How to Develop a Managed Care Pharmacy IPPE/APPE

How to Develop Managed Care Pharmacy Introductory Pharmacy Practice Experiences (IPPE) & Advanced Pharmacy Practice Experiences (APPE)

Effective July 1, 2007, the Accreditation Council for Pharmacy Education (ACPE) Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Program requires that all schools have required and elective courses and experiences to allow students to develop and achieve professional competencies. Introductory pharmacy practice experiences (IPPE) need to make up at least 5% of the curriculum length (approximately 300 contact hours) and advanced pharmacy practice experiences (APPE) must consume at least 25% of the curriculum length (approximately 1600 contact hours).

Introductory Pharmacy Practice Experiences (IPPEs) are introductory experiences within the pharmacy curriculum to involve actual practice experiences in community and institutional settings to provide direct patient care responsibilities. Additional practice experiences in other types of practice settings may also be used, including managed care settings. The purpose of the IPPE experiences is to provide an introduction to the profession in alignment with didactic course work.

IPPE experiences, which are often offered in coordination with didactic course work prior to beginning Advanced Pharmacy Practice Experiences (APPE), are designed to provide students with introductory experiences to enhance their understanding of the profession and begin to apply competencies to real-life situations. Schools design their IPPE programs independently, and most programs focus on community and institutional setting experiences. However, a growing number of programs are looking for opportunities to partner with additional practice sites, including managed care organizations, to offer an introductory experience within the managed care setting.

Advanced Pharmacy Practice Experiences (APPEs) are rotational experiences designed to give pharmacy students first-hand knowledge of the practice of pharmacy in various settings. Common experiences are within hospital, retail, and ambulatory care. The advents of Medicare Part D and healthcare reform have thrust managed care into public headlines, creating a growing interest among aspiring pharmacists. There is a growing need for APPEs in the managed care setting.

APPE experiences, most which fall into the final school year, are designed to provide students with many different opportunities to enhance their knowledge and apply competencies learned to real-life situations. Schools establish required and elective courses, sometimes referred to as rotations, and many allow students to select all or some of their rotations. Many of the managed care rotations are determined to be elective and students can choose these experiences to round out their understanding of pharmacy career options and to learn about managed care pharmacy and how the principles impact other pharmacy areas and pharmaceutical care.

Setting up a Rotation Site:

Creating the right environment for a pharmacy student to gain managed care experience requires coordination between the pharmacy practice site, the school of pharmacy, the student, and the preceptors. In order to create this environment, preliminary steps must be taken and they can vary based on the site itself and the school of pharmacy. The initial setup can take a significant amount of time, however once established most schools do not require annual application.

As with APPE rotations, introductory pharmacy practice experiences (IPPE) require exploration of the practice setting including resources available to provide an introductory experience. Initial setup for an IPPE rotation can occur when setting up APPE experiences when reviewing requirements for the experiential learning program with each school of pharmacy.

1. **Discuss with the organization's senior management and Human Resource department to identify organizational requirements to accepting IPPE students and APPE students. Discuss how IPPE requirements may differ from the process for accepting APPE students, if the site already accepts APPE students.**
   a. Setting up a new unpaid job description and identifying any requirements that the student must need (i.e., drug screening, citizenship)
   b. Understanding requirements to assigning a cubical/office, computer, phone and building access badge as necessary.
   c. If the organization allows job shadowing programs, determine if the IPPE program time commitment and length follows any current policies around job shadowing programs. This may categorize the IPPE student as a visitor versus an APPE student intern and help clarify the Human Resource classification and requirements.
   d. Identifying the agreements that each student will need to complete upon the start of the rotation, including a HIPAA and Confidentiality agreement.
   e. Identifying if the School/College of Pharmacy pays preceptors and if so where the funds will be allocated.
   f. Identifying if the site can provide housing for students that do not live near the site

2. **Developing a business associate agreement with the School of Pharmacy.**
   a. Schools of pharmacy require agreements between the site and the school for the student to receive credit toward their degree. Some examples of these agreements can be found on-line at the school of pharmacy's website.
   b. Some schools of pharmacy also provide an APPE packet that will explain their process for validating sites for experiential learning.
   c. Liability insurance is typically included as it is provided by many Schools of Pharmacy.

