

Innovative Student Engagement in an Academic Health System: Expanding Experiential Learning Beyond the Traditional Model

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Pharmacy Forward: Advancing Practice for a
Healthier Tomorrow!

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- Speakers have no relevant financial relationship(s) with ineligible companies to disclose.
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- None of the planners for this activity have relevant financial relationships with ineligible companies to disclose.



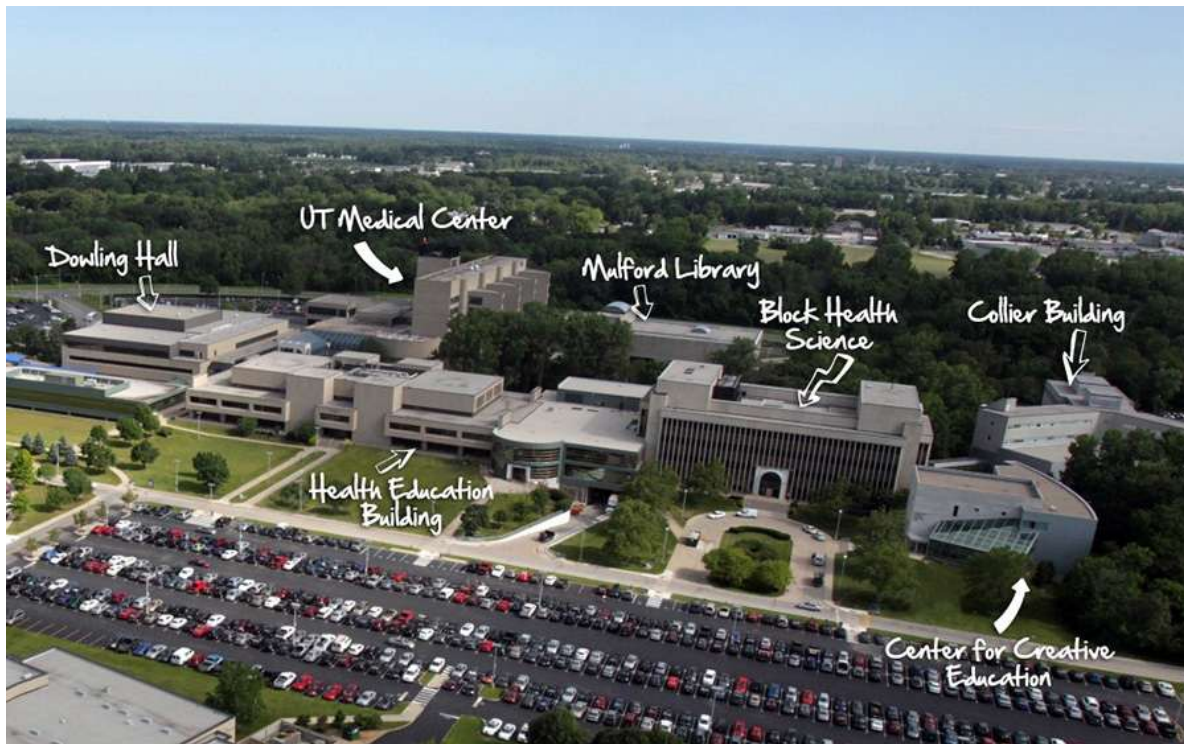


Learning Objectives

At the completion of this activity, the participant will be able to:

1. Describe three innovative student learning models implemented within an academic health system and their respective impact on institutional goals.
2. Identify key strategies for developing, precepting, and sustaining nontraditional experiential learning opportunities.
3. Evaluate how student engagement in administrative, ambulatory, and transitions-of-care settings contributes to quality improvement and patient care outcomes.

UToledo Health: An Integrated Health System



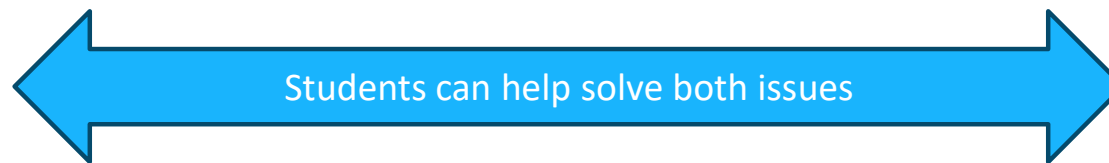
- 319-bed academic medical center
- Integrated campus
- Embedded ambulatory care pharmacists
- Specialty pharmacy
- Transition of care services
- Self-insured with managed care pharmacist



