Setting the Stage for Excellence



2023-2024

College of Pharmacy UNIVERSITY of FLORIDA

Office of Experiential Programs

Agenda

- CIPPE Stacey Curtis
- HIPPE Lisa Vandervoort
- APPE Carinda Feild
- Helpful Information and Tips for Success Carinda Feild
- Student Accommodations- Janel Soucie
- Announcements & Reminders Carinda Feild





CIPPE

- 160 hours, 4-week format
- Learning Objectives and activities remain the same
 - Final quiz requires proctoring on site/campus
 - Workbook to be completed by the student during the four-week rotation
 - Preceptors to attest student completion of all workbook activities in the final evaluation
- CIPPE student workbook and syllabus are now available
 - Will be Distributed by Regional Coordinators shortly



HIPPE

- 160 hours, 4-week format
- Variety of completion models (standard, longitudinal)
- Learning Objectives and activities remain the same
 - Provide 10 opportunities for students to complete a vancomycin pharmacokinetic consult
- HIPPE student workbook and syllabus distributed by Regional Coordinators

UNIVERSITY of FLORIDA

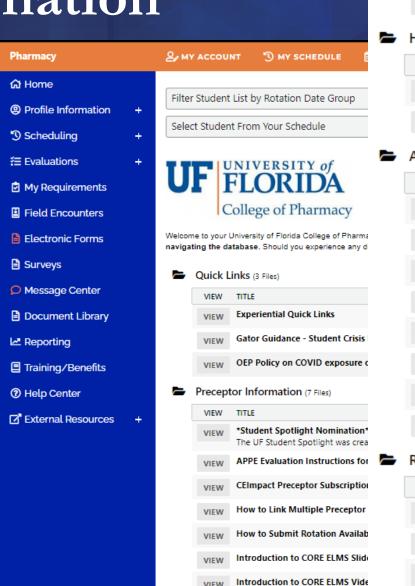
APPE

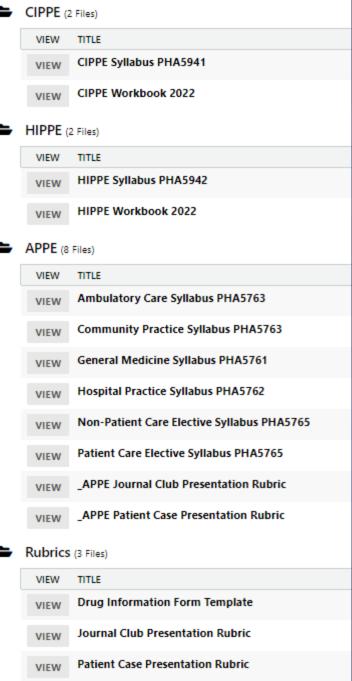
- 7 Rotations, 240 hours each, 6-week format
- 4 Core: General Medicine, Hospital Practice, Community, Ambulatory Care
- Refer to syllabus for required activities for each rotation
- At least 2 Patient Care Electives, up to 1 Non-Patient Care Elective
- May petition for an 8th rotation
- APPE Portfolio Assignments (a.k.a. Field Encounters)
 - Highlight best APPE work, remove all patient-protected information



Feedback for Excellence (Evaluating Students)

Rotation Syllabi and Information







Evaluation Guidance

- Midpoint and Final evaluations provide students with important feedback and opportunity for improvement – required for accreditation
- Provides office of experiential programs opportunity to assist preceptors in achieving student success
- Best Practice: Fill out and save final evaluation in CORE by LAST DAY of rotation, then submit after discussing with student
 - Final preceptor evaluation of student is visible to students only after submitted
 AND students complete the evaluation of site/preceptor
- CORE Evaluation Reminder Emails contain direct link to evaluation
 - If changes are needed after submission, email rotation-grades@cop.ufl.edu



Evaluation Guidance

- Timely submission needed for grade submission
- Provide actionable feedback on how to reach excellent/next level in comments section
 - Especially for competent or below (competent = C on grading)
- Good Rule of thumb Start with excellent and work back if evidences of deficit

