PHRM 5201: Introductory Pharmacy Practice Experience I
Community Practice

Preceptor & Site Information
This is for preceptors to complete.

Preceptor Name
Include credentials

Site Name

Street Address

City  State  Zip

Telephone  Fax

Email

Course Description
PHRM 5201, Introductory Pharmacy Practice Experience (IPPE) I

Introduces students to the health care system and fosters a sense of community involvement. Early exposure to practice will make didactic instruction more relevant to civic involvement, humanistic care of patients, and social awareness of unmet medical needs. Unmet medical needs include: companionship, patient care, medication-related services, and screening for medical problems. Potential practice sites include: retail chain or retail independent community pharmacy locations. (Spring P1 year; one 4-hour day per week x 12 weeks during the spring semester; pass/fail only)

Course Meeting Times

This very first introductory rotation is a longitudinal experience which meets for 4 hours each week on either a Tuesday or Wednesday afternoon, for 12 total weeks. These 12 weeks are divided into two 6-week segments, both taking place in a community retail chain or independent pharmacy. Students attend classes at school in the mornings, then travel to their respective rotation sites on the afternoon of their specified day. Students should discuss arrival and departure times with their preceptors when the student calls to inform the preceptor of their impending arrival, 2 weeks prior.

Site Description (edit as necessary)
This is for preceptors to describe.

Describe your site (i.e. as described on facility website, if applicable), and list all pharmacy related activities to which students will be exposed, and/or in which they will be allowed to participate.
Patient Populations To Whom Students Exposed

Ambulatory community patients consisting of, but not limited to (select all that apply):

- African-American
- Caucasian
- Hispanic
- Other
- Men
- Women
- Children 3-12 years old
- Teens 13-19 years old
- Adults 20-55 years old
- Seniors 55-80 years old

Course Credit Hours: 2

Site Requirements for Students

Describe or outline specific department or site requirements. For example, “HIPPA training to be conducted by district office or PIC on Day 1 of rotations.” Also include information such as directions to facility, parking instructions, specific attire requirements, and specific time considerations or instructions.

Course Prerequisite

Current status as first year student in good standing in the PCSP program.

Methods of Assessment

The student will be assessed by the preceptor on performance and professionalism via electronic IPPE evaluations on E*Value rotation management database. Students will receive a grade at midpoint*, which will not be used in the calculation of the final grade. The grade received at midpoint will be used for student self-reflection and to set goals for the remainder of this rotation segment. Students will receive a Pass or Fail final grade on the last day of the IPPE.

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>70-100%</td>
<td>Pass (S)</td>
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<tr>
<td>&lt;70%</td>
<td>Fail (U)</td>
</tr>
</tbody>
</table>

(Grading scale approved by faculty)

Grade Appeals

Students who wish to appeal a rotation grade must do so within one week of the date of the preceptor’s completed evaluation. Please refer to the Academic Affairs policy regarding grade challenges and appeals.

Attendance Requirements

Students are required to contact their preceptor at least 2 weeks before the start of any IPPE or APPE rotation. Otherwise, students should abide by the attendance requirements set forth in the PCSP Bulletin. [Link](http://pharmacy.presby.edu/wp-content/uploads/2012/08/PCSP_Bulletin_2012-2013.pdf)

It is the responsibility of the Student to notify both the Office of Experiential Education (OEE) and the Preceptor of any absence. Time missed during any experience must be made up at Preceptor’s discretion. Failure to do so may result in an automatic unsatisfactory evaluation.

Dress Code, Rotation Etiquette & Professionalism

Students are expected to abide by the dress code requirements set forth in the PCSP Bulletin: [Link](http://pharmacy.presby.edu/wp-content/uploads/2012/08/PCSP_Bulletin_2012-2013.pdf)

Required minimum attire include clean and pressed PCSP lab jacket and PCSP student name badge.