Why This Matters

Reframing IPPEs: From Observation → Impact

- Pharmacists
 - Increasing workload, limited capacity
 - Focus on quality outcomes
- Students
 - Limited exposure to “nontraditional” pharmacist roles
 - Desire to have meaningful experiences



Experiential Education

- ACPE requires minimum of 300 IPPE hours to be integrated into pre-APPE curriculum
- Hours are generally sequenced to align with didactic coursework
- Historically a combination of community + inpatient, with experiences outside of that depending on institution



Experiential Education Gap

Strong Foundation

Community

Institutional

Common Gaps

Admin & operations

Population health

Quality improvement

Managed care



Our Approach

Identified an institutional gap



Aligned a student role to solve it



Built a structured, longitudinal experience



Innovative Student Learning Models

Administrative IPPE

Ambulatory Care Intern

Meds to Beds IPPE



Longitudinal Administrative IPPE

Program Overview

- Longitudinal IPPE (4 hrs/wk, semester based)
- Administrative & systems-focused
- Designed for advanced learners



Longitudinal Administrative IPPE

Institutional Gap

- Time-intensive administrative work
- Completing clinical priorities
- Need for continuity



Longitudinal Administrative IPPE

Learner Selection & Fit

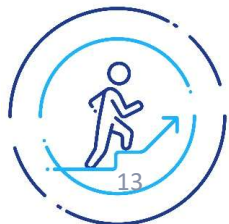
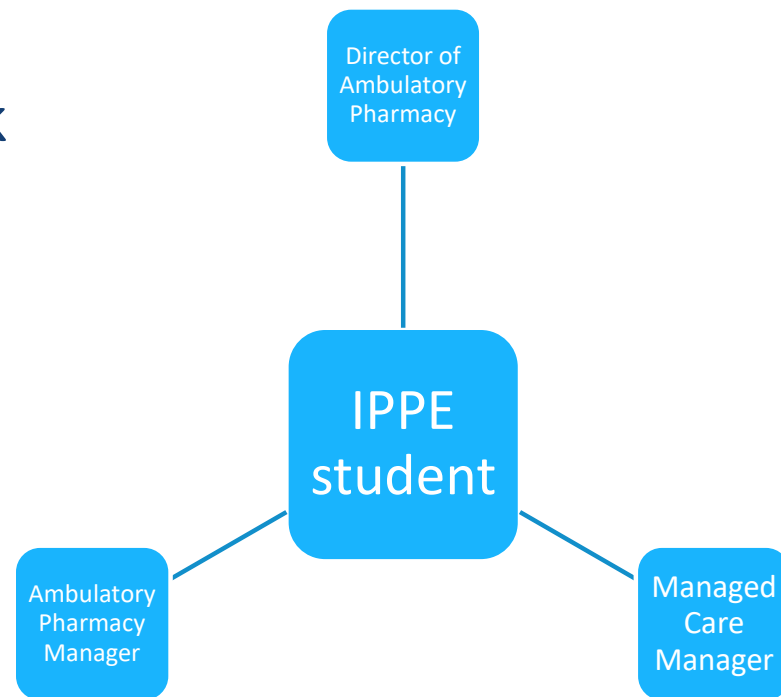
- P3-only opportunity
- Application + interview
- Intentional fit assessment



Longitudinal Administrative IPPE

Weekly Structure & Mentorship

- Dedicated 4 hour weekly block
- Exposure to multiple leaders
- Consistent expectations & longitudinal mentorship



Longitudinal Administrative IPPE

Core Learning Activities

- Professional Development
- Managed care exposure
- Data & reporting

Update CV, LinkedIn

Letter to legislator

Exposure to PBM meetings

Pop health reports

Outcome data collection



Ambulatory Care Intern

Program Overview

- Longitudinal IPPE (4 hrs/wk, semester based)
- Clinically-focused with direct patient care
- Designed for advanced learners



Ambulatory Care Intern

Institutional Gap

- Growing patient volume
- Opportunities involvement in QI initiatives
- Limited pharmacist capacity



Ambulatory Care Intern

Student Role as the Solution

Before	After
<ul style="list-style-type: none">• Reactive workload• Limited QI bandwidth• Inconsistent follow up	<ul style="list-style-type: none">• Dedicated 8 hr/wk support• Focused QI engagement• Expanded reach



