Introductory Pharmacy Practice Experience (IPPE)
PHAR 9913 & 9914 Syllabus

Instructors:

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**Interprofessional for all sites:** TBA
Director of Interprofessional Education

Students are to read the [IPPE Manual](#) that is also available on E*Value.

**Other Instructors:**
Faculty members, affiliate faculty, community practitioners, and pharmacy residents will be your preceptors. Although other healthcare professionals may contribute to your evaluation, a licensed pharmacist will be responsible for grading you.

During the clinical shadowing components of PHAR 9913/9914 IPPEs, the students will be precepted by ISU-COP clinical faculty and/or selected affiliate faculty in their direct patient care clinical practice.

**Prerequisites:**
- Students are required to be register with the Board of Pharmacy within the state they plan on completing their IPPE\ IPEs and the state where they will be completing their didactic course work.
- Maintain immunization and training requirements as dictated by ISU College of Pharmacy.

For PHAR 9913: Student must be in the second professional (P2) year (defined as the end of finals week of the P1 year to the finals week of the P2 year). In order to begin shadowing hours, the student must complete the coursework and the Preceptor Evaluation forms required in PHAR 9911 and PHAR 9912.

Updated 5/2018
For PHAR 9914: Student must be in the third professional (P3) year (defined as the end of finals week of the P2 year to the finals week of the P3 year). Students must complete coursework and Preceptor Evaluation forms required in PHAR 9913.

**IPPE Rationale:**  
The profession of pharmacy has changed from a drug dispensing focus to patient-centered care. Idaho State University College of Pharmacy has implemented curricular changes that will produce high-performing professionals prepared to meet the challenges in the evolving practice of pharmacy. The primary goal of IPPEs is to provide the student with an opportunity to experience a broad range of pharmacy practice experiences early in their academic career. The IPPE courses are designed to prepare students for the Advanced Pharmacy Practice Experiences (APPE) they will complete during the fourth professional year.

**Interprofessional Pharmacy Education (IPE) Rationale:**  
The Accreditation Council for Pharmacy Education Standards (ACPE) 2016 necessitate purposeful development of an array of opportunities for students to document competency in the affective-domains through interprofessional, experiential, and co-curricular activities and experiences. These deliberate and intentional experiences must complement, augment and/or advance what is learned in the formal didactic and experiential curriculum. Alignment of IPPE, IPE and Co-Curricular learning activities/experiences must occur to ensure they do not unduly overlap while having breadth, depth to ensure outcome achievement. To accomplish this, interprofessional education and practice student engagement is longitudinally embedded in the IPPE program.

Accreditation Council for Pharmacy Education Standards (ACPE) 2016 have deemed the following pertinent key elements essential to the contemporary practice of pharmacy in a healthcare environment, the following:  

**Pertinent Key Elements:**

3.4 **Interprofessional collaboration** - The graduate is able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding and values to meet patient care needs.

11.1 **Interprofessional team dynamics** - All students demonstrate competence in interprofessional team dynamics, including articulating the values and ethics that underpin interprofessional practice, engaging in effective interprofessional communication, including conflict resolution, and documentation skills, and honoring interprofessional roles and responsibilities. Interprofessional team dynamics are introduced, reinforced, and practiced in the didactic and Introductory Pharmacy Practice Experience of the curriculum and competence is demonstrated in Advanced Pharmacy Practice Experience (APPE) practice settings.

11.2 **Interprofessional team education** - To advance collaboration and quality of patient care, the didactic and experiential curricula include opportunities for students to learn about, from and with other members of the interprofessional healthcare team. Through interprofessional education activities, students gain an understanding of the abilities, competencies, and scope of practice of team members.

11.3 **Interprofessional team practice (IPP)** - All students competently participate as a healthcare team member in providing direct patient care and engaging in shared therapeutic decision-making. They participate in experiential educational activities with prescribers/student prescribers and other student/professional healthcare team members, including face-to-face interactions that are designed to advance interprofessional team effectiveness.

13.3 In the aggregate, students gain in-depth experience in delivering patient care as part of an interprofessional team.

24.3 **Assessment of educational outcomes** - The assessment plan includes an assessment of student readiness to contribute as a member of an interprofessional collaborative patient care team.
25.6 Interprofessional preparedness- The College assesses the preparedness of all student readiness to function effectively and professionally on as a member of a interprofessional healthcare team.

