

Idaho State

UNIVERSITY
College of Pharmacy

**Introductory Pharmacy Practice
Experience (IPPE) Manual
2017-2018**

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**Office of Experiential Education
College of Pharmacy
Idaho State University**

Mission

Develop competent and caring pharmacists operating at the top of their scope of practice in a team-based health care environment.

Vision

Become a leader in innovative experiential education by fostering excellence in collaborative, diverse patient-centered care and continued preceptor development.

Goal

Provide innovative, patient-centered, interprofessional experiential education opportunities longitudinally across the curriculum.

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Overview of IPPE Curriculum

Year & Course	Due Date	Hours		Minimum Requirements
<u>P1 Year</u> PHAR 9911 Introductory Pharmacy Practice Experience I	*In-State Students: December 15, 2017 *Out-of-State/Late Admit Students: April 15, 2018	200 IPPE hours + Reflection		<ul style="list-style-type: none"> At least 80 hours Community At least 80 hours Institutional Remaining 40 hours may be Community or Institutional or Drug Information Reflection will be completed in the Portfolio system and reviewed by a faculty advisor (discussed in the Fall P1 year)
PHAR 9912 Introductory Pharmacy Practice Experience II	Out-of-State/Late Admit Students: April 15, 2018			No experiential requirements as long as you have completed all 200 IPPE hours in PHAR 9911 during the Summer Session Out-of-State students must complete all 9911 requirements, as detailed above
<u>P2 Year</u> PHAR 9913 Introductory Pharmacy Practice Experience III	Complete by first day of P3 year The service hours may be started after completion of PHAR 9911/12 Clinical shadowing hours may be started after completion of finals of P1 year	20 hours total of Interprofessional Education hours are required over the course of the P1-P3 years.	20 outreach/ service hours + 20 clinical shadowing hours	20 outreach/service hours must be with the student organization's patient outreach services + 20 hours must be shadowing with a single clinical faculty member or other clinical pharmacy practitioner approved by Dr. Cleveland or Dr. Pettinger + Reflection
<u>P3 Year</u> PHAR 9914 Introductory Pharmacy Practice Experience IV	Complete by April 15 of P3 year The service hours may be started after completion of PHAR 9911/12 Clinical shadowing hours may be started after completion of finals of P2 year		20 outreach/ service hours + 20 clinical shadowing hours	20 outreach/service hours must be with the student organization's patient outreach services + 20 hours must be shadowing with a single clinical faculty member or other clinical pharmacy practitioner approved by Dr. Cleveland or Dr. Pettinger + Reflection
Total Hours			20 hours	280 hours

Course Description

The purpose of the College of Pharmacy (COP) at Idaho State University is to prepare a competent pharmacy practitioner with effective primary care practice skills, including abilities to communicate and educate others on the rational use of medications and related devices.

IPPE Rationale:

Introductory Pharmacy Practice Experiences (IPPEs) are a series of clinical practicums that allow students to integrate and apply information learned in the didactic portion of the curriculum. The IPPE program is a total of 300 hours of pharmacy experiences to be completed throughout the first three professional years. IPPEs, under appropriate supervision as permitted by Idaho and Alaska practice regulations, allow students to assume direct patient care responsibilities, acquire a broad overview of pharmacy practice by applying knowledge in a variety of practice settings, and develop their communication skills, attitudes, abilities, values, and practice skills, as well as an understanding of the health needs of diverse populations.

The goal of IPPEs is to provide students with an introduction to basic pharmacy practice skills beginning early in the professional curriculum in a variety of actual practice settings, working in collaboration with experienced health care professionals. IPPEs begin at the entry level of pharmacy practice and progressively increase in scope and intensity to ultimately prepare students for their Advanced Pharmacy Practice Experiences (APPEs).

Interprofessional Pharmacy Education (IPE) Rationale:

Interprofessional education is an essential component of the Idaho State University, Division of Health Sciences and College of Pharmacy mission. Interprofessional Collaborative Practice Competencies are:

1. Values/Ethic for Interprofessional Practice
2. Roles/Responsibilities
3. Inteprofessional Communication
4. Teams and Teamwork

These competencies and sub-competencies have been mapped to ISU COP student learning outcomes. 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.

Introductory Pharmacy Practice Experiences (IPPEs) are a series of clinical practicums that allow students to integrate and apply information learned in the classroom. The IPPE program is a total of 300 hours of pharmacy experiences to be completed throughout the first three professional years. IPPEs, under appropriate supervision as permitted by Idaho and Alaska practice regulations, allow students to assume direct patient care responsibilities, acquire a broad overview of pharmacy practice by applying knowledge in a variety of practice settings, and develop their communication skills, attitudes, abilities, values, and practice skills, as well as an understanding of the health needs of diverse populations.

The goal of IPPEs is to provide students with an introduction to basic pharmacy practice skills beginning early in the professional curriculum in a variety of actual practice settings, working in collaboration with experienced health care professionals. IPPEs begin at the entry level of pharmacy practice and progressively increase in scope and intensity to ultimately prepare students for their Advanced Pharmacy Practice Experiences (APPEs).

Interprofessional Pharmacy Education (IPE) is education that occurs when two or more professions learn with, from and about each other to enable effective collaboration and improve health outcomes. Interprofessional education is part of IPPEs and APPEs. Accreditation Council for Pharmacy Education Standards (ACPE) 2016 have deemed essential to the contemporary practice of pharmacy in a health care environment, the following Pertinent Key Elements:

- 3.4 - Interprofessional collaboration- The graduate is able to actively participate and engage as a health care team member by demonstrating mutual respect, understanding and values to meet the 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 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 health care team. Through interprofessional education activities, students gain an understanding of the abilities, competencies and scope of practice of team members.
- Interprofessional team practice- All students competently participate as a health care team member in providing direct patient care and engaging in shared therapeutic decision-making.

Interprofessional education is an essential component of the Idaho State University, Division of Health Sciences and College of Pharmacy mission. (Interprofessional Education Collaborative. 2016). 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)

Students are responsible for reading the current syllabus for the IPPE course in which they are enrolled. IPPE syllabi can be found at: <http://pharmacy.isu.edu/live/current/ippe/>

Required Experiences

IPPE

In the first professional year (P1), which begins the summer students are admitted to the program they may begin their IPPE hours as part of PHAR 9911 and PHAR 9912. Students are to complete a total of 200 practice hours in competency-based experiential training in an approved community and institutional pharmacy practice setting. This experience requires each student to perform direct patient care activities under the supervision of a licensed pharmacist and must be completed prior to the beginning of the second professional year. The 200 hours must be achieved in both the community and institutional settings with at least 80 hours in each. Students may complete 120 hours in one and 80 in the other, or any number of combinations. In addition to the minimum of 160 hours completed in the community and institutional settings, Pocatello-based students may opt to acquire up to 40 hours of experience at the Idaho Drug Information Service during their first year.

Second and third year students (P2s and P3s) enroll in PHAR 9913 and PHAR 9914 respectively. Students are required to participate in a minimum of 40 hours of pharmacy-related Outreach / Service activities, under the guidance of pharmacy faculty during their P2 and P3 years, 20 hours per year. Examples of such activities include: health fairs, diabetes fairs, brown bag programs, immunization clinics, GenerationRx presentations, and poison prevention presentations.

In addition, P2 and P3 students perform 40 hours of “shadowing” a clinical pharmacist (20 hours per year) as they function in their different patient care clinical practice sites. During these hours, students observe and contribute to patient-care activities performed by a clinical pharmacist in collaboration with other health-care professionals, in settings such as ambulatory care, family medicine, hospital, anticoagulation, mental health, pediatrics, geriatrics, and HIV clinics. The expectations differ for students in the P2 and P3 years, with greater responsibility for direct patient-care activities expected of P3 students performing service hours and clinical shadowing.

IPPE hours need to be completed in increments of 20 in order to be submitted to OEE.

Interprofessional

Interprofessional pharmacy education (IPE) is a 20 hour requirement component coordinated by Dr. Mason. These hours are incorporated as part of the total 300 hour IPPE experience and can be completed over the course of the P1-P3 years.

This requirement is characterized as exposure. The interprofessional pharmacy education hours may be available through shadowing or outreach/service activities. 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 education may be obtained by collaborating with students, and/or faculty colleagues from other disciplines on a research project/poster presentation. It may also be obtained through exposure in coursework, participating in research day or geriatric symposium interprofessional events, simulation interprofessional activities, journal clubs, or community health screenings to name a few. Students are asked to be proactive in seeking and creating interprofessional learning. Students may, for example with permission of the course instructor, invite another health profession student to a case studies class session or module lab, initiate a case study event and coordinate faculty to facilitate, or initiate a journal club and invite other health professions and coordinate faculty to facilitate. Credits will be granted for up to 3 hours of IPE for student that prepare a formal group presentation that is inclusive of at least two different health professional students. For clarification on what counts and does not please contact Dr. Mason by email at masobarb@isu.edu.

IPPE Scheduling

Shadowing hours: Students are responsible for contacting and scheduling IPPE hours with the preceptor. Eligible preceptors, locations, and contact information are available on the College of Pharmacy website. <http://pharmacy.isu.edu/live/current/ippe/>. To complete IPPE hours with a preceptor not on the provided list or in another state, the student must first contact the Assistant Dean for Experiential Education for permission. Due to paperwork requirements of certain sites, students are to contact a preceptor a minimum of 30 days in advance of requested dates and times to ensure paperwork and onboarding training is processed in a timely manner.

Outreach / Service hours: The College of Pharmacy is involved in a variety of outreach and service events. Chairpersons of these organizations will provide opportunities to sign up for complete these hours.

Interprofessional hours: Faculty members, affiliate faculty, community practitioners, hospital practitioners, preceptors and pharmacy residents may be your preceptors. Although other health care professionals may contribute to your experience and evaluation, a licensed pharmacist will be responsible for grades and signing off on your hours on the IPE education hours form separate from the shadowing/outreach/service form. It may be possible and efficient to complete your IPE hours at the site you are completing your IPPE hours but hours may not count for both IPE and IPPE. At the time of your scheduling IPPE, you are encouraged to discuss IPE opportunities at that site. If your IPPE preceptor has questions about what counts as IPE opportunities please refer them to Dr. Mason at masobarb@isu.edu.

Prior to scheduling IPE hours the following training modules must be completed and a reflection of the learning submitted electronically to Dr. Mason. These modules were created by the Interprofessional Collaboration on the Run. They consist of 6 free online modules (total of 3 hours) that instruct in foundational interprofessional knowledge. You may apply 3 hours toward IPE credit for completion of these modules. Faculty are also completing the modules and you are encouraged to have a dialogue with faculty about these concepts. They can be found at: http://www.ipcontherun.ca/?page_id-2847

Module: IP Introduction

- a. IPE communication
- b. Patient/Client/Family/Community-centered care
- c. Role clarification
- d. Team functioning
- e. IPE conflict management
- f. Collaborative leadership.