Letter Grade	Percentage
Excellent	100%
Above Average	87.5%
Competent	75%
Below Average	62.5%
Deficient	50%
N/A - Did not occur	Does not calculate



Evaluation Guidance: Documenting Patient & Provider Diversity

Completed by Student

Type of patients encountered on rotation Caucasian Hispanic ☐ Black ☐ Asian ☐ Indian/Non-Native American Pediatric ☐ Geriatric Pregnant or Lactating ☐ LGBTO Low or limited health literacy ☐ Poverty/Lower income status Other (Specify in Comment Box) None (ex: Non-Patient Care Rotation)

Completed by Preceptor

Select ALL of the health care professionals interacted with during the entire rotation:	
□ Nurses	
☐ Doctors	
☐ Physician Assistants (PAs)	
☐ Nurse Practitioners (ARNPs)	
☐ Respiratory Therapists	
☐ Physical Therapists	
□ NONE	
Other (if other, please provide type in comment box)	



Evaluation Guidance

- Recording attendance (tardies, absences) and make-up plans
 - o For IPPEs, all 160 hours must be completed for academic credit
 - For APPEs, all 240 hours must be completed for academic credit, excluding time away for the Spring 4PD OSCE / Law Review day (up to 8 hours)
 - Missed hours must be accounted for, whether pre-approved or unplanned
 - How missed time is completed is at the preceptor's discretion and recorded on final evaluation
 - If a preceptor/site is unable to accommodate the missed time, OEP will provide support
 - Any missed hours not made up earns an incomplete grade
 - If the student is dismissed for excessive tardies/absences, this results in not passing



Attendance FAQs

- Do holidays need to be made up when the site is closed?
 - Yes, all hours are required to be completed in order to receive academic credit. How the time is made up is at the discretion of the preceptor. Acceptable options for making up missed time include performing assignments remotely, coming in on extra days, staying later on other days, and working weekends.
- What if the practice site/preceptor is unable to accommodate all of the time missed?
 - The student will receive an incomplete grade and OEP will develop an alternative make-up plan.
- Does the time away for OSCEs need to be made up?
 - Time missed for Spring 4PD OSCEs or Law Review (up to 8 hours) will not need to be made up since the college considers this activity to be an application of experiential learning.



ance FAQs

ents need to make up time missed when attending professional ces and interviewing for residencies or jobs?

all experiential hours need to be accounted for in order to receive academic credit.

n, how the time is made up is at the discretion of the preceptor.

e preceptor determines the activities completed as part of the conference or interview d be considered an application of experiential learning (e.g. presentations, topic assions, professional development), then these hours may be included as part of the e-up plan. At the preceptor's discretion, students may also provide a brief written ction or oral presentation on information learned at the conference upon return to the



the Stage for Success

Expectations

al Meeting

What do you expect of the student and what they can expect from you?

How/when should/will communication happen?

ermining Student Goals – What does the student hope to learn/achieve in the rotation, how can that be incorporated?

the Stage for Success

ng Feedback

ate intentional space for feedback during the rotation (ex. Feedback ays)

