



**ROOSEVELT UNIVERSITY**  
COLLEGE OF PHARMACY

# Introductory Pharmacy Practice Experience

IPPE III Manual

Commitment

Competence

Compassion

Spring 2014



## TABLE OF CONTENTS

College Contacts .....	
Welcome and Overview .....	
Information for Preceptors .....	
Information for Students .....	
Grading.....	
Evaluation of Site and Preceptor Form.....	
Policies and Procedures .....	
Incident Reporting .....	
Appendix A – Incident Report Form .....	
Appendix B – Mid–Rotation Deficiency Report Form.....	
Appendix C – Weekly Map .....	
Appendix D – Assignments .....	

## COLLEGE OF PHARMACY CONTACT INFORMATION

Experiential Education Office

[OEE@Roosevelt.edu](mailto:OEE@Roosevelt.edu)

**Joan Hardman, BPharm RPh**

Director of Experiential Education

(847) 330-4508

[JHardman02@roosevelt.edu](mailto:JHardman02@roosevelt.edu)

**Klodiana Myftari, Pharm.D.**

Experiential Education Specialist

(847) 330-4527

Office of the Dean

**George MacKinnon III, PhD RPh**

Dean and Professor

**Zita Ceponis, Business Manager**

## WELCOME AND OVERVIEW

### **To our preceptors and students:**

We want to congratulate our students for successfully completing the first year of their professional education and look forward to their successes during this term.

We want to acknowledge the dedication of our preceptors for their generosity in taking on the additional responsibility of helping to guide the professional development of our students. The success of our experiential program is governed by your commitment to our students. **Thank you.**

The purpose of Introductory Pharmacy Practice Experiences (IPPE) is to apply the facts, information and concepts gained in didactic coursework to professional practice. The IPPE courses help students integrate knowledge and theoretical concepts across the curriculum in an environment that encourages and requires interactions between students, preceptors and patients.

During IPPE rotations students have an excellent opportunity to develop an array of skill sets, including: professionalism, communication, problem solving, critical thinking and professional competence. Preceptors will use their skills to emphasize the importance of connecting knowledge, critical thinking, and continuous development to our students through their practice models.

Our goal is to enable students to provide safe, effective and cost-efficient disease state management by assuring the safe, accurate preparation and dispensing of medications, developing patient-specific pharmacotherapy plans and optimizing patients' outcomes.

By practicing pharmacy under the supervision of a Pharmacist dedicated to educating their future colleagues, students will learn to become a source of reliable health care information by emphasizing proper drug usage, disease prevention and public health.

The College uses web-based rotation management programs – RxPreceptor and RxPortfolio. These tools enable preceptors and faculty to follow students' growth and achievements as they acquire the knowledge and skill sets crucial to becoming pharmacists. Our community of students, preceptors and faculty will use this IPPE Manual and the software programs to continuously improve the quality of experiential rotations and provide the College with feedback on any and all elements of our program.

**The Roosevelt University College of Pharmacy Community wishes you a successful and productive year!**

## INFORMATION FOR PRECEPTORS

Dear RUCOP Preceptor,

Thank you once again for participating in the Roosevelt University College of Pharmacy (RUCOP) Experiential Education program as a Preceptor for students enrolled in IPPE. On behalf of the students, faculty and staff we want to let you know how much we truly appreciate the effort and dedication you display each day as you guide our students. We know that the continued success of our program and students will not be possible without your continued support.

**RxPreceptor/RxPortfolio:** To help manage rotations you will have access to RxPreceptor, a management suite of tools that RUCOP uses to match preceptors and students, gather preceptor information, share communications from the College and administer the mid-term and final evaluations. As a preceptor, we encourage you to use this tool to describe your site and learn more about your student through RxPortfolio. RxPortfolio is an online CV that students build up as they advance through classes and rotations. It is viewable to you by clicking on the RxPortfolio icon by the student's name in the My Schedule tab on RxPortfolio. Below, please find a link to the RxPortfolio login page. If you have not received your login information, or have any other questions or comments about RxPreceptor, please contact the Office of Experiential Education.

