



Pharmacy Distribution IPE

Drake University College of Pharmacy and Health Sciences

Spring 2012

40-Hour Experience - Assigned Days and Times Vary

Course Description

The Pharmacy Skills and Applications series of courses will incorporate skills from seven basic areas: professionalism, communications, clinical reasoning, cultural competence, drug information, distribution systems and processes, and systems management. Basic skills in each of these areas will be introduced in the first year. This semester course will be comprised of a one-hour lecture, a two-hour lab, and an introductory practice experience (IPE) component described in this syllabus.

Office of Experiential Education

Primary Contact for this IPE:

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Objectives Applicable to Distribution IPE

1. Demonstrate skills in Drug Therapy Problem-Solving, Communication, Product and Service Management, and Professionalism in order to safely and accurately prepare and dispense medication.
2. Compare and contrast pharmacy practice sites.

Requirements Prior to Distribution IPE

Health insurance statement, confidentiality statement, Iowa Pharmacy Intern license, current immunization record, HIPAA training completion, and Schedule V pseudoephedrine training record are all required for the IPE. Students will not be allowed to begin the Pharmacy Distribution IPE until all items are current, complete and recorded by the Experiential Education Office. Some sites may require copies of this information. The Experiential Education Office will communicate this information to the site so no additional steps would normally be required by the student. Individual sites may also

require specific orientation, training, criminal background checks, and other pertinent information prior to beginning the IPE.

Experiential Module Description: Pharmacy Distribution IPE

This IPE consists of 40 hours of practical experience in a pharmacy dispensing setting. Students have been assigned to a site with consideration given to current class schedule, past work history, site availability and student site preference. Assignments are generally a 4-hour block at the scheduled day, time, and site once weekly for 10 weeks.

Preceptor Grading Requirements

Preceptors should complete the following assessments in E*Value.

1. **Final evaluation:** After logging into E*Value, choose “Evaluations” in the left hand navigation bar. Choose Pending evaluations. Select edit next the student name to complete their evaluation. Click “Submit” at the bottom of the page when complete.
2. **Activity Logs:** Currently in E*Value preceptors can see activity logs but are not required to grade them.

All other grading requirements associated with this IPE will be completed by a Drake faculty member or teaching assistant.

Professionalism

Students must act in a professional manner as they are representing Drake University and the College of Pharmacy and Health Sciences during this experience. Dress code must be followed unless given site-specific instructions. Socks and shoes are required at all times. Business casual dress is appropriate including white coat and name tag. Adherence to the assigned schedule is required. Unless otherwise directed, students should contact preceptors at least two weeks prior to beginning the IPE to obtain any preparatory instructions.

Attendance

Students are required to report to the IPE site on time and adhere to the schedule established by the IPE site. The student must spend the required number of hours (40 for dispensing IPE) at their site during the course of the semester. If for any reason a student cannot attend their scheduled session, the preceptor **MUST** be contacted in **ADVANCE** of the missed day. In the event that the preceptor cannot be reached directly, it is important to leave a message on the preceptor’s voice mail and contact Dr. Fornoff at 249-1783 or the Experiential Education Office at 271-3191. If a student fails to contact the site, the absence is unexcused.

Students who are employed will need to work with their employers to accommodate the student’s IPE schedule. Missing IPE due to employment will be considered an unexcused absence. Excused absences include sanctioned College events, legitimate illness or family emergencies. Written documentation may be requested for illness and family emergencies. In the event of inclement weather conditions, the student should contact their preceptor to determine the need for reporting to the site. All other reasons for not reporting to the IPE site as scheduled will be considered an unexcused absence

unless prior approval is obtained and arrangements made with the preceptor. Leaving the IPE site early without permission is also considered an unexcused absence.

More than one unexcused absence in a single IPE will result in immediate removal from the site and a failing grade for that IPE, which will also mean a failing grade for BPSA.

To fulfill curricular requirements, students must make-up all absences, excused or unexcused. Students should work with the preceptor to schedule a make-up time.