Rotation Site Restrictions

To avoid potential conflicts of interest, students are not able to complete IPPEs / IPEs with a family member, current/former partner, friend, or colleagues. If a student / preceptor is assigned that has this conflict, they are to

contact the OEE immediately. The OEE will facilitate the change.

IPPE/IPEs at Employment Site: getting IPPE /IPE hours at the place of the student's current employment or with their primary supervisor is not allowed. In the case of chain community pharmacies, a student may get IPPE hours with the same company but at a different location / supervising pharmacist. However, the OEE strongly suggests that the student's IPPE rotation be in a different environment than where they are currently employed (ie if student works in a chain pharmacy, then try a different chain or independent pharmacy) to enhance their educational experience. Students employed in institutional settings may do clinical IPPE rotations at the same facility, but in a different capacity that which they are employed (ie hospital intern can do General Medicine IPPE at the facility).

Student Responsibilities

1. Refer to IPPE website for COP-approved sites (<http://pharmacy.isu.edu/live/current/ippe/>)
2. Contact preceptors, at least 30 days in advance of proposed start date, to coordinate plans.
3. Since the primary objective of the experience is learning, the student needs to be proactive, not passive. This requires active participation and communication.
4. Actively participate in the professional and technical functions of the site, relative to the experience objectives.
5. Maintain a high standard of professional behavior at all times. Recognize that optimal learning experiences require mutual respect, courtesy, motivation, initiative, and commitment. Unprofessional actions could cause removal from the site and failure of the experience. Professional behavior includes but is not limited to:
 - a. Appropriate attire and appearance for the professional setting.
 - b. Effective verbal and written communications.
 - c. Compliance with all site policies and procedures.
 - d. Assignments are completed satisfactorily and on time.
 - e. Consistent and punctual attendance.
 - f. Use of cell phones or other electronic devices is prohibited except with the express permission of the preceptor.
6. 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 per site guidelines or at the end of the experience.
7. The student's IPPE schedule is at the discretion of the preceptor.
8. Must inform preceptor in advance of any expected absence or tardiness.
9. Develop and revise professional and personal goals for each experience according to the objectives of the particular IPPE.
 - a. Professional and personal goals should be within the scope of the experience.
10. Complete the preceptor evaluation forms.
11. Satisfy the attendance requirements within the outlined time period.
12. Complete reflection and portfolio exercises after each shadowing and interprofessional experience.

Goals and Objectives

PHAR 9911/9912

The student:

1. Appropriately communicates with other health care professionals and students.
2. Attends consistently and actively participates with the health care team.
3. Is courteous, cooperative and respectful.
4. Demonstrates an ability for and commitment to independent learning.
5. Demonstrates the ability to self-assess, accept and utilize feedback, and learn independently.
6. Can describe the policies and procedures for prevention of medication errors.

7. Is able to perform the basic functions and/or skills assigned in this practice setting.

In addition to the above objectives, students will be expected to meet the following for each:

Community-Specific Learning Objective:

1. Seeks necessary patient interaction and communicates appropriately with patients.

Institutional-Specific Learning Objective:

1. Properly disposes of needles and other contaminated material.

Drug Information-Specific Learning Objectives

1. Efficiently gathers pertinent information relevant to answering a drug information question.
2. Appropriately utilizes clinical literature/drug information resources to provide an evidence-based approach to answering drug information queries.

PHAR 9913/9914

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, health care 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 health care 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 health care related ideas and recommendations to the preceptor and other health care 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 health care providers
14. Actively participate and contribute to the health care team.
15. Maintain high standards with regard to moral, ethical and legal conduct.

Interprofessional Education (IPE)

The student will:

1. Describe the goals/mission of the interprofessional team.
2. Interact in a thoughtful, respectful and appropriate manner.
3. Describe how an individual within their own profession relates to other health professions.
4. Provide and respond to constructive feedback in a respectful, supportive manner.
5. Recognize both leadership and followership roles as appropriate.
6. Identify the roles and contributions of professionals to the team.
7. Define professional identity by reflecting on how it is developed and its impact on interprofessional team work.
8. Identify possible challenges a professional may experience on a team.

Preceptor Evaluations Completed by Students

Students are to complete a confidential online preceptor evaluation at the completion of each shadowing IPPE. It is important to receive this feedback to ensure the quality of each experience and preceptor. Grades may be withheld from the Registrar's Office until the evaluation is complete. In order to maintain confidentiality, preceptors will receive an aggregated report with all rating and comments in July of each calendar year. Individual evaluations will not be made available to preceptors.

Reflection Exercises

PHAR 9911/9912

Online reflections are to be completed during the Dean's hour during the P1 year. OEE will facilitate this process.

PHAR 9913/9914

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. Once the preceptor has completed the shadowing evaluation, the student will be able to complete reflections and preceptor evaluations under the IPPE tab of the Student Management profile. Once the student completes these tasks, they will be able to view their evaluation from the preceptor.

Interprofessional

No IPE will be accepted or credited without a concurrent reflection document. This is not online portfolio reflection and is specific to interprofessional experiences. It should relate to IPE competencies and the concept of learning with, from and about others. Reflections may be submitted electronically to Dr. Mason but should additionally be printed and attached to the form requesting IPE hours that is submitted to Dr. Mason directly. Reflection includes, but is not limited to a description of the interprofessional experience and answering of some of the following sample reflection questions:

- 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?
- What else do you want to know 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:

How did you decide to enter the profession?
On a team, what does your assessment and plan usually involve?
Who do you collaborate most closely with on a team?
Can you provide a specific example/patient/client story to illustrate your profession?
How do you work to establish and maintain relationships on the team?
What is common jargon or acronyms used in your profession?

Sample debriefing questions for interprofessional teams post activities:
How did that feel for everyone? (elicit emotion)
How would you describe what happened in terms of interprofessional group dynamics? (review facts)
Why do you think that 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)

Due Dates

PHAR 9911/9912:

- 200 community/institutional hours
 - In-State Students: December 15, 2017
 - Out-of-State Students or Late Admits: April 15, 2018

PHAR 9913:

- 20 hours of clinical shadowing and 20 hours of outreach/service
 - 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*. Due the first day of the student's P3 year

PHAR 9914:

- 20 hours of clinical shadowing, 20 hours of outreach/service, 20 hours of Interprofessional hours
 - 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. Due April 15 of student's P3 year.

Assessment

The assessment program at the College of Pharmacy employs a variety of measures from students, faculty, alumni and preceptors. Throughout the curriculum, students participate in assessments that are embedded as required components of specific courses and practice experiences. **Participation in these assessment activities is required.** Participation in competency and other College of Pharmacy assessment activities is required for all Doctor of Pharmacy students. Each student must complete assessments, each semester for successful progression in the program. Failure to actively participate and complete assessments is considered unprofessional conduct.

Code of Ethics for Pharmacists

PREAMBLE

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

I. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

III. A pharmacist respects the autonomy and dignity of each patient.

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

IV. A pharmacist acts with honesty and integrity in professional relationships.

A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

V. A pharmacist maintains professional competence.

A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

VI. A pharmacist respects the values and abilities of colleagues and other health professionals.

When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

VII. A pharmacist serves individual, community, and societal needs.

The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

VIII. A pharmacist seeks justice in the distribution of health resources.

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

Adopted by the membership of the American Pharmacists Association October 27, 1994.

Student Academic Policies

Board of Pharmacy Registration

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. Students attending school in Idaho must register as a pharmacy extern. Student attending school in Alaska must register as a pharmacy technician and after the completion of the P1 year; the student needs to apply for an intern license.

Each state has different registration requirements. If the student completes IPPE \ IPE hours outside of Idaho or Alaska, they are responsible for determining the appropriate requirements in order to obtain hours. The student is encouraged to contact OEE with any questions.

Background Checks

Once a student has been matriculated into the COP, they must complete and pass a background check through Certified Background (Castlebranch) in order to progress to IPPEs. Students who are attending didactic courses in Idaho, but also get an additional FBI background through the Idaho State Board of Pharmacy. ISU-COP does not guarantee pharmacy practice experiences for students who have a history of felony or misdemeanor convictions or charges.

Hours and Licensure

The ISU-COP curriculum and experiential program will provide 1980 extern hours (1680 APPE and 300 IPPE) upon graduation.

The state of Idaho requires a minimum of 1740 hours for licensure. Other states have different requirements. Any student planning to take the NAPLEX to obtain licensure in a state other than Idaho should verify hour requirements with that state's Board of Pharmacy before beginning APPEs.

Attendance

Mandatory attendance is required for all IPPEs for academic credit and extern hours to be submitted to the Idaho State Board of Pharmacy.

Since patient care is continuous, some off-campus activities are conducted outside the traditional workday. For example, a student may have responsibilities in the morning, late at night, or on weekends. The preceptors determine what their needs will be for the students to accomplish the objectives of the IPPE. Absences may be excused in the event of unforeseen emergencies, unusual circumstances, illnesses, or severe weather. The student is expected to contact the preceptor and/or the OEE in these circumstances. Any foreseeable absences must be pre-approved by the principle preceptor. All absences are expected to be made up as directed by the preceptor. Continual unexcused absences or tardiness are grounds for a fail of the experience or a dismissal from the site. Concurrent employment during the experiential training period is **discouraged**. If necessary, work schedules must be adjusted to accommodate IPPE requirements and will not be considered a legitimate reason for excusing a student from the practice site. The student is expected to adhere to the hours set by the preceptor. Work cannot interfere with practice site responsibilities.

Unplanned Absences: Absences that occur as a result of illness, dependent care needs, death of an immediate family member or other unpredictable event. Documentation is required for absences lasting over 2 days. In the case of illness, a doctor's note with a release to return to work is necessary. Students may be asked to bring other types of documentation depending on the circumstance.

Jury Duty: If a summons is received, the OEE recommends that the students first postpone the summons as indicated per the court. If necessary, the OEE will provide a letter on behalf of the student. An absence for jury duty needs to be documented via email to the OEE and the preceptor prior to the duty date.

Absence for Professional Meeting Attendance: Professional meetings are considered educational experiences. The student must receive permission from the preceptor and in as far in advance as possible. Preceptor approval is mandatory and assignments or make up time is at the discretion of the preceptor.

Confidentiality

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) is a federal law passed by Congress in 1996. On April 14, 2003, a major component of HIPAA that deals with pharmacists and other health care providers became effective. These privacy regulations define appropriate and inappropriate disclosures of health information and define the process used to ensure patients' rights.

