

IPPE Health System Manual
PHRC 5990

Academic Year 2025-2026

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ACADEMIC CALENDAR 2025/2026

Session	Dates	Schedule/Hours
Summer A/I	May 12 – June 8, 2025	Site schedule as directed by preceptor 8 hours daily, 5 days per week 160 hours total
Summer B/II	June 9 – July 6, 2025	
Summer C/III	July 7 – August 3, 2025	
Regular	Fall/Winter semesters	Site schedule as directed by preceptor 8 hours per week 160 hours total

PURPOSE OF INTRODUCTORY PHARMACY PRACTICE EXPERIENCES

The purpose of the Introductory Pharmacy Practice Experiences (IPPE) courses is for the student to apply didactic information to the day-to-day activities of a pharmacist with emphasis on the development of professional maturity, judgment, and skills. These practice experiences encourage the student to use knowledge and techniques gained in the classroom to interact with a select population of patients and a diverse number of health care practitioners in community and health-system based pharmacy environments. During the practice experiences, students may have the opportunity to apply information learned in biochemistry to the dietary regimen of the homeless population or offer counseling to a patient with diabetes based on information learned in pharmacotherapy.

IPPE preceptors should encourage students to concentrate on those activities that are beneficial to development as a professional. The student should become proficient in communication, gain confidence in their abilities, and develop the competencies set forth by the College of Pharmacy and the Accreditation Council for Pharmacy Education (ACPE). Practical experiences in the pharmacy college curriculum aid the student in developing a deep respect for individual life as well as learning that as professionals, pharmacists treat patients not diseases.

The IPPE lead toward the next phase of experiential education, advanced pharmacy practice experiences (APPE). The APPE faculty prepares students for medication therapy management in hospitals, communities and other environments. Separate manuals address the goals and objectives for other IPPEs, as well as APPEs as defined by the NSU College of Pharmacy.

IPPE HEALTH SYSTEM COURSE DESCRIPTION

The Health Systems Introductory Pharmacy Practice Experience (IPPE Health Systems) is a four-week, full-time (160-hour total), out-of-classroom, supervised, inpatient experience highlighting the operations and practice management aspects of health systems pharmacy practice. The experience is designed to introduce students to medication use processes, patient and healthcare provider communication, inpatient healthcare delivery and role of the pharmacist in this setting. Emphasis is placed on medication dispensing, drug procurement/inventory control, application of institutional pharmacy policy/procedure and local, state and federal regulations. Students will participate in all applicable pharmacy operations and patient care activities, reply to drug information questions, complete projects, and participate in topic discussions.

COURSE OBJECTIVES

1. Describe the pharmacist's role as part of the healthcare team.
2. Discuss legal and regulatory requirements that govern health systems pharmacy practice and management.
3. Demonstrate the ability to accurately and safely receive, process, prepare, and dispense medication orders according to legal requirements.
4. Evaluate a medication order for completeness and therapeutic appropriateness.
5. Perform applicable calculations required to compound, dispense, and administer medications.
6. Conduct a patient interview and obtain a basic medication history.
7. Provide accurate and appropriate health and medication information to patients and healthcare providers.
8. Communicate effectively with patients, pharmacy staff, and other healthcare providers.
9. Retrieve, critically analyze, and integrate information from appropriate resources to complete patient care and drug information duties.
10. Use available information systems to gather patient related information and document activities.
11. Describe inventory management processes in a health systems pharmacy setting.
12. Demonstrate professional and ethical behavior in all practice activities.

ADMINISTRATIVE REQUIREMENTS FOR STUDENTS

1. Prerequisites

- I. Doctor of Pharmacy student candidates with a P-3 or Advanced P-2 standing are eligible to register for IPPE-Health System (PHRC 5990), if other pre-requisites are met.
- II. Students must have a PEPRx profile with accurate demographic and professional information (e.g. graduation year, campus, intern license, BLS certification, immunizations, CV, etc) in order to be scheduled at an IPPE site. Information should be kept current and updated as needed. Incomplete profiles will result in the student receiving late notification of their site assignment.
- III. All students must be licensed as a Pharmacist Intern in Florida. Students at the San Juan campus must also be licensed as a Pharmacist Intern in Puerto Rico. In order to complete experiential courses outside of Florida, students must be licensed as a Pharmacist Intern and complete requirements as applicable in the jurisdiction where the site is located. Students are responsible for identifying and completing requirements for any out of state licenses.
- IV. Health and Immunization requirements of NSU Health Profession Division must be complete and proper documentation submitted to the online health tracking system (e.g. MyRecordTracker). Refer to the HPD Student Handbook for more information related to health forms requirements.
 - i. Examples of requirements include:
 1. Proof of current immunizations
 2. Current certificate of physical examination
 3. Negative TB test (within the last year)
 4. Health Insurance
 5. CPR Certification
 6. Background Check
 7. Drug Screening
- V. Students must complete required trainings, including HIPAA and Blood Borne Pathogens, as directed by the College. Certificates of completion should be submitted in FolioRx and/or PEPRx.

2. Successful completion of IPPEs is required to progress through the scheduled curriculum for experiential education. Incomplete scores or failing grades are not allowed on any previous introductory practice experience.

- I. Failure to successfully complete an IPPE course will result in referral to the Associate Dean, Professional Program. This will apply regardless of the student's GPA.
- II. Students obtaining two or more failure grades in any practice experience are suspended and referred to the Associate Dean, Professional Programs. Dismissal from the College may follow if recommended by the appropriate College committee or personnel. This will apply regardless of the student's Grade Point Average (GPA).
- III. Students who are dropped by preceptors for behavioral or academic reasons during an IPPE course will not be rescheduled in the same academic year. The student may drop the course

if it falls under University policy to do so. If it is past the drop/add period, the student will receive a grade of W or WF depending on student's grade at time of being dropped and will be required to register for the course in the following academic year. Students will be referred to the Associate Dean, Professional Programs.