3. **Establish a relationship with Experiential Learning Coordinator(s) at the School(s) of Pharmacy the site precepts for:**
   a. The relationship with Experiential Learning Coordinator(s) is pivotal in making the site successful for both the site and the school.
   b. The ELC will be a useful resource for administrative and educational questions you may have in regards to the student.
   c. The ELC will also be helpful in coordinating a schedule that fits the timeline of your organization and preceptors.

4. **Identify the staff at the organization that is interested in serving as site preceptors:**
   a. Discussion with the staff regarding setting of expectations for the students is an important step in creating a proper learning environment for the student
   b. Staff that will work with the student-pharmacists and non-pharmacists will need to understand any requirements from the school of pharmacy, how the student will be evaluated, and how to handle any concerns that may arise. If the site has a pharmacy residency program, incorporation with this program will help the resident gain experience at setting up a rotation site as well as precepting student pharmacists.

5. **Meet with the School/College of Pharmacy Office of Experiential Education. Discussion may include:**
   a. Preceptor guide with expectations from the institution
   b. Duration of each rotation and site availability
   c. Assignment of students to rotation sites
      i. For IPPE rotations (if applicable), determine the preferred school year when the managed care IPPE rotation will be offered (i.e., all eligible IPPE students vs. Second and/or Third year students only)
   d. Type of rotation the site can accommodate (i.e. Pharmacotherapy, MTM, Practice Management, Ambulatory Care, Non-direct Patient Care Elective, IPPE (if applicable))
   e. Expectations of the site preceptors
   f. Preceptor training requirements (i.e., state preceptor certification, attendance at preceptor development sessions). Some schools require attendance for first time preceptors at the School's Preceptor Training Seminar.
   g. Student evaluation process
   h. How sites are introduced to students (i.e., rotation showcase, whether school picks the students or you can interview or select them, etc.)
   i. Keep in mind that some schools may approach a site before the school has students on rotation because the Board of Pharmacy needs a list of established rotation sites

6. **Develop a syllabus of what the site can offer an IPPE and/or APPE student.**
   a. Please see the Syllabus section of this document for an example for an IPPE student and an APPE student.
   b. Some Schools have a template to follow and certain restrictions that must be made to the syllabus, therefore it is important to meet with the college before the syllabus is made

7. **Identify what rotations and the number of rotations that the site will take student pharmacists during the year.**
   a. Keep in mind that the site may accept student pharmacists from multiple schools so it is imperative to inform schools of the site availability per school so that in a defined period of time the site does not have more students than they can accommodate.
   b. Some sites can accommodate more than 1 student per rotation; however, when first starting out, it is recommended to limit the number of students to determine how much time is needed to precept one student as doubling in number can double the amount of time for certain activities

8. **Contact AMCP's Director of External Relations to be registered in the AMCP Managed Care Pharmacy Experiential Education Site Directory. This resource available at www.amcp.org allows Experiential Directors and Coordinators to identify sites for managed care pharmacy rotations.**
   a. Include if the site has any pre-rotation requirements.

9. **Identify preceptor materials for site. May include:**
   a. Reviewing Pharmacist's Letter/Preceptor Training & Resource Network at http://pharmacistsletter.therapeuticresearch.com/ptrn/default.aspx. Some Schools/Colleges of Pharmacy offer access to log into this site and obtain continuing education.
   b. Pharmacy Professionalism Toolkit for Students and Faculty at http://www.aphafoundation.org/AM/Template.cfm?Section=Faculty_Preceptor _Orientation_and_Training_Programs.

