Pledge of Professionalism

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service. To accomplish this goal of professional development, I as a student of pharmacy should:

**DEVELOP** a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

**FOSTER** professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

**SUPPORT** my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession.

**INCORPORATE** into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

**MAINTAIN** the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical care giver. The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

*Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994*
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Preceptor **Quick Start** Instructions

*Preceptors: Use syllabus template (p. 4-12) as a guide to create and continuously fine-tune your students’ experience for your rotation site.*

PCSP Preceptor:

Please think of this page as a “quick start” set of instructions…..similar to what you’d see when open the box of that new TV you bought at Best-Buy™; as with that purchase, the intent is to quickly get you up and running! General experiential policies, as well as policies for both students and preceptors are not included here for brevity’s sake; however, all preceptors should familiarize themselves with these policies - all of which are included in the PEP (Professional Experience Program) Manual.

IPPEs for our P2 students occur during the academic year, when they will complete 141 hours in varying patient care settings; no IPPEs occur during summer months. PCSP IPPEs for P2 students include:

**FALL**
- PHRM 6101 (3 segments)
  - one 40-hour week the first week of fall semester in a retail community setting, and
  - one 4-hour morning per week for 6 weeks in an institutional setting.
  - one 4-hour morning per week for 6 weeks in a different institutional setting.
  - (88 hours)

**SPRING**
- PHRM 6201 (2 segment)
  - one 4-hour morning per week for 6 weeks in an institutional setting.
  - one 4-hour morning per week for 6 weeks in a different institutional setting.
  - a minimum of 5 Professional Service Learning hours (not part of PHRM 6201)
  - (an additional 48 IPPE hours + 5 PSL hours for a total of 141 hours for the year)

PCSP IPPE goals are specified by ACPE, and the day-to-day objectives are generally detailed for our Students and Preceptors, so hopefully there is little need for Preceptors to fret about “what am I going to do with this Student!” Simply pay heed to the information boxed below.

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**The “meat” of this syllabus begins on page 7 and ends on page 14.**

- Preceptor & Student primary focus should be on GOALS checklist, p. 7.
- Secondary focus are the SPECIFIC ASSIGNMENTS, which are different for each semester.
- Day-to-Day objectives are based on GOALS and are the basis for all rotation learning objectives.
- Suggestions and hints are highlighted or boxed.
- Specific assignments are due at rotation’s end.
- Preceptors can customize Day-to-day learning objectives, but should be based on GOALS.
- Midpoint evaluation and post-rotation reflection should be live discussions with the student.
- Preceptors - Remember to validate attendance and submit Student evaluations into E*Value.
- See **PCSP Experiential website** or PEP Manual for updates on all rotation syllabi and other information.
Course Description
The PHRM 6101 (fall semester) IPPEs for P2 students take place in at least 2 different settings. The 1st 40-hr summer week IPPE segment takes place immediately before fall classes begin; it is an immersive or refresher experience in a community retail setting. The semester-long 12-week divided segment is to be in an institutional setting, where students spend 4 hours each Tuesday or Thursday morning each week. The Primary focus for each segment should be to address the GENERAL ASSIGNMENTS from a medication therapy management (MTM) approach, and the SPECIFIC ASSIGNMENTS from the standpoint of disease-state topics currently being covered in the classroom (lectures and recitations).

Site Description (edit as necessary)
Describe your site (i.e. as described on facility website, if applicable), and (to the best of your ability) list all pharmacy related activities to which students will be exposed, and/or in which they will be allowed to participate. Also list any other pertinent information related to pharmacy student presence at the facility. Use the topics below, and the PC-12 competencies list, as a guide.

Course Learning Outcome Topics (taken from ACPE Appendix B Outcomes)
- Drug Information
- Economics / Pharmacoeconomics
- Ethics
- Extemporaneous Compounding / Parenteral / Enteral
- Medication Dispensing & Distribution Systems
- Pharmacist-Provided Care for Special Populations
- Pharmacy Law & Regulatory Affairs
- Pharmacy Practice & Pharmacist-Provided Care
- Practice Management
- Professional Communication
PC Twelve Competencies met by this Course

• Communication
• Dispensing of Pharmaceuticals
• Providing Pharmaceutical Care to Individual Patients
• Providing Pharmaceutical Care to Patient Populations
• Inter-professional Interaction and Teamwork
• Ethical and Legal Judgment
• Personal and Professional Growth
• Promotion of Health and Public Welfare

Methods of Assessment - SEE FORMS SECTION. Mid-point & final online evaluations via E*Value website.