Core competencies for interprofessional collaborative practice:
2016 update. Washington DC; Interprofessional Education Collaborative

Competency 1: Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)

Competency 2: Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/responsibilities)

Competency 3: Communicate with patients, families, communities and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication)

Competency 4: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and teamwork)

Competency 5: Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)

GLOSSARY:
- Interprofessional collaboration-involves different health and social care professions who work together to solve complex care problems or provide services
- Interdisciplinary teamwork-approach like interprofessional teamwork but team members area composed of individuals from different disciplines.
- Interprofessional learning- learning arising from interaction between members of two or more professions that may be the product of interprofessional education or happen spontaneously in the workplace or in education settings.
- Multidisciplinary teamwork approach- where team members work alongside one another in parallel rather than interactive work
- Transdisciplinary practice- occurs when an individual from one disciplinary group takes on roles or tasks of another disciplinary group.
- IEE- interprofessional experiential education
- Intentional IEE-the explicit effort by preceptors and practice sites to create/foster educational activities or opportunities designed specifically to achieve interprofessional educational competencies.

Learning Objectives
Outreach / Service
The student will:
1. Interact in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, be open-minded and nondiscriminatory and maintain patient confidentiality.
2. Demonstrate professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assume responsibility for one’s actions.
3. Consistently maintain a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability.
4. Accept responsibility for individual patient outcomes and give priority to patient well-being and safety.
5. Participate actively and effectively in all educational activities and as a member of an interdisciplinary health care team.
6. Deliver pharmaceutical care in accordance with moral, ethical and legal principles.
7. Communicate appropriately and professionally with other students, healthcare professionals and patients.
8. Demonstrate effective patient interviewing and medication/disease state counseling skills.
9. Be able to assess the patient’s comprehension of counseling.
10. Demonstrate linguistic and cultural competency in communications with patients, family members, and healthcare professionals about medications and other health care issues.

Shadowing
The student will:
1. Gather and organize pertinent health/medication information from a patient interview or medical record into a useable format.
2. Effectively identify all medication-related problems and related therapeutic recommendations and demonstrate retention of level-appropriate knowledge base.
3. Appropriately communicate healthcare related ideas and recommendations to the preceptor and other healthcare professionals.
4. Document an efficient pharmaceutical care plan that facilitates patient-specific outcomes and monitoring parameters for drug therapy.
5. Effectively assess patients for risk for adverse drug reactions and interactions.
6. Demonstrate the ability to use evidence-based medical literature and resources in order to provide timely and appropriate patient specific recommendations.
7. Evaluate a patient’s drug therapy with regard to appropriateness of dosing, route of delivery/delivery system and adherence to therapy.
8. Demonstrate a basic understanding of pharmacokinetic dosing and monitoring in various medications.
9. Provide accurate medication counseling to patients and/or caregivers in order to ensure safe and effective use of medication therapy.
10. Effectively educate patients about lifestyle behaviors that promote health, maintain wellness, prevent and control disease.
11. Communicate and interact in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintain patient confidentiality.
12. Participate actively in educational activities, demonstrating an ability for independent learning.
13. Be cooperative with and respectful to students, faculty and other healthcare providers
14. Actively participate and contribute to the healthcare team.
15. Maintain high standards with regard to moral, ethical and legal conduct.

Interprofessional Education (IPE)
The student will:
• Explain the roles and responsibilities of other providers and how the team works together to provide care, promote health, and prevent disease.
• Participate actively and effectively in all educational activities and as a member of an interdisciplinary health care team.
• Recognize one’s limitations as a health professional and how it relates to interprofessional practice.
• Actively participate and engage in patient care in a professional and culturally sensitive manner, including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintaining confidentiality.
• Recognize both leadership and followership roles as appropriate.
• Demonstrate competency in communicating effectively with patients, family members and health care professionals.
professionals in a variety of environments about medications and other health care issues.

- Articulates the contributions of pharmacy to teamwork in healthcare and the link to the quadruple aim.
- Demonstrates professional identity and recognizes the impact on interprofessional teamwork.
- Integrates the knowledge and experiences of health care professions to inform health care decisions, while respecting patient and community and values and priorities/preferences for care.
- Communicates with team members to clarify each member’s responsibility in executing components of treatment plans or public health intervention.

**Course Requirements:**
The following need to be successfully completed in order to receive a passing grade in this course:

**PHAR 9913:** To be completed during the P2 year. The P2 year is defined as the end of finals week of the P1 year to the end of finals week of the P2 year. Each student is to complete **20 outreach/service activities and 20 hours of clinical shadowing**. All components are detailed below.