Ambulatory Care Intern

Learner selection & fit

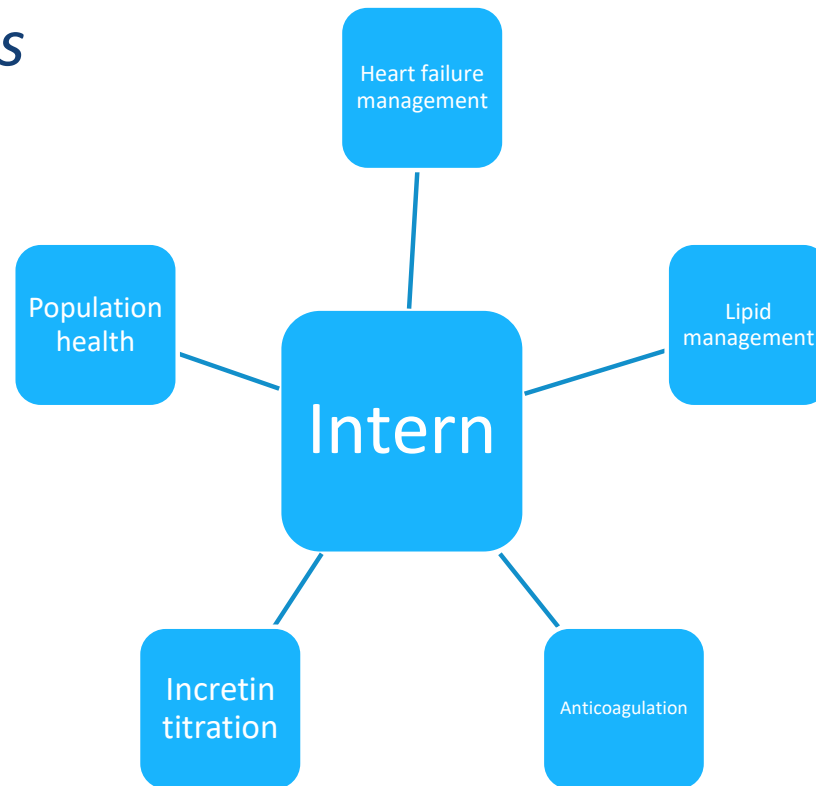
- P3-only opportunity
- Application + interview
- Intentional fit assessment



Ambulatory Care Intern

Clinical & Quality Focus Areas

- Cardiometabolic focused
- Direct patient care
- Interdisciplinary care



Ambulatory Care Intern

Institutional Outcomes

- Expanded ambulatory capacity
- Protected time for high value initiatives
- Support for cardiology disease state optimization



Meds to Beds IPPE

Program Overview

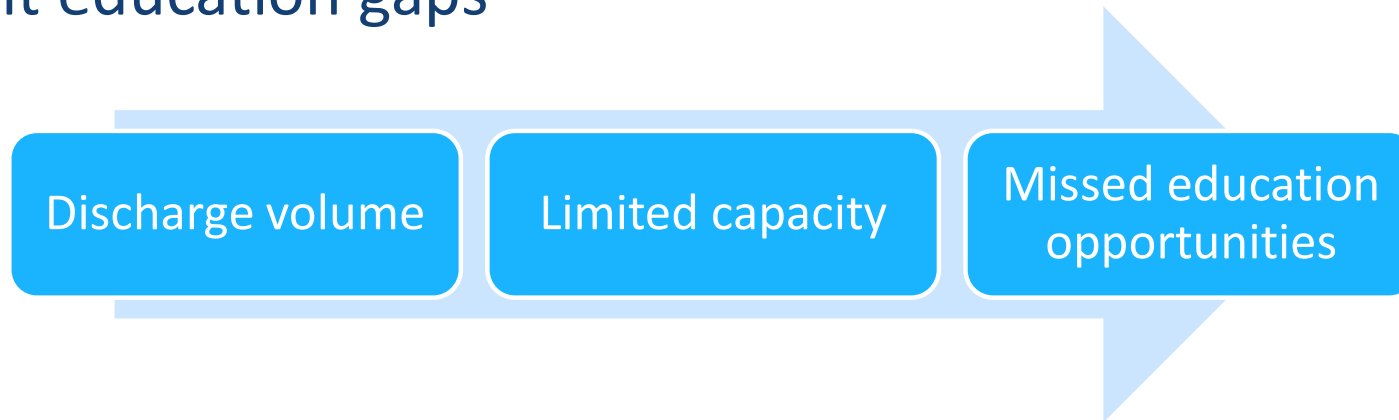
- Longitudinal IPPE
- P2-P3 learners
- Transitions-of-care focused