RxPreceptor login link: [https://www.academicsuiterx.com/experiential\\_login.php](https://www.academicsuiterx.com/experiential_login.php)

### **Preceptor Resources**

The Roosevelt University College of Pharmacy has made special arrangements to provide you with access to the Preceptor Training & Resource Network in *Pharmacist's Letter*.

Follow the link below to find out how you can get access to these special training sessions and also other benefits for our preceptors.

<http://www.roosevelt.edu/Pharmacy/Academics/Experiential.aspx>

**Absence Policy:** In the case of a predictable absence, the student must inform their preceptor as soon as possible before the absence and work with the preceptor to decide on a makeup date at the preceptor's convenience. The student must then inform the OEE of the absence as well as when the makeup day is scheduled. In the case of an unpredictable absence, the preceptor and OEE must be informed before the student's anticipated arrival at the rotation site and a makeup day must be scheduled as soon as it is feasible for the student and the preceptor. OEE must be informed of the date of the makeup day.

Later in this document information is provided about rotation dates, grading and other important details regarding your role as a preceptor for this term. In this section we want to lay out, in broad terms, some of the duties you have as a preceptor.

- **Rotation Dates and Hours:** Students will be on rotation for 10 Fridays for eight hours. At the end of the rotation, your completion of their final evaluation attests to the fact that your student has completed 80 hours of rotation at your pharmacy.
- **Students Background:** Your student will be in the first term of their P2 year. While most students have some prior experience working in a pharmacy, not all do. On the first day, please talk with the student about this so you can tailor their experience to best match their knowledge, skills and needs.
- **Student Expectations:** Your student has been assigned the task of writing a short summary of what their expectations for the rotation are and to share this with you. As part of your initial conversation with them review this with the student. Please feel free to help the student refine their expectations to assure they that can realistically be accomplished.
- **Student Activities While On Rotation:** Students may legally practice pharmacy under your supervision subject to your professional judgment as to their readiness to competently perform any given task. Your review of their background, discussion about their expectations and the conclusions you draw from observing them function in your pharmacy can all help you judge which tasks and responsibilities to have them become engaged in. The College does not expect that every student will have the same range or depth of responsibility.
- **Assignments:**
  - Practice pharmacy under the supervision of you or another pharmacist. It is the intent that the student will participate in as many areas of your practice as possible, subject to pharmacy policies and a pharmacist's professional judgment, that it is appropriate to involve the student. While not required, you may include the student in off-premises activities such as clinics, screenings, health fairs, etc.

- Complete assignments in the following categories:
  1. Overview of institutional pharmacy
  2. Overview of community pharmacy
  3. OTC products/self-care
  4. Patient Interview
  5. Drug information
  6. Drug utilization review
  7. Reflective Writing

**The exact assignment can be found in Appendix D.**
  
- Complete any projects or tasks assigned by you that you feel will help the student improve or allow the student the opportunity to demonstrate a particular strength. As the student has many other obligations we ask that you bear this in mind if you choose to make such an assignment. These assignments should be consistent with the College's expectation that students should first try to locate answers themselves as well as possess the self-motivation to satisfy the natural curiosity they have about pharmacy, drugs, healthcare delivery and public health.
  
- Below is a list of ideas that you may find helpful as you precept in a busy environment.
  1. Spend a few minutes at the beginning of the shift to discuss with student goals of the day.
  2. Allow/coach the student to spend some time on the OTC aisles of your pharmacy.
  3. Involve students on day to day activities including technical and intern tasks (put the inventory away, solve third party issues, contact doctor's offices for refills etc.)
  4. Share with student the new pharmacy initiatives and give him/her tasks that will help you achieve your goal. (Promote immunizations, screenings, and patient's follow up, etc.)
  5. Involve students with calculations, compounding, immunizations, screenings events, gathering patients' information etc.
  6. Provide direct feedback to students with the goal of fostering professional growth during this experiential rotation.