**PHAR 9914:** To be completed during the course of the P3 year. The P3 year is defined as the end of finals week of the P2 year to finals week of the P3 year. Each student is to complete **20 outreach/service activities, 20 hours of clinical shadowing, 20 hours of interprofessional education (IPE)**. All components are detailed below. Each student must complete PHAR 9914 in order to proceed to APPE rotations.

**Components:**
The following need to be completed in order to receive a passing grade in this course:

1. **Outreach / Service Activities:** Requirement 40 hours over the course of the P1-P3 years
   - P1 students can earn up to 10 hours of the required 40 hours during the academic year.
   - P2 students can earn up to 30 hours of the required 40 hours during the academic year.
     - A minimum of 20 hours must be completed by first day of class of P3 year
   - P3 students must complete all remaining hours to total 40 hours by April 15 of P3 year.
   - Any questions about events should be directed to the outreach organization’s student-elected chairperson followed by student organization advisors.
     - The Director for Experiential Education should NOT be contacted for information regarding specific events or trainings.

**Obtaining Event Approval**
- All outreach events receiving hours must be approved at least 2 weeks in advance by student organization advisors or faculty advisor for the specific outreach / service project.
  - Meridian: Dr. Carr (carrglen@isu.edu)
  - Pocatello: Dr. Hoover (hooverbe@isu.edu)
  - Anchorage: Dr. Wadsworth (wadsthom@isu.edu)
- Advisors must be alerted in writing (email is fine) of event date, time, duration, anticipated tasks, and supervising pharmacist.
  - All supervising pharmacists must be licensed in the state where the event in occurring.
- Any event where information/education will be given to an individual based on their specific needs will require direct pharmacist supervision.
  - All outreach events require pharmacist supervision in a ratio not to exceed the state requirements for extern/student pharmacist to pharmacist ratio. Approval from the supervising pharmacist is required if the ratio is greater than 6:1 interns/student pharmacist to pharmacist.
  - Formal classroom presentations where the content has been pre-approved by a faculty member does NOT
require pharmacist supervision. Each event still requires event approval by advisor.
  o Gen Rx drug take-back events require pharmacist supervision if patient counseling will take place at the
event.
  • The supervising pharmacist must provide documentation of your hours to the College of Pharmacy by completing
an Evaluation Form (pharmacy.isu.edu/live/current/ippe). This form must be printed, completed, and submitted to
the Experiential Education Administrative Assistant in Pocatello (LH 105) or in Meridian (MER 756) no later
than 30 days from the completion of the hours. Students are responsible for ensuring that the completed forms
are submitted properly and on time. In addition, students are encouraged to make a copy of the document.
*Students will be informed if this format changes due to the switch to E*Value.

Eligibility of Hours
• Students traveling to an event more than 60 miles (one-way) from their home campus or other point of departure
  (whichever is closest to the event) are eligible to count ONE-HALF of their total drive time toward hours.
  Students must travel with at least one other pharmacy/health-related student to qualify.
• Any student driving to 3 or more unique locations to distribute flyers for a GenRx drug take-back event will be
  allotted 1 hour (limit 1 hour/student).
• Participation in fund-raising events such as COP-sponsored spaghetti feed, fun runs, or phone-a-thons are NOT
  eligible outreach/service hours. Volunteering for any general community organization event not directly related to
  patient care is NOT eligible for outreach/service hours such as highway clean ups, soup kitchens, and dinners.
• Any other activity without direct patient care or formal education will be addressed by both student organization
  advisors. Both advisors must agree to award hours for participation in the activity. If no agreement can be made,
  the Assistant Deans for Experiential Education will be contacted to make a final verdict.
• Training and chair/co-chair administrative time do NOT count toward outreach/service hours.
• Appropriate set up/tear down at outreach events will be allotted per supervising pharmacist discretion.

Training
• Training is required for participation in the various outreach projects.
• Hours for training will NOT be included toward student’s 40 hours of service.
• Chair and/or co-chairs assume responsibility that students have been trained before participating in an event.
• A faculty member / licensed pharmacist must be present for the trainings.
  o The pharmacist attending does not necessarily need to be the faculty advisor for that project.