HIPAA was intended to ensure patient confidentiality while maintaining the ability of the health care system to share patient information, to improve communication between health care providers and to improve patient care.

Students enrolled in the Doctor of Pharmacy program are involved in patient care activities throughout the curriculum. PharmD students receive training to ensure practice sites that they understand the HIPAA requirements.

Students may not, under any circumstances, place identifiable 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.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Please refer the Student Handbook for further information on FERPA and HIPAA.

Rules of the Idaho State Board of Pharmacy on Unprofessional Conduct

500. UNPROFESSIONAL CONDUCT.

The following acts or practices by a pharmacist, student pharmacist, or technician are declared to be specifically, but not by way of limitation, unprofessional conduct and conduct contrary to the public interest.

01. **Unethical Conduct.** Conduct in the practice of pharmacy or in the operation of a pharmacy that may reduce the public confidence in the ability and integrity of the profession of pharmacy or endangers the public health, safety, and welfare. A violation of this section includes committing fraud, misrepresentation, negligence, concealment, or being involved in dishonest dealings, price fixing, or breaching the public trust with respect to the practice of pharmacy.
02. **Lack of Fitness.** A lack of fitness for professional practice due to incompetency, personal habits, drug or alcohol dependence, physical or mental illness, or for any other cause that endangers public health, safety, or welfare.
03. **On-Duty Intoxication or Impairment.** Intoxication, impairment, or consumption of alcohol or drugs while on duty, including break periods after which the individual is expected to return to work, or prior to reporting to work.

04. Diversion of Drug Products and Devices. Supplying or diverting drugs, biologicals, and other medicines, substances, or devices legally sold in pharmacies that allows the circumvention of laws pertaining to the legal sale of these articles.
05. Unlawful Possession or Use of Drugs. Possessing or using a controlled substance without a lawful prescription drug order. A failed drug test creates a rebuttable presumption of a violation of this rule.
06. Prescription Drug Order Noncompliance. Failing to follow the instructions of the person writing, making, or ordering a prescription as to its refills, contents, or labeling except as provided in these rules.
07. Failure to Confer. Failure to confer with the prescriber when necessary or appropriate or filling a prescription if necessary components of the prescription drug order are missing or questionable.
08. Excessive Provision of Controlled Substances. Providing a clearly excessive amount of controlled substances. Evidentiary factors of a clearly excessive amount include, but are not limited to, the amount of controlled substances furnished and previous ordering patterns (including size and frequency of orders).
09. Failure to Counsel or Offer Counseling. Failing to counsel or offer counseling, unless specifically exempted or refused. The failure to retain appropriate documentation evidencing compliance with patient counseling requirements creates a rebuttable presumption of a violation of this rule.
10. Substandard, Misbranded, or Adulterated Products. Manufacturing, compounding, delivering, dispensing, or permitting to be manufactured, compounded, delivered, or dispensed substandard, misbranded, or adulterated drugs or preparations or those made using secret formulas.
11. Prescriber Incentives. Allowing a commission or rebate to be paid, or personally paying a commission or rebate, to a person writing, making, or otherwise ordering a prescription.
12. Exclusive Arrangements. Participation in a plan or agreement that compromises the quality or extent of professional services or limits access to provider facilities at the expense of public health or welfare.
13. Failure to Report. Failing to report to the Board any violation of statutes or rules pertaining to the practice of pharmacy or any act that endangers the health, safety, or welfare of patients or the public.
14. Failure to Follow Board Order. Failure to follow an order of the Board.

Immunizations

Students are required to have current immunization records on file with Certified Background Document Tracker. To be in compliance with these requirements, students must submit a completed Immunization Requirement Form and upload the document to Certified Background using Document Tracker. The student is encouraged to keep a copy of the original records just in case if an IPPE site requires a hard copy of the immunization records.

Students not in compliance with all Health Policies will be in violation of the Academic Standards of the College and may not participate in IPPEs until compliance is met. Students are responsible for all arrangements and costs associated with health policies. Please refer to full requirements that can be found:

http://pharmacy.isu.edu/live/current/packet/Immunization_Requirements.pdf

Required immunizations include:

1. Current negative result for PPD or IGRA Blood Test
2. Completed MMR series
3. Completed varicella vaccine or proof of immunity by blood titer
 - a. History of chicken pox is not acceptable by several institutions.
4. Current Tdap immunization
5. Completed hepatitis B series
6. Influenza is required annually and should be obtained again in October / November each year (P1-P4).

CPR / AED and First Aid Training

All students, prior to starting any IPPE hours, students must complete CPR/AED for health care providers and First Aid training. CPR / AED training must be completed in person and specifically for health-care providers such as *Red Cross* or *American Heart Association's Basic Life Support (BLS) for Health Care Providers*. Online or web-based training is not acceptable. Records of completion of both CPR/ AED and First Aid must be uploaded into Certified Background and the student must possess that proof on site as well. Most students renew their certification the Fall semester prior to the start of APPEs. Any fees associated with CPR/AED certification and recertification are the responsibility of the student.

Additional Trainings

Prior to starting IPPEs in the P1 year, students must complete the following Pharmacist's Letter Coursework. Certificates of completion (of the current year edition) are to be uploaded in Certificated Background.

- HIPAA and Privacy: Training (required annually)
- HIPAA and Security: Training (required annually)
- Protecting Yourself Against Bloodborne Pathogens (required annually)
- Medicare Part D: Controlling Fraud, Waste, and Abuse (required annually)
- Hazardous Waste: Safe Disposal of Hazardous Wastes

Insurance

Liability Insurance

The College of Pharmacy will maintain malpractice insurance for all currently enrolled students. A minimum of a professional limit of one million dollars per incident, and a personal limit of one million dollars is required.

Workman's Compensation Insurance

ISU provides an approved Workers' Compensation program without cost to enrolled students who, as part of their instruction, are enrolled in a class or program for academic credit and for which the student, without receiving pay, works for or provides services to a third party, private or governmental entity. This program applies to any student completing the requirements of PHAR 9911/9912 off campus, those completing the clinical shadowing component of PHAR 9913/9914, as well as those P4 students enrolled in APPE rotations off campus. Any student injured during the experiential portion of the curriculum should contact the Office of the Associate Dean for further guidance. General instructions may be found at: <http://www.isu.edu/ucounsel/workerscomp.shtml>

Health Insurance

Students are required to have health care insurance while enrolled.

Safety Occurrence Reporting

Students are required to notify the OEE immediately for all safety occurrences. This includes, but is not limited to, needle sticks, exposure to bodily fluids, tuberculosis exposure or exposure to a radioactive substance or other injuries that occurred at a rotation site. The OEE will contact the Associate Dean of Students. The student will need to fill out the Needlestick Bloodborne Pathogen Report and submit it to the OEE <http://pharmacy.isu.edu/live/current/training.php>.

Exposure Prevention and Infection Control Guidelines

As pharmacists become more involved in hands-on patient-centered care, there is a very small yet finite risk of contracting an infectious disease via a needle stick, mucous membrane contact, or administration of CPR. In order to minimize this risk, all students are required to comply with the following measures designed to minimize transmission of infectious diseases:

Universal Precautions

All pharmacy students must wash their hands before touching patients or preparing any sterile product. Hand washing should also be performed after touching patients, wiping one's nose or mouth, contact with any other body substances, and using the bathroom.

Personal Barriers

1. Gloves - Clean gloves should be put on immediately prior to contact with a patient's mucous membranes or open skin, before entry into a patient's room where glove use is required, and preceding any finger sticks or administration of vaccines. Use of gloves is also recommended during the preparation of sterile products. Gloves are highly recommended during routine preparation of chemotherapy agents.
2. Gowns/lab coats - Gowns or lab coats should be used to cover areas of skin or clothing which may be likely to become soiled with body fluids during patient care, and are also recommended during routine preparation of chemotherapy agents and use of caustic chemicals.
3. Facial barriers - Masks, goggles, and face shields should be worn when splashing or splattering of body fluids into nose, mouth or eyes could occur. Masks must be put on prior to entry into a room where mask use is required.
4. Isolation signs - Isolation signs should be respected. This requires mask, glove, and/or gown, according to instructions on the door of the patient's room, before entering. Students should ask their preceptors for guidance regarding when they should enter isolation rooms. Students handling any materials that have been in contact with body fluids must dispose of all materials in a marked biohazard bag. A solution of household bleach diluted 1:10 should be used for disinfecting surfaces that have come into contact with body fluids.

Management of Sharps

Most pharmacists' involvement with needles occurs in the preparation of sterile products. In this case there is little danger of serious infectious complications resulting from needle puncture to a person preparing these products. Pharmacists may be involved with potentially infectious contaminated sharps during vaccine administration or during a code situation. The following precautions should always be observed:

1. Discard all sharps into correctly labeled rigid plastic containers. Be certain that no needles protrude to present a hazard for others. Needles and other sharps should never be placed in a wastebasket and never left lying on a workplace surface or at a patient's bedside.
2. Needles should not be recapped unless it is unavoidable. If recapping is unavoidable, the needles should be laid on a flat surface and the cap should be "scooped" onto the needle, using only one hand, without touching the needle cap. Once the cap is covering the needle, it can be carefully tightened and should then be discarded into a sharps container as soon as possible. Any syringe not in use should always be capped.

Exposure Management

Students should discuss potential exposure to any infectious agents with the supervisor as soon as possible. If the supervisor feels the exposure was significant or if the supervisor is not comfortable making a judgment as to whether the exposure was real/significant, the supervisor should contact Student Health at (208) 282-2330.

If the exposure was significant, the following steps should be taken by the student:

1. Immediately remove gloves, clothing soaked with blood or other high-risk body fluids, and place in a biohazard container.
2. Wash any potentially exposed site with soap and water for 5 minutes, unless material has entered the eyes. In this case, the eyes should be flushed constantly for 15 minutes with water or normal saline.
3. If there was a needle stick, milk the affected area under running water to draw out as much blood as possible.
4. Report the injury to a supervisor.
5. If the needle stick occurred from a sharp immediately after vaccinating or drawing blood from a patient, do not let that person leave until you have obtained their name and contact information.
6. Contact Student Health at (208) 282-2330 immediately. If Student Health is closed or unavailable, the student needs to go to the nearest urgent care clinic or emergency room.
7. Follow the CDC/NIOSH guidelines for management/post-exposure prophylaxis, accessible via: http://www.nccc.ucsf.edu/hiv_clinical_resources/pep_guidelines/
This site has links to all current guidelines, information, and hotlines.
8. Complete the Needlestick/Bloodborne Pathogen Report Form, available on the College's website under "Current Students" then "PharmD Students."
9. Remember that if prophylactic medications are recommended to treat your exposure the optimum time to start is within 1-2 hours after the exposure.