Class Meeting Times - SEE ACADEMIC CALENDAR FOR ALL IPPE & APPE SCHEDULES.

Textbook
Required: NONE, unless specified by Preceptor.

Supplies
Required: PCSP LAB JACKET, PCSP NAME BADGE (SEE PEP MANUAL FOR COMPLETE IPPE/APPE LIST)

Attendance and Participation
It is the responsibility of the Student to notify both the Office of Experiential Education (OEE) and the Preceptor of their absence. Any time missed during IPPEs must be made up at Preceptor's discretion. Failure to do so will result in an automatic unsatisfactory evaluation. See PCSP PEP manual for specific information.

Rotation Etiquette - SEE PEP MANUAL FOR FULL POLICY DISCLOSURES AND SPECIFICS

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.
☐ 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.

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.

Assignments and Grading Policy
Grading Scale:

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

(Grading scale approved by faculty)
SUMMER WEEK (SW) SEGMENT
Community Pharmacy site

Week 1  August 13-17, 2012:  Monday - Friday, 8-hrs/day minimum, 40-hrs/week minimum
(40-hr week)  SEE CALENDAR FOR SPECIFIC START & END DATES

SEMESTER SEGMENT  Tuesday or Thursday mornings, 8:00 A.M. - 12:00 P.M.
Hospital/Institutional Pharmacy site

GROUP A
Week 1  Tuesday or Thursday, August 28 or 30, 2012
Week 2  Tuesday or Thursday, September 4 or 6, 2012
Week 3  Tuesday or Thursday, September 11 or 12, 2012
Week 4  Tuesday or Thursday, September 18 or 20, 2012
Week 5  Tuesday or Thursday, September 25 or 27, 2012
Week 6  Tuesday or Thursday, October 2 or 4, 2012

Fall break October 8, 9:  No Tuesday P2 IPPEs this week.

GROUP B
Week 1  Thursday or Tuesday, October 11 or 16, 2012
Week 2  Thursday or Tuesday, October 18 or 23, 2012
Week 3  Thursday or Tuesday, October 25 or 30, 2012
Week 4  Thursday or Tuesday, November 1 or 6, 2012
Week 5  Thursday or Tuesday, November 8 or 13, 2012
Week 6  Thursday or Tuesday, November 15 or 20, 2012

This topical outline will be followed as closely as possible throughout the semester for all P2 IPPE Students who attend this rotation site; however, the Preceptor(s) reserve the right to adjust the course schedule (within the time confines of the academic calendar and with notification of Office of Experiential Education) as he/she deems necessary.
Goals
As per ACPE Guidelines (Appendix C), the primary goal will be to expose Students to and allow participation in activities such as, but not limited to:

- processing and dispensing new/refill medication orders
- conducting patient interviews to obtain patient information
- creating patient profiles using information obtained
- responding to drug information inquiries
- interacting with other health care professionals
- participating in educational offerings designed to benefit the health of the general public
- interpreting and evaluating patient information
- triaging and assessing the need for treatment or referral, including referral for a patient seeking pharmacist-guided self-care
- identifying patient-specific factors that affect health, pharmacotherapy, and/or disease state management
- assessing patient health literacy and compliance yes, especially compliance
- performing calculations required to compound, dispense, and administer medications
- administering medications (IF possible, or can shadow nursing during med pass)
- evaluating appropriateness of medication dosing utilizing basic dosing principles
- providing point-of-care and patient-centered services
- conducting physical assessments
- preparing and compounding extemporaneous preparations and sterile products
- communicating with patients and other health care providers
- interacting with pharmacy technicians in the delivery of pharmacy services
- documenting interventions in patient records in a concise, organized format that allows readers to have a clear understanding of the content

*IPPE Students observe intervention documentation; P4s can input with Preceptor supervision

- presenting patient cases in an organized format covering pertinent information
- billing third parties for pharmacy services

SPECIFIC ASSIGNMENTS

| PHRM 6101 | Summer Week (SW) | 1) 40-hr week | No specific assignment required |
| Community |

| Fall | (2) 6-week segments | (1) New Drug Update per segment (2) Drug Information (DI) Requests per segment |
| Institutional |

| PHRM 6201 | Spring | (2) 6-week segments | (1) Patient Case Study per segment (2) Patient Medication Reconciliations per segment |
| Institutional |
SPECIFIC ASSIGNMENT Details...