Absence forms are required to be filled out for all IPE absences including a plan for making up the time, signed by the preceptor and turned in to the Experiential Education Office. This form can be found on the experiential website.

Grading Information

Successful completion of this IPE is required to pass BPSA. A 10% grade penalty will occur for each weekday an assignment is late. This penalty applies to each assignment. Credit will be assigned upon the successful completion of the following:

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| 1. Activity Log Scoring | 30% of total grade |
| 2. Competencies (Preceptor Evaluation of Student) | 25% of total grade |
| 3. Competencies Self Assessment | 5% of total grade |
| 4. Curriculum Vitae (CV) Assessment | 10% of total grade |
| 5. Hours Documentation in E*Value | 40 hours must be documented for credit |
| 6. Site Comparison Paper | 20% of total grade |
| 7. Student Evaluation of Site | 5% of total grade |
| 8. Student Evaluation of Preceptor | 5% of total grade |

Failure to complete any portion of this experience will result in failure of this IPE. Students must pass their IPE to pass the BPSA course. All assignments should be completed no later than one week after the last day at the site.

Activity Logs

During the experience, students will keep a log of activities that address their proficiency in completing the competencies required for course completion. Entries need to be detailed enough that a preceptor could evaluate an activity even if they were not present. Students should NOT use any patient protected health information (name, initials, medical record numbers, birthdate, etc.) in activity logs. Activity logs must be entered into the E*Value system within 3 days of each visit date. Points will be removed for late entries.

Activity Logs must include the following:

- 1) A description of the student's activities that day and how those activities applied to achieving the competencies for this IPE.

2) A personal reflection of the student's experience that day at the site, which may include how a particular patient interaction impacted the student, how the student helped a patient, or general observations at the site and how it may contribute to the student's future pharmacy practice.

3) Each day at a site is likely to result in multiple log entries. For each log entry, the student should:

- Enter the date
- Select an activity category from a pull down menu (choose this carefully as it ties to the competencies)
- Indicate the percent of time spent on the activity with all activities for each day totaling 100%
- Self-assess their proficiency by selecting a score.

Competencies - Preceptor Evaluation of Student

At the end of the experience, preceptors will complete an evaluation based on the student's level of proficiency on each competency. Students should attain at minimum a score of 3 on each competency in their final evaluation. Not Applicable (NA) can be given if an activity is not routinely a part of the practice site.

Hours Documentation

Students must complete the documentation of the 40 or more hours required of this IPE in the Hour Documentation section of the E*Value portfolio system. A detailed description of activity is not needed in the Hour Documentation. **The E*Value Hour Documentation link must also be completed no later than Monday, April 23.**

Site Assessment, Student Assessment of Preceptor, Student Self Evaluation

Students must also complete a self evaluation, assessment of the site, and an assessment of the preceptor at the site. Students should only evaluate preceptors they directly work with during their experience. Keep in mind that the main Drake contact at the site listed in E*Value may not be your primary preceptor, and if this is the case, you would not evaluate this preceptor. Please be as descriptive as possible for all evaluations.

Site Comparison Paper

The site comparison paper should be completed and uploaded to the student's E*Value portfolio as well as turned in hard copy. Instructions for the site comparison paper can be found at the end of the syllabus. Drake faculty or a teaching assistant will grade this paper. **This paper is due March 12th in class.**

Schedule

Jan 30	<i>First Week at Site</i>
Feb 6	<i>Second Week at Site</i>
Feb 13	<i>Third Week at Site</i>
Feb 20	<i>Fourth Week at Site</i> <i>(May get permission in advance from Dr. Fornoff to extend one week if attend Legislative Day)</i>
Feb 27	<i>Fifth Week at Site</i>
Mar 5	<i>Sixth Week at Site</i>
Mar 12	<i>Seventh Week at Site</i> Due March 12 in class: Site Comparison Paper Paper can be turned into the Experiential Education Office or class on this day
Mar 19-23	<i>Spring Break March 19-23</i>
Mar 26	<i>Eighth Week at Site</i>
Apr 2	<i>Ninth Week at Site</i>
Apr 9	<i>Tenth Week at Site</i>
Apr 23	Due by Monday, April 23 at 9 am: Student Assessment of Preceptor (E*Value), Student Site Assessment (E*Value), Student Competencies Self-Assessment (E*Value), Activity Logs (E*Value), Hours Documentation (E*Value), Preceptor Evaluation of Student (E*Value)