Cost of Treatment

Should an infectious exposure or other medical problem arise, the cost of treatment is the responsibility of the student. The College of Pharmacy does not provide insurance coverage to the student for medical costs associated with exposures. If exposure does occur, the student is urged to seek medical attention immediately and to notify the Experiential Director so that concerns about payment do not act as a barrier to seeking emergency treatment.

Professionalism

Students in the College of Pharmacy represent the College as well as the profession of pharmacy. You 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.

Academic integrity is expected of all individuals and every student will be held to these standards. Dishonesty will not be tolerated. Students are expected to conduct themselves honestly in all academic and professional activities. Dishonest conduct includes but is not limited to cheating, use of technology to view or capture exam material and plagiarism. Any form of dishonest conduct is punishable. Students should review the policies and procedures on academic dishonesty defined in the Idaho State University Student Handbook (Section II.A.3) and in the Faculty Staff Handbook (Part 6, Section IX.A) and in the College of Pharmacy Handbook.

Professionals are involved in their own education. Students are expected to be present during scheduled meeting times and to actively participate in those activities. Preceptors have the right to enforce attendance requirements. Students are encouraged to ask questions and actively participate. If students feel a need to use personal computers as learning aids during their IPPEs, they are welcome to do so as long as their preceptor approves. Personal computers are not to be used to play games, "web surf", send emails, send text messages or for other non IPPE-related activities. Use of computers for other than IPPE-related activities during this time is considered unprofessional conduct and may be referred for action to the Student Conduct Committee. Cellular phones can interfere with discussion. Unless approved by the preceptor, cellular phones shall not be brought on site.

Professional Conduct Policy

Developed by the Student Senate in January 2005 - April 2006; Finalized April 7th, 2006. (Passed by Faculty on 3/7/06)

The College of Pharmacy Student Senate adopted the Professional Conduct Policy. This policy does not deny students or faculty their rights as described in the Idaho State University Student Handbook or prevent the Progressions Committee from taking action independently of this student group.

A. Code of Conduct

The Idaho State University College of Pharmacy strives to promote professionalism among its students as it fosters an environment committed to excellence in education and the practice of pharmacy. Pharmacy practice is a profession that requires adherence to impeccable ethical standards. Students represent the College as well as the profession and are expected to act with honor and integrity at all times, including times in the classroom, in pharmacy practice settings, and in the community. Students are expected to demonstrate respect towards faculty members and their fellow students, thereby creating an environment conducive to learning. Any form of academic or professional misconduct violates the standards expected of students. Disruptive or inappropriate behavior of any type is not acceptable.

Students will be held accountable for standards regarding professional and ethical behavior specified in the Idaho State University College of Pharmacy Student Handbook and the Idaho State University Student Handbook, which are updated regularly. Any violation of the Idaho State University and/or Idaho State University College of Pharmacy Code of Conduct or APhA Code of Ethics will result in the offending student appearing before the Student Conduct Committee for possible resolution. When deemed necessary, the “offending” student may then be referred to the Student Affairs Committee for further resolution.

The Idaho State University College of Pharmacy encourages students to be service-oriented, actively involved in student organizations, such as senate or class leadership, and to participate in service opportunities within the community, such as health fairs. Professional meeting attendance is also promoted on a local, state and national level.

B. Qualities that constitute professional and ethical behavior, students should:

- Be consistent
- Be prepared
- Be punctual
- Be respectful to students, instructors, staff, patients and other professionals
- Embrace teamwork
- Have good interpersonal skills
- Respect the contribution of professionalism to patient care
- Be receptive to feedback
- Promote trust
- Be good role models
- Maintain a professional appearance
- Be accountable
- Be open minded and flexible
- Be empathetic towards others
- Be culturally sensitive

C. Student Conduct Board

The Student Conduct Board will consist of nine members, including two nominated members of each class (one from Pocatello and one from Meridian) and the two student senate co-presidents. When a member representing a class is not chosen, the president of that class at their respective campus location will serve as the committee member. If, for any reason, a member of the Student Conduct Committee is unable to attend,

he/she may send his/her class president in place of a nominated member or the vice president in place of the class president as a representative for that class. If any member of the committee is involved or associated with the situation being reviewed by the Committee, the person will be required to step down temporarily and his/her class president or vice president will take his/her place.

D. Referral Process

Students and/or faculty may submit a written statement to a member of the Student Conduct Committee detailing their concern about a particular student or situation. The Student Conduct Committee will review all written statements submitted to determine the particular action that should be taken regarding that particular student. The Student Conduct Committee may require students to come before the committee to discuss possible resolutions. If students do not comply with the recommendations put forth by the Student Conduct Committee, the student will then be sent to the Student Affairs Committee for further evaluation. All reviews, decisions, and actions made by the Student Conduct Committee will be documented in writing and kept by the Student Senate.

Misconduct

Academic Integrity

Academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty includes, but is not limited to, cheating and plagiarism. Cheating is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in exams or other academic work. Specific examples of both cheating and plagiarism may be found in the ISU Student Handbook. Dishonest acts undermine the College of Pharmacy's educational mission and the students' personal and intellectual growth. Pharmacy students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise the academic process will be sanctioned. Students who are aware of cheating should report this activity immediately to the instructor or exam proctor. Academic sanctions are at the discretion of the instructor(s) and may range from an F on the assignment to an F in the course. Reports of suspected academic dishonesty or unprofessional behavior should be sent to the Office of the Associate Dean or to any member of the College of Pharmacy's Student Conduct Board.

Students should review the policies and procedures on misconduct, academic dishonesty, and appeals as defined in the Idaho State University Student Handbook (www.isu.edu).

Cheating

Cheating is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in examinations or other academic work.

Examples of cheating include, but are not limited to:

1. Obtaining, providing, or using unauthorized materials for an examination or assignment, whether verbally, visually, electronically, or by notes, books, or other means.
2. Acquiring examinations or other course materials, possessing them, or providing them to others without permission of the instructor. This includes providing any information about an examination in advance of the examination.
3. Taking an examination for another person or arranging for someone else to take an examination in one's place.
4. Submitting the same work or substantial portions of the same work in two different classes without prior approval of the instructor.
5. Fabricating information for any report or other academic exercise without permission of the instructor.

Plagiarism

Plagiarism is defined as representing another person's words, ideas, data, or work as one's own. Plagiarism includes, but is not limited to, the exact duplication of another's work and the incorporation of a substantial or essential portion thereof without appropriate citation. Other examples of plagiarism are the acts of appropriating creative works or substantial portions thereof in such fields as art, music, and technology and presenting them as one's own.

The guiding principle is that all work submitted must properly credit sources of information. In written work, direct quotations, statements that are paraphrased, summaries of the work of another, and other information that is not considered common knowledge must be cited or acknowledged. Quotation marks or a proper form of identification shall be used to indicate direct quotations.

As long as a student adequately acknowledges sources of information, plagiarism is not present. However, students should be aware that most instructors require certain forms of acknowledgment or references and may evaluate a project on the basis of form, penalizing the student in the grade assigned if citation of sources is improper.

It is not appropriate to take an entire sentence from a resource and present it as your own writing, even if it is cited correctly. For example, if reference A states that "Hypertension is the primary risk factor for the development of diabetic nephropathy." You can effectively reword this as: "The major cause of diabetic nephropathy has been identified as high blood pressure." Simply changing one or two words is not sufficient; the concept must be expressed in your own terms. If you reworded the original statement as "High blood pressure is the primary risk factor for the development of diabetic nephropathy." this would be considered plagiarism.

Self-Plagiarism: Please note, recycling a previously used presentation, journal club, or other assignment for a subsequent rotation and presenting it as new work is considered self-plagiarism. Such acts will be treated as academic dishonesty.

Dress Code

Students are in a working environment where patients or any other health care professional will see them. Students are representing the College of Pharmacy and must dress appropriately.

Professional dress means:

- White coat and name badge (required at Outreach/service events)
- Slacks that fit appropriately, collared shirt and tie for men
- Dress pants (that fit appropriately) or knee-length skirt with a conservative blouse/shirt for women
- Hair (facial hair included) is to be neat, clean, and appropriately maintained
- Appropriate personal hygiene must be maintained at all times
- Artificial nails or gel manicures may have to be removed due to infection control policies of the rotation site

Un-professional dress includes but is not limited to:

- Jeans
- Bare midriffs, tanks, low-cut tops
- Undergarments showing
- Skirts shorter than knee-length
- "Fivefinger" shoes, flip-flops or other open-toed shoes
- Excessive or inappropriate piercings

It is up to each individual preceptor to define appropriate attire. It is the student's responsibility to ensure that

they are dressed appropriately each day of IPPEs/IPEs. Preceptors will have the authority to send students home who are not dressed appropriately; students may return when they are dressed appropriately. Students who continue to violate a preceptor site dress code will be referred to the OEE for disciplinary action.

Name Badges

The College provides name badges that students must wear at all times while participating in IPPEs/IPEs. Replacement nametags (approx. \$10) may be ordered by contacting the Office of the Associate Dean in Pocatello.

Personal Sickness

Students should not come to the practicum site if they are experiencing:

- Productive/uncontrollable cough or sneezing
- Fever above 100° F
- Unidentified rash
- Excessive nasal discharge
- Vomiting or diarrhea

The student should contact the preceptor before the start of the experience day. Some preceptors may require make-up time for students missing IPPE time due to illness.

The preceptor may recommend that a student be granted medical or personal leave in instances of psychological illness, undue personal stress (death in the family, etc.), or substance abuse. The student and preceptor will agree upon a course for making up this lost time. In addition, the OEE will need to be notified of any medical or personal leave of a student from an IPPE site.

Pregnancy

Students who are pregnant or suspect pregnancy, or are planning on becoming pregnant are encouraged to contact the OEE immediately to ensure that the IPPE work environment is compatible with pregnancy. The OEE should be contacted immediately if an IPPE needs to be rescheduled due to pregnancy.

Substance Abuse and Drug Testing Policies

Student use of illegal drugs, misuse of controlled substances, and/or alcohol abuse is a matter of concern to the Idaho State University College of Pharmacy. The College of Pharmacy endeavors to protect and assist students by providing reliable information about the hazards of drugs and alcohol and, where possible, assist students in receiving substance abuse treatment. The College of Pharmacy also recognizes its obligation to patient safety and the integrity of precepted student activities. The College of Pharmacy has a specific policy related to substance abuse by students.