Preceptors facilitate student learning by: approving Specific Assignment topics; being available to address questions pertaining to assignments and their application to your patient care site; providing an area conducive to working on assignments; and by insuring that the Students use approved formats to complete all assignments. Remember, the priority focus of each IPPE is maximizing Learning Objectives achievement based on the Goals checklist. Feel free to contact us with any questions!

NEW DRUG UPDATES
During any and all IPPE segments, students should be expected to provide new drug updates as requested or required by the Preceptor or site. Research for the drug update should only occur outside of the site. Although the student should present to the Preceptor a minimum of one new drug update during each segment, the number of updates is left up to the discretion of the Preceptor – the purpose here being to demonstrate real-world workload unpredictability. ONE update should be formatted as instructed by the OEE and electronically submitted in MyFolio through the E*Value base. The preceptor will grade the write-up.

PATIENT COUNSELING
During the Summer week-long community IPPE segment, students should be expected to counsel FIVE (5) patients – one each day, on at least one prescription, under supervision of the Preceptor. The Preceptor shall use the Patient Counseling Criteria form to evaluate the student’s performance. This form is to be used as a learning tool only – no grade is to be assigned for this activity; only constructive criticism by the preceptor. However, the progress shown during the duration of the experience will be reflected in the final student evaluation by the Preceptor. Students should be encouraged to counsel as many patients as feasible for the particular site setting.

DRUG INFORMATION REQUESTS
During the P2 Fall semester institutional IPPEs, students are to write up (2) Drug Information (DI) requests. The forms for this assignment are automatically generated within the CourseWork® database for students to complete. Once they are graded, they are automatically archived within the system. Should the student not be able to obtain (2) actual requests during the time at the site, the student should provide recommendations to the Preceptor for approval before write-up. Regardless – all DI requests should be submitted to the Preceptor for approval.

Preceptor: See the Forms section at the end to see the grading rubric for this rotation, as it will include a specific component for the assignments listed above. Thoroughness and quality of effort made by the Student in the completion of this assignment should be considered in the final Student evaluation. The summative goal being to help Students apply information they’ve learned in lecture in a real world setting.

All assignments and objectives completion are due at the end of the experience.
Timelines and Assignments snap-shot (see Calendar, p. 6)

**PHRM 6101 – Fall Semester**

Community: August 13-17, 2012

1 week (40-hours total: 5 days, Monday through Friday, 8 hours per day) – site 1

Specific Assignments: NONE

**THEN**

Hospital/Institution: Weeks of August 28 – October 4, 2012

6 weeks (24-hours total: 1 Tuesday or Thursday morning each week, 4-hours per day) – site 2

Specific Assignments: (1) New Drug Update

(2) Drug Information (DI) requests

**THEN**

Hospital/Institution: Weeks of October 11 – November 20, 2012

6 weeks (24-hours total: 1 Tuesday or Thursday morning each week, 4-hours per day) – site 3

Specific Assignments: (1) New Drug Update

(2) Drug Information (DI) requests

2nd year (P2) fall semester PHRM 6101 rotations are assignment-focused. The 40-hour “Summer Week” immersion segment reinforces experiences from the past spring’s first introductory community experience (PHRM 5201), while the semester-long fall segment introduces students to the institutional pharmacy setting. These P2 students will resume their introductory institutional experience during the coming spring semester.

Students will have both specific and general assignments for each segment listed above, and as indicated on the first page of this syllabus.

There is a progression of learning implied and to be kept in mind by both student and preceptor; activities of each subsequent week are to include wherever possible the activities of all previous weeks. General assignment topics covered at previous rotation sites may be repeated at the next site, but emphasis should be on covering new topics most applicable to the current site and Preceptor.

The most important days at each site are the first day, the midpoint, and the final day. On Day 1, the preceptor should instruct the student what is expected throughout the rotation. At the midpoint, preceptor should conduct a midpoint evaluation of the student’s progress; evaluation should be face-to-face and the evaluation documented by the preceptor in the E*Value database. On the final day, the preceptor should complete the final student evaluation then conduct a post-rotation reflection discussion with the student. Afterwards, the student should complete a reflection entry into E*Value, and an evaluation of the site and preceptor (documented in E*Value).

