Message from the Professional Experience Program Director

Jay D. Currie, PharmD, FCCP, FAPhA

It is with great pride that we publish this first Annual Report from the Professional Experience Program (PEP) at The University of Iowa College of Pharmacy. It is a project that is long overdue, as we have discussed for some time the need to help students, faculty and staff, alumni and friends of the College better understand the experiential component of our professional curriculum.

Over the years, and especially since the implementation of the entry-level doctor of pharmacy degree, the experiential portion of our curriculum has grown tremendously. Historically all the experiences were at the end of the program, increasing in duration and complexity from a handful of part-time rotations, to one and later two semesters of full time experiences in the final year. They now culminate in nearly a full calendar year of final year Advanced Pharmacy Practice Experiences occurring after an array of Introductory Pharmacy Practice Experiences throughout the first three years. In total, PEP now accounts for over 35% of our educational program.

As you will see in the report, these student experiences require the efforts of hundreds of preceptors and sites to deliver the 1650 scheduled rotations and the thousands of other activities necessary to fulfill experiential requirements. Without the professional dedication of these preceptors, contributing their practice settings, time and energy, delivery of this important component of our students’ development would not be possible. It is most difficult to express the enormity of our gratitude for these contributions to the preparation of the next generation of pharmacists.

Our superb PEP staff manages preceptor adjunct faculty appointments, and weaves together students, sites, and preceptors within the structure of the multifaceted PEP curriculum. While a daunting task, they do it with a smile, and with an energy that drives our efforts to constantly improve the experiences for students and preceptors alike. The 2012-2013 rotation year summarized in this report was my final full-year as Director of PEP. As I move on as Chair of our Department of Pharmacy Practice and Science, Dr. Susan Vos will assume the role as Director. I know her dedication and abilities will continue the success of our experiential program going forward. It has been a pleasure directing the program over the last 12 years. Time has flown as we have all worked together for the benefit of our students. I wish you all well. jay
# Professional Experience Program Team

## Program Office

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Iowa City, IA 52242-1112  
Telephone Number: (319) 353-5157  
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Email: cop-iowa-prof-exp@uiowa.edu | PEP Website: pharmacy.uiowa.edu/pep
Evaluation and Scheduling Website (E*Value™): pharmacy.uiowa.edu/evalue or e-value.net

## Director: Jay Currie, PharmD, FCCP, FAPhA

Office: S511 PHAR  
Phone: (319) 335-8875  
email: jay-currie@uiowa.edu

*Responsible for oversight of entire Professional Experience Program.*

## Faculty: Susan Vos, PharmD, BCPS

*Director as of Dec. 1, 2013*

Office: S413 PHAR  
Phone: (319) 335-8837  
email: susan-vos@uiowa.edu

*Responsible for preceptor development, new site development, and quality assurance.*

## Associate Director: Sandra Johnson, MS, RPh

Office: S414 PHAR  
Phone: (319) 335-8835  
email: sandra-j-johnson@uiowa.edu

*Responsible for coordination of Advanced Pharmacy Practice Experiences (APPEs).*

## Assistant Director: Jenny Seyfer, BSPharm, RPh

Office: S411 PHAR  
Phone: (319) 335-8861  
email: jennifer-seyfer@uiowa.edu

*Responsible for coordination of Introductory Pharmacy Practice Experiences (IPPEs).*

## Administrative Coordinator: Laura Umlah, BBA, BA

Office Location: S411 PHAR  
Telephone number: (319) 353-5157  
email: laura-umlah@uiowa.edu

*Responsible for new faculty appointments and appointment renewals, our website, and administrative components of the program.*
Professional Experience Program (PEP) Advisory Committee

Chair: **Jay Currie**, PharmD, FCCP, FAPhA, Professor (Clinical) and Chair, Department of Pharmacy Practice and Science (PPS), Director of PEP

**Elizabeth Beltz**, PharmD, Assistant Professor (Clinical), Clinical Pharmacy Specialist, UIHC

**Christine Catney**, MA, PharmD, Assistant Professor (Clinical)

**Sandra Johnson**, MS, RPh, Associate Director, PEP

**Michael Kelly**, PharmD, Associate Dean

**Patricia McCormick**, BA, Director of Student Services

**Jenny Seyfer**, BS, RPh, Assistant Director, PEP

**Laura Umlah**, BBA, BA, Administrative Coordinator, PEP

**Susan Vos**, PharmD, BCPS, Associate Professor (Clinical) *

*As of December 1, 2013, Dr. Vos will be the Director of PEP and Chair of the PEP Advisory Committee