3. Placement Information:

- I. The Directors of Experiential Education or appointee are responsible for scheduling all site placements. Students may be given the option to prioritize their preferences, however all assignments are random based on preceptor availability and are final after the add/drop period.
 - i. All placements are subject to preceptor and site availability and reassignment may be required.
 - ii. IPPE may not be completed at a student's current place of employment or with a relative. Students must notify their respective Director of Experiential Education if scheduled at a site that conflicts with this policy. Failure to do so may result in failure of the IPPE or suspension.
 - iii. There will be a designated open add/drop period for students to request changes to their assigned IPPE sites. Students will be provided instructions on how to request changes to their IPPE site assignment; requests are processed by the corresponding Director of Experiential Education.
 - iv. Students are not permitted to contact NSU preceptors directly to determine availability or discuss placement. Determination of preceptor availability and site placement will be managed by the Office of Experiential Education. Students who contact preceptors to whom they are not assigned trying to secure placement will be referred to the appropriate college committee for review.

4. Site Attendance

- I. IPPE courses are completed following various schedules as you progress through the curriculum. IPPE Health System site attendance is completed as eight hours one day per week for two semesters (160 hours). If the course is completed during a summer session, the student will attend the site for 8 hours per day, 5 days per week (typically Monday through Friday) over a four-week timeframe.
 - i. Site attendance schedules will be determined by the assigned preceptor or designee in cooperation with the assigned student(s). Site attendance should not be scheduled in a way that interferes or conflicts with other course meeting times.
 - ii. College holidays DO NOT apply while enrolled in practice experiences. Students may be expected by their preceptor to attend their APPE site on college holidays.
 - iii. Additional time beyond scheduled classroom presentations and site attendance will be required to perform/complete self-study, assigned readings, and written assignments or projects.

- iv. No more than 8 hours per week in regular session (40 hours per week for summer sessions) will be credited towards the IPPE experience. Arrangements for make-up sessions will be allowed only at the preceptor's discretion.
- v. Any time-off granted by the preceptor (e.g. illness, emergency, holiday) must be made up on an hour-per-hour basis through an appropriate make-up schedule or alternate rotation-related assignments as determined by the preceptor.

5. Site On-boarding (Attestations and Site Paperwork)

- I. Site onboarding requirements and processes are determined by the individual site/organization and cannot be altered or waived by the Office of Experiential Education.
- II. Individual site requirements are located in PEPRx and can be accessed by clicking on the site's name on the student's schedule or by locating the site name in the drop-down menu in the Site Requirements and Info section. As site requirements can change frequently, it is important for students to check for updates to site information.
- III. It is the student's responsibility to review expectations for each of the sites they are assigned and for initiating contact with the appropriate Experiential Education personnel to obtain supplementary background check/drug screen forms or to receive guidance on completion of requirements. Experiential Education staff and students working on site paperwork and attestation forms must start working on requirements a minimum of 60 days before the start date of the rotation (except VA sites which require a longer period for onboarding) and ensure that information is submitted to the site per their requirements. Additional information is outlined in the Attestations and Site Paperwork policy and procedure document.
 - i. Examples of site on-boarding requirements (varies by site)
 - 1. Proof of current immunizations
 - 2. Negative TB test (within the last year)
 - 3. Background Check
 - 4. Drug Screening
 - 5. Confidentiality forms
 - 6. Computer access forms
 - 7. On-site orientation
 - 8. Online orientation/modules
- IV. **Costs associated with onboarding at Experiential sites related to health screenings, background checks, drug screenings, use of online clearance systems, etc. are the responsibility of the student.** Students can estimate costs by reviewing onboarding requirements in PEPRx for each site they are assigned to or by requesting a meeting with Office of Experiential Education personnel. If desired, adjustments to IPPE schedule site assignments can be made during the open add/drop period to try to limit onboarding costs.
- V. Students must reply to email or telephone communications from the Office of Experiential Education staff regarding paperwork within 48 hours.

- VI. Students must communicate with their individual preceptor at least 4-6 weeks prior to the start date of each rotation. If a student cannot connect with their upcoming preceptor, they must let the Office of Experiential Education know at least 2 weeks before the start date of their APPE rotation.
- VII. Students who are not cleared to start at a site due to incomplete or missing paperwork will not be reassigned to a new site during the same experiential session. Lack of following proper procedure may result in delayed graduation.

PROFESSIONAL REQUIREMENTS FOR STUDENTS

1. **Students are responsible for all material in this manual.**
2. Students must exhibit professionalism and follow site specific policies and requirements at all times while at site. Failure to comply with site policies or professionalism expectations may result in disciplinary action at the discretion of the preceptor and/or College; this may include temporary or permanent dismissal from the IPPE site and may result in a failing course grade.
3. White lab jacket (clean and pressed) and NSU ID badge are required for all students while on their assigned IPPEs unless directed otherwise by preceptor. Student should always identify themselves as a student/Pharmacist Intern while at their assigned practice environment.
4. Students must carry a copy of their Pharmacist Intern license(s) with them at all times. Provide a copy to the site prior to commencing IPPE courses.
5. Notify the preceptor of any tardiness or absence (verbally and/or in writing). For anticipated absences, the request should be submitted as far in advance as possible. For emergencies, the student should contact the preceptor no later than 60 minutes prior to the start of their shift or immediately if shift is already in progress. Any missed time must be made up prior to the end of the current experience.
6. The primary objective of IPPE courses is learning. Learning requires active commitment by the student. Engagement, being proactive, and self-reflection support the goals of APPE and increase the benefits gained from this experience. Mutual respect, courtesy, and professional communication are essential for an optimum learning experience.
7. Respect any and all confidences revealed during the practice experiences, including pharmacy records, fee systems, professional policies, patient data, patient charts, etc. **Ensure compliance with the Health Information Portability and Accountability Act (HIPAA) at all times.** Students are not permitted to photograph or video/audio record while at the practice site unless specifically directed to by the preceptor to complete rotation related responsibilities.
8. Encourage clear, concise and effective communication with all persons involved at the assigned sites, including pharmacists, pharmacy staff, physicians, other health professionals, patients, and other students.
9. Maintain responsibility for all transportation needs, housing, and other incidental expenses associated with IPPEs and APPEs.
10. Ensure you are functioning within the scope of the roles and responsibilities of a pharmacist intern. Do not make professional decisions without prior discussion with the preceptor, particularly when filling

prescriptions/ medication orders, or advising patients and other health care providers on therapeutic and drug related matters. Take initiative in communicating with healthcare providers and patients, but do not step beyond the bounds of professional courtesy or common sense.