Examples of Events
• Immunization Clinics
• Community Health Screenings and Health Fairs
• Meth Awareness Educational Presentations
• Gen Rx Educational Presentations
• Gen Rx Drug Take-Back Events
• Poison Prevention Educational Presentations
• Pocatello Free Clinic Volunteering
• Gen Rx Drug Take Back Flyer distribution (1 hour only)

Students are encouraged to create their own events so long as they contact the closest related outreach chair and gain
approval from their advisor two weeks in advance

2. **Shadowing + Reflection**: **Requirement: 20 hours in P2 year and 20 hours in P3 year**
   Pharmacy students are required to participate in shadowing a clinical pharmacy faculty member or select affiliate
pharmacy faculty members as they function in their direct patient-care clinical practice sites. Students are responsible for contacting and scheduling IPPE hours with the preceptor. Eligible preceptors, locations, and contact information are available on the E*Value. To complete IPPE hours with a preceptor not on the provided list or in another state, the student must first contact the Director for Experiential Education for permission. Please see the IPPE Manual (also on E*Value) for other restrictions and information.

During these hours, students observe and contribute to patient-care activities performed by clinical pharmacists in collaboration with other healthcare professionals. Acceptable direct patient-care settings can be ambulatory care, family medicine, hospital, anticoagulation, mental health, pediatrics, geriatrics, medication therapy management, and drug information.

- The expectations in clinical shadowing will differ for students in the P2 and P3 years, with greater responsibility for direct patient-care activities expected of the P3 students.
- Due to paperwork requirements of certain sites, students are to contact a clinical preceptor a minimum of 30 days in advance of requested dates and times to ensure everything is processed in a timely manner.
- Shadowing IPPE hours should be completed in 20-hour blocks.

Students are to complete reflection questions after every shadowing IPPE. These reflections will populate into the student’s portfolio where it will be read by and commented on by the student’s faculty advisor.

3. **Interprofessional Education: Requirement: 20 hours over the course of the P1-P3 years**

Pharmacy students are required to participate in interprofessional activities meeting the key elements as stated above. With a 20-hour requirement, this learning activity is characterized as exposure. The IPE hours may be available through your shadowing experience with a clinical pharmacy faculty member or select affiliate pharmacy faculty members, residents, community or health system partners, as they function in their direct patient-care clinical practice sites with colleague team members. During these hours, students observe and contribute to patient-care activities performed by interprofessional teams. Acceptable interprofessional patient-care settings may be ambulatory care, family medicine, internal medicine, mental health, pediatrics, geriatrics, or infectious disease to name a few. Interprofessional IPE may be obtained by collaborating with student, and/or faculty colleagues from other disciplines on a research project/poster presentation. It may also be obtained through simulation interprofessional activities, or community health screenings to name a few. Examples of students learning, with and from each other and are providing meaningful patient care activities include: physician assistant and pharmacy student interviews where students interview a patient together and present to the preceptor, students participate in committees with other health professionals to perform drug utilization evaluations, teach patient education classes, or collaborate on vaccination outreach events. Activities that are interprofessional may be used for IPE hours or IPPE hours but will not be double counted for both IPPE and IPE hours. If you are unsure if an experience counts as IPE, contact the Director for Interprofessional Education. Students are asked to be proactive in seeking interprofessional learning. You may, for example, with permission of the course instructor, invite another health professional to a case studies session or module lab, initiate a case study event and coordinate faculty to facilitate or initiate a journal club and invite other health professional and coordinate faculty to facilitate. Credit will be granted for up to 2 hours of IPE for students that conduct a health professional interview of at least two other health professions and submit the narrative documentation to the Director of Interprofessional Education. Credit will also be granted for up to 3 hours of IPE for students that prepare and present a formal group presentation that is inclusive of at least two different health professions students.

**For 5 hours of the 20 hours of IPE experiences documentation requires:** the number of professions participating as faculty/facilitators, the number of professions participating as student participants, and a **student reflection** of the experience documented on the evaluation form. The documentation form must be completed for all hours, but only 5 of the 20 hours require a reflection to accompany the documentation.
Sample Student Reflection Questions for Documentation:
What did you learn about the roles on the team that you did not know previously?
What are the similarities and differences between the roles (including yours)?
What else do you want to learn about the team and its members? What new learning objectives have emerged for you?
How will this experience influence your role as a professional and team member?

Sample Health Professional Interview Questions for Documentation:
How did you decide to enter your profession?
On a team, what does your assessment and intervention usually involve?
Who do you collaborate most closely with on a team?
Can you provide a specific example/patient/client story to illustrate?
How do you work to establish and maintain relationships on this team?
What is common jargon or acronyms used in your profession?

Sample Debriefing Questions:
How did that feel for everyone? (elicit emotion)
How would you describe what happened in terms of IPE group dynamics? (review the facts of the scenario)
Why do you think things played out the way they did? (advocacy/inquiry strategy)
How does this compare to your own experiences? (link to real life)
What is your one KEY lesson? (so what, now what?)