The objectives of these policies are to:

1. Promote an environment free of illegal drug use;
2. Stress moderation, safety and individual accountability by those who choose to drink alcohol;
3. Provide an atmosphere free of coercion for those who choose not to drink alcohol;
4. Provide information and education on the health risks associated with drug and alcohol use and/or abuse;
5. Provide information and referral for confidential guidance and counseling for those with special needs related to substance abuse; and
6. Protect patient safety and the integrity of educational practice settings.

Substance Abuse Policy

The unlawful manufacture, distribution, dispensing, possession, or use of drugs is prohibited at Idaho State University College of Pharmacy. All students must report to work, class, or any other official College activity unimpaired and remain in a condition fit to perform. Reporting to work, class or other official College activity or working while impaired by drugs or alcohol is a violation of this policy and shall subject the student to the appropriate disciplinary and/or rehabilitative action.

As a condition of enrollment, every student must abide by the terms of this policy and notify the Associate Dean of any drug- or alcohol-related hospitalization, arrest, or conviction. If during enrollment a drug- or alcohol-related hospitalization, arrest or conviction should occur, notice is to be given no later than five days after such event; this includes, but is not limited to DUI arrests and convictions.

The College of Pharmacy shall provide students with an opportunity to address substance abuse or dependence problems confidentially during any phase of their academic experience. The guiding philosophies of the following policy are first to protect patients from potential harm caused by impaired students in clinical practice experiences, and second to encourage the discovery and recovery of substance impaired or addicted students.

When reasonable information is available of a potential substance abuse problem by a student, the student will be required to obtain a clinical assessment. This may be done with the assistance of the Pharmacist Recovery Network (PRN). Students refusing assessment may be dismissed from the College.

Students determined to have substance abuse problems may be required to enter into an agreement with the PRN, which the College of Pharmacy considers the primary group empowered to assist the College of Pharmacy in serving pharmacy students' needs for substance abuse treatment monitoring. Students entering into and maintaining an agreement with the PRN may continue their pharmacy education, with permission of the Associate Dean. Students with substance abuse problems and not under PRN contract will be dismissed from the College of Pharmacy.

Drug Testing Policy

This policy was established to comply with emerging accreditation standards and to promote the highest level of integrity in the health professions. The rationale for conducting drug testing is as follows:

1. To protect the safety of patients at settings where Idaho State University students perform educational experiences;
2. To ascertain the ability of pharmacy students to eventually become licensed as pharmacists;
3. To meet the requirements of ACPE accreditation standards; and
4. To meet the requirements of the affiliation agreements between and minimize the liability of the College and its experiential education practice sites by diminishing the risk that may be presented by persons under the influence of illegal drugs.

The College may require random mandatory drug testing of students as delineated in our agreement with CertifiedBackground.com. Additionally, pharmacy students may be required to undergo screening for drug and/or alcohol if they exhibit behaviors while in class, completing experiential requirements or participating in pharmacy-related trips or activities that raise suspicion of substance abuse. These behaviors include, but are not limited to:

- Aberrant or unusual behavior;
- A pattern of abnormal or erratic behavior;
- Reliable information from independent sources;
- Hospitalization, arrest or conviction for a drug- or alcohol-related incident;
- Being identified as the subject of a criminal investigation regarding substances of abuse; and/or
- Appearance of impairment at school, while engaged in College of Pharmacy activities on- or off-campus or in a clinical setting.

Pharmacy students may undergo multiple drug and/or alcohol screenings during their program of study. Standards of confidentiality will apply to all phases of the process. If a student does not consent to participate, declines the request for a drug test or Breathalyzer screen, or once evaluated does not fully comply with the terms of the student treatment plan/contract, the student may be dismissed from the program.

Students may be required to provide the results of drug tests to any Doctor of Pharmacy experiential education site (IPPE or APPE) participating in the academic training of that Doctor of Pharmacy student. Such requests will be made per the terms of the affiliation agreement and policies of the facility. The experiential education site has the authority to make a final determination whether the student may participate or continue to participate in that setting. Such a determination will be independent from any determination by the College or program regarding a student's admission or progression in the clinical sequence. Positive drug screens may delay a student's graduation.

Testing Protocol

Samples are transferred with chain of custody forms and analyzed at Substance Abuse and Mental Health Services Administration (SAMHSA) certified laboratories by qualified technicians in nationally certified laboratories. A Medical Review Officer (MRO) contracted by CertifiedBackground.com consults confidentially with any student whose screening test is positive to verify if there is a valid medical explanation.

Response to Positive Findings

A student with a positive screening for either drugs or alcohol will cease all experiential activities until the positive test can be investigated. Only students with positive drug screens due to verified, legally prescribed medication(s) will be cleared to continue.

In the event of a positive drug or alcohol screening, the implicated student has one week to challenge the test results by requesting that a confirmatory analysis be run on the sample. The cost of this analysis will be borne by the student but will be fully reimbursed by the College of Pharmacy if the confirmatory analysis reveals that the original screening test was a false positive.

In the event of an unchallenged positive urine drug screening or confirmed positive urine drug screen or alcohol breath or blood test above 0.02%, the implicated student has two options:

1. Withdraw from the program; or
2. Agree to participate in a college-identified professional addiction intervention program and any College-mandated counseling programs. All related costs are the student's responsibility.

The latter pathway is consistent with the pharmacy profession's understanding that addiction is a treatable disease and may not pose, by itself, insurmountable barriers to participation in the profession. If a student does not consent to participate, or does not fully comply with the terms of the treatment plan/contract, the student will be dismissed from the College.

A second positive drug test will result in dismissal from the program with no option for readmission.

A positive drug test connected to the individual's verified participation in distribution or diversion of drugs/controlled substances, violence against persons, possession of a unregistered weapon, or any other crime or pattern of criminal behavior or sexual harassment, which, in the opinion of the Progressions Committee, warrants exclusion or dismissal from the degree program, will remove the option for return to the program following treatment and demonstration of continuing sobriety.

Disabilities Services

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, phone (208) 282-3599. TTY (800) 377-3529.

Compensation Prohibited

While participating in any experiential activities to satisfy required hours stated in the College curriculum, pharmacy students 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 IPPE/PE. Additionally, a student may not complete training in facilities where he or she is employed or train under the supervision of individuals to whom he or she is related. Most preceptors are volunteers that are dedicated to pharmacy education.

Communications

Students are expected to keep their contact information up-to-date at all times in the Student Management system.

Internet access may be available at rotation sites. However, students must obtain permission prior to use. Internet use at the rotation site that is not directly related to the current rotation and its tasks is prohibited.

College faculty and administrators use electronic means, as well as traditional mailing to communicate. The information and /or material may be time-sensitive in nature. Therefore, students are expected to read and respond to email daily. This includes both the College of Pharmacy and ISU email.

Parent Involvement

Students should not involve parent in academic issues while on IPPEs. Parents are not permitted to contact preceptors or the OEE regarding their child's academic performance. Please see FERPA.

Social Media

While participating in IPPEs, students are expected to exhibit professionalism at all times. This includes social media. Students should keep in mind that any information posted online is likely permanent. The best guideline is that if you would not want the community at large to see what you have posted published on the front page of the local newspaper, do not post it. If you are unsure if the comment violates professionalism standards, do not post it. Students should not use social media to post disparaging and inappropriate remarks about preceptors, faculty, classmates, patients, etc. Please refer to the College of Pharmacy Student Handbook E-Professionalism Policy.

Violation of this policy may result in dismissal from the site. In this circumstance, a fail will be given. Please see IPPE Grading Policy. However, depending on the infraction, further consequences may occur, including legal.

IPPE Student Evaluation

Academic performance is the basis for student evaluation while completing IPPEs. The IPPE evaluation form and the anchor scale should assist the preceptor in assessing student performance.

Student impairment (i.e. drug, alcohol abuse, psychological disorders, etc.) is an obstacle to education and professional growth. Negative attitudes, disruptive and passive aggressive behavior impact negatively on the functioning of the educational process and the work environment. If these problems are identified in a student, remedial action will be taken in a manner that is in the best interest of the student, the College of Pharmacy, and the clinical site.

The goals of IPPE evaluations are:

1. To identify problems dealing with:
 - a. Significant knowledge base deficit
 - b. Breach of moral or ethical standards
 - c. Poor judgment and decision making
 - d. Substance abuse
 - e. Attitudes and behavior
 - f. Criminal behavior
 - g. Interpersonal relationships
2. To solve the above problems by addressing the problem in an individualized fashion designed to correct the problem in an expeditious, constructive manner. Potential actions include:
 - a. Verbal or written request for compliance
 - b. Dismissal from experience failing grade
 - c. Medical or personal leave

A copy of the IPPE evaluation forms is at the end of this section.

Grade Scale

PHAR 9911/9912 Grading:

- Failure to complete any due dates for PHAR 9911/9912 may result in a lower grade
- IPPE Due dates:
 - In-State Students: December 15, 2017
 - Out-of-State and Late Admit Students: April 15, 2018
- Grading is as follows:
 - Successful completion of all requirements and tasks by:
 - 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, but less than 6 weeks: **D**
 - Greater that 6 weeks after the assigned due date: **F**

PHAR 9913 Grading:

- Due date:
 - August 21, 2017
- Grading is as follows:
 - Successful completion of all requirements and tasks by:
 - 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, but less than 6 weeks: **D**

- Greater than 6 weeks after the assigned due date: **F**

PHAR 9914 Grading:

- Due date: April 15, 2018
- Grading is as follows:
 - Successful completion of all requirements and tasks by:
 - 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, but less than 6 weeks: **D**
 - Greater than 6 weeks after the assigned due date: **F**

A student who does not complete PHAR 9914 by the due date will automatically take Block 1 of rotations as their “off” block.

Final Performance Evaluation

Preceptors complete a final evaluation of the student at the completion of the experience in a timely manner, preferably not more than a week after the experience is completed. The preceptor is encouraged to share and discuss the final evaluation with the student, including deficits and means of improvement. Students are provided with a copy of their evaluation online, however this will only be visible to them once the preceptor evaluation is completed.

Any grade of <80% at the final evaluation needs to be reported to the OEE.

Eastern Idaho, Twin Falls, Coeur d’ Alene: Tracy Pettinger: petttra1@isu.edu / 208.282.5012

Western Idaho & Reno, NV: Kevin Cleveland: clevkevi@isu.edu / 208.373.1872

Alaska: Tom Wadsworth: wadsthom@isu.edu / 907.786.6511

Progression within IPPEs

In the interest of maintaining an acceptable level of academic standards, certain minimal requirements and regulations regarding academic achievement are followed. The Progressions Committee, a subcommittee of the Student Affairs Committee, is established within the College to ensure acceptable academic and professional standards are maintained. The Progressions Committee is composed of the Associate Dean, the Assistant Dean(s) for Experiential Education, and the Director of the Nontraditional Program as permanent voting members of the Committee. The remaining voting members are appointed annually from the Student Affairs Committee. The Progressions Committee is charged with monitoring student progress and its authority includes, but is not limited to, the following:

- Reviewing student competency assessments to determine advancement to the next academic year.
- Imposing disciplinary measures for students referred by faculty, staff, or the Student Conduct Committee for violations of the Professionalism or Professional Conduct Policies.
- Referring students to formal counseling, mentoring or academic advising services.
- Dismissal of any student not allowed to progress.