11. Be constantly alert to the laws, regulations, and policies that govern the practice of pharmacy and site procedures. Seek clarification of any points that are not clear.
12. Do not accept or receive any form of payment, financial or otherwise, from the assigned preceptor during any Introductory or Advanced Pharmacy Practice Experience.
13. Keep three original Certification of Pharmacy Practice Experience Hours forms for each required Introductory and Advanced Pharmacy Practice Experiences. These forms may be required by other Boards of Pharmacy in states where you are considering licensure. Upload an electronic copy into PEPRx at the completion of the experiential course.
14. Complete the required student activity packet (checklist and documentation forms) under the guidance of your preceptor. Upload the completed packet to PEPRx by the end of the rotation.
15. Submit course requirements (i.e. weekly activities summary forms and site/preceptor evaluations) in PEPRx or as instructed by Office of Experiential Education. All requirements are due by 9:00PM on the Monday following the last day of the experience. Failure to submit requirements on time will result in an incomplete in the course.
16. Students' NSU email accounts and class listservs will serve as the official means of communication of IPPE-related information from the Office of Experiential Education. Students are responsible for any information conveyed through these communication channels. Students are expected to check their email daily.
17. Letters of guidance will be issued to students upon a complaint from a preceptor regarding the students' lack of compliance with the above guidelines. Copies of the letters will be sent to the student, Dean's office, preceptor, student progress committee, and student file. Letters of guidance may be cause for disciplinary action.

ADDITIONAL POLICIES AND PROCEDURES

Student Conduct on IPPE and APPE Rotations

https://cfsecure.nova.edu/PEPrx/documents/student_misconduct.pdf

It is expected that students always follow NSU and Experiential site policies and rules while on rotation and display professionalism. Failure to meet this expectation may result in verbal feedback, written feedback, grade deductions, referral to Student Professional Conduct Committee, and/or failure of the rotation experience. Preceptors may contact the Office of Experiential Education at any time for assistance in addressing student professional and/or conduct issues.

IPPE and APPE Failures

Successful completion of the Experiential Education curriculum (all IPPEs and APPEs) is required to fulfill degree requirements. Failure of an IPPE may delay progression to APPE. Failure during IPPE or APPE may result in delayed graduation date. Students who have received a failing grade on IPPE or APPE are responsible for working with their preceptor, the Office of Experiential Education, the Associate Dean of the Professional Program, Assistant Dean of Assessment and Accreditation, Academic Support Services and the Dean, as appropriate, in their individual situation.

IPPE and APPE Leave Requests/Course Withdrawals

NSU College of Pharmacy policies (outlined in the Student Handbook) regarding excused absences, leave of absence, and withdrawals will apply to Experiential Education courses. While enrolled in an IPPE or APPE course, a student may request an excused absence, a leave of absence or an administrative break, or request to withdraw from their course. Depending on the circumstances of the situation, this request may lead to a delayed progression to APPE and/or a delayed graduation date.

Refer to current College of Pharmacy Student Handbook for applicable policies and procedures.

Policy and Procedure- Positive Drug Screening

<https://cfsecure.nova.edu/PEPrx/documents/drug-screening-policy.pdf>

NSU has a zero-tolerance policy on illicit drug use (see NSU student handbook for the University's drug and urine drug screen policy). Students may be unable to participate in IPPE or APPE rotations if they do not pass a criminal background check and/or a drug screening. Students who are unable to complete their experiential education requirements of the Doctor of Pharmacy program cannot progress through the curriculum toward graduation.

Policy and Procedure- Site Paperwork and Attestations

https://cfsecure.nova.edu/PEPrx/documents/site_paperwork.pdf

Experiential Education staff and students working on site paperwork and attestation forms must start working on requirements a minimum of 60 days before the start date of the rotation (except VA sites which require a longer period for onboarding). It is the student's

responsibility to review expectations for each of the sites they are assigned and for initiating contact with the appropriate Experiential Education personnel to obtain supplementary background check/drug screen forms or to receive guidance on completion of requirements.

Paperwork deemed by the site to be late or incomplete may result in the student being dismissed from the site or missing days at their assigned location. Students being dismissed from their site will NOT be reassigned to a new location during that same rotation block period.

***Students must check their NSU email DAILY.**

***Students must check PEPRx Site Requirements MONTHLY as these are subject to change.**

Policy on out of Florida/Puerto Rico APPE Experiences

Students may take approved rotation experiences outside of the state of Florida/Puerto Rico. Students are responsible for obtaining appropriate pharmacist intern licensure or meeting other requirements as specified by the jurisdiction of the out of state site. Students interested in out of state rotations should contact the Office of Experiential Education before January of their P1 year for IPPE Community or P2 year for IPPE Health System.

Students that select an out of state rotation will not be able to drop the out of state rotation(s) once IPPE schedules are finalized. Students should carefully consider travel, housing, associated costs, etc. before committing to an out of state rotation.

Out of state practice sites and preceptors must already be affiliated with an ACPE accredited College of Pharmacy and must meet the preceptor and site requirements established by the Office of Experiential Education. The Office of Experiential Education must have all relevant documents (affiliation agreement, syllabus, preceptor application, preceptor availability and licenses) and approval must be completed at least one month prior to ranking of IPPEs. New out of state sites will not be considered for onboarding unless justification of programmatic need is identified, and routine ongoing use of the site is anticipated.

Postexposure Policies and Procedures

Full postexposure (blood and body fluid) policies and procedures are available in the current College of Pharmacy student handbook. Students should immediately refer to the handbook and associated policies for complete instructions.

