Exciting Changes at SSPPS: Important Updates for All Preceptors

Renu Singh, PharmD, BCACP, CDE – Clinical Professor of Pharmacy, Committee on Educational Policy and SPPS APPE/IPPE Curriculum Committee

Kelly Lee, PharmD, MAS, BCPP – Associate Professor of Clinical Pharmacy, Associate Dean for Assessment and Accreditation

April 3, 2014
Outline

• Overview of Curricular Changes
• Schedule of Experiential Activities
  • Introductory Pharmacy Practice Experience (IPPE)
  • Advanced Pharmacy Practice Experience (APPE)
• Syllabus and Activities
• Evaluation and Competency Domains
• E*Value 101
• Questions/Discussion
Overview of Curricular Changes
Introductory Pharmacy Practice Experience (IPPE)

Previous
- P1 Community
- P2 Institutional
- P3

Current
- P1
- Summer Community
- P2
- Summer Institutional
- P3

Service Learning and OSCE

OSCE=
## Advanced Pharmacy Practice Experience (APPE)

### Current Structure (Class of 2014)

<table>
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<tr>
<th>Type of APPE</th>
<th>Acute Care/Hospital-Health System (CORE)</th>
<th>Acute Care/Hospital-Health System (CORE)</th>
<th>Ambulatory Care (CORE)</th>
<th>Ambulatory Care (CORE)</th>
<th>Community Pharmacy (CORE)</th>
<th>Elective</th>
<th>Elective</th>
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<tbody>
<tr>
<td>Length (weeks)</td>
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### New Structure (Class of 2015)

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<tr>
<th>Type of APPE</th>
<th>Acute Care (CORE)</th>
<th>Ambulatory Care (CORE)</th>
<th>Acute Care OR Ambulatory Care (CORE CHOICE)</th>
<th>Hospital/Health System (CORE)</th>
<th>Community Pharmacy (CORE)</th>
<th>Elective</th>
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<td>6</td>
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Introductory Pharmacy Practice Experiences (IPPEs)
IPPE Requirements at SSPPS

- Students are expected to engage in introductory pharmacy practice experiences (IPPEs) in the following areas during the first three years of the pharmacy curriculum:
  - Community pharmacy (minimum of 80 hours)
  - Institutional health-system pharmacy (minimum of 80 hours)
  - Health-related service learning
  - Simulated activities (assigned by SSPPS)
- Students must complete all required IPPEs by the end of the Winter Quarter of the P-3 year
- Students must complete a total of 300 hours for IPPEs in order to progress to fourth year APPEs
- IPPEs cannot be paid experiences
- All students must have a pharmacy intern license
## Schedule for IPPEs

### Current P-1 Students: Community (80 hours over 2 weeks)

<table>
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<tr>
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<tbody>
<tr>
<td>Walgreens Store #05700</td>
<td>Dr. Jane</td>
<td>Student A</td>
<td>Student B</td>
<td>Student C</td>
<td>Student D</td>
<td>Student E</td>
<td>Student F</td>
</tr>
<tr>
<td>1574 E. Valley Pkwy Escondido, CA 92027 (760) 839-7932</td>
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### Current P-2 Students: Institutional Health-System (80 hours over 2 weeks)

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<tbody>
<tr>
<td>UCSDHS – Hillcrest</td>
<td>Dr. Joe</td>
<td>Student A</td>
<td>Student B</td>
<td>Student C</td>
<td>Student D</td>
<td>Student E</td>
<td>Student F</td>
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<tr>
<td>200 W Arbor Dr San Diego, CA 92103 (619) 543-3279</td>
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Community IPPEs – Suggested Activities

**Week 1: Intro to Community Pharmacy**

- Meet with preceptor to discuss expectations for rotation including IPPE competency checklist
- Pharmacy tour (location of medications, supplies, references, and other areas of importance)
- Introduction to employees
- Introduction to pharmacy workflow
  - Receiving prescriptions from patients
  - Screening prescriptions
  - Hand off to order entry
- Introduction to inventory control
  - Purchasing
  - Pricing
  - Outdated medications
  - Return to wholesaler
  - Return to stock/Returns from patients
  - Recalls