## Grading

As a preceptor, the College relies heavily on your evaluation of the student's performance on the 11 educational domains that form the basis of its curriculum. You will be asked to provide both a mid-rotation and final evaluation of the student's performance. If at any time during the beginning of the rotation up until mid-rotation the student is at risk of not receiving a passing evaluation, please fill out the Mid Rotation Deficiency Notice (Appendix B) and contact the Office of Experiential Education.

Please complete the evaluation form to the best of your abilities by rendering a score of 1-5 or N/A for each of the areas at the Midpoint and Final evaluations.

Students may not be able to be assessed on all areas or activities due to the nature of the practice opportunities at the site during the time the student is present. In this case an evaluation of N/A should be entered.

### Grading Scale/Legend:

**Please keep in mind that many students have no experience or little experience in the pharmacy setting.**

N/A = Non-applicable (per preceptor)

1 = student has many areas needing further development; a passing grade cannot be rendered

2 = student performs within expectations in few areas; many areas still require significant growth

3 = student performs within expectations in most areas; few areas still require growth

4 = student performs beyond expectations in some areas; some areas still require growth

5 = student performs beyond expectations in many areas; some areas still require growth

You will also be asked to evaluate the student's attitudes and professional behaviors. This is graded as "Met" or "Not Met". The two grading rubrics are shown on the next pages.

Domains and Sample Abilities	Scoring 1-5 or N/A
1. Demonstrates competence in Domain 1: <b>Patient Safety- Dispense Medications</b> (order fulfillment) abilities by: accurately prepare, label, dispense and distribute medication orders and/or supervise the preparation of medications orders.	
2. Demonstrates competence in Domain 2: <b>Basic Patient Assessment</b> abilities such as: a) Gather, record, and assess subjective and objective patient data to define health and medication-related problems and/or b) communicate with patients in a manner that demonstrates knowledge of the Health Insurance Portability and Accountability Act (HIPAA), patient educational levels and unique cultural and socioeconomic issues.	
3. Demonstrates competence in Domain 3: <b>Medication Information</b> abilities such as: demonstrate knowledge of medications, formulations and drug products commonly used in pharmacy practice and/or demonstrates ability to maintain professional competency through self-initiated life-long learning.	
4. Demonstrates competence in Domain 4: <b>Identification and Assessment of Related Problems</b> abilities such as: compares drug related variables and patient related variables to identify and assess drug-related problems and/or assesses how unique characteristics of patients and patient populations influence manifestation of drug-related problems.	
5. Demonstrates competence in Domain 5: <b>Mathematics applied to Pharmaceutical Calculations</b> abilities by utilizing pharmaceutical and pharmacokinetic mathematics to perform accurate pharmaceutical calculations and/or understanding the importance of total accuracy in performing and applying pharmaceutical calculations.	
6. Demonstrates competence in Domain 6: <b>Ethical, Professional, and Legal Behavior</b> by demonstrating caring, ethical and professional behavior when interacting with peers, professionals, patients and caregivers and/or complying with all federal, state and local laws.	
7. Demonstrates competence in Domain 7: <b>General Communication Abilities</b> by demonstrating effective communication skills (verbal, non-verbal and written) in interactions with patients, their families, caregivers, other healthcare professionals and the general public.	
8. Demonstrates competence in Domain 8: <b>Counseling Patients</b> by demonstrating effective communication skills (verbal, non-verbal and written) to counsel and educate a patient or caregiver regarding appropriate use of prescription and over the counter (OTC) medications and/or describing proper administration technique for various drug delivery systems (e.g. inhalers, eye drops, etc.).	
9. Demonstrates competence in Domain 9: <b>Drug Information Analyses and Literature Research</b> by retrieving, analyzing and interpreting professional, lay and scientific literature to make informed, rational and evidence-based decisions and/or applying knowledge of study design, literature analysis and retrieval to provide accurate, evidence-based drug information to patients, their families and other involved healthcare professionals.	
10. Demonstrates competence in Domain 10: <b>Health and Wellness – Public Health</b> by participating in patient, community, professional and at-risk population events that promote the importance of health, wellness, disease prevention, disease management and medication therapies that optimize outcomes.	
11. Demonstrates competence in Domain 11: <b>Insurance/Prescription Drug Coverage</b> by describing the objectives of health insurance and pharmacy benefit managers (PBM) and/or demonstrating ability to assist patients and caregivers with private or public insurance prescription drug programs.	