An exposure incident is considered an urgent medical event that requires immediate attention for proper medical management. If a student has experienced such an exposure, the student must not delay in seeking medical care. Students should ensure that their preceptor and the Office of Experiential Education are notified of any incident.

Students must immediately seek care (from the NSU Student Medical Center if during normal business hours and student is within the local geographic area of the NSU Fort Lauderdale/Davie campus; or from the nearest emergency department if after normal business hours or outside of the geographic area of the NSU Fort Lauderdale/Davie campus, including students in Puerto Rico). Exposed students are also responsible for reporting the incident to the Office of Environmental Health and Safety (EHS) at EHS@nova.edu.

PRECEPTOR AND PRACTICE SITE RESPONSIBILITIES

Preceptor Responsibilities

1. Preceptors must meet licensure and training requirements as outlined by the Office of Experiential Education.
2. Preceptors must abide by the laws and regulations that govern pharmacy practice.
3. Preceptors must assist students in achieving the educational goals, objectives, and outcomes set forth for the specified experiential course.
4. Preceptors may use their discretion in allowing off-site experiences such as continuing education seminars, local and/or state pharmacy conferences, Board of Pharmacy meetings, etc. to count toward the experience requirements.
5. Preceptors should ensure the site is a professional environment for the training of the students and fosters learning.
6. Preceptors are expected to instill and demonstrate principles of professionalism and ethics.
7. Preceptors should demonstrate a commitment to educating others (patients, caregivers, other health care professionals, students).
8. Preceptors should ensure students are appropriately oriented to the site and rotation expectations.
9. Preceptors should discuss objectives of the student experience with site personnel to clarify expectations and delineate responsibilities.
10. Preceptors must supervise students' activities at all times; however, the preceptor may delegate this responsibility to another pharmacist or health care professional.
11. Preceptors will allow adequate time for teaching, communication, feedback, and evaluation.
12. Preceptors are responsible for reviewing student progress at regular intervals during the experience and sharing their observations with the students. Critique should be in the form of constructive feedback, and should be given on an ongoing basis, conveyed in private and an appropriate manner.
13. Preceptors shall submit a midpoint and final assessment of their assigned student(s).
14. Preceptors must certify students' hours for each experience on the Certification of Hours form.
15. Preceptors can terminate the experience at any time due to poor professional conduct or other serious event.

Practice Site Responsibilities

1. Sites must meet all state and federal laws related to the practice of pharmacy.
2. Sites must meet all standards set by appropriate governmental, regulatory, and accrediting agencies.
3. Sites must have a signed affiliation agreement with Nova Southeastern University.
4. Sites should provide adequate patient population or other relevant information based on the learning objectives for the rotation.
5. Sites should promote delivery of exceptional pharmacy practice services or other relevant experiences as appropriate to the setting.
6. Sites should provide adequate workspace for the student to complete assigned responsibilities.

POLICY OF USE OF COMPUTING RESOURCES AT EXPERIENTIAL SITES

The computing resources of your experiential site are intended to be used for programs of instruction, research and to conduct legitimate business. Students are responsible for seeing that these computing resources are used in an effective, ethical, and legal manner. Students must be aware of the legal and moral responsibility for ethical conduct in the use of computing resources. Students have a responsibility not to abuse the network and resources, and to respect the privacy, copyrights, and intellectual property rights of others.

Students should be aware that deletion of any email messages or files will not immediately eliminate the message from the system. All email messages are stored for a period of time on a central backup system in the normal course of data management. Finally, all email messages are public records subject to disclosure at any time. Violation of this policy will result in appropriate disciplinary action.

Computing Resource Use Policy Violations:

- For purposes other than the experiential site's program of instruction, research and legitimate business of the site
- To harass, threaten or otherwise cause harm to specific individuals or classes of individuals
- To impede, interfere with or otherwise cause harm to the activities of others
- To download, post or install to experiential site computers or transport across experiential site network, material that is illegal, proprietary or violates copyrights or otherwise damaging to the experiential site
- To recklessly or maliciously interfere with or damage computer or network resources or computer data, files or other information

Examples of Policy Violations:

- Using computer resources for personal reasons
- Sending email on matters not concerning legitimate business or the experiential site
- Sending an individual or group repeated or unwanted (harassing) email or using email to threaten someone
- Accessing or attempting to access another individual's data or information without proper authorization
- Propagating electronic chain email, pyramid schemes or sending forged or falsified email
- Obtaining, possessing, using or attempting to use someone else's email password regardless of how the password was obtained
- Using illegally obtained licensed data/software in violation of their licenses or purchase agreements
- Releasing a virus, worm or other program that damages or otherwise harms a system or network
- Accessing websites and contracting a virus, worm or other program that could potentially harm a system or network
- Attempting to tamper with or obstruct the operation of the site's computer systems or networks
- Using or attempting to use the site's computer systems or networks as a means for the unauthorized access to computer systems or networks outside the site.
- Viewing, distributing, downloading, posting or transporting any pornography via the web, including sexually explicit material for personal use that is not required for educational purposes.
- Violating Federal copyright laws

PRE-EXPERIENCE CHECKLIST

Eight (8) weeks before...

- ✓ Review site requirements and info in PEPx to schedule on-site orientation (if needed). As site requirements change frequently, it is important for students to check for updates to site information in PEPx. Many sites require urine drug screens, special paperwork, etc and all documentation to be sent to the site according to their requirements. Paperwork deemed by the site to be late or incomplete may result in the student being dismissed from the site or missing days at their assigned location. **Students being dismissed from their site will not be reassigned to a new location in the same session.**

Six (6) weeks before...

- ✓ Verify the need for updated Level 1 or Level 2 background check, urine drug screen, and PPD for those sites that require testing more often than yearly. **Students being dismissed from their site will not be reassigned to a new location.**
- ✓ Supply the Office of Student Affairs necessary documentation to complete an attestation form (if necessary)
- ✓ Completed additional site specific documentation and/or training (if necessary)

Four (4) weeks before...

- ✓ Contact preceptor via email and/or telephone to confirm site location, introduce self (provide copy of CV) and request pre-rotation requirements, first day instructions, and any other needed preparations.
- ✓ Update curriculum vitae in PEPx to include all prior completed experiences, listing projects and presentations (please do not include your home address or phone number on your CV)

One (1) week before...