**Week 1: Intro to Community Pharmacy**

- Legal Standards
  - Prescription requirements-written and oral
  - Refills
  - Introduction to controlled substance dispensing/security forms
  - Filing/record keeping for prescriptions, invoices, etc
  - HIPAA regulations
  - Methamphetamine Act (PSE)
  - Pharmacist in Charge/Pharmacist responsibilities
  - Board of Pharmacy/DEA/DHCS oversight
- Third Party Reimbursement
  - Managed care/PBM
  - Government payors (MediCal, CMS, CCS)
  - Health plan website use/patient eligibility
Community IPPEs – Suggested Activities

**Week 2: Practice of Community Pharmacy**
- Computer data entry
  - Prepare and dispense prescriptions
    - Perform pharmaceutical calculations for compounded preparations
  - Receive prescriptions
  - Review prescriptions
    - Check allergies
    - Clinical review/patient profile
    - Check for correct drug, dose, route
    - Clinical Pharmacology/Online references
  - Prescription transfers
- Disease state management (may be specific to site i.e. HTN, HIV, DM, Asthma, etc)

**Week 2: Practice of Community Pharmacy**
- OTC product selection and consultation
- Medication Therapy Management (MTM)
- Preventive health (immunizations, tobacco cessation, etc)
- Patient Counseling
- Regulatory/Performance Improvement
  - Board of Pharmacy standards
    - Do not use abbreviations
    - Mandatory patient counseling requirements
  - Medication errors
# Institutional Health-System IPPEs

## Suggested Activities

### Week 1: Intro to Institutional Health-System Pharmacy

- Discuss expectations for rotation including IPPE competency checklist
- Pharmacy tour
  - Storage of oral and IV meds/supplies
  - Locate references, resources
- Introduction to reference materials commonly used in daily activities of institutional settings (Clinical Pharmacology Online, Micromedex, Intranet, etc.).
- Introduction to pharmacy workflow
  - Receiving orders from physicians, nurses, pharmacy staff
  - Completing order entry
  - Filling orders via unit dose, intravenous/admixture processes

### Week 1: Intro to Institutional Health-System Pharmacy

- Review and discuss the established hospital policies and procedures
- Introduction to institutional medication distribution system (unit dose, cart fill, automated dispensing system [PYXIS, Omni-Cell, Sure-Med] etc.).
- Introduce concept of medication control (especially systems used to monitor and manage Controlled Substances), storage and security functions related to the medication distribution process.
- Introduction to inventory control.
  - Purchasing
  - Pricing
  - Outdated medications
  - Return to wholesaler
  - Return to stock/Returns from patients
  - Recalls
Institutional Health-System IPPEs

Suggested Activities

- **Week 2: Introduction to the Institutional Health-System Pharmacy**
  - Discuss the utilization of the hospital drug formulary program and its impact on cost effective patient-centered care.
  - Shadow clinical pharmacists for an introduction to the role of the Clinical Pharmacist (Team-based, Operations-based).
  - Discuss the current Quality Improvement programs the institution employs and their impact on error control.
  - Shadow pharmacists and technicians and discuss the importance of aseptic technique; observe preparation of IV admixtures and IV room maintenance activities.
  - Discuss legal and regulatory standards
    - Order processing
    - Introduction to controlled substance dispensing
    - Filing/record keeping
    - HIPAA regulations
    - Pharmacist and technician responsibilities
    - The Joint Commission, DHCS, Board of Pharmacy, DEA and other regulatory agency oversight
Course Objectives – IPPEs

