



ROOSEVELT UNIVERSITY
COLLEGE OF PHARMACY

Interprofessional Practice Experience

(IPE) Manual

Commitment

Competence

Compassion

P3 Manual

Winter 2013

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THANK YOU TO OUR HEALTHCARE COLLEAGUES

The administration, faculty and students of the College of Pharmacy at Roosevelt University want to thank all of the healthcare practitioners who have taken on what we hope will be an exciting and educational assignment for both our practitioner-preceptors and students over the course of the next five weeks as part of our innovative practice-based approach to educating our Doctor of Pharmacy (PharmD) students to work collaboratively in tomorrow's healthcare delivery system.

Your trendsetting role as a non-pharmacist preceptor for pharmacy students comes with an additional request we ask of you – that you communicate frequently and openly with us about the IPE rotation experience as viewed through the lens of your profession-specific roles, training, expectations and experiences. We welcome your feedback and depend on it as a vital part of the College's commitment to Continuous Quality Improvement. Toward the end of this manual you will find a listing of key contacts at the College with whom you can share your feedback.

We truly appreciate the effort and foresight you have displayed by agreeing to take part in an interprofessional learning experience. We know that the continued success of our program and students will not be possible without your support.

Sincerely,

For The College of Pharmacy

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ABOUT OUR STUDENTS

The students who are on an Interprofessional education (IPE) rotation are Doctor of Pharmacy (PharmD) candidates enrolled at the start of their third professional year of study. As such, they have successfully completed many of the didactic courses necessary for graduation and next Fall will begin their final year of studies – 36 weeks of full-time practice under the supervision of a pharmacist in a variety of institutional, community and elective pharmacy practice rotations.

At this point our students have studied pharmaceuticals, anatomy and physiology, health care systems, healthcare cultural competency, nutrition, microbiology and immunology, molecular biology and human genetics, medication use systems and healthcare informatics and five courses we term “Integrated Sequence” that are co-taught by basic science and clinical faculty whose purpose is to draw together the content of the other courses in an applied fashion addressing specific illnesses and anatomic systems. They have also demonstrated a variety of clinical skills in a series of three pharmaceutical care labs. Finally, all students have completed 320 hours of introductory pharmacy practice experiences in both community and institutional pharmacy settings.

All of our students are licensed by the Illinois Board of Pharmacy as Pharmacy Technicians (Student) – their way of saying Student Pharmacist – although in a sense this is not particularly relevant as the purpose of Interprofessional Education is not to practice pharmacy but, rather, to learn about other care-givers and their fields by interacting with them in care settings.

All students have had HIPAA training and understand its application to them regardless of the practice setting they are in and how it is binding upon them outside of the practice setting. In a related fashion they all understand that, apart from HIPAA, their experiential education may expose them to proprietary information about the business practices and standards of their practice sites. Just as they know they cannot discuss protected health information they know they may not discuss any proprietary information about their practice sites.

ABOUT INTERPROFESSIONAL EDUCATION

At this point, the primary focus of our students’ training has been directed at learning the fundamentals of pharmacy practice. As you know, most healthcare education begins in this fashion.

As you also know, the reality of healthcare practice is that professionals from many disciplines need – and do – work collaboratively to deliver the best combination of services needed by each patient even though during their formal education they may

have only had limited opportunities to interact with members of the other professions. Learning what those other professionals do has often been “learned by doing” after graduating and becoming licensed.

Healthcare education has realized that this old model of on-the-job training needs to change and across the country colleges have begun to introduce a number of newer ways to integrate this component into the basic education of future healthcare professionals. The methods vary from didactic courses, joint learning, simulations and, in a few cases, providing students the opportunity to learn alongside students and practitioners from other health professions.

Roosevelt University College of Pharmacy is proud to be one of those programs that provide its students with opportunities to go into patient care settings alongside other healthcare professionals to shadow them, learn about their practices and develop insights into methods in which pharmacists can use to improve the ways in which they can interact more effectively to produce better patient outcomes.

