



Institutional Introductory Pharmacy Practice Training Manual



**University of Louisiana at Monroe
School of Pharmacy**

2017

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Policy Statements and Course Guidelines

This manual includes policies and procedures, syllabi, and course guidelines designed to make students and preceptors aware of expectations for the Introductory Pharmacy Practice Experiences. These are designed to optimize the academic experience and ensure the continuing success of the program. Students are required to sign the following declaration:

I have read the policies and procedures, syllabi, and course guidelines in the School of Pharmacy Introductory Pharmacy Practice Experience Manual. I have been trained on general HIPAA policies and procedures with respect to PHI (Protected Health Information). I understand that affiliated institutions are required by law to provide site-specific training for me pertaining to their facility. I agree to abide by the rules and regulations of the program at all times.

Student Signature

Printed Name

Date

Student ID#

Please upload this form into RXPreceptor by 05/19/17.

The University of Louisiana at Monroe
School of Pharmacy

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INTRODUCTORY PHARMACY PRACTICE EXPERIENCE SCHEDULE

Monday, May 22nd
Friday, June 16th
Monday, June 19th
Friday, July 14th

1st Practice Experience Begins
1st Practice Experience Ends
2nd Practice Experience Begins
2nd Practice Experience Ends

INTRODUCTION

The Pharmacy Practice Experience Programs provide the entry-level Doctor of Pharmacy students a structured, supervised program of participation in the practice of pharmacy. Students gain experience in problem solving and providing patient care services while applying the basic and pharmaceutical sciences learned in the classroom and practice laboratories. Through the practice experiences, the student continues to mature while moving through the continuum from student to practitioner. Under the supervision of faculty and selected preceptors, the developing professional learns to make decisions based on professional knowledge and judgment. Broad exposure to as many pharmacy activities as possible, as well as significant personal study and reflection, facilitate this transition.

The *Institutional* Introductory Pharmacy Practice Experience (IPPE) consists of working in an institutional pharmacy for one calendar month. The primary objective of this practice experience is to introduce students to a hospital pharmacy setting where they will develop basic technical skills, knowledge, application skills, professional judgment, communication skills, and competency necessary in the profession of pharmacy. The students work under selected pharmacists that have been recognized by the School of Pharmacy as preceptors. These preceptors demonstrate to the students how to apply knowledge they learn in the classroom to the daily practice of pharmacy.

Preceptors are vital role models in the education of pharmacy students, and their role cannot be over-emphasized. Preceptors qualify to participate in the experience program by meeting and adhering to standards set by the School of Pharmacy. The preceptors agree not to utilize any aspect of the experience program for promotional or advertising purposes.

A preceptor is different from a teacher in several ways. A teacher provides the student with the information he or she needs to know. A preceptor *facilitates* the student directed learning. Student-directed learning can be seen as a more active learning experience. Students will learn the skills required to be life long learners. They are expected to learn through their own observations, personally chosen readings, and their patients and by observing and collaborating with their preceptor. This type of learning will be a relatively new process, and the students will need encouragement to be an active learner and not fall back to a passive style of learning. During the practice experience, students look to the preceptor for guidance in evaluating his or her current level of knowledge and skills and how to best reach their goals. Preceptors provide some formal teaching but more importantly will serve as role models. The preceptor's are not expected to be full-time teachers, and their primary responsibilities are to their patients and practice.

All pharmacy students who undertake practice experiences at any practice site must accept and adhere to the Policies and Procedures of that site. This may include, but is not limited to, random drug testing. According to the policies of the School of Pharmacy, all students who undertake practice experiences at any practice site must adhere to the following policies and procedures.

Policies and Procedures

I. Qualifications for entering Institutional Introductory Pharmacy Practice Experience

- Students must have completed PHRD 4047 (Parenterals) and PHRD 4050 (Community Introductory Pharmacy Practice Experience) with a minimum grade of “C” in each course.

Prior to entering the Practice Experience Program, the student must satisfy the following:

- Health screening requirements as prescribed by the School of Pharmacy. Students will be given notice of the health screening requirements and the date by which they must be satisfied. If all required immunizations and health testing are not complete by orientation (late May), the student will not be allowed to participate in the Practice Experience Program.
- Licensure as an intern in the State of Louisiana. For sites outside of Louisiana, the student must satisfy the licensure requirements of that specific state by contacting the Board of Pharmacy for that state. It is the student’s responsibility to satisfy licensure requirements in Louisiana or states other than Louisiana.
- Carry professional liability insurance covering the time that the student is enrolled in practice experiences. The State of Louisiana Office of Risk Management provides coverage for all students enrolled in the professional program.
- Carry health insurance coverage during the time that the student is enrolled in practice experiences.
- Certification in Basic Life support for the Healthcare provider, including electronic defibrillators.
- Attendance of the mandatory orientation held prior to beginning practice experiences.
- Other requirements mandated by individual practice sites (ex. Criminal background checks, drug tests, etc).

Students must keep their immunization records, intern license, CPR certification, and insurance proof with them at all times during their practice experiences

II. Assignment of Pharmacy Practice Experiences

During the fall semester preceding the practice experiences, students will be able to begin practice experience selection. Using RXPreceptor, students will be allowed to choose preferences for each practice experience. Assignments are selected by RXPreceptor in a randomized fashion.

III. Change of Pharmacy Practice Assignments

After the initial practice experience assignment, changes in the assignments will be considered as follows:

- Students will be allowed two weeks after the receipt of their initial assignments to negotiate with their fellow students a swap of sites within certain conditions.
- If for any reason the preceptor is unable to take the students as assigned, the Director of Experiential Education, the Coordinator of Introductory Practice Experience, or the Associate Dean of Academic Affairs, or his/her designee, will consult with the individual students involved and make the necessary reassignments.
- Departmental Administration will consider request for changes in assignments due to extreme hardships and decisions will be made on a case-by-case basis by the Director of Experiential Education, the Associate Dean of Academic Affairs, or his/her designee.

IV. Out of State Assignments

Students will be allowed to complete a maximum of two (2) of their total Introductory and Advanced practice experiences out of state. Students who wish to request such sites will be asked to provide as much information as possible about the site and the preceptor to the Office of Experiential Education. The request will be reviewed and the student will be informed of the decision. Students are not allowed to pay out of state facility(ies) and/or preceptor(s) to provide a practice experience. Students participating in out-of-state experiences must follow the rules and regulations of that state. For instance, if that state requires students to be registered with the Board of Pharmacy, the student must register with that Board of Pharmacy in addition to the Louisiana Board of Pharmacy.

V. Setting up New Practice Experiences

Students desiring a site not affiliated with the University must provide as much information as possible about the site and the preceptor to the Office of Experiential Education. The request will be reviewed and the student will be informed of the decision. Request may be denied if there are already practice experiences of the same type in the area.

VI. Absences During Pharmacy Practice Experiences

Attendance at the practice experience site is **MANDATORY**. Each student is expected to be at the site a minimum 8 hours per day/5 days per week. Students will be expected to establish a schedule with the preceptor on the first day and adhere to that schedule. Due to the limited number of days available during the practice experience, absences must be kept to a minimum. As outlined below, students are limited to the number of days they can miss without repeating an experience.

The Practice Experience schedule does not follow the University schedule. Holidays that are considered “off” days for the University may not be “off” days for practice experiences. All “off” days and mandatory University meetings will be published in the Practice Experience Schedule. If a practice site is open on a “Holiday” that’s published in the schedule, preceptors may require students to be available on that day.

Absences are defined as excused or unexcused as indicated in the University’s student policy handbook. Absences other than those identified in the student policy handbook may be excused at the preceptor’s discretion.

Community and Institutional Practice Experiences:

- The Office of Experiential Education must approve excused absences of greater than three (3) days in a month even though they are made up.
- A failing grade will be given to the student for any unexcused absence.
- **To assure compliance with the Louisiana Board of Pharmacy’s regulations, all absences (excused and unexcused) during the community or institutional practice experiences must be made up.**

Inclement Weather

In the event of inclement weather conditions, the student should contact their preceptor to determine the need for reporting to the site. Many factors are taken into consideration when deciding to cancel practice experiences, but student safety is the number one consideration. If a preceptor does excuse the student due to weather conditions, the time missed should be made up before the completion of the experience. University closures may not apply to experiential rotations.

VII. Process for Handling Student Complaints

The University is committed to providing a learning and working environment in which complaints are responded to promptly and with minimum distress and maximum protection to all parties involved. The University views student complaints as providing an opportunity to review and improve its policies and practices, and also to gain insight into student levels of satisfaction. To avoid any confusion as to the best way to handle any troublesome situation that has arisen or may arise between a student and a practice site, the process outlined below should be pursued. ***It is the responsibility of the student to report any problems that arise during the practice experiences to the Office of Experiential Education as soon as the problem occurs. DO NOT wait until the end of the practice experience.***

1. The student should attempt to resolve the issue with the preceptor directly.
2. If the complaint is not resolved quickly, the student should submit a **written** complaint to the Director of Experiential Education. The complaint should explain the problem as clearly and completely as possible.
 - a. Tell why the complaint should be considered
 - b. Give all the details that would help to better understand the situation, what has been done to resolve the situation, and the student's expected outcome.
 - c. Give your full name, address, contact phone number and date.
 - d. Attach any information that would aid in making a decision.
3. If the complaint is still not resolved, a **written** complaint should be submitted to the Associate Dean of Academic Affairs following the same format as above.
4. If the complaint is still not resolved, a **written** complaint should be submitted to the Dean of the School of Pharmacy following the same format as above.

VIII. Process for Handling Student Appeals

Problems may arise for students in the Pharmacy Practice Experience Program for various reasons. The University wants students to have an opportunity to appeal if there are special circumstances. The appeal must be in writing and delivered to the Office of Academic Affairs. It must follow the outlined procedure below.

1. A **written** appeal should be sent to the Director of Experiential Education. The appeal form should explain the problem as clearly and completely as possible.
 - a. Tell why the appeal should be considered.
 - b. Give all the details that would help to better understanding the situation, what has been done to address the appeal, and the student's expected outcome.
 - c. Give your full name, address, contact phone number and date.
 - d. Attach any information that would aid in making a decision.
1. If the situation is still not resolved, a **written** appeal should be sent to the Associate Dean of Academic Affairs following the same format as above.
2. If the situation is still not resolved, a **written** appeal should be sent to the Dean of the School of Pharmacy following the same format as above.

IX. Pharmacy Practice Experience Failure

Each student must successfully complete each pharmacy practice experience with a passing grade. If a student earns a grade less than a “C”, he/she will be required to repeat that practice experience type with a different preceptor. Students who earn two (2) failing grades during their practice experiences will be dismissed from the program. Because of the importance of maintaining appropriate relationships with preceptors and their institutions and the importance of quality patient care, students will be withdrawn from a practice experience with a failing grade at the **first** request of the preceptors.

X. Student Assessment During Pharmacy Practice Experiences

Using the evaluation form in RXPreceptor, the preceptor must complete a mid-point and final evaluation for each practice experience. The mid-point evaluation creates a valuable opportunity to review the experience to date, detect any unexpected issues, and plan for the remainder of the educational experience. If a mid-point evaluation is not completed in a timely manner, it is the student’s responsibility to request that the preceptor complete one. If still not completed by the preceptor, the student must report to the Office of Experiential Education. Failure to report will negate a student’s ground for appeal based on the lack of a mid-point evaluation.

The final evaluation should reflect the learner’s performance during the entire practice experience--their knowledge, skills and attitudes, and how they have improved during the practice experience. The final evaluation should be electronically submitted to the University no later than five (5) days after the final day of the practice experience. Preceptors should check off the student’s assignment checklist, and this should also be electronically submitted to the University no later than five (5) days after the final day of the practice experience. After the fifth day, the Administrative Assistant for Experiential Education will begin to contact by phone and email all preceptors with outstanding evaluations and checklists.

XI. Qualifications for Community and Institutional Pharmacy Practice Experiences

One of the goals of the Pharmacy Practice Experiences is to provide students with experiential education in both community and institutional pharmacy practice. It is essential that this education be provided in facilities where high standards of pharmaceutical care and instruction are available. Therefore, Community and Institutional Practice Experience preceptors and sites must meet certain qualifications.

A. Preceptors must:

- Be actively engaged in the delivery of high-quality pharmaceutical care.
- Typically have completed a B.S. or a PharmD degree and may have residency and/or fellowship training.
- Willingly accept the responsibility for professional guidance and training of the student consistent with the course objectives and be able to devote adequate time to instruction.
- Be licensed and in good standing with the State Board of Pharmacy and meets the Board of Pharmacy requirements for preceptors in the state in which the practice site is located, or in any state in the country for a federal practice site (e.g. Veteran’s Administration Hospital/Clinics).
- Communicate and make recommendations to other health care professionals.
- Be evaluated annually based on student evaluations.
- Reflect by accomplishment, attitude and appearance the highest ideals of professional practice.
- Demonstrate active involvement in patient oriented practice.
- Provide a professional practice environment suitable for patient counseling and encourage participation in such by the student.
- Demonstrate proficiency or interest in promoting intra- and interprofessional relationships by collaboration with other health professionals and colleagues in pharmacy.
- Complete and return the affiliation agreement with the School of Pharmacy.

B. Facilities must:

- Be licensed and accredited by the State Board of Pharmacy in the state in which they are located, or meet the federal guidelines in the case of federal practice sites.
- Allow student access to primary literature, drug information media (texts, Micromedex, etc.) and a core professional medical library.
- Provide adequate student orientation to the facility.
- Allow access to appropriate patient information such as medication profiles, lab data, patient charts, etc.
- Allow student to function as a pharmacist under proper supervision.
- Be evaluated annually based on student evaluations.

XII. Student Professionalism During Pharmacy Practice Experiences

The ULM School of Pharmacy expects all Pharmacy Practice Experience students to uphold the most professional behavior at all times. This includes the student's appearance and the student's interaction with preceptor, patient, health care professionals, and health care institutions. Behavior of a student reflects on a student's qualification and potential to become a competent pharmacist. Attitudes and behaviors inconsistent with compassionate care, refusal by or inability of the student to participate constructively in learning or patient care, derogatory attitudes or inappropriate behavior directed at patient groups, peers, faculty or staff, or other unprofessional conduct, can be grounds for dismissal.

During the practice experiences, professional behavior is expected from each student. The student's professional behavior will be graded, however, **consistent or blatant unprofessional behavior** can result in the student being requested to leave the site with an **unexcused absence or immediate failure**.

Attitude- An important part of professionalism and the ability of the student to learn is the attitude a student portrays on a daily basis. To achieve an optimum learning experience mutual respect and courtesy between preceptor and student and other health care providers are required.

- The student should never question the advice or direction of the preceptor in public, but should discuss any disagreements in private
- The student should not hesitate to admit they do not know something, but seek help whenever needed.
- Professional decisions or judgments should not be made without checking with the preceptor. This is of particular importance when patient care will be affected. Violation of this will result in suspension from the program.
- The student must be punctual in arriving to work and meetings, and finishing tasks/assignments. **Three or more tardies may result in failure of the practice experience.**
- The student should be aware of all laws and regulations that govern the practice of pharmacy and seek clarification of any points that are unclear.
- Communication with other health care providers is encouraged, but it should not go beyond the realm of professional courtesy or common sense.
- Experiential learning is not a passive process and the student is expected to be assertive and display initiative.

Institutional Rules – The institution and preceptor are placing considerable trust by allowing students into their practice site, and preceptors, institutional employees, patients and other customers must be treated with the utmost respect. This includes extending courtesy and respect to all employees (i.e. secretaries, janitors, technicians, etc.) of that institution.

- The student is obligated to follow all rules/regulations/procedures of an institution in which they are practicing. If the rules/regulations/procedures differ between ULM and the institution, the stricter rule should be followed. If a rule/regulation/procedure of the institution conflicts with that of ULM, or state or federal law, the preceptor or a ULM faculty member should be consulted for guidance.

- The student is obligated to respect any and all confidences revealed during the training period. This includes all information pertaining to patient confidentiality as well as institutional information (i.e. pricing procedures, number of prescriptions filled, contracts, forms, or other aspects of business).

Dress Code- Personal appearance is regarded as an important aspect of a student's overall evaluation, and should reflect that of a professional. Any student found in violation of the dress code should be asked to leave their site and will receive an unexcused absence. ***Students must be aware of the dress code in the institution they are working. If the institution's dress code is stricter, the institution's dress code must be followed.***

- Lab coat - Students must wear a clean **short** (hip length) white lab jacket with the University of Louisiana at Monroe School of Pharmacy logo at all times.
- Name badge - A University approved name badge identifying the student as a ULM School of Pharmacy student must be worn at all times. In addition, an individual institutional identification must be worn if required.
- Shirt and tie - Men must wear clean pressed collared-shirts with tie.
- Hats and Scarves - Hats and other coverings should not be worn.
- Miniskirts - Skirts should not be shorter than 2 inches above the knee.
- Halter-tops and sundresses - Halter, tube, or sleeveless tops along with sheer or sleeveless sundresses should not be worn.
- Jeans – Jeans of **any color** should not be worn.
- Hosiery – Ladies should wear hosiery at all times. Men should wear socks.
- Hair - Hair including beards and side burns should be neatly groomed.
- Hygiene – Daily bathing and the use of deodorant are encouraged.
- Make-up – Should be natural and inconspicuous.
- Perfume/Cologne/After shave – Should be used sparingly or not at all.
- Hand and nails – Should be well manicured.
- Shoes – Should be polished and in good condition. High heeled and platform shoes over 2 inches should not be worn. Open toed shoes are discouraged and are not allowed in any hospital environment.
- Jewelry – Excessively large or dangling jewelry or earrings or several “clanging type” bracelets are unacceptable.

Any violations of the above guidelines can result in suspension from the program.

XIII. Professional Liability Insurance

The University maintains medical malpractice liability insurance administered through the State of Louisiana Office of Risk Management for itself, its agents, officers, employees and students. This coverage is provided subject to R.S. 40:1237.1 ET SEQ. <http://legis.la.gov/Legis/Law.aspx?d=964881>.

The student professional liability insurance does not cover students when employed outside the curriculum. The student policy expires upon date of graduation.

XIV. Student Compensation During Pharmacy Practice Experiences

Students do not and may not receive any financial compensation or reimbursement for their participation in the Pharmacy Practice Experience Program. The students will receive academic credit for each practice experience successfully completed.

- Students will receive a maximum credit of 1000 hours from the Louisiana Board of Pharmacy for the structured didactic program. To qualify for the 1000 hours in the structured program, a minimum of 300 hours shall be earned in community pharmacy practice and a minimum of 300 hours shall be earned in hospital or health-system pharmacy practice.

- Student employment outside the practice experience is permitted but discouraged. It will not be the basis for excusing a student from an assignment nor from any other course responsibilities. Some practice experiences may involve time on evenings or weekends. **Remember, students are required to work a minimum of 40 hours per week during the practice experiences.**

XV. Training for occupational exposure to blood borne and airborne pathogens

All students entering the Practice Experience program will receive training during orientation on Universal Precautions to decrease exposure to blood borne pathogens. Students are responsible for learning institutional guidelines for proper prevention of communicable disease transmission in each institution and for complying with those regulations.

Student training prior to practice experiences will include, but not be limited to, the following topics:

- | | |
|--|----------------------------|
| • Hepatitis B virus (HBV) | • Universal Precautions |
| • Human Immunodeficiency virus (HIV) | • Handwashing |
| • Hepatitis C virus (HCV) | • Gloves |
| • Other Potentially Infectious Material (OPIM) | • Mask, eye protection |
| • Contaminated Sharps | • Protective body clothing |
| • Other regulated waste containers | • Occupational Exposure |

If a student is stuck by a needle or other sharp or get blood or any body fluid in their eyes, nose, mouth, or on broken skin they should:

- i. Immediately flood the exposed area with water and clean any wound with soap and water or a skin disinfectant if available. Irrigate eyes with clean water, saline, or sterile irrigants immediately. Using a caustic agent such as bleach is not recommended.
- ii. Report exposure immediately to their preceptor and the Office of Experiential Education. Also report exposure to the department responsible for managing exposures at your practice site. The institution's accident report should be filled out, and a copy of this report should be sent to the Office of Experiential Education within **5 days** of the accident. The Office of Experiential Education will keep a copy of the report, and a copy will be sent to the Associate Dean of Academic Affairs. Prompt reporting is essential because, in some cases, post exposure treatment may be recommended, and it should be started as soon as possible.
- iii. Seek immediate medical attention.

For detailed management of potential blood borne pathogens refer to the Centers for Disease Control and Prevention website located at www.cdc.gov/mmwr/PDF/rr/rr5011.pdf.

XVI. Student Health and Safety Guidelines

Students enrolling in the Pharmacy Practice Experience program must satisfy the health requirements described below prior to beginning practice Experiences. Keep in mind that these requirements may change or a practice site may have stricter compliance standards that must be met. Students should be prepared to present their immunization records at their practice sites. Some sites require proof of immunizations before the student is allowed to continue past the first day. Students are responsible for all costs associated with meeting the requirements listed below.

In order to ensure our students are in good health, it is necessary for us to require the following:

- **2 Measles, Mumps, Rubella (MMR) Vaccinations.** -All students must provide documentation of immunity against Measles, Mumps and Rubella (MMR), providing the month and year of immunization.

- **Tetanus/Diphtheria (TD) Vaccination** – All students must provide documentation of a current TD (within the past 10 years)
- **Hepatitis B Series**- All students must provide documentation of receiving the three (3) vaccination series or sign a formal declination. A Hepatitis B surface antibody titer must be obtained one (1) month after series is completed.
- **Varicella titer**- titer must be drawn as evidence of immunity to the disease
- **Rubella titer**- titer must be drawn as evidence of immunity to the disease
- **Rubeola titer**- titer must be drawn as evidence of immunity to the disease
- **Mumps titer**- titer must be drawn as evidence of immunity to the disease
- **Tuberculosis testing (TB)** – Pharmacy students should be tested annually for tuberculosis. State of Louisiana Sanitary Code instructions are that:
 1. 2-step testing be done for anyone without a PPD Mantoux administered within the past twelve (12) months, and
 2. A follow-up PPD Mantoux will be administered for anyone with a negative test in the past twelve (12) months

Two-step testing involves the student having a PPD administered and read within 48 – 72 hours of administration; if it is negative, the student is to wait one to three (1-3) weeks and have a second PPD administered and read. Any student who has ever had a positive PPD is required to meet the State of Louisiana Sanitary Code requirements for health care providers with latent tuberculosis infection. Proof of compliance with therapy is mandatory. See the Student Health Services nurse for details if you have ever had a positive PPD Mantoux or been treated for tuberculosis.

- **Influenza vaccine** – All students must receive yearly influenza seasonal vaccine. Influenza vaccines are available in the fall of each year.
- **Health Insurance Coverage** - Students must maintain an acceptable health insurance policy during all practice experiences. Students must provide proof of current insurance coverage to the Office of Student and Professional Affairs. You may apply for the Student Health Insurance that is offered by the University. Applications for Student Health Insurance are available in the Student Life Office.
- **Cardiopulmonary Resuscitation (CPR) Certification** – All students are required to be certified in Basic Life Support (BLS) for the HealthCare Provider **PRIOR TO** entering their practice experiences. This certification will include infants, children, and electronic defibrillators.

All immunization records are retained in the Office of Student Health for 30 years post-graduation.

XVII. Student Housing and Transportation

Housing during practice experiences is not provided by the School of Pharmacy. Students should plan well in advance where they plan to live during these off-campus experiences. Students may request assistance in locating housing from the Office of Experiential Education.

Transportation during practice experiences is the responsibility of the student. Whenever possible, attempts will be made to assign students to practice experiences near where they live. However, this is not always possible. Please understand that traveling up to an hour (and sometimes longer) one-way is considered "commutable distance".

Some sites, especially larger teaching hospitals, have limited parking available for students. Students should inquire with their preceptor on parking availability and policies. Keep in mind some sites may require the student to pay for parking. Students should comply with all parking rules at the assigned sites.

XVIII. Drop/Withdraw a Scheduled Pharmacy Practice Experience

In general, changes to the assignment schedule are *not* permitted. If a student experiences an emergency that results in the need to drop/withdraw from a scheduled practice experience (e.g., extended personal illness or death in the immediate family), the student must provide written notification to the Director of Experiential Education of the reasons for this request. These requests will be reviewed and decisions will be made on a case-by-case basis. Students seeking to drop/withdraw from a scheduled practice experience should follow the following procedures:

- The Director of Experiential Education must be notified by phone and in writing as soon as possible. This notification is *in addition* to any notification made directly to the preceptor. The message should include the following information:
 - The specific practice experience and preceptor affected
 - The nature of the emergency
- Requests from students to drop/withdraw from scheduled practice experiences are subject to review and approval by the Director of Experiential Education.
- Every attempt will be made to reschedule the student into a similar experience. However, the student may need to be assigned to a different type of experience, give up an open month, or accept other changes to ensure that graduation requirements will be met.
- Students **MUST NOT** contact any preceptor directly to inquire whether the preceptor is available for a rescheduled practice experience.

XIX. Student Assignments and Evaluations

Each student will submit evaluations and paperwork related to each practice experience at the end of the experience. The assignment checklists must be completed in RXPreceptor no later than the last day of the practice experience. Individual faculty may require students to enter checklist assignments on a daily or weekly basis. The student must comply with the strictest policy. **Students entering checklist assignments after the last day of the experience will not receive credit for those activities.** The evaluations will be submitted electronically. Failure to comply will result in the student receiving an incomplete for the course.

XX. Student Internet and E-mail Access

Students must have an active University e-mail address and access to a computer with Internet services at all times during the practice experiences. Students are responsible for checking their e-mail daily and keeping a working and current e-mail address on file with the Office of Experiential Education. Printed copies of material sent by e-mail will not be supplied. It is not the responsibility of the University to notify students of mail delivery failures due to invalid address, address over quota, etc. Students will be held responsible for any e-mail sent concerning the Pharmacy Practice Experience Program, or other University related activities. Make sure your e-mail is in good working order.

XXI. HIPAA-Training

All students and clinical faculty will be trained on policies and procedures with respect to Protected Health Information (PHI) as necessary and appropriate to carry out their function during Pharmacy Practice Experience and clinical practice. Training will occur by the covered entity on site-specific policies and procedures with respect to PHI, as necessary and appropriate for them to carry out their function within a covered entity.

All School of Pharmacy employees and students are responsible for protecting the security of all protected health information (PHI), oral or recorded in any form, which is obtained, handled, learned, heard or viewed in the course of his or her work or association with the Covered Entity. Use or disclosure of protected health information is acceptable only in the discharge of one's responsibilities and duties (including reporting duties imposed by legislation) and based on the need to know. Discussion regarding personal health information shall not take place in the presence of persons not entitled to such information or in public places (elevators,

lobbies, cafeterias, off premises, etc.) Any collection of PHI made by a student in the course of his or her duties must not contain information that allows others not involved in the patient's care to identify the patient to which the collection refers. If patient information is to be collected on a Personal Data Assistant (PDA), the PDA must have the capability of limiting access to the intended user.

XXII. Sexual Harassment Policy

The University is committed to providing a learning and working environment which is free from sexual harassment. Sexual harassment may constitute a criminal offense. The ULM School of Pharmacy prohibits any member of the School community, male or female, from sexually harassing another employee, student or other person having dealings with the institution. Sexual harassment, in any form, fundamentally undermines the educational and employment goals and philosophy of the School. To avoid any confusion as to the best way to handle any troublesome situation that has arisen or may arise between a student and a practice site, the process outlined below should be pursued. ***It is the responsibility of the student to report any problems that arise during the Pharmacy Practice Experiences to the Office of Experiential Education as soon as the problem occurs. DO NOT wait until the end of the practice experience.***

Examples of harassment may include, but are not limited to:

- Verbal harassment or abuse
- Subtle pressure for sexual activity
- Sexist remarks about an individual's clothing, body, or sexual activities
- Following, cornering, or getting an individual in a room alone in a manner perceived by her/him as threatening
- Unnecessary touching, such as patting, pinching, hugging, kissing, or repeated brushing against an individual's body
- Demanding sexual favors accompanied by implied or overt threats concerning one's job, grades or letter of recommendation
- Physical sexual assault (a criminal offense)
- Insults, humor, jokes and/or anecdotes that belittle or demean an individual's or a group's sexuality or sex
- Inappropriate displays of sexually suggestive objects or pictures, which may include but not be limited to posters, calendars, computer screen savers, and music

Reporting Procedure

1. The students should attempt to resolve the issue with the preceptor directly if he/she feels comfortable doing so. If a student chooses to address the preceptor himself or herself, he/she must submit a written notification to the Coordinator of Introductory Pharmacy Practice Experience or the Director of Experiential Education. The notification should explain the problem as clearly and completely as possible.
 - a. Give all the details that would help to better understand the situation, what has been done to resolve the situation (if anything), and the student's expected outcome.
 - b. Give your full name, address, contact phone number, and date.
 - c. Attach any information that would help aid in making a decision.
2. If the student does not feel comfortable approaching the preceptor directly, the Office of Experiential Education will handle the issue after receiving the written notification from the student. The School of Pharmacy will then follow the University's procedure on handling Sexual Harassment Complaints as outlined in the ULM Student Policy Manual.

XXIII. Student Background Check

Criminal background checks are now required in order to participate in all Pharmacy Practice Experiences. This policy was established to comply with emerging accreditation standards and to promote the highest level of integrity in our program. The criminal background check will be presented to any practice site

participating in the academic training of the student. At that time, the practice site will determine whether the student may participate in that setting.

XXIV. Preceptor Training

According to the Accreditation Standards and Guidelines, preceptors should hold a defined position in the school and should be well versed in the outcomes expected of students and pedagogical methods that best enhance learning. In order to comply with these standards and ensure that the highest level of training is available to our students, the School of Pharmacy will offer ongoing training and development to all preceptors enrolled in our program.

All new volunteer preceptor applicants are required to complete a preceptor application, a curriculum vitae and a syllabus for consideration. Preceptor applicants are then required to sign an affiliation agreement and undergo an orientation to the program. This orientation may be live or via telephone. Thereafter, an annual "Preceptor Conference" is provided at various locations within the state and at various times during the year. Attendees are updated with regard to School of Pharmacy policies, provided opportunities to enhance preceptor skills, and provided three to five hours of continuing education. These programs have been successful in educating preceptors, and the preceptor reviews have been overwhelmingly positive. Each preceptor also receives a copy of the Student Manual as well as the Preceptor Manual. These manuals are updated annually to reflect changes during the year. Within these manuals are the required professional competencies and the requirements for each type of experience, including the responsibilities of the student and the preceptor. A biannual newsletter is also published to keep preceptors informed of changes and new developments in the program as well as to reemphasize policies and procedures. The Office of Experiential Education also strives to visit each active site regularly to monitor and improve quality. All preceptor training and site visits provided by the ULM School of Pharmacy will be tracked using RXPreceptor.

Student Guidelines and Policies

Tobacco and Alcohol Sales Policy

It is the responsibility of the pharmacy profession to promote public health and safety. Therefore, PharmD. Candidates are not to engage in the sales of alcohol or tobacco products during Introductory Pharmacy Practice Experiences.

Mailing address

Students are responsible for providing a current mailing address and phone number to the Coordinator for all practice experiences.

Knowledge of the law

The student should be aware of all laws and regulations that govern their practice and seek clarification of any points that are unclear. ***At no time shall the student be left alone in the pharmacy!!*** Students left unsupervised in the pharmacy should exit the pharmacy and contact the Coordinator of Introductory Pharmacy Practice Experience Program. Any student found to be working in an unsupervised situation will be withdrawn from the practice experience and given a failing grade. The preceptor or board certified preceptor pharmacist should be available to the student to provide continuous education guidance. The Louisiana Board of Pharmacy regulations state:

§709. Scope of Practice

- A. Pharmacy interns may perform any duty of a pharmacist provided he is under the supervision of a pharmacist.
- B. The ratio of pharmacy interns to pharmacists shall be 1:1. However, the ratio of pharmacy interns on rotation with a board-approved college of pharmacy to pharmacists shall be no more than 3:1.
- C. A pharmacy intern may not:
 1. present or identify himself as a pharmacist;

2. sign or initial any document which is required to be signed or initialed by a pharmacist unless a preceptor cosigns the document;
3. independently supervise pharmacy technicians; or
4. administer immunizations unless properly credentialed as required by the board.

§907. Scope of Practice

A. Pharmacy technician candidates and pharmacy technicians may assist the pharmacist by performing those duties and functions assigned by the pharmacist while under his direct and immediate supervision.

1. The ratio of candidates to pharmacists on duty shall not exceed one to one at any given time.
2. The ratio of technicians to pharmacists on duty shall not exceed two to one at any given time. However, the ratio of technicians to pharmacists on duty may be increased to three to one if no technician candidates are on duty at the same time.

The student is responsible for documentation of all Community and Institutional hours WEEKLY in RXPreceptor. The preceptor must approve all documented hours. Hours that are documented in RXPreceptor but not approved by the preceptor will not be accepted for hours toward licensure.

Hints for a successful practice experience

- Go the extra mile by providing more than just a cursory answer to a question –apply it to the case in hand, then provide an informed, well-referenced recommendation.
- Be persistent and compulsive; do not go home until the day’s work is done. Use your free time wisely to learn as much as you can from your experience.
- Seize responsibility for patient care. Do not wait for the responsibility to be given to you. You always must earn the position of responsibility.
- Take your job seriously. Care for every patient as if he/she is a relative of yours.
- Just as in any other profession, you can and will be wrong. Make every effort to obtain appropriate information to base your decisions on. Offer your opinion freely, but do not give misinformation. If you are not sure of a recommendation or answer, state so, but offer to find the information. Do not make bets or guesses when patient outcomes are at stake.
- Use your spare time constructively to read the current literature, review your patients, or talk to your patients. Try to read during every spare minute you have, scan the current journals and other literature and read information important to you. This will keep you updated.

Introductory Institutional Pharmacy Practice Experience

I. Contact Information

Course Coordinator

Roxie Stewart, Pharm.D.

Coordinator, Introductory Pharmacy Practice Experiences

Office of Experiential Education

ULM School of Pharmacy

1800 Bienville Drive

Monroe, LA 71201

Phone: 318-342-1703

rstewart@ulm.edu

Faculty

Varies with site

II. Practice Experience Description

The purpose of this course is to expose students to entry-level pharmacy practice through working in a pharmacy practice site. The expected outcome is students who perform at a higher level in their didactic and laboratory work, are better prepared to enter the senior year internship, and who may make a more informed career decision.

III. Pre-Rotation Requirements

- Students must have successfully completed PHRD 4050 Introductory Community Pharmacy Practice Experience; and PHRD 4047 Parenterals with a grade of “C” or better.
- Students must be registered as an intern with the Louisiana Board of Pharmacy
- Students must have all vital documents on file with the Office of Student and Professional Affairs

IV. Objectives and Outcomes

Upon completion of this experience, in the health system setting the student will be able to:

- Manage general pharmacy operations

Examples:

- Familiarizes self with required record keeping practices to meet state and federal laws concerning prescription files, prescription drug inventory, employee files, etc.
 - Assists in planning, organizing, directing, and controlling pharmaceutical care systems and human, material, and financial resources utilizing management theories and practices.
 - Assists in applying patient and population specific data, quality assurance strategies, and research processes.
 - Assists in ensuring efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in patient care.
- Promote health improvement and self care
- Examples:*
- Promotes/participates in effective health and disease prevention services.
- Solve complex problems and make informed, rational, and ethical decisions
- Examples:*
- Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.
 - Assists in solving complex problems that require an integration of one’s ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
 - Displays habits, attitudes, and values associated with mature critical thinking.
 - Uses good judgment in coming up with sensible, practical solutions to problems.

- Seeks out and utilizes important facts and information in decision-making.
 - Recognizes and evaluates available alternatives.
 - Gives thought to possible consequences of decisions.
 - Makes decisions in a timely manner.
- Prepare and distribute prescription orders
 - Examples:*
 - Assists in determining correctness and completeness of each prescription order.
 - Assists in making determinations for accurate filling of prescriptions, including quantities to dispense, concentration determinations, drug additive quantities.
 - Assists in selection of drug products.
 - Assists in assuring that product/prescription reaches the patient in a timely manner.
 - Documents all activities involved with the provision of comprehensive patient specific pharmaceutical care.
 - Monitor and evaluate drug therapy
 - Examples:*
 - Assist in reviewing profile for drug-drug, drug-disease, and drug-food interactions and responds appropriately.
 - Assists in reviewing profile for duplication of medications.
 - Assists in evaluating the appropriateness of a given prescription or medication order based on patient and disease-specific factors.
 - Compound extemporaneous preparations, including IV admixtures, according to appropriate procedures
 - Examples:*
 - Assists in compounding and/or dispensing the most optimal formulation for drug delivery consistent with the patient needs and in harmony with the law.
 - Becomes familiar with appropriate safety measures according to Hazard Code and Safety Guidelines (gloves, mask, protective eyewear, etc).
 - Utilizes acceptable professional techniques and procedures.
 - Selects appropriate equipment and containers.
 - Documents calculations and procedures appropriately.
 - Prepares and maintains clean work area for compounding.
 - Selects appropriate chemicals required for formula preparation and familiar with the use/purpose of each.
 - Becomes familiar with dosage form options targeted at improved patient compliance.
 - Retrieve and evaluate drug information
 - Examples:*
 - Defines the question that needs to be answered.
 - Distinguishes among lay, professional, and scientific literature.
 - Identifies appropriate literature search engines for lay, professional, and scientific literature.
 - Explains the method to construct an appropriate search strategy for various literature types.
 - Evaluates literature source validity.
 - Explains methods for systematically evaluating literature.
 - Evaluates the appropriateness of research methodologies and statistical methods.
 - Draws appropriate conclusions from research results.
 - Assesses the potential impact and implication of published information on current practices.
 - Exhausts all available sources for information prior to questioning preceptor.
 - Communicate about prescription drugs and disease states
 - Examples:*

- Assists preceptor while counseling and/or educating about medication use, disease-state management, and health maintenance.
 - Discusses drug cautions, side effects, and patient conditions.
 - Relates to others in a professional manner.
 - Uses terminology appropriate to the receiver's level of understanding.
 - Interacts to confirm understanding.
 - Demonstrates proper use of dosing devices when necessary.
- Communicate about nonprescription products, devices, and diagnostics
Examples:
 - Familiarizes self with nonprescription products, devices, or diagnostics available.
 - Displays an ability to question about conditions and intended drug use.
 - Communicates with others regarding OTC and herbal drug dosages, usages, storage, and side effects.
- Communicate with health professionals
Examples:
 - Demonstrates ability to accurately interpret verbal medication orders.
 - Is not afraid to request missing or additional information when needed.
 - Demonstrates ability to efficiently express ideas and questions.
 - Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.
 - Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.
- Maintain professional competence
Examples:
 - Reports on time to all scheduled meetings.
 - Responds to assignments and responsibilities in a timely manner.
 - Accepts the responsibilities embodied in the principles of pharmaceutical care.
 - Deals professionally with colleagues and patients.
 - Maintains patient confidentiality.
- Maintain ethical standards
Examples:
 - Represents the profession in an ethical manner.
 - Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
 - Practices in a manner that is consistent with state and federal laws and regulations.
 - Exhibits reliability and credibility in dealing with others.
- Demonstrate human relation skills
Examples:
 - Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
 - Participates as a team player.
 - Is attentive to and accepts constructive criticism well and works to correct problem.
 - Is sensitive to the needs, feelings, and concerns of others.
 - Listens, is nonjudgmental and responds appropriately to other's problems.
 - Acts in the best interest of others.
- Interprofessional Education (*8, 9, 31, 34)
Examples:
 - Understands the roles and responsibilities of and effectively partners with all members of the health care team.

- Participates in contacting prescribers for medication changes, i.e. formulary changes, errors on prescriptions, prescription clarifications, adverse drug reactions, etc.
- Interacts with and learns from the experiences of pharmacy technicians who have an essential role in pharmacy operations.

V. Required Activities/Topics Covered

Student activities during this rotation will include but not be limited to the following:

- Weekly journals submitted in RxPreceptor
- 10 intravenous prescription medication write-ups*
- 30 intravenous preparations*
- Select one primary literature publication and provide a review presentation to pharmacy staff*
- 4 case study reports*
- Reflective writing assignment on Interprofessional Education.

**The actual activities will be reviewed by the preceptor and documented and approved in RXPreceptor system.*

VI. Evaluation and Grade Assignment

Two assessments will be completed during the practice experience, one mid-point evaluation and one final evaluation. The mid-point evaluation creates a valuable opportunity to review the experience to date, detect any unexpected issues, and plan for the remainder of the educational experience. The final evaluation will reflect your performance during the entire practice experience—your knowledge, skills, attitudes, and how you have improved during the practice experience. The final evaluation will be submitted to the University no later than five (5) days after the final day of the practice experience. The preceptor evaluation counts as 80% of the grade, the student journal counts 20% of the grade, and the other assignments are credit or no credit.

Grading Scale:

94 – 100%	A
87 – 93%	B
80 – 86%	C
<80%	F

VII. Policies and Procedures

A. Attendance Policy:

Attendance at the practice experience site is **MANDATORY**. Each student is expected to be at the site a minimum 8 hours per day/5 days per week. Your preceptor will provide you with a schedule on the first day and you must adhere to that schedule. Your practice experience schedule does not follow the University schedule. Holidays that are considered “off” days for the University may not be “off” days for the practice experience.

- **All absences during the institutional practice experiences must be made up.**
- The Office of Experiential Education must approve excused absences of greater than three (3) days in a month even though they are made up.
- A failing grade will be given to the student for any unexcused absence. This grade may be appealed following the appeals process outlined in Policy 1.9 of the Office of Experiential Education Policy and Procedure Manual.

B. Academic Integrity:

Faculty and students must observe the ULM published policy on Academic Dishonesty (see the ULM *Student Policy Manual* - <http://www.ulm.edu/studentpolicy/>). All professional students will adhere to the standards set forth in the School of Pharmacy's Code of Conduct. <http://www.ulm.edu/pharmacy/student/copcodeofconduct.pdf> (Also, include any additional policy information)

C. Preceptor/Site/Course Evaluation Policy:

All students are required to complete an on-line evaluation of the preceptor, site, and practice experience at the conclusion of each experience. Those evaluations should be electronically submitted in E*ValueRXPreceptor no later than five (5) days after the final day in the pharmacy.

D. Student Services:

Information concerning student services in the School of Pharmacy can be found in the School of Pharmacy Student Handbook. In particular, students should pay special attention to the School's technical standards and policies concerning students with special needs (<http://www.ulm.edu/studentpolicy/studentpolicy.pdf>). ULM student services, such as Student Success Center (<http://ulm.edu/cass/>), Counseling Center (<http://ulm.edu/counselingcenter/>), and Student Health Services, is available at the following Student Services web site <http://ulm.edu/studentaffairs/>.

If you are having problems with emotional, social, and/or behavioral issues please call any of the mental health clinics on the ULM campus to make an appointment. All services are free to ULM students, staff, and faculty, and are strictly confidential.

- COP Office of Student and Professional Affairs: 342-3800
- ULM Counseling Center: 342-5220
- Marriage and Family Therapy Clinic: 342-5678
- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

E. Compensation Policy:

Students do not and may not receive any financial compensation or reimbursement for their participation in the Introductory Practice Experience Program. The students will receive academic credit for each practice experience successfully completed.

F. Dress Code Policy:

Available in the IPPE Student Manual and Preceptor Manual located on RXPreceptor Home page.

Institutional Pharmacy Practice Experience

The School of Pharmacy is aware of the need to coordinate the knowledge gained by the student in the classroom situation with actual practice and to facilitate the application of knowledge in the physical, pharmaceutical, biological, and behavioral sciences under the supervision of a practitioner/educator. Realizing that many aspects of the practice of pharmacy cannot be effectively presented in the classroom and many graduates of the School of Pharmacy will practice in the community environment, the importance of the community pharmacy practice experience becomes paramount.

Description of Assignments

Student activities during this practice experience will include but not be limited to the following:

- **Weekly Journal**
 - Each student must keep a journal and record weekly the experiences they received at the hospital. These journal entries will be done online in the students' RXPreceptor profile and will be graded by the Institutional IPPE Coordinator. They must be submitted in RXPreceptor each week by **Sunday night at midnight**, or the student will receive a grade of zero for that entry. The weekly journal entry should address:
 - Date and number of hours worked that week.
 - Describe, in 1-3 paragraphs, the main tasks you completed while you were at the pharmacy.
 - What were 1-3 interesting questions involving patient care that you had while you were at the pharmacy? For example, what drugs would you need to look up in a reference to better understand their indication or side effects?
 - Did you use any drug information resources (eg. *Facts and Comparisons*, *USP DI*, package insert, etc.) while you were in the pharmacy? If so, what were they and how many times did you use them? How useful were these references to you?
 - Any medication or disease state discussions you had with your preceptor.
 - Likes and dislikes of the experience.
- **IV Prescription Medication Assignments**
 - The student shall choose ten intravenous prescription medications to write-up using the form provided in the institutional manual. They should discuss the medications' pharmacological class, mechanism of action, FDA approved indications, recommended dosage, contraindications, adverse effects, and answer questions related to renal/hepatic adjustments, reconstitution/dilution, storage, final concentration, and drip rate. These write-ups should be shown to and discussed with the preceptor and then documented in the IPPE Institutional Checklist in RXPreceptor where the preceptor will approve them.
- **IV Preparation**
 - The student must prepare and dispense at least 30 medications, including sterile, chemotherapy and parenteral nutrition preparations. These should be documented in the IPPE Institutional Checklist in RXPreceptor where the preceptor will approve them.
- **Article Presentation**
 - The student must select one primary literature publication and provide a review presentation to the pharmacy staff. The preceptor should provide assistance in topic selection, article selection and presentation form. The article presentation **may** be brief (10 minutes) and informal. Appropriate journals might include: *American Journal of Hospital Pharmacy*, *JAMA*, *New England Journal of*

Medicine, Hospital Formulary, etc. This should be documented in the IPPE Institutional Checklist in RXPreceptor where the preceptor will approve it.

- **Case Study Reports**

- The student must complete four case study reports, each including one disease state from the four modules they completed during their second year classes (Neurology/Psychiatry, Endocrinology, Infectious Disease, Gastrointestinal/Nutrition/Hepatic), and with a focus on “Identification and Assessment of Drug-Related Problems” or “Patient Safety”. These reports must include actual problem situations in which the pharmacist or student had to use his/her professional knowledge and judgment to solve the problem. These should be real case histories that occurred during the weeks that the student was assigned to the pharmacy. These reports should be documented on the provided form and shown to and discussed with the preceptor. Each case study report should be documented in the IPPE Institutional Checklist in RXPreceptor where the preceptor will approve them.

- **Reflective Writing Assignment – Interprofessional Education**

- At the conclusion of this practice experience, each student is required to complete a writing assignment that reflects on Interprofessional Education during the practice experience. This writing assignment should be entered in the student’s RXPreceptor profile and submitted no later than **5 days** after the last day of the practice experience to receive credit for the essay. The Coordinator of Institutional Introductory Practice Experience will review it for completeness. The writing must be a minimum of 500 words and include the following:
 - Give one example of how you, or individuals in your profession, were able to work closely with individuals in other healthcare professions within the institution.
 - In this example, define the roles and responsibilities of each discipline.
 - How were individuals in these disciplines able to successfully communicate with each other?
 - How did these disciplines work to place the interests of patients at the center of Interprofessional health care delivery?
 - How was trust and respect demonstrated between/among the disciplines?
 - How did learning with other professionals make you a more effective member of a health and social care team?
 - How do patients ultimately benefit if health and social care professionals work together?

Evaluations

Students are required to submit a self-assessment for each practice experience. The self-assessment will be available at mid-point and student should complete and submit at least 5 days prior to the final evaluation.

Students will also be required to complete an evaluation of the site, preceptor and course at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy.

Preceptors will be required to complete a mid-point evaluation approximately 2 weeks into the practice experience and a final evaluation on the student’s performance at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy. (If online access is unavailable, the preceptor should complete the manual evaluation form and mail, or deliver in person, to the Introductory Practice Experience Coordinator no later than five (5) days after the final day in the pharmacy.)

Time Log

The student is responsible for documentation of all Institutional hours WEEKLY in RXPreceptor. The preceptor must approve all documented hours. Hours that are documented in RXPreceptor but not approved by the preceptor will not be accepted for hours toward licensure.

Institutional Pharmacy Practice Experience

Manual Evaluation Forms

IPPE Preceptor Evaluation of Student

How to apply scoring

1=Below Expectations: Unsatisfactory performance

2= Meets Minimum Expectations: Performs at a minimum level of expectations for an introductory student in this setting

3= Meets Expectations: Performs within the expectations of an introductory student in this setting

4= Exceeds Expectations: Performs within and often beyond the expectations of an introductory student in this setting

N/A= Not Applicable: Student is not evaluable in this area

If the student receives a red box any where on the evaluations, the student has failed the rotation.

Pharmacy Practice Skills: Manages general pharmacy operations

MIDPOINT

FINAL

Manages general pharmacy operations

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Familiarizes self with required record keeping practices to meet state and federal laws concerning prescription files, prescription drug inventory, employee files, etc.
- Assists in planning, organizing, directing, and controlling pharmaceutical care systems and human, material, and financial resources utilizing management theories and practices.
- Assists in applying patient and population specific data, quality assurance strategies, and research processes.
- Assists in ensuring efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in patient care.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

**Question Comments
(Midpoint) :**

**Question Comments
(Final):**

Pharmacy Practice Skills: Promotes Health Improvement and Self Care

MIDPOINT

FINAL

Promotes Health Improvement and Self Care

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Promotes/participates in effective health and disease prevention services as part of Pharmacy Practice Experience.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments
(Midpoint) :

Question Comments
(Final):

Pharmacy Practice Skills: Problem Solving and Decision Making

MIDPOINT

FINAL

Problem Solving and Decision Making

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.
- Assists in solving complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
- Displays habits, attitudes, and values associated with mature critical thinking.
- Uses good judgment in coming up with sensible, practical solutions to problems.
- Seeks out and utilizes important facts and information in decision making.
- Recognizes and evaluates available alternatives.
- Gives thought to possible consequences of decisions.
- Makes decisions in a timely manner.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments
(Midpoint) :

Question Comments
(Final):

Pharmacy Practice Skills: Drug Preparation and Distribution

MIDPOINT

FINAL

Examples:

- Assists in determining correctness and completeness of each prescription order.
- Assists in making determinations for accurate filling of prescriptions, including quantities to dispense, concentration determinations, drug additive quantities.
- Assists in selection of drug product.
- Assists in assuring that product/prescription reaches the patient in a timely manner.
- Documents all activities involved with the provision of comprehensive patient specific pharmaceutical care.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments
(Midpoint) :

Question Comments
(Final):

Pharmacy Practice Skills: Monitors and evaluates drug therapy

MIDPOINT

FINAL

Monitors and evaluates drug therapy

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Assists in reviewing profile for drug-drug, drug-disease, and drug-food interactions and responds appropriately.
- Assists in reviewing profile for duplication of medications.
- Assists in evaluating the appropriateness of a given prescription or medication order based on patient and disease-specific factors.
- Interviews patient to maintain current patient profiles including medications, allergies, medical conditions, medical history and special needs.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments
(Midpoint) :

Question Comments
(Final):

Pharmacy Practice Skills: Compounding

MIDPOINT

FINAL

Examples:

- Assists in compounding and/or dispensing the most optimal formulation for drug delivery consistent with the patient needs and in harmony with the law.
- Becomes familiar with appropriate safety measures according to Hazard Code and Safety Guidelines (gloves, mask, protective eyewear, etc).
- Utilizes acceptable professional techniques and procedures.
- Selects appropriate equipment and containers.
- Documents calculations and procedures appropriately.
- Prepares and maintains clean work area for compounding.
- Selects appropriate chemicals required for formula preparation and familiar with the use/purpose of each.
- Becomes familiar with dosage form options targeted at improved patient compliance.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

**Question Comments
(Midpoint) :**

**Question Comments
(Final):**

Information Resources: Retrieves and evaluates drug information

MIDPOINT

FINAL

Retrieves and evaluates drug information

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Defines the question that needs to be answered.
- Distinguishes among lay, professional, and scientific literature.
- Identifies appropriate literature search engines for lay, professional, and scientific literature.
- Explains the method to construct an appropriate search strategy for various literature types.
- Evaluates literature source validity.
- Explains methods for systematically evaluating literature.
- Evaluates the appropriateness of research methodologies and statistical methods.
- Draws appropriate conclusions from research results.
- Assesses the potential impact and implication of published information on current practices.
- Exhausts all available sources for information prior to questioning preceptor.

If the student receives below a 2 or a 4, please provide an

explanation in the comment box.

Question Comments
(Midpoint) :

Question Comments
(Final):

Communication Skills: Communicates about prescription drugs and disease states

MIDPOINT

FINAL

Communicates about prescription drugs and disease states

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Assists preceptor while counseling and/or educating about medication use, disease-state management, and health maintenance.
- Discusses drug cautions, side effects, and patient conditions.
- Relates to others in a professional manner.
- Uses terminology appropriate to the receivers level of understanding.
- Interacts to confirm understanding.
- Demonstrates proper use of dosing devices when necessary.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments
(Midpoint) :

Question Comments
(Final):

Communication Skills: Communicates about nonprescription products, devices, and diagnostics

MIDPOINT

FINAL

Communicates about nonprescription products, devices, and diagnostics

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Assists preceptor in evaluating a situation for self-treatment or referral.
- Familiarizes self with nonprescription products, devices, or diagnostics available.
- Displays an ability to question about conditions and intended drug use.
- Communicates with others regarding OTC and herbal drug dosages, usages, storage, and side-effects.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

**Question Comments
(Midpoint) :**

**Question Comments
(Final):**

Communication Skills: Communicates with health professionals

MIDPOINT

FINAL

Communicates with health professionals

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Demonstrates ability to accurately interpret verbal medication orders.
- Is not afraid to request missing or additional information when needed.
- Demonstrates ability to efficiently express ideas and questions.
- Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.
- Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

**Question Comments
(Midpoint) :**

**Question Comments
(Final):**

Interprofessional Education

MIDPOINT

FINAL

Interprofessional Education

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Understands the roles and responsibilities of and effectively partners with all members of the health care team.
- Participates in contacting prescribers for medication changes, i.e. formulary changes, errors on prescriptions, prescription clarifications, adverse drug reactions, etc.
- Interacts with and learns from the experiences of other members of the healthcare team who have an essential role in pharmacy operations.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments

Question Comments

(Midpoint) :

(Final):

Personal and Professional Growth: Professionalism

MIDPOINT

FINAL

Professionalism

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Maintains professional competence.
- Reports on time to all scheduled meetings.
- Responds to assignments and responsibilities in a timely manner.
- Accepts the responsibilities embodied in the principles of pharmaceutical care.
- Deals professionally with colleagues and patients.
- Maintains patient confidentiality.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments
(Midpoint) :

Question Comments
(Final):

Personal and Professional Growth: Maintains ethical standards

MIDPOINT

FINAL

Maintains ethical standards

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Represents the profession in an ethical manner.
- Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
- Practices in a manner that is consistent with state and federal laws and regulations.
- Exhibits reliability and credibility in dealing with others.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments
(Midpoint) :

Question Comments
(Final):

Personal and Professional Growth: Demonstrates human relation skills

MIDPOINT

FINAL

Demonstrates human relation skills

NO SCORE SELECTED

NO SCORE SELECTED

Examples:

- Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
- Participates as a team player.
- Is attentive to and accepts constructive criticism well and works to correct problem.
- Is sensitive to the needs, feelings, and concerns of others.
- Listens, is nonjudgmental and responds appropriately to other's problems.
- Acts in the best interest of others.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments
(Midpoint) :

Question Comments
(Final):

Preceptor Notes/Comments

Section Comments (Midpoint):

Section Comments (Final) :

Evaluation Score Summary

Title:	Midpoint Score	Final Score	Weight	Adj. Final Score
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STUDENT EVALUATION OF SITE

UNIVERSITY OF LOUISIANA AT MONROE SCHOOL OF PHARMACY

	1	2	3	4	N/A			
	Below Average	Average	Above Average	Superior	Not Applicable			
	Site does not meet student expectations, would not recommend to other students	Site meets student expectations, would recommend to other students	Site exceeds student expectations, would recommend to other students	Site far exceeds student expectations, would recommend to other students	Student not able to evaluate rotation in this area			
General Site Characteristics								
1	Site meets or exceeds all legal and professional standards required to provide patient care.			1	2	3	4	N/A
2	Site has a patient population that exhibits diversity in culture, medical conditions, gender, and age, where appropriate.			1	2	3	4	N/A
3	Site has an adequate patient population based on the learning objectives for the rotation.			1	2	3	4	N/A
4	Site has access to learning and information resources.			1	2	3	4	N/A
5	Site has a commitment to the education of pharmacy students.			1	2	3	4	N/A
6	Site has management that is supportive of professional staff involvement in the education of pharmacy students			1	2	3	4	N/A
7	Site has a practice environment that nurtures and supports pharmacist and student interactions with patients			1	2	3	4	N/A
8	Site provides daily contact with the preceptor or a qualified designee to ensure that students receive feedback and have opportunities to ask questions.			1	2	3	4	N/A
9	Site is adequately equipped with the technology needed to support student training and to reflect contemporary practice.			1	2	3	4	N/A
10	Site provides medication therapy management and patient care services for diverse populations.			1	2	3	4	N/A
11	Site has adequate professional staff and supportive technical and clerical staff to meet the learning objectives and to provide for optimum time for preceptor and student interaction.			1	2	3	4	N/A
12	Site provides educational workshops for patients and other health care providers.			1	2	3	4	N/A
13	Site serves as an accredited site for training of pharmacy residents.			1	2	3	4	N/A
14	Site has collaborative professional and/or training relationships with other health care providers (e.g. interaction with other health care providers)			1	2	3	4	N/A
15	Site demonstrates a strong commitment to health promotion and illness prevention as reflected by the services provided and/or products sold (e.g. provision of health screening, tobacco cessation counseling, immunizations; not stocking cigarettes and other tobacco products)			1	2	3	4	N/A

Section 2:

What did you like most about the practice experience, why?

What did you dislike the most about the practice site, why?

Additional comments: (This information will only be seen by the Office of Experiential Education and not shared with the subject of this evaluation)

IPPE COMMUNITY/INSTITUTIONAL

PHARMACY PRACTICE EXPERIENCE STUDENT EVALUATION OF COURSE

UNIVERSITY OF LOUISIANA AT MONROE
SCHOOL OF PHARMACY

Using the scale below, please indicate, on average, how frequently you were exposed to or allowed to participate in the activities below.						
		0	1	2	3	4
		Never/Not applicable	Less than 1 time per week	1-2 times per week	3-4 times per week	Daily or multiple times per day
Pharmacy Student Opportunities						
1	Processing and dispensing new/refill medication orders.	0	1	2	3	4
2	Conducting patient interviews to obtain patient information.	0	1	2	3	4
3	Creating patient profiles using information obtained.	0	1	2	3	4
4	Responding to drug information inquiries.	0	1	2	3	4
5	Interacting with other health care professionals.	0	1	2	3	4
6	Participating in educational offerings designed to benefit the health of the general public.	0	1	2	3	4
7	Interpreting and evaluating patient information.	0	1	2	3	4
8	Triaging and assessing the need for treatment or referral, including referral for patient seeking pharmacist-guided self care.	0	1	2	3	4
9	Identifying patient-specific factors that affect health, pharmacotherapy, and/or disease state management.	0	1	2	3	4
10	Assessing patient health literacy and compliance.	0	1	2	3	4
11	Performing calculations required to compound, dispense, and administer medications.	0	1	2	3	4
12	Administering medications.	0	1	2	3	4
13	Evaluating appropriateness of medication dosing utilizing basic dosing principles.	0	1	2	3	4
14	Providing point-of-care and patient-centered services.	0	1	2	3	4
15	Conducting physical assessments.	0	1	2	3	4
16	Preparing and compounding extemporaneous preparations and sterile products.	0	1	2	3	4
17	Communicating with patients and other health care providers.	0	1	2	3	4
18	Interacting with pharmacy technicians in the delivery of pharmacy services.	0	1	2	3	4
19	Documenting interventions in patient records in a concise, organized format that allows readers to have a clear understanding of the content.	0	1	2	3	4

20	Presenting patient cases in an organized format covering pertinent information.	0	1	2	3	4
21	Billing third parties for pharmacy services.	0	1	2	3	4

Section 2

Explain any changes you would make to enhance this course.

What did you like most about the course, why?

What did you dislike the most about the course, why?

STUDENT EVALUATION OF PRECEPTOR

UNIVERSITY OF LOUISIANA AT MONROE SCHOOL OF PHARMACY

	1	2	3	4	N/A			
	Below Average	Average	Above Average	Superior	Not Applicable			
	Preceptor does not meet student expectations, would not recommend to other students	Preceptor meets student expectations, would recommend to other students	Preceptor exceeds student expectations, would recommend to other students	Preceptor far exceeds student expectations, would recommend to other students	Student not able to evaluate preceptor in this area			
General Preceptor Characteristics								
1	Preceptor practices ethically and with compassion for patients.			1	2	3	4	N/A
2	Preceptor accepts personal responsibility for patient outcomes.			1	2	3	4	N/A
3	Preceptor has professional training, experience, and competence commensurate with their position.			1	2	3	4	N/A
4	Preceptor utilizes clinical and scientific publications in clinical care decision making and evidence-based practice.			1	2	3	4	N/A
5	Preceptor has a desire to educate others (patients, care givers, other health care professionals, students, pharmacy residents)			1	2	3	4	N/A
6	Preceptor has an aptitude to facilitate learning.			1	2	3	4	N/A
7	Preceptor is able to document and assess student performance.			1	2	3	4	N/A
8	Preceptor has a systematic, self-directed approach to his or her own continuing professional development.			1	2	3	4	N/A
9	Preceptor collaborates with other health care professionals as a member of a team.			1	2	3	4	N/A
10	Preceptor is committed to their organization, professional societies, and the community.			1	2	3	4	N/A
11	Preceptor answers questions willingly.			1	2	3	4	N/A
12	Preceptor encourages the student to ask questions or express ideas at appropriate times.			1	2	3	4	N/A
13	Preceptor is enthusiastic about the subject matter.			1	2	3	4	N/A
14	Preceptor communicates ideas and principles clearly and effectively.			1	2	3	4	N/A
15	Preceptor stimulates and maintains the student's interest.			1	2	3	4	N/A
16	Preceptor communicates well with the student.			1	2	3	4	N/A
17	Preceptor promotes self-confidence in the student.			1	2	3	4	N/A
18	Preceptor exhibits a professional attitude and motivation.			1	2	3	4	N/A
19	Preceptor is responsive to the needs of the students.			1	2	3	4	N/A
20	Preceptor provides helpful critiques or evaluation of student efforts.			1	2	3	4	N/A

21	Preceptor is a good role model in pharmacy practice.	1	2	3	4	N/A
22	Preceptor was fair in evaluating me.	1	2	3	4	N/A
23	Preceptor seems to have a thorough knowledge and understanding of his/her field.	1	2	3	4	N/A
24	Preceptor allows ample time for discussion of patients.	1	2	3	4	N/A
25	Preceptor treats students with respect.	1	2	3	4	N/A
26	Preceptor provides relevant information.	1	2	3	4	N/A
27	Preceptor assists student in integrating knowledge of drug therapy with patient care.	1	2	3	4	N/A
28	Preceptor clearly specified performance requirements.	1	2	3	4	N/A
29	Overall effectiveness of the preceptor.	1	2	3	4	N/A

Section 2

What did you like most about the preceptor, why?

What did you dislike the most about the preceptor, why?

Additional Comments: (This information will only be seen by the Office of Experiential Education and not shared with the subject of this evaluation).

IV Prescription Medication Write-up

Student Name: _____

Brand Name: _____ generic name: _____

Pharmacological category:

FDA approved indication(s):

Mechanism of Action:

Contraindications:

Major Adverse Effects:

Usual adult/pediatric dosage:

How should this drug be adjusted for renal impairment? Hepatic impairment?

Explain how this drug should be prepared. Include type and volume of diluent (if needed); type and volume of final solution; and any special requirements needed during the compounding process (filters, etc).

Under what conditions, and how long, should this preparation be stored (temperature, light, etc)?

What is the recommended final concentration of this preparation?

Calculate the infusion rate, in mL/hr, for this preparation.

**University of Louisiana at Monroe
School of Pharmacy**

Case Report Form

Intern name: _____ **Date:** _____

Patient Age: _____

Patient Sex: Male Female

1. Describe the specific problem that occurred:

2. Who was involved?

3. How was the problem recognized?

4. What was the solution to the problem or the decision made?

5. What was the method of handling the problem?

Weekly Journal Grading Rubric

	0	1	2	3	4
Content	Entry does not reflect correct topics	Entry reflects correct topics but provides no real-life examples of issues addressed during the experience	Entry provides at least one real-life example of an issue addressed during the experience		
Thought	No personal response is made to issues faced during the experience	Entry conveys little evidence of a personal response to the issue(s) faced during the experience	Entry conveys some evidence of a personal response to the issue(s) faced during the experience	Entry conveys evidence of a personal response to the issue(s) faced during the experience; the student demonstrates development of new ways of reflecting on issues	Entry conveys extensive evidence of a personal response to the issue(s) raised during the experience; the student demonstrates personal growth
Effort	Entry demonstrates very little effort; entry appears hurriedly done	Entry demonstrates some effort but no originality or extra initiative	Entry demonstrates much effort with some originality and extra initiative		
Mechanics	Entry contains >2 errors in spelling or grammar	Entry contains 2 errors in spelling or grammar	Entry contains 0-1 error in spelling or grammar		
Professionalism	Entries not submitted on time (without a valid University approved excuse or prior permission of the instructor) will not be accepted for credit and will receive 0 out of 10 points.				

Pharmacists' Patient Care Process (PPCP)

ACPE Standards 2016 says, "The curriculum prepares students to provide patient-centered collaborative care as described in the Pharmacists' Patient Care Process model endorsed by the Joint Commission of Pharmacy Practitioners' (JCPP)"

The Pharmacists' Patient Care Process is a systematic approach to patient care. This process helps break down the big complex activity of patient care into smaller pieces that is more understandable and approachable. This is very beneficial to students when they are still trying to develop clinical skills.

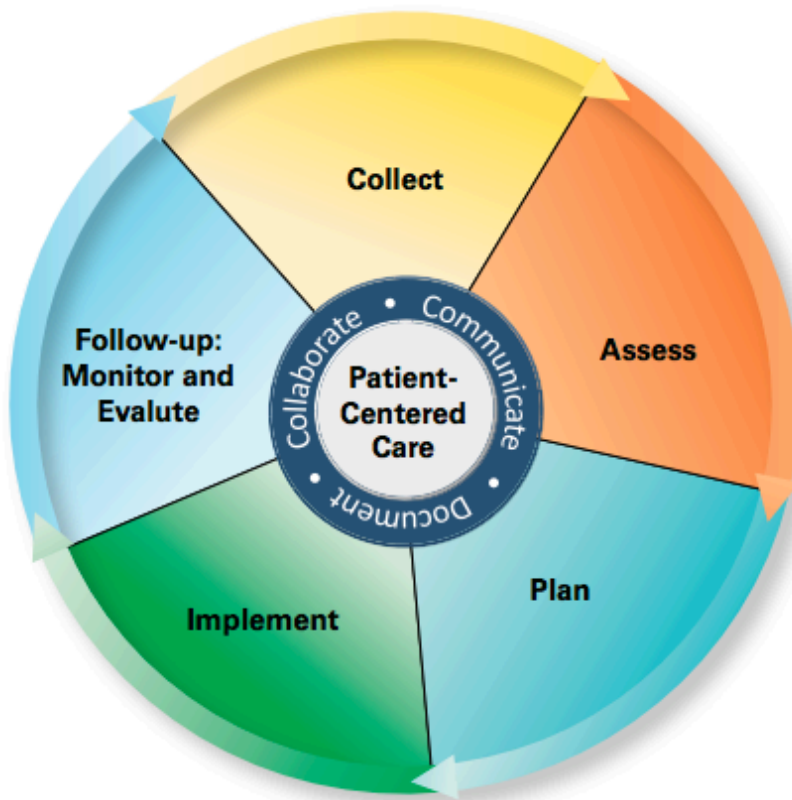


Figure 1: Pharmacists' patient care process

Pharmacists' Patient Care Process

Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes.

Using principles of evidence-based practice, pharmacists:

Collect

The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/ medication history and clinical status of the patient.

Assess

The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care.

Plan

The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective.

Implement

The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

Follow-up: Monitor and Evaluate

The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.

Using principles of evidence-based practice, pharmacists:

A. Collect

The pharmacist assures the collection of necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient. Information may be gathered and verified from multiple sources including existing patient records, the patient, and other health care professionals. This process includes collecting:

- A current medication list and medication use history for prescription and nonprescription medications herbal products, and other dietary supplements
- Relevant health data that may include medical history, health and wellness information, biometric test results, and physical assessment findings
- Patient lifestyle habits, preferences and beliefs, health and functional goals, and socioeconomic factors that affects access to medications and other aspects of care

B. Assess

The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care. This process includes assessing:

- Each medication for appropriateness, effectiveness, safety, and patient adherence
- Health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care
- Immunization status and the need for preventive care and other health care services, where appropriate

C. Plan

The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective. This process includes establishing a care plan that:

- Addresses medication-related problems and optimizes medication therapy
- Sets goals of therapy for achieving clinical outcomes in the context of the patient's overall health care goals and access to care
- Engages the patient through education, empowerment, and self-management
- Supports care continuity, including follow-up and transitions of care as appropriate

D. Implement

The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver. During the process of implementing the care plan, the pharmacist:

- Addresses medication- and health-related problems and engages in preventive care strategies, including vaccine administration
- Initiates, modifies, discontinues, or administers medication therapy as authorized
- Provides education and self-management training to the patient or caregiver
- Contributes to coordination of care, including the referral or transition of the patient to another health care professional
- Schedules follow-up care as needed to achieve goals of therapy

E. Follow-up: Monitor and Evaluate

The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed. This process includes the continuous monitoring and evaluation of:

- Medication appropriateness, effectiveness, and safety and patient adherence through available health data, biometric test results, and patient feedback
- Clinical endpoints that contribute to the patient's overall health
- Outcomes of care, including progress toward or the achievement of goals of therapy

Interprofessional Education and Practice

In order to deliver high-quality, safe and efficient care, and meet the public's increasingly complex health care needs, the educational experience must shift from one in which health profession students are educated in silos to one that fosters collaboration, communication and a team approach to providing care.

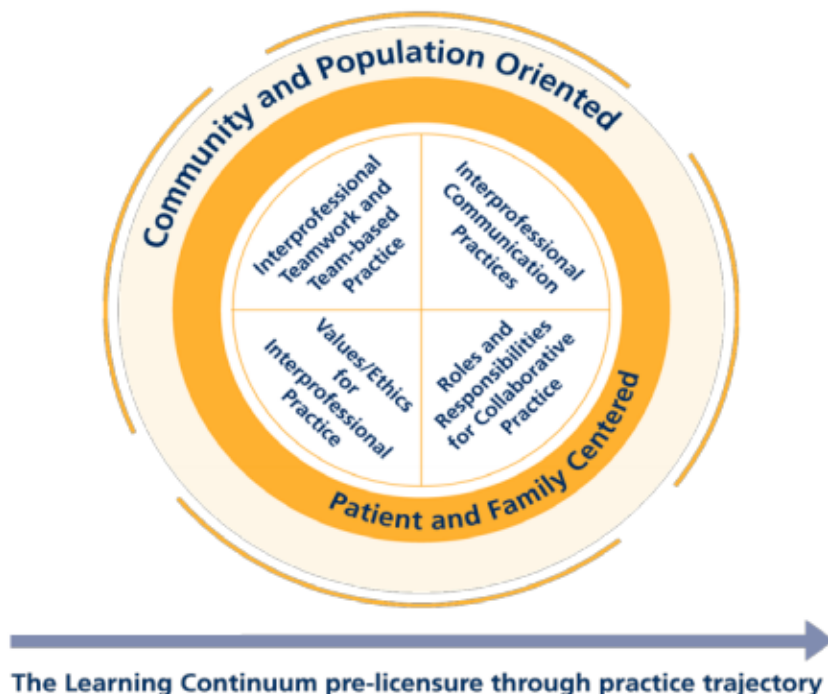
Interprofessional education occurs when two or more professions learn about, from and with each other to improve collaboration and the quality of care. (WHO 2010)

Interprofessional collaborative practice occurs when multiple health workers from different professional backgrounds work together with patients, families, caregivers and communities to deliver the highest quality of care. (WHO 2010)

The Accreditation Council for Pharmacy Education (ACPE) requires that the pharmacy curriculum prepares all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. (Standard 11). The key elements of this standard include team dynamics, team education, and team practice.

In order to guide curriculum development across healthcare professions schools, the Interprofessional Education Collaborative (IPEC) has developed four core competencies for interprofessional collaborative practice.

Interprofessional Collaboration Competency Domain



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)

Assessment of these competencies will occur during the students' didactic and experiential education.

Preceptors play a crucial role in educating students on the real-world demands of patient care. An important part of learning is to see interprofessional collaborative care in action, and preceptors are at the frontline of showing students the unique and rewarding experiences of working with an interprofessional team. (NexusIPE). The ULM Office of Experiential Education will offer continued preceptor development in the area of Interprofessional Collaborative Practice.

The links below provide more information on Interprofessional Education Standards and Practice.

<http://www.aacp.org/resources/education/Pages/IPEC.aspx>

<https://www.ipecollaborative.org/>