

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

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Other Instructors:

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

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

Prerequisites:

- Student must be a registered extern in the state in which they are completing hours and in Idaho.
- Maintain immunization and training requirements as dictated by ISU College of Pharmacy.

For PHAR 9913: Student must be in the second professional (P2) year (defined as the end of finals week of the P1 year to the finals week of the P2 year). Completion of coursework required in PHAR 9911 and PHAR 9912 and completion of the Preceptor Evaluation forms.

For PHAR 9914: Student must be in the third professional (P3) year (defined as the end of finals week of the P2 year to the finals week of the P3 year). Completion of coursework required in PHAR 9913 and completion of the Preceptor Evaluation forms.

Due Dates and Grading:

To pass PHAR 9913 and PHAR 9914, the student must successfully complete all of the assigned tasks. Failure to complete all IPPE hours and hours of reflection in the specified time will prohibit advancement in the program.

- PHAR 9913
 - Due by the first day of class of P3 year.
 - 20 hours of outreach / service, 20 hours of shadowing and reflection

- PHAR 9914
 - Due by April 15 of P3 year.
 - 20 hours of outreach / service, 20 hours of shadowing and reflection, 20 hours of IPE
 - **IPE requirements begin with Class of 2019*

The following is the grading policy for PHAR 9913 and 9914:

- Failure to complete any due dates for PHAR 9913/9914 may result in a lower grade
- 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**

IPPE Rationale:

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

Interprofessional Pharmacy Education(IPE) Rationale:

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.

Learning Objectives

Outreach / Service

The student will:

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

Shadowing

The student will:

1. Gather and organize pertinent health/medication information from a patient interview or medical record into a useable format.

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

IPE Team Skills/Professional Roles and Responsibilities **(starting with class of 2019)**

The student will:

1. Describe the goals/mission of the 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 as requested.
5. Recognize both leadership and followership roles as appropriate.
6. Identify the roles and contributions of professionals to the team.
7. Identify possible challenges a professional may experience on a team.
8. Define professional identity by reflecting on how it is developed and its impact on interprofessional team work.

Course Requirements:

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

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

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

Components:

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

1. Outreach / Service Activities: Requirement 40 hours over the course of the P1-P3 years

- Any questions about events should be directed to the outreach organization's student-elected chairperson followed by student organization advisors.
 - Assistant Deans for Experiential Education should NOT be contacted for information regarding specific events or trainings.
- These hours may only be started after successful completion of PHAR 9911/9912 requirements.
 - P1 students can earn up to 10 hours of the required 40 hours during the academic year.
 - P2 students can earn up to 30 hours of the required 40 hours during the academic year.
 - A minimum of 20 hours must be completed by first day of class of P3 year
 - P3 students must complete all remaining hours to total 40 hours by April 15 of P3 year.

Obtaining Event Approval

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

Eligibility of Hours

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

the Assistant Deans for Experiential Education will be contacted to make a final verdict.

- Training and chair/co-chair administrative time do NOT count toward outreach/service hours.
- Appropriate set up/tear down at outreach events will be allotted per supervising pharmacist discretion.

Training

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

Examples of Events

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

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

Students in their first professional year (P1) can begin their outreach/service hours after successful completion of PHAR 9911/9912.

2. Shadowing + Reflection: **Requirement: 20 hours in P2 year and 20 hours in P3 year**

Pharmacy students are required to participate in shadowing a clinical pharmacy faculty member or select affiliate pharmacy faculty members as they function in their direct patient-care clinical practice sites. During these hours, students observe and contribute to patient-care activities performed by clinical pharmacists in collaboration with other healthcare professionals. Acceptable direct patient-care settings can be ambulatory care, family medicine, hospital, anticoagulation, mental health, pediatrics, geriatrics, medication therapy management, and drug information.

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

There will be reflection time with clinical faculty conducted online. During this required reflection time, students will describe their practice experiences. Reflection includes, but is not limited to, a description of the practice site, a general assessment of the facility, a description of the kinds of activities, interactions, and educational experiences, and whether your education prepared you for the types of roles you were assigned.