Deadlines

Due Date	Assignment
Mar 12	Site Comparison Paper Due in class: Hard copy paper can be turned into the Experiential Education Office or during lecture on this day. Electronic copy must be uploaded into E*Value portfolio.
Apr 23	Due by Monday, April 23 at 9 am: Student Assessment of Preceptor (E*Value), Student Site Assessment (E*Value), Student Competencies Self-Assessment (E*Value), Activity Logs (E*Value), Hours Documentation (E*Value), Preceptor Evaluation of Student (E*Value)

Competencies

The following competencies are taken directly from the evaluation form that is used for the P4 students on rotations. This experience begins to build competency in these areas.

1.0 DRUG THERAPY PROBLEM SOLVING: The student is able to demonstrate problem-solving and decision-making skills necessary to evaluate drug-use and monitor individual patients' drug therapy.
1.1 PARTICIPATION IN DRUG-USE DECISION MAKING
1.1-2 compiles patient-specific information
2.0 COMMUNICATION: The student can communicate ideas, information and analyses in order to educate, at an appropriate level, colleagues, other health professionals, students and patients.
2.2 PROFESSIONAL COMMUNICATIONS
2.2-2 asks pertinent and relevant questions for obtaining unknown information from colleagues, health professionals, and patients
2.2-4 demonstrates appropriate professional communication when interacting with patients, pharmacists, staff, and other health professionals
2.3 PREPARATION AND PROVISION OF DRUG-RELATED INFORMATION
2.3-1 uses appropriate literature to acquire new knowledge
3.0 PRODUCT AND SERVICE MANAGEMENT: The student is able to utilize management theory in planning, organizing, directing, and controlling pharmaceutical care systems and pharmacy business practice.
3.1 MAINTENANCE OF DRUG PRODUCTS
3.1-1 understands and evaluates management systems to ensure that adequate supplies of drug products are available to meet patient care needs
3.1-2 selects the drug product source of supply based on biopharmaceutic, economic, and quality control information
3.1-3 ensures that drug products are stored under appropriate conditions
3.2 PROVISION OF DRUG PRODUCTS TO PATIENTS
3.2-2 transcribes a medication order from a physician or via telephone or in person
3.2-3 confirms prescriptions received by fax, nurse transcription or standing order sheets
3.2-4 fills the medication order/prescription from stock, including bulk containers, unit dose, etc, using appropriate packaging methods
3.2-7 labels the medication in a complete and legal manner
3.2-8 files medication orders/prescriptions in a systematic, legal method
3.3 COMPUTER UTILIZATION
3.3-1 retrieve patient information from the computer system to appropriately interpret and analyze medication orders/prescriptions
3.3-2 uses inventory tracking and ordering data to assess drug availability
3.3-3 accesses product information to assure consistent preparation and dispensing method
3.3-4 obtains prescriber information as required
4.0 PROFESSIONALISM: The student possesses a desire and motivation for life-long learning

and a personal and professional value system consistent with pharmacy ethical and legal standards.
4.1 LIFE LONG LEARNING
4.1-1 comprehends and uses appropriate methods for discovering new knowledge
4.1-2 uses initiative in achieving learning goals as identified in the rotation experience
4.2 VALUE AND ETHICS
4.2-2 accepts personal responsibility for patient care
4.2-3 makes decisions consistent with current ethical and legal standards of the profession
4.2-4 work habits demonstrate punctuality, the ability to prioritize work and manage time efficiently

Electronic Communication Requirement

Keeping informed of college and program information is a shared responsibility between the college and the student. The college will communicate additional information throughout the year using available technology. It is a requirement of the experiential education program that all students have a Drake e-mail account and Internet access. Students will be expected to access information electronically by e-mail and to utilize E*Value, found on the experiential website at www.drake.edu/cphs/experiential.