With regard to IPPEs, students will be asked to attend a progressions meeting for the following reasons at the discretion of the OEE, but may include:

- Receiving final grade of C or lower on an IPPE
- Receiving poor grade in Professionalism regardless of final grade for the IPPE

Please refer to the student handbook for more information on the Progressions Committee.

Discipline and Remedial Action

The following steps should be followed when preceptors document the need for remedial action for a student. Preferably this process will occur in a step-wise manner. However, at the discretion of the preceptor this process may be modified. Situations may arise which require immediate dismissal of a student from a site. These are listed below under “acts of commission or omission that may result in failing of an experience.”

A. Verbal or written request for compliance with the student

1. Preceptor outlines specific problems with student performance
2. Preceptor outlines specific steps for remediation
3. Preceptor outlines repercussions if remediation is not performed satisfactorily
4. Preceptor outlines timeline for re-evaluation

B. Dismissal from experience or Fail

Preceptors should contact the OEE immediately if a student is dismissed or fails the IPPE. The student will remediate the experience with another preceptor. The OEE will facilitate this process.

Acts of commission or omission which may result in the failing of an experience include but not limited to:

1. Unsatisfactory content knowledge base of pharmacy-related issues.
2. Failure to provide the quality of medical care consistent with the expectation for level of training.
 - a. Poor performance
 - b. Providing inappropriate information to patients, providers, or other staff
 - c. Failure to complete all written and (including guessing or agreeing with oral assignments satisfactorily irrational pharmacotherapy)
 - d. Lack of active participation
 - e. Informing a patient to change and/or discontinue a drug without consulting the prescribing provider
3. Repeated unexcused absences from required experience elements.
4. Violation of HIPAA and any other confidential site policy or patient confidentiality.
5. Failure to complete site-specific training and requirements.
6. Failure to comply with the established rules and regulations of the University (including academic dishonesty) and/or clinical site.

Examples of academic dishonesty include but not limited to:

 - a. Plagiarism
 - b. Cheating on exams
 - c. Using the same work in more than one course
 - d. Fabricating information
 - e. Using someone else’s work in a course
7. Unprofessionalism, insubordination, leaving in the middle of an experience (walking out) without permission, unethical conduct, or criminal behavior, or otherwise inappropriate behavior.
8. Consumption of alcohol or other substances of abuse.
9. Any other acts which in the preceptor's view compromise patient care, the student's educational experience, or the functioning of the College of Pharmacy and/or clinical site.

The student has the right to appeal this decision. Refer to the College of Pharmacy Student Handbook and the ISU Student Handbook for grievance procedures.

Appeal of Course Grade

The College of Pharmacy extends the right of due process to all students. Students appealing a course grade should read and follow “Appealing a course grade” and /or the “Scholastic Appeals” found in the ISU Undergraduate Student Handbook.

Academic Dishonesty

Academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty includes, but is not limited to, cheating and plagiarism. Cheating is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in exams or other academic work. Specific examples of both cheating and plagiarism may be found in the ISU Student Handbook. Dishonest acts undermine the College of Pharmacy's educational mission and the students' personal and intellectual growth. Pharmacy students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise the academic process will be sanctioned. Students who are aware of cheating should report this activity immediately to the instructor or exam proctor. Academic sanctions are at the discretion of the instructor(s) and may range from an F on the assignment to an F in the course. Reports of suspected academic dishonesty or unprofessional behavior should be sent to the Office of Experiential Educations

Students should review the policies and procedures on misconduct, academic dishonesty, and appeals as defined in the Idaho State University Student Handbook (www.isu.edu).

Self-Plagiarism

Please note, recycling a previously used presentation, journal club, or other assignment for a subsequent rotation and presenting it as new work is considered self-plagiarism. Such acts will be treated as academic dishonesty.

Concerns

Students and preceptors must contact the OEE to report verbally and/or in writing, violations of pharmacy experiential education program policies. This includes alleged ethical and legal violations of the practice of pharmacy, alleged sexual harassment, verbal abuse, inappropriate and offensive physical contact and any other form of discrimination. These types of incidents should be reported immediately. Immediate reporting of such incidents will allow the appropriate action to be taken in accordance with Idaho State University Policies.

IPPE Student Evaluations Form Completed by the Preceptor

PHAR 9911/9912: IPPE Endpoint Evaluation (Community)

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

Skills and Abilities – The student:	
Can describe policies and procedures of the practice facility.	4 3 2 1
Demonstrates an ability for and commitment to independent learning.	4 3 2 1
Provides level-appropriate preparation of prescriptions from medication orders.	4 3 2 1
Is familiar with the operation activities relating to facilities medication acquisition , purchasing, inventory control and patient information systems.	4 3 2 1
Provides level-appropriate ability to collect patient information.	4 3 2 1
Can describe the policies and procedures for prevention of medication errors.	4 3 2 1
Demonstrates level-appropriate knowledge obtained from information systems .	4 3 2 1
Is able to perform the basic functions and/or skills assigned in this practice setting.	4 3 2 1
Professionalism – The student:	
Interacts in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintaining patient confidentiality.	4 3 2 1
Demonstrates the ability to self-assess, accept and utilize feedback, and learn independently.	4 3 2 1
Demonstrates professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assuming responsibility for one's actions.	4 3 2 1
Consistently maintains a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability.	4 3 2 1
Participates actively and effectively in all educational activities and as a member of an interdisciplinary health care team.	4 3 2 1
Is able to perform the basic functions and/or skills assigned in this practice setting.	4 3 2 1
Communication – The student:	
Appropriately communicates with other students, health care professionals and patients.	4 3 2 1
Is proactive in communicating with patients.	4 3 2 1
Seeks necessary patient interaction and communicates appropriately with patients.	4 3 2 1
Demonstrates linguistic competency in communication effectively with patients, family members and health care professionals.	4 3 2 1

Rating Scale for Final Grade - 54 points required for passing grade (18 Competencies, 72 Possible Points)

Possible Points	Total Points	Grade
72		Pass Fail

Total UNPAID hours at this site _____

Pharmacist's Name (Please print)

Pharmacist's Signature (Verifies hours)

Date

Name and Address of Pharmacy

Phone Number

Pharmacy License Number

Licensing State

Please provide additional comments regarding student performance or suggestions for program improvement on the back of this form. Return form to OEE Administrative Assistant. **NOTE: This form needs to be turned in within 30 days of completion at the practice site. IPPE hours turned in after 30 days of completion will not be counted. Revised 4/2016

PHAR 9911/9912: IPPE Endpoint Evaluation (Institutional)

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

Skills and Abilities – The student:	4	3	2	1
Can describe policies and procedures of the practice facility.	4	3	2	1
Demonstrates an ability for and commitment to independent learning.	4	3	2	1
Provides level-appropriate preparation of prescriptions from medication orders.	4	3	2	1
Is familiar with the operation activities relating to facilities medication acquisition , purchasing, inventory control and patient information systems.	4	3	2	1
Provides level-appropriate ability to collect patient information.	4	3	2	1
Can properly dispose of needles and other contaminated materials.	4	3	2	1
Can describe the policies and procedures for prevention of medication errors.	4	3	2	1
Demonstrates level-appropriate knowledge obtained from information systems .	4	3	2	1
Is able to perform the basic functions and/or skills assigned in this practice setting.	4	3	2	1
Professionalism – The student:				
Interacts in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintaining patient confidentiality.	4	3	2	1
Demonstrates the ability to self-assess, accept and utilize feedback, and learn independently.	4	3	2	1
Demonstrates professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assuming responsibility for one's actions.	4	3	2	1
Consistently maintains a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability.	4	3	2	1
Participates actively and effectively in all educational activities and as a member of an interdisciplinary health care team.	4	3	2	1
Is able to perform the basic functions and/or skills assigned in this practice setting.	4	3	2	1
Communication – The student:				
Appropriately communicates with other students, health care professionals and patients.	4	3	2	1
Is proactive in communicating with patients.	4	3	2	1
Seeks necessary patient interaction and communicates appropriately with patients.	4	3	2	1
Demonstrates linguistic competency in communication effectively with patients, family members and health care professionals.	4	3	2	1

Rating Scale for Final Grade - 57 points required for passing grade (19 Competencies, 76 Possible Points)

Possible Points	Total Points	Grade
76		Pass Fail

Total UNPAID hours at this site _____

Pharmacist's Name (Please print)

Pharmacist's Signature (Verifies hours)

Date

Name and Address of Pharmacy

Phone Number

Pharmacy License Number

Licensing State

Please provide additional comments regarding student performance or suggestions for program improvement on the back of this form. Return form to OEE Administrative Assistant. **NOTE: This form needs to be turned in within 30 days of completion at the practice site. IPPE hours turned in after 30 days of completion will not be counted. Revised 4/2015

PHAR 9911/9912: IPPE Endpoint Evaluation (Drug Information)

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

The Student:	
Appropriately communicates with other health care professionals and students.	4 3 2 1
Attends consistently and actively participates with the health care team.	4 3 2 1
Is courteous, cooperative and respectful.	4 3 2 1
Demonstrates an ability for and commitment to independent learning.	4 3 2 1
Demonstrates the ability to self-assess, accept and utilize feedback, and learn independently.	4 3 2 1
Efficiently gathers pertinent information relevant to answering a drug information question.	4 3 2 1
Appropriately utilizes clinical literature/drug information resources to provide an evidence-based approach to answering drug information queries.	4 3 2 1
Consistently maintains a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability.	4 3 2 1
Demonstrates level-appropriate knowledge obtained from information systems .	4 3 2 1
Is able to perform the basic functions and/or skills assigned in this practice setting.	4 3 2 1

Rating Scale for Final Grade

30 points required for passing grade.

(10 Competencies, 40 Possible Points)

Possible Points	Total Points	Grade
40		Pass Fail

Total UNPAID hours at this site _____

Pharmacist's Name (Please print)

Pharmacist's Signature (Verifies hours)

Date

Name and Address of Pharmacy

Phone Number

Pharmacy License Number

Licensing State

Please provide additional comments regarding student performance or suggestions for program improvement on the back of this form. Return form to OEE Administrative Assistant. **NOTE: This form needs to be turned in within 30 days of completion at the practice site. IPPE hours turned in after 30 days of completion will not be counted.

