# BUTLER UNIVERSITY



# COLLEGE OF PHARMACY AND HEALTH SCIENCES

DOCTOR OF PHARMACY PROGRAM
**IPPE and APPE Rotation Manual
2020-2021**

E*Value Website Current URL: www.e-value.net

This manual is subject to change

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# CONTACT INFORMATION

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**Website:** www.butler.edu/cophs/experiential/pharmacy

**Drug Information Center:** www.butler.edu/drug-information-center

*Our Mission:*
The mission of the College of Pharmacy and Health Sciences is to provide effective educational experiences in the health sciences. By so doing, the College facilitates the development of life-long learners with a liberal arts foundation who are able to serve society as dedicated, competent health professionals and community leaders.

**COPHS Values:**
- **Professionally focused—Inspire with excellence in teaching and model life learning**
  We have a passion for our life work and have dedicated our careers to training the next generation of health care providers and educators. We look for new ways to improve learning and we adapt to the need for new knowledge, skills and attitudes. We share our practical experiences with our students so that what they learn is directly connected to actual patient care or to our scholarship. We utilize real-life experiences whenever possible so that students develop an appreciation for the patient and the societal variables that add complexity to care of an individual or of a population. As faculty, we have developed a collaborative learning environment and are respectful and supportive of one another.
- **Student focused—Dedicated to our students**
  We are dedicated to our students and are committed to their development, both inside and outside the classroom, with teaching advising, project oversight and experiential learning.
- **Patient focused—Dedicated to our patients and our professions**
  We are experienced health care practitioners and investigators who exude a high regard for patient care that transcends to our students. We teach others so our professions can excel and provide better patient care and research each day.

**Our Goals:**
- **Education and Practice:** Advance the practice of our health care professions and the importance of interdisciplinary approach by providing effective and innovative programs for undergraduate, graduate, and professional level learners.
- **Research and Scholarly Activity:** Conduct focused research and scholarly activity that is consistent with our expertise and tied to student experiences.
- **Public Health, Service, and Leadership:** Foster leadership and service for students, faculty, and staff through public health-related community outreach, university and college service, and involvement in professional organizations.
- **Employer of Choice:** Create an employment environment that provides leadership, personal growth, and resources to be a desired place of employment for the ongoing vitality of our programs.
- **Collaboration:** Develop collaborations to increases the reach and effectiveness of our programs and public health initiatives.

**Mission and Ability-Based Outcomes of the Pharmacy Program**

Mission of the Pharmacy Program

To develop individuals to enter pharmacy practice with a commitment to patient welfare and the knowledge, skills, and attitudes necessary to assume responsibility for the outcomes of drug therapy for their patients.

Doctor of Pharmacy Program Student Learning Outcomes

 I. Acquire knowledge and apply rational decision-making and problem-solving skills:

- Apply foundational pharmaceutical and health-related knowledge.
- Ensure the safe and effective use of medications.
- Provide and promote both patient-centered and population-based care and wellness.

2. Function as an effective communicator and educator:
- Use appropriate interviewing and counseling skills.
- Engage and collaborate with members of the interprofessional health care team and all applicable audiences.
- Advocate for patients.
3. Demonstrate the principles of practice:
- Use fundamental pharmacy practice skills.
- Effectively manage medication use-systems.

4. Emulate the principles of professionalism
- Inculcate ethical, legal, and compassionate conduct and values.
- Recognize diversity and demonstrate cultural awareness to diminish health disparities.
- Practice independent learning and self-awareness.
- Use leadership, innovation, and entrepreneurship skills to accomplish goals.

**Research Track Outcomes:**
At the completion of the Pharmaceutical Sciences Research Track, the student will be able to:
- Conduct a thorough literature review and write a concise summary of the literature relevant to a research project using appropriate critical thinking and analysis skills.
- Using one or two laboratory techniques, conduct laboratory experiments with sufficient proficiency so as to function with minimal supervision.
- Generate, evaluate and interpret experimental data using the principles of scientific research integrity.
- Create and present an oral presentation summarizing the background, methods, results and conclusions of the conducted research.

Ability-Based Outcomes For The Pharmacy Program

*Graduates of the Doctor of Pharmacy curriculum will be able to do the following:*
I. Provide pharmacist-delivered patient care.

- Procure, prepare, dispense, and, when appropriate, administer drugs and medical devices consistent with medical appropriateness, legal standards, and ethical considerations.

- In the context of varied healthcare systems and practice settings, develop and manage medication distribution, use, and control systems, including reporting and managing medication errors and adverse medication reactions, conducting drug use evaluation, and developing a methodology for population-based decision-making.

- Identify, respect, and portray empathy regarding patients' differences, values, preferences, and expressed needs.

- Employ evidence-based practice and cognitive skills to integrate a strong scientific and quantitative background, current clinical expertise, economic considerations, sound research, and patient values to make appropriate decisions to guarantee the safe and effective use of medications and to improve patient-specific outcomes.

- Utilize professional knowledge, skills, and attitudes to make decisions regarding the need for self-care by the patient, or the need for referral to other healthcare providers. • Listen to, clearly inform, communicate with, and educate patients and caregivers. Locate, assimilate, and disseminate pharmaceutical and health-related information and education to other healthcare providers and the community.

- Focus on population health by continuously advocating and promoting disease prevention, wellness, and healthy lifestyles and by providing emergency information and care as appropriate, including emergency first aid treatment, emergency preparedness, cardiopulmonary resuscitation, and access to poison control and treatment information.

- Find and utilize information using available technology and informatics to communicate, manage knowledge, mitigate error, and support decision-making. • Document the provision of pharmacist-delivered patient care.

II. Work in interprofessional teams.

- Collaborate, coordinate, and, when appropriate, take responsibility for patient care in integrated teams to ensure that care is continuous and reliable. Share the decisionmaking and management of patient care.

- As the pharmacist in charge, manage pharmacy operations including human, facilities, and fiscal resources to deliver quality patient care.

III. Apply quality improvement principles.

- Utilize professional knowledge, skills, and attitudes to measure and improve the quality of care in terms of structure, process, and outcomes in relation to the patient, and monitor the patient to ascertain if desired outcomes have been achieved.

- Collaborate to decrease the incidence of and to formulate recommendations for intervention in medication errors or other drug-related problems, and, when appropriate, provide and educate the patient regarding optimal treatment.

**COLLEGE OF PHARMACY & HEALTH SCIENCES**
**POLICY & PROCEDURE**

**POLICY NAME:** Student Criminal Background Checks    **POLICY NUMBER:** 30-17

**SCOPE:** P1- P3 Students    **DEPARTMENT RESPONSIBLE:** Pharmacy Practice

**EFFECTIVE DATE:** June 2010    **REV. DATE:** April 2020

**POLICY:**

To ensure compliance with site affiliation agreements, all students will complete an online background check in the spring of their P1, P2 and P3 years, and at any time a site requests one.

**PROCEDURES:**

Students shall be required to complete an online criminal background check at their own expense through the service provider utilized by the College of Pharmacy and Health Sciences.  The following steps shall be followed:

- Students will upload a copy of the report to their ePortfolio.
- Failure to meet the deadline for completion of the criminal background check may result in failure of the associated Interprofessional Education & Professional Development course (e.g. RX301 or RX401) or the Introduction to Rotations course (RX502) and/or removal from the IPPE or APPE rotation schedule.
- Students will not be allowed to begin experiences until the background check has been posted as requested.
- Students with recurrent offenses, drug-related or theft-related offenses will be referred to the Associate Dean for review and potential referral to the Academic and Professional Affairs Committee.
- When necessary, the Experiential Education Office will discuss specific situations with sites as required by the site's affiliation agreement requirements.

**COLLEGE OF PHARMACY & HEALTH
SCIENCES POLICY & PROCEDURE**

**POLICY NAME:** Site Placement
**SCOPE:** P1-P4

**POLICY NUMBER:** 30-20
**DEPARTMENT RESPONSIBLE:** Pharmacy Practice

**EFFECTIVE DATE:** May 2019

**REV DATE:** April 2020

**POLICY:** Experiential sites will be assigned by the Experiential Education Office. Although students are allowed input regarding rotation preferences and efforts are made to honor these, the Directors of Introductory and Advanced Experiential Education make the final rotation scheduling decisions. These decisions may be influenced by available resources, program requirements, development of a new rotation preceptor, site and/or rotation type, previous student academic performance, and the student's need for additional learning challenges.

Rotation scheduling changes made after the APPE and IPPE schedules are finalized in spring will only be made based upon preceptor or college/program needs. Emergency requests and accepted university reasons for withdrawal, such as medical or personal leave, will be reviewed on a student-by-student basis; the decision of the Director is final in these cases. No scheduling changes will be made based upon non-emergency student requests. If you wish to discuss an acceptable reason to change a 4-week rotation, **you must first contact the Academic Program Coordinator or Director of Introductory or Director of Advanced Experiential Education and Preceptor Development. Do not approach the preceptor yourself.**

**PROCEDURES:**

- Butler University must have an affiliation agreement on file with the site and the supervisor must be an approved preceptor prior to the student completing the IPPE or APPE.
- **Students are not to contact sites and/or preceptors on their own.** Placement is assigned by the Experiential Education Office.
- Students must have an active intern license in the state of placement, complete a criminal background check, have all necessary health records and all other requirements of the site.
- Labor Laws prevent an employee from doing "volunteer work" at the same place of employment from which an employee receives a paycheck unless the person can show that it is substantially different work than for which the person is getting paid. If the student would like to complete an IPPE or APPE at their site of employment, they must provide a written explanation of how the hours will be different from their current job and must receive approval by the Experiential Education Office prior to completing them.
- Students will not be allowed to be placed at any facility where ownership or direct supervision is performed by a family member. Additionally, student family members will not be placed together simultaneously at the same practice site for the same experience type.
- IPPE:
  - Students who do not complete their required IPPE hours will not begin advanced rotations until completed, and may be required to complete additional remedial hours at the discretion of the Experiential Education Office.
  - Students will meet IPPE hour requirements based on graduating class year. The college has the right to modify requirements based on ACPE requirements. Modifications may be imposed at any time.
- APPE:
  - Students will choose from a list of available experiential opportunities.
  - All selections will be made through the optimization process administered by E*Value.

**COLLEGE OF PHARMACY & HEALTH SCIENCES**
**POLICY & PROCEDURE**

**POLICY NAME:** Intern License Submission     **POLICY NUMBER:** 30-04
**SCOPE:** P1-P4 Students     **DEPARTMENT RESPONSIBLE:** Pharmacy Practice

**EFFECTIVE DATE:** June 2010     **REV. DATE:** April 2020

**POLICY:**

To ensure timely documentation of an active intern pharmacist license, each student is required to submit required materials in a timely manner. This will include the following items:

- Active Indiana Board of Pharmacy Intern License
- Active Pharmacy Intern License or Technician License as required by other states if scheduled to complete IPPE or APPE rotation(s) outside of Indiana

**PROCEDURES:**

- Students are <u>not</u> allowed to complete a rotation without an active intern license; therefore, no IPPE or APPE hours can be obtained without a valid license.
- Indiana Intern License
    - o P1-P3 students will submit an electronic verification of their active license to ePortfolio by <u>September 15 or last business day prior to September 15</u>. Students who do not meet this deadline will receive point deductions in RX301, RX400S, or RX501. Failure to submit evidence of licensure may result in failure of RX301, RX400S, or RX501 and delayed scheduling of experiential rotations.
    - o P4 students will be required to submit an electronic verification of their active license to ePortfolio by <u>September 1 or last business day prior to September 1</u>. If students do not have an active intern license by this deadline, they will be unable to proceed to their block 6 rotation. Students may also be required to complete remedial hours at the discretion of the Experiential Education Office.
- Out of State Licenses
    - o P1-P4 students will submit an electronic verification of their active intern (or technician license depending on state requirement) <u>at least 30 days</u> in advance of their rotation start date. Students who do not have their license approved by this date will need to have a discussion with the appropriate Experiential Education Director and it may result a reassignment to an Indiana site.
- According to the COPHS student handbook, if a student practices without appropriate credentials (e.g. active intern license, technician license requirements) they are in violation of the professional conduct code and their name will be submitted to Academic and Professional Affairs Committee and the Experiential Education Office for further action.

**POLICY NAME:**  Remediation of Rotations
**SCOPE:**  P2-P4 Students

**POLICY NUMBER:** 30-10
**DEPARTMENT RESPONSIBLE:**  Pharmacy Practice

**EFFECTIVE DATE:**  April 2012

**REV. DATE:** May 2019

## POLICY:

Students are expected to be prepared on a daily basis, complete assignments and follow-up activities in a timely manner, as well as function at a professional level consistent with the expectations of the preceptor and site. Preceptors should communicate their individual expectations of performance and professionalism at the beginning of the rotation (during week 1).  Any issues related to these items should be immediately communicated to the Experiential Education Office for prompt follow-up.

## PROCEDURES:

If a student is functioning below the level of expectation, the following procedure takes place:

- In order to pass the rotation, the student will be expected to meet or surpass the expected level of performance and complete all activities at a minimum level of competency.
- If at the end of the rotation period an acceptable level of performance has not been reached, the student will receive a failing assessment for the rotation.
- If during the rotation the student exhibits unprofessional behavior or compromises patient safety, the student will receive a failing assessment for the rotation.
- If the student receives a failing grade in any two experiential (IPPE or APPE) pharmacy rotations, the student will stop forward progress and the case will be referred to Academic and Professional Affairs Committee for review under the guidelines of the Academic Progress Policy (COPHS Student Handbook).

Grade appeal process for a failed rotation:

- If a student has good reason to believe that a grade has been improperly assigned for reasons other than a penalty for academic dishonesty, the student should first discuss the matter with the preceptor.  If not satisfied, the student may appeal.
- The student must notify the preceptor, the appropriate Director of Experiential Education of the intent to file a grade appeal within 5 working days of the grade submission by the preceptor.
- The appeal must be filed within 10 days of the date of the letter of intent to appeal.
- A student will continue on rotations until the appeal process is complete unless there is documentable concern for patient safety, unprofessional student behavior, or charges of criminal misconduct are pending.

Rescheduling rotations:

- If the student fails an APPE, they will be scheduled for a retake of the failed rotation with a Butler faculty member, and will not be re-scheduled with the preceptor awarding the failing assessment.
- If a student fails the IPPE rotation or has deficiencies in competencies as determined by EEO, the IPPE hours will not count and will need to be repeated at the discretion of the Experiential Education Office and prior to progression to APPE. In addition, the student may be referred to Academic and Professional Affairs Committee and the Experiential Education Office for further action.
- The retake APPE or IPPE will be assigned at a time to be determined by the Experiential Education Office. This may require that the retake rotation occur in the next academic year (e.g. May) which may result in extra fees for the student. This may also require the student to complete remedial work prior to reassignment of the rotation, as determined by either the Director of Introductory or Advanced Experiential Education.

- If the student successfully meets expectations for the retake rotation they will be allowed to continue in the program.  The retake rotation assessment will replace the previously recorded failing assessment.

**POLICY NAME:** Rotation Attendance
**SCOPE:** P2-P4 students

**POLICY NUMBER:** 30-11
**DEPARTMENT RESPOSIBLE:** Pharmacy Practice

**EFFECTIVE DATE:** April 2003

**REV. DATE:** April 2020

**POLICY:**

It is mandatory for the student to be in attendance at the site and/or completing rotation activities on a daily, full-time basis, for an average of at least 40 hours and no greater than 60 hours per week. If a student is going to be absent more than 2 days of the rotation block, they must submit a form to have this absence approved by the Experiential Education Office. This must be submitted at least 4 weeks in advanced of the start of the block (if known) when the absence will occur. The Experiential Education Office will also consult the preceptor regarding the absence request.

**PROCEDURES:**
- Absences for all introductory and advanced pharmacy practice experiences will be recorded on the evaluation form submitted by the preceptor after each rotation block.
- Because of the intense nature of rotations, it is required that students consult their preceptors for rotation expectations, requirements and schedules prior to committing to outside employment or other extracurricular activities.
- The student is to inform the preceptor on the first day (or prior to the first day) of any known absences. It is up to the preceptor's discretion if these absences or considered excused or unexcused.
- Students must report absences/tardiness directly to the preceptor utilizing the preceptor's preferred communication and timeline, as noted by the preceptor or in the rotation syllabus.
- **Any missed time missed from rotation due to any absence is required to be made up**. The format of how this time is made up will be dictated by the preceptor, which may include time made up on weekends, additional projects, and/or other patient-care activities. Students should also plan to make up time during non-rotation blocks, if necessary.
- A student may accumulate up to 2 excused absence days per rotation block and no more than 5 excused absence days for the APPE rotation cycle. If more than 2 absences occur during one rotation block, the preceptor and Experiential Education Office will discuss ramifications, which may include the student receiving an incomplete or failure of the rotation.
- If the student is absent from a preceptor-designated rotation site for reasons other than defined below or cannot produce, upon request, supporting documentation of the below reasons within 72 hours, they will automatically be assigned an unexcused absence. Any unexcused absence may result in the student receiving and incomplete or failure for the experiential activity as determined by the Experiential Education Office in collaboration with the preceptor. Two or more unexcused absences may be considered grounds for dismissal.
- Reasons which constitute excused absences include:
  - Illness
  - Jury duty
  - Religious holidays*
  - Recognized site holidays
  - Presentation of poster at a state or national meeting (e.g. ASHP or APhA)*
  - Attendance at a professional meeting*
  - Official representative of Butler at state or national conferences*

- o Residency and/or job interviews*
- o Death of family member
  *Must notify preceptor of these events prior to the start of the rotation.

- All absences (unexcused and excused) will be recorded on the evaluation form completed by the preceptor.
- The Director of Introductory or Advanced Experiential Education may be consulted for an opinion regarding the allowance of an absence.
- If you are not working under the direct supervision of your preceptor/on-site, you are required to communicate with your preceptor (email, phone, etc.) on a daily basis.
- The following are components of a rotation and count as rotation hours, therefore, students will be permitted to leave a rotation early for attendance at the following:
  - o Interview Day in the Fall*
  - o Departmental Honors Exam (for selected students by invitation only)*
  *Must notify preceptor of these events prior to the start of the rotation.

