

Student Perceptions of a Novel Clinical Introductory Pharmacy Practice Experience

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Background

- The clinical Introductory Pharmacy Practice Experience (IPPE) is a required, 40-hour component of the experiential education curriculum.
- Students complete the clinical IPPE in either ambulatory or acute care in the summer after the second professional year.
- Students are evaluated on a satisfactory/unsatisfactory basis.

Objective

- To assess student pharmacists' perceptions of a novel clinical IPPE

Methods

- Qualitative analysis of student post-IPPE reflections, using inductive reasoning
- Students complete a two-part post-IPPE reflective assignment for all prompts in part 1 and select one prompt in part 2

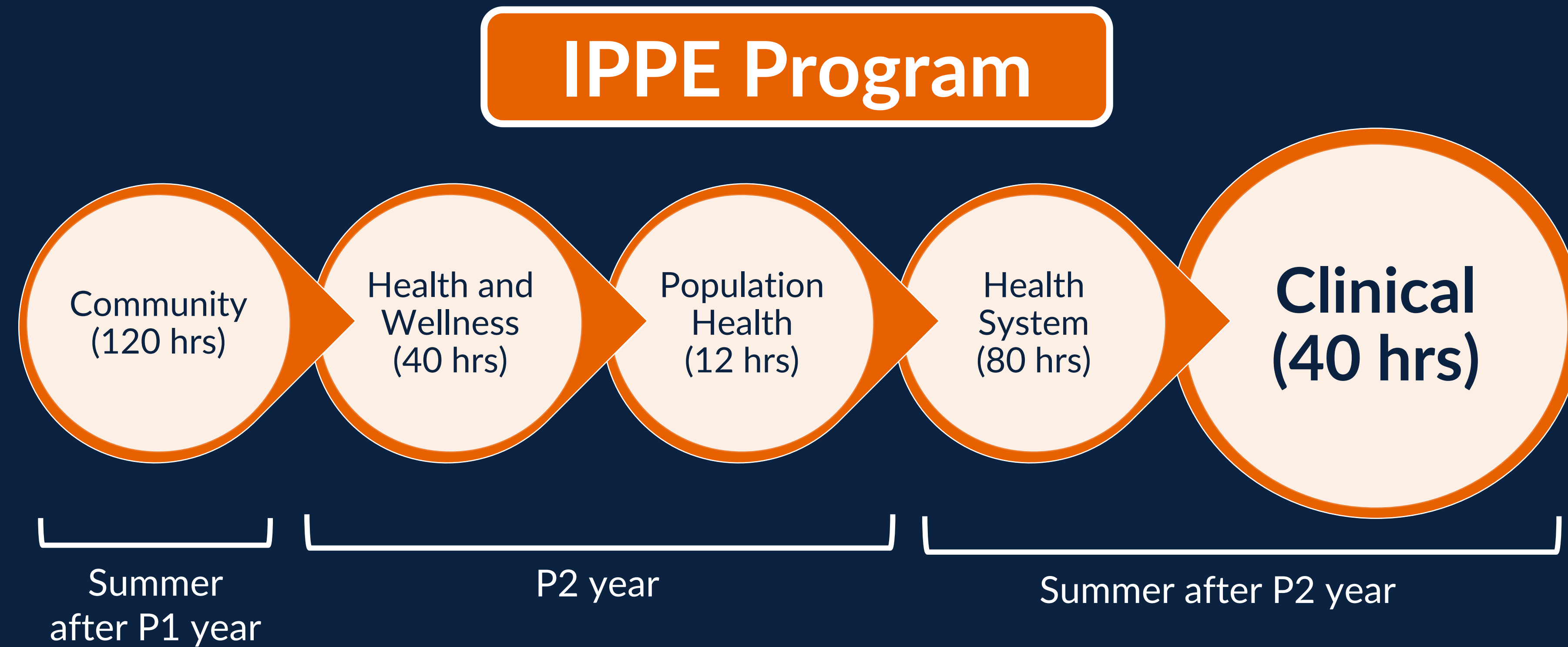
Part 1

1. How the IPPE experience benefits professional growth
2. Experiences that were new or surprising
3. How the experience changed perceptions of expectations for future practice
4. Example of impact of the pharmacist on patient care

Part 2

1. Pharmacist's role in patient care
2. Pharmacist's assessment and plan creation process
3. Interprofessional communication of recommendations

A novel Clinical IPPE enriches students' professional growth and confidence, bridging classroom knowledge with real-world clinical practice.



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Results

- 130 reflective assignments completed by 130 students (2023 cohort) within five days of rotation completion
- Themes reflecting benefits identified in order of prevalence:

- 1 Interprofessional healthcare team experience
- 2 Patient interaction (i.e., patient counseling)
- 3 Gained confidence/comfort in skills and abilities
- 4 Application of coursework to real-life patient encounters
- 5 Increased knowledge
- 6 Patient documentation (i.e., workups, patient notes)
- 7 Exposure to new experiences

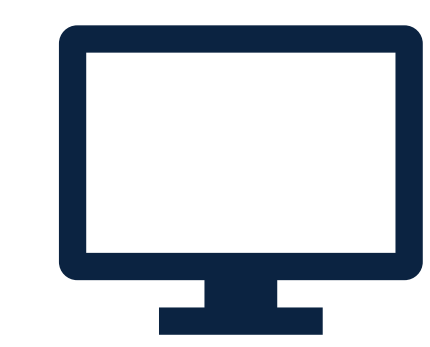
"I grew professionally throughout this rotation through interacting with other members of the healthcare team. [...] I was trusted as the medication expert and treated as a colleague."

"Being able to interact with a real-life patient in a setting outside of an exam really strengthened my confidence. This setting forced me to learn how to interact in a setting where a script can't always be followed."

- Most prevalent student-perceived challenges:



Lack of knowledge and/or experience



Navigating the training site's technology



Communicating with patients and/or providers

Conclusions

- The clinical IPPE is perceived by students as a valuable component of the experiential education curriculum as it promotes professional growth, affords learning beyond the classroom, previews APPE readiness, and offers insight into future career paths.