vide specific and actionable feedback

w student time to process and provide their feedback

ate an action plan/timeline if needed

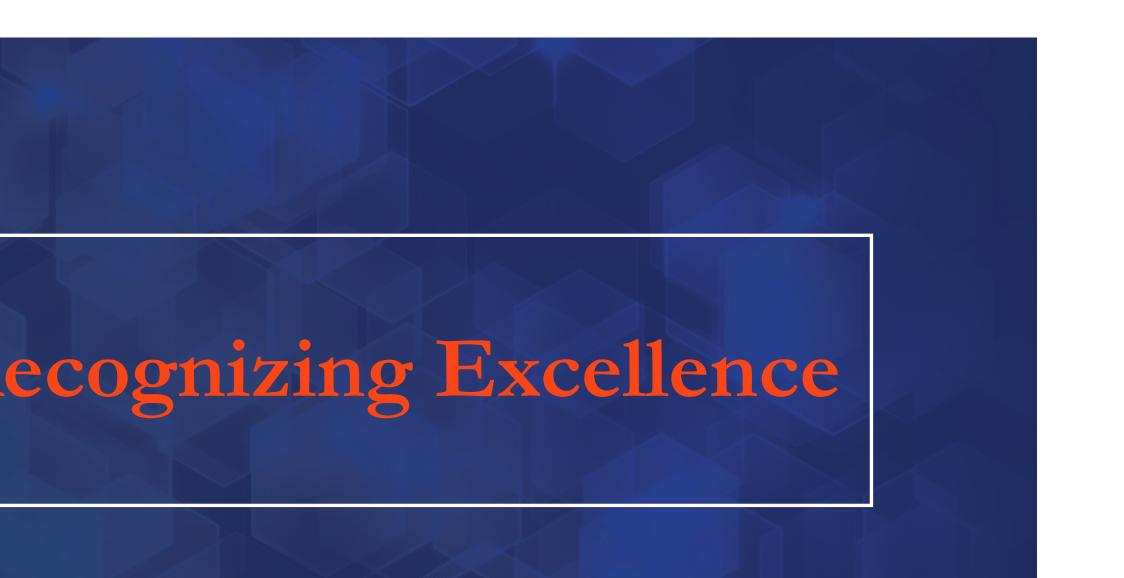
the Stage – Student Contact

s reaching out to preceptors to start off on the right foot

s instructed to reach out to preceptors about 3 weeks prior to start (New)

ier if directed in onboarding instructions (ex. Federal facilities)

to ensure they take care of the details and have the information to arrive on site on time and ready to go.



t Awards and Recognitions

ctices of Professionalism Award

nded to foster students' understanding and application of the core values of essionalism

ognizes those students who have demonstrated outstanding professionalism

ominate a student for Best Practices of Professionalism, please go to:

os://students.pharmacy.ufl.edu/student-affairs/awards/best-practices-of-professionalism/

ninations for 2023-2024 academic year end on March 1st 2024, submissions

Awards and Recognitions

omparison Excellence in Clinical Communication Award

or of Pharmacy graduating senior with superior verbal and written clinical communication skills 5% of the class by overall GPA in the College of Pharmacy (UF COP will confirm)

. Stewart Award for Excellence in Clinical Pharmacy

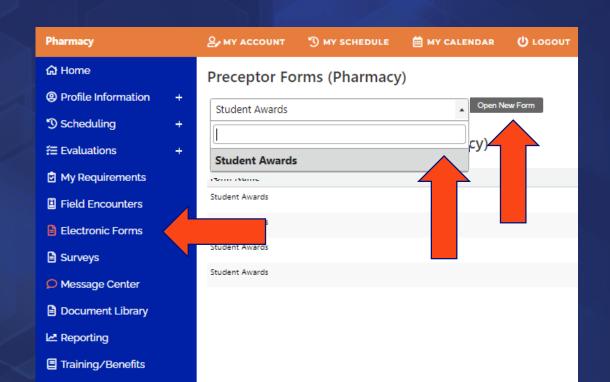
rior achievement in clinical pharmacy anding academic performance (UF COP will confirm) assional conduct and attitude

ug Information Award

rior proficiency in the provision of drug information services onstrate high professional motivation and the intent to enter practice upon graduation

nominate a student

award nominations mitted via CORE by g "Electronic Forms" e blue column on the n selecting "Student" from the drop down and clicking on "Open m". Nominations for tent academic year and



t Spotlight

zing students showing excellence on rotations

ome Page

formation (7 Files)