- ✓ Update curriculum vitae in PEPx to include all prior completed experiences, listing projects and presentations
- ✓ Review the goals and objectives listed in the IPPE Manual and course syllabus
- ✓ Prepare a wish list of activities for the experience to discuss with the preceptor
- ✓ Obtain copies of licenses, health/immunizations, and other forms that may be requested by site or preceptor
- ✓ Drive to the assigned site before the scheduled 1st day to confirm location and parking situation

What happens if I cannot get in contact with my preceptor?

Try again with multiple forms of communication (follow-up email, phone, etc.)

Ask to speak with his/her designee

If still having problems, contact the Office of Experiential Education at your campus

GUIDELINES FOR ORIENTATION

Preceptors should meet with students at the beginning of the Introductory Pharmacy Practice Experience to conduct an orientation meeting. During this meeting, students should be provided with information and guidance that supports their success at the practice site. The following orientation checklist may be used to direct this meeting, however, additional site or experience specific information may be required beyond what is listed.

Orientation Checklist

1. Introductions
 - a. Preceptor introduction: education and training, career path, vision of pharmacy practice
 - b. Student introduction: pharmacy related-experience, pertinent training/certifications, goals for the experience, professional interests, professional goals
 - c. Site introduction: description of pharmacy/health system, population served, services provided
 - d. Staff introduction
2. Goals, objectives, and expectations
 - a. Review syllabus, goals, objectives, activities of the rotation
 - b. Discuss preceptor expectations of the student
 - c. Review student expectations for the experience
 - d. Ensure alignment of expectations, correct any discrepancies
 - e. Discuss expected schedule (Regular session- 8hrs weekly; Summer sessions- 8hrs daily; 20 days)
 - f. Outline and schedule projects and assignments
 - g. Create rotation calendar with schedule of activities and due dates
3. Orientation to site
 - a. Parking instructions
 - b. Storage of personal belongings
 - c. Pharmacy tour and workflow overview
 - d. Site policies and procedures; guidelines for conducting responsibilities
 - e. Site safety information including Safety Office/Emergency contact information
 - f. Communication systems (e.g. telephones, fax machines, messaging, etc.)
 - g. Computer access, internet usage, rules for use
 - h. Library and information resources
 - i. Student work area, break, and personal care areas; rules for use
4. Additional site specific information

SUMMARY OF PAPERWORK

All required documentation for each experience must be submitted by the **end of the experience**. These reports will be the main form of communication you will have with the Experiential Education Director and serve as a means of assessing your progress.

1. *IPPE Health System checklist & documentation forms* are used during the experience to guide and document students' activities. The forms should be regularly reviewed with the preceptor to ensure appropriate progress in meeting the requirements and course objectives. Completed packets with preceptor's initials are submitted in PEPRx using the Coursework Drop-Off Box page.
2. *Experience Activities Summary forms* are to be completed on a weekly basis. Your activities, experiences, and projects should be summarized. The completed forms should be submitted in PEPRx using the Coursework Drop-Off Box page to be reviewed by the IPPE Director of Experiential Education of your assigned campus.
3. *Reflection assignment* will provide an opportunity to conduct self-assessment and reflection of the experiences obtained during IPPE Health System. Upon completion, the assignment is to be submitted in PEPRx using the Coursework Drop-Off Box page
4. *Midpoint Student Evaluations* are intended to help guide you and your preceptor toward attainment of course goals and objectives. The Midpoint Evaluation will be completed by your preceptor in PEPRx. By reviewing your progress at the midpoint, you can optimize the remaining time on your experience and focus on those areas identified as needing more experience or exposure. This is also your opportunity to let your preceptor know if there are any additional experiences you would like to gain before the end of the IPPE. It is the responsibility of the student to ensure that a midpoint evaluation is completed by your preceptor on a timely basis.
5. *Final Student Evaluation*, including assessment of *Core Entrustable Professional Activities for New Pharmacy Graduates* must be completed in PEPRx by the preceptor.
6. Complete a *Preceptor/Site Evaluation Form* in PEPRx at the end of each experience. We encourage you to be candid. These evaluations are released to preceptors, de-identified and in aggregate, at the end of the academic year.
7. *Certification of Experience Hours Forms*. ****All introductory and advanced experience hours for entry-level and advanced standing students must be logged and summarized on the *Certification of Experience Hours* forms. **These hours are required for graduation** and will be used for board applications to other states. If the student is planning to obtain a pharmacy license in a state other than Florida, it is the responsibility of the student to obtain the necessary information to ensure pharmacy licensure in the desired state. **Please make sure that if you plan to practice in Puerto Rico, you maintain at least three originals.**
8. *Additional Feedback*. Students are encouraged to share site reviews with fellow students utilizing the site reviews link in PEPRx. These reviews are confidential and can only be accessed by other students or administrators. Preceptors cannot access this site. This is a safe forum for students to share their experiences on a voluntary basis.

Timetable for Completing and Submitting Forms

Form	Due Date [Regular Session]	Due Date [Summer Session]	Submission
IPPE Checklist & documentation packet	End of Experience	End of Experience	Reviewed by preceptor; Student submits in PEPRx
Experience activity summaries	Weekly during the experience; due by the end of the experience	Weekly during the experience; all due by the end of the experience	Student submits in PEPRx
Midpoint evaluation	End of tenth week	End of second week	Preceptor submits in PEPRx
Final evaluation / EPAs	End of the experience	End of the experience	Preceptor submits in PEPRx
Preceptor/site evaluation	End of the experience	End of the experience	Student submits in PEPRx
Certification of hours	End of experience	End of experience	Keep originals; students submits electronic copy in PEPRx
Reflection assignment	End of experience	End of experience	Student submits in PEPRx

CERTIFICATION OF HOURS FORM

INTRODUCTORY PHARMACY PRACTICE EXPERIENCE – HEALTH SYSTEM (PHRC 5990)

Student name:	Preceptor name:
Florida Intern license number:	Site name/address:
Puerto Rico Intern license number:	

Day/Date	Hours	Date/Date	Hours
Day 1/		Day 11/	
Day 2/		Day 12/	
Day 3/		Day 13/	
Day 4/		Day 14/	
Day 5/		Day 15/	
Day 6/		Day 16/	
Day 7/		Day 17/	
Day 8/		Day 18/	
Day 9/		Day 19/	
Day 10/		Day 20/	
Preceptor signature:			Total hours:
Preceptor license number:			
<i>With my signature and license number, I certify the correctness of these hours</i>			

I certify that the total number of hours listed for the Introductory Pharmacy Practice Experience – Health System are correct and completed under the supervision and/or authorization of the preceptor signing for the experience.