Confidentiality

Students will have access to personal information about patients, staff and business operations of the IPE site. This information must remain at the site and be held in strictest confidence. Confidential information, including clinical matters, should not be communicated to other students, patients, laypersons, or other health professionals in public areas or outside the site. Students are expected to follow the policies regarding confidentiality for each IPE site. Prior to beginning IPE, students are required to sign a Statement of Confidentiality. Violation of the confidentiality policy may result in a loss of credit or a failing grade in the course. In addition, preceptors are to maintain student confidentiality. Information pertaining to the student's progress is to only be shared with the college faculty as outlined in the assessment process. Legal ramifications are an ever-present possibility for breached confidentiality. Violation of the confidentiality policy may result in a failing grade in the course and will be considered an Honor Code violation.

Academic Honesty

College of Pharmacy Honor Code regarding student and teacher conduct and academic integrity apply to this experience. Failure to comply with the Honor Code could result in failure of the experience.

Special Accommodations

Reasonable accommodations will be provided for students with documented physical or learning disabilities. Make your needs known within the first week of class, or within one week of diagnosis. Accommodations are coordinated through Student Disability Services. Please contact Michelle Laughlin, Coordinator of Student Disability Services at 271-1835 or michelle.laughlin@drake.edu.

Site Comparison Paper

The purpose of this exercise is for students to examine different types of pharmacy practice sites using their own perspective and their classmate's experiences both in Dispensing IPE and work environments. Discuss with a group of classmates the following questions. Listen respectfully to each person speaking. The group should not allow any personal attacks on any group member, pharmacist, or pharmacy practice. The purpose of the discussion is not to try to determine who is "doing it right," but to compare and contrast sites. Keep in mind some questions may not be pertinent to each site.

1. What is the workflow at each of the different sites?
2. Describe the pharmacy staff. How are they incorporated in the workflow?
3. Who determines staffing at the site?
4. Who greets the patient?
5. Who collects patient information?
6. Does the site collect a history for each new patient?
7. Who counsels the patients?
8. What patients are counseled? (For example every patient, every new script, etc)
9. Who handles over-the-counter medication questions?
10. What does the site do well?
11. Is there a process that could be done more efficiently?
12. What is being done to prevent errors?
13. How are errors handled?
14. What is the management structure at the site?
15. What hours does the pharmacist work at the site? Is there a weekend rotation of staff?
16. What are the hours of operation for the pharmacy?
17. Who orders medications at the site?
18. Who is the main supplier?
19. Do they use additional suppliers?
20. How are invoices paid for the site?
21. How is third party reconciled at the site?
22. What programs does the site offer other than dispensing?
23. Are they currently charging for these services?
24. How often are additional services offered?
25. Do all pharmacists offer services or just select pharmacists?

Following the discussion, write a site comparison paper. This paper should compare the student's assigned Dispensing IPE site to other sites where students are placed this semester. This will require the student to talk to at least two other students currently in this class who attended at a site different than the student's assigned site, preferably, at a different type of site. For example, if a student is placed at an independent community pharmacy, the student should talk to another student at a chain pharmacy and a different student at a hospital pharmacy. The paper will compare the student's assigned site to each additional site on at least three questions from the site discussion questions listed above. The paper should contain the following information:

- Name the assigned IPE site and its type of pharmacy.
- Compare at least two factors from the list above regarding the IPE site to previous work experiences or shadow experiences.
- Name the two students, their IPE sites, and the types of pharmacies of their IPE sites compared to the student's assigned IPE site.
- Compare at least three factors from the list regarding the assigned IPE site to the comparison sites.
- Conclude with a description of interesting and/or unexpected differences found when comparing sites.

Write the paper using appropriate, professional grammar. The paper should be 2-4 pages in length, double spaced with 1 inch margins, and use Times New Roman or Arial 12 point font.

The paper should be uploaded into the E*Value portfolio and turned in as a hard copy on March 12th. The hard copy paper can be turned in to the Experiential Education Office in the P1 box or turned in during class lecture.