**COLLEGE OF PHARMACY & HEALTH SCIENCES**
**POLICY & PROCEDURE**

**POLICY NAME:** Late Rotation Materials Submission

**POLICY NUMBER:** 30-27

**SCOPE:** P4 Students

**DEPARTMENT RESPONSIBLE:** Pharmacy Practice

**EFFECTIVE DATE:** June 2007

**REV. DATE:** May 2019

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**POLICY:**

To ensure timely documentation of successful completion of rotations, each student is required to submit required materials in a timely manner. This includes an affidavit for each assigned rotation block (signed by preceptor and with intern number). Students are also required to update their ePortfolio with their pre- and post-reflections and rotation documents. This includes the following: copy of affidavit, evaluation of preceptor, evaluation of student, updated skills-based competency form, rotation syllabus, and any written projects completed during the rotation.

**PROCEDURES:**

- Students will turn in required written rotation documentation materials (i.e. original affidavit) to the Experiential Education Office by the following deadline: by the first day of the second subsequent rotation (i.e. paperwork for rotation block 1 is due by the first day of rotation block 3).
- ePortfolios should be updated by the first day of the next rotation. The Experiential Education Office will check and provide feedback on ePortfolios on a quarterly basis (during week 2 of blocks 4,7,10, and 1 week prior to graduation).
- Students that do not meet the above deadlines will receive an incomplete in subsequent rotations until materials are submitted.
- For a first occurrence, a reminder email will be sent to the student and a specified time will be given to submit materials.
- A second occurrence of late submission of materials may result in assignment of additional hours at the discretion of the Experiential Education Office.
- The additional rotation hours will be completed during a non-rotation block.
- Students who turn in required written materials greater than two months late for a specific rotation or who continue to be late in submitting materials (a third occurrence) may be referred to the Academic and Professional Affairs committee for further action.

**COLLEGE OF PHARMACY & HEALTH SCIENCES**
**POLICY & PROCEDURE**

**POLICY NAME:** Permission to participate in
commencement activities

**POLICY NUMBER:** 10-13

**SCOPE:** P4 Students

**DEPARTMENT RESPOSIBLE:** Pharmacy
Practice

**EFFECTIVE DATE:** April 23, 2002

**REV. DATE:** June 2016

**POLICY:**

- A student who has not yet completed all degree requirements of their program may be permitted to participate in commencement ceremonies if all the conditions set forth in this policy are met in a timely manner. To receive permission to participate in commencement, a student must have less than 12 hours of coursework (didactic and rotations) remaining. If a student has more than 12 hours of coursework to be completed, they will participate in graduation ceremonies either in December or in the following year.

- A P4 student who does not have all of their rotation requirements completed on the date final grades are due must request permission from the dean to participate in graduation and hooding ceremonies.

**PROCEDURE:**

For permission to participate in commencement activities, a student must complete the following:

- The student must submit a formal written request to the Associate Dean. The request must be submitted not less than 30 days prior to graduation.
- The Associate Dean will consult with faculty and the student's advisor to determine if the student can reasonably be expected to complete the requirements within the stated timeframe.
- The decision of the Associate Dean is final.
- A student may not sit for boards until they receive their official diploma from Butler University.

**COLLEGE OF PHARMACY & HEALTH SCIENCES**
**POLICY & PROCEDURE**

**POLICY NAME:**  Needle Stick/Biohazard
Procedures

**Policy Number:** 30-07

**SCOPE:**  P1-P4 Students, PA students

**Departments Responsible:**  Pharmacy
Practice and PA Program

**EFFECTIVE DATE:**  May 2008

**Rev. Date:**  June 2016

**POLICY:**

Students may be involved in activities that expose them to risks associated with blood borne pathogens and hazardous substances.  Examples of activities include health fairs, surgical settings, and ambulatory, inpatient, and surgical clinical experiences.  The policy is based on standard national guidelines to identify and, if applicable, treat those students who may be exposed to disease related to the accidental exposure.  Students will need to discuss site procedures with the preceptor prior to any activities that have the potential of causing a needle stick or exposure to biohazards.

**PROCEDURES:**

I.  **OFF-CAMPUS EXPOSURE**:

If a student does experience a needle stick or biohazard exposure during their rotation experience, the following steps shall be taken:

- Immediately wash injury with soap and water and induce bleeding.  If eye is contaminated, rinse with sterile water or normal saline for 15 minutes.  Other mucous membranes can be rinsed with tap water.

- Per affiliation agreements, the student will immediately notify the preceptor and determine what procedures exist at that site to deal with needle stick/biohazard situations.

- Based on the services provided at the site, the student should have the appropriate steps taken based on the site's protocol for needle sticks/biohazard exposure.  The student will be responsible for any costs associated with testing provided by the site.

- If the site does not have a protocol in place for accidental exposures, the student and preceptor will determine where the nearest emergency room is located so the appropriate laboratory tests can be collected within 30 minutes of exposure.  Follow procedures outlined in Section II, ON-CAMPUS Exposure.

II.  <u>**ON-CAMPUS EXPOSURE:**</u>  **Injury on-the-Job Procedure**

- Butler University chooses **U.S. Health Works** a Travelers Property Casualty in-network provider to treat all non-critical on-the-job injuries. **U.S. Health Works** has 8 locations available in the Indianapolis area. *See the attached map for locations and hours*:

- o **Nearest location available 8 a.m. to 11 p.m.**:

  7301 Georgetown Rd, Indianapolis, IN 46268 phone: 317-875-9584

- o **24hr/7 days (365 days/year) location**:

  5603 W. Raymond Street, Indianapolis, IN 46241 phone: 317-241-8266

- Appropriate laboratory tests are:

  - o Student testing:
    - Hepatitis B SAG (Hepatitis B Surface Antigen)
    - Hepatitis C Antibody
    - HIV Antibody (Human immunodeficiency Virus) when consent is given
    - Hepatitis B SAB (Hepatitis B Surface Antibody)

  - o Source patient testing:
    - Hepatitis B SAG (Hepatitis B Surface Antigen)
    - Hepatitis C Antibody
    - HIV antibody (Human immunodeficiency Virus) when consent is given
    - Hepatitis B Core Antibody when the exposed patient is HBSAB negative
    - Other tests for confirmation of diagnosis when clinically indicated

- It is critical that the appropriate steps are taken in a timely manner (within 30 minutes of exposure).

- The **Directors of Experiential Education** (PA or Pharmacy) shall be informed about all situations involving needle sticks, biohazard exposure, or other hazardous substances within 24 hours.

- It should be noted the Butler University Health Services does not provide initial services but can be used for follow-up if needed to guide follow-up care.

# IN CASE OF **INJURY OR ILLNESS**

## SEND EMPLOYEE TO

**U.S. HealthWorks®**
MEDICAL GROUP
A Dignity Health Member

In collaboration with
**Indiana University Health**

**1 FISHERS**
11580 Overlook Dr
Ste 100
Fishers, IN 46037
Ph: (317) 845-5425
Fx: (317) 845-8113
Mon-Fri: 8 am - 5 pm

**2 INDIANAPOLIS - GEORGETOWN**
7301 Georgetown Rd
Indianapolis, IN 46268
Ph: (317) 875-9584
Fx: (317) 872-2850
Mon-Fri: 8 am - 11 pm

**3 INDIANAPOLIS - RAYMOND**
5603 W Raymond St
Indianapolis, IN 46241
Ph: (317) 241-8266
Fx: (317) 247-4978
24 hours / 7 days a week

**4 INDIANAPOLIS - SHADELAND**
1311 N Shadeland Ave
Indianapolis, IN 46219
Ph: (317) 352-0933
Fx: (317) 357-8543
Mon-Fri: 7:30 am - 11 pm
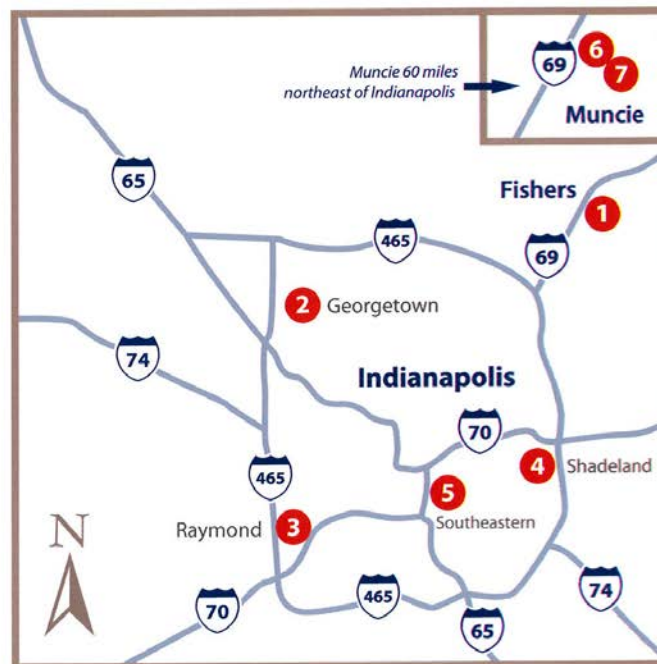
**5 INDIANAPOLIS - SOUTHEASTERN**
1101 Southeastern Ave
Indianapolis, IN 46202
Ph: (317) 955-2020
Fx: (317) 955-2030
Mon-Fri: 8 am - 5 pm

**6 MUNCIE - CLARA**
3911 W Clara Ln
Muncie, IN 47304
Ph: (765) 288-8800
Fx: (765) 751-2278
Mon-Fri: 8 am - 7 pm
Sat-Sun: 8 am - 6 pm

**7 MUNCIE - MADISON**
3813 S Madison St
Muncie, IN 47302
Ph: (765) 751-3300
Fx: (765) 751-1115
Mon-Fri: 8 am - 5 pm

Muncie 60 miles northeast of Indianapolis

Muncie

Fishers

Georgetown

Indianapolis

Shadeland

Raymond

Southeastern

N

For more information, visit: www.ushealthworks.com

Rev 08/19/2013

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# STUDENT RESPONSIBILITIES FOR EXPERIENTIAL EDUCATION EXPERIENCES

**Attendance**
Please refer to the Rotation Attendance Policy at the beginning of the IPPE and APPE rotation manual.

**Professional Appearance and Attire Guidelines: (refer also to student handbook)**
Students are to dress professionally at experiential sites as outlined in the student handbook. Sites may have specific requirements and it will be the student's responsibility to ask each preceptor about appropriate attire. The dress code is enforced for the acceptability of the patients and the assigned site, and as an expression of your professionalism.  Students with unprofessional attire may be sent home for the day and will be required to make up all missed time.

Acceptable attire includes:
- Dress shirt and tie for males
- Clothing must be clean, not ripped or torn, and devoid of offensive advertising or slogans
- Clean, neat, ironed white lab coat - unless it is not worn based upon practice location (e.g. pediatrics, psychiatry); preferred length is no longer than mid-thigh
- Butler COPHS name tag (to be worn at all times within the institution)
- Socks/hosiery required (for health & safety purposes)
- Shoes should be appropriate, comfortable and closed toed (no sandals or tennis shoes)
- Scrubs may be worn if required for the area and approved by the preceptor (e.g. surgery, delivery room), but are not acceptable if other attire is usually worn in the area.
- Body Piercing and/or tattoos:  adhere to site policies that address body piercing and/or tattoos.
- Students must always be clean and well groomed

**Student Outside Employment: (refer also to student handbook)**
Students need to be reminded that rotations are courses and, therefore, have equivalent requirements of attendance, proper daily preparation, appropriate and timely completion of assignments, and appropriate professional behavior.  It should be remembered that rotations also require the completion of "homework" and that appropriate time, effort and preparation are necessary, as with any other course.  Students are required to spend a minimum of 40 hours/5 days per week at the site and/or engaged in rotation activities.  Additional time beyond that may be required at the site and, definitely, on your "own" time. Time on rotations and "homework" is your opportunity to fill those "gaps" that you have in your didactic knowledge base.  Site schedules may include evenings and weekends and experiential experiences must always take first priority over outside employment. Outside employment is not an excuse for altering site schedules. Because of the intensive nature and required daily preparation for rotations, outside work/employment is strongly discouraged.  Rotations are more intensive than semester courses and outside activities/employment will interfere with meeting quality expectations of rotations and will jeopardize your grade.  Any decline in academic performance is sufficient justification for the Academic Affairs office to evaluate critically the extent of time a student should devote to a part-time job.

**Inclement Weather Schedule (refer also to student handbook regarding University Closure/Class Cancellation Policy):**
Students will follow the attendance procedure as dictated by the individual preceptor(s) at the practice sites in the event of inclement weather. Mandatory make-up sessions may be required for missed days due to a delayed or canceled opening. Students on Introductory or Advanced Pharmacy Practice Experiences shall contact their preceptor regarding any weather-related absences.  For University and class closures, see student handbook.

**Personal Emergencies:**
In the event of an emergency situation or occurrence, the student should call the Experiential Education Office as well as the preceptor at site to make them aware.  This policy refers to legitimate emergencies and not routine illnesses or absences referred to in the attendance policy.

**Confidentiality:**
Patient confidentiality is a basic patient right and must be maintained at all times in accordance with HIPAA, state regulations and COPHS policies. Students should be aware of site-specific policies regarding confidentiality. Discussion of patient specific information must take place in areas where confidentiality can be maintained (e.g. not in cafeteria/elevator/etc.) It is considered a breach of confidentiality if a student reveals information about a patient (even if a name is not given) in conversation with friends, etc. outside the institution. Students are reminded that no identifying patient information should be removed from the site (i.e. taken home) or given in case presentations or patient discussions. A chart/patient record is only to be reviewed as a learning resource, and only if the student is following the care of that patient. Chart review of acquaintances, people in the news, etc. is not allowed unless the student is directly involved with the care of that patient. Students are strictly prohibited from viewing their own records, as well as records of their family members. Intentional, repeated and serious breaches of confidentiality by a student will be reported and evaluated by Academic and Professional Affairs Committee for further action.

**Legal Responsibilities:**
It is the student's responsibility to be aware of and follow all state and federal laws relating to the practice of pharmacy. The students are expected to know the legal practice guidelines for the professional situations within which they will be working.  If the student is unsure about the regulations regarding their practice site, they should confer with the preceptor. Legal violations will be evaluated for severity, and addressed at the time of grade assignment.  A major violation could result in the failure of the rotation and/or termination of the program.

**Ethics:**
The practice of pharmacy is founded on ethical behavior. The principles of ethics are based on moral obligation, virtues, and responsibilities of a pharmacist to their patients. Respect, compassion, confidentiality, dignity, honesty and integrity are all components of ethical behavior. As a student of Butler University College of Pharmacy and Health Sciences, you represent yourself, the college, and the profession of pharmacy. Ethical and professional behavior is mandated and unethical behaviors will not be tolerated. If a student is found to be in violation of basic ethical principles, the infraction will be evaluated and will be referred to the Academic and Professional Affairs committee for further action.

**Professionalism:** (refer to Professional Conduct Code in Student Handbook)
Students are reminded to refer to COPHS Student Handbook regarding Professional Conduct Code.  As student pharmacists all enrollees in COPHS professional rotations are expected to adhere to professional decorum in all activities related to this course and the COPHS programs.  As professionals, students are responsible for their own attendance, preparedness, handling of common COPHS resources and equipment, participation, and ultimately their performance in this course.

Professionalism is the process of incorporating a profession's attitude, value and behavior into a professional. The attributes of professionalism are knowledge and skills, commitment to self-improvement, service orientation, pride in the profession, covenantal relationships, creativity and innovation, conscience and trustworthiness, accountability, ethical sound decision making, and leadership.

Students will be required to maintain a positive attitude toward patients, guests, coworkers, healthcare professionals, and their clinical faculty preceptor. Using flexibility and understanding during unforeseen occurrences and events, students will develop a broader knowledge base and enhanced personal growth. Student attitude will be evaluated, and be considered as a part of the final evaluation/grade.  Students with questions regarding professionalism may refer to the student handbook.

Students will treat all people with whom they interact with dignity and importance. Students will respect the diversity of background and ideas for those persons, whether patients, family members, other health care professionals, or casual observers involved in any situations the students may find themselves. Students will be sensitive to, and give consideration to the differences these person(s) bring to a situation. Students will evaluate these differences in a positive manner, and use them as a learning experience. Uncomfortable situations should be discussed with the preceptor, and the preceptor should give the students feedback regarding acceptable behavior in situations that may arise.

If a student repeatedly acts in a manner that does not show respect to those involved, this behavior will be evaluated, and may result in failure of the rotation—refer to procedures to be followed upon alleged violation of the professional conduct code in the Student Handbook.

### Academic Integrity:
Academic dishonesty in all its manifestations is unacceptable behavior and is inconsistent with the professional integrity necessary to be a health care practitioner. Students must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Behaviors which constitute academic dishonesty are clearly described in the Professional Conduct Code of the College which is contained in the COPHS Student Handbook and in Canvas under the COPHS Community Resources section. Students in COPHS courses are expected to read and to abide by this policy. The procedures outlined in this policy will be followed should any breach of academic integrity occur in this course.

### Plagiarism:
Plagiarism is one specific example of academic dishonesty that is often misunderstood by students. Plagiarism is defined as "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." Appropriate paraphrasing and proper referencing are necessary to avoid plagiarism. Please refer to the COPHS Citation Guide, available in the COPHS Community Resources section of Canvas, for proper referencing/citation formats. Students in COPHS courses are expected to read these guidelines and to adhere to them in the submission of all written assignments. All instances of plagiarism occurring in this course will be addressed as outlined in the COPHS Professional Conduct Code.

### Intellectual Property:
Any outside use, reproduction or mixing of audio and video materials recorded by students or faculty as part of a course is forbidden without the express written consent of the course instructor and all parties involved in the recording. This includes use in ePortfolios or on social media and internet sites such as YouTube or Facebook, etc. For additional information on copyright and intellectual property see http://libguides.butler.edu/copyright and http://www.butler.edu/research-scholarship/university-policies.

Violation of this policy will be considered a violation of the COPHS Professional Conduct code. Such a code violation will result in appropriate sanctions by the College's Academic and Professional Affairs Committee.

### Communication:
Protocol for Sending E-Mail Communications: Students are expected to address Administrators, Faculty and Staff of the College using their proper titles. In addition, it is imperative that the subject line is filled in with the reason for the email. Students should always use their BU email account for this purpose. If a student uses their personal email account, the College of Pharmacy is not responsible for the loss or breach of confidential information. Common courtesy dictates that emails are ended with a proper closing such as 'thank you', 'regards' or other suitable statement. The sender should at all times close signing their complete name, Class Year, and if an officer of a student organization, their title. Students are reminded they are required to check their Butler email at least once each day. If the student is unable to check their email, the student is required to list an out-of-office with expected time of return. Students are expected to maintain their BUMAIL account and are responsible for the mail sent to and from their e-mail account. Many faculty, staff and students will use this medium to converse, post important information and provide updates.