Student signature: _____ Date: _____

The student is responsible for accurately completing this form and maintaining it for the duration of their time at NSU College of Pharmacy. It is recommended that students continue to retain this document post-graduation and licensure. **This original form must be completed in blue or black ink.** Those students planning to obtain pharmacist licensure in Puerto Rico must maintain three originals.

CERTIFICATION OF HOURS FORM – Regular Session

INTRODUCTORY PHARMACY PRACTICE EXPERIENCE – HEALTH SYSTEM (PHRC 5990)

Student name:	Preceptor name:
Florida Intern license number:	Site name/address:
Puerto Rico Intern license number:	

Dates	Hours	Dates	Hours
Week 1/		Week 11/	
Week 2/		Week 12/	
Week 3/		Week 13/	
Week 4/		Week 14/	
Week 5/		Week 15/	
Week 6/		Week 16/	
Week 7/		Week 17/	
Week 8/		Week 18/	
Week 9/		Week 19/	
Week 10/		Week 20/	
Preceptor signature:		Total hours:	
Preceptor license number:			
<i>With my signature and license number, I certify the correctness of these hours</i>			

I certify that the total number of hours listed for the Introductory Pharmacy Practice Experience – Health System are correct and completed under the supervision and/or authorization of the preceptor signing for the experience.

Student signature: _____

Date: _____

The student is responsible for accurately completing this form and maintaining it for the duration of their time at NSU College of Pharmacy. It is recommended that students continue to retain this document post-graduation and licensure. **This original form must be completed in blue or black ink.** Those students planning to obtain pharmacist licensure in Puerto Rico must maintain three originals.

PHRC 5990 IPPE HEALTH SYSTEM WEEKLY ACTIVITIES SUMMARY

Student: _____

Preceptor: _____ Site: _____

This form **must** be completed on a weekly basis and submitted on PEPrx at the end of the week at your site. Please summarize your experiences in detail, abiding by HIPAA regulations. If you are encountering any problems, please call immediately. Please note, edits cannot be made once entered into PEPrx.

Week (or day) #	Dates:	Do not include patient names or other identifying information			
Patient Population: <input type="checkbox"/> Pediatric <input type="checkbox"/> Adolescent <input type="checkbox"/> Adult <input type="checkbox"/> Geriatric					
Summary of activities completed (e.g. counseling, filling, antimicrobial stewardship, OTC recommendations, pt rounds, etc): 					
Interprofessional Collaboration Opportunities					
I had the opportunity to:		Shadow	With direct supervision	Accomplished independently	No opportunity
Learn about, from, and with other members of an interprofessional team		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use effective interprofessional communication skills (may include conflict resolution, documentation skills, etc.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contribute medication related expertise to an interprofessional team		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss a patient's medication related problem with another healthcare professional		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a shared therapeutic plan with an interprofessional team		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations to a Healthcare professional or patient Number of recommendations: _____ Description of recommendations made:					
Immunizations Number of Immunizations administered: _____					
Projects/Presentations <input type="checkbox"/> Journal Club <input type="checkbox"/> Drug Information Questions <input type="checkbox"/> Drug Review <input type="checkbox"/> Patient Case Presentation <input type="checkbox"/> Poster <input type="checkbox"/> Policy/Procedure <input type="checkbox"/> Formulary updates Description of other project/presentation:					
Disease States Encountered/Discussed <input type="checkbox"/> Cardiovascular <input type="checkbox"/> Endocrine <input type="checkbox"/> Gastrointestinal <input type="checkbox"/> Hematologic/Immunologic <input type="checkbox"/> Infectious Disease <input type="checkbox"/> Neurology/Psychiatric <input type="checkbox"/> Oncology <input type="checkbox"/> Renal, fluids, electrolytes <input type="checkbox"/> Respiratory <input type="checkbox"/> Rheumatology/Musculoskeletal <input type="checkbox"/> Toxicology Other:					

Make additional copies of this form as needed. Official reports must be submitted in PEPrx.

Semester Credit Hours: 4.0

Course Management Team

Course Coordinator	Contact Information
Jennifer G. Steinberg, PharmD, BCPS	Telephone: 954-262-1374; Email: js2128@nova.edu
Julie Marin, PharmD	Telephone: 787-773-658; Email: marin@nova.edu

Course Faculty:

Faculty/Instructor	Contact Information
Stacey Maravent, PharmD	Email: stacey.maravent@nova.edu
Assigned Preceptor	As listed in PEPRx

Class Schedule and Location

Day/Dates	Time	Location
Pre-course information	Presented in Pharmacy Applications	Recorded material previously presented
Summer A/I	Per schedule arranged by preceptor	Assigned IPPE site listed in PEPRx
Summer B/II	Per schedule arranged by preceptor	Assigned IPPE site listed in PEPRx
Summer C/III	Per schedule arranged by preceptor	Assigned IPPE site listed in PEPRx
Regular Session	[Day of week], per schedule arranged by	Assigned IPPE site listed in PEPRx

Course Description

The Health Systems Introductory Pharmacy Practice Experience (IPPE Health Systems) is a four-week, full-time (160-hour total), out-of-classroom, supervised, inpatient experience highlighting the operations and practice management aspects of health systems pharmacy practice. The experience is designed to introduce students to medication use processes, patient and healthcare provider communication, inpatient healthcare delivery and the role of the pharmacist in this setting. Emphasis is placed on medication dispensing, drug procurement/inventory control, application of institutional pharmacy policy/procedure and local, state and federal regulations. Students will participate in all applicable pharmacy operations and patient care activities, reply to drug information questions, complete projects, and participate in topic discussions.

