# APPE Readiness

**ED.PE.proc.10**

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<th><strong>Procedure:</strong> APPE Readiness Procedure</th>
<th><strong>Effective:</strong> January 2023</th>
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**Reason for Procedure:** This document outlines steps taken to review each student cohort prior to entering APPEs to determine if students are prepared to enter rotations or if further action steps need to be taken to support the student in their learning and transition.

**Applicable to:** Students transitioning from PD3 to PD4 year

**Procedures:**
- Data Collection
- Process

**Forms/Instructions:**
- OSCE results review discussion framework
- Pre-APPE consultation and coaching discussion framework and action plan

**Related Policies or Procedures:**
- OSCE Procedure (in development)
- Oral Exam Procedure (in development)
- Team Readiness Procedure (in development)

**History:**
- Approval Date: November 14, 2022
- Submitted Date: September 2022
- Timeline for Updating: 1 year
- Date of future review: January 2024

**Procedure Owner:**
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**Procedure Contact:**
Chair, Professional Education Program Council

**Procedure Contacts:**
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Student Compliance and Experience Lead, Raquel Rodriguez, rodre001@umn.edu
Reason for Procedure

Standard 24.3 of the Accreditation Council for Pharmacy Education (ACPE) Standards specify the need for the assessment of Advanced Pharmacy Practice Experience (APPE) Readiness. Colleges of pharmacy have attempted to argue that readiness is correlated with student achievement prior to APPEs, such as GPAs, PCOA scores, OSCE scores and IPPE ratings. In other words, there has been focused attention on measurable knowledge and skills as markers of readiness (Gruenberg et al 2021). This approach is receiving criticism because it neglects the social and behavioral characteristics that are essential to workplace-based performance.

At the University of Minnesota College of Pharmacy, APPE Readiness is approached as a holistic disposition, which can be defined as “acting in a certain manner under given circumstances.” Readiness is more than preparedness, which has focused on training and ability to complete particular clinical tasks. The College is committed to evolving our curriculum and assessments to move toward readiness as a disposition. Faculty, student and preceptor input will be collected in order to continue refining our approach.

The APPE Readiness procedure is an important step toward identifying and reviewing students that may need additional support prior to starting APPEs. This will allow faculty and staff to proactively outline steps for supporting students who have challenges.

Procedure

Data Collection

Readiness is determined by examining student abilities on performance-based assessments, as well as self-assessment and preceptor (IPPE) assessment.

The student's progress on select, summative, performance-based assessments is monitored over time. These assessments include IPPE performance ratings, oral exam performance, performance based assessments within the skills lab, OSCE performance, team readiness ratings and overall course performance and curricular progression.

Students complete a self assessment of Ability Based Outcomes at the end of the spring P3 semester. This assessment provides insight for the learner to direct their learning in the APPE year, as well as insights (i.e., strengths and areas for improvement) that can be shared with the preceptor. For those students identified by the procedure, this self assessment may also aid in determining an individualized action plan with their coach.
Process

1. A panel is convened between mid-April and early-May, after all data is available. The panel includes:
   a. Course director(s), Outcomes course (P3 spring semester)
   b. Course director(s), Acute care course (P3 spring semester)
   c. Course director(s), Pharmaceutical Skills Lab V (P3 fall semester)
   d. Course director(s), TBL learning representative from fall P3 semester (Topics, Infectious Disease or EBP)
   e. OSS Student Advisors
   f. Associate Dean, Professional Education and/or Assistant Dean, Experiential Education
   g. APPE Student Support Personnel
   h. Professional Education Program Council (PEP-C) Representative (Meeting Chair)

2. Information is collected from respective stakeholders for consideration in the review, including:
   a. Fall PD3 early warning list
   b. Spring PD3 early warning list
   c. Academic standing and curricular progression
   d. IPPE completion and progression, including written feedback/comments from preceptors
   e. OSCE score (total score, patient satisfaction ratings)
   f. Team peer evaluation scores
   g. Oral exam scores (starting in 2023)
   h. Co-Curricular progress (starting in 2023)