Documentation of Shadowing IPPE Completion & Non-IPPE/APPE Hours:
• Evaluations for shadowing hours are to be completed in E*Value by the preceptor. Preceptors should be referred to the Experiential Education office for troubleshooting (tackcas1@isu.edu; renkjane@isu.edu).
  o Please see documentation specifics on Outreach/Service above.
• Students are not required to submit IPPE/APPE hours independently to the Idaho Board of Pharmacy. These hours will now be tracked by the College of Pharmacy.
• If students wish to submit Non-IPPE/APPE hours they can do so by filling out and submitting an Employer’s Certification of Pharmacy Training Hours form at pharmacy.isu.edu/live/current/ippe.
  o Non-IPPE/APPE hour forms should be turned into the Experiential Education Administration Assistant in Pocatello (LH 105) or in Meridian (MER 756). Hours accrued greater than 6 months from submission date will not be accepted.
• Please make a copy of your completed forms for your record before submitting them to the College of Pharmacy. Please note that the laws of each state are unique. In Idaho, students may be registered as externs during the summer. Other states require that the student begins the fall semester or has completed one or more semesters. Follow the laws of the state in which you are working.

Due Dates:
To pass PHAR 9913 and PHAR 9914, the student must successfully complete all of the assigned tasks. Failure to complete all IPPE hours and hours of reflection in the specified time will prohibit advancement in the program.
• Due dates are as follows:
  o PHAR 9913: First day of the student’s P3 year
  o PHAR 9914: April 15 of the student’s P3 year
    ▪ A student who does not complete PHAR 9914 by the due date will automatically take Block 1 of rotations as their “off” block.
- Failure to complete any due dates may result in a lower grade as follows
  - The assigned due date: A
  - Later than the assigned due date but less than 4 weeks overdue: C
  - Greater than 4 weeks after the assigned due date: D

**Grading Policy:**
Grades for IPPEs are: A, B, C, NP
NP is No Pass. NP does not specify between D and F. NP may result from poor performance, unprofessional conduct, or if asked to leave or removed from an IPPE. A final grade of NP will trigger intervention by the OEE to determine further course of action.

**Grading for IPPE is dependent on successful completion by the required due date.** Both components must be met in order to receive a passing grade.

**Shadowing hours** (includes Clinical Shadowing hours of 9913 & 9914)
- A NP in one of the shadowing experiences will result in a D for the course and may result in a Yellow Card submission.
- The Course of Action Policy will be followed.

**Outreach / Service hours and Interprofessional hours:**
- A NP in one evaluation of Service / IPE hours will deem those hours void and will not count toward the final total.
  - A Yellow Card may be submitted.
    - For first NP: The final course grade will drop by 1 letter grade
    - Subsequent NP: Student will receive a D for the course
  - The Course of Action Policy will be followed.

**Course of Action Policy for NP grade**
In the event of NP, the OEE will contact the preceptor to gather additional information. The student will be required to meet with the OEE and the Progressions Committee. The student will develop an individualized remediation plan, approved by the OEE. Failure to develop a satisfactory remediation plan may result in dismissal from the College of Pharmacy. After completion of the remediation plan and on a case-by-case basis, students may be allowed to remediate the rotation with a different preceptor, which may result in scheduling delays and/or moving to a different geographical zone to complete the IPPE.

**Individualized Remediation Plan**
A remediation plan helps students identify any deficiencies and/or contributing factors that led to the failing grade and establish measurable goals, solutions and timelines to assist the student in achieving both personal and professional success.

**The Office of Experiential Education Administration Meeting**
Students are required to meet with the OEE in the following situations:
1) Receiving final grade of a “C” or below on an evaluation from a preceptor in any IPPE
2) Receiving a final grade of a “Marginal (2)” or below in Professionalism regardless of final grade for the IPPE

**Progressions Committee Meeting**
Students are required to meet with the Progressions Committee in the following situations:
1) Receiving final grade of a NP in any IPPE
2) As determined by OEE

Updated 5/2018
Refer to the Progressions and Dismissal Policies in the College of Pharmacy Student Handbook for additional information.

Compensation Prohibited:
Pharmacy students, while participating in any experiential activities to satisfy required hours stated in the College curriculum, shall not, under any circumstances, receive financial remuneration or compensation for hours obtained from experiential sites. Any hours in which the student is paid will not count toward fulfillment of the experiential experience.

