A Longitudinal Examination of Professional Service and Leadership
Introductory Pharmacy Practice Experiences (IPPE): Six Years of Experience

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Background
Participation in the Introductory Pharmacy Practice Experiences 4 (IPPE 4) course at the University of Iowa College of Pharmacy, fulfills approximately ten percent of IPPE requirements. Students participate in professional service and leadership activities during their first three years of the curriculum (Figure 1). Students must record at least 32 hours with a minimum of 10 hours in service activities and 10 hours in leadership activities. This course has been part of the IPPE curriculum for six years.

Objectives
• Describe trends in student participation in a course, incorporating professional service and professional leadership activities.
• Evaluate sustainability of current hourly requirements for professional service and leadership activities.

Methods
• Data entered by students between September 2007 to May 2013 were evaluated.
• Students document completion of activities using online course management software.
• Students were provided direction at P1 orientation and periodically throughout 3 years of course as needed.
• Activities were overseen and participation was verified by pharmacist preceptors.
• Descriptive statistics were calculated using Excel®.

Results
• Over six years, 663 students participated in the IPPE 4 course.
• All students were able to fulfill minimum hourly requirements.
• Professional Leadership (Figure 2):
  • 16,257 professional leadership hours logged (10,732 activities)
  • Activities with the highest frequency: student organization meetings, state pharmacy association events, and regional and/or national meetings/conferences
• Professional Service (Figure 2):
  • 6,453 professional service hours logged (2,516 activities)
  • Activities with the highest frequency: immunization clinics, cardiovascular screenings, and bone density screenings
• Students log greatest number of hours during the P3 year (Figure 3).
• Greatest participation in leadership and service hours occurs during the fall semester (Figure 4).

Limitations
• Students may stop documenting activities once they have met the minimum requirement, which may result in misrepresentation of actual participation.

Conclusions/Implications
• Longitudinal analysis confirmed the number of activities available supports the sustainability of minimum and total hourly requirements.
• All students were exposed to professional service and leadership activities as part of the course.
• Benefits of documentation of activities should be promoted to students in order to capture the true involvement and trends of our students.

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