Our commitment to this approach stems, in part, from a significant position paper issued recently that addresses Interprofessional education in healthcare. Six major healthcare education-governing bodies published *Core Competencies for Interprofessional Collaborative Practice* (IPEC, 2011). This report urges, among other things, that healthcare schools and colleges include in their curricula realistic training opportunities aimed at developing competency in four core domains.

1. Values/Ethics for Interprofessional Practice. In part this domain is based on the recognition that effective collaboration to deliver the best patient outcomes is founded mutual respect and trust among the healthcare providers. Of course, if students are not taught about the values and ethics systems of other practitioners effective collaboration becomes more difficult.
2. Roles/Responsibilities addresses the need for the various professions to understand what their counterparts’ roles and responsibilities are as well as being able to describe their own roles and responsibilities to others with the objective of improving the effectiveness of collaboration among all the parties involved in a patient’s care.
3. Interprofessional Communication recognizes the need to address a wide variety of communication issues impacting patient care ranging from informatics, individual communication skills, discipline-specific jargon, mannerisms and other factors that impact a practitioner’s readiness and ability to productively participate in a collaborative care setting. Importantly, it includes recognition of the need for all practitioners to learn how to interpret the communications received from others and to always clarify any questions they may have about information that is communicated to them before acting.

4. The final domain, Teams and Teamwork, is stated simply in the IPEC report as, “Learning to be Interprofessional means learning to be a good team player.” The report goes on to describe specific examples of what it means to be a good team player including: cooperation, coordinating activities, shared problem-solving and decision-making – especially when uncertainty exists. The report recognizes that issues of leadership, power, status and position may all present challenges to developing the sense of team and teamwork that delivers the best patient outcomes and encourages all practitioners to recognize this potential and develop coping mechanisms to avoid untoward consequences on patient care.

INFORMATION FOR BOTH STUDENTS AND PRECEPTORS/PRACTITIONERS

What does the Roosevelt University College of Pharmacy expect its students to do while on an IPE rotation and what is it asking the preceptors and practitioners who will supervise them to do?

Roosevelt University College of Pharmacy Students

This is a summary of key expectations that the College has of its students. For preceptors and practitioners this can be used as a guide in assessing students' performance during rotation.

- Students are expected to act professionally at all times. This includes attending each week, arriving on time, staying engaged throughout the rotation, taking direction from the site's preceptors and practitioners, remaining at the site until released for the day, observing the site's rules, regulations and standards and representing the profession, the College of Pharmacy and Roosevelt University in a positive manner.
- Students are expected to complete tasks given to them by the site's preceptors and practitioners. These tasks will vary by the type of site the student is at, the activities occurring at any given moment, the practitioner with whom they are working with (e.g., nurse, therapist, counselor, clergy, etc.).
- Importantly, students are not required or permitted to engage in any activity that goes beyond the scope of their training or licensure as a Student Pharmacist. For example, while a preceptor or practitioner may ask a student about a drug or its counseling points the student cannot be asked to provide a recommendation about drug therapy or counseling. This protects the student, the site, the preceptor/practitioner and, most importantly, the patient.

As such, these IPE rotations will be largely observational with the student taking note of what is occurring and discussing it with preceptors, practitioners, other

students and College faculty.

- Students are expected to complete any mini-projects or assignments while at the rotation site that the preceptor or practitioner may ask them to complete.
- Students are expected to be inquisitive about the way in which care is provided in various settings and translate that inquisitiveness into professionally appropriate questions that develop and expand the depth of their understanding of other healthcare professionals, their various care settings and the ways in which care is provided. To promote this exploration students are expected to both conduct independent research while at the rotation site using resources they bring with them or which may be available to them at the site as well as ask questions of their preceptors or practitioners and engage in constructive dialogue as circumstances and time permit.

- Students are expected to share this manual with the preceptors and practitioners at their site in the form (paper vs. electronic) requested.