Introductory Pharmacy Practice Experiences (IPPE) Course Coordinators

**IPPE 1**: **Susan Vos**, PharmD, BCPS, Associate Professor (Clinical)

**IPPE 2 Community**: **Stevie Veach**, PharmD, BCACP, Assistant Professor (Clinical), Pharmacist, Liberty Pharmacy

**IPPE 2 Hospital**: **Jay Currie**, PharmD, Professor (Clinical) and Chair, PPS, Director of PEP

**IPPE 3**: **Katie Horner**, PharmD, BCPS, Assistant Professor (Clinical), Clinical Pharmacy Specialist, UIHC

**IPPE 4**: **Jeanine Abrons**, PharmD, MS, Assistant Professor (Clinical)

Adjunct Faculty Appointment Committee

**Jay Currie**, PharmD, Professor (Clinical) and Chair, Department of Pharmacy Practice and Science, Director of PEP

**Doug Geraets**, PharmD, FCCP, Adjunct Professor (Clinical), Clinical Pharmacy Specialist, Iowa City V.A.

**Mike Kelly**, PharmD, MS, Associate Dean

**Susan Vos**, PharmD, BCPS, Associate Professor (Clinical)
What is the Professional Experience Program?

Overview

The Professional Experience Program (PEP) is an administrative component of the Department of Pharmacy Practice & Science that develops and manages the experiential portion of the Doctor of Pharmacy curriculum. PEP is divided into two sections: Introductory Pharmacy Practice Experiences and Advanced Pharmacy Practice Experiences.

Introductory Pharmacy Practice Experiences 1 (IPPE 1)

IPPE 1 is completed as a shadowing experience for first year student pharmacists. This experience allows the student pharmacist to shadow a pharmacist in 4 different practice settings plus a block of time to spend with his/her faculty mentor. The practice settings include community pharmacy, hospital pharmacy, ambulatory care/family medicine, acute care medicine and other elective practice settings. Additionally, student pharmacists participate in discussion sessions with classmates and faculty and complete reflective writing assignments.

Introductory Pharmacy Practice Experiences 2 (IPPE 2)

IPPE 2 consists of two courses/experiences: Introduction to Community Pharmacy and Introduction to Hospital Pharmacy. The focus of the IPPE 2 courses is the medication distribution process in the community and institutional hospital setting. The student pharmacist spends 120 hours in a community pharmacy practice setting and 80 hours in a hospital pharmacy practice setting.

Introductory Pharmacy Practice Experiences 3 (IPPE 3)

IPPE 3 is a prelude to the Advanced Pharmacy Practice Experiences. This experience involves a P3 student pharmacist observing and participating with a P4 student pharmacist completing an advanced pharmacy practice experience with a patient care focus. Student pharmacists prepare a case write-up and present the case verbally to faculty at the college, write a SOAP note for the care suggested, and identify drug information inquiries from the case.

Introductory Pharmacy Practice Experiences 4 (IPPE 4)

IPPE 4 occurs over the first three years of the curriculum. IPPE 4 requires the student pharmacist to complete hours in two areas: professional leadership learning activities and professional service learning activities. The student completes a minimum of 32 hours in these activities over the P1-P3 years of the Doctor of Pharmacy curriculum. Student pharmacists meet with their faculty mentor during their P3 year.

Advanced Pharmacy Practice Experiences (APPE)

APPEs are commonly referred to as “rotations”. During this last year of the Doctor of Pharmacy curriculum, each student pharmacist is required to complete eight five-week practice experiences in various pharmacy settings. Each student pharmacist must complete rotations in advanced hospital pharmacy, ambulatory care, acute care medicine, community pharmaceutical care, and four electives of their choice.
The University of Iowa College of Pharmacy Professional Experience Program

Contact hours (CH) = 1915 hours
Semester hours (SH) = 56 hours

Introductory Pharmacy Practice Experiences (IPPE)
CH = 315 hours
SH = 8 hours

Professional Year 1
Intro to Pharmacy Practice (IPPE 1)
CH = 36 hours
SH = 1 hour
• Orientation (1 hr)
• 4 Shadowing Experiences (6 hr each, totaling 24 hr)
• Faculty mentor (1 hr)
• 5 discussion sessions and preparation (6 hr)
• 4 reflective assignments (4 hr)