- Students are to reflect and then answer a series of questions after the following each 20 hour shadowing experience
- 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.

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

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

Training for IPE: to initiate IPE/IPPE integration in the curriculum the following training modules can be found at: www.ipcontherun.ca/?page_id=2487

The Interprofessional Collaboration on the Run created the modules for IPE. They consist of six free online modules (total of 3 hours) that instruct in foundational IPE/IPPE knowledge. You may apply 3 hours towards IPE credit for completion of these modules.

Module: IP Introduction

1. IP Communication
2. Patient/Client/Family/Community-centered care
3. Role Clarification
4. Team Functioning
5. IP Conflict Management
6. Collaborative Leadership

For all IPE experiences documentation requires: the number of professions participating as faculty/facilitators, the number of professions participating as student participants, and a **student reflection** of the experience documented on the evaluation form.

Sample Student Reflection Questions for Documentation:

What did you learn about the roles on the team that you did not know previously?

What are the similarities and differences between the roles (including yours)?

What else do you want to learn about the team and its members? What new learning objectives have emerged for you?

How will this experience influence your role as a professional and team member?

Sample Health Professional Interview Questions for Documentation:

How did you decide to enter your profession?

On a team, what does your assessment and intervention usually involve?

Who do you collaborate most closely with on a team?

Can you provide a specific example/patient/client story to illustrate?

How do you work to establish and maintain relationships on this team?

What is common jargon or acronyms used in your profession?

Sample Debriefing Questions:

How did that feel for everyone? (elicit emotion)

How would you describe what happened in terms of IPE group dynamics? (review the facts of the scenario)

Why do you think things played out the way they did? (advocacy/inquiry strategy)

How does this compare to your own experiences? (link to real life)

What is your one KEY lesson? (so what, now what?)

Examples of IPE Activities/Events/Courses Pocatello

1. ABC's of Diabetes Screening Events: dietetics, pharm, nursing, PT, Health Education
 2. Psych Nursing/SHP mini immersions (didactic + roleplay)
 3. Audiology + SHP mini immersions (faculty/student interpreters)
 4. Pocatello Free Clinic
 5. Health Fair: Dietetics, Counseling, Dental Hygiene, Health Education, Medical Lab Sciences, Nursing, Pharmacy, Physical Therapy, Physician's Assistants, Wellness Center
- DDON- Audiology, Pharmacy, OT, PT, Speech Path, Counseling, Psych, Dietetics

Meridian

1. Community Health Screening events (PA, RN, Dietetics, Pharm, MLS, Dental Residency, counseling, MPH, IRH, audiology, CSD, Traumatic brain injury, NWAETC)
2. Interprofessional Screening Elective (PA, Pharm, MLS, MPH, counseling, Dietetics) PPR 4499/5599
3. Pact ICU Boise VA (MD, RN, Psychology, Pharm, Ministry) weekly Thursday 10am
4. Duck Valley Health Screening (PA, dietetics, Pharm NWAETC)
5. Shriners Screening half day event (PA, Nursing, SLP, Audiology,)

Meridian and Pocatello

1. Case Studies half day event Fall and spring Semester (PA, Pharm, PT)
2. PAS/SHP Consular Health partner screenings (nurses from the Ventanilla de Salud: Lions eye exam)
3. Thomas Geriatric Symposium Case Study Fall semester (Pharm, PA, PT, CSD, Audiology, nursing, dietetics, Rad Science, MLS, Dental Hygiene)
4. Research Day Case Study Spring semester (Pharm, PT, OT, CSD, Audiology, Nursing, Dietetics, Rad Science, MLS, Dental Hygiene)
5. IET- Interdisciplinary Evaluation Team (live Pocatello, DL Meridian), PT, OT, Speech, Audiology, Nursing, Psych, Social Work, Dietetics, Rad Science, MLS, Dental Hygiene, Special Education (COE)
6. Healthy Bengal Program Coalition: Healthy Bengal Wellness Fair: Wellness Center, ISU Health Center, Medical Lab Science, Pharm, Counseling, Dietetics, Counseling and Testing, Biology, Dental Hygiene
7. PAS Dominican Republic Medical Mission (PAS, SHP, MD, Dental, Nursing)