Interprofessional Preceptors and Practitioners

As already described, the nature and extent of interprofessional education in healthcare is changing rapidly and, in some ways, you are innovating what is sure to become a new model of both practice and education. We hope that you find your interactions with our PharmD students to be professionally rewarding and helpful to you professionally.

The prior section, which summarizes the expectations the College has of its students while on their IPE rotations gives a good overview of how the rotation will operate, ways in which our students can participate in your daily activities and the important limitations on what they cannot do. The remainder of this section goes into more detail about your role as their immediate supervisor while on rotation as well as provides insights which you might be able to use to enrich their experience by taking advantage of spontaneous situations that may arise.

- Because it is so important, one point bears repeating here. Professional standards, laws and regulations define what a Student Pharmacist may and may not do. Because we share a desire to not compromise their status, yours or the site's nor do anything that has the potential to interfere with the delivery of the best possible patient care, IPE rotations are largely observational in their nature. Students are there to learn principally by seeing, thinking, researching and questioning.
- At each site there should be a specific individual to whom the student is principally responsible. This person will be asked to complete a student evaluation at the end of the rotation and should be known to each student.

Depending on the site and the opportunity, this person may want to schedule a short debriefing session toward the end of each rotation day and set aside some private time with each student at the end of the rotation to discuss the student's experience and performance in a confidential setting. This person should serve as the site's principle contact to the College regarding the overall relationship, issues that might arise or other matters.

- Each site is asked to identify a procedure students are to use to report concerns, absences or incidents that might occur. Ideally, the procedure should provide some redundancy so that it not dependent on the availability of a single individual.
- Students are expected to be on rotation for a full shift. What that means at different sites will vary (e.g., 8-4 or 9-5) but should roughly be eight hours per day. Circumstances may sometimes dictate that a student is on rotation a bit longer in order to complete an activity and on other days you may decide to dismiss them a bit early. Please provide clear direction on when they are to arrive (especially if this may vary from one week to the next), leave for the day, take breaks or rest periods, eat lunch, etc. Please also make clear whom they are to report their arrivals and departures to and where they are to report, again, especially if this changes during the rotation.
- Preceptors/practitioners may ask students to assist them by performing tasks that do not require a professional license or specialized training. If you choose to do this please be mindful that they may have never performed the task before and your guidance and supervision are needed until you are satisfied that they know how to properly perform the task. Please do not ask students to perform tasks outside the scope of either their training to date or licensure as a Student Pharmacist.
- Given the variety of activities and/or healthcare professionals at each site, preceptors and practitioners are encouraged to be alert for ways in which to provide the broadest possible view of the scope of practice at each site.
- The College and its students recognize that not all situations are ones in which it is possible for a student to participate regardless of how professionally interesting it might be. Preceptors and practitioners are reminded that their professional judgment determines if, or when, a student may observe or participate in any given activity.
- While the principle objectives of IPE rotations are observational activities you will often see students taking notes about what they observing or have taken part in. The students' HIPAA training has taught them that in no case may they

violate their obligation to respect protected health information. If students are taking notes they know that all such records must be de-identified and contain no information that could possibly be used, directly or indirectly, to reveal the identity of a patient. As their preceptor with an autonomous duty to assure compliance with all laws, you have the right to examine notes made by students.

ASSESSMENT

As a preceptor, the College relies heavily on your evaluation of the student's performance on the four core competencies that form the basis of the Interprofessional Education as well as assess their attitudes and professional behaviors.

Each week your student will ask you to complete a brief assessment of their participation that day. This allows our students to get immediate feedback, provides an opportunity for you and your student to address questions and aids in the assessment process when different persons supervise a student on different days. The student will turn in this assessment form at the conclusion of their rotation at your site.

The Assessment Form shown at the end of this manual should be presented to you each week for completion and returned to the student.

SAMPLE ACTIVITIES AND COMMENTS ABOUT THEM

This manual is general in terms that it is meant for use by preceptors and students on rotation at different types of practice sites. The introductory comments here may help orient all those involved in the IPE rotation and better understand the types of activities that the students may possibly become involved in while on rotation at their site.