10. **Consider your limits and your time.**
    a. Due to the limited number of managed care rotation sites, it is possible to establish multiple agreements with multiple schools of pharmacy.
       i. Consider scheduling and how many students your site is able to handle (both IPPE and APPE) at any one time.
    b. Scheduling around key preceptor vacations/trips/conferences may help enhance the experience of the student

Managed Care Intro:

Managed Care is a global term used to describe the business and economy of healthcare coverage. Managed care organizations (MCOs) must "manage" healthcare services in a manner that effectively meets the needs of the members it serves while keeping clinical and economic factors in mind. Oftentimes, the process can be likened to treating populations of patients rather than individual patients.

Managed care organizations employ many healthcare practitioners for their clinical expertise and knowledge of the world of healthcare. Pharmacists play a large role in these organizations including the spectrum of responsibilities from clinical to business decision making. For example, pharmacists play a large role in decision making for clinical policies with respect to drug utilization, including prior authorization policies, quantity limits, etc. Experience within the managed care space allows pharmacists to understand the decisions made by MCOs that lead to concurrent drug utilization review edits at the point of sale and beyond.

Pharmacists inevitably deal with managed care pharmacy principles in nearly all types of practice. An IPPE provide a general overview and introduction to the roles of pharmacists in the managed care setting. An APPE in managed care will help bring clarity and understanding to developing pharmacists in the field of practice they choose. (This introduction should pitch your site and the experiences the student(s) will learn)

IPPE Managed Care Project examples:

- Observations – Pharmacists, Technicians, Support Staff, Committee Meetings
- Introduction to Managed Care Assignment/Pre-Test
- Patient Counseling Exercise (i.e., Formulary, Medicare Part D "Donut Hole", State Medicaid Benefits)
- AMCP Assignment – Using AMCP Website & Resources
- Reading Assignments (AMCP Slide Deck Topics, AMCP White Papers)
- Topic Discussions
- Presentations: Patient Case Review & Presentation, New Drug Review, Disease State Presentation

APPE Managed Care Project examples:

- Journal Club
- Reflection papers of time spent in specific departments
- Research paper on current Managed Care hot topic
- Patient Case reviews
- Communication (interoffice/patient/prescriber/client) overview
- Reading assignments
- P&T Committee observation/presentation
- Introduction to the Business of Managed Care:
  - Basics of formulary creation
  - Commercial vs. Government members
  - Basic financials – Revenue streams, cost drivers
  - Pharmacy Networks – contracting, claims adjudications, reimbursement
  - Pharmacy Benefit Plan Design
- Pipeline drug / Patent expiration tracking
- Final presentation

Managed Care IPPE & APPE Checklist

TO DO	TASK DESCRIPTION	COMPLETE
1	Contact Human Resources	
2	Contact other pharmacists and associates who will interact with student	
3	Create a syllabus	
4	Submit site to the AMCP Site Director	
5	Meet with potential school's experiential learning center	
6	Recruit a student	
7	Based on timing, begin scheduling meetings and project ideas	
8	Have Fun!	

Managed Care IPPE & APPE Example

Managed Care IPPE or APPE Rotation Title

Preceptor: Name, Title
Address
Phone Numbers
Fax Numbers
Email address

Site information: Name of Site
Address
Phone Numbers

Program Description:

Program Objectives:

Project and Activities:

Schedule: (as calendar or chart)

Student Assessment and Expectations:

Alternate Contact Information: Name, Title
Address
Phone Numbers
Email address

Sample Syllabus

Pitt Street Health Pharmacy & Therapeutics
[Introductory OR Advanced] Pharmacy Practice Experience [IPPE OR APPE] Rotation

Primary Preceptor: Name, Title, Contact Info
Site Information: Name, Address, general phone numbers

Rotation Description:
You may use the text provided in the "Managed Care Intro" section of this document or write a short introduction.