3. Data gathered is compiled to create a student list to be discussed by the panel.

4. Panel members review data presented during the meeting and discuss specific student scenarios. The group agrees upon recommendations for individualized student support depending on the student’s needs. Possible recommendations include, but are not limited to:
   a. No action needed
   b. OSCE-specific results review with respective course director.
   c. Pre-APPE consultation and coaching with the student by an APPE or P3 course director or SCEL*
      i. Focus on skills needed for success at transition point
      ii. Create an action plan
      iii. Follow up at designated time frames
   d. Early outreach to student by SCEL to provide avenue for communication and support to the student during summer APPE blocks
   e. Early monitoring of student APPE performance by Student Compliance and Experience Lead (SCEL) during each rotation block

5. A summary is sent to panel participants including identified students and
corresponding actions; additional information or clarification can be provided at this time.

   a. If students are identified in the Pre-APPE coaching recommendation, additional input may be sought from other faculty, instructors or staff to understand student needs

6. Individual student meetings with respective APPE or spring P3 course director, or OEE Student Compliance, and Experience Lead (SCEL) occur ideally from early to mid May prior to the start of Block 1.

   a. Each student action meeting (see #4) is documented and shared with APPE course director(s) and SCEL on a need-to-know basis for continuity of support to the student.

7. Outcomes from the cycle of readiness review are assessed relative to APPE performance at the end of the year, and refinements to the procedure are made to continue to enhance student identification for support.

*All action plans should include notification to the appropriate course director, SCEL and/or preceptors when applicable.

**Forms/Instructions:**
- OSCE results review discussion framework
- Pre-APPE consultation and coaching discussion framework and action plan

**Additional Contacts:**

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<tr>
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**Definitions:**

Preparedness is the ability to complete specific tasks required in the practice of pharmacy.

Readiness is a holistic disposition and includes:
- Mastery of executive skills (e.g. scheduling, managing multiple tasks and deadlines, self pacing)
● Summarizing one’s own experiences and self-assessing strengths and opportunities for growth
● Being prepared for dialogue (two-way conversations) with preceptors about expectations
● Willingness to join the site’s team and do the work
● Taking responsibility for assigned patient care
● Proficiency with continuing professional development/self-directed learning (from CPF)
● Showing initiative and follow through, i.e., ability to be self-guided once tasks are introduced
● Skilled enough to focus on refining abilities and competency (e.g. engaging in repeated practice, polishing)
● Willingness to work within situations (patient care or system-level) of increasing complexity
● Ability to explain clinical reasoning
● Ability to self-assess performance
● Being comfortable not knowing, but taking responsibility for finding out
● Knowing where to find answers rather than focus on having the answers
● Managing uncertainty in clinical situations
● Efficiency in providing care
● Flexibility/adaptability
● Resilience and a growth mindset

Responsibilities:

Associate Dean, Assessment & Quality
● Oversees the process, providing administrative support as needed
● Works to coordinate the APPE Readiness procedure with other readiness assessments and support systems

Professional Education Program Council Representative
● Initiates panel scheduling and collection of input
● Examines input for trends and relative to previous years to suggest a preliminary recommendation for each student
● Chairs the meeting of panelists
● Circulates a summary of the meeting and collects additional input from panel members
● Contacts SCEL and course directors to initiate action (see procedure 4b-e above).
Assistant Dean, Experiential Education
- Collates and interprets APPE outcomes data at the end of the year for identified students and for non-identified students to assist in determining the effectiveness of the system
- Presents data to the next year’s panel, along with any recommendations, in order to refine the identification and support processes.

Student Compliance and Experience Lead (SCEL)
- Works with the identified course directors to provide coaching (see procedure 4c above)
- Provides support to students needing transition assistance (ie, support during the summer blocks) (see procedure 4d above) or continuing assistance (see procedure 4e above).

Course Directors
- Provide individualized support to students in interpreting their OSCE performance (see procedure 4b above)
- Assists with coaching, as needed, depending on student needs (see procedure 4c above).

Frequently Asked Questions:
What other inputs might be added to this procedure to enrich this student progression assessment?
PEP-C is debating and examining the value of additional inputs to the process, such as:
- Professionalism ratings from IPPE and/or lab
- Information on completion of minimum passing levels in skills lab and points of difficulty
- First- and second-year progression information

Was this process derived from other educational processes?
This process is not unlike the competency committees used by graduate medical education in residency programs.

What other readiness assessments are indicated by the ACPE Standards?
Additional readiness concepts include team-readiness and practice-readiness. PEP-C is working to define both for the U of M Professional Program.
Related Information:
None

Appendices:
None

History:
Drafted: September 2022
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Amended: NA