Professional Year 2
Community (IPPE 2)
CH = 124 hours
SH = 3 hours
• Orientation (1 hr)
• Onsite (120 hr)
• Reflection (3 hr)

Hospital (IPPE 2)
CH = 84 hours
SH = 2 hours
• Orientation (1 hr)
• Onsite (80 hr)
• Reflection (3 hr)

Professional Year 3
Clinical Pharmacy Practice (IPPE 3)
CH = 14 hours
SH = 1 hour
• Orientation to Clinical Practice (1 hr)
• Limited Advanced Practice Clinical Experience (12 hr)
• Presentation (1 hr)

Professional Year 4
Advanced Pharmacy Practice Experiences (APPE)
CH = 1600 hours
SH = 48 hours
• Ambulatory Care (200 hr)
• Acute Care Medicine (200 hr)
• Community Pharmaceutical Care (200 hr)
• Hospital (200 hr)
• 4 elective rotations selected from a variety of practice settings (800 hr)

Professional Service and Professional Leadership (IPPE 4)
CH = 32 hours
SH = 1 hour

A minimum of 32 hr are required from two components: service learning and leadership/professional learning. At least 10 hr will be obtained from each component. Students can complete hr any time during the P1, P2 and P3 years.
The University of Iowa College of Pharmacy encourages its students to build their skills not only in the classroom and pharmacy, but also as leaders in the community. The course, Introductory Pharmacy Practice Experiences 4 (IPPE 4), formalizes the leadership skills-building process with pharmacy students. Students are required to complete hours in professional leadership learning activities and professional service learning activities. Many students in the college get involved in pharmacy student organizations to build their leadership skills. They then go out into the community with these organizations and use their pharmacy skills and knowledge to help community members lead a more healthy life.

**2012–2013 Rotation Year**

5,372 Total IPPE 4 Hours Logged  
4,247 Professional Leadership Hours Logged  
1,125 Professional Service Hours Logged

**Most popular professional leadership activities:**
- Professional Student Organizations Meetings and Speakers
- IPA Night at the Colleges
- IPA Legislative Day

**Most popular professional service activities:**
- Immunization Clinics
- Cardiovascular Screenings
- Diabetes Screenings
# PEP by the Numbers

## 2012–2013 Rotation Year

### NUMBER OF ROTATIONS

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>IPPE 1</td>
<td>420</td>
</tr>
<tr>
<td>IPPE 2</td>
<td>222</td>
</tr>
<tr>
<td>IPPE 3</td>
<td>108</td>
</tr>
<tr>
<td>APPE</td>
<td>896</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,646</strong></td>
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### NUMBER OF ROTATION SITES

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<thead>
<tr>
<th>State</th>
<th>Count</th>
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<tbody>
<tr>
<td>Iowa</td>
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<tr>
<td>Illinois</td>
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</tr>
<tr>
<td>Minnesota</td>
<td>9</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>312</strong></td>
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### NUMBER OF STUDENTS

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<tbody>
<tr>
<td>P1 Pharmacy Students</td>
<td>108</td>
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<tr>
<td>P2 Pharmacy Students</td>
<td>108</td>
</tr>
<tr>
<td>P3 Pharmacy Students</td>
<td>108</td>
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<tr>
<td>P4 Pharmacy Students</td>
<td>113</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>437</strong></td>
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### NUMBER OF PRECEPTORS

<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
<tr>
<td>IPPE 1</td>
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<tr>
<td>IPPE 2 Community</td>
<td>109</td>
</tr>
<tr>
<td>IPPE 2 Hospital</td>
<td>107</td>
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<tr>
<td>IPPE 3</td>
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<tr>
<td>APPE</td>
<td>464</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>557</strong></td>
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</tbody>
</table>

*Many preceptors participate in multiple courses*

### NUMBER OF ROTATIONS BY PRACTICE SETTING (APPE & IPPE 2)

<table>
<thead>
<tr>
<th>Setting</th>
<th>Count</th>
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<tbody>
<tr>
<td>Administration</td>
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<tr>
<td>Long-Term Care</td>
<td>20</td>
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<tr>
<td>Community</td>
<td>302</td>
</tr>
<tr>
<td>Outpatient Clinic</td>
<td>214</td>
</tr>
<tr>
<td>Home Care</td>
<td>9</td>
</tr>
<tr>
<td>Research/Academic</td>
<td>25</td>
</tr>
<tr>
<td>Inpatient Hospital</td>
<td>451</td>
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<tr>
<td>Miscellaneous</td>
<td>21</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
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</table>