Professionalism and Misconduct:
Students in the College of Pharmacy represent the College as well as the profession of pharmacy. They are expected to act in a professional manner while in class, in practice settings, and on campus. Unprofessional behavior may result in students being placed on probation or expelled from the program. Professional behavior includes dress, speech, and actions. Disruptive or inappropriate behavior will not be tolerated. Profanity is strictly forbidden. Consistent with the University policy on disruptive behavior, preceptors and instructors may impose sanctions in cases of disruptive behavior. Refer to the IPPE Manual for policies on Professionalism and Misconduct.

Responsibilities of Students:
It is expected that students will be professional at all times during their IPPE. This includes punctuality, proper attire, appropriate behavior and preceptor and patient interaction. Students must be compliant with all site policies and procedures. Use of cell phones is prohibited except with the express permission of the preceptor. Patient confidentiality must be maintained pursuant to HIPAA regulations. Unprofessional behavior may result in removal from the site and failure of the IPPE.
1. Contact preceptors, in advance, to coordinate first day arrival plans
2. Maintain a high standard of professional behavior:
   a. Appropriate attire and appearance for the professional setting.
   b. Effective verbal and written communications.
   c. Compliance with all site policies and procedures.
   d. Consistent and punctual attendance.
   e. Use of cell phones or other electronic devices is prohibited except with the express permission of the preceptor.
3. Since the primary objective of the rotation is learning, the student needs to be proactive, not passive.
   a. This requires active participation and communication.
4. Maintain patient confidentiality in compliance with HIPAA regulations.
   a. All information concerning patients/customers and patient care is to remain confidential. Any documents or notes with patient-related information should be shredded at the end of the rotation.
5. Actively participate in the professional and technical functions of the site, relative to the rotation objectives.
6. Develop and revise professional and personal goals for each rotation according to the objectives of the particular clerkship.
   a. Professional and personal goals should be within the scope of the present rotation.
7. Satisfy the rotation attendance requirements.
8. Complete the rotation and preceptor evaluation forms.
9. The student’s rotation schedule is at the discretion of the preceptor.
   a. This may be nights, weekends, holidays, etc.
10. Must conduct themselves in a professional manner at all times.
    a. Unprofessional actions could cause removal from the rotation site and failure of the rotation.
11. Must inform preceptor in advance of any expected absence or tardiness
Confidentiality:
Pharmacy students must be in compliance with the Health Information Portability and Accountability Act (HIPAA). The
Office for Civil Rights enforces the HIPAA Privacy Rule, which protects the privacy of individually identifiable health information; the HIPAA Security Rule, which sets national standards for the security of electronic protected health information; and the confidentiality provisions of the Patient Safety Rule, which protect identifiable information being used to analyze patient safety events and improve patient safety (US Department of Health & Human Services, HSS.gov). All patient information, names, medical records, social security numbers, date of birth, and other identifiers will not be used, removed, or discussed for any reason outside the facility. Any breach of HIPAA will be grounds for removal from the facility and failure of the rotation. See Student Handbook under HIPAA.

Students may not, under any circumstances, place electronic protected health information on their laptops/jump drives or send this information via any email program. Violation of HIPAA during IPPE or APPE may result in repercussions ranging from grade reduction to potential dismissal from the program.

**Students With Disabilities:**
The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. Idaho State University, in the spirit and letter of the law, will make every effort to make reasonable accommodations, according to section 504 of the Rehabilitation Act of 1973 and the ADA. Students with disability related needs should contact the Director of the Center for Students with Disabilities, Campus Stop 8121, (208) 282-3599. TTY 1-800-377-3529. Disabled students must obtain a letter from the Center for Students with Disabilities that outlines the specific accommodations required. It is the student’s responsibility to provide a copy of this letter to the Office of the Associate Dean and to each instructor/module coordinator by the end of the first week of each course or module in order for accommodations to be scheduled. Disabled students must obtain a letter from the Center for Students with Disabilities that outlines the specific accommodations required. It is the student’s responsibility to provide a copy of this letter to the Office of the Associate Dean and to each instructor/module coordinator by the end of the first week of each course or module in order for accommodations to be scheduled. Accommodations are provided on a case by case basis and are dependent on an analysis of the task to be performed and the nature of the requested accommodation. In the instance of examinations designed to measure real life skill sets, extra time may not be granted.

**Drug and Alcohol Abuse:**
Students will be subject to the ISU-COP Substance Abuse and Drug Testing Policy as well as any policies specific to the site where the student is completing the IPPE.

