 to 160 hours in late May/June.

P4 APPE Rotations

The Advanced Pharmacy Practice Experience (APPE) program is the final part of the PharmD curriculum and applies to the traditional P4 Entry Level PharmD (ELPD) student, as well as the North American-Trained PharmD (NTPD) and International-Trained PharmD (ITPD) students. In general, APPEs begin the summer following completion of the didactic curriculum and involve real-life clinical experiences as students rotate through hospitals, pharmacies, clinics, as well as non-patient care pharmacy-related experiences. Students work under the supervision of a preceptor or a team of preceptors receiving essential on-the-job training and experience. Preceptors are encouraged to review/update the site/rotation description in eValue since students review this information when preferencing rotations and prior to starting each rotation.

P1 Introduction to Reflection

Provide feedback for approximately five P1 students on their first written reflection in September/October. The topic of the reflection is "Initial perceptions after entering a community pharmacy for the first time for educational purposes". This activity is completed remotely without meeting students face-to-face.

APhA Immunization Delivery Certification Program

Preceptors that are certified through the APhA Immunization Delivery Certification Program are needed as trainers every spring semester at the end of April or early May. This training lasts for two to three hours and helps first-year pharmacy students to become certified immunizers, by performing the injection technique during practice sessions. Approximately 120 students in total are trained each year, with up to 30 students being trained per session.

Interprofessional Education and Development (IPED) Course Facilitator

The IPED course is held on eight Wednesday afternoons (3 – 5 pm) per semester during the P1 spring and P2 fall semesters. During these sessions, facilitators are paired with preceptors from various professions to lead groups of interprofessional students from more than 6 health professional programs. The course provides students a foundation of understanding how interprofessional teams can improve patient care through teamwork, ethics and values, and quality and safety. Facilitators may engage for a single session or multiple sessions.

Exemplary Professional Development (EPD) Student Mentor

The School offers all pharmacy students the option to be paired with an external mentor, with a focus on P1 students. This informal program is supported by the School with various resources and two meetings/year, and students and mentors can decide how and when they want to meet with each other. Mentors DO NOT have to be in the Denver area. Students also have the option of creating professional goals and plans for how to meet those goals, with preceptor feedback. Contact

Dana.Hammer@cuanschutz.edu for more information.

****Note:** Students are asked to communicate their match preferences to the Office of Experiential Programs (OEP), and we match students with the availability that preceptors provide. If a student approaches you to precept (without an introduction from the school), you are invited to refer the student back to our office to request a specific match. We will: utilize your existing availability if it is on file; or contact you to give you the option of either providing an additional experience OR letting us know if you would prefer NOT to increase your student load. We recognize that preceptors are building relationships with our students, and want to offer you the option of increasing time with our students, when appropriate, (yet without the pressure of turning a student away, if that is your preference). This puts you in control of your time with our students and allows us to help protect your time, when necessary and appropriate. It also allows OEP the opportunity to ensure both preceptor and student are correctly assigned in eValue and all needed paperwork and agreements are in place.