Professionalism, as detailed in the PCSP Code of Professional Conduct, is exemplified by student behavior at the experiential site. Failure to demonstrate the following characteristics of professional behavior can result in an automatic grade of “Unsatisfactory” for the course:

- Reading assignments (including this & all course related syllabi) should be completed by end of Day 1.
- Students are expected to arrive at the assigned site at the scheduled time and remain until dismissed.
- Students should avoid any behavior which interferes with the ability of others to hear and learn.
- Cell phones and other electronics should be muted, turned to vibrate, or turned OFF during rotations.
- ACTIVE student participation during all experiences is expected by the School and should be encouraged by the Preceptor, Preceptor delegate, and their associates.
Textbook
Required: NONE, unless specified by Preceptor.

Honor Code
The School of Pharmacy supports and enforces the Presbyterian College Honor System. Pharmacy Students are expected to read, understand, and abide by the tenets of the PC Blue Book. Quizzes, tests, examinations, projects, and papers to be graded or submitted should be accompanied by the pledge “On my honor, I pledge that I have neither given nor received any unacknowledged aid on this assignment,” followed by the Student's signature. Unacknowledged aid includes aid that is not allowed by the instructor. On some rotations, Students will be expected to work in small groups on certain assignments or projects. When authorized by the Preceptor, these activities are not Honor Code violations. However, the interpretation of data and the reporting of results and conclusions are, unless stated otherwise by the Preceptor, individual responsibilities.

Preceptor Notes
P1 Community

ACPE Goals for this IPPE: (adapted from ACPE Guidelines, Appendix C)

The primary goal of this experience will be to allow the student to participate in the following:

- Process and dispense new/refill medication orders
- Create patient profiles using information obtained
- Respond to drug information inquiries
- Interact with other health care professionals
- Perform calculations required to compound, dispense, and administer medications
- Interact with pharmacy technicians in the delivery of pharmacy services
- Billing third parties for pharmacy services

Additionally, students should be exposed to the following when possible:

- Conduct patient interviews to obtain patient information
- Interpret and evaluate patient information
- Evaluate appropriateness of medication dosing utilizing basic dosing principles
- Prepare and compound extemporaneous preparations and sterile products
- Participate in educational offerings designed to benefit the health of the general public
- Triage and assess the need for treatment or referral
- Identify patient-specific factors that affect health, pharmacotherapy, and/or disease state
- Assess patient health literacy and compliance
- Administer medications
- Provide point-of-care and patient-centered services
- Conduct physical assessments
- Communicate with patients and other health care providers
- Observe documentation of interventions in patient records
- Present patient cases in an organized format covering patient information

Course Learning Outcomes

To meet the aforementioned goals, specific activities, activity-types and suggested activities are chosen. Sources used to select these activities, which are listed within the grids on the following pages, include: the ability statements from Appendices C & D (and the latter’s list of suggested competencies) of the 2011 updated ACPE Standards & Guidelines; didactic curriculum topics covered at the time of the accompanying IPPE; and the “PC-12.” By matching the activities with the competencies, which were customized from Appendix D, the school can quantify or qualify that students have met all the Appendix D ability statements, and are consequently qualified for entry in to their P4 APPEs.

Upon completion of this IPPE segment, the student should be able to:

1. Interpret the appropriateness and accuracy of a prescription order, and prepare / dispense medications in compliance with existing standards of pharmacy practice and the site’s policies and procedures.
2. Demonstrate the ability to communicate verbally and in writing with healthcare providers and patients by gathering, organizing, and appropriately recording information.
3. Utilize the primary, secondary, and tertiary references accessible on site while providing pharmaceutical care.
4. Understand steps that must be taken to ensure compliance with accreditation, legal, regulatory and safety requirements.
5. Participate in basic administrative activities relevant to the pharmacy and/or pharmacy department.
6. Interpret available patient information according to specific task.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Learning Objective(s)</th>
<th>Activities/Assignments general examples</th>
<th>Activities/Assignments Preceptor Defined</th>
<th>Mapped Evaluation Competency</th>
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<tr>
<td></td>
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<td>Interpret the appropriateness and accuracy of a prescription or medication order, and prepare / dispense medications in compliance with existing standards of pharmacy practice and the site’s policies and procedures</td>
<td>1. Participate in dispensing of controlled and non-controlled medications in a community retail setting while following the facility policies &amp; procedures and observing all legal requirements. 2. Interpret the appropriateness of a medication order (drug, dose, route, frequency, etc.) before preparing or permitting the distribution of the first dose for _ number of medication orders. 3. Use patient-specific parameters for basic dosing (i.e. weight, renal function, etc.) for # medications per week (or day or rotation segment) 4. Discuss the technology/automation utilized in each step of the medication dispensing process.</td>
<td>Patient Safety  Problem Solving / Critical Thinking  Mathematics  Teamworking &amp; Interaction  Insurance / Prescription Coverage  Professionalism</td>
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<td>Day 2</td>
<td>Week 2</td>
<td>Demonstrate the ability to communicate verbally and in writing with healthcare providers and patients by gathering, organizing, and appropriately recording information.</td>
<td>1. Organize all written or oral information in a logical manner when speaking to preceptor or other healthcare team members.</td>
<td>Teamwork &amp; Interaction  Professionalism  Patient Safety</td>
<td></td>
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<td>Day 3</td>
<td>Week 3</td>
<td>Utilize the primary, secondary, and tertiary references accessible on site while providing pharmaceutical care.</td>
<td>1. Discuss with preceptor the systematic drug information retrieval processes used by this facility. 2. Discuss appropriate resources to obtain different types of drug information.</td>
<td>Drug Information Analysis &amp; Literature Research  Medical Information</td>
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<td>Day 4</td>
<td>Week 4</td>
<td>Understand steps that must be taken to ensure compliance with accreditation, legal, regulatory and safety requirements.</td>
<td>1. Discuss how the pharmacy is guided by state and federal laws and regulations which control &amp; monitor pharmacy practice. 2. Participate in any audits performed. 3. Attend any meetings discussing Board of Pharmacy. 4. Describe the appropriate and necessary licensure, permits and equipment needs of the pharmacy.</td>
<td>Patient Safety  Problem Solving / Critical Thinking  Teamwork &amp; Interaction  Professionalism</td>
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<td>Day 5 Week 5</td>
<td>Participate in basic administrative activities relevant to the pharmacy and/or pharmacy department.</td>
<td>1. Discuss inventory control and purchasing procedures for controlled and non-controlled medications in the community pharmacy setting 2. Discuss the process for ordering controlled and non-controlled medications from a wholesaler, when to reorder and the process for dealing with back-ordered medications. 3. Participate in the process of checking for expired medications in the pharmacy and the subsequent disposition of the medications. 4. Discuss staff scheduling with a pharmacy manager, district or store manager. 5. Discuss the organizational structure of the pharmacy administration. 6. Attend staff and store meeting, where possible.</td>
<td>Problem Solving / Critical Thinking Professionalism Teamwork &amp; Interaction</td>
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<td>Day 6 Week 6</td>
<td>Interpret available patient information according to specific task.</td>
<td>1. Discuss patient drug allergies and whether the allergy is clinically significant. 2. Discuss drug-drug interactions discovered and whether clinically significant. 3. Discuss one intervention in a concise, organized format that allows readers to have a clear understanding of the content.</td>
<td>Basic Patient Assessment Medical Information Drug Information &amp; Literature Research Problem Solving / Critical Thinking Teamwork &amp; Interaction Health &amp; Wellness - Public Health</td>
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# Drug Information Request

## Evaluation Form

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<td>The student requires extensive intervention; the preceptor must complete the task.</td>
<td>Student requires consistent intervention; task is completed after directed questioning.</td>
<td>Student requires one or two interventions; task is completed.</td>
<td>Student usually requires no interventions; task is completed.</td>
<td>Requires no interventions; task completed independently; properly or completely responds to requestor.</td>
</tr>
</tbody>
</table>

1. Student comes prepared.
2. Handout is useful and appropriate, easy to read.
3. Student addresses safety and tolerability concerns of drug.
4. Student addresses efficacy and regimen of drug.
5. Student rational for answering DI requests is sound.
6. Student uses appropriate references.
7. Recommendations for use are appropriate.
8. Student is able to answer questions correctly.
9. Student displays understanding of facility DI process.
10. Student’s professional demeanor and follow-through for assignment are appropriate.

Total points (out of 40)

Comments: