Introductory Pharmacy Practice Experiences (IPPE)
Preceptor Orientation
LECOM School of Pharmacy

Attention

This IPPE training is to be used *in addition to* the "General Orientation for Pharmacy Preceptors" which covers basic policies and procedures. APPE-specific training will also be available. Thank you!

Objectives

At the conclusion of this training, the preceptor should be able to:

- List the goals and learning objectives of IPPE
- Guide the student in the completion of their required assignments
- Explain the IPPE assessment process

IPPE Schedule

- Each student is scheduled for 2 rotations, each for a period of 4 wks
  - Community (160 hrs);
  - Institutional (160 hrs)
  - Schedule is flexible to preceptor/site need
- If a LECOM holiday falls within rotation dates, student determines holiday schedule with preceptor

Coursework Completed to Date

- IPPE follows the P1 year
- <u>Have covered:</u>
  - Sciences
    - *Biochemistry, A & P, Immunology, Microbiology, and Pharmaceutics*
  - Basic Prescription Interpretation
  - Top 200 drugs/OTCs
  - Basic Drug Info Skills
  - Communications
  - Calculations
- <u>Have NOT yet covered</u>:
  - Therapeutics
  - Pharmacology
  - Medicinal Chemistry
  - Pharmacy Law
  - i.e. Disease state knowledge is limited with little practice thinking "clinically"

Goals of IPPE

- To prepare the student to begin to assume patient care responsibilities in institutional and community settings.
- To increase proficiency in the daily practice of pharmacy operations
  - Dispensing/Workflow
  - Inventory Management
  - Problem resolution
  - Communication
  - Professionalism
  - IPPE Learning Objectives
- Describe the structure, the organization, and chain of command within the organization.
- Describe the roles and responsibilities of the diverse personnel working in the pharmacy.
- Become familiar with the workflow of the pharmacy.
- Handle the processing of prescriptions or physician's orders from their initial receipt in the pharmacy to the dispensing of the product to the patient or to the patient's floor/bedside.

IPPE Learning Objectives

- Gain experience handling parenteral medications as well as other types of formulations.
- Document and/or file orders or other documents pertaining to the daily work in the pharmacy.
- Use pharmacy technology pertaining to the site and understand the technologies' impact on the practice of pharmacy.
- Communicate efficiently with patients (if appropriate) and members of the healthcare team.
- Act professional at all times.

Assignments

- Uniform Assignments
  - Site Description – worksheet and report
    - Site "facts" (e.g. Sq. footage or "number of beds"), physical layout, personnel/titles/responsibilities, org. chart (reporting structure), workflow, student involvement
  - Guided Reflection Papers
    - Due prior to Midpoint and Final evals
    - Example question: Identify what you thought you would experience during the last two (2) weeks of the rotation and compare to what actually happened.
- Additional Assignments
  - Institutional Rotation
    - Drug Information Question
    - Medication History
      - Student to perform on pharmacy personnel, other student, or friend/family if patient not possible.
  - Community Rotation
    - SOAP Note

- OTC Formulary
    - E.g. -Background information on the selected OTC class, names of the products in that category carried at the pharmacy, etc.

Student Portfolio

- Creation and maintenance of portfolio, will be audited upon student's return to campus by the academic advisor.
    - This is worth 10% of the student's grade for EACH rotation
- Assignments/evaluations along with required clearances are included

Grade determination

- Performance during rotation in the following main areas and sub-areas (8 total)- 90% by preceptor
    - Knowledge Base – 2 areas
    - Technical Skills – 1 area
    - Communication Skills – 2 areas
    - Professionalism – 2 areas
    - Assignments – (5 total assignments)
- Portfolio (10% by advisor)
- Student deductions possible for not following policies

- Performance Criteria

D = Deficient	C = Competent	E = Excellent
Student is **not able to meet expectations** despite guidance and/or multiple redirection attempts on part of preceptor. Student seems **indifferent to preceptor counseling**. Assignment quality is **poor or incomplete**. Significant revision is still needed.	Student is **able to meet expectations with guidance from the preceptor** in most cases but some refinement may be needed. Completes assignments and follows directions. Student is **open to feedback**. Assignments are of **adequate quality;** may have required moderate corrections but overall outcome is sufficient	Student **consistently and independently fulfills and sometimes exceeds expectations** compared to usual students. Is **proactive** in approach to various situations, to learning, and in communicating. Is a model student. Assignments are of **high overall quality** and required minimal correction to complete

- Knowledge Base
    - Order fulfillment/drug and pharmacy systems knowledge

        Example competencies:

        - Completes basic order interpretation and dispensing of requested product
        - Displays basic knowledge of brand/generic and drug purpose

- Knowledge support skills

  Example competencies:

  - Retrieves additional information when needed (e.g. from patient/caregiver, chart, package insert, nurses, insurance company, pharmaceutical company, etc.)
  - Researches basic drug information questions

- Technical Skills

  Example competencies:

  - Acquires from stock and accurately prepares medications
  - Displays good technique (after training) in preparation of parenteral products
  - Able to navigate use of technology appropriately (dispensing systems, computers, etc)
  - Identifies/troubleshoots basic problems
  - Able to incorporate self into workflow of the pharmacy effectively
  - Files necessary paperwork, electronic data

- Communication Skills
  - Verbal/non-verbal communication

    Example competencies:

    - Uses appropriate verbal (clear, concise) communication skills with preceptor/other staff
    - Displays appropriate non-verbal mannerisms during all interactions
  - Written communication

    Example competencies:

    - Uses appropriate written (legible, accurate, format, professional) communication skills in assignments/other communications
    - Crafts appropriate SOAP note/care plan

- Professionalism
  - Attitude

    Example competencies:

    - Accepts constructive feedback and responsibility. Recognizes own limitations.
    - Enthusiastic about learning/ self-motivated/ self-confident for level of experience/ participates in discussion and activities
  - Professional Ethics

    Example competencies:

    - Arrives on time (and forms preceptor promptly otherwise), appropriate attire/appearance, uses professional language, collegial
    - Maintains confidentiality (patient/proprietary)

- Assignments
  - General guidance for a quality assignment:
    - The student displayed initiative, independence, motivation and effort to complete the assignment.

        - Moderate preceptor intervention was required to complete the assignment.
        - Minimal to moderate corrections were necessary upon review of the final assignment by the preceptor.
        - Grammar, organization, style and formatting were appropriate.
        - The final assignment was deemed competent to excellent.
    - Preceptors evaluate each assignment using same D, C, E rubric in which the above criteria are incorporated
    - Specific assignment feedback appreciated

- Additional documentation
    - Overall comments regarding student performance are helpful
    - Number of days absent/made up/confirmation of hours
    - Did student contact you in a timely fashion, complete necessary pre-work, and review the manual/requirements with you?
    - Preceptors evaluate but do not assign official "grades"
        - LECOM calculates the rotation grade based on the way you evaluate the student according to specific criteria.
        - We will ask for your recommendation for the student's grade and compare to the calculated grade for QA purposes
        - You will be contacted if there is a large discrepancy
- Assessment Checklist
  All evaluations are performed in PharmAcademic www.pharmacademic.com
    - Mid-Rotation Assessment by the Preceptor
        - **Please contact the Director of Experiential Education if student is in danger of failing the rotation to discuss plan for improvement.**
    - Final Assessment by the Preceptor
    - Student's Self-Assessment at Midpoint and Final
    - Assessment of Site and Preceptor by the Student at the end of the rotation
    - Assessment reminders sent

Questions or Concerns

- We are here to support you, respond to concerns, and clarify any questions
- Please contact us at any time
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Thank you!

- For your service:
- to our Students
- to LECOM School of Pharmacy
- to the patients you care for
- For your time attending this training