<b>Attitudes, and Professional Behavior</b>	<b><i>M*</i></b>	<b><i>NM**</i></b>	<b><i>Comments</i></b>
Arrives on time			
Demonstrates conscientiousness in completing assigned tasks in a timely fashion			
Communicates effectively			
Demonstrates dedication and commitment to tasks			
Respects others' opinions and seeks consensus			
Solves problems independently			
Displays self-confidence			
<b><i>*Met Expectations, **Not Met Expectations</i></b>			

To receive a passing grade the student must:

- Receive a score of at least 3 on all domains for which a preceptor is able to provide a final evaluation.
- Receive an evaluation of “Met” for all attitudes and behaviors.
- Complete assignments by due date.

## INFORMATION FOR STUDENTS

Students are expected to fully read and abide by the information contained in this manual as well as all College and University policies. This section is intended to serve only as an outline of how the course is delivered, administered and provide a summary of what is expected of you.

- Course format. The course has two components: a **mandatory** weekly seminar on Mondays and rotation activities on Friday. You must successfully pass both components of the course in order to pass the course itself.
- The principle expectations for seminar are that you will submit all assignments on time, attend all seminars, be prepared to meaningfully participate in a discussion at each seminar (whether it addresses a topic raised by you or a classmate) and remain engaged in the discussion and other classroom activities.
- The principle expectations for the rotation are that you will:
  - 1) Contact your preceptor one week prior to the start of rotation to introduce yourself and to obtain directions, proper dress code, start time and any information that your preceptor feels it is important for you to know.
  - 2) Be on time. Repeated tardiness will result in failure of the rotation.
  - 3) Bring with you all materials required to be in your possession while on rotation.
  - 4) Represent yourself, the College and the University in a professional manner at all times through your involvement, attire, attitude and conduct.
  - 5) Review your expectations of the rotation with your preceptor at the start of the rotation, and at its conclusion.
  - 6) Perform the lawful tasks relating to the practice of pharmacy or the operation of the pharmacy that are assigned to you by your Pharmacist preceptor or a member of their staff who have been designated to provide direction to you.
  - 7) Comply with all laws, rules, regulations or other requirements governing the professional practice of pharmacy or which are policies required by the pharmacy owner.
  - 8) Report any incidents which might occur while on rotation so that the University can provide guidance, support or assistance that may be required.
  - 9) Be prepared before you arrive each time. Responsibly complete assignments given to you by you preceptor or their designee designed to further your professional growth.
  - 10) Complete your Student Evaluation of Site and Preceptor by the last Friday of your rotation.

## Student Evaluation of Site and Preceptor

Your Name \_\_\_\_\_

Preceptor's Name \_\_\_\_\_

### Student Evaluation of Rotation Site

Please answer each question with the following key:

1-2-3-4-5

In which 5 is the highest score and 1 is the lowest score

1. It is a meaningful rotation 1 2 3 4 5
2. You received enough exposure to pharmacy practice at the site 1 2 3 4 5
3. The site provides an environment conducive to your learning 1 2 3 4 5
4. The length of the program is suitable to your learning 1 2 3 4 5
5. Suggestions: What would you change?

### Student Evaluation of Preceptor

6. The instructor is knowledgeable about the profession 1 2 3 4 5
7. The instructor provides opportunities conducive to learning 1 2 3 4 5
8. The instructor induces students to further learning 1 2 3 4 5
9. The instructor provides hands-on activities and interactive discussions 1 2 3 4 5
10. Instructor provides timely feedback to student 1 2 3 4 5

11. Suggestions: Would you recommend this rotation to your classmates? If no, what would you change?

## 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 education (e.g., P1, P2, P3 and P4) 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. PharmD candidates who complete all experiential rotations will receive 320 hours of Introductory Pharmacy Practice Experiences in addition to 1440 hours of Advanced Pharmacy Practice Experiences. The completed hours may be applied toward state licensure requirements.