Learning Outcomes Curricular Outcomes:

Curricular Outcomes/Entrustable Professional Activities

This course will prepare you to perform the following pharmacist entrusted professional activities:

- Patient Care Provider
 - Collect information to identify a patient's medication-related problems and health-related needs
 - Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs
 - Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost effective
 - Implement a care plan in collaboration with the patient, caregivers, and other health professionals
 - Follow-up and monitor a care plan
- Interprofessional Team Member
 - Collaborate as a member of an interprofessional team
- Population Health Promoter
 - Minimize adverse drug events and medication errors
 - Ensure that patients have been immunized against vaccine-preventable diseases
- Information Master
 - Use evidence-based information to advance patient care
- Practice Manager

- Fulfill a medication order

Pharmacist Patient Care Process

This course addresses the following parts of the Pharmacists Care Process:

1. Collect
2. Assess
3. Plan
4. Implement
5. Follow-up and evaluate

Course Objectives

Upon successful completion of this course, students will be expected to:

1. Describe the pharmacist's role as part of the healthcare team.
2. Discuss legal and regulatory requirements that govern health systems pharmacy practice and management.
3. Demonstrate the ability to accurately and safely receive, process, prepare, and dispense medication orders according to legal requirements.
4. Evaluate a medication order for completeness and therapeutic appropriateness.
5. Perform applicable calculations required to compound, dispense, and administer medications.
6. Conduct a patient interview and obtain a basic medication history.
7. Provide accurate and appropriate health and medication information to patients and healthcare providers.
8. Communicate effectively with patients, pharmacy staff, and other healthcare providers.
9. Retrieve, critically analyze, and integrate information from appropriate resources to complete patient care and drug information duties.
10. Use available information systems to gather patient related information and document activities.
11. Describe inventory management processes in a health systems pharmacy setting.
12. Demonstrate professional and ethical behavior in all practice activities.

Materials and Resources

Course Required Texts and Materials:

1. PEPRx profile and system access
2. IPPE Health Systems Manual (posted online in PEPRx)
3. Pharmacy Intern license in Florida and the jurisdiction of assigned IPPE site
4. Completed HIPAA training
5. Completed Blood-borne Pathogens training
6. Proof of immunizations as outlined by HPD and individual site requirements
7. NSU library database access
8. Selected readings from the primary literature or other sources may be provided by the course coordinator/preceptor to support course goals and objectives; it is the student's responsibility to read the assigned materials according to the schedule assigned by the preceptor

Course Supplemental Materials:

1. Scientific calculator
2. Additional drug information resources (e.g. Lexi-Comp Drug Handbook, Sanford Guide, Immunization schedules, etc.)
3. Nemire, RE, Kier KL, Assa-Eley MT. Pharmacy student survival guide. 3rd ed. New York, NY. McGraw- Hill Professional; 2014: ISBN 0071828478 (Available as an E-book on Access Pharmacy through the HPD library)

Other Resources: Students must have access to a printer, and iPad/computer with internet connection, to allow them access to web resources, and to download and print course material. Canvas will be used to provide course materials and course communication. Students not familiar with Canvas are encouraged to access the [Canvas Student Guide](#) and [Canvas Student Videos](#). Course handouts will not be provided in class. Course material is generally provided in Adobe Portable Document Format and Microsoft PowerPoint.

Graded course assessments such as quizzes, exams and assignments if used in the course will be administered using ExamSoft (Exemplify for iPad). Each student is responsible for maintaining appropriate iPad and software configurations for this purpose. It is the student's responsibility to ensure functionality (hardware, wireless network access, battery charge, sufficient memory, etc.) prior to each

assessment. Students should contact ExamSoft at support@examsoft.com or 1-866-429-8889 for technical support.

Instructional Methods

Practice Experience: Course content will be delivered using a variety of teaching and learning methods including practical application, preceptor discussions, assigned readings, self-study modules, and assignments. Meetings with preceptors/pharmacists and other healthcare providers will consist predominantly of informal open discussions with or without lectures. The activities outlined in the Checklist of IPPE Health Systems Student Topics and Activities (Appendix) are minimum standard requirements. The mechanisms to achieve these requirements may be tailored to the individual site.

Assessments

Student learning will be assessed using the following formative and summative assessment methods:

Graded Assessments:

1. Final evaluation (evaluated by preceptor and submitted into PEPRx)
2. Assignments and projects (evaluated by preceptor and incorporated into final evaluation)
3. Weekly activity summary: this form must be completed on a weekly basis in PEPRx to summarize the student's experiences in meeting the goals and objectives of the IPPE course (evaluated by Course Coordinator)
4. IPPE Health Systems reflection (evaluated by Course Coordinator)

Non-Graded Assessments:

1. Midpoint evaluation (evaluated by preceptor and submitted in PEPRx)
2. Core Entrustable Professional Activities for Pharmacy rubric (evaluated by preceptor and submitted in PEPRx)
3. Assignments and projects (evaluated by preceptor)
4. Discussion (initiated by preceptor at site or by course coordinator through Canvas)

Grading Criteria

Final Course Grade:

Course grades are determined as follows:

Assessment	Status	Responsible Party
Final evaluation rubric*	Demonstrates Competency	Preceptor submits in PEPRx
160 practice hours*	Complete	Preceptor signs certification of hours form; student submits in PEPRx
IPPE Checklist and associated tasks*	Tasks complete/Submitted	Preceptors initials checklist/student submits in PEPRx
Weekly activity summaries (S4; R20)	Submitted	Student submits in PEPRx
IPPE Health Systems Reflection	Submitted	Student submits in PEPRx

*Failure to meet these criteria will result in a failing grade for the course

Grade Mode: Pass/Fail

Course Requirements: Student-submitted course requirements and evaluation of site/preceptor must be completed in PEPRx by 9pm on the Monday following the last scheduled day of IPPE site attendance in order to receive a final grade. Students should keep copies of all IPPE assignments, projects, and presentations in their FolioRx student portfolio.

