Our pharmacy profession recognizes development of new pharmacy practitioners as a part of our professional responsibility. In addition, colleges of pharmacy need the support of their community partners to be successful. Given the significant need and professional expectation for teaching contributions to experiential education, every pharmacist should strive to include experiential teaching in their professional work goals. This chapter is designed to help you become an effective experiential teacher. We begin with a review of the practice experiences learners must complete. The chapter continues with a discussion of the necessary techniques for reaching different types of students and how to handle precepting challenges. Finally, the chapter provides a guide for developing and implementing an experiential learning program as well as continually assessing and improving the quality of your program.

PRE-ADVANCED PHARMACY PRACTICE EXPERIENCES

Introductory Pharmacy Practice Experiences

Historically, pharmacy education occurred in three parts: didactic, classroom instruction, and site-based experiential rotations. The typical pharmacy curriculum started with the first 3 years devoted to classroom instruction and labs, and the fourth year was dedicated to experiential rotations. Some students gained site-based experience during their first 3
LEARNING OBJECTIVES (cont’d)

- Describe professional, patient care, and interpersonal skills relating to the practice of pharmacy in an interprofessional environment.
- Identify the different types of learners and become familiar with what teaching techniques are effective for each type.
- Explain the logic-based method of teaching.
- Explain the importance of providing ongoing feedback to learners in pharmacy practice experiences.
- Describe the use of the summative evaluation methods to evaluate students in pharmacy practice experiences.
- Identify factors in the practice setting that may contribute to learner difficulty.
- Identify strategies for dealing with a difficult learner or situation.
- Outline an approach for designing a program curriculum and constructing a program manual.
- Provide ideas for creating a learner pharmacist practice model and involving others in experiential training.
- Discuss methods for evaluating the effectiveness and success of a program.
- Describe key components of continuous quality improvement in an experiential education program.

years of school through summer internships or other pharmacy work experience, but other students stepped into a pharmacy for the first time in their fourth year of school. The absence of integrated classroom teaching and experiential training during the first 3 years of pharmacy school resulted in many students struggling through their transition from the classroom to the required fourth-year experiential rotations, now known as advanced pharmacy practice experiences (APPEs). Some fourth-year pharmacy students entering a pharmacy for the first time found that pharmacy practice was not what they expected or wanted.

Recognizing this educational gap, the Accreditation Council for Pharmacy Education (ACPE) adopted curricular standards for the Doctor of Pharmacy (PharmD) program, which were updated in 2016. Experiential education is now a significant portion of the Doctor of Pharmacy curricula at all accredited colleges of pharmacy. According to the 2016 ACPE Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (“Standards 2016”) standards 12 and 13, introductory pharmacy practice experiences (IPPEs) must be at least 300 clock hours of experience within the didactic curriculum and APPEs must be at least 1440 hours of experiences with the majority focused on direct patient care. The introductory experiences are hands-on opportunities for pharmacy students to gain experience in a variety of practice settings early in their education. The students are expected to be exposed to common, contemporary U.S. practice models. The experiences should include opportunities for students to be engaged in interprofessional practice models that include shared patient care decision-making, professional ethics and expected behaviors, and direct patient care activities. The introductory practice experiences are scheduled in the first years of the professional program prior to beginning their APPEs and are designed to complement material taught in the students’ pharmacy didactic courses. IPPEs are applied toward course credit, along with graduation and professional licensure requirements, so students may not receive remuneration for their time. As each state board of pharmacy has different licensing requirements, students may become licensed interns at different stages, which may determine the types of activities a student may legally perform.

Colleges of pharmacy may offer introductory practice experiences in many areas