**Technology:**
The use of cell phones and other electronic devices for personal phone calls, text messaging or web surfing while on your rotation is not allowed. Communication by text may ONLY be used if determined by the preceptor that this is their preferred form of communication. Engaging in social media is not acceptable during student learning. Preceptors are encouraged to discipline students accordingly if such situations arise during the course of a rotation.

**Computer Policy, Skills, and Competency:**
All COPHS students must adhere to the computer use policies outlined under "Computer Procedures and Guidelines" in the "University Computing" section of the Butler University Student Handbook. Students in this course are expected to read and to abide by these policies. It is the policy of this course that in order to fully participate and fulfill the requirements of the course, students need to demonstrate some use of and proficiency in the utilization of computers. This includes access to and the use of the Internet, e-mail, Moodle®, Canvas, MS-Word®, and MS-Excel® as well as others cited in the course syllabus. If you have any concerns, call the Help Desk at 4357.

**ePortfolio:**
The student is expected to update their ePortfolio and review with their preceptor at the beginning of each rotation. The portfolio will consist of several sections. The first will include copies of all personal information and documentation, such as intern license, health records, criminal background check, etc. Each rotation will have its own section, to include copies of all evaluation forms, affidavits, and any other relevant rotation information – including but not limited to: rotation syllabi, slides, case presentations, etc. Also a scan of the completed competency form at the end of each rotation should be included at the end of each rotation. This portfolio will be reviewed by the Experiential Education Office upon completion of their Introductory Pharmacy Practice rotations and quarterly throughout the Advanced Pharmacy Practice Experience rotations. If students do not comply with the deadlines for ePortfolio, action will be taken as outlined in the Policy and Procedure regarding Late Rotation Materials (for APPE) or as indicated by the Director of Introductory Pharmacy Experiences (for IPPE).

**Accommodations for Disabilities:**
It is the policy and practice of Butler University to make reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with the preceptors, and allow two weeks' notice. Otherwise, it is not guaranteed that the accommodation can be received on a timely basis. If you have questions about Student Disability Services, you may wish to contact Michele Atterson, JH136, ext. 9308.

**Sexual Harassment:**
Butler University is committed to maintain a respectful educational environment, free from harassment. Harassment of any kind is not acceptable at Butler; it is inconsistent with the commitment to excellence that characterizes Butler University's activities. Alleged violations of this policy may result in referral to the University student conduct system. In addition, those who engage in harassing behavior may be subject to criminal prosecution under appropriate federal, state, or municipal law. Action taken by the University through the University's student conduct process does not preclude the pursuit of criminal or civil action. All COPHS students must adhere to the policies outlined under "Harassment, Sexual Misconduct and Sexual Harassment Policies" in the Butler University Student Handbook. Students and preceptors are expected to abide by these policies.

**Drug/Alcohol Abuse Policy:**
All COPHS students must adhere to the drug/alcohol abuse policies outlined in the Butler University Student Handbook and the COPHS Student Handbook.

**Failure Policy**:
Refer to policy in COPHS student handbook. If the student receives a failure assessment in two experiential (IPPE or APPE) rotations, the case will automatically be referred to Academic and Professional Affairs for review.

**Academic Appeals Policy (please refer to COPHS student handbook)**:
Grade appeal process for a failed rotation: If a student has good reason to believe that a grade has been improperly assigned for reasons other than a penalty for academic dishonesty, the student should first discuss the matter with the preceptor.  If not satisfied, the student may appeal. A student must notify the preceptor, the Director of Introductory or Advanced Experiential Education of the intent to file a grade appeal within 5 working days of the grade submission by the preceptor. The appeal must be filed within 10 days of the date of the letter of intent to appeal. A student will continue on rotations until the appeal process is complete unless there is documentable concern for patient safety, unprofessional student behavior, or charges of criminal misconduct are pending.

**Requirements for Participation in Rotations:**
- Before beginning rotations, all curriculum prerequisites must be met or waived by petition.
- Students must agree to comply with all policies provided in this document, the COPHS Student Handbook, and the Butler University Student Handbook.
- Verification of APPE course self-registration for Summer, Fall and Spring semesters by dates specified by the Experiential Education Office.
- Completion of the IPPE Rotation Placement Agreement
- Completion of any additional site-specific onboarding requirements according to the sites' deadlines
- HIPAA training documentation required for P1-P4  (some sites may require additional HIPAA training)
- Blood Borne Pathogens training documentation for P2 –P4
- Basic Life Support (BLS) certification & documentation for P2-P4 students

The following are requirements for participation in rotations and must be on file in the student's ePortfolio:

- Valid Indiana internship license
- Valid internship licenses for all states in which you are doing rotations – If not, the rotation may be cancelled and will be scheduled in the Indianapolis area.
- Criminal background check results document (some sites may require an additional background check)
- Current health/immunization/titer record
    - Medical surveillance and clinical rotation clearance form completed by Health Services (P2, P3, P4)
- Current resume (P1) or CV (P2, P3, P4)
- Documentation of health insurance coverage while on rotations
- Valid Basic Life Support (BLS) (P2-P4) Certification by the American Red Cross or the American Heart Association
- Contact Information (current address, phone number) - keep your contact information current throughout the rotations.  Please post any changes in ePortfolio and E*Value (P2-P4) as soon as you aware of them.
- Emergency contact information

# PRECEPTOR EXPECTATIONS

Welcome to another year of Butler University College of Pharmacy & Health Sciences IPPE and APPE rotations and thank you for your participation. Without your interest and support, our students would not have the opportunity to experience and practice patient and pharmaceutical care. We appreciate your serving as a role model for our students as they learn and develop under your capable guidance.

We utilize a computerized rotation management system, E*Value. The Rotation Manual is available online at www.e-value.net. We also utilize a computerized ePortfolio system for our students, Wordpress. Students will share their ePortfolio links with preceptors.

## Oversight/Supervision:

- Students are required to be supervised by a licensed health care professional while performing patient care activities which includes preparation and dispensing of medication orders and prescriptions.
- Preceptors should provide time devoted to the student.

## Communication:
- The preceptor should review the student's ePortfolio prior to or on day 1 to determine the student's goals and areas of interest for the rotation experience.
- The preceptor should communicate all rotation expectations with the student during orientation.
- The students should receive an orientation to the site and the computer system.
- A rotation calendar including dates for rotation activities (e.g., rounds, projects, topic discussions) is highly encouraged.
- The preceptor should maintain an open line of communication (if not through direct contact, through email/phone) with students on a daily basis.

## Mentoring:
- Preceptors should serve as a role model for the students and for the profession of pharmacy.
- As a role model, preceptors are encouraged to hold students accountable for behavior, performance and attainment of all course objectives.
- Preceptors should encourage students to engage in active learning and provide regular feedback with guidance on self-improvement.

## Preceptor Expectations of the Student:

- The "Student responsibilities" section of the manual outlines the minimum expectations the preceptor should have of the students' behavior, attitude and expectations. Each site may have their own list of rules and expectations and preceptors should provide these to students at the start of the rotation.
- Student attendance is required. Please refer to the attendance policy in the Rotation Manual.
- Students are required to spend a minimum of 40 hours/week and a maximum of 60 hours/week on rotations. Students are aware that additional time, both on and off site, may be necessary; however, our students may have additional commitments (such as MBA classes or PharmD projects) and may need to request your cooperation to balance these with their rotation requirements. **The best way is often for the preceptor and student to discuss time commitments required for the next four weeks at the start of the rotation.**

## Student Relationship:
Preceptors should develop a professional relationship that is based on teacher-student model rather than the typical employer-employee relationship. Students are not to be compensated by the facility for any experiential

activity which the student may receive academic credit from Butler University. Preceptors are cautioned that fraternization may endanger the teacher-student relationship.

**Conflict Resolution:**
- Preceptors and students must attempt to resolve any conflicts that may develop.
- In the event there is a conflict between preceptor and student that cannot be resolved without intervention, the Experiential Education Office should be notified as soon as possible.
- If resolution is not a viable alternative, the student may be reassigned to another preceptor or site.

**Evaluation and Assessment:**
- Student assessment and evaluation is the responsibility of the preceptor and student.
- Student assessment is an ongoing process that requires continuous, constructive feedback to ensure student competency.
- Feedback should be solicited from staff and other health care providers who have substantial interaction with the student.
- Formal assessment occurs at the midpoint and end of rotation.
- Final evaluations must be completed in E*Value within five business days of a student's completion of their experiential activities. Ideally, the evaluation should be completed and shared with the student on the last day of the rotation.  Preceptors are also encouraged to ask for student feedback regarding the student's rotation experience.
- Informal assessment and feedback can also be completed at any time through On the Fly evaluations available in E*Value.
- In all rotations, students are assessed on their General Professional Skills and Rotation Specific Activities**.**
- Preceptors may access their evaluation summaries at any time.

**Syllabi Templates:**
- Syllabi templates are available for all required IPPEs and APPEs. Each syllabus contains basic competencies/outcomes necessary for a student to achieve in order to have met basic practice performance and understanding in that area.  The competencies were developed in answer to the statement: "At the completion of this rotation, the student must be able to…."
- These identified competencies also serve as the evaluation outcomes for the rotation.  In this way, the objectives truly are reflected in the evaluation criteria (see "Explanation of Student Evaluation/ Grading" and the corresponding forms for specifics).
- Preceptors are required to utilize all information in the syllabus template, but can add any additional information or requirements for their specific rotation.  For quality assurance, the Experiential Education Office is required to have a copy of your syllabus on file. We also request that you please use our grading format and assessment sheet.

# BUTLER UNIVERSITY



# COLLEGE OF PHARMACY AND HEALTH SCIENCES

## Introductory Pharmacy Practice Experience (IPPE) Manual

## 2020-2021

**E\*Value Website Current URL: e-value.net**

**This manual is subject to change**

# INTRODUCTORY PHARMACY PRACTICE EXPERIENCE (IPPE) MANUAL

Introductory Pharmacy Practice Experience (IPPE) represents a student's first hands-on opportunity to experience the profession of pharmacy. The purpose of IPPE is to begin the translation of didactically acquired knowledge and apply it in the professional workplace.

- Students complete 160 hours of community practice experience during the summer after their first professional (P1) year.
- Students experience 160 hours of institutional practice experience during the summer after their second professional year or during a longitudinal experience during the summer, fall, and/or spring semesters following the second professional (P2) year.
- Throughout the professional curriculum, students have additional course assignments and patient care simulation exercises that prepare them for their introductory pharmacy practice experiences.

## Grading Policy:

IPPE will be graded on a pass or fail basis. The student must "meet expectations" on all learning objectives before advancement to Advanced Pharmacy Practice Experience (APPE). Students who do not "meet" learning objectives will be required to develop a plan to meet any of the unmet learning objectives with the assistance of the preceptor and the Experiential Education Office.  This may require additional classroom or site-based activities.

If a student fails at a site, the IPPE hours will not count and will need to be repeated (see remediation/retake policy). The student will not be eligible for APPE lottery rotations (APPE rotations that are highly requested and have very limited number of available spots) and may be required to complete additional remedial hours at the discretion of the Experiential Education Office and may be submitted to Academic and Professional Affairs Committee and the Director of Introductory Experiential Education for further action.

## STUDENT GUIDELINES FOR IPPE ROTATION COMPLETION

## TWO WEEKS BEFORE START OF ROTATION:

- Contact preceptor (phone, pager, email).  Be sure to communicate directly with your preceptor.  If the name of the preceptor has changed, please contact the Academic Program Coordinator, Alison Carrico (amcarrico@butler.edu)
- You will need to add your preceptor to your ePortfolio to ensure they have access prior to sending your email with the link to your ePortfolio.
- Verify the following in your email:
    - Directions to site
    - Parking for first day (where? cost?)
    - Where to meet preceptor
    - What student should bring
    - What to wear
    - Also ask if the site has access to the internet. If not, you will need to take a hardcopy of this information, such as your CV, emergency contact information, intern license and competency form, to the site to discuss with your preceptor.

- **Note**: Some preceptors may request a meeting before rotations or may ask you to call them closer to the start date. Some sites will contact you weeks or months prior to your rotation start with specific requirements. Complete them as assigned within the requested time frame. Failure to meet deadlines may result in your inability to complete a rotation as assigned.

**FIRST DAY:**

- Present your ePortfolio
- Discuss with preceptor: rotation requirements, evaluation criteria, rotation expectations and desired outcomes (for student and preceptor), schedule, etc.
- Attend organization/department orientation (may not be required at all sites)

**DURING ROTATION:**

- Demonstrate proficiency in competencies as noted on the Competency Evaluations.
- Butler student name tags must be worn at all times; some sites may require additional ID tags for institutional security purposes.
- Have preceptor complete midpoint evaluation on E*value. Preceptors and students should discuss the midpoint and come up with any needed plans of action for improvement.

**END-OF-ROTATION:**

- Complete evaluation of Site/preceptor on E*Value
- Upload evaluations and rotation documents on ePortfolio

**\*\*\*Students need to keep copies of all forms in their ePortfolio for future preceptors to review.**

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**Community Introductory Pharmacy Practice Experience Syllabus (template)**

Rotation Title: Community Practice

Rotation Course Number: RX400S

Minimum required contact hours: 160 hours

## COURSE DESCRIPTION:

The Community IPPE is a 160 hour, on-site rotation in a community setting designed to introduce students to the fundamentals of pharmacy practice in this setting. Students are provided opportunities to enhance their technical, clinical, and professional skills introduced to interprofessional practice, which includes patient care decision-making, professional ethics and expected behaviors, and direct patient care activities.

## COURSE OBJECTIVES:

### Technical

- Evaluate the acceptability and accuracy of a prescription and verify that the information is correct by correlating the prescription with patient-specific data and drug information.
- Accurately evaluate and process a new prescription or prescription refill in accordance with the law.
- Correctly interprets prescription abbreviations.
- Obtain demographic information, medication, allergy and medical history from a new patient or update existing patient data.
- Correctly labels and dispenses medications.
- Observes/demonstrates understanding of how to add a third party plan into the computer system.
- Explain the process used to split bill an insurance claim.
- Observes/demonstrates understanding of how to add a manufacturer discount card into the computer system.
- Appropriately contacts a third party payer for an override.
- Observes/demonstrates understanding of how to process a Workman's Comp claim.
- Explain the prior authorization process to a patient or patient's family member.
- Demonstrate the ability to send a prior authorization form to a health care provider.
- Explain the process for emergency fill of a prescription.
- Clarify a question regarding a prescription by contacting a prescriber or prescriber's office.
- Correctly calculate total days supply of medications (e.g., insulin, topicals, eye and ear drops).
- Accurately reconstitute a medication and counsel patient/family member on correct measuring of dose.
- Demonstrate understanding of controlled substance dispensing and refill regulations and company policies.
- Successfully process the partial fill of a prescription.
- Demonstrate ability to use all components of data base retrieval to include analysis and interpretation.

- Identify and report adverse events to the appropriate individuals or organizations (i.e. local, state and federal agencies).

- Explain how the site uses technology to maximize medication safety within the system.

- Demonstrate knowledge of quality improvement programs utilized at the site.

- Explain the roles, duties, and responsibilities of the various personnel within the team.

- Demonstrate understanding of the role of other health care providers (include when to refer to other health care providers, the importance of being respectful in all interactions, when to refer them to physician or other health care provider).

- Participate in patient counseling, taking into account patient's health literacy, cultural diversity, behavioral and economic issues.

- Demonstrate ability to document events, problems, and solutions with patients and patients' agent verbally, electronically, and manually in a concise, accurate, and efficient manner.

- Discuss what to do when you receive a specialty prescription.

- Discuss mail order prescriptions.

- Perform all duties and tasks in accordance with legal and professional pharmacy regulations, standards and guidelines.

## Clinical

- Evaluate a patient's medication profile to identify medication allergies, appropriate doses and directions for use, duplicate medications and clinical relevant drug interactions.

- Demonstrate knowledge of problem-solving techniques using actual or simulated scenarios.

- Participate in activities that promote to patients the importance of health, wellness, disease prevention (e.g., immunizations, tobacco cessation), and management of their diseases and medication therapies to optimize outcomes.

- Assist a patient or caregiver in problems related to prescription medication coverage, health insurance, or government healthcare programs.

- Discuss with preceptor patient symptoms, responses, adverse events and medication adherence as it applies to a patient's pharmacotherapy regimen.

- Observes and/or participates in counseling of a patient by the pharmacist.

- Participates in responding appropriately and accurately to drug information requests (this includes when it is appropriate to say that you don't know but will follow-up).

- Observes and/or participates in a MTM session.

- Perform a blood pressure screening.

- Demonstrates familiarity with brand, generic, indication, whether OTC, prescription, or controlled substance for commonly used (e.g., important 200) medications.

- Demonstrates understanding of the components of the Pharmacists' Patient Care Process (PPCP) and how they apply to community practice.

- Recommend a cost-effective option for a patient who is unable to afford their medication.

- Discuss resources available to help patients find low cost medications and apply for medication rebates.

## Professional

- Demonstrates punctuality for all rotation activities and assigned tasks by scheduled deadlines.

- Demonstrates caring, ethical, and professional behavior when interacting with patients, caregivers, and other health care professionals.

- Complies with federal, state, and local laws and regulations related to pharmacy practice.
- Demonstrates accountability for all behaviors and responds positively to constructive feedback.
- Displays sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, disabilities, spirituality and other aspects of diversity and identity when interacting with patients, caregivers, and other healthcare professionals.

**STUDENT ACTIVITIES:**

Required:

- Important 200 Medication Review
- Drug Information Question
- MTM activity
- Interprofessional Role Discussion with Preceptor
- Completion of the online insurance modules and assignments
- Completion of Indiana Community Requirement (ICR) reflection assignments

Highly Recommended:

- Shadow an administrator (1/2 to 1 day)
- Spend 1-2 days observing/participating in compounding medications
- Attend Indiana Board Meeting or professional organization meeting
- Participate in live Journal Club or online participation with CEImpact (available on learning modules in E*Value)

**GRADING:**

Grading will be performed according to the format outlined in the Butler Rotation Manual.

**ATTENDANCE POLICY:**

Student attendance and participation at their experiential sites is mandatory. Students are expected to be punctual and prepared for site activities. Should a student accumulate more than 2 excused absences during a rotation block, the preceptor and Experiential Education Office will discuss ramifications, which may include the student receiving an incomplete or failure for the rotation.

If a student is absent from a preceptor-designated rotation site for reasons other than those defined in the rotation manual or cannot produce, upon request, supporting documentation of the above reasons within 72 hours, they will automatically be assigned an unexcused absence. An unexcused absence may result in the student receiving an incomplete or failure for the experiential activity as determined by the Experiential Education Office in collaboration with the preceptor.

**PROFESSIONALISM:**

Students are to dress and act professionally at experiential sites as outlined in the Rotation Manual. Sites may have specific requirements, and it will be the student's responsibility to ask each preceptor about appropriate attire.

**ASSESSMENTS:**

- Midpoint Evaluation

- Preceptor Assessment of Student – Final
- Student Evaluation of Preceptor, Site and Course

**All students taking this course are subject to the terms of the Course Policy Statements (e.g., Disability Services, Academic Integrity, Respectful Interactions, etc.) published in the <u>College of Pharmacy and Health Sciences Student Handbook, Appendix D</u> which is incorporated herein by reference. The <u>College of Pharmacy and Health Sciences Student Handbook</u> is located on Canvas under "COPHS Community Resources" and constitutes a part of this syllabus.**

By signing this form, you are acknowledging that you have read the syllabus, understand the responsibilities and are committed to completing the above items.

Student's Signature: _____    Date: _____

Preceptor's Signature: _____    Date: _____

**Institutional Introductory Pharmacy Practice Experience Syllabus (template)**

Rotation Title:                              Institutional Practice
Rotation Course Number:            RX501
Minimum required contact hours:   160 hours

**COURSE DESCRIPTION:**

The Institutional IPPE is a 160 hour on-site rotation in a hospital/institutional setting designed to introduce students to the fundamentals of pharmacy practice in this setting. Students are provided opportunities to enhance their technical, clinical, and professional skills introduced to interprofessional practice, which includes patient care decision-making, professional ethics and expected behaviors, and direct patient care activities.

**Technical**
- Accurately read and process a medication order.
- Select the appropriate product (medication) when filling a medication order.
- Accurately label and dispense medications.
- Accurately reconstitute a medication and/or prepare a sterile product (including calculations when appropriate).
- Accurately obtain all required information when filling medication orders.  Contact healthcare provider for clarification of medication when needed.
- Explain the process for handling a medication error and reports adverse drug events.
- Explain how the site uses technology to maximize medication safety within the system.
- Describe the roles, duties, and responsibilities of the various personnel within the team.
- Demonstrate ability to document events, problems, and solutions with patients and patients' agent verbally, electronically, and manually in a concise, accurate, and efficient manner.
- Demonstrate knowledge of quality improvement programs utilized within the site.

**Clinical**
- Obtain demographic information, allergy, medications, and medical history from a patient.
- Participate in patient counseling taking into account patient's health literacy, cultural diversity, behavioral and economic issues.
- Appropriately and accurately respond to drug information requests.
- Conducts a medication history or review
- Assess patient symptoms, responses, adverse events and medication adherence as it applies to a patient's pharmacotherapy regimen.
- Demonstrate an ability to use all components of database retrieval, including analysis and interpretation.
- Identify and report medication errors and adverse events to the appropriate individuals or organizations (i.e. local, state and federal agencies).
- Evaluate information obtained from adverse drug reactions and medication error reporting systems to identify preventable causes and solutions. Identify solutions which can minimize the occurrence of adverse events.
- Evaluate a patient's medication profile to identify medication allergies, appropriate doses and directions, duplicate medications and clinically relevant drug interactions.
- Demonstrate knowledge of problem-solving techniques using actual or simulated scenarios.

**Professional**
- Demonstrate punctuality for all rotation activities and assigned tasks by scheduled deadlines.

- Demonstrate caring, ethical, and professional behavior when interacting with patients, caregivers, and other healthcare professionals.
- Exhibit accountability for all behaviors and responds positively to constructive feedback.
- Display sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, disabilities, spirituality and other aspects of diversity and identity when interacting with patients, caregivers, and other healthcare professionals.
- Perform all duties and tasks in accordance with legal and professional pharmacy regulations, standards and guidelines.
- Demonstrate and apply knowledge of confidentiality and HIPAA.

**STUDENT ACTIVITIES:**

- Process medication orders
- Label and dispense medications
- Reconstitute medications and prepare sterile products
- Complete an interprofessional role discussion with preceptor and/or shadowing activity related to the roles of different healthcare team members
- Participation in live Journal Club or online participation with CEImpact (available on learning modules in E*value)
- Answer a drug information question
- Complete patient medication histories
- Conduct patient medication reviews, comparing list to current medications
- Counsel patients on discharge medications

**GRADING:**

Grading will be performed according to the format outlined in the Butler Rotation Manual.

**ATTENDANCE POLICY:**

Student attendance and participation at their experiential sites is mandatory. Students are expected to be punctual and prepared for site activities. Should a student accumulate more than 2 excused absences during a rotation block, the preceptor and Experiential Education Office will discuss ramifications, which may include the student receiving an incomplete or failure for the rotation.

If a student is absent from a preceptor-designated rotation site for reasons other than those defined in the rotation manual or cannot produce, upon request, supporting documentation of the above reasons within 72 hours, they will automatically be assigned an unexcused absence. An unexcused absence may result in the student receiving an incomplete or failure for the experiential activity as determined by the Experiential Education Office in collaboration with the preceptor.

**PROFESSIONALISM:**

Students are to dress and act professionally at experiential sites as outlined in the Rotation Manual. Sites may have specific requirements, and it will be the student's responsibility to ask each preceptor about appropriate attire.

**ASSESSMENTS:**

- Midpoint Evaluation
- Institutional IPPE Competency Evaluation
- Student Evaluation of Preceptor, Site and Course

**All students taking this course are subject to the terms of the Course Policy Statements (e.g., Disability Services, Academic Integrity, Respectful Interactions, etc.) published in the <u>College of Pharmacy and Health Sciences Student Handbook, Appendix D</u> which is incorporated herein by reference. The <u>College of Pharmacy and Health Sciences Student Handbook</u> is located on Canvas under "COPHS Community Resources" and constitutes a part of this syllabus.**

By signing this form, you are acknowledging that you have read the syllabus, understand the responsibilities and are committed to completing the above items.

Student's Signature: _____ Date: _____

Preceptor's Signature: _____ Date: _____

**Butler University College of Pharmacy**
Student Experiential Rotation *Midpoint* Evaluation Form
*(Must be completed by the Preceptor via E\*Value)*

Student Name: _____     Preceptor: _____

Experience Type: _____     Location: _____

Please review the student's performance at mid-term and evaluate their strengths and opportunities for improvement which you feel the student must achieve.

Strengths:

_____

_____

_____

_____

Opportunities for improvement:

_____

_____

_____

_____

Plan of action: (*to be completed together by the preceptor and the student*)

_____

_____

_____

_____

_____          _____
Preceptor Signature/Date                          Student Signature/Date

**Butler University College of Pharmacy and Health Sciences**
**Community Introductory Pharmacy Practice Experience**
**Competency Evaluation**

Student Name: _____Graduation Year_____
Preceptor Name: _____ Rotation Location: _____ Total
IPPE hours: _____Rotation Dates: _____to _____

| ASSESEMENT SCALE | |
|---|---|
| Needs Improvement | The student performs at a level below where they should be at this point in their pharmacy education (1 year of didactic course work for community). Does not display professional attributes or attitudes consistent with a readiness to enter general practice. |
| Meets Expectations | The student performs at a level consistent with expectations or at least is displaying developing habits, skills, abilities, and/ or knowledge in areas that are improving and/ or requiring further development. |
| Not Applicable | Student not assessed because competency was not applicable at site |

**COMMUNITY PRACTICE ROTATION COMPETENCIES**

| TECHNICAL | NEEDS IMPROVEMENT | MEETS EXPECTATIONS | NOT APPLICABLE |
|---|---|---|---|
| Evaluates the acceptability and accuracy of a prescription and verifies the information is correct by correlating the prescription with patient-specific data and drug information | | | |
| Accurately evaluates and processes a new prescription or prescription refill in accordance with the law | | | |
| Correctly interprets prescription abbreviations | | | |
| Obtains demographic information, medication, allergy and medical history from a new patient or updates existing patient data | | | |
| Correctly labels and dispenses medications | | | |
| Demonstrates understanding of how to add a third party plan into the computer system | | | |
| Appropriately contacts a third party payer for an override | | | |
| Demonstrates understanding of how to process a Workman's Comp claim | | | |
| Explains the prior authorization process to a patient or patient's family member | | | |
| Demonstrates ability to send a prior authorization form to a health care provider | | | |
| Explain the process for emergency fill of a prescription | | | |

| | | | |
|---|---|---|---|
| Clarifies a question regarding a prescription by contacting a prescriber or prescriber's office | | | |
| Correctly calculates the total days supply of medications (e.g., insulin, topicals, eye and ear drops) | | | |
| Accurately reconstitutes a medication and/or counsels a patient/family member on correct measuring of a dose | | | |
| Demonstrates understanding of controlled substance dispensing and refill regulations, as well as specific company policies | | | |
| Accurately processes the partial fill of a prescription | | | |
| Demonstrates ability to use all components of database retrieval, including analysis and interpretation | | | |
| Demonstrates knowledge of quality improvement programs utilized at the site | | | |
| Demonstrates understanding of the role of other health care providers (including when to refer to other healthcare professionals and the importance of being respectful in all interactions) | | | |
| Demonstrate ability to document events, problems, and solutions with patients and patients' agent verbally, electronically, and manually in a concise, accurate, and efficient manner | | | |
| CLINICAL | | | |
| Evaluates a patient's medication profile to identify medication allergies, appropriate doses and directions for use, duplicate medications, and clinically relevant drug interactions | | | |
| Participates in activities that promote to patients the importance of health, wellness, disease prevention, and management of their disease and medication therapies to optimize outcomes | | | |
| Discusses with preceptor patient symptoms, responses, adverse events, and medication adherence as it applies to a patient's pharmacotherapy regimen | | | |
| Participates in responding appropriately and accurately to drug information request (including when it is appropriate to say that you do not know but will follow up) | | | |
| Appropriately documents interventions, medication errors, adverse drug reactions according to site requirements | | | |
| Participates in a MTM session | | | |
| Performs a blood pressure screening | | | |

| | | | |
|---|---|---|---|
| Participate in patient counseling taking into account patient's health literacy, cultural diversity, behavioral issues and economic issues | | | |
| Demonstrates familiarity with brand, generic, indication, whether OTC, prescription, or controlled substance for commonly used (e.g. important 200) medications | | | |
| Demonstrates understanding of the Pharmacists' Patient Care Process (PPCP) and how it applies to community practice | | | |
| Recommends a cost effective option for a patient who is unable to afford their medication | | | |
| PROFESSIONAL | | | |
| Demonstrates punctuality for all rotation activities and assigned tasks by scheduled deadlines | | | |
| Demonstrates caring, ethical, and professional behavior when interacting with patients, caregivers, and other healthcare professionals | | | |
| Displays sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, disabilities, spirituality and other aspects of diversity and identity when interacting with patients, caregivers, and other healthcare professionals | | | |
| Complies with federal, state and local laws and regulations related to pharmacy practice | | | |
| Demonstrates accountability for all behaviors and responds positively to constructive feedback | | | |

List 3 things the student performed well during this rotation
1.

2.

3.

List 3 things in which the student has room for improvement
1.

2.

3.

Comments:

Overall Performance:     PASS    FAIL

**Butler University College of Pharmacy and Health Sciences**
**Institutional IPPE Competency Evaluation**

Student Name: _____Graduation Year_____
Preceptor Name: _____Rotation Location: _____
Total IPPE hours: _____Rotation Dates: _____to _____

| ASSESSMENT SCALE | |
|---|---|
| Needs Improvement | The student performs at a level below where they should be at this point in their pharmacy education (2 years of didactic for institutional). Does not display professional attributes or attitudes consistent with a readiness to enter general practice. |
| Meets Expectations | The student performs at a level consistent with expectations or at least is displaying developing habits, skills, abilities, and/ or knowledge in areas that are improving and/ or requiring further development. |
| Not Applicable | Student not assessed because competency was not applicable at site |

**INSTITUTIONAL IPPE ROTATION COMPETENCIES**

| TECHNICAL | NEEDS IMPROVEMENT | MEETS EXPECTATIONS | NOT APPLICABLE |
|---|---|---|---|
| Accurately reads and processes a medication order | | | |
| Selects the appropriate medication when filling a medication order | | | |
| Accurately labels and dispenses medications | | | |
| Accurately reconstitutes a medication and/or prepares a sterile product (including calculations when appropriate) | | | |
| Accurately obtains all required information when filling medication orders. Contacts healthcare provider for clarification when needed | | | |
| Explains the process for handling a medication error and reporting adverse drug events | | | |
| Explains how the site uses technology to maximize medication safety within the system | | | |
| Describes the roles, duties, and responsibilities of the various personnel within the team | | | |
| Demonstrate the ability to documents events, problems, and solutions with patients and patients' agents verbally, electronically, and manually in a concise, accurate, and efficient manner | | | |

| | | | |
|---|---|---|---|
| Demonstrates knowledge of quality improvement programs utilized within the site | | | |
| **CLINICAL** | | | |
| Obtains demographic information, medication, allergy and medical history from a patient | | | |
| Participates in patient counseling taking into account patients' health literacy, cultural diversity, behavioral, and economic issues | | | |
| Appropriately and accurately responds to drug information requests | | | |
| Assess patient symptoms, responses, adverse events and medication adherence as it applies to a patient's pharmacotherapy regimen | | | |
| Demonstrates an ability to use all components of database retrieval, including analysis and interpretation | | | |
| Identify and report medication errors and adverse events to the appropriate individuals or organizations (i.e. local, state, and federal agencies) | | | |
| Evaluate information obtained from adverse drug reactions and medication error reporting systems to identify preventable causes and solutions | | | |
| Evaluate a patient's medication profile to identify issues with medication allergies, appropriate dosages and instructions for use, duplicate medications and clinically relevant drug interactions | | | |
| **PROFESSIONAL** | | | |
| Demonstrates punctuality for all rotation activities and completes assigned tasks by scheduled deadlines | | | |
| Demonstrates caring, ethical, and professional behavior when interacting with patients, caregivers, and other health care professionals | | | |
| Exhibits accountability for all behaviors and responds positively to constructive feedback | | | |
| Displays sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, disabilities, spirituality and other aspects of diversity and identity when interacting with patients, caregivers, and other health care professionals | | | |

| | | | |
|---|---|---|---|
| Performs all duties and tasks in accordance with legal and professional pharmacy regulations, standards, and guidelines | | | |
| Demonstrates and applies knowledge of confidentiality and HIPAA | | | |

List 3 things the student performed well during this rotation
1.
2.
3.

List 3 things in which the student has room for improvement
1.
2.
3.

Comments:


Overall Performance:   PASS   FAIL

## Student Evaluation of Preceptor and Site

| | Preceptor | | | |
|---|---|---|---|---|

| 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|
| Completely Disagree | Generally Disagree | Neutral or Undecided | Generally Agree | Completely Agree | |

| Site/Rotation Questions | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1 There were specific objectives or student competencies for this rotation. | | | | | |
| 2 The assessment methods and grading scheme were explained to me at the start of the rotation. | ○ | ○ | ○ | ○ | ○ |
| 3 I was oriented to the rotation site. | ○ | ○ | ○ | ○ | ○ |
| 4 The site supported the presence of students. | ○ | ○ | ○ | ○ | ○ |
| 5 Interaction with the site staff was positive and helpful. | ○ | ○ | ○ | ○ | ○ |
| 6 Activities and assignments were useful learning activities. | ○ | ○ | ○ | ○ | ○ |
| 7 I participated in activities most of the time; little time was spent simply observing. | ○ | ○ | ○ | ○ | ○ |
| 8 Appropriate resources were available to help me meet objectives. | ○ | ○ | ○ | ○ | ○ |
| 9 Assigned text and/or readings were useful learning aids. | ○ | ○ | ○ | ○ | ○ |
| 10 The assessment method was a fair way of assessing my knowledge, skills, and attitude. | ○ | ○ | ○ | ○ | ○ |
| 11 The rotation was well planned and flowed well. | ○ | ○ | ○ | ○ | ○ |
| 12 The benefits received and information acquired from the rotation met my expectations. | ○ | ○ | ○ | ○ | ○ |
| 13 I would recommend this rotation site to others.* | | | | | |

| Preceptor Questions | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1 The preceptor clearly communicated rotation objectives, expectations, and instructions. | | | | | |
| 2 The preceptor encouraged and gave me adequate time for discussions and questions. | ○ | ○ | ○ | ○ | ○ |
| 3 The preceptor was interested in my success on rotation. | ○ | ○ | ○ | ○ | ○ |
| 4 The preceptor treated me with respect. | ○ | ○ | ○ | ○ | ○ |
| 5 The preceptor encouraged independence and initiative. | ○ | ○ | ○ | ○ | ○ |
| 6 The preceptor provided timely feedback regarding my performance. | ○ | ○ | ○ | ○ | ○ |
| 7 The preceptor served as a positive role model (i.e. demonstrated professional dress and behaviors, a positive attitude, depth of knowledge, and strong communication skills).* | ○ | ○ | ○ | ○ | ○ |
| 8 The preceptor challenged me. | ○ | ○ | ○ | ○ | ○ |
| 9. I would recommend Butler continue to use this person as a rotation | ○ | ○ | ○ | ○ | ○ |

preceptor.*

10. The preceptor is knowledgeable in their field of practice. ○ ○ ○ ○ ○

11. The preceptor was an effective teacher and was able to teach ○ ○ ○ ○ ○ f
fundamental concepts in their area of practice.

**General questions. Please complete them all.**

What do you consider to be the strengths of this preceptor?

What do you consider to be areas of improvement for this preceptor?

Please give specific examples of what the preceptor did to facilitate your learning.

Please list 3 strengths of this rotation.

Please list 3 areas of improvement for this rotation.

What are three key items learned from this rotation experience?

1.

2.

3.

Provide examples of your interactions with other healthcare professionals on this rotation. Please be specific about the type of profession.

How many weekend hours were required to be on site during your rotation?

Did your preceptor review your midpoint evaluation with you?

Please enter any other comments you would like to add.

**Preceptor Signature:** _____

**Student Signature:** _____

**Date:** _____

# BUTLER UNIVERSITY

## COLLEGE OF PHARMACY AND HEALTH SCIENCES

### Advanced Pharmacy Practice Experience (APPE) Manual

## 2020-2021

E*Value Website Current URL: e-value.net

This manual is subject to change

## Advanced Pharmacy Practice Experiences (APPE)

The purpose of the Advanced Practice Experiences (APPE) is to allow students to demonstrate acquired knowledge, skills and attitudes in a professional setting. Students are required to complete and pass all the practice experiences in order to qualify for graduation.

## LISTING OF CURRENTLY OFFERED PHARMD ROTATIONS

| RX 650 | Academic Experience |
|---|---|
| RX 651 | Administration, Law, and Management |
| RX 652 | Advanced Ambulatory Care* |
| RX 655 | Compounding** |
| RX 656 | Alternative and Complementary Medicine* |
| RX 657 | Ambulatory Care* |
| RX 658 | Cardiology* |
| RX 660 | Clinical Research |
| RX 661 | Community Practice* |
| RX 662 | Critical Care* |
| RX 664 | Drug Information |
| RX 665 | Emergency Medicine and Trauma* |
| RX 666 | General Medicine* |
| RX 667 | Geriatrics* |
| RX 670 | Home Healthcare* |
| RX 671 | Industrial Pharmacy |
| RX 672 | Infectious Disease* |
| RX 674 | Long Term Care** |
| RX 675 | Managed Care/Health Policy** |
| RX 677 | Neurology* |
| RX 678 | Nutrition Support* |
| RX 679 | Oncology* |
| RX 680 | Pharmaceutical Sciences Research |
| RX 681 | Neonatology* |
| RX 682 | Pediatrics* |
| RX 686 | Pharmacy Systems and Technology |
| RX 687 | Poison Control and Toxicology** |
| RX 688 | Pulmonary* |
| RX 690 | Psychiatry and Neuropsychology* |
| RX 691 | Radiopharmaceuticals** |
| RX 692 | Underserved Clinic Experience* |
| RX 693 | State Board/Associations of Pharmacy |
| RX 694 | Surgery* |
| RX 695 | Transplantation* |
| RX 696 | Women's Health* |
| RX 699 | Special Topics/ Elective in Pharmacy Practice** |

*denotes direct patient care rotation
**denotes either direct patient care or non-patient care rotation, depending on assigned site

## ROTATION SCHEDULE

For the 2020-2021 Academic Year:

Block 1: May 11 – June 5, 2020
Block 2: June 8 – July 3, 2020
Block 3: July 6 – July 31, 2020
Block 4: August 3 – Aug 28, 2020
Block 5: Aug 31 – Sept 25, 2020
Block 6: Sept 28 – Oct 23, 2020
Block 7: Oct 26 – Nov 20, 2020
Block 8: Nov 23 – Dec 18, 2020
Block 9: Jan 4 – Jan 29, 2021
Block 10: Feb 1 – Feb 26, 2021
Block 11: March 1 – March 26, 2021
Block 12: March 29 – April 23, 2021

## ROTATION REQUIREMENTS

Rotation Requirements: (for students not on tracks or dual degrees)
Ten 4-week rotations (minimum of 40 hours and maximum of 60 hours per week) are required.  The ten rotations consist of the following:
- 1 General Medicine
- 1 Acute Care Inpatient
- 1 Hospital/Health System
- 1 Ambulatory Care
- 2 Community Practice
- 2 Patient care elective (in-patient or out-patient)
- 2 Elective rotations (either patient care or non-patient care)

Required Rotations for Medical Spanish Track:
- Same requirements as above.
- 1 patient care elective will be at an underserved site that is Spanish-speaking (i.e. Alivio clinic, Shalom, Timmy Foundation Trip)

Required Rotations for Pharmaceutical Sciences Research Track and Patient Care Research Track:
- 3 Pharmaceutical Sciences Research or Patient Care Research
- 1 General Medicine
- 1 Acute Care Inpatient
- 1 Hospital/Health System
- 1 Ambulatory Care
- 2 Community Practice
- 1 Patient Care elective (inpatient or outpatient)

Required Rotations for PharmD/MBA:
- 1 General Medicine Rotation
- 1 Acute Care Inpatient
- 1 Hospital/Health System
- 2 Community Pharmacy Rotation
- 1 Ambulatory Care Rotation
- 2 Administrative/Management Rotations (can be in hospital, community, managed care, or industry)
- 2 Patient Care Elective Rotations

## STUDENT ASSESSMENT

Student assessment and evaluation is the responsibility of the preceptor and student. Student assessment is an ongoing process that requires continuous, constructive feedback and demonstrated competency.

- Students must review their ePortfolio with their preceptor at the beginning of their experience.
- Preceptors will assess and evaluate students at mid-term and at the end of the experience. More frequent student assessments may be necessary depending on the student's progress.
- Preceptors are urged to offer regular feedback to the student regarding strengths and weaknesses in their performance of the various performance activities, as well as the breadth and depth of their knowledge base, in addition to the feedback provided through the mid and end-of rotation evaluations.
- Evaluations of the preceptor will be completed by the student at the end of the experience and must be completed prior to the student's ability to view their own final assessment. Students are strongly encouraged to share their evaluation of the preceptor/site and any additional feedback with the preceptor at the end of the experience.
- Final evaluations must be completed in E*Value within five business days of a student's completion of their experiential activities.
- All preceptors are reminded that the syllabus templates represent the minimum course outcomes and objectives. Preceptors can enhance the minimum requirements or necessitate the completion of additional objectives by the student.
- The competencies/outcomes listed in the various syllabi have been identified as practice concepts/activities to which the student needs exposure and practice in order to succeed in current and future pharmacy environments.

### Final Evaluation

- The final evaluation consists of 2 different sections: (1) Professional and Work Ethic and (2) Pharmacy Entrustable Professional Activities.
- Student must be able to meet expectations in each of the areas specified in order to graduate. Since it is expected that students will improve skills in these areas as the year progresses, preceptors are urged to grade a student without regard to whether this is the student's first or last rotation. In this way, students will better appreciate the areas for which further attention is required.

### Professionalism and Work Ethics:

- Students performance on items in this section will be evaluated with the following grading scale: (**C**) Consistently, (**I**) Inconsistently, (**N**) Never,
- Comments are required for any scores of "inconsistently" or "never".

### Entrustable Professional Activities:

- Students will be evaluated on items in this section using the grading scale below. Comments are required for any scores of "below expectations" or "fail".

| Exceeds Expectations | Ready for supervision at a distance. I trust the learner to completely and accurately… |
|---|---|
| Meets Expectations | Ready for reactive supervision. I trust the learner, with limited correction, to… |
| Below Expectations | Ready for direct, proactive supervision. Learner requires direct supervision and frequent correction, to… |
| Fail | I do not trust the learner to… |

### Overall Performance:

- Preceptors are asked to evaluate the student's overall performance as "pass" or "fail".
- This reflects not only entrustable professional activities, but also professionalism.
- It is suggested that if the preceptor feels the student is not capable of functioning as a pharmacist, it should be reflected in the evaluation and may be grounds for failure of the rotation.
- In addition, the preceptor should review the below list of automatic failures below prior to assigning a final grade, and contact the Experiential Education Office if they have any questions.

**Automatic Failures:**
- Breaches patient confidentiality or violates policies of the site.
- Did not meet requirements and expectations outlined by the preceptor in the corrected plan of action.
- Displays skills, abilities, and/or knowledge areas that require significant improvement and are a concern for patient care.
- Professional behavior is inappropriate and/or unethical (e.g. exceeds absences allowed, inappropriate language or communication).

**Skills-based Competencies**

- The competency checklist was developed around the concept that a student needs to demonstrate specific competencies prior to graduation.
- It is not necessary for students to attain all these skills on any one rotation; however, the student needs feedback monthly in each of the competency areas so that they may attain the requisite knowledge, skills, and attitudes prior to graduation.
- The level of competency or achievement is set at a level that is minimally necessary for competent practice as a pharmacist in that particular practice setting. The level of practice by the student should demonstrate performance that provides safe and effective patient care in the defined areas.

## MONITORING AND REFERRAL PROCESS

- On the final student evaluation, preceptors may recommend monitoring or referral to the Experiential Education Office for any of the following: professionalism, time management, communication, and drug information. Students will be required to meet with the Director of Advanced Experiential Education and Preceptor Development to discuss the identified problem and come up with a longitudinal plan for improvement.
- For monitoring, this includes but is not limited to: continued monitoring of the identified area by the Experiential Education Office (with the goal that the student should receive meets or exceeds expectations for the remainder of rotation experiences), additional assignments to help the student improve.
- For referral, this includes (but is not limited to): additional assignments or activities to help the student improve, additional assessments to verify improvement, or referral to the learning resource center.
- If a student fails a rotation and the preceptor has concern that a student has significant knowledge deficits, the preceptor may suggest that additional therapeutic topics be discussed prior to the student's retake of the rotation.

## ROTATION HOURS AND ATTENDANCE

- Students will be required to be in attendance at their site a minimum of 40 hours/week and a maximum of 60 hours/week. Students are reminded that scheduled hours are at the discretion of the preceptor including nontraditional schedules that may include evening hours or weekends. Students must be prepared for all contingencies.
- Please also refer to the attendance policy in the rotation manual.

# STUDENT GUIDELINES FOR ROTATION COMPLETION

## TWO WEEKS BEFORE START OF ROTATION:

- Contact preceptor minimally two weeks prior to the start of a rotation. Be sure to communicate directly with your preceptor.  If the name of the preceptor has changed, please contact Juli Nichols-Shelp ASAP at jmnichol@butler.edu so that E*Value can be updated and appropriate material can be sent to the preceptor.
- You will need to add your preceptor to your ePortfolio to ensure they have access prior to sending your email with the link to your ePortfolio.
- Verify the following in your email:
    - Directions to site
    - Parking for first day (where? cost?)
    - Where to meet preceptor
    - What student should bring
    - What to wear
    - Also ask if the site has access to the internet. If not, you will need to take a hardcopy of this information, such as your CV, emergency contact information, intern license and competency form, to the site to discuss with your preceptor

**Note**: Some preceptors may request a meeting before rotations or may ask you to call them closer to the start date. Some sites will contact you weeks or months prior to your rotation start with specific requirements. Complete them as assigned within the requested time frame. Failure to meet deadlines may result in your inability to complete a rotation as assigned. A new rotation will then be assigned by the Experiential Education Office and scheduled either during your non-rotation block or at the end of your rotation year, if necessary.

## FIRST DAY:

- Review your ePortfolio with your preceptor.
- Discussion with preceptor regarding rotation requirements, evaluation criteria, desired outcomes (for student and preceptor), schedule, etc.
- Required institutional/department orientation (may not be required at all sites)

## DURING ROTATION:

- Demonstrate proficiency in certain skills-based competencies noted in Appendix section and send case log of competencies completed to the preceptor to sign off.
- Follow attendance policy noted in Rotation Manual.
- Butler student name tags must be worn at all times; some sites may require additional ID tags for institutional security purposes.
- Communication is very important while on rotations. It is the student's responsibility to check Butler E- mail and apply appropriately within 24 hours of a request throughout the school year (even during non-rotation blocks).

## LAST DAY (OR BEFORE):

- Complete final evaluation of preceptor/site.
- Share feedback with your preceptor.
- Reminder:  Student must leave rotation with **original** affidavit of hours.

## END-OF-ROTATION:

The following forms need to be collected by the student after completing the rotation and submitted to the dropbox or mailed to Juli Nichols-Shelp after completion of the rotation:

- Original signed affidavit (cannot be faxed or emailed) for completion of hours

> Juli Nichols-Shelp
> Liaison
> Butler University, COPHS
> 4600 Sunset Avenue
> Indianapolis, IN  46208-3485

**If the affidavit is not submitted prior to the start of the second subsequent rotation block, the student will receive an incomplete for that rotation and may be required to complete additional rotation hours to satisfy graduation requirements.**

## PHARMACY PRACTICE EPORTFOLIO

Students are required to keep an ePortfolio (online via Wordpress). Students are expected to maintain and update the information in their portfolio throughout the year and to send it to their preceptor 2 weeks prior to the rotation.  They should also discuss the contents of their ePortfolio at the beginning of each rotation.  This helps preceptors understand what students want to focus upon during rotations, and helps students present their body of work at the end of their pharmacy school careers.

This portfolio serves as a compilation of a student's work and should contain a representative sample of work from all rotation blocks. This serves as a reference for the student, preceptors, and potential employers or residency directors.  The Experiential Education Office reserves the right to review the student's ePortfolios at any time throughout the APPE year and will send e-mails to students who are not compliant with updating their portfolio.

Documents for inclusion in the ePortfolio should include the following:

- Personal information:
- CV
- Current Health & immunizations
- Copy of intern license - IN
- Copy of any out of state licenses (and any relevant paperwork)
- Criminal background check
- Health insurance
- Emergency contact information
- Personal contact information
- Biography

Each of 10 rotations should include:

- Midpoint evaluation
- Final evaluation of student
- Final evaluation of site/preceptor
- Affidavit
- Syllabus of rotation
- Presentations and projects completed by the student including but not limited to:
  - Formal presentation
  - Case presentation

- o Journal Club presentation
- o Topic discussions
- o CE/Inservice
- o Care plans
- o Protocols
- o Articles (authored or published)
- o Drug information questions
- o Health topic reports
- o Patient education materials
- o Health care professional materials
- Reflective writing blog entries in paragraph form, minimum of 100 words each.
  - o Pre-rotation: What do I want to learn?
  - o Post-rotation: How did this experience help impact your personal and professional goals? Provide examples of your interactions with the underserved population.
  - o Quarterly leadership and PPCP reflections

## LICENSURE REQUIREMENTS

**Important Websites:**

NAPLEX and MPJE: http://www.nabp.net/index.asp?target=/competency/naplexmpjeprocedures.asp&

OR http://www.nabp.net/competency/maplexrnpjeprocedures.asp?targe.../maplexmpjeprocedures.asp

INDIANA BOARD: http://www.state.in.us/hpb/isbp/bmemdat.html
http://www.state.in.us/hpb/isbp/examinfo.html
http://www.state.in.us/hpb/isbp/recipinfo.htm1

**Licensure information and procedures:**

1. **Any name changes and/or address changes must be submitted to the Health Professions Bureau within 30 days (by law); a copy of the marriage license or divorce papers must also accompany any name change submissions. The address changes may be emailed to hpb4@hpb.state.in.us. The old and new address, as well as the license number (Intern/Extern or Pharmacist) to be updated need to be included in the email.**

2. You may obtain and follow directions to complete application online.

3. Submit IN application, fees and picture to Health Professions Bureau. This may be done at anytime.

4. Submit NAPLEX and MPJE applications and fees to NABP (2 envelopes provided in bulletin, but both applications can be submitted in one envelope with one fee check/money order). This can be done at anytime.

5. Fees include:

   (a) fee to IN: personal check or money order payable to Health Professions Bureau

   (b) fee to NAPLEX: one _certified_ check or money order only payable to NABP

6. Testing sites have limited # of seats; if you want a certain test date, you can travel to other site in state.

7. Butler University will supply the State Board with your accrued experiential hours (academic only) and Certificate of Graduation from accredited college of pharmacy. Note: The Board cannot approve your exam application until Butler sends the certificate of graduation, which cannot be mailed out until the Monday after the graduation ceremony (= official graduation date). Please apply at least 6 weeks in advance of the desired test date. Upon approval from the Indiana Board, the NABP will mail directly to the candidate an Authorization to Test along with information regarding scheduling a test date.

8. Score transfer to another state is possible; application for score transfer available from NABP; application

must be filed with IN Health Professions Bureau + application fee for each state in which you desire transfer; you must meet any additional law exam and internship hour requirements for that state. (Note: it is your responsibility to contact the state in which you desire score transfer in order to meet their requirements.)

9.  Licensure in another state: It is your responsibility to contact that State Board/Licensing Bureau within that state in order to apply for licensure in that state and meet their requirements.

10. Any requests for information from the college or Health Professions Bureau must be given **in writing**. If you wish your experiential hours to be transferred to another state, submit the request, in writing, to the IN Health Professions Bureau; give them all of the necessary information, including your personal info., internship #, and to whom the information is to be sent, and the # of hours you are requesting to be transferred. Students are to submit only one request for transfer of hours, so students are to wait until the total number of hours needed have been submitted to the IN Board.

11. **NOTE: The IN Health Professions Bureau cannot guarantee any type of timing per your application or request. The minimum turnaround time for applications and information requests is 8 weeks; please be aware of that if you wish to take the exam in May or June. To contact the Bureau: Indiana Board of Pharmacy, 402 W. Washington Street, Indianapolis, IN, 46204. E-mail:pla4@pla.IN.gov**

**BUTLER** | COLLEGE *of* PHARMACY *and* HEALTH SCIENCES

**General Medicine Rotation Syllabus (template)**

Rotation Title:                         General Medicine

Rotation Course Number:          RX666

Rotation Course Information:      Doctor of Pharmacy Curriculum

                                              Minimum required contact hours: 160

                                              Academic hours credited: 4

**COURSE DESCRIPTION:**

The General Medicine rotation provides the PharmD student the opportunity to round with a treatment team and/or to participate in the care of patients with a variety of acute and chronic conditions.  The application of therapeutic principles and pharmacokinetics, as well as problem identification and solving, documentation, communication skills, and drug information skills are emphasized on a daily basis through interaction with patients and other health care professionals.

**COURSE OBJECTIVES:**

1. Collect appropriate information about the patient (through patient interview, patient records, and other healthcare professionals).

2. Assess the patient's medical records for the appropriateness of medication therapy, including but not limited to the following:
   - Indications for drug therapy
     o Unnecessary drug therapy
     o Additional drug therapy needed
     o Duplication of therapy
   - Effectiveness
     o Dosage, route, frequency, duration
   - Safety
     o Drug-drug, drug-allergy, and food-drug interactions
     o Drug-disease state contraindications
     o Possible side effects and adverse drug reactions
   - Adherence
     o Cost-effectiveness

3. Assess patients' immunization status and determine the need for preventative care and other health care services.

4. Address medication and health-related problems and optimize medication therapy.

5. Selects appropriate goals of therapy for achieving clinical outcomes in the context of the patient's overall health care goals and access to care.

6. Develop a plan for each identified problem and intervene in the care of the patient, as appropriate.

7. Provide appropriate education and self-management training to patients and/or caregivers.

8. Develop concise therapeutic and monitoring plans for each patient.

9. Discuss the pathophysiology, etiology, treatment, and monitoring parameters for those disease states commonly seen in the general medicine setting.