Idaho Falls

1. Nursing Pharmacy Staff Education – Monday mornings Emergency Department EIRMC
2. Antimicrobial Stewardship- Pharm, ID MD, microbiologists, hospitalists, PA, Nursing, EIRMC
3. Brown Bag lunches- pharmacy and nursing students and faculty discuss medication related topic

4. Wellness Center nurse education- monthly guidelines review for EIRMC Wellness Center staff- Nursing, pharmacy, NP, cardiology, exercise physiologist, dietetics

Examples in Anchorage

1. Spring and Fall College of Health IPE Case simulations
2. UAA COH & AHEC Grand rounds
3. IPE Journal Club – ANMC/SCF clinic
4. Grand Rounds – Providence Medical Center

Pre-Existing Courses

1. CSD 4417, 6 sections Interdisciplinary Evaluation Team, equivalent to: DHS 4417, NURS 4417, PSYC 4417, SOWK 4417 (IET Pediatric Course, multiple disciplines interact with pediatric patient)
2. Survey of Aging Issues DHS 4402/5502 Fall Semester fully online

Documentation of Shadowing IPPE Completion & Non-IPPE/APPE Hours:

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

Compensation Prohibited:

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

Academic Dishonesty / Professionalism:

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.

Responsibilities of Students:

It is expected that students will be professional at all times during their IPPE. This includes punctuality, proper attire, appropriate behavior and preceptor and patient interaction. Students must be compliant with all site policies and procedures. Use of cell phones is prohibited except with the express permission of the preceptor. Patient confidentiality must be maintained pursuant to HIPAA regulations. Unprofessional behavior may result in removal from the site and failure of the IPPE.

1. Contact preceptors, in advance, to coordinate first day arrival plans
2. Maintain a high standard of professional behavior:
 - a. Appropriate attire and appearance for the professional setting.
 - b. Effective verbal and written communications.
 - c. Compliance with all site policies and procedures.
 - d. Consistent and punctual attendance.
 - e. Use of cell phones or other electronic devices is prohibited except with the express permission of the preceptor.
3. Since the primary objective of the rotation is learning, the student needs to be proactive, not passive.
 - a. This requires active participation and communication.
4. Maintain patient confidentiality in compliance with HIPAA regulations.
 - a. All information concerning patients/customers and patient care is to remain confidential. Any documents or notes with patient-related information should be shredded at the end of the rotation.
5. Actively participate in the professional and technical functions of the site, relative to the rotation objectives.
6. Develop and revise professional and personal goals for each rotation according to the objectives of the particular clerkship.
 - a. Professional and personal goals should be within the scope of the present rotation.
7. Satisfy the rotation attendance requirements.
8. Complete the rotation and preceptor evaluation forms.
9. The student's rotation schedule is at the discretion of the preceptor.
 - a. This may be nights, weekends, holidays, etc.
10. Must conduct themselves in a professional manner at all times.
 - a. Unprofessional actions could cause removal from the rotation site and failure of the rotation.
11. Must inform preceptor in advance of any expected absence or tardiness

Confidentiality:

Pharmacy students must be in compliance with the Health Information Portability and Accountability Act (HIPAA). The Office for Civil Rights enforces the HIPAA Privacy Rule, which protects the privacy of individually identifiable health information; the HIPAA Security Rule, which sets national standards for the security of electronic protected health information; and the confidentiality provisions of the Patient Safety Rule, which protect identifiable information being used to analyze patient safety events and improve patient safety (US Department of Health & Human Services, HSS.gov). All patient information, names, medical records, social security numbers, date of birth, and other identifiers will not be used, removed, or discussed for any reason outside the facility. Any breach of HIPAA will be grounds for removal from the facility and failure of the rotation. See Student Handbook under HIPAA.