Rotation sites vary as do the backgrounds of the professionals who may be at any given site at any given time. During this term the types of rotation sites include: hospices, facilities providing stepped care for the elderly, convenient care clinics and hospitals. As a result, students will interact with preceptors who are hospice nurses, nurse practitioners, physician assistants, respiratory therapists, consulting pharmacists, discharge educators, care coordinators, patient advocates, clergy or other spiritual support providers, psychologists and others, some of whom might become involved as a result of a spontaneous development that occurs during a specific rotation.

As a result it is not possible, to fully anticipate the types of activities the students will see, experience, have questions about or learn from. This fact necessitates significant reliance on the preceptors and practitioners who are guiding the development of our students' understanding of, and appreciation for, the services these many other professionals provide in their practice settings.

We are not asking preceptors/practitioners to go out of their way to “create” unusual or non-standard experiences for our students. Rather, we want our students to experience what other healthcare professionals do in realistic situations today. The months and years ahead will provide ample opportunity for all of us to participate in the evolution of how healthcare is provided in a more interdisciplinary manner.

All we ask is that you go about your day in its usual manner, involve your pharmacy student whenever appropriate, be open to their questions, ask them questions and, if uncommon events happen to occur (that you feel are appropriate for the student’s involvement) remember that it may be a once-in-a-lifetime opportunity for them to learn something special and significant to their professional development.

INCIDENT REPORTING

While it is not common for incidents to occur while on rotation, sometimes they do. To provide any support that might be required or useful to our students the College of Pharmacy has in place a policy requiring students report them. Preceptors and practitioners may also use this form or contact the College directly if they feel this is necessary. Contact information is given later in this manual.

The term incident covers many areas, including, but not limited to: injury, illness, illegal behavior, whether committed by site employees or others, exposure to potential harm, unethical behavior, inappropriate behavior including harassment of any kind, car accidents that occur on the way to or from rotations, and any other action or occurrence deemed out of the ordinary by any student, staff member or faculty of the College.

Should an incident occur, please complete the form that is shown later in this manual (or the student may download it from Blackboard) to document the event. The completed form should be turned in to a member of the Office of Experiential Education as soon as possible. The form will be shared with the Office of Enrollment and Student Services and reviewed jointly. You will be notified of the results of this review.

POLICIES AND PROCEDURES

Site Assignments - The Doctor of Pharmacy (PharmD) student will be assigned to the appropriate experiential rotation site as determined by their level of pharmacy education and the availability of sites in different practice settings. The specific requirements for each site will determine the type of experience the student will have during that rotation. Previous experience, of any type, will not count toward rotation requirements.

The Office of Experiential Education assigns students to rotation sites.

Compensation - Students may not be financially compensated for their participation in experiential training; rather they will receive academic credit towards graduation and internship credit hours.

Rotation hours may vary based on preceptor and site requirements, and may involve evening and / or weekend hours. At the completion of all rotations, the College shall serve as a resource to verify and communicate the appropriate number of earned internship credit hours to Boards of Pharmacy.

Concurrent Employment - Students may choose to work while in school, but such employment must not interfere with the requirements, attendance and/or performance at rotation sites during pharmacy practice experiences.

Insurance and Licensure – Students are responsible for providing proof of health insurance and a current State of Illinois Pharmacy Intern license. The license must remain in good standing and valid throughout the training period. STUDENTS MUST HAVE IN THEIR POSSESSION, AT ALL TIMES WHILE AT ROTATION SITES, THEIR CURRENT STATE OF ILLINOIS PHARMACY INTERN “WALLET CARD”. The OEE will provide evidence of liability insurance coverage to practice sites upon request.

Background Checks / Drug Screens – Students may occasionally be required to have a background check and/or a drug screen prior to beginning rotations at various sites in addition to the requirements of the College. It is the responsibility of the student to obtain the requested background/drug screen and ensure the requesting facility receives the final report **prior to starting** the rotation. The student is financially responsible for any additional background and/or drug screenings.