10. Critically evaluate medical literature in order to provide evidence-based recommendations and thorough responses to drug information questions.

11. Present a patient case in a concise and organized manner.

12. Effectively communicate/interact with other healthcare providers and recommends referral or transition of the patient to another health care professional if appropriate.

13. Demonstrate understanding of how organization's and/or department's mission, vision, values align with the Pharmacists' Patient Care process.

## STUDENT ACTIVITIES:

- On a daily basis, prepare and maintain a monitoring system for each patient.

- Conduct pharmacokinetic monitoring of appropriate medications.

- Prepare a progress note for a patient as needed.

- Promote patient specific recommendations for drug regimens and alternatives.

- Provide medication and disease state counseling to patients as needed, including anticoagulation and discharge regimens.

- Present a patient case to an audience.

- Collect and document patient medication histories and assist with medication reconciliation.

- Deliver a presentation with formal literature evaluation (e.g., journal club, case presentation, debate).

- Attend a multidisciplinary event (e.g., rounds, huddles, meetings, inservices).

## GRADING:

Grading will be performed according to the format outlined in the Butler Rotation Manual.

## ATTENDANCE POLICY:

Student attendance and participation at their experiential sites is mandatory. Students are expected to be punctual and prepared for site activities.  Should a student accumulate more than 2 excused absences during a rotation block, the preceptor and Experiential Education Office will discuss ramifications, which may include the student receiving an incomplete or failure for the rotation.

If a student is absent from a preceptor-designated rotation site for reasons other than those defined in the rotation manual or cannot produce, upon request, supporting documentation of the above reasons within 72 hours, they will automatically be assigned an unexcused absence.  An unexcused absence may result in the student receiving an incomplete or failure for the experiential activity as determined by the Experiential Education Office in collaboration with the preceptor.

## PROFESSIONALISM:

Students are to dress and act professionally at experiential sites as outlined in Rotation Manual. Sites may have specific requirements and it will be the student's responsibility to ask each preceptor about appropriate attire.

**All students taking this course are subject to the terms of the Course Policy Statements (e.g., Disability Services, Academic Integrity, Respectful Interactions, etc.) published in the <u>College of Pharmacy and Health Sciences Student Handbook, Appendix D</u> which is incorporated herein by reference. The <u>College of Pharmacy and Health Sciences Student Handbook</u> is located on Canvas under "COPHS Community Resources" and constitutes a part of this syllabus.**

By signing this form, you are acknowledging you have read the syllabus, understand the responsibilities, and are committed to completing the above items.

Student's Signature _____     Date: _____

Preceptor's Signature _____     Date: _____

**BUTLER** | COLLEGE *of* PHARMACY *and* HEALTH SCIENCES

**Acute Care Rotation Syllabus (template)**

Rotation Title:                              Pediatrics, Geriatrics, Hematology/Oncology, Nutrition Support, Critical Care, Transplant, Cardiology, Surgery, Neurology, Psychiatry, Infectious Disease, General Medicine
Rotation Course Number:           RX6_ _
Rotation Course Information:      Doctor of Pharmacy Curriculum
                                             Minimum required contact hours: 160
                                             Academic hours credited: 4

## COURSE OBJECTIVES:

1. Collect appropriate information about the patient (through patient interview, patient records, and other healthcare professionals)
2. Assess the patient's medical records for the appropriateness of medication therapy, including but not limited to the following:
   - Indications for drug therapy
     o Unnecessary drug therapy
     o Additional drug therapy needed
     o Duplication of therapy
   - Effectiveness
     - Dosage, route, frequency, duration
   - Safety
     o Drug-drug, drug-allergy, and food-drug interactions
     o Drug-disease state contraindications
     o Possible side effects and adverse drug reactions
   - Adherence
     o Cost-effectiveness
3. Assess patients' immunization status and determine the need for preventative care and other health care services.
4. Address medication and health-related problems and optimize medication therapy.
5. Selects appropriate goals of therapy for achieving clinical outcomes in the context of the patient's overall health care goals and access to care.
6. Develop a plan for each identified problem and intervene in the care of the patient, as appropriate.
7. Provide appropriate education and self-management training to patients and/or caregivers.
8. Develop concise therapeutic and monitoring plans for each patient.
9. Discuss the pathophysiology, etiology, treatment, and monitoring parameters for those disease states commonly seen in the acute care setting.
10. Critically evaluate medical literature in order to provide evidence-based recommendations and thorough responses to drug information questions.
11. Present a patient case in a concise and organized manner.
12. Effectively communicate/interact with other healthcare providers and recommends referral or transition of the patient to another health care professional if appropriate.
13. Demonstrate understanding of how organization's and/or department's mission, vision, values align with the Pharmacists' Patient Care process.

## STUDENT ACTIVITIES:

- On a daily basis, prepare and maintain a monitoring system for each patient.
- Conduct pharmacokinetic monitoring of appropriate medications.

- Prepare a progress note for a patient as needed.
- Promote patient specific recommendations for drug regimens and alternatives.
- Provide medication and disease state counseling to patients as needed, including anticoagulation and discharge regimens.
- Present a patient case to an audience.
- Collect and document patient medication histories and assist with medication reconciliation.
- Deliver a presentation with formal literature evaluation (e.g., journal club, case presentation, debate).
- Attend a multidisciplinary event (e.g., rounds, huddles, meetings, inservices).

**GRADING:**

Grading will be performed according to the format outlined in the Butler Rotation Manual.

**ATTENDANCE POLICY:**

Student attendance and participation at their experiential sites is mandatory. Students are expected to be punctual and prepared for site activities.  Should a student accumulate more than 2 excused absences during a rotation block, the preceptor and Experiential Education Office will discuss ramifications, which may include the student receiving an incomplete or failure for the rotation.

If a student is absent from a preceptor-designated rotation site for reasons other than those defined in the rotation manual or cannot produce, upon request, supporting documentation of the above reasons within 72 hours, they will automatically be assigned an unexcused absence.  An unexcused absence may result in the student receiving an incomplete or failure for the experiential activity as determined by the Experiential Education Office in collaboration with the preceptor.

**PROFESSIONALISM:**

Students are to dress and act professionally at experiential sites as outlined in Rotation Manual. Sites may have specific requirements and it will be the student's responsibility to ask each preceptor about appropriate attire.

**All students taking this course are subject to the terms of the Course Policy Statements (e.g., Disability Services, Academic Integrity, Respectful Interactions, etc.) published in the <u>College of Pharmacy and Health Sciences Student Handbook, Appendix D</u> which is incorporated herein by reference**. **The <u>College of Pharmacy and Health Sciences Student Handbook</u> is located on Canvas under "COPHS Community Resources" and constitutes a part of this syllabus.**

By signing this form, you are acknowledging you have read the syllabus, understand the responsibilities, and are committed to completing the above items.


Student's Signature _____ Date: _____

Preceptor's Signature _____ Date: _____

**BUTLER** | COLLEGE *of* PHARMACY *and* HEALTH SCIENCES

**Ambulatory Care Rotation Syllabus (template)**

Rotation Title: Ambulatory Care
Rotation Course Number: RX657
Minimum required contact hours: 160
Academic hours credited: 4

**COURSE DESCRIPTION:**

The Ambulatory Care rotation is designed to develop that student's understanding of ambulatory care pharmacy services and clinical skills. Throughout the rotation, the student will participate in activities such as comprehensive medication review, education relating to pharmacotherapy and disease states, medication reconciliation, and completion of appropriate documentation. Additionally, the student will enhance his or her interdisciplinary professional communication and presentation skills.

**COURSE OBJECTIVES:**

1. Collect appropriate information about the patient (through patient interview, patient records, and other healthcare professionals).

2. Assess the patient's medical records for the appropriateness of medication therapy, including but not limited to the following:
   - Indications for drug therapy
     - Unnecessary drug therapy
     - Additional drug therapy needed
     - Duplication of therapy
   - Effectiveness
     - Dosage, route, frequency, duration
   - Safety
     - Drug-drug, drug-allergy, and food-drug interactions
     - Drug-disease state contraindications
     - Possible side effects and adverse drug reactions
   - Adherence
     - Cost-effectiveness

3. Assess patients' immunization status and determine the need for preventative care and other health care services.
4. Address medication and health-related problems and optimize medication therapy.

5. Selects appropriate goals of therapy for achieving clinical outcomes in the context of the patient's overall health care goals and access to care.

6. Develop a plan for each identified problem and intervene in the care of the patient, as appropriate.

7. Actively participate in drug therapy management through collaboration with other health care providers.

8. Effectively communicate with patients and other healthcare professionals.

9. Provide appropriate education and self-management training to patients and/or caregivers on disease states, medications, devices, adherence, and lifestyle modifications.

10. Demonstrate appropriate instruction on POC testing and devices.

11. Develop appropriate monitoring parameters and therapeutic endpoints for drug therapy management of each patient.

12. Discuss the pathophysiology, etiology, treatment, and monitoring parameters for those disease states commonly seen in Ambulatory Care.

13. Critically evaluate medical literature in order to provide evidence-based recommendations and thorough responses to drug information questions.

14. Present a patient case in a concise and organized manner.

15. Demonstrate understanding of how organization's and/or department's mission, vision, and values align with the Pharmacists' Patient Care process.

## STUDENT ACTIVITIES:

Required:

- Review patients and communicate with preceptor on a daily basis to develop and evaluate pharmaceutical care plans.
- Collect and document patient medication histories and assist with medication reconciliation.
- Conduct clinical and pharmacotherapy assessments of patients and provide pharmacologic and nonpharmacologic recommendations for patient care.
- Provide medication and lifestyle modification counseling to patients and caregivers as needed.
- Instruct patients on proper use of devices and POC testing as needed.
- Document appropriate patient encounters in the patient's medical record.
- Attend a multidisciplinary event (e.g., meetings, inservices).
- Deliver a presentation with formal literature evaluation (e.g., journal club, case presentation, debate).

Highly Recommended:

- Develop a business plan to provide a new service or enhance an existing service to the pharmacy.

## GRADING:

Grading will be performed according to the format outlined in the Butler Rotation Manual.

**ATTENDANCE POLICY:**

Student attendance and participation at their experiential sites is mandatory. Students are expected to be punctual and prepared for site activities.  Should a student accumulate more than 2 excused absences during a rotation block, the preceptor and Experiential Education Office will discuss ramifications, which may include the student receiving an incomplete or failure for the rotation.

If a student is absent from a preceptor-designated rotation site for reasons other than those defined in the rotation manual or if the student cannot produce, upon request, supporting documentation of the above reasons within 72 hours, they will automatically be assigned an unexcused absence.  An unexcused absence may result in the student receiving an incomplete or failure for the experiential activity as determined by the Experiential Education Office in collaboration with the preceptor.

**PROFESSIONALISM:**

Students are to dress and act professionally at experiential sites as outlined in Rotation Manual. Sites may have specific requirements and it will be the student's responsibility to ask each preceptor about appropriate attire.

**All students taking this course are subject to the terms of the Course Policy Statements (e.g., Disability Services, Academic Integrity, Respectful Interactions, etc.) published in the <u>College of Pharmacy and Health Sciences Student Handbook, Appendix D</u> which is incorporated herein by reference**. **The <u>College of Pharmacy and Health Sciences Student Handbook</u> is located on Canvas under "COPHS Community Resources" and constitutes a part of this syllabus.**

By signing this form, you are acknowledging you have read the syllabus, understand the responsibilities, and are committed to completing the above items.

Student's Signature _____ Date: _____

Preceptor's Signature _____ Date: _____

**BUTLER** | COLLEGE *of* PHARMACY *and* HEALTH SCIENCES

**Community Practice Rotation Syllabus (template)**

Rotation Title:  Community Practice
Rotation Course Number:  RX661
Minimum required contact hours: 160
Academic hours credited: 4

**COURSE DESCRIPTION:**

The Community Practice rotation provides the PharmD student the opportunity to participate in the care of patients with a variety of acute and chronic conditions. The application of therapeutic principles as well as documentation, communication skills, and drug information skills are emphasized on a daily basis through interaction with patients and other health care professionals.

**COURSE OBJECTIVES:**

1. Collect appropriate information about the patient (through patient interview, patient records, and other healthcare professionals)
2. Assess the  patient's  profile for the appropriateness of medication therapy, including but not limited to the following:
   - Indications for drug therapy
     - Unnecessary drug therapy
     - Additional drug therapy needed
     - Duplication of therapy
   - Effectiveness
     - Dosage, route, frequency, duration
   - Safety
     - Drug-drug, drug-allergy, and food-drug interactions
     - Drug-disease state contraindications
     - Possible side effects and adverse drug reactions
   - Adherence
     - Cost-effectiveness
3. Assess patients' immunization status and determine the need for preventative care and other health care services.
4. Communicate appropriately to patients and other healthcare professionals and refer patients, when appropriate, to seek further medical treatment.
5. Provide appropriate education and self-management training to patients and/or caregivers taking into account patient's health literacy, cultural, behavioral, and socioeconomic issues.
6. Demonstrate knowledge of common medical devices or non-drug products used in the treatment of disease.
7. Recommend appropriate non-prescription therapy (including OTC, herbals and durable medical equipment) for particular disease states and symptoms.
8. Respond appropriately and accurately to drug information requests identifying database systems available in the community setting.
9. Identify and report medication errors and adverse drug reactions and understand when and how legal resources are used.
10. Identify what quality assurance measures are in place for accurate processing and dispensing of medication and understand how the site uses med errors for enhancing quality assurance.

11. Dispense and verify prescriptions for completeness and accuracy.
12. Comply with all legal regulations regarding prescriptions and HIPAA and understand how this applies to civil law.
13. Devise a business plan to provide a new service or enhance an existing service to the pharmacy.
14. Evaluate and resolve ethical dilemmas that arise in pharmacy practice including intervention in life threatening situations and needs and perceptions of a culturally diverse society.
15. Demonstrate understanding of how the organization or store's vision, values align with the Pharmacists' Patient Care process.

## STUDENT ACTIVITIES:

- Accurately obtain verbal prescriptions
- Clarify inaccurate prescriptions
- Review and resolve patient insurance problems
- Complete the entire dispensing process from order entry to verification (with pharmacist double check)
- Transfer prescriptions in and out of the pharmacy
- Demonstrate the ability to make a compound
- Participate in inventory management duties completed by the pharmacist as needed
- Provide counseling to patients on medications, devices, and dosage forms, including but not limited to: insulin, statins, opiates, warfarin, ophthalmic products, and otic products
- Recommend over the counter products to patients and patient caregivers including but not limited to: constipation, diarrhea, heartburn, cough/cold, and antifungal products
- Recommend a pediatric dose for a patient caregiver for an over the counter product
- Provide lifestyle modification counseling (e.g. smoking cessions, exercise, weight loss) to patients and caregivers as needed
- Deliver a presentation with formal literature evaluation (e.g. journal club, topic discussion, case presentation)

## GRADING:

Grading will be performed according to the format outlined in the Butler Rotation Manual

## ATTENDANCE POLICY:

Student attendance and participation at their experiential sites is mandatory. Students are expected to be punctual and prepared for site activities.  Should a student accumulate more than 2 excused absences during a rotation block, the preceptor and Experiential Education Office will discuss ramifications, which may include the student receiving an incomplete or failure for the rotation.

If a student is absent from a preceptor-designated rotation site for reasons other than those defined in the rotation manual or if the student cannot produce, upon request, supporting documentation of the above reasons within 72 hours, they will automatically be assigned an unexcused absence.  An unexcused absence may result in the student receiving an incomplete or failure for the experiential activity as determined by the Experiential Education Office in collaboration with the preceptor

## PROFESSIONALISM:

Students are to dress and act professionally at experiential sites as outlined in Rotation Manual. Sites may have specific requirements and it will be the student's responsibility to ask each preceptor about appropriate attire.

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By signing this form, you are acknowledging that you have read the syllabus, understand the responsibilities and are committed to completing the above items.

Student's Signature: _____  Date: _____

Preceptor's Signature: _____  Date: _____

**BUTLER** | COLLEGE *of* PHARMACY *and* HEALTH SCIENCES

**Non Patient Care Rotation Syllabus Template**

Rotation Title: Academic, Administrative, Drug Information, Industrial Pharmacy, Managed Care, State Board/Association
Rotation Course Number: RX6_ _
Rotation Course Information: Doctor of Pharmacy Curriculum
Minimum required contact hours: 160
Academic hours credited: 4

## COURSE DESCRIPTION:

The non patient care rotation is an elective APPE rotation designed to expose the student learner to various aspects of the organization. Skills will be developed in the areas of communication, leadership, mentoring, and assessment.

## COURSE OBJECTIVES:

1. Demonstrate effective communication skills (verbal and written).
2. Use and apply appropriate didactic/clinical knowledge to decision-making skills.
3. Demonstrate understanding of and critically evaluate current applicable literature and apply to the setting.
4. Utilize critical thinking skills to solve issues/problems.
5. Conduct self-assessment and peer assessment.
6. Provide an overview of leadership with an emphasis of self-awareness (personal values/beliefs, biases, strengths and weaknesses and how they impact their leadership style.
7. Review the roles of key administrative members within the organization.
8. Explain the implications of federal guidelines and regulatory agencies that are applicable to the rotation setting.
9. Maximize efficiency in performing tasks through use of electronic communications.
10. Demonstrate appropriate behaviors and attitudes in the area of professional responsibility, liability, confidentiality, and ethics.
11. Demonstrate teaching skills for various audiences such as patients, health care professionals, community groups, and peers.

## STUDENT ACTIVITIES:

- Prepare and participate in discussions related to non-patient care topics.
- Develop and monitor goals for the rotation.
- Attend and participate in appropriate meetings and presentations within the organization.
- Investigate components of the administrative environment as it aligns with rotation goals.
- Deliver a presentation with formal literature evaluation (e.g., journal club, formal presentation)
- Complete a written project (e.g., newsletter article, drug information question, patient education materials)

## GRADING:

Grading will be performed according to the format outlined in the Butler Rotation Manual.

## ATTENDANCE POLICY:

Student attendance and participation at their experiential sites is mandatory. Students are expected to

be punctual and prepared for site activities.  Should a student accumulate more than 2 excused absences during a rotation block, the preceptor and Experiential Education Office will discuss ramifications, which may include the student receiving an incomplete or failure for the rotation.