Revised 4/2015

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

Professionalism – The student:	
Interacts in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintaining patient confidentiality.	4 3 2 1
Demonstrates professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assuming responsibility for one's actions.	4 3 2 1
Consistently maintains a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability.	4 3 2 1
Accepts responsibility for individual patient outcomes and gives priority to patient well-being and safety even if it means making personal sacrifices.	4 3 2 1
Participates actively and effectively in all educational activities and as a member of an Interprofessional health care team.	4 3 2 1
Engages in professional practice to deliver pharmaceutical care in accordance with moral, ethical and legal principles.	4 3 2 1
Communication – The student:	
Appropriately communicates with other students, health care professionals and patients.	4 3 2 1
Demonstrates effective interviewing and counseling skills.	4 3 2 1
Communicates in such a way to assess the patient's comprehension of counseling.	4 3 2 1
Demonstrates linguistic competency in communication effectively with patients, family members and health care professionals in a variety of environments about drugs and other health care issues.	4 3 2 1

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

Possible Points	Total Points	Grade
40		Pass Fail

Other health care professionals the student learned with/about during this experience:

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) Date

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.

PHAR 9913/ 9914 - Introductory Pharmacy Practice Experience Evaluation Form

(SHADOWING HOURS)

This form should be completed ONLINE ONLY by the preceptor.

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

Ensure Appropriate Pharmacotherapy and Health Outcomes – The student is able to:	
Collect information from a medical record and organize it into a useable format.	4 3 2 1
Gather information from a patient interview.	4 3 2 1
Make an assessment of a patient's/caregiver's self-management skills and recognize the patient's/caregiver's level of health literacy.	4 3 2 1
Assess patient risk for adverse drug reactions and drug interactions.	4 3 2 1
Establish patient-specific outcomes and monitoring parameters for drug therapy.	4 3 2 1
Discuss therapeutic options.	4 3 2 1
Draw rational conclusions from the information available and apply good judgment when making recommendations for patient care.	4 3 2 1
Communicate their ideas and recommendations clearly.	4 3 2 1
Evaluate a patient's drug therapy with regard to appropriateness of dosing and route of delivery/delivery system.	4 3 2 1
Utilize appropriate information sources when making patient-specific recommendations.	4 3 2 1
Provide timely and appropriate medication information.	4 3 2 1
Demonstrate a level-appropriate knowledge base.	4 3 2 1
Dispense Medications and Devices – The student is able to:	
Provide level-appropriate counseling to patients and/or caregivers including proper instructions for safe and effective use.	4 3 2 1
Promote Health and Disease Prevention – The student is able to:	
Provide level-appropriate patient education about behaviors that promote health, maintain wellness, prevent and control disease.	4 3 2 1
Professionalism – The student is able to:	
Interacts in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintaining patient confidentiality.	4 3 2 1
Demonstrate an ability for and commitment to independent learning.	4 3 2 1
Demonstrates professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assuming responsibility for one's actions.	4 3 2 1
Consistently maintains a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability.	4 3 2 1
Accepts responsibility for individual patient outcomes and gives priority to patient well-being and safety even if it means making personal sacrifices.	4 3 2 1
Participates actively and effectively in all educational activities and as a member of an Interdisciplinary health care team.	4 3 2 1
Engages in professional practice to deliver pharmaceutical care in accordance with moral, ethical and legal principles.	4 3 2 1
Communication – The student is able to:	
Appropriately communicate with other students, health care professionals and patients.	4 3 2 1
Demonstrate effective interviewing and counseling skills.	4 3 2 1
Communicate in such a way to assess the patient's comprehension of counseling	4 3 2 1
Demonstrate linguistic competency in communication effectively with patients, family members and health care professionals in a variety of environments about drugs and other health care issues.	4 3 2 1

Please continue completing form on the other side

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

Possible Points	Total Points	Grade
100		Pass Fail

Health care 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 professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

Student's Name _____

These hours may be evaluated only by the facilitator at the experiential/didactic experience.

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

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

Interprofessional collaboration/team dynamics	
Actively participate and engage as a team member in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintaining patient confidentiality.	4 3 2 1
Demonstrates professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assuming responsibility for one's actions.	4 3 2 1
Interacts with a knowledge of the goals/mission of the team	4 3 2 1
Accepts responsibility for individual patient outcomes and gives priority to patient well-being and safety even if it means making personal sacrifices.	4 3 2 1
Recognizes both leadership and followership roles and team challenges.	4 3 2 1
Engages appropriately as a professional and relates to other health professionals	4 3 2 1
Interprofessional team education/team practice	
The student appropriately communicates with other students, health care professionals and Patients, recognizing the roles and contributions of each	4 3 2 1
Demonstrates professional identity and recognizes the impact on interprofessional teamwork	4 3 2 1
Provides and responds to constructive feedback in a respectful, supportive manner.	4 3 2 1
Demonstrates linguistic competency in communication effectively with patients, family members and health care professionals in a variety of environments about drugs and other health care issues.	4 3 2 1

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

Possible Points	Total Points	Grade
40		Pass Fail

Health care professionals the student learned about, from and with:

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

The student completed _____ hour(s) at _____ on _____
(case study, class, screening event, health system) Date

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 Dr. Mason, or to the Experiential Education Assistant in Pocatello (LH 105) or in Meridian (MER 756) for routing to Dr. Mason. Also attach completed reflection following guidelines in IPE syllabus.

Preceptor Responsibilities

1. Orientation to the experience at the beginning of the IPPE/IMPE
 - a. Required objectives, activities and expectations
 - b. Starting and ending times
 - c. Policies and procedures
 - d. HIPAA compliance
 - e. Introduction to appropriate health care professionals and staff
 - f. Tour of the facility
2. Assign student to responsibilities consistent with the experience objectives.
3. Provide supervision of the student's activities and monitor achievement of required tasks to assess related student competencies.
4. Have those qualities which foster a positive professional role model.
5. Possess appropriate communications skills and have the ability to facilitate learning.
6. Supervise all written and verbal recommendations made by the student.
7. Never assume a student's competency, but determine it by reviewing their work profile, discussion and experience.
8. Complete evaluation of the student's performance
9. Provide the student with the following:
 - a. Specific recommendations for improvement if needed.
 - b. Any failing evaluation should be reported to the Experiential Director.
10. Communicate with Experiential Director regarding any significant irregularities in student behavior:
 - a. Irregular attendance
 - b. Unprofessional appearance
 - c. Violation of facility policies
 - d. Unprofessional behavior or inappropriate communications with health professionals, patients, customers or staff

Preceptor Evaluations

Preceptors will receive evaluation data and comments from the previous year's students in July of every calendar year. The student evaluates the preceptor, the IPPE site and overall experience for each rotation. The Experiential Education coordinator reads each evaluation. The evaluations needing additional attention will be brought to the attention of the Director of OEE. Evaluations are distributed via electronic means, unless the preceptor has requested an alternative delivery method. (Evaluation available for view on page 40)

Preceptor and Site Visits

The OEE will visit preceptors and their sites in the following frequencies to ensure compliance with ISU-COP standards, to provide individualized feedback and education, and to evaluate the IPPE experience. Visits may be more frequent.

<u>Site Location by Home Base</u>	<u>Frequency of Visit</u>
Alaska	Biyearly
Coeur d' Alene, ID	Yearly in conjunction with ISU-COP Continuing Education program
Eastern Idaho	Biyearly
Reno, NV	Yearly
Twin Falls, ID	Yearly
Western Idaho	Biyearly

A site visit form (provided on pages 42-44) will be completed with each site visit. Sites that fail to meet Experiential Site Selection Criteria are provided a written warning of any noted deficiency as well as specific instructions for addressing it. The Assistant Dean for Experiential Education follows up with the site on a regular basis to ensure that necessary changes are made and that criteria are being met. In the event that a site does not comply with recommendations, the relationship will be discontinued and no students will be assigned for IPPEs or APPEs until the site demonstrates that appropriate corrective action has been taken.

IPPE Student Evaluation of the Preceptor
Introductory Pharmacy Practice Experience
Preceptor Evaluation Form

Preceptor:					
Practice Site:					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Orientation to the Site					
1. The preceptor adequately oriented me to the practice site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The preceptor introduced me to the other personnel and health care providers at the site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The preceptor communicated clearly the policies, procedures and expectations of the facility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Preceptor(s)					
1. The preceptor was available for questions, concerns or problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The preceptor provided an accepting and supportive environment that facilitated the learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The preceptor provided consistent and appropriate supervision of my activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The preceptor demonstrated an interest in teaching and student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The preceptor demonstrated him/herself to be an ethical and knowledgeable role model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The preceptor provided both positive and constructive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Rotation Site					
1. The site had adequate resources to facilitate learning and complete the rotation objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The site provided an opportunity to collaborate with other health care professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The site demonstrated a caring and compassionate environment with a commitment to educating pharmacy students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments	
Strengths:	Weaknesses:
Other Comments:	

Idaho State University College of Pharmacy
Office of Experiential Education
Established Site / Preceptor

Practice Site Name: _____ Site Visit Date: _____

Provide completed **Preceptor Assessment** tool upon visit (attached). Yes No

Rotation Type: <input type="checkbox"/> Adult Medicine <input type="checkbox"/> Advanced Community <input type="checkbox"/> Acute Care <input type="checkbox"/> Hospital/Institutional <input type="checkbox"/> Ambulatory Care <input type="checkbox"/> Drug Information <input type="checkbox"/> Geriatrics <input type="checkbox"/> Infectious Disease <input type="checkbox"/> Pediatrics <input type="checkbox"/> Nuclear _____ <input type="checkbox"/> Non-Pt. Care Elective & Type: _____ Specialties: _____ EX. Managed Care, Management, Academic Administrative, HIV, Neonatal, Hematology, other What activities do the students participate in on a daily basis? _____ _____ _____ _____
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Primary Preceptor(s) at the Site – Review List in APPE data set

Secondary Preceptor(s)

Who has the primary day-to-day observation of the student? _____

Site Description

Present? Yes No

Site Description **Accurate** and **Verified** by Preceptor? Yes No

If No, action plan for getting it updated. _____

Syllabus developed, uploaded, and current? Yes No

If No, action plan for getting it developed. _____

Does the preceptor (s) continue to meet the quality criteria?