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 page 24 of the Student Handbook.

**Substance Use Policies** – See page 24 of the Student Handbook.

**Preceptor Assignment Restrictions** – The OEE will ensure that students currently employed in a pharmacy may not select that specific pharmacy as a rotation site. A student may not work with a preceptor if they are related in any way or if the student has worked, or is currently working, with the preceptor as a pharmacy technician or intern.

**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.

**e-Portfolio** - Students will be required to keep and maintain an online e-portfolio in RxPreceptor and share access with their preceptor. Failure to promptly share their portfolio with their preceptor may impact their final grade.

The minimum requirements of the e-portfolio are:

- A. Current Curriculum Vitae. Students are expected to keep a current copy of their CV uploaded to their e-portfolio. This CV must contain current contact information.
- B. Vaccine and Certification History: Students are expected to have a copy of **all** immunizations, intern license, and current BLS / CPR card with them while on rotation and uploaded to their e-portfolio.
- C. Current rotation schedule.

**University Policies and Academic Regulations** - Students are required to observe all University policies and academic regulations during their rotations. (See pages 12 to 30 of the Student Handbook.)

## **INCIDENT REPORTING**

While it is not common for incidents to occur while on rotation, sometimes they do. To provide you with any support that might be required or useful to our students the College of Pharmacy has in place a policy requiring you report them.

The term incident covers many areas, including, but not limited to: injury, illness, illegal behavior, whether committed by pharmacy 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 on the following page (or download it from Blackboard) to document the event, and turn it in to any 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. See Appendix A.

## Appendix A

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**

**Fax #: 847-330-4525**



## Appendix B

### Mid Rotation Deficiency Notice

Please contact the Director of Experiential Education, Joan Hardman, immediately by phone (847-330-4508) or email ([jhardman02@roosevelt.edu](mailto:jhardman02@roosevelt.edu)) if there is a concern that the student may fail the rotation. Please complete and forward this notification to Joan Hardman by fax (847-330-4525) or as a PDF via email to document concerns and the action plan.

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_

**Rotation Site:** \_\_\_\_\_

**Preceptor's Name:** \_\_\_\_\_

**Description of deficiency identified:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Action plan for improvement:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Student's Signature:** \_\_\_\_\_

**Preceptor's Signature:** \_\_\_\_\_



**Read each word problem carefully and perform the following pharmaceutical calculations. Show your step by step calculations**

1. A patient brings in the following prescription:  
  
2.5% hydrocortisone, 3% salicylic acid in Eucerin cream. Prepare 120gm  
What amount of hydrocortisone powder and salicylic acid powder would you measure to compound this prescription?
  
2. The nurse calls in a prescription for Medrol dose pack with instructions, use as indicated in the package. You look on the shelf and see that you do not have Medrol dose pack but you do have a full bottle of methylprednisolone 4 mg tablets.  
  
How many tablets will you need to dispense to the patient? What dosing instructions would you provide to the patient?
  
3. You are the pharmacist working with a patient with diabetes. After you see the patient you want to reevaluate and adjust his insulin dose. Patient is currently taking Humalog mix 75/25 12 units within 15 minutes before meals. How many units of rapid acting insulin is your patient taking before each meal?
  
4. You are counseling a patient on her ProAir inhaler. The original prescription writes  
  
ProAir HFA  
Sig. Use 1-2 puffs Q4-6H PRN for wheezing. Dispense 1box (240 metered actuations)  
How often are you telling the patient to use the inhaler and how many days will one inhaler last?