All assignments, including specific and general assignments, are due at the end of the experience.
Summer Week Immersive Segment Learning Objectives:
COMMUNITY PHARMACY

**Day 1 learning objectives: Students should on first day:**

1. Meet with HR (if required) and Preceptor to discuss expectations for rotation
   - a. Preceptor & Student E*Value responsibilities (attendance entry/validation & final evaluations)
2. Complete a tour of rotation site
   - a. location of medications, supplies, references, and other areas of importance
3. Be introduced to department staff
   - a. health care team members, including Social Workers, Dietitians, Nurses, Administrators, Billing staff, etc.
4. Receive introduction to department/office day-to-day workflow
   1. a. Patient processing, from arrival to departure/discharge
   1. b. Receiving & screening medication orders
   3. a. Order entry processing, dispensing, delivery, etc.

<table>
<thead>
<tr>
<th><strong>Preceptor</strong></th>
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<tbody>
<tr>
<td>• note Student’s prior experiences, then address accordingly the general assignments.</td>
</tr>
<tr>
<td>• validate attendance and conduct final evaluation on last day</td>
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<tr>
<th><strong>Student</strong></th>
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</thead>
<tbody>
<tr>
<td>• assist Preceptor regarding E*Value (know how to conduct attendance validation &amp; Student evaluations)</td>
</tr>
<tr>
<td>• insure evaluations are done in person – with Preceptor (preferable) or designee.</td>
</tr>
<tr>
<td>• conduct site/Preceptor evaluation on last day</td>
</tr>
</tbody>
</table>

If multiple Students are assigned to pharmacy, the Preceptor should divide Students and assign to different pharmacy or site areas within facility to complete subsequent general and specific assignments; they can subsequently rotate in a manner that insures equal exposure for all Students

**Rx drop-off with patient info verification**
**Rx processing (tech fill & pharmacist check)**
**Compounding & Prepackaging**
**Simulated Order Entry**
**Inventory reordering & stocking**
**3rd-party & insurance clarification**
**Administration**
**OTC isle**
**Patient Counseling & Education**
**DME**

---

**Meetings**
- [ ] Store Meetings
- [ ] DM District Meetings
- [ ] BOP or local pharmacy meetings
Day 2 learning objectives: Students should by end of Day 5:

1. Identify and apply activities in which they were engaged to the inter-professional expectations and activities typical of a licensed pharmacist, placed in this setting and abiding by the applicable legal standards and law requirements. Compare/contrast to those in previously assigned IPPE sites.
   - Knowledge and recognition of the requirements for a legal prescription and product labeling for legend and scheduled prescriptions, as well as for OTC items.
   - Labeling requirements for dispensing prescriptions to patients, differentiation of requirements for legend prescriptions and scheduled prescriptions, etc.
   - Understanding audit requirements for scheduled medications.

2. Demonstrate proficiency in HIPAA compliance while conducting all activities.

3. Differentiate roles and responsibilities of all department/pharmacy/staff members.

4. Interact with other specialty professions in the delivery of pharmacy services (i.e. Nurses, Prescribers, Administrators, Dieticians, Social Workers, etc.)

5. List the names and describe the roles of 4 agencies having federal/state/local oversight over facility activities.
   a. SC Board of Pharmacy / LLR (remote order entry, meds in facility-owned physician offices, etc.)
   b. DEA (what forms required for scheduled drug procurement/dispensing; why medical residents lack individual DEA#, etc.)
   c. JCOAH (what are they looking for from a pharmacist’s perspective?)
   d. CMS (what regulations should concern pharmacy?)
   e. DHEC

Day 3 learning objectives: Students should by end of Day 5:

1. Examine pharmacy medication purchasing and inventory management strategies.
   a. pricing policies, inventory metrics and policies, returns from patients, returns to wholesaler
   b. medication outdates, returns, recalls, special order cost analysis, etc.

2. With Preceptor or delegated (i.e. Technician) supervision, practice preparing and dispensing new and refill medication orders.

3. Examine emergency patient care procedures.
   a. Procedure for on-site patient emergency? Compare & contrast to procedures of other IPPE sites.

Day 4 learning objectives: Students should by end of Day 5:

1. Consistently identify opportunities for regular participation in patient interviews throughout course of IPPE.
   a. New patients, new Rx drop-off, Rx pick-up, etc.

2. Demonstrate steps for computer order/data entry
   a. Practice supervised order entry as permitted
   b. Review medication orders
      i. clinical review of patient profile (allergies, etc.)
      ii. correct drug, dose, indication, necessary calculations, administration route
      iii. incorporation and use of clinical pharmacology / online references
      iv. adverse event monitoring and reporting
   c. Compare and contrast merits of CPOE & EMARs versus hard-copy patient medication and data handling.