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

Students With Disabilities:

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. Idaho State University, in the spirit

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

Drug and Alcohol Abuse:

Pharmacy students that display behaviors outlined in the College of Pharmacy Student Handbook may be referred for a chemical dependency evaluation. Students who display any of these behaviors may be required to submit to an alcohol breathalyzer test sensitive to 0.02%. Positive results obtained in a classroom, IPPE or APPE setting will require the student to submit immediately to a blood alcohol concentration determination and urine drug screen arranged through Certified Background. The student bears all costs associated with drug testing. The results must be brought to the Office of the Associate Dean immediately upon receipt.

Assessment:

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

ADDITIONAL INFORMATION:

- Students are required to carry a copy of their extern registration at all times while on their IPPE.
- Any breach of patient confidentiality may result in immediate removal from the IPPE, a meeting with the Progressions Committee, and failure of the course.
- Please refer to the IPPE Manual located at: <https://pharmacy.isu.edu/current/pharmPractice/>

COMPETENCIES: See the following forms

IPPE Overview (P1 through P3 years):

Year & Course	Due Date	Hours		Minimum Requirements	
<p><u>P1 Year</u></p> <p>PHAR 9911 Introductory Pharmacy Practice Experience I</p>	<p>*In-State Students: December 16, 2016</p> <p>*Out-of-State/Late Admit Students: April 1, 2017</p>	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 <p>Reflection will be completed in the Portfolio system and reviewed by a faculty advisor (discussed in the Fall P1 year)</p>	
<p>PHAR 9912 Introductory Pharmacy Practice Experience II</p>	<p>Out-of-State/Late Admit Students: April 1, 2017</p>			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	
<p><u>P2 Year</u></p> <p>PHAR 9913 Introductory Pharmacy Practice Experience III</p>	<p>Complete by first day of P3 year</p> <p>The service hours may be started after completion of PHAR 9911/12</p> <p>Clinical shadowing hours may be started after completion of finals of P1 year</p>	20 hours total of Inter-professional Education hours are required over the course of the P1-P3 years.	20 outreach/service hours	<p>20 outreach/service hours must be with the student organization's patient outreach services</p> <p>+</p> <p>20 hours must be shadowing with a single clinical faculty member or other clinical pharmacy practitioner approved by Dr. Cleveland or Dr. Pettinger + Reflection</p>	
<p><u>P3 Year</u></p> <p>PHAR 9914 Introductory Pharmacy Practice Experience IV</p>	<p>Complete by April 15 of P3 year</p> <p>The service hours may be started after completion of PHAR 9911/12</p> <p>Clinical shadowing hours may be started after completion of finals of P2 year</p>		20 outreach/service hours		<p>20 outreach/service hours must be with the student organization's patient outreach services</p> <p>+</p> <p>20 hours must be shadowing with a single clinical faculty member or other clinical pharmacy practitioner approved by Dr. Cleveland or Dr. Pettinger + Reflection</p>
			20 clinical shadowing hours		
Total Hours		20 hours	280 hours	300 hours + Reflection	

NOTE: These requirements refer only to IPPE hours – there may be additional requirements specified in the syllabi of these courses. It is the student's responsibility to review the syllabus of each course and to meet the requirements in full. IPPE hours must be unpaid experiential time per Accreditation Council for Pharmacy Education (ACPE) guidelines. ****NOTE: IPPE hours need 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.**

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, healthcare 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 healthcare professionals in a variety of environments about drugs and other health care issues.	4 3 2 1

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 by the facilitator or faculty member at the 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, healthcare 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 healthcare 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

Healthcare 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 the Experiential Education Assistant in Pocatello (LH 105) or in Meridian (MER 756). Also attach completed reflection following guidelines in IPE syllabus. For any questions contact Dr.Mason. masobarb@isu.edu