If a student is absent from a preceptor-designated rotation site for reasons other than those defined in the rotation manual or cannot produce, upon request, supporting documentation of the above reasons within 72 hours, they will automatically be assigned an unexcused absence.  An unexcused absence may result in the student receiving an incomplete or failure for the experiential activity as determined by the Experiential Education Office in collaboration with the preceptor.

**PROFESSIONALISM:**

Students are to dress and act professionally at experiential sites as outlined in Rotation Manual. Sites may have specific requirements and it will be the student's responsibility to ask each preceptor about appropriate attire.

**All students taking this course are subject to the terms of the Course Policy Statements (e.g., Disability Services, Academic Integrity, Respectful Interactions, etc.) published in the <u>College of Pharmacy and Health Sciences Student Handbook, Appendix D</u> which is incorporated herein by reference. The <u>College of Pharmacy and Health Sciences Student Handbook</u> is located on Canvas under "COPHS Community Resources" and constitutes a part of this syllabus.**

By signing this form, you are acknowledging you have read the syllabus, understand the responsibilities, and are committed to completing the above items.

Student's Signature _____        Date: _____

Preceptor's Signature _____        Date: _____

**BUTLER UNIVERSITY - COLLEGE OF PHARMACY AND HEALTH SCIENCES**
4**600 Sunset Avenue, Indianapolis, Indiana 46208-3485 ⸺ Phone: (800) 368-6852, ext. 8366**

**\*\*\*MAIL THE ORIGINAL AFFIDAVIT TO THE ABOVE ADDRESS ATTN: JULI NICHOLS-SHELP\*\*\***

*AFFIDAVIT OF EXPERIENTIAL HOURS*
**(to be completed by student and preceptor for experiential hours required for graduation)**

**Student Name:**_____
                              **(Last)**                          **(First)**                          **(Middle)**
**Permanent Address:**_____

**City**_____ **State**_____ **Zip Code**_____


**INDIANA Pharmacist Intern License Number:**_____


<u>**CERTIFICATION OF HOURS**</u>**:**

      This is to certify that the above-named student-intern has completed one rotation (160 total hours) of experiential training as a program requirement for graduation.  Such hours are approved and accepted by the Indiana Pharmacy Tripartite Committee and the IN State Board of Pharmacy.


The hours were completed beginning on _____ (date) and ending on _____(date).




**Preceptor:**                                              **Pharmacy Name and Address:**


_____          _____
    **(printed name)**


_____          _____
    **(signature)**

**Date:**_____          _____


<u>**APPROVED**</u>**:**          **The above-documented hours are accepted and certified as meeting course and/or program requirements.**



_____          _____
**Director of Advanced Experiential Education and**                    **Date**
**Preceptor Development**

# Butler University College of Pharmacy
Student Experiential Rotation *Midpoint* Evaluation Form
*(Must be completed by Preceptor via E\*Value)*

Student Name: _____     Preceptor: _____

Experience Type: _____     Location: _____

Date: _____

Please review the student's performance at mid-term and evaluate their strengths and opportunities for improvement which you feel the student must achieve.

Strengths: _____
_____
_____
_____

Opportunities for improvement: _____
_____
_____
_____

Plan of action (to be complete together by the preceptor and the student):

_____
_____
_____
_____

At the midpoint, the student's performance is:
☐ On Track
☐ Not on Track

_____     _____
Preceptor Signature/Date                        Student Signature/Date

## APPE FINAL EVALUATION

**Please evaluate your student's performance on the Professionalism and Work Ethics items that follow using the grading scale below. Comments are required for any scores of "inconsistently" or "never".**

**Grading Scale:** (**C**) Consistently, (**I**) Inconsistently, (**N**) Never

**Professionalism and Work Ethics**

|  | C | I | N |
|---|---|---|---|
| Appearance exemplifies that of a professional (i.e. dress, hygiene). | | | |
| The student is self-motivated and eager to learn. | | | |
| Demonstrates punctuality in attendance. | | | |
| Demonstrates dependability in all assigned tasks and projects. | | | |
| The student is professional and ethical in attitude and behavior. | | | |
| The student accepts constructive criticism and appropriately modifies behavior. | | | |
| **Comments:** | | | |

**Please evaluate your student's performance on the Entrustable Professional Activities that follow using the grading scale below. Comments are required for any scores of "below expectations" or "fail"**

| | |
|---|---|
| **Exceeds Expectations** | Ready for supervision at a distance. I trust the learner to completely and accurately… |
| **Meets Expectations** | Ready for reactive supervision. I trust the learner, with limited correction, to… |
| **Below Expectations** | Ready for direct, proactive supervision. Learner requires direct supervision and frequent correction, to… |
| **Fail** | I do not trust the learner to… |

**Entrustable Professional Activities**

| Patient Care Provider Domain | EE | ME | BE | F | N/A |
|---|---|---|---|---|---|
| …collect information to identify a patient's medication-related problems and health-related needs. | | | | | |
| …identify medication related problems. | | | | | |
| …compile a prioritized health-related problem list for a patient. | | | | | |
| …evaluate and existing drug therapy regimen for its effectiveness. | | | | | |
| …develop an evidence-based treatment plan for a patient. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| …collaborate with the patient, caregiver(s) and other health professionals to establish patient-centered goals. | | | | | |
| …implement a treatment plan in collaboration with other health professionals. | | | | | |
| …educate a patient and caregiver(s) in the implementation of the patient's treatment plan including medications and devices. | | | | | |
| …assess patient adherence to the treatment plan and assist with behavior change as needed. | | | | | |
| …recommend modifications or adjustments to an existing medication therapy regimen based on patient response. | | | | | |
| …assist in a patient's transition to different level(s) of care or care setting(s). | | | | | |
| **Comments:** | | | | | |

| Interprofessional Team Member Domain | EE | ME | BE | F | N/A |
|---|---|---|---|---|---|
| …collaborate as the medication expert as part of an interprofessional team. | | | | | |
| **Comments:** | | | | | |

| Population Health Promoter Domain | EE | ME | BE | F | N/A |
|---|---|---|---|---|---|
| …review and document adverse drug events and medication errors within a medication use system. | | | | | |
| …determine CDC-recommended immunizations for a specific patient, then administer and document as applicable. | | | | | |
| **Comments:** | | | | | |

| Information Master Domain | EE | ME | BE | F | N/A |
|---|---|---|---|---|---|
| …educate professional colleagues or lay audience(s) based on the evaluation of scientific literature and its application. | | | | | |
| …use setting appropriate verbal communication skills. | | | | | |
| …use setting appropriate written communication skills. | | | | | |
| …retrieve and analyze scientific literature to make a patient-specific recommendation and/or answer a drug information question. | | | | | |
| **Comments:** | | | | | |

| Practice Manager Domain | EE | ME | BE | F | N/A |
|---|---|---|---|---|---|
| …appropriately use common automated systems to fulfill a medication order (robotics, Pyxis, sterile compounding technologies etc.). | | | | | |
| **Comments:** | | | | | |

| Self-Developer Domain | EE | ME | BE | F | N/A |
|---|---|---|---|---|---|
| …perform a self-evaluation to identify professional strengths and weaknesses. | | | | | |
| **Comments:** | | | | | |

**Please list specific strengths of the student noted during this rotation.**

**Please list specific areas needing improvement which future preceptors should focus on during subsequent rotations.**

**What specific activities would you suggest for this student during future rotations which would complement his or her experience(s) to date?**

If the student has received one or more "below expectations" or "inconsistent", please check which, if any, of the following should be addressed with the student. If the student received a "never" or "fail" in any area, please contact the Director of Advanced Experiential Education and Preceptor Development for further discussion before submitting the final evaluation.

_____ Additional monitoring by the Experiential Education Office for:
     _____Professionalism
     _____Time management/organizational skills
     _____Communication

_____ Referral for remediation/performance improvement plan for:
     _____ Professionalism
     _____Time management/organizational skills
     _____ Communication
     _____ Drug information skills
     _____ Therapeutics drug knowledge

_____ Review on specific therapeutic topics prior to restarting patient care experience (this should only be checked if your assessment is that the student has failed the rotation)

**<u>ABSENCES:</u>**

Number of excused absences on this rotation*: _____

Number of unexcused absences on this rotation*: _____

*NOTE: If the student has more than 2 excused absences or <u>any</u> unexcused absences, please contact the Experiential Education Office, Dr. Meghan Bodenberg (317-940-8692), prior to assigning the student's final grade.

**Please review the list of Automatic Failures as well as the student's performance on each domain assessed in your overall assessment of the student.**

**Automatic Failures**
- Breaches patient confidentiality or violates policies of the site
- Did not meet requirements and expectations outlined by the preceptor in the corrected plan of action
- Displays skills, abilities, and/or knowledge areas that require significant improvement and are a concern for patient care
- Professional behavior is inappropriate and/or unethical (e.g., exceeds absences allowed, inappropriate language or communication)

**FINAL GRADE RECOMMENDATION**

|  | PASS | FAIL |
|---|---|---|
| After reviewing this student's performance my recommendation is that the student: |  |  |

## Student Evaluation of Preceptor and Site

**Preceptor**

| 1<br>Completely<br>Disagree | 2<br>Generally<br>Disagree | 3<br>Neutral or<br>Undecided | 4<br>Generally Agree | 5<br>Completely<br>Agree |
|---|---|---|---|---|

| Site/Rotation Questions | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1 There were specific objectives or student competencies for this rotation. | | | | | |
| 2 The assessment methods and grading scheme were explained to me at the start of the rotation. | ○ | ○ | ○ | ○ | ○ |
| 3 I was oriented to the rotation site. | ○ | ○ | ○ | ○ | ○ |
| 4 The site supported the presence of students. | ○ | ○ | ○ | ○ | ○ |
| 5 Interaction with the site staff was positive and helpful. | ○ | ○ | ○ | ○ | ○ |
| 6 Activities and assignments were useful learning activities. | ○ | ○ | ○ | ○ | ○ |
| 7 I participated in activities most of the time; little time was spent simply observing. | ○ | ○ | ○ | ○ | ○ |
| 8 Appropriate resources were available to help me meet objectives. | ○ | ○ | ○ | ○ | ○ |
| 9 Assigned text and/or readings were useful learning aids. | ○ | ○ | ○ | ○ | ○ |
| 10 The assessment method was a fair way of assessing my knowledge, skills, and attitude. | ○ | ○ | ○ | ○ | ○ |
| 11 The rotation was well planned and flowed well. | ○ | ○ | ○ | ○ | ○ |
| 12 The benefits received and information acquired from the rotation met my expectations. | ○ | ○ | ○ | ○ | ○ |
| 13 I would recommend this rotation site to others.* | | | | | |

| Preceptor Questions | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1 The preceptor clearly communicated rotation objectives, expectations, and instructions. | ○ | ○ | ○ | ○ | ○ |
| 2 The preceptor encouraged and gave me adequate time for discussions and questions. | ○ | ○ | ○ | ○ | ○ |
| 3 The preceptor was interested in my success on rotation. | ○ | ○ | ○ | ○ | ○ |
| 4 The preceptor treated me with respect. | ○ | ○ | ○ | ○ | ○ |
| 5 The preceptor encouraged independence and initiative. | ○ | ○ | ○ | ○ | ○ |
| 6 The preceptor provided timely feedback regarding my performance. | ○ | ○ | ○ | ○ | ○ |
| 7 The preceptor served as a positive role model (i.e. demonstrated professional dress and behaviors, a positive attitude, depth of knowledge, and strong communication skills).* | ○ | ○ | ○ | ○ | ○ |
| 8 The preceptor challenged me. | ○ | ○ | ○ | ○ | ○ |
| 9. I would recommend Butler continue to use this person as a rotation | ○ | ○ | ○ | ○ | ○ |

preceptor.*

10. The preceptor is knowledgeable in their field of practice.  ○  ○  ○  ○  ○

11. The preceptor was an effective teacher and was able to teach fundamental concepts in their area of practice.  ○  ○  ○  ○  ○  f

**General questions. Please complete them all.**

What do you consider to be the strengths of this preceptor?




What do you consider to be areas of improvement for this preceptor?




Please give specific examples of what the preceptor did to facilitate your learning.




Please list 3 strengths of this rotation.




Please list 3 areas of improvement for this rotation.




What are three key items learned from this rotation experience?

1.

2.

3.

Provide examples of your interactions with other healthcare professionals on this rotation. Please be specific about the type of profession.

How many weekend hours were required to be on site during your rotation?

Was your midpoint evaluation reviewed with you?

Please enter any other comments you would like to add.

# Journal Club Template

Name _____

| BACKGROUND AND OVERVIEW | |
|---|---|
| **Article Title/Citation** | |
| **Study objectives/purpose** and research hypothesis, if applicable. | |
| **Brief background** Why issue is important, concise summary of previous literature. | |
| **Funding sources** | |

| METHODS | |
|---|---|
| **Study design and methodology** Study design, randomization, blinding, controls, study groups, length of study, interventions, group distinctions, etc. Are these appropriate? | |
| **Patient selection & enrollment** Inclusion/exclusion criteria, sample size needed (if discussed), etc. Are these appropriate based on 'real-world'? | |
| **Outcome measures/ endpoints** List primary and secondary. Are these appropriate given study objectives? | |
| **Statistical analyses** Summarize tests done and state whether appropriate given type of data and study design? How did they account for missing data? | |

| RESULTS | |
|---|---|
| **Baseline info** Number of study subjects actually enrolled per group, any **baseline** differences that could have affected study results, number starting study versus completing, sample size attainment, etc. | |

| | |
|---|---|
| **Summary of study results, focusing on primary and secondary outcomes** Including subgroup analysis, etc. Be sure to include both efficacy and safety parameters, if available. List specific numerical and statistical endpoints for relevant differences and discuss both statistical and clinical significance. Suggest making subheading based on stated outcome measures/endpoints. | |

| DISCUSSION | |
|---|---|
| **Brief summary of authors' main discussion points** Be sure to also include any comparisons with other literature/studies/therapies. | |
| **Study strengths and weaknesses** Include strengths & limitations the authors listed, as well as your personal evaluation of strengths & weaknesses/limitations. This section should be large and clearly demonstrate that you have critically evaluated the article. Be sure to comment on internal and external validity issues with the trial. | Strengths (identified by the author): <br><br> Strengths (identified by the reviewer): |
| | Weaknesses/limitations (identified by the author): <br><br> Weaknesses/limitations (identified by the reviewer): |

| CONCLUSIONS | |
|---|---|
| **Author's conclusions** | |
| **Evaluator/student's conclusions** Do you agree with the author's conclusions? Why or why not? What different/ additional conclusions do you have? | |
| **Applicability and impact on pharmacists/ healthcare providers** and potentially patients/public. Should practice change based on this study? | |
| **Biggest take home message(s) in 3 sentences or less.** | |

# Journal Club Presentation Evaluation Form

**Date:** _____          **Student:** _____

**Journal Article:** _____
**Evaluator:** _____

**Assessment Scale:**
EE – Exceeds expectations
ME – Meets expectations
NI – Needs improvement

| | **Comments:** |
|---|---|
| Presenter provides accurate and current background information pertinent to the topic using a correct summary of available primary literature.<br><br>**NI   ME   EE** | |
| Presenter provides an accurate and brief description of the study goal, methods, and results.<br><br>**NI   ME   EE** | |
| Presenter appropriately discusses attributes and deficiencies of study methodology. When deficiencies are noted, a proposed technique to improve the flaw is provided.<br><br>**NI   ME   EE** | |
| Presenter comments on the appropriateness of statistical methods used.<br><br>**NI   ME   EE** | |
| Presenter provides their own conclusions of study supported by sound reasoning.<br><br>**NI   ME   EE** | |
| Presenter determines the study impact on clinical practice and provides logical explanation of their opinion.<br><br>**NI   ME   EE** | |
| Presenter uses professional language, appears confident, and utilizes an effective presentation style.<br><br>**NI   ME   EE** | |
| Presenter displays ability to appropriately answer questions.<br><br>**NI   ME   EE** | |

Overall Performance: NI        ME        EE

# CASE PRESENTATION

<u>Guidelines</u>:
1. Focus on a single, important pharmacotherapy issue
2. Subject chosen by student/approved by preceptor
3. Encourage choice of more unusual/creative topic selection and presentation style
4. Include 2-4 learning objectives (put on title page)
5. Present and highlight information relevant to chosen topic
6. Illustrate application of knowledge
7. Should <u>not</u> exceed 30 minutes (approx. 20-25 minutes for presentation, 5-10 minutes for questions)
8. Include evaluation of 3-4 relevant primary literature references/articles
9. Reading from handout NOT allowed (reading from script will result in failure of activity; should know case well enough/practiced to know material and be able to speak from outline)
10. Handout required; use of audio-visual support strongly suggested (transparencies, Power Point, slides)
11. Handout must be neatly typed, be a <u>summary</u> of information (max = 3-4 pages), list appropriate references, reference tables, diagrams taken from references
12. Use generic nomenclature for all medications mentioned
13. Keep audience in mind
14. Provide appropriate closure before questions

<u>Contents</u>:
Suggested percentages of time for each category included in written handout and/or oral presentation.

**Discussion of the Patient – 15%**
1. Admission information (age, race, sex, date/place of admission, chief complaint, signs/symptoms related to CC, history of present illness, other current medical/psychiatric problems)
2. Patient-specific information (past medical/psychiatric history, family/social history, medication history, physical exam*, mental status exam*, diagnostic screening*, physician impressions/plan) – for the asterisked items, indicate the information that relates to the current illness/situation
3. Hospital course (timeline of patient's response to therapies/relevant changes/situations/outcomes
4. Pharmaceutical care plan (problem list, drug therapy plan for each problem including drug treatment, monitoring, endpoints*)  (*keep short and concise)
5. Statement of therapeutic issue to be discussed

**Discussion of the Disease State – 15%**
1. Discuss disease state according to the following:
    - incidence
    - etiology
    - pathophysiology
    - natural course of disease
    - clinical symptomatology
    - lab findings
    - prognosis
    - complications
    - sequelae
    - correlation of disease with the patient being presented

**Discussion of the Treatment—50%**
1. Classic treatment of disease – **10%**
2. Management of current case (compare to classic treatment) – **10%**
3. Pharmacist's role in disease/therapy management – **10%**
4. Proper monitoring of therapy - therapeutic monitoring, therapeutic endpoints - **10%**
5. Review of medications used to treat highlighted issue/disease; pharmacology, pharmacokinetics, alternative treatments - **10%**
6. Is cost of therapy a consideration?