**Assessment:**
The College has an ongoing assessment program. A requirement for accreditation, the program is designed to assure curricular effectiveness. The assessment program at the College of Pharmacy employs a variety of measures from students, faculty, and preceptors. Throughout the curriculum, students participate in assessments that are embedded as required components of courses and practice experiences. Participation in these assessment activities is required. Assessment is a required component of all pharmacy courses.

**ADDITIONAL INFORMATION:**
- Students are required to carry a copy of their extern registration at all times while on their IPPE.
- Any breach of patient confidentiality may result in immediate removal from the IPPE, a meeting with the Progressions Committee, and failure of the course.

**COMPETENCIES: See the following forms**
PHAR 9913/9914 - Introductory Pharmacy Practice Experience Evaluation Form
(OUTREACH / SERVICE HOURS)

Student’s Name _________________________________________________________

These hours may be certified only by the pharmacist at the event/booth, etc. at which the service is completed.

**Please provide feedback by circling your level of agreement with the following statements:**

4 = strongly agree   3 = agree       2 = disagree       1 = strongly disagree

<table>
<thead>
<tr>
<th>Professionalism – The student:</th>
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<tbody>
<tr>
<td>Interacts in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintaining patient confidentiality.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Demosntrates professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assuming responsibility for one’s actions.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Consistently maintains a professional demeanor in regards to ethical behavior, respectfullness, personal hygiene, appropriate attire, empathy, and reliability.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Accepts responsibility for individual patient outcomes and gives priority to patient well-being and safety if it means making personal sacrifices.</td>
<td>4 3 2 1</td>
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<tr>
<td>Participates actively and effectively in all educational activities and as a member of an Interdisciplinary health care team.</td>
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<tr>
<td>Engages in professional practice to deliver pharmaceutical care in accordance with moral, ethical and legal principles.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication – The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately communicates with other students, healthcare professionals and patients.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Demonstrates effective interviewing and counseling skills.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Communicates in such a way to assess the patient’s comprehension of counseling.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Demonstrates linguistic competency in communication effectively with patients, family members and healthcare professionals in a variety of environments about drugs and other health care issues.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

**Rating Scale for Final Grade** 30 points required for passing grade. (10 Competencies, 40 Possible Points)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Pass</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Healthcare professionals the student came into contact with: (or change to learned from and about)

• MD/DO  • Physician Assistant  • PT/OT  • Nurse Practitioner  • Nurse  • Dietitian  • Other (specify): ________________

The student completed _____ hour(s) at ______________________ on ___________ (e.g., diabetes clinic, health fair, flu shots) ___________

Supervisor’s Name (please print) Supervisor’s Signature (verifies hours) Supervisor’s Phone # or email

Location of Event (name of business/building and city/state)

*Please submit to the Experiential Education Administration Assistant in Pocatello (LH 105) or in Meridian (MER 756) within 30 days of completion at the practice site. IPPE hours turned in after 30 days of completion will not be counted.*

Updated 5/2018
**PHAR 9913/ 9914 - Introductory Pharmacy Practice Experience Evaluation Form**

*(SHADOWING HOURS)*

Student’s Name __________________________________________________

Please provide feedback by circling your level of agreement with the following statements:

4 = strongly agree      3 = agree       2 = disagree       1 = strongly disagree

<table>
<thead>
<tr>
<th>Ensure Appropriate Pharmacotherapy and Health Outcomes – The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect information from a medical record and organize it into a useable format.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Gather information from a patient interview.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Make an assessment of a patient’s/caregiver’s self-management skills and recognize the patient’s/caregiver’s level of health literacy.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Assess patient risk for adverse drug reactions and drug interactions.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Establish patient-specific outcomes and monitoring parameters for drug therapy.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Discuss therapeutic options.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Draw rational conclusions from the information available and apply good judgment when making recommendations for patient care.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Communicate their ideas and recommendations clearly.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Evaluate a patient’s drug therapy with regard to appropriateness of dosing and route of delivery/delivery system.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Utilize appropriate information sources when making patient-specific recommendations.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Provide timely and appropriate medication information.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Demonstrate a level-appropriate knowledge base.</td>
</tr>
<tr>
<td>4 3 2 1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispense Medications and Devices – The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide level-appropriate counseling to patients and/or caregivers including proper instructions for safe and effective use.</td>
</tr>
<tr>
<td>4 3 2 1</td>
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<table>
<thead>
<tr>
<th>Promote Health and Disease Prevention – The student is able to:</th>
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<tbody>
<tr>
<td>Provide level-appropriate patient education about behaviors that promote health, maintain wellness, prevent and control disease.</td>
</tr>
<tr>
<td>4 3 2 1</td>
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</table>