Occupational Safety and Health Administration (OSHA) Training / Communicable Diseases Guideline / Health Insurance Portability and Accountability Act (HIPAA) Privacy Rules - Students must receive training in OSHA Regulations, including guidelines for blood borne pathogens and for proper prevention of communicable disease transmission, and HIPAA rules before they can participate in pharmacy practice rotations. Some sites may require additional training on their own internal policies. The student is responsible for complying with all such policies.

Confidentiality - During pharmacy practice experiences, students will have access to privileged information about patients’ health, insurance and financial information and may have access to information about the management or business performance of the practice site. ALL privileged information obtained at a rotation site is NEVER to be discussed outside of the rotation site or at any other rotation site. **BREACHES OF CONFIDENTIALITY MAY RESULT IN DISCIPLINARY ACTION FROM THE PRACTICE SITE AND/OR THE COLLEGE.**

Professional Conduct Code and Dress Code – See the Student Handbook.

Substance Use Policies – See the Student Handbook.

Correspondence – Students will be required to keep the Office of Experiential Education informed of their current address, phone number, and e-mail address at all times.

University Policies and Academic Regulations - Students are required to observe all University policies and academic regulations during their rotations. (See Student Handbook.)

COLLEGE OF PHARMACY CONTACT INFORMATION

Office of Experiential Education

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Office of the Dean

George MacKinnon III, PhD, RPh
Dean and Professor

Zita Ceponis, Business Manager
847-619-7293

Experiential Education Incident Report Form	
Student name (print)	
Date of Incident	Time of Incident
Location of Incident	
Description of Incident (use the following lines as needed):	
Were there any injuries? Yes No (circle one)	If yes, please describe the injuries (use the following lines as needed):
Was first aid give? Yes No (circle one)	If yes, by whom?
Were the police or another emergency agency contacted? Yes No (circle one)	
If yes, who contacted them?	
If yes, did the emergency agency respond to the incident?	
If yes, name of emergency agency, report number or other identifier:	
What support or assistance do you feel would be helpful to you regarding the incident) use the following lines as needed):	

Please return this completed report to the Office of Experiential Education.

PHAR 671 WEEKLY MAP

Winter 2013/2014

Week	SEMINAR		ROTATION		DUE DATES	
	Date	Activity	Date	Activity*	Date	Activity
1	11/27/13	No Seminar	11/29			
2	12/4/13	Review Course (all students in Block A Rotation)	12/6	Rotation A1 – Review manual with preceptor; Activities as assigned by preceptor	12/3	Nothing Due
3	12/11/13	No Seminar	12/13	Rotation A2 – Activities as assigned by preceptor	12/10	Nothing Due
4	12/18/13	No Seminar	12/20	Rotation A3 – Activities as assigned by preceptor	12/17	Nothing Due
5	12/25/13	No Seminar	12/27	Winter Break		
6	1/1/14	No Seminar	1/3	Winter Break		
7	1/8/14	No Seminar	1/10	Rotation A4 – Activities as assigned by preceptor	1/14	Reflective Writing Due by 9 AM for those in Group A Time Logs Due
8	1/15/14	Review Course (all students in Block B Rotation)	1/17	Rotation B1 – Review manual with preceptor; Activities as assigned by preceptor	1/21	Nothing Due
9	1/22/14	No Seminar	1/24	Rotation B2 – Activities as assigned by preceptor	1/28	Nothing Due
10	1/29/14	No Seminar	1/31	Rotation B3 – Activities as assigned by preceptor	2/4	Nothing Due
11	2/5/14	Guideline Workshop presented by Pharmacy Resident	2/7	Rotation B4 – Activities as assigned by preceptor	2/11	Nothing Due
12	2/12	How to Answer a DI Question – presented by Pharmacy Resident	2/14	Rotation B5 – Activities as assigned by preceptor	2/18	Reflective writing due by 9 AM for those in Group B Time Logs Due

*To reflect the fact that students will be on rotation for 5 of the 10 weeks, rotations are designated with either an A or B. Students are responsible for knowing which group they are in. Students have been informed of this prior to the start of class. Any student who has forgotten their assignment should see Ms. Karen Laudenbach for assistance.