**Discuss with preceptor and answer the following questions**

1. What medications and /or supplies sold at a community pharmacy, if any, does MEDICARE PART B pay for?
2. What are some of the common problems encountered with Medicare Part B processing and the problem solving process? ( list at least 2 problems and solutions)
3. What are the common problems encountered with Medicaid claim processing and the problem solving process? (list at least 2 problems and solutions)
4. What drug information resources are available at your pharmacy site, electronic and /or hard copy? Include information resources available for OTC, herbal and supplement. Please list all.
5. How often does your pharmacy perform a complete drug inventory?
6. What is the process for inventory control of C II medications at your site
7. What is iPledge program?
8. What is Illinois Prescription Monitoring Program? How does your pharmacy use this site? If your pharmacy does not use the site please state that.

## Cold and Cough assignment

---

List at least 4 common active ingredients found in the *cold and cough* products available at your site and complete the following table

Active ingredient	What symptom(s) does this medication help with	List at least 1 precaution	List at least 1 side effect

With your preceptor's permission and supervision gather the following information from a patient who is looking for a *cold and cough* product. Make sure to use open ended questions for

Patient symptoms:

Characteristics of symptoms (if it applies):

The onset of symptoms

The history of symptoms

What medication has patient used, if any, to help with the current symptoms?

Patient's other medications (if any):

Patient's allergies:

What over the counter product did the pharmacist recommend?

What counseling tips were provided to patient, if any?

What are some of the counseling tips that you would have given this patient?

a more complete assessment.



# Institutional Pharmacy 101

- Complete a drawing of the main pharmacy (centralized area). Indicate general work flow, offices, storage, compounding and pre-packing area, IV room (Clean Room) etc. Discuss with your preceptor the efficiency of this design for workflow and what potential improvements would be desirable.
- Describe the personnel of the pharmacy, including job titles and primary responsibilities. Include the number of FTE's (full time equivalents)
- Describe the services and activities provided by the pharmacy. Scope of Services.
- What drug distribution system is used at your site: decentralized, centralized or a combination? Describe the system.
- If the rotation site has decentralized pharmacists, list the areas that they are in and their responsibilities.
- Describe the term unit dose. What are the labeling requirements for unit dose medication?
- Who purchases the drugs for the pharmacy from the vendor? What technology is used to order medications? How is the quantity of drugs to order determined? What if a medication is out of stock? How is a medication borrowed?
- Who has authority to order CII drugs from the wholesaler? Describe the process for ordering CII drugs. How does it differ than CIII through CV? Describe the storage requirements for scheduled II, III, IV and V drugs in the pharmacy and in patient care units.
- Who receives the drugs for the pharmacy? What documents come with the drugs?
- Where are drugs stored in the pharmacy? What temperature range do medications need to be stored at? What drugs require special storage?
- Describe the inventory control methods at the site. What is inventory turnover?

- Describe the purpose, function and organization of the Pharmacy and Therapeutics Committee (P and T).
- What is a formulary and why is it used? How does it impact Pharmacy drug costs and level of care to the health system?
- To whom does the Pharmacy and Therapeutics Committee usually report?
- Why should members of the Committee disclose financial relationships with Pharmaceutical manufacturers?
- What is a drug monograph and who prepares them? What are the components of a drug monograph?
- What is the value of an evidence-based process for the evaluation, selection and deletion of drugs to the formulary?
- What is the procedure for obtaining a non-formulary medication?
- What is the role of the Pharmacy and Therapeutics Committee in addressing drug product shortages?
- Hospitals are governed by several bodies, including the Board of Pharmacy, the Joint Commission and the Department of Health. Hospital Pharmacies also follow standards set out by other National Organizations such as the American Society of Health-System Pharmacists (ASHP). Review one standard from from one of the organizations above and describe how the pharmacy is expected to perform in order to meet the standard. What measures are in place to monitor compliance with this standard?



			chloride
7	LR		0.45% sodium chloride

5. What is the difference between an ampule and a vial? Why do you need a filter straw when drawing up medication from an ampule?
  
6. List all components of an IV label
  
7. What is a sharp's container? What is disposed of in a SHARPS container?
  
8. What is chemotherapy? What types of precautions are taken when preparing chemotherapy medications? Why are these precautions important?
  