Meds to Beds IPPE

Institutional Gap

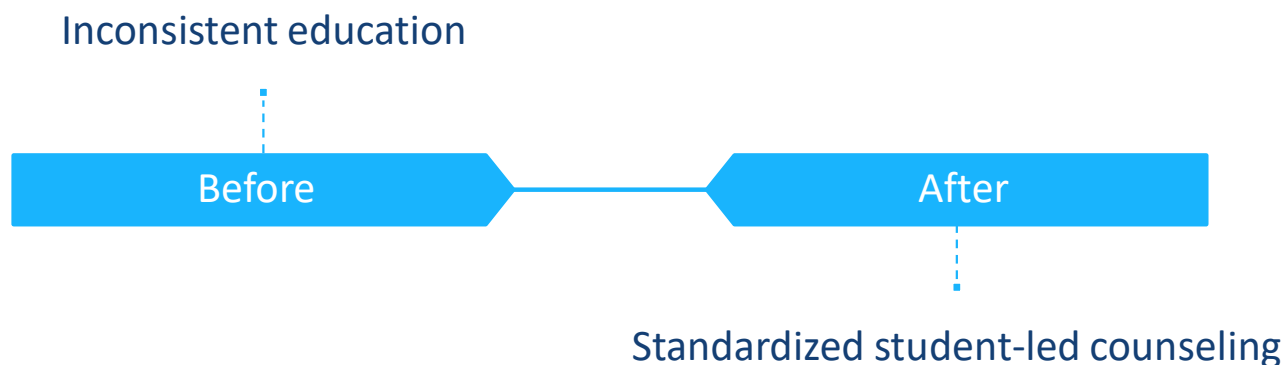
- High discharge volume
- Limited pharmacist time
- Patient education gaps



Meds to Beds IPPE

Student Role as the Solution

- Dedicated education support
- Focused patient interaction
- Consistent discharge coverage



Meds to Beds IPPE

Learner Selection & Fit

- P2-P3 application
- CV and cover letter
- Brief interview



Meds to Beds IPPE

Program Structure and Scheduling

- 4-hour block
- Every other week
- Small student cohorts



Meds to Beds IPPE

Student Preparation and Training

- Top 100 medications
- Core counseling points
- Standardized approach

Medication knowledge

Counseling skills

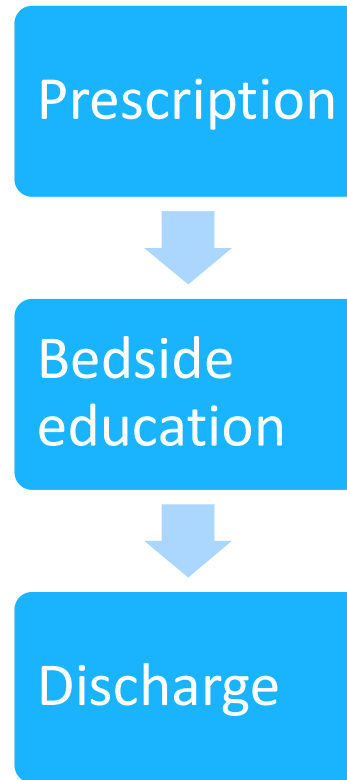
Patient communication



Meds to Beds IPPE

Core Student Activities

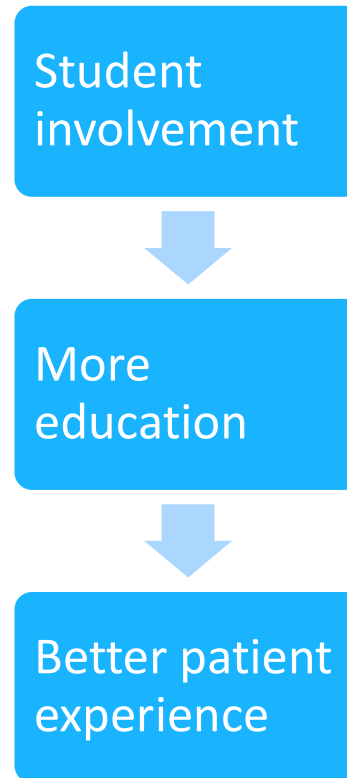
- Discharge counseling
- Meds to Beds workflow
- Patient education



Meds to Beds IPPE

Institutional Value & Outcomes

- Increased education coverage
- Improved patient experience
- Press Ganey alignment



But Did This Matter to the Learners?