• By the end of the community or institutional pharmacy IPPE experience, the student will be able to:
  1. Accurately prepare, label, dispense and distribute medications to ensure patient safety
  2. Collect, record, and assess patient data to identify medical and medication-related problems
  3. Demonstrate knowledge of commonly used medications, formulations and drug products
  4. Identify and assess for potential drug-related problems
  5. Perform accurate pharmaceutical calculations involved in the preparation of compounded preparations
  6. Demonstrate caring, ethical and professional behavior when interacting with patients, caregivers, health care professionals, and in all practice activities
  7. Demonstrate effective and appropriate verbal, non-verbal and written communication abilities when interacting with patients and their caregivers, and other health care professionals
  8. Provide effective health and medication counseling to patients and their caregivers
  9. Demonstrate appropriate use of drug information resources to assist in patient care
  10. Promote to patients the importance of health, wellness and disease prevention
  11. Assist patients with questions/problems related to prescription medication coverage, health insurance or economic barriers to healthcare.
### Domain 1: Patient Safety - Accurately Dispense Medications

**Performance Competency:** Demonstrate a commitment to and a valuing of patient safety by assuring accurate preparation, labeling, dispensing, and distribution of prescriptions and medication orders.

#### Sub-Domains

<table>
<thead>
<tr>
<th>Sub-Domains</th>
<th>Domain 1: Patient Safety - Accurately Dispense Medications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>The student is able to determine appropriate storage of compounded medications before and after dispensing.</td>
</tr>
<tr>
<td>1b</td>
<td>The student is able to accurately evaluate and process new prescription, prescription refill, and medication order in accordance with the law.</td>
</tr>
<tr>
<td>1c</td>
<td>The student is able to accurately prepare, prescription refill, and drug order.</td>
</tr>
<tr>
<td>1d</td>
<td>The student is able to accurately prepare medications in accordance with legal requirements and patient-specific data and drug information.</td>
</tr>
<tr>
<td>1e</td>
<td>The student is able to compound parental and non-parenteral drug products using accurate calculations, pharmaceutical components, and techniques.</td>
</tr>
<tr>
<td>1f</td>
<td>The student is able to provide safe, accurate, and time-sensitive medication distribution.</td>
</tr>
<tr>
<td>1g</td>
<td>The student is able to evaluate appropriateness of medication orders by correlating the order with patient-specific data and drug information.</td>
</tr>
<tr>
<td>1h</td>
<td>The student is able to prepare and dispense medications or supervise the preparation of medications.</td>
</tr>
<tr>
<td>1i</td>
<td>The student is able to evaluate the acceptability and accuracy of a prescription and verify that the information is correct and then correctly prepare the prescription and label for dispensing.</td>
</tr>
<tr>
<td>1j</td>
<td>The student is able to compound parental and non-parenteral drug products using accurate calculations, pharmaceutical components, and techniques.</td>
</tr>
<tr>
<td>1k</td>
<td>The student is able to provide safe, accurate, and time-sensitive medication distribution.</td>
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</table>

#### Other (Please specify):

- [ ] The student is able to accurately handle and dispense medications in accordance with legal requirements and patient-specific data and drug information.
- [ ] The student is able to accurately prepare, prescription refill, and drug order.
- [ ] The student is able to accurately prepare medications in accordance with legal requirements and patient-specific data and drug information.
- [ ] The student is able to provide safe, accurate, and time-sensitive medication distribution.
- [ ] The student is able to evaluate appropriateness of medication orders by correlating the order with patient-specific data and drug information.
- [ ] The student is able to prepare and dispense medications or supervise the preparation of medications.
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- [ ] The student is able to provide safe, accurate, and time-sensitive medication distribution.

#### Printed Name: ___________________  
Signature ___________________  
Date: ______________________
Examples of Additional IPPEs

- **Health-Related Service Learning (current)**
  - Activities that promote community engagement, service and learning
  - Health-related service learning activities may include, but not limited to, the following:
    - Community health fairs
    - Immunization events
    - Brown bag counseling sessions to seniors
    - Free clinic
    - Health screening events
    - Poison prevention education event
    - Great American Smokeout

- **Objective Structured Clinical Examination (OSCE)**
  - Simulated learning experience using actors to assess students in disease state management, patient evaluation, product selection, counseling and other pharmacy related skills
  - Assigned by SSPPS
  - Integrated throughout curriculum between P-1 and P-3 years
  - May also be interprofessional activities (School of Medicine, School of Nursing)
What’s the Difference?