Day 5 learning objectives: Students should by end of Day 5:

1. Compose Student reflection entry for E*Value MyFolio and complete previous assignments.

2. Identify and address any activities on Goals checklist which still need to be addressed, and prioritize as best as possible for semester segments.
Learning Objectives: Semester Segments

INSTITUTIONAL PHARMACY – 2 SITES, 6 CONSECUTIVE WEEKS EACH.

For each site, ONE 4-hr morning/week for 6 weeks, 8-noon.

Day 1, Week 1 – ORIENTATION

Day 1 learning objectives: Students should on first day:

1. Meet with HR (if required) and Preceptor to discuss expectations for rotation
   a. Specific assignments due Week 6
   b. Preceptor & Student E*Value responsibilities (attendance entry/validation, mid-point & final evaluations)

2. Complete a tour of site
   a. location of medications, supplies, references, and other areas of importance

3. Be introduced to department staff
   a. health care team members, including Social Workers, Dietitians, Nurses, Administrators, Billing staff, etc.

4. Receive introduction to department/office day-to-day workflow
   a. receiving & screening medication orders
   b. order entry processing, dispensing, delivery, etc.

5. Complete media-fill test (if prerequisite for allowing active Student participation in sterile prep)

Preceptor

- note Student’s prior experiences, then address accordingly the general assignments.
- conduct mid-point evaluation at 3rd visit
- conduct final evaluation, submit final grade, then conduct post-rotation reflection on last day

Student

- assist Preceptor regarding E*Value (know how to conduct attendance validation & Student evaluations)
- insure evaluations are done in person – with Preceptor (preferable) or designee.
- conduct post-rotation reflection discussion with Preceptor on last day, submit site/preceptor evaluation, then submit reflection entry into E*Value

Each week Students will meet with their Preceptor or his/her designee to review Student expectations and the agenda for that day. At the end of each day, it is suggested that the Student be required to take a short (oral or written) quiz related to that day’s activities (3-5 questions) and to review their observations and findings. This is the time for Students to ask questions about what they saw and to share their areas of interest.

Day 2, Week 2

If multiple Students are assigned to facility, the Preceptor is asked to divide Students and assign to different pharmacy areas within facility to complete subsequent general and specific assignments; they can subsequently rotate in a manner that insures equal exposure for all Students

IV Room (TPN/sterile prep) - OBSERVE ONLY
Pharmacokinetics
Cart fill (tech fill & pharmacist check)
Compounding & Prepackaging
Simulated Order Entry
Accudose / Pyxis restocking
Decentralized site
Administration
Patient Care/Procedures
Patient Education

Cancer Center
Dietary/Nutrition
Discharge Planning

Meetings
- P&T Committee
- Medication Safety (ISMP)
- CPOE (iOrder)
- Insulin Committee
- Cancer Center meeting (research, clinical trials)
- CLBSI (central line related blood stream infections)
- Stroke Team (TPA, etc.)
- Strategic Planning (PCSP faculty, etc.)
Day 2 learning objectives: Students should by end of Day 6:
1. Identify all applicable legal standards and state pharmacy (BOP/LLR) law requirements for valid medication order/ prescription orders. Compare/contrast to those in community retail.
   a. written, faxed, oral, scanned, electronic
   b. controlled substances
   c. site policy for approved versus unapproved abbreviations
   d. what medication records required for filing, and for how long
2. Demonstrate proficiency in HIPAA compliance while conducting all activities.
3. Differentiate roles and responsibilities of all department/pharmacy/staff members.
4. Interact with pharmacy technicians in the delivery of pharmacy services.
5. List the names and describe the roles of 4 agencies having federal/state/local oversight over facility activities.
   a. SC Board of Pharmacy / LLR (remote order entry, meds in facility-owned physician offices, etc.)
   b. DEA (what forms required for scheduled drug procurement/dispensing; why medical residents lack individual DEA#, etc.)
   c. JCOAH (what are they looking for from a pharmacist’s perspective?)
   d. CMS (what regulations should concern pharmacy?)
e. to the medication distribution system. Student should comprehend how legend prescriptions are processed from receipt to dispensing.