### NUMBER OF ROTATIONS FOCUSED ON UNDERSERVED POPULATIONS

<table>
<thead>
<tr>
<th>Count</th>
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<tbody>
<tr>
<td>72</td>
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</table>
**PEP Annual Timeline**

Send IPPE 1 Availability Requests

IPPE 1 availability due. Enter into E*Value.

Send APPE & IPPE 2 Availability Requests

APPE P3 Information Session

APPE & IPPE 2 availability due. Enter into E*Value.

**IPPE 2 Summer Cycles**

IPPE 1 Schedules Finalized

**IPPE 1, IPPE 3, and IPPE 4 Fall Orientations**

IPPE 2 Information Session

**IPPE 2 Winter Orientation & IPPE 3 Spring Orientation**

IPPE 2 Preference Selection Meetings & students input rotation preferences.

IPPE 2 Schedules Finalized

**IPPE 2 Rotation Switch Sessions**

**IPPE 2 Orientations**

**IPPE 1 Spring Orientation**

**IPPE 1 Spring Orientation**

**IPPE 2 Orientation**

**APPE P3 Information Session**

APPE Preference Selection Meeting & students input rotation preferences.

APPE Schedules Finalized

**APPE Rotation Switch Session**

**APPE Orientation**

**IPPE 1 & IPPE 3 Fall Cycles**

**IPPE 1, IPPE 3, and IPPE 4 Fall Orientations**

**APPE & IPPE 2 Availability Requests**

**IPPE 2 Winter Cycles**

**IPPE 1 & IPPE 3 Spring Cycles**

**IPPE 3 Schedules Finalized**

Year-Round: Coursework, Case Presentations, Evaluations, PxDx Documentations, Site/Preceptor Management and Development
Where do students go on rotations?
2012-2013 Rotation Year

Japan
Dominica
Belize
Taiwan
Rotations Around the World

Advanced Pharmacy Practice Experiences (APPE) students have the opportunity to participate in established rotations in three different countries: Japan, Belize, and Dominica. Occasionally, students also elect to setup an APPE rotation in another country of their choice.

Keio University – Tokyo, Japan

During the 2012-2013 rotation year, two students traveled to Tokyo, Japan to complete an APPE rotation at Keio University Faculty of Pharmacy. The students spent four weeks studying and doing research with Keio faculty, and participating in clinical experiences with pharmacists at various Tokyo hospitals and community pharmacies. The student pharmacists assisted with research in a biochemistry lab and performed experiments in a clinical pharmaceutics lab. Students completed their rotation with presentations made to groups at both Keio University and The University of Iowa.

Hillside Healthcare International Clinic – Belize

Two groups of three students traveled to Belize, Central America to complete a rotation. They worked as part of an interdisciplinary team in the pharmacy at the Hillside International Clinic in Belize and during mobile clinic outreach visits. Students participated in filling prescriptions that were written in the clinic and on the mobile clinic visits. While on rotation, the students also spent time in nearby Punta Gorda at a community pharmacy, clinic pharmacy and the hospital pharmacy, in order to get an idea of the different types of pharmacy practice in Central America.

Rural Health / Natural Medicine – Dominica

Two student pharmacists participated in a rotation in Dominica, West Indies. Students spent two weeks in the classroom at the University of Iowa completing pre-rotation education, two week of on-site experiences in Dominica, then a one week reflection and information dissemination session in the classroom. While on-site in Dominica, students participated in pharmacy clinics and lead medication safety and healthcare career pathways education sessions at local public schools. Students were able to shadow pharmacists and a bush medicine doctor, and participate in a rural health fair.
Experiential education is a critical element in any pharmacy curriculum. It allows students to explore various aspects of pharmacy early on in their pharmacy journey through introductory experiences. During advanced practice experiences, students have the opportunity to delve into rich experiences, helping to enhance their clinical, professional, and personal skills. This also allows them to further define their chosen career path, realize personal strengths, self-reflect, and work on refining limitations. Students also gain exposure to innovative pharmacy practice, develop their problem solving and critical thinking skills, and build confidence.