This rotation is recommended for pharmacy students who wish to gain an understanding of the process for applying clinical concepts within a business setting. Students who are interested in the decision making that occurs when developing drug formularies will have a chance to…

Rotation Objectives and Activities [*IPPE Example*]

1. Gain introduction and knowledge of managed care pharmacy and the role of the pharmacist in the managed care setting
2. Differentiate between the types of managed care organization
3. Define the following key terms and how applied:
    a. Managed Care
    b. Pharmacy Benefit Manager (PBM)
    c. Coinsurance/copayment
    d. Deductible
    e. Premium
    f. Formulary
4. Discuss the components of Medicare, including eligibility and services offered
5. Discuss the Medicare Part D coverage gap
6. Gain knowledge of the prior authorization and appeals processes
7. Understand the medication therapy management process (MTM) and perform medication reviews
8. Understand the Pharmacy and Therapeutics (P&T) Committee and its process
9. Describe pharmacy benefit manager (PBM) and its function
10. Discuss AMCP, the pharmacy organization associated with managed care and the opportunities that exist within the organization
11. Develop a clinical and economic understanding of the pharmacy and therapeutics process

Rotation Objectives and Activities [*APPE Example*]

1. Gain practical experience and knowledge on managed care and the healthcare system as a whole
2. Develop a clinical and economic understanding of the pharmacy and therapeutics process
3. Overview and understanding of terms used in this rotation:
    a. Managed Care

      b. Disease state management
      c. DUE/DUR
      d. Health Maintenance Organization (HMO)
           i. Staff Model
           ii. Group Model
           iii. Independent Practice Association (IPA), Physician Office Network (PON)
           iv. Network (physician and pharmacy)
      e. Pharmacy Benefit Design
           i. Preferred Pharmacy Network
           ii. Financial Risk Sharing
           iii. Mandatory Generic Program
           iv. Drug Formulary
                1. Open
                2. Closed
                3. Brand vs. Generic
           v. Capitation
      f. Physician Accessibility
      g. Physician Capitation
      h. Incentivization
      i. Pharmaceutical Care
      j. Managed Care data
           i. Dollars PMPM
           ii. Dollars PMPY
           iii. Prescription PMPM
           iv. Prescriptions PMPY
      k. Pharmacy Benefit Management Companies
      l. Request for Proposals (RFPs)
4. Describe methods used to manage pharmacy budgets
5. Review and analyze data on prescription drug expenditures
6. Prepare cost-effective and cost savings analysis on selected drugs, classes of drugs and/or disease states
7. Interact with healthcare professionals in a nontraditional role
8. Utilize computer systems as a resource tool, including the in-house systems and Med-line
9. Prior Authorization process
10. Clinical Pharmacy Management Team
11. Service Center
12. Drug Information
13. Outcomes Research

<u>Attendance</u>
Detail the specific time requirements expected of the student
Explain any off-hour expectations and/or flexibility of the schedule when necessary
Discuss how the student should report any absences
Discuss penalties for unexplained absences if applicable

<u>Evaluation</u>
Detail a listing of how the student is to be graded. Discuss evaluation requirements for APPE and IPPE with each school of pharmacy before syllabus is made. For example:

Clinical knowledge – 20%
Understanding of key concepts – 20%
Assignments – 40%
Attitude / Cooperation – 10%
Attendance – 10 %

Explain any reasons for a failing grade, e.g. dismissal from rotation

Schedule/Calendar of Events – IPPE

Structure of IPPE Experiential programs will vary based on curriculum structure for each School of Pharmacy. Examples provided below for 5 Week Rotation (meets once weekly) and Semester Rotation (meets once weekly).