At the end of Day 6 for each site, (optional, but suggested) the Student should be required to take a final quiz (10 questions) related to processes they observed over the 6 weeks and/or give a short presentation (20-30 minutes) on a topic of their choice. The topic should have been reviewed and approved by the Preceptor by week 2.

Day 3, Week 3
Day 3 learning objectives: Students should by end of Day 6:
1. Examine department/office medication purchasing and inventory management strategies.
2. Review medication formulary and department policy and procedures for facility-wide medication redistribution.
   a. P&T Committee cost analysis procedure
   b. medication outdates, returns, recalls
3. With Preceptor or delegated (i.e. Technician) supervision, practice preparing and dispensing new and refill medication orders.
   a. pre-packaging
   b. cart fill
   c. auto-dispensers, Accudose®/Pyxis®/Omnicell® auto-dispensing med-stations, robots
4. Examine emergency crash cart/box and/or floor stock procedures.
   a. Does pharmacy personnel participate in Codes? Differentiate types of codes?
5. Discuss MID-POINT EVALUATION of your progress with Preceptor. Preceptor to submit evaluation via the E Value database.

Day 4, week 4
Day 4 learning objectives: Students should by end of Day 6:
1. Discuss specifics of a USP 797 compliant clean room.
   a. What was impetus for USP 797? Is facility compliant? Why or why not?
2. Apply aseptic technique training in sterile products preparation - at Preceptor’s discretion.
   a. Discuss techniques with Preceptor regarding TPN and injectable chemotherapy preparation.
3. Consistently identify opportunities for regular participation in patient interviews throughout course of IPPE.
   a. Patient admissions, discharge planning, etc.
**Day 5, week 5**

**Day 5 learning objectives: Students should by end of Day 6:**
1. Demonstrate steps for computer order/data entry
   a. Practice supervised order entry as permitted
   b. Review medication orders
      i. clinical review of patient profile (allergies, etc.)
      ii. correct drug, dose, indication, necessary calculations, administration route
      iii. incorporation and use of clinical pharmacology / online references
      iv. adverse event monitoring and reporting
   c. Compare and contrast merits of CPOE versus pharmacist/technician order entry
   d. EMARs versus hardcopy MARs
2. Identify 5 opportunities for active participation in responding to drug information inquiries
3. Demonstrate ability to complete 3 medication reconciliation tasks
   a. Be proactive. If pharmacy not directly involved, investigate possibility of working with nursing
   b. activity interaction should directly involve actual patients if at all possible
3. Make preparations for completion of SOAP notes assignment and any other assignments given by Preceptor.
   a. Quiz questions, presentation
4.Compose Student reflection entry for E∗Value MyFolio

**Day 6, week 6**

**Day 6 learning objectives: Students should by end of Day 6:**
1. Review any previous topics yet to be addressed
   a. Be proactive regarding completion of these objectives
2. Describe 5 opportunities where Student interacted with other health care team members
3. Meet with pharmacy director/department head at least on one occasion if at all possible to discuss overall department performance improvement issues - for example:
   a. JCAHO standards and particulars from their last inspection
   b. National Patient Safety Goals (NPSG)
   c. Facility policy for RCRA mandate for handling P-list pharmaceuticals &
   d. Medication Safety strategy
   e. Medication Errors / ADR discovery and statistical tracking
   f. electronic Quality Variance Reporting (eQVR)
4. Present all completed projects and assignments to Preceptor.
   a. HONOR CODE language
5. Discuss FINAL EVALUATION of your progress with Preceptor.
   a. Preceptor to submit evaluation via the E∗Value database PRIOR to post-rotation reflection discussion.
   b. Student will complete evaluation of Site and Preceptor via E∗Value after post-rotation reflection discussion.
   c. Final grade status should be assigned and disclosed to Student prior to Student departure. Preceptor and Student should both conclude rotation having had all questions addressed to their satisfaction.

Preceptors will validate the Student’s Record of Attendance and Evaluation Form at the end of each rotation (Day 6) in the E∗Value database – accessible via [http://pharmacy.presby.edu/experiential-education/Preceptors/](http://pharmacy.presby.edu/experiential-education/Preceptors/) web link.

This process as a whole is intended to be enjoyable, exciting and educational for both Student and Preceptor. Remember that the overriding goal is to show the various distributive and clinical aspects of institutional pharmacy practice and illustrate its viability as a professional career option.
Preceptor NOTES
(efficiency adjustments & improvement suggestions to fine-tune & standardize your Students’ experiences).