**Review of Primary Literature**, 2-4 related articles – **15%**
**State Conclusions and Relate the Conclusion to the Practice of Pharmacy– 5%**

# PATIENT CASE PRESENTATION EVALUATION FORM

Student: _____    Evaluator: _____
Topic: _____    Date: _____

Key:   EE    Exceeds Expectation; demonstrates mastery consistent with an entry-level practitioner
       ME    Satisfactory/acceptable performance; meets expectations
       NI    Improvement is needed

| **Evaluation of Case: Pharmacotherapy** | NI | ME | EE | **Comments** |
|---|---|---|---|---|
| Describes pertinent disease state information and discusses need to treat pharmacologically | ☐ | ☐ | ☐ | |
| Provides adequate patient information in a succinct, efficient manner | ☐ | ☐ | ☐ | |
| Discusses appropriate goals of therapy | ☐ | ☐ | ☐ | |
| Describes pharmacotherapeutic alternatives and non-pharmacological therapies (if applicable) available for treatment | ☐ | ☐ | ☐ | |
| Describes drugs, dosage forms, doses, schedules, and durations of therapy which are appropriate and patient-specific | ☐ | ☐ | ☐ | |
| Identifies appropriate clinical and laboratory monitoring parameters | ☐ | ☐ | ☐ | |
| Discusses pertinent primary literature (adequately evaluated) when appropriate | ☐ | ☐ | ☐ | |

| **Presentation and Communication Skills** | NI | ME | EE | **Comments** |
|---|---|---|---|---|
| Proper enunciation/ pronunciation/ professional phraseology | ☐ | ☐ | ☐ | |
| Overall presentation style: smooth delivery, appears comfortable and self-assured, avoids distracting mannerisms | ☐ | ☐ | ☐ | |
| Visual aids well-prepared and easy to read, free of errors | ☐ | ☐ | ☐ | |
| Answers questions in a logical fashion with appropriate depth of answers | ☐ | ☐ | ☐ | |
| Demonstrates ability to think when questioned; may theorize if not sure of an answer, but identifies responses as such | ☐ | ☐ | ☐ | |

**Overall performance:**    ☐  **PASSED** ☐   **DID NOT PASS**

# Final Presentation Evaluation Form

Student: _____     Date: _____

Topic: _____

For each of the sections below, circle the descriptor which most clearly corresponds to your observations:

**EE**: exceeds expectations          **ME**: meets expectations          **NI**: needs improvement

| Content | | | | |
|---|---|---|---|---|
| Objectives clearly written. | NI | ME | EE | Comments: |
| Knowledge of literature related to subject area. | NI | ME | EE | |
| Clearly identifies and presents pertinent information relative to topic. | NI | ME | EE | |
| Accurately summarizes and applies the primary literature. | NI | ME | EE | |
| Clear pattern of organization. | NI | ME | EE | |
| Utilizes time well. | NI | ME | EE | |
| Slides well prepared (concise, uncluttered, referenced appropriately). | NI | ME | EE | |
| References provided in correct format. | NI | ME | EE | |
| **Presentation** | | | | |
| Direct eye contact maintained. | NI | ME | EE | Comments: |
| Verbal delivery (easily heard, proper rate & pace, correct pronunciation, free of distracting mannerisms). | NI | ME | EE | |
| Used professional phraseology. | NI | ME | EE | |
| Appeared comfortable, confident, and self-assured. | NI | ME | EE | |
| Ability to think when questioned. Identifies answer as theorized, if applicable. | NI | ME | EE | |
| Overall presentation style and smoothness of delivery. | NI | ME | EE | |

**Evaluator**: _____

# PATIENT PROFILE REVIEW

THE FOLLOWING IS A STEP-WISE APPROACH TO PATIENT PROFILE DRUG REGIMEN REVIEW:

1. Identify patient allergy and compare to the patient's medication therapy

2. Compare current medications with patient diagnoses, complaints or problems
   a. Cross link diagnoses with medications
   b. Include treatment failures from discontinued medications

3. Determine if the medical condition(s) warrant the drug therapy
   a. Is non-drug therapy indicated?
   b. Is this medication used to treat an adverse drug reaction from other therapy?
   c. Duplicate therapy?
   d. Addiction?

4. Determine if the medication or its route (form) is the safest and most effective
   a. Should another dosage form be considered?
   b. Consider age, physical limitations, gender, race, pregnancy, lactation, etc.
   c. Consider drug interactions (drug-drug, -food, -lab, disease)
   d. Determine drugs of choice for disease
   e. Consider side effects or adverse effects

5. Identify inappropriate prescribing for treatment of disease
   a. Dose (consider weight, age, gender, etc.)
   b. Duration
   c. Interval

6. Consider patient compliance/adherence
   a. Drug storage
   b. Convenience
   c. Motivation
   d. Affordability
   e. Personality and intelligence
   f. Side effects

6. Identify monitoring parameters for follow-up or patient self-monitoring to ensure optimal outcomes

7. Determine non-pharmacological therapies that can be utilized in conjunction with pharmacological treatment to enhance results.
   a. Support groups
   b. Educational materials
   c. Referral to other health care professionals
   d. Lifestyle modification
   e. Other therapies

8. Document assessment and plan for continuity of care among co-workers

## THERAPEUTIC INTERVENTION DOCUMENTATION FORM
### Remember to check with site if specific form is required

Student Name:_____          Pharmacy:_____

Preceptor: _____          Site Location: _____

Date: _____          Drug Allergies/ Intolerances: _____

**Patient Medication Profile: (including OTC, Herbals)**

| Previous Medication with Discontinue Date | Current Medication | Dose/ Dosing Schedule | Prescriber | Indication | Interactions | Response/ Outcome |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
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**Consultation Activity:**

☐ Drug Information (including OTC, Herbal)          ☐ Device Information/ Instruction

☐ Drug Regimen Review          ☐ Specific Service (i.e. BP monitoring, smoking cessation counseling)

# Care Plan Description & Criteria for Assessment

**Patient Name:** _____ **Age:** _____ **Gender:** _____ **Height:** _____ **Weight (actual):** _____

**IBW:** _____ **Estimated CrCl:** _____ (round to the nearest whole number)

**Allergies:** _____

| | |
|---|---|
| **Collect** | Provide a prioritized list of the patient's problems according to the ASHP Priority Designation. |
| | Collect all pertinent subjective and objective data pertaining to the patient. |
| **Assess** | <u>Goals of Therapy</u><br>Include evidence based and measurable goals of therapy for the assigned patient problem. Goals should be disease state and patient specific. The identified goals of therapy will be reflected in the monitoring plan for the problem.<br><br><u>Assessment of Patient Problem(s)</u><br>Provide an assessment of the assigned patient problem based on the above goals of therapy and the current drug therapy used to treat the patient problem (if applicable).<br><br><u>Assessment of Current Therapy (if applicable)</u><br>Assess each current medication (drug, dose, route, frequency, duration) for appropriateness, effectiveness, safety, and patient adherence.<br><br><u>Assessment of Drug Treatment Options</u><br>Provide an assessment for each drug therapy option to treat the patient problem. Include evidence-based data and patient-specific information. |
| **Plan** | <u>Recommended Drug Therapy</u><br>Provide a patient specific drug therapy plan including drug, dose, route of administration, frequency, and duration (if applicable). Must include all medications continued, discontinued, added, or modified relating to the assigned problem. |
| **Implement** | <u>Patient Education</u><br>Provide patient specific education and self-management training related to recommended drug therapy and non-pharmacologic therapy to the patient or caregiver. |
| **Follow-up: Monitor and Evaluate** | <u>Recommended monitoring plan</u><br>Provide a patient specific monitoring and follow-up plan to assess if patient is meeting goals of therapy. |

# Written Project Evaluation Form

Student Name: _____     Evaluator: _____

Experiential Type: _____     Topic: _____Date: _____

| Introduction | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations | Not Applicable |
|---|---|---|---|---|
| States the purpose of the project | 4 | 3 | 1 | NA |
| Provides general background information on the topic | 4 | 3 | 1 | NA |
| Reviews appropriate literature | 4 | 3 | 1 | NA |
| Information is accurate | 4 | 3 | 1 | NA |
| Detailed information is provided and patient confidentiality is maintained | 4 | 3 | 1 | NA |
| Tables/graphs/charts are used appropriately | 4 | 3 | 1 | NA |
| There are no spelling or grammatical errors | 4 | 3 | 1 | NA |
| Appropriate use of professional/ medical language | 4 | 3 | 1 | NA |
| Medical terms are explained in sufficient depth | 4 | 3 | 1 | NA |
| If data is conflicting, a suitable conclusion with literature to justify the response is given | 4 | 3 | 1 | NA |
| Summarized all major points | 4 | 3 | 1 | NA |
| Articles are referenced according to NEJM standard referencing format | 4 | 3 | 1 | NA |

**Comments and Suggestions for Improvement:**

_____

_____

_____


Total Score: _____

Signature of Evaluator: _____

# Drug Information Request Form

| Date: | Contact Name: |
|---|---|
| Time: | Phone Number:                          Fax: |

**Preferred method of contact:   Phone: _____   Fax: _____   In person: _____**

**Question:**

**Search Strategy** (List **ALL** references consulted to prepare the answer.  Be sure to include page numbers.  References must be in a standardized format.)

| |
|---|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |

**Response Given:** (Use complete sentences.  Write legibly.  Summarize response such that another person can relay the answer in your absence.  Reference every line of your answer with the corresponding # of the resources used above.)

_____          _____

Preceptor Signature                                                      Date

# Drug Information Evaluation Form

Resident/Student Name: _____ Evaluator: _____ Date: _____

Please evaluate the student's/resident's topic drug information response on the scale below.  <u>Circle one</u> <u>rating for how well each statement was achieved</u>  ***Please provide comments in the space provided***.

**NI – Needs Improvement    ME – Meets Expectations    EE – Exceeds Expectations**

1.  Clarifies requester's drug information need                                                          **NI      ME      EE**

2.  Formulates a search strategy                                                                              **NI      ME      EE**

3.  Retrieves pertinent literature to evaluate                                                          **NI      ME      EE**

4.  Evaluates the literature                                                                                      **NI      ME      EE**

5.  Provides response to the requester in an appropriate and timely manner      **NI      ME      EE**

6.  Evaluates the effects of the information provided                                              **NI      ME      EE**

Additional Comments:

| **Overall Assessment**: | **NI** | **ME** | **EE** |
|---|---|---|---|

# PATIENT INTERVIEW AND MEDICATION HISTORY ASSESSMENT

| **Objective:** Patient Interview Skills and Medication History |
| :--- |

| **Assessment Activity:** Preceptor to observe student during patient interview and performance of medication history. Student and preceptor to individually complete assessment evaluation and review. Student must receive overall assessment that meets expectations prior to independent patient interview/education visits. |
| :--- |

Student: **_____** Preceptor:**_____**

Date form completed: _____Form completed by: _____

**Key:   NI= Needs Improvement    ME = Meets Expectations EE = Exceeds Expectations NA = Not applicable**

| | ASSESSMENT | NI | ME | EE | NA | COMMENTS |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 1 | Student introduces self to patient by name and profession; student explains reason for interview | | | | | |
| 2 | Student demonstrates professionalism and utilizes appropriate body language | | | | | |
| 3 | Utilizes open-ended questions when appropriate | | | | | |
| 4 | Utilizes language appropriate for patient education level (i.e., avoiding medical jargon or abbreviations) | | | | | |
| 5 | Obtains thorough allergy and medication history | | | | | |
| 6 | Inquires into use of OTCs, herbals, and supplements | | | | | |
| 7 | Student assesses medication adherence to regimen | | | | | |
| 8 | Student appropriately assesses medication list and/or identifies any medication or non-medication problems | | | | | |
| 9 | Student assesses patient understanding and stops periodically for patient questions | | | | | |
| 10 | Patient interaction has a logistical order (flows well); student listens to patient and picks up on important information | | | | | |
| 11 | Documentation completed in electronic medical record accurately and in timely manner | | | | | |

**Overall Assessment**:                    NI                ME                EE

# Topic Discussion Evaluation Form

Student Name: _____ Evaluator: _____

Date: _____ Topic Discussion Title: _____

Please evaluate the student's/resident's topic discussion based on the scale below. <u>Circle one rating for how well each statement was achieved.</u> ***Please provide comments in the space provided***.

**NI – Needs Improvement**      **ME – Meets Expectations**      **EE -Exceeds Expectations**

1. Well prepared for discussion and presents completed handout to preceptor     **NI**    **ME**    **EE**

2. Identifies etiology of disease and appropriate background information     **NI**    **ME**    **EE**

3. Discusses risk factors for developing the stated disease     **NI**    **ME**    **EE**

4. Identifies appropriate pharmacotherapy goals     **NI**    **ME**    **EE**

5. Displays command of the pharmacotherapy being discussed (i.e.: mechanism of action, adverse effects, brand/generic, drug-disease state interactions)     **NI**    **ME**    **EE**

6. Follows a logical format when leading topic discussion     **NI**    **ME**    **EE**

7. Answers questions appropriately and can verbalize thought process behind answers     **NI**    **ME**    **EE**

Additional Comments:

_____

**Overall Assessment**:      **NI**      **ME**      **EE**

_____

# Patient Discussion Evaluation Form

Student Name: _____ Evaluator: _____ Date: _____

Please evaluate the student's/resident's patient discussion based on the scale below. <u>Circle one rating for how well each statement was achieved.</u> ***Please provide comments in the space provided***.

**NI – Needs Improvement**          **ME – Meets Expectations**          **EE -Exceeds Expectations**

1. Well prepared for discussion and uses appropriate monitoring form **NI      ME      EE**

2. Presents pertinent demographic information **NI      ME      EE**

3. Presents chief complaint HPI, PMH, SH, FM, medications PTA, pertinent lab values, and tests **NI      ME      EE**

4. Identifies a problem list and corresponding pharmacotherapy goals **NI      ME      EE**

5. Displays command of patient-specific pharmacotherapy regimen (i.e. indications, mechanism of action, adverse effects, brand/generic, drug-disease state interactions) **NI      ME      EE**

6. Follows a logical format when leading patient discussion **NI      ME      EE**

7. Answers questions appropriately and can verbalize thought process behind answers **NI      ME      EE**

8. Displays initiative and willingness to follow up with appropriate health care professionals as necessary **NI      ME      EE**

Additional Comments:

_____

**Overall Assessment**:          **NI**          **ME**          **EE**

# SKILLS-BASED COMPETENCY LIST

**Note: All competencies need to be met by the student before graduation.  This form is listed for student and preceptor reference only.  Competencies will be completed and verified through E\*Value.**

**Assessment of Competency Statements:**
Preceptors should sign the following competencies when the student has demonstrated proficiency in a particular competency area.  Proficiency shall be defined as: performance at a level consistent with expectations for the student's current level of progression.  Once students have demonstrated proficiency in each competency area, they should be able to perform at a level consistent with entry into general practice.

| Clinical Competency Statements (mastered skill) |
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| Deliver a case-based presentation to an audience |
| Prepare a SOAP note |
| Prepare and present a patient-specific plan of care |
| Prepare a drug information response |
| Present a journal club |
| Prepare a pharmacokinetic consult for vancomycin |
| Prepare a pharmacokinetic consult for an aminoglycoside |
| Recommend a cost-effective regimen for a patient |
| Discuss procedure for Adverse Drug Reaction Reporting |
| Prepare a Medication Error Report |
| Complete a pediatric dosage check and/or recommend a pediatric dose |
| Take a patient's blood pressure and pulse |
| Educate patient on proper subcutaneous injection technique (enoxaparin, other) |
| Conduct an inpatient medication reconciliation |
| Counsel a patient on discharge medications |
| Educate a patient on the result of a diagnostic or screening assessment |
| Conduct patient counseling session on anticoagulation therapy |
| Counsel a patient on an herbal or dietary supplement |
| Counsel a patient on OTC products |
| Counsel a patient with significant barrier (language, financial, mechanical, etc.) |

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| Counsel a patient on smoking cessation |
| Counsel a patient on a new prescription including how it works, major side effects, significant drug interactions, proper storage, missed dose |
| Demonstrate ability to counsel a patient on an ophthalmic preparation |
| Demonstrate ability to counsel a patient on an otic preparation |
| Demonstrate ability to counsel a patient on proper use of an insulin pen |
| Demonstrate ability to counsel a patient on proper aerosol inhaler technique |
| Demonstrate ability to counsel a patient on proper dry powder inhaler technique |
| Demonstrate ability to counsel a patient on proper use of a spacer |
| Counsel a patient on a home testing device |
| Advise a health care provider or patient regarding safe use of medication in pregnancy or lactation medication |
| Advise a patient regarding contraception |
| Complete a patient MTM session |

| Technical Competency Statements (mastered skill) |
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| Demonstrate ability to review the completed prescription medication product for accuracy |
| Demonstrate ability to accurately obtain a verbal prescription |
| Demonstrate the ability to transfer prescriptions to a community pharmacy |
| Demonstrate the ability to transfer prescriptions from another community pharmacy |
| Resolve a problem/issue relating to a prescription with a third party/insurance company (prior authorization) |
| Clarify an inaccurate prescription |
| Demonstrate ability to appropriately make a compound |
| Develop a plan to promote a program or service at the pharmacy |
| Develop a patient information pamphlet/brochure |
| Discuss an evaluation of financials/goals/measurements of success |
| Immunization Records-Protocol-Administration, Storage, Screening |

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| Discuss how to order controlled substances (CII) |
| Participate in inventory management duties completed by the pharmacist |
| Participate in CII cabinet inventory |
| Check in CIII-CV order, CII order received form |
| Discuss a Pharmacy Board inspector's report |
| Assist preceptor with an early refill issue or CSA |
| Discuss pharmaceutical waste management |
| Discuss best practices for managing and monitoring controlled substance dispensed from an institution |
| Discuss procedure resolving a fraudulent prescription or right to refuse |
| Verify a tamper-evident prescription per Medicaid and CSA requirements |
| Apply pseudoephedrine restrictions |
| Properly sell syringes to a patient |
| *For student who are immunization certified only:* Demonstrate ability to administer vaccines |
| Assess patient's profile for adherence and counsel as needed |
| Review and complete iPLEDGE process |
| Discuss an INSPECT report |
| Demonstrate understanding of an IV infusion pump |
| Demonstrate understanding of PCA pump |
| Demonstrate proper knowledge/experience of pharmacy bar coding |
| Demonstrate proper knowledge/experience with pharmacy automation |