**IPPE**
- P1, P2, and P3 students
- Less experienced
- Introduction to the practice setting
  - Dispensing functions
  - Reviewing and assessing patient data
  - Pharmaceutical calculations
  - OTC product selection and counseling
  - Drug information
  - Health wellness, disease prevention
- Shadowing but still interactive with pharmacy team
- Similar to an orientation for a new pharmacist/technician
  - Allow the student to watch, then “do”, where possible
- Learn the culture of the new environment
  - What are the roles of a community or hospital staff pharmacist?

**APPE**
- P4 students
- More experienced and knowledgeable
- Already familiar with practice setting
- Prescription/OTC drug recommendations, selection, patient care, operations/ distribution and counseling
- Hands-on, interactive experiences of a staff pharmacist
- Engaged as member of interdisciplinary team

UC San Diego
Skaggs School of Pharmacy and Pharmaceutical Sciences
Advanced Pharmacy Practice Experiences (IPPEs)
Advanced Pharmacy Practice Experience (APPE)

- All students must complete all IPPEs, pass all courses and pass the Comprehensive Exam prior to starting APPE
- Students must have a pharmacy intern license
- Students must have up-to-date training/certifications necessary for the site/experience
- Students must complete seven 6-week rotational experiences in their fourth year
- APPEs cannot be paid experiences
# Schedule for APPEs

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<tr>
<td>Burns Drugs and Home Health</td>
<td>Wayne Woods</td>
<td>Student A</td>
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<td>7824 Girard Ave, La Jolla, CA</td>
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UC San Diego
Skaggs School of Pharmacy
and Pharmaceutical Sciences
Community APPEs
Goals and Objectives

• Given a patient interaction with questions regarding the patient’s current prescription regimen and treatment options for new symptoms, the student will be able to:
  • Identify, evaluate, and communicate to the patient and other health care professionals the appropriateness of the patient’s specific pharmacotherapeutic agents, dose, routes of administrations and delivery system
  • Communicate with a patient regarding self-care products
  • Recommend prescription and non-prescription medications, dietary supplements, diet, nutrition, traditional nondrug therapies, and complementary/alternative therapies
  • Administer medications where practical and consistent with the practice environment and where legally permitted
  • Identify and report medication errors and adverse drug reactions, drug interactions
  • Educate the patient (including the public and healthcare professionals) regarding medical conditions, dietary supplements, durable medical equipment/medical devices
  • Retrieve, evaluate, manage and use clinical and scientific publications in the decision-making process
Community APPEs – Suggested Activities

Students will be expected to participate in activities, as assigned by the preceptor and other healthcare professional that are deemed appropriate and necessary for the care of patients in the setting. Activities may include, but not limited to, the following:

- Assess medication regimen
  - Evaluate indications for each medication
  - Assess response to current therapy
  - Identify untreated problems
  - Recommend medication optimization
- Recommend appropriate drug and non-drug therapy including consideration of diagnosis and medication regimen
- Triage patients with health problems and refer patients to other healthcare professional as appropriate
- Provide appropriate medication counseling to patients and caregivers being sensitive to cultural, socioeconomic and other factors which may impact a patient’s care
- Provide drug information (identify and evaluate information sources and provide appropriate responses to patients and others)
- Dispense medications appropriate to community practice including prescription verification, telephone orders, proper selection, preparation, compounding, labeling, storage, packaging, handling and disposal
- Undertake projects related to operational issues
- Make formal verbal and written presentations on topics related to community pharmacy practice as assigned by preceptor
  - New drug evaluations
  - Discussion of current guidelines for assigned diagnosis
  - Patient educational materials
  - Newsletters
Community APPEs – Conferences