<table>
<thead>
<tr>
<th>Professionalism – The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacts in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintaining patient confidentiality.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Demonstrate an ability for and commitment to independent learning.</td>
</tr>
<tr>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Demonstrates professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assuming responsibility for one’s actions.</td>
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<tr>
<td>Consistently maintains a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability.</td>
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<td>Accepts responsibility for individual patient outcomes and gives priority to patient well-being and safety even if it means making personal sacrifices.</td>
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<td>4 3 2 1</td>
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</tbody>
</table>

Updated 5/2018
Rating Scale for Final Grade 75 points required for passing grade. (25 Competencies, 100 Possible Points)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fail</td>
</tr>
</tbody>
</table>

Healthcare professionals the student came into contact with:

• MD/DO • Physician Assistant • PT/OT • Nurse Practitioner • Nurse • Dietitian • Other (specify): ________________

The student completed _____ hour(s) with ______________________________ on __________________

Clinical Pharmacist’s Name (please print)                   Date

Supervisor’s Signature (verifies hours)                     Supervisor’s Phone # or Email

Location of Clinic (City and State)

Comments:
**PHAR 9913/9914 - Introductory Pharmacy Practice Experience Evaluation Form:**

**Interprofessional Pharmacy Education (IPE Hours)**

IPE is education that occurs when two or more professionals learn about, from, and with each other to enable effective collaboration and improve health outcomes.

**Student’s Name**

These hours can be self-evaluated by the student or evaluated by a non-student team member or activity facilitator. Not all items are evaluable for each experience and not applicable (NA) can be used.

Please provide feedback by circling your level of agreement with the following statements:

4 = strongly agree  3 = agree  2 = disagree  1 = strongly disagree  NA = not applicable

### Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Interprofessional teams and teamwork</th>
<th>4 3 2 1 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the roles and responsibilities of other providers and how the team works together to provide care, promote health, and prevent disease.</td>
<td></td>
</tr>
<tr>
<td>Participates actively and effectively in all educational activities and as a member of an interdisciplinary health care team.</td>
<td></td>
</tr>
<tr>
<td>Recognizes both leadership and fellowship roles and team challenges considering individual and team performance as well as team improvement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interprofessional Values/Ethics for Interprofessional practice</th>
<th>4 3 2 1 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize one’s limitations as a health professional and how it relates to interprofessional practice</td>
<td></td>
</tr>
<tr>
<td>Actively participates and engages in patient care in a professional and culturally sensitive manner, including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory, and maintaining confidentiality.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interprofessional Communication</th>
<th>4 3 2 1 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates competency in communicating effectively with patients, family members and health care professionals in a variety of environments about drugs and other health care issues.</td>
<td></td>
</tr>
<tr>
<td>Articulates the contributions of pharmacy to teamwork in healthcare and the link to the triple aim.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interprofessional Roles/Responsibilities</th>
<th>4 3 2 1 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates professional identity and recognizes the impact on interprofessional teamwork.</td>
<td></td>
</tr>
<tr>
<td>Integrates the knowledge and experience of health care professions to inform health and care decisions, while respecting patient and community values and priorities/preferences for care.</td>
<td></td>
</tr>
<tr>
<td>Communicates with team members to clarify each member’s responsibility in executing components of treatment plan or public health intervention.</td>
<td></td>
</tr>
</tbody>
</table>

### Rating Scale for Final Grade (do not include NA items in denominator when determining possible points)

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<tr>
<th>Possible Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

Health care professionals the student learned from and/or with:

- MD/DO
- Physician Assistant
- PT/OT
- Nurse Practitioner
- Nurse
- Dietitian Other (specify): ___________

The student completed __________ hour(s) at ___________________________ (meeting/clinic/presentation)_________________________ (print please)

**Supervisor**

**Event Location**

(name of business/building and city/state) (date)

Degree of interaction: [ ] Low  [ ] Moderate  [ ] High  Team setting: YES NO  Member of a team: YES NO

(Low = didactic lecture, Moderate = small group discussion, High = first-hand student participation)

Debriefing (learning activity with a formal, facilitated debriefing post experience with reflections on process, content): YES NO

Idaho State University College of Pharmacy (2017-2018 IPPE Manual)

**Submit to:** COPIPEnotifications-group@isu.edu

Last revised: 4/24/2018