dent Spotlight Nomination*

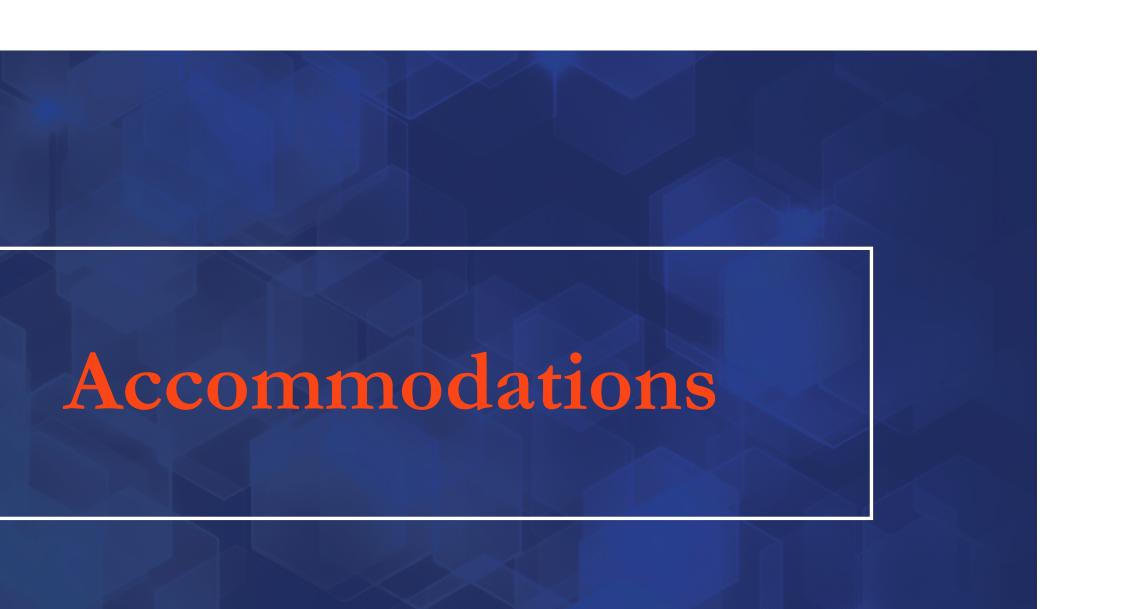
JF Student Spotlight was created to recognize a student that is exceptional in any area while on rotation. Thank you for taking the time to nominate your student for the Student Spotlight!

Evaluation Instructions for Preceptors Video

pact Preceptor Subscription Instructions

to Link Multiple Preceptor Accounts

to Submit Rotation Availability



iential Accommodations

ation Council for Pharmacy Education standards require colleges & of pharmacy to provide reasonable accommodations to students umented disabilities

odations address barriers which hinder students with disabilities inglequal access to the learning opportunities of the program

odations DO
y the usual approach to accomplishing outcomes

odations DO NOT
e the standards of the program
e an unfair advantage

nple Experiential Accommodations

aphic site ection

Assistive technology

Mobility aids

Modified schedule

rpreter

Disability-related absences

Written instructions for assignments

Formal feedback process

straction / quiet Adjusted timeline for assuming full

Periodic breaks during rotation

Testing accommodations

ptor notification

coordinator will email de-identified accommodation letter to the reversel weeks prior to the rotation. Please use this opportunity to:

estions / seek clarification

orate on approach(es) to meet accommodations

n accommodations are reasonable and can be met at your site

vill include accommodation letter in the introductory email to their r. Please use this opportunity to:

e an open and supportive environment for dialogue with the student regarding modations

s implementation of accommodations in your practice setting

this impact my workload with the student? st cases, there will be minimal to no impact.

ility related absences change the need to complete required hours?

tudents are responsible for making up any missed work.

ould I do if I am concerned that an accommodation fundamentally otation requirement?

ct your Regional Coordinator as soon as possible to discuss.

ave access to the university Disability Resource Center (DRC)

steps

ors are vital to the education and support of all students ave questions regarding creating a supportive learning ment, including providing student accommodations, please your regional coordinator

nal resources:

//disability.ufl.edu/ et al. AJPE 2019; 83 (8) 7468 DOI: 10.5688/ajpe7468

Setting the Stage to chieve and Recognize experiential Excellence