• Students will participate in pharmacy educational activities as assigned by preceptors. All students will meet with their preceptors and participate in a conference/discussion at least weekly. Topics may include:
  • **Operations, Pharmacy Layout, Security**
    • Prescription processing, dispensing
    • Billing and reimbursement, insurance
    • Compounding, specialty medications
  • **Education and Clinical Interventions**
    • Counseling (Rx, OTC, complementary, herbals)
    • Medication therapy management (MTM)
    • Health education
    • Screening
    • Referrals
    • Immunizations
  • **Legal and Quality Issues**
    • HIPAA
    • Application of pharmacy law
    • Controlled substances
    • Risk Evaluation and Mitigation Strategy
    • Liability issues
    • Clinical practice dilemmas
  • **Management**
    • Supervision
    • Scheduling
    • Personnel issues
    • Organizational structure
    • Productivity measures
    • Marketing
    • Creating a business plan
Hospital/Health-System APPEs
Goals and Objectives

- Students will be able to understand the hospital /health-system pharmacy operations that support clinical services. These operations include but are not limited to:
  - Pharmacy computer systems
  - Order entry and verification
  - Automated dispensing systems
  - Controlled substances monitoring systems
  - Quality assurance processes
  - Aseptic technique monitoring systems
  - Discharge medication processes
Hospital/Health-System APPEs
Suggested Activities

Students will be expected to participate in hospital / health-system activities, as assigned by the preceptor or other healthcare professionals that are deemed appropriate to achieve basic pharmacist-delivered hospital practice and patient-centered care competencies. Activities may include, but are not limited to, the following:

- Review physician orders and verify prescription orders under preceptor direction
- Identify and report medication errors and adverse drug reactions
- Provide patient education to a diverse patient population
- Retrieve, evaluate, manage, and use clinical and scientific publications in the decision-making process
- Access, evaluate, and apply information to promote optimal health care
- Ensure continuity of pharmaceutical care among health care settings
- Participate in discussions and assignments
  - compliance with accreditation, legal, regulatory/legislative, and safety requirements
  - drug approval process and the role of key organizations in public safety and standards setting
  - key health care policy matters that may affect pharmacy
- Work with the technology used in pharmacy practice
- Prepare and dispense medications
- Compound parenteral and non-parenteral drug products using accurate calculations, pharmaceutical components, and techniques
- Apply legal and regulatory principles to medication distribution, use and management systems
- Manage systems for storage, preparation, and dispensing of medications
- Participate in purchasing activities
- Manage the medication use system and applying the systems approach to medication safety
- Participate in the pharmacy’s quality improvement program
- Participate in discussions and assignments of human resources management, medication resources management, and pharmacy data management systems, including pharmacy workload and financial performance
- Participate in the pharmacy's planning process
- Participate in the health system’s formulary process
Administrative
E*Value 101 – Accessing Evaluations

Welcome to E*Value Craig Ballard

E*Value is your training management system.

You can use E*Value to complete Evaluations, view your Schedules, learn about News & Events, and obtain general information.

To begin doing evaluations, navigate using Evaluations → To Be Completed

SKAGGS WEBSITE LINK

Your Information:

E*Value has the following information recorded about you. If any of this information is incorrect or missing, please contact your E*Value administrator, Lisa Avery at lavery@ucsd.edu.

- Email: dballard@ucsd.edu
- Rank: Preceptor
- Roles:
  - Preceptor
  - Site Coordinator

You Have:

- 20 Completed Evaluations
- 0 Suspended Evaluations
- 1 Pending Evaluation(s)
- 1 Coursework to Grade

If this or any other biographic information is incorrect or missing, please use the “Edit” option below to update.

Your Name is: Dr. Craig Ballard Pharm D.