9. What is the procedure for verifying a dose of chemotherapy?
  
10. Are chemotherapy drugs stored separately from the other medications? Why or Why not?
  
11. How chemotherapy drugs are sent to the Nursing unit?
  
12. How are chemotherapy medications disposed of?

## *Individual Patient Case Presentation*

---

### **Purpose:**

To give you a chance to demonstrate your presentation style, and base line skills of gathering patient information and presenting it in a way that is accurate, consistent and relevant as you practice during your experiential experience at the site.

We will use this presentation as a way to provide you feedback on your presentation style and to help you build your personal patient case presentation skills.

### **Presentation instructions:**

This will be a 5 minutes power point presentation of a patient that you may have interviewed at your experiential site or at your work place (if you work in a health care setting). The presentation should include patient demographic, chief complain (CC), history of allergies (ALL) history of present illness (HPI),social history (SH), family history (FH), past medical history (PMH) and a complete medication list.

You will receive written feedback from your classmates and a faculty member. Each student will have an assigned presentation date and room number.







### Drug information questions

During this IPPE experience participate in answering drug information questions that will come up at your site. Use the attached drug information form to document at **least two** drug information questions and submit as an assignment by **May 5<sup>th</sup> 2014**

### Drug intervention log

Use the drug utilization review (DUR) form to document at **least four** different interventions that you were able to identify during your IPPE III experience. You can work with your preceptor and ask for his/her guidance in identifying and solving the medication problem. Please submit the completed form as an assignment by **May 5<sup>th</sup> 2014**





## *Drug information form*

---

**Requester's name** \_\_\_\_\_

**Phone Number ( )** \_\_\_\_\_

Background information

What is the question?

Resources used and findings

1

2

3

Formulated answer

- Patient
- Physician
- Other health care member
- Caregiver







Evaluator \_\_\_\_\_ Date \_\_\_\_\_

<b>Background information</b>	
<ul style="list-style-type: none"> <li>States the title, journal of publication and authors</li> </ul>	•
<ul style="list-style-type: none"> <li>Background information from the article was succinctly presented</li> </ul>	
<ul style="list-style-type: none"> <li>Other literature (e.g., previous articles, guidelines etc) was discussed in context to the article being present</li> </ul>	
<ul style="list-style-type: none"> <li>The study objective(s) were clearly stated</li> </ul>	
<b>Method of the study</b>	
<ul style="list-style-type: none"> <li>The study design was clearly and concisely described</li> </ul>	•
<ul style="list-style-type: none"> <li>The study intervention was clearly and concisely described</li> </ul>	
<ul style="list-style-type: none"> <li>The study population was characterized</li> </ul>	
<ul style="list-style-type: none"> <li>Relevant inclusion/exclusions criteria were presented</li> </ul>	
<ul style="list-style-type: none"> <li>The primary (and secondary where applicable) endpoints were presented</li> </ul>	
<ul style="list-style-type: none"> <li>An accurate summary of the statistics used was given ( including, power, ...)</li> </ul>	
<ul style="list-style-type: none"> <li>Appropriateness (or lack thereof) statistical test was discussed</li> </ul>	
<b>Study analysis/results</b>	
<ul style="list-style-type: none"> <li>Baseline characteristics of the study populations were discussed</li> </ul>	•
<ul style="list-style-type: none"> <li>The primary (and secondary where applicable) were presented</li> </ul>	•
<ul style="list-style-type: none"> <li>The statistical significance (or lack thereof) of the results was noted</li> </ul>	•
<ul style="list-style-type: none"> <li>The clinical significance (or lack thereof) of the results was noted</li> </ul>	•
<b>Discussion/ conclusion</b>	
<ul style="list-style-type: none"> <li>The authors' conclusion was presented</li> </ul>	•
<ul style="list-style-type: none"> <li>Strength and limitations as noted by authors were presented</li> </ul>	•
<ul style="list-style-type: none"> <li>Strength and limitations identified by students (aside from the authors) were presented</li> </ul>	•
<ul style="list-style-type: none"> <li>The student's conclusion(s) were presented</li> </ul>	•
<ul style="list-style-type: none"> <li>How the trial may or may not impact the clinical practice was presented</li> </ul>	•
<b>Ability to answer questions</b>	
<ul style="list-style-type: none"> <li>Answered questions logically and accurately. If</li> </ul>	•