Through my 12 years as a preceptor to student pharmacists in an Ambulatory Care environment, I have found that most rewarding aspect of precepting is when you see a student who grows both personally and professionally over the course of your rotation. This is especially true when you see a student thrive in your specific practice setting and you know that you have been integral to their personal discovery of a lifelong career path. In addition, I have found that precepting during experiential educational experiences contributes to the profession of pharmacy as a whole and enriches your own practice.

Deanna McDanel, Pharm.D., BCPS, BCACP
Clinical Pharmacy Specialist
University of Iowa Hospitals and Clinics
Associate Professor (Clinical)
Experiential Education from a 2013 Alumnus

The Professional Experience Program (PEP) was absolutely one of the most important and influential aspects of my pharmacy training. During my first semester at the UI College of Pharmacy, I started my Introductory Pharmacy Practice Experiences (IPPE I) and was introduced to various sites and practice models that I did not even know existed. By exposing us to various areas of pharmacy early on in our training, the PEP allows students to develop our interests while building our professional network.

The next phase of the PEP was the IPPE 2 and 3 experiences. These experiential programs provide excellent learning opportunities for students to develop their clinic skills under the supervision of some of the best preceptors in the country. These programs are an essential aspect of the training that students receive to best prepare them to be successful during their fourth year of Advanced Pharmacy Practice Experiences (APPE).

The most challenging and gratifying part of pharmacy school began when I started my APPE rotations. For me, I was able to choose rotations that interested me and that would best prepare me for my future career as a clinical pharmacist. I am now completing a combined PGY1 and 2 Ambulatory Care Pharmacy Practice Residency, and the knowledge and training that I received during my 4th year rotations provided the hands-on learning that was necessary for me to be successful in my career. Furthermore, my rotations provided the opportunities to see many aspects of pharmacy at a more detailed level, which helped guide me as I was making tough decisions about my future.

Overall, the Pharmacy Experiential Program is the best possible way for students to get involved and learn about the pharmacy profession. Students are able to apply their classroom knowledge in a practical setting, which provides invaluable experience as they prepare for their future careers!

Jordan Schultz, Pharm.D.
PGY1 Ambulatory Care Pharmacy Resident
University of Iowa Hospitals and Clinics
University of Iowa Experiential Education on a National Level, 2012–2013

Publications and Abstracts Experiential Education


Iowa Pharmacy Foundation’s Poster Presentation Award, for: Hilsabeck KH, Shepley AM, Catney CM, Currie JD, Sorofman BA, Schroeder MC. “Brown Bag” CMR’s: Review of the medicine cabinet.” Iowa Pharmacy Annual Meeting, Des Moines, Iowa, June 2012


Invited Presentations Related to Experiential Education


Involvement on National Experiential Education Committees

AACP Experiential Education Section Awards Committee, Susan Vos
Congratulations to the 2012–2013 Preceptor Excellence Award Winners!

**APPE: Brett Faine**

University of Iowa Hospitals and Clinics
Emergency Treatment Center

“Dr. Faine is an excellent preceptor. I can honestly say that I believe it is important to him that students learn as much as they can and improve their clinical skills over the course of his rotation. He provides good direction but also encourages self directed learning by assigning articles or readings and then having discussions.” ~ APPE Rotation Student

**IPPE: Luke Bartlett**

Walgreens Pharmacy #05077, Iowa City

“Luke is a great preceptor in that he educated me from day one on what was expected of me and made sure to help me whenever I needed extra direction on completing a project. He let me do what I was comfortable with but also pushed my boundaries to build necessary skills that will help me in the future. He is a great leader in the pharmacy and led by example.” ~ IPPE 2 Rotation Student

**Faculty: Heather Bream-Rouwenhorst**

University of Iowa Hospitals and Clinics
Cardiology/Pulmonary Care

“Heather is an excellent preceptor! She is very interested in teaching students and makes time in her schedule to spend time going over patient cases and disease states. Heather is extremely knowledgeable and she challenged me to be a better practitioner. Instead of just asking the basics, she challenged me and asked "Why this treatment? What would you do?" She gave me good feedback day to day. Heather is very easy to get along with and relatable and I had a lot of fun with her on this rotation.” ~ APPE Rotation Student