This is your Home Page, the first page you will see when you log on.
E*Value 101 - Accessing Student Schedule

Click on Schedules to view your schedule

Click on Reports

Click on Rosters
E*Value 101 – Accessing Evaluations

Role Selection

You have been designated with multiple roles. Please select one of your roles from the following:

Your role selection will determine your criteria options for your report:

Roles: Preceptor

Click on Next

Roster Schedule Report

Filter Template: [Select a Template]

Curriculum: APPE 2014-2015

Start Date: 07/01/2013  End Date: 04/02/2015

Show Participation Dates:  Yes

Show Sessions:  Yes

Format Option: HTML

Select Curriculum Year you want to view

Set the date parameters for your report

Click Next to view report
# E*Value 101 – Accessing Evaluations

University of California San Diego  
Skaggs School of Pharmacy

## Roster By Faculty/Preceptor Schedule Report

**Time Period:** 07/01/2013 to 04/02/2015  
**Report Date:** 04/02/2014

<table>
<thead>
<tr>
<th>User Start Date</th>
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<th>Site</th>
<th>Student(s)</th>
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</thead>
</table>
| 07/01/2013      | 08/09/2013    | APPE: Summer A - 2013/2014 | APPE Ambulatory Care Antiretrovirus Clinic | UC San Diego Health System - Hillcrest  
200 West Arbor Drive  
San Diego, CA 92103  
Jonathan Hu - P4  
Rebecca Wittenberg - P4 |
| 08/19/2013      | 09/27/2013    | APPE: Summer B - 2013/2014 | APPE Ambulatory Care Antiretrovirus Clinic | UC San Diego Health System - Hillcrest  
200 West Arbor Drive  
San Diego, CA 92103  
Natalie Elder - P4 |
| 09/30/2013      | 11/08/2013    | APPE: Fall A - 2013/2014 | APPE Ambulatory Care Antiretrovirus Clinic | UC San Diego Health System - Hillcrest  
200 West Arbor Drive  
San Diego, CA 92103  
Chau Sa Nguyen - P4 |
| 11/11/2013      | 12/20/2013    | APPE: Fall B - 2013/2014 | APPE Ambulatory Care Antiretrovirus Clinic | UC San Diego Health System - Hillcrest  
200 West Arbor Drive  
San Diego, CA 92103  
Jennifer Pham - P4 |

APPE: Winter A - 2013/2014  
APPE Ambulatory Care Antiretrovirus Clinic  
UC San Diego Health System - Hillcrest  
Pamela Saarikoski - P4
Experiential Education

Experiential Education Syllabi

- APFE Acute Care Syllabus
- APFE Ambulatory Care Syllabus
- APFE Community Practice Syllabus
- APFE Hospital Health-System Syllabus

Experiential Education Calendars

- APFE Calendar 2014-2015

Syllabi Reference Materials

- How to Present a Patient for Pharmacy Rounds
- Goals and Essential Elements for Monitoring Drug Therapy

Student Policies and Guidelines

- Student Policies and Guidelines

Preceptor Meeting Information

- Preceptor Skills Workshop - 8/24/13
- Annual Preceptors Conference - 8/15/13
- Ambulatory Care Preceptors Conference - 3/26/13
- Preceptor Meeting Information Archives

Preceptor Development

- The Community Pharmacist Preceptor Education Program
- Preceptors Training & Resource Network, Pharmacist’s Letter
- Sample courses: Precepting and Creating IPPES/APPEs at your Site, Ensuring Effective Evaluation and Feedback, Student Motivation and Professionalism, Teaching Clinical Problem Solving, Teaching Professionalism in Clinical Practice, and Preventing and Managing Difficult Learning Situations
- Benefits of a Voluntary Appointment
- 10 Tips on Writing Good Multiple Choice Questions

http://pharmacy.ucsd.edu/faculty/experiential.shtml
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• Acute Care/Hospital/Health-System
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• Ambulatory Care/Community Practice
  • Sarah Lorentz, PharmD: slorentz@ucsd.edu, 858-822-5574
Questions

- SPPS APPE/IPPE Curriculum Committee (SAICC)
  - David Adler, PharmD
  - James Colbert, PharmD
  - Doug Humber, PharmD
  - Farivar Jahansouz, PharmD
  - Kelly Lee, PharmD, MAS, BCPP
  - Sarah Lorentz, PharmD
  - Joseph Ma, PharmD
  - Renu Singh, PharmD, CDE
  - Lisa Avery