- Anonymous student survey
- Assessed learning, confidence, and career impact
- Evaluated whether students felt they were contributors, not just observers

Students weren't just "helping"; they were growing



Learner Impact

Understanding Pharmacist Roles

- Exposure to diverse practice settings
- Systems-level perspective
- Expanded view beyond traditional roles

Skills Strengthened

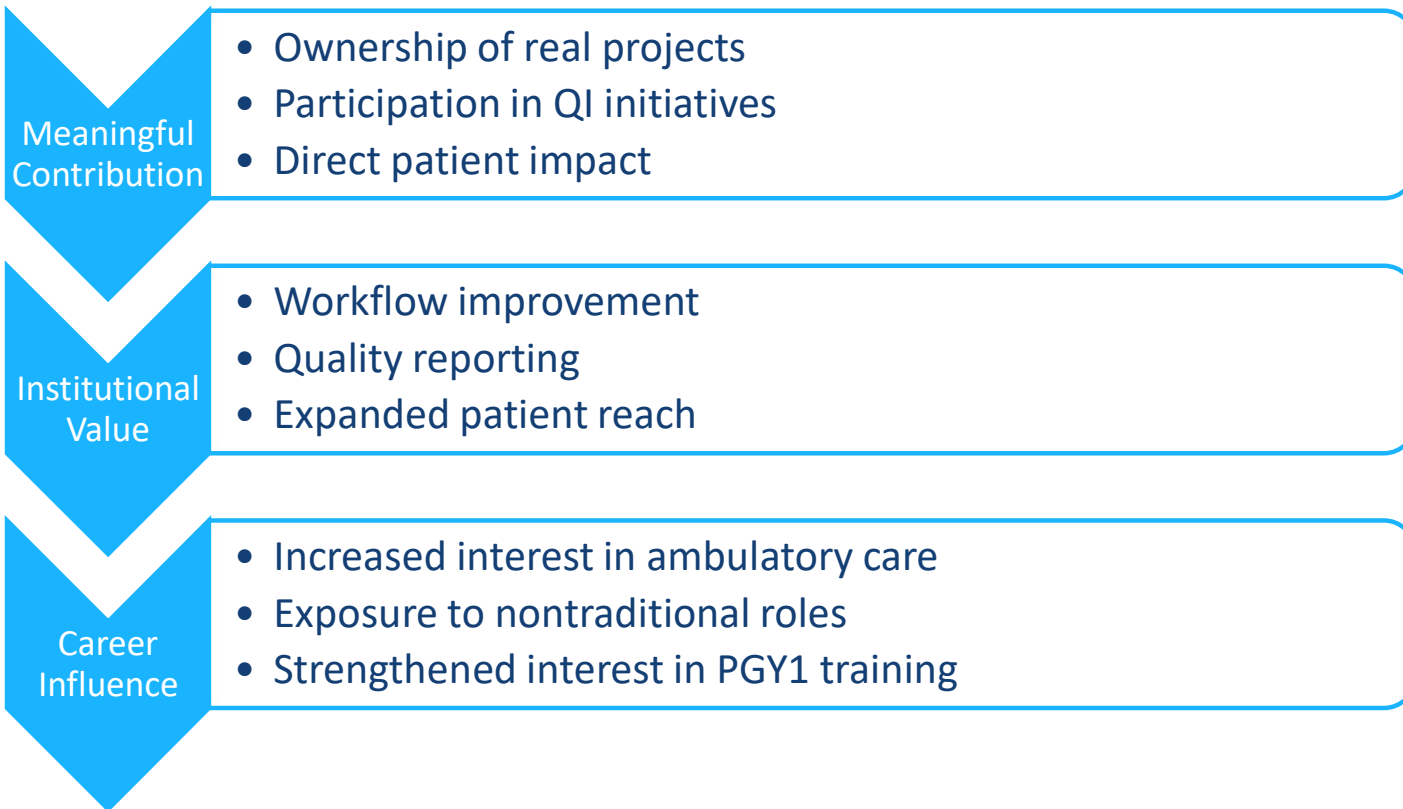
- Patient communication
- Clinical-decision making
- Quality improvement & data analysis

Confidence & Readiness

- Applied didactic knowledge
- Real-world clinical integration
- Increased confidence in patient care