5 Week IPPE Rotation

Week	Schedule
Week 1	- Introduction/Overview, *Assignments:* Managed Care Introductory Pre-Test, AMCP Assignment, Assign Readings for Next Week *Observations:* Pharmacy Call Center *Topic Discussion:* Managed Care Intro
Week 2	*Assignments:* Patient Counseling Exercise, Assign Readings for Next Week *Observations:* Technicians/Support Staff (i.e., Coverage Determinations, Quality Assurance) & Pharmacist *Topic Discussion:* Assigned readings
Week 3	- Mid-Point Evaluation *Assignments:* Patient Case Review, Assign New Drug Review Project and Readings for Next Week *Observations:* Pharmacist *Topic Discussion:* Assigned readings & P&T Committees and Formularies
Week 4	*Assignments:* Project Time, Patient Case Presentation & SOAP Note, Assign Disease State Presentation *Observations:* Pharmacist & Management *Topic Discussion:* Assigned readings, MTM and/or Pharmacy Quality Programs
Week 5	*Assignments:* Project Time, New Drug Review Presentation, Disease State Presentation - Exit Activities and Evaluation

Semester–Based IPPE Rotation (Once Weekly)

Week	Assignments
Weeks 1-3 Introduction	• *Week 1:* Introduction/Overview, Managed Care Introductory Pre-Test, Observe Pharmacy Call Center • *Week 2:* Topic Discussion (Managed Care Intro), AMCP Assignment, Observe Technician/Support Staff (i.e., Coverage Determinations, Quality Assurance) • *Week 3:* Observe Pharmacist, Topic Discussion, (Assigned readings), Assign Final Project (Due at end of semester)
Weeks 4-6 Focus Area: P&T Committee/Formulary	• *Week 4:* Topic Discussion (P&T Committees and Formularies)), Observe Pharmacist, Assign New Drug Review Presentation, Project Time • *Week 5:* Attend P&T Committee Meeting • *Week 6:* New Drug Review Presentation, Topic Discussion (MTM), Observe Pharmacy Manager, Mid-Point Evaluation
Weeks 7-9 Focus Area: MTM	• *Week 7:* Topic Discussion (Assigned readings), Observe MTM Call Center, Project Time • *Week 8:* Patient Case & SOAP Note, Topic Discussion (Assigned readings) • *Week 9:* Patient Case Review Presentation, Project Time
Weeks 10-12 Focus Area: Pharmacy Quality Programs	• *Week 10:* Attend Pharmacy Quality Assurance Committee Meeting, Topic Discussion (Assigned readings), Assign Disease State Presentation • *Week 11:* Patient Counseling Exercise, Project Time • *Week 12:* Disease State Presentation, Project Time
Weeks 13-15	• Final Project Presentation • Exit Activities and Final Evaluation

Schedule/Calendar of Events – APPE

After the assignment of projects, students will spend time working on this project in between other scheduled activities

MON	TUES	WED	THUR	FRI
1 Introduction/ Orientation	2 Overview of Managed Care – key terms and definitions	3 Continue discussion surrounding Managed Care overview	4 Scheduled meet and greet times with other pharmacists	5 Journal Club assignment
8 Assignment of primary project – e.g. Therapeutic Class Review for P&T	9 Continue meet and greet with other pharmacists, understanding of Managed Care concepts	10 Shadowing of pharmacists within areas of interest	11 Prior Authorization process review	12 Journal Club presentation
15 Pipeline Drug presentation assignment Mid-Point Evaluation	16 Overview of pharmacy contracting and reimbursement, point of sale concepts	17 Q&A with preceptor on various terms and concepts	18 Understanding of data and metrics used in managed care settings	19 Project work
22 Pipeline Drug presentation	23 Project work	24 Final overview of managed care concepts	25 Project work	26 One-on-one draft review of primary project presentation
29 P&T Presentation	30 Exit activities and evaluation of overall experience. Opportunities of employment in managed care.			

Resources

AMCP – Academy of Managed Care Pharmacy
http://www.amcp.org/

AACP – American Association of Colleges of Pharmacy
http://www.aacp.org/Pages/Default.aspx

ASHP – American Society of Health-System Pharmacists
http://www.ashp.org/