Students not on rotation on a given Friday are excused from class activities on that day and are not required to perform an alternate activity.

EVALUATION of IPE SITE and PRECEPTOR

Student Name
Site Name (include address for entities with multiple locations):

For the following evaluations, please indicate your rating using a 5-point scale in which 1 is “strongly disagree” and 5 is “strongly agree”, use N/A for not applicable.

Criteria	1	2	3	4	5	N/A
<i>The following questions refer just to the site itself. Please indicate your rating of each criterion without taking into account your preceptor(s). Other sections address the preceptor(s) and an overall assessment of the rotation itself.</i>						
The site provided me a good orientation to the rotation						
The site offered opportunities to interact with a number of different professionals						
The site helped me understand the roles and responsibilities of other professions						
The site helped me understand how to better communicate with other professions						
The site is conducive to understanding how to function better in a team environment						
<i>The following questions refer to your preceptor(s). If you had more than one preceptor, please form a composite evaluation of them; you may make observations about specific preceptor(s) in the Comments section at the end of this part of the evaluation.</i>						
The preceptor(s) understood that the rotation is principally observational						
The preceptor(s) actively taught me about their profession/area of expertise						
The preceptor(s) helped me understand how to interact with members of their profession in ways that will help me provide better patient care						
The preceptor(s) were supportive of having a rotation with a PharmD candidate						
Comments:						
<i>The following questions refer to your overall rotation experience.</i>						
This rotation helped me understand more about the importance of providing care in a team-based environment.						
This rotation taught me about what other professionals do and think and the environments they practice in.						
This rotation motivated me to seek ways to interact more effectively with other members of the healthcare system and those involved in the overall delivery of care.						
I would like others to have this type of IPE rotation experience.						

WEEKLY IPE ASSESSMENT REPORT

For each student please complete both sections of this assessment report. The completed form should be returned to the student who has the full responsibility to turn this in to the College.

Student Name (printed)

When completing the weekly assessment please take into account the IPE core domains and expected professional behaviors. These are listed below for your convenience.

Interprofessional Education (IPE) Core Domains

Values and Ethics: The student displays values and ethics that are patient centered and grounded in a sense of shared purpose to support the common good in health care, and reflect a shared commitment to creating safer, more efficient and more effective systems of care.

Roles and Responsibilities: The student has a clear understanding of his or her roles and responsibilities as a part of an interprofessional team, as well as displays an understanding of the roles and responsibilities of other members of the team.

Interprofessional Communication: The student shows an openness to communication by being available in place, time and knowledge, as well as being receptive through displaying interest, engaging in active listening, conveying openness, and being willing to engage in discussion.

Teams and Teamwork: Student actively cooperates in the patient centered delivery of care and coordinates with other health professionals so that gaps, redundancies and errors are avoided. The student collaborates with others through shared problem solving and shared decision-making, especially in circumstances of uncertainty.

Student Attitudes and Professional Behaviors

- Arrived on time at the appropriate location for all rotations
- Was conscientious in completing assigned tasks
- Took direction professionally
- Communicated professionally when asking questions
- Communicated professionally when providing information
- Respected the opinions of others
- Displayed self-confidence appropriate for a health profession student
- Respected the legitimate authority of others (patients, family members, professionals, etc.)

WEEKLY IPE ASSESSMENT				
Week	Assessment (circle)	Comments (if any)	Preceptor Name (print)	Preceptor Initials
1	Met NOT Met			
2	Met NOT Met			
3	Met NOT Met			
4	Met NOT Met			
5	Met NOT Met			

Students: After your final rotation day, you must turn this form in to the Office of Experiential Education. Grades cannot be issued without a completed form.