<b>unsure of answer, the student clearly stated so</b>	
<b>Presentation Style</b>	
• <b>Presentation was presented in a logical sequence</b>	•
• <b>Presentation was with in allotted time</b>	•
• <b>Spoke audibly to the audience</b>	•
• <b>Used few (or no) distracters (e.g., um) or distracting mannerisms( e.g. clicking pen)</b>	•
• <b>Maintained good eye contact with the audience</b>	•
<b>Handout</b>	
• <b>Was well organized, clear and concise</b>	•
• <b>Appropriate references were cited in the appropriate format</b>	•

•

### **Activity A**

**Observe your preceptor and /or another pharmacist at your pharmacy site provide patient-center pharmacy care services to patients. Reflect on one specific patient visit and answer the following questions. (if your practicum site offers other patient- centered pharmacy care services besides immunizations, please reflect and answer the questions on a non-immunization related patient visit)**

1. Was the service offered by appointment only or appointment and walk in?
2. What was the patient-centered pharmacy care service offered?
3. Did the patient need to fill out a consent form before the service was provided? If yes, list at least 3 questions that were asked in the consent form.
4. How much time did the pharmacist spend with the patient? Was there another pharmacist on duty during the time the service was offered?
5. How much time did the pharmacist spend documenting the interaction with the patient? How the documentation was completed (electronic, paper documentation etc). If the pharmacist did not spend time to document the interaction/service, please state that.
6. Did the patient pay for the service? ( was the patient's insurance billed or was the patient charged out of pocket) If there was a charge, or if the insurance was billed, how much was the charge?
7. Did you participate in any of the steps of this patient-centered service? If **yes**, please describe what you role was. If **not**, which steps (if any) on the above interaction could have been completed by you as a student pharmacist on your IPPE rotation?

### **Activity B**

**With your preceptor's permission and help identify one patient who may benefit from having a comprehensive medication list. Interview the patient and create a medication list for him/her.**

**You can use the medication list forms shown in class or you can create your own form. Make sure the medication list is comprehensive, accurate, easy to read, organized and clean. Make sure to show to your preceptor who can give the medication list to the patient.**

**Submit the created medication list as an assignment, without patient identifiers.**

## Appendix D

**IPPE WEEKLY MAP**  
**Spring term Monday 3:00pm – 3:50 pm**

	SEMINAR		ROTATION		
Week	Date	Activity	Date	Activity	Due
1	03-03	<b>Institutional Pharmacy 101</b> (all students)	03-07	<i>Institutional Pharmacy 101</i> Assignment	03-31-14
2	03-10	<b>Community Pharmacy 101</b> (community rotation students)	03-14	Community Pharmacy 101 Assignment	03-31-14
3	03-17	<b>Clean Room/IV room</b> (institutional rotation students)	03-21	Clean Room/IV room Assignment	03-31-14
4	03-24	<b>OTC Cold and Cough</b> (Community rotation students)	03-28	<b>OTC assignment</b>	03-31-14
5	03-31	<b>TBA</b>			03-31-14
6	04-07	<b>Ethics and pharmacy</b> (all students)	04-04	<b>Drug information/ DUR</b>	05-05-14
7	04-14	<b>Individual Student Presentations</b> (all students)	04-18	<b>Prepare for your presentation</b>	04-14-14
8	04-21	<b>Individual Student Presentations</b> (all students)	04-25	<b>Prepare for your presentation</b>	04-21-21
9	04-28	<b>Journal Club ( residents)</b> (all students)	05-02	<b>Journal club activity</b>	04/28/14
10	05-05	<b>Assessment / standardized testing</b> (all students)		<b>None</b>	