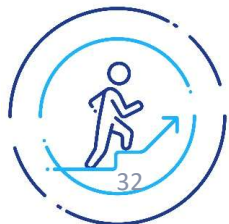
From Observers to Contributors



Lessons Learned

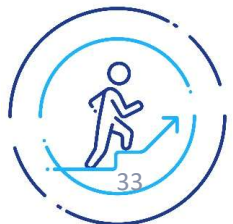
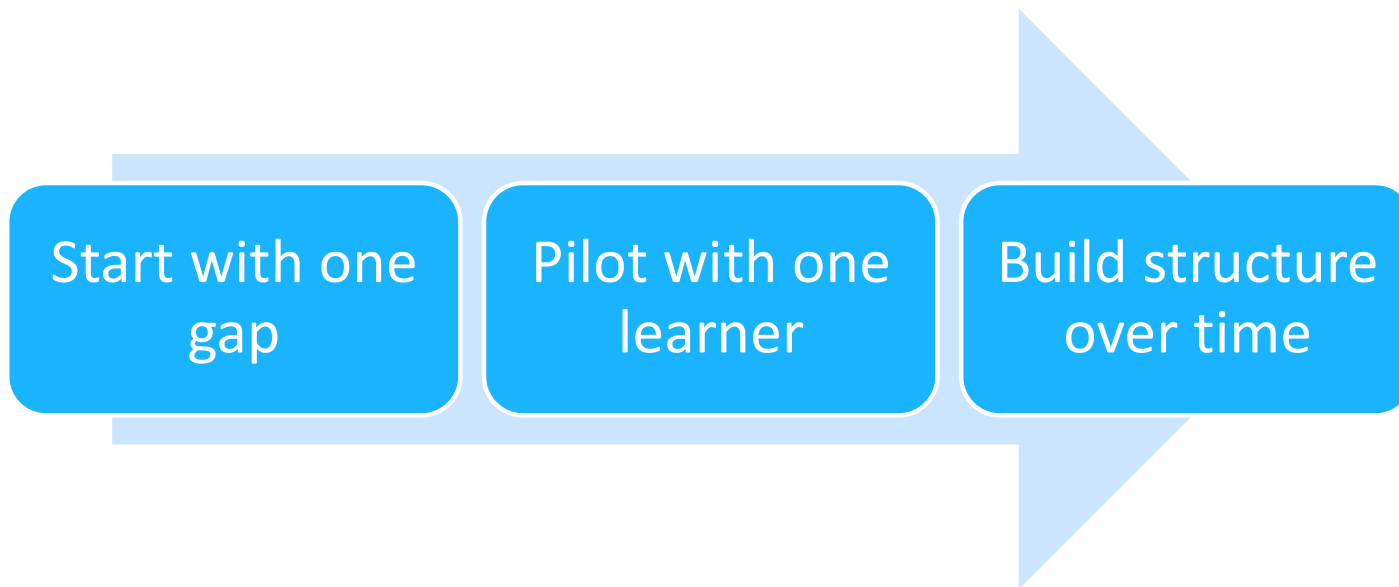
Continuous improvement

- Earlier EMR training
- Structured onboarding
- Progressive independence



How To Implement This at Your Site

You don't need a full program to start



Scaling the Model: What's Next

Expand across sites

- Engage preceptors (planned strategy meeting)
- Integrate students across clinics
- Explore year-round utilization

Quality Integration

- Involve students in
 - Framework development
 - Implementation
 - Outcome tracking

Program Sustainability

- Expand program capacity
- Engage additional pharmacy leaders as preceptors
- Balance precepting across the department



Key Takeaways

Longitudinal IPPE/Intern Programs can:

- Improve institutional capacity
- Strengthen student competence
- Influence career trajectory
- Support accreditation expectations



References

1. Accreditation Council for Pharmacy Education. *Accreditation standards and key elements for the professional program in pharmacy leading to the doctor of pharmacy degree (“Standards 2025”)*. Published 2024. Accessed March 24, 2026. <https://www.acpe-accredit.org/wp-content/uploads/ACPEStandards2025.pdf>
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3. Trovinger SA, Murzello A, Ades R, et al. A survey of experiential education practices at us colleges and schools of pharmacy. *Pharm Educ*. 2025;25(1):305-310.
4. Maes MI, Barnett SD, and Porter AL. A call to action for integrating introductory pharmacy practice experiences with purpose. *Am J Pharm Educ*. 2024;88(4). doi:100682.



Need More Information?

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