License in good standing? Yes No

Provide orientation to students on first day? Yes No

Complete mid-term evaluation? Yes No

Complete final evaluations? Yes No

Provide ongoing feedback? Yes No

IPE Rubric Completed? ___ Yes ___ No (please attach with site visit form)

Does the site serve an **Underserved Patient Population**? ___ Yes ___ No

Rotation Goals and Objectives met? ___ Yes ___ No (please attach specific rotation & check off goals that are being met)

Any feedback that should be addressed with Preceptors based on the data collected from the student evaluation forms? ___ Yes ___ No

What activity is the preceptor utilizing to assess students critical thinking/care planning? (SOAP Notes, case presentation, EBM Assignments)

What are the preceptor's current goals for precepting? (Make preceptor aware of the development opportunities such as CEI)

What preceptor resources from the OEE does the preceptor use? (Opportunity to point out what is available to them)

What is the Student Preceptor Ratio? (Including students from other programs) _____

- If greater than 3:1, provide rationale:

What can the College of Pharmacy OEE do to better support the site or preceptor?

Any current student issues we can help with? (Preceptor Concerns with students or the OEE).

Student Questions Reference Site / Preceptor

Are there any urgent or significant issues in reference to site or preceptor that the OEE should know about?

Idaho State University College of Pharmacy
Office of Experiential Education
New Site / Preceptor

1. New Preceptor Orientation provided? Yes No
2. Picture of preceptor obtained? Yes No
3. Site description: _____

4. Objective driven rotation syllabi in place? Yes No
(If no, please show preceptor the link to our template syllabi)
5. Orientation to all new preceptors at site:
 - Orientation to mission, vision, and goals of college Yes No
 - Review college's curriculum and teaching methods Yes No
 - Review goals and objectives for rotation type Yes No
 - Orientation to protocols for handling difficult students or unprofessional behavior Yes No
6. Student Evaluation Overview
 - Show the preceptor how and where to access the Midpoint and Final Evaluations. Yes No
7. APPE Manual Overview
 - Policies (such as attendance)
8. Preceptor Resources Website?
 - CEI
 - CEP
 - Library Resources
 - Live Events
 - Pharmacists Letter
 - Drug Information Center
9. Administrative / Management Support Yes No
If No, what can we do to help? _____

10. **IPE Rubric Completed?** __ Yes __ No (please attach with site visit form)

Idaho State University College of Pharmacy
Office of Experiential Education
IPE Rubric

Inter-Professional Experience (IPE) Evaluation Rubric

Site: _____ Preceptor: _____ Date: _____

Prescriber/Student Prescriber Interaction:

With what types of prescribers/student prescribers do you interact? (*physician, mid-level (PA/NP), dentist*)

Other _____

Deepest Level of Interaction	No meaningful interaction <input type="checkbox"/> 0	Minimal professional contribution (passive observation/shadowing, etc...) <input type="checkbox"/> 1	Active professional contribution (actively participating, making recommendations, etc...) <input type="checkbox"/> 2	Collaborative worksite (integrated, shared-decision-making, etc...) <input type="checkbox"/> 3
Methods of Interaction (Circle all that apply)	No meaningful interaction <input type="checkbox"/> 0	Phone, voicemail, instant message, e-mail, chart notes, etc... <input type="checkbox"/> 1	Face-to-face, video chat, etc... <input type="checkbox"/> 1	Group settings, such as rounds or committee meetings <input type="checkbox"/> 1
Frequency of Interaction	No meaningful interaction <input type="checkbox"/> 0	Seldom (monthly to yearly) <input type="checkbox"/> 1	Often (weekly) <input type="checkbox"/> 2	Regular (daily) <input type="checkbox"/> 3

Non-Prescriber/Student Non-Prescriber Interaction:

With what types of non-prescribers/student non-prescribers do you interact? (*nursing, MA, OT/PT, speech therapy*)

Other _____

Deepest Level of Interaction	No meaningful interaction <input type="checkbox"/> 0	Minimal professional contribution (passive observation/shadowing, etc...) <input type="checkbox"/> 1	Active professional contribution (actively participating, making recommendations, etc...) <input type="checkbox"/> 2	Integrated worksite (consultations, pharmacist utilized as resource, etc...) <input type="checkbox"/> 3
Methods of Interaction (Circle all that apply)	No meaningful interaction <input type="checkbox"/> 0	Phone, voicemail, instant message, e-mail, chart notes, etc... <input type="checkbox"/> 1	Face-to-face, video chat, etc... <input type="checkbox"/> 1	Group settings, such as rounds or committee meetings <input type="checkbox"/> 1
Frequency of Interaction	No meaningful interaction <input type="checkbox"/> 0	Seldom (monthly to yearly) <input type="checkbox"/> 1	Often (weekly) <input type="checkbox"/> 2	Regular (daily) <input type="checkbox"/> 3

Comments: _____

EXPERIENTIAL SITE SELECTION CRITERIA

IDAHO STATE UNIVERISTY COLLEGE OF PHARMACY

The site:

- must meet all state and federal laws related to the practice of pharmacy and compliance with all HIPAA requirements.
- provides experiences that meet the goals, objective and educational outcomes of introductory and advanced experiential programs.
- must be devoted to patient-centered care consistent with contemporary pharmacy practice and provide preceptors time for daily contact with students, to provide students feedback and the opportunity to ask questions.
- demonstrates a caring and compassionate environment with a commitment to educating pharmacy students.
- should be adequate staffed (professional, technical and clerical) to provide a high standard of patient-centered care to patients and a professional staff which is involved in the education of pharmacy students.
- should include primary preceptor to supervise each student during the experience. All pharmacists at the facility can participate in educating the student if they meet the minimal requirements.
- must have an adequate patient population to accomplish the goals, objectives and educational outcomes of the specific experience.
- make available opportunities for the student to learn specific disease therapy management, provider-patient communication skills, ethical behavior and an environment that allows the student to have interaction with patients.
- must have available technology, informatics, and learning resources needed to support the student training and provide optimal patient care.
- should allow students to access to all pharmacotherapy information (patient profiles, patient history, medication history, physical examinations, disease states, laboratory data) which allows them to interpret and evaluate patient information.
- allows students to have the opportunity to communicate, where appropriate, as part of a multidisciplinary team of health care professionals providing patient care for a patient population with diverse cultures, medical conditions, gender, and age.
- allows students to perform pharmacist functions under the close supervision of a licensed pharmacist.
- Services the student should get experience in, where applicable:
 - Processing and dispensing new/refill medication orders
 - Taking telephone prescription orders and communication with physicians about medications
 - Perform patient interviews
 - Create patient profiles while following patients
 - Patient consulting on all aspects of patient-centered care (i.e., disease states, medications, dosing, dosage forms, routes of administration, over the counter products, self-care products, dietary supplements, nutrition, alternative therapy, etc.)
 - Reply to drug information from patients and health care providers
 - Ascertain patient-specific factors that influence pharmacotherapy, disease state management, medical information and compliance
 - Participate in the education of health care professionals and patients through presenting patient case, in-services, seminars and other presentations.
 - Provide educational programs/workshops for patients and other health care providers
 - Work with pharmacy technicians and other medical staff
 - Complementary therapy counseling (herbals and nutritional supplements)
 - Compounding preparations from physician orders
 - Communication with patients, physicians and other health care professionals
 - Third party billing for pharmacy services

**EXPERIENTIAL SITE DESCRIPTION FORM
IDAHO STATE UNIVERSITY COLLEGE OF PHARMACY**

I. SITE NAME:

SITE ADDRESS:

Phone Number:

Primary Preceptor:

Type or Experiential Learning:

- | | | |
|---|---|---|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Ambulatory Care | <input type="checkbox"/> Anticoagulation |
| <input type="checkbox"/> Cardiology | <input type="checkbox"/> Community | <input type="checkbox"/> Compounding |
| <input type="checkbox"/> Consulting | <input type="checkbox"/> Critical Care | <input type="checkbox"/> Diabetes |
| <input type="checkbox"/> Drug Information | <input type="checkbox"/> Emergency Medicine | <input type="checkbox"/> Family Practice |
| <input type="checkbox"/> General Medicine | <input type="checkbox"/> Geriatrics | <input type="checkbox"/> Hypertension |
| <input type="checkbox"/> Infectious Disease | <input type="checkbox"/> Intensive Care | <input type="checkbox"/> Institutional/Hospital |
| <input type="checkbox"/> Long Term Care | <input type="checkbox"/> Managed Care | <input type="checkbox"/> Management |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> MTM | <input type="checkbox"/> Nuclear Pharmacy |
| <input type="checkbox"/> Oncology | <input type="checkbox"/> Pediatrics | <input type="checkbox"/> Pediatric Intensive Care |
| <input type="checkbox"/> Rehabilitation | <input type="checkbox"/> Research | <input type="checkbox"/> Surgery |
| <input type="checkbox"/> Other _____ | | |

II. Approximate the percentage of the following groups which are provided care by this site:

- Native American / Native Alaskan
- Caucasian / White
- African American / Black
- Asian American
- Pacific Islander
- Hispanic / Latino
- Geriatric patients
- Pediatric patients
- Uninsured patients
- Other race or demographic _____

III. Indicate which of the following services are provided:

- Processing and dispensing of medication orders
- Inpatient dispensing
- Outpatient dispensing
- Communication with physicians about medications
- Patient consulting on all aspects of pharmaceutical care
- Complementary therapy counseling (herbals/nutritional supplements)
- Compounding preparations from physician orders
- Compounding sterile products
- Ostomy supplies and durable medical goods
- Response to drug information inquires
- Long-term/nursing care
- Third party billing for pharmacy services
- Communication with patient, physicians and other health care providers
- Patient consultations
- Other: _____

EXPERIENTIAL PRACTICE SITE SURVEY

Please check the appropriate box to each question indicating whether you Strongly Agree, Agree, Disagree, or Strongly Disagree with each statement.

The site:

	Practice Site Survey Questions, the site:	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Meets all state, federal and professional standards required to provide patient care.				
2	Provides experiences that meet the goals, objectives and education outcomes of practice experience.				
3	Has a practice environment that nurtures/supports interactions with patients.				
4	Allows students to perform pharmacists' functions under supervision of a licensed pharmacist.				
5	Has an adequate patient population that exhibits diversity in culture, medical conditions, gender and age, where appropriate.				
6	Has technology and learning resources needed to support student training and to reflect contemporary pharmacy practice.				
7	Has preceptor or qualified designees make daily contact with students.				
8	Has adequate patient population to accomplish the goals and objectives of the experience.				
9	Demonstrates a caring and compassionate environment with a commitment to educating pharmacy students.				
10	Has management supportive of professional staff involvement in educating pharmacy students.				
11	Provides medication therapy management and patient care services for diverse populations.				
12	Has adequate professional and supportive staff to meet the learning objectives and provide time for preceptor and student interaction.				
13	Permits students to have access to all pharmacotherapy information allowing them to interpret and evaluate patient information.				
14	Has collaborative professional relationships with other health care professionals.				
15	Provides educational programs for patients and/or other health care providers.				