Grading Disputes: Refer to NSU College of Pharmacy Student Handbook

Course Policies

Communication:

Course announcements will be made either in class, on Canvas or NSU email. Students are responsible for accessing and responding to all information disseminated.

Students are responsible for communicating directly with their assigned preceptor at least 4 weeks in advance of the start of their rotation to confirm availability, obtain pre-rotation instructions, and arrange the site attendance schedule. Preceptor contact information

is listed in PEPRx.

Professional Behavior:

Students must conduct themselves in a professional manner. This includes maintaining the proper dress code set by the College and being courteous to classmates, facilitators and instructors both in class and online. Individuals, who do not conduct themselves professionally, will be subject to disciplinary action.

Students must follow site specific policies and requirements at all times while at site. Failure to comply with site policies or professionalism expectations may result in disciplinary action at the discretion of the preceptor; this may include temporary or permanent dismissal from the IPPE site and may result in a failing course grade.

Academic Integrity:

Academic honesty and integrity are fundamental values expected of all students. Students should avoid the appearance of impropriety in all activities. Cheating, or the appearance of cheating, will not be tolerated and is subject to disciplinary action. Cheating includes, but is not limited to:

- Sharing exam content or answers during an exam or disseminating exam questions after the exam;
- Looking at a neighbor's paper;
- Unauthorized collaboration on projects or homework;
- Plagiarism (assignments may be processed through Turnitin.com to detect plagiarism);
- Fabrication of data;
- Deceptions of any manner

Attendance:

The College of Pharmacy Office of Student Services will be responsible for determining excused absences. Students are responsible for obtaining materials and completing assignments missed when absent.

Attendance at the practice experience is **MANDATORY** to meet course and licensure requirements. Students must complete a total of 160 hours at the assigned practice site (Summer: eight hours each day, five days per week, for four consecutive weeks; Regular: eight hours each week on the assigned day, 20 weeks during Fall/Winter semester). Schedules will be determined by the assigned preceptor or designee. Students are responsible for knowing the scheduled dates/times to report to site, meet with preceptor, submit assignments and projects, etc. Additional time beyond allotted site attendance will be required to review information and complete assigned readings/assignments.

College holidays **DO NOT** apply while enrolled in experiential practice experiences. Students may be expected by their preceptor to attend their IPPE site on college holidays. Refer to the IPPE Health Systems Manual for additional requirements regarding attendance at experiential sites.

Testing: In courses where examinations are administered, students are expected to follow the College of Pharmacy Policy on Examination. This policy is found in the [Student Handbook](#).

Make Up: Excused absences do not entitle students to have the opportunity to make up in-class work or assessments. At the discretion and convenience of the course coordinator, make up of in-class work and/or assessments will be permitted only for approved, excused absences.

Students must complete the required number of experiential hours at their IPPE site. Any time missed due to excused or unexcused absences must be made-up in order to fulfill course and licensure requirements. Make-up schedules will be determined by the assigned preceptor.

It is the student's responsibility to read and follow all practice and administrative requirements in the IPPE Health Systems Manual (posted in PEPRx) and specific to the practice site.

University Policies**Accommodation Support Services**

It is the student's responsibility to initiate the process for disability services. Students approved for accommodations under the Americans with Disability Act should have completed the required forms and received accommodation approval from the HP D student disability coordinator. Information and forms are available at <http://www.nova.edu/disabilityservices/index.html>

Course Schedule

IPPE Health Systems schedules will be provided by the preceptor. Summer session IPPE should be completed as eight (8) hours daily, five (5) days per week, for four (4) consecutive weeks during the assigned session dates. Regular session IPPE should be completed at eight (8) hours each week scheduled through the Fall and Winter semesters for a total of 160 practice hours. Site attendance should not interfere or conflict with other scheduled course meeting times.

NOVA SOUTHEASTERN UNIVERSITY COLLEGE OF PHARMACY

PHRC 5990: IPPE HEALTH SYSTEM: MIDPOINT EVALUATION

Taking into account all activities performed during IPPE, rate the overall performance of the student in each listed criteria.

Rating scale definitions

- Exemplary: The student has mastered the ability to accurately and completely perform this competency as an independent practitioner (upon licensure). The student may be qualified to give meaningful feedback to other learners.
- Proficient: The student can perform this competency with supervision at a distance. Limited correction may be needed. The student is self-directed and seeks guidance when necessary.
- Marginal: The student can complete this competency with direct, proactive supervision. Frequent correction may be needed. The student accepts feedback for performance improvement.
- Deficient: The student can observe this competency only, even with direct supervision. The student requires significant correction for performance improvement.

IPPE Health System evaluation criteria	Exemplary	Proficient	Marginal	Deficient
1. Demonstrates understanding of the pharmacist's roles and responsibilities within the pharmacy, with other healthcare professionals, and in caring for patients in the health system				
2. Adheres to laws, regulations, and site specific policies and procedures				
3. Describes inventory management processes				
4. Collects and interprets necessary medication and/or patient information to conduct responsibilities				
5. Interprets, processes, and fills prescriptions accurately				
6. Evaluates medication orders for completeness and therapeutic appropriateness				
7. Identifies need for clarification/correction to medication order				
8. Correctly performs calculations to dispense and compound medications				
9. Seeks additional information or guidance when needed to complete daily responsibilities or projects/assignments				
10. Uses appropriate verbal and non-verbal communication skills appropriate to the purpose and audience of the interaction				
11. Uses appropriate written communication skills in daily responsibilities and projects/assignments				
12. Presents information (formally or informally) accurately and in an organized manner				
13. Identifies and uses appropriate resources to retrieve drug-related information				
14. Appropriately applies drug-related information to respond to patient care or drug information responsibilities				
15. Adheres to practice schedule, actively participates, and completes assigned projects or tasks as directed				
16. Exhibits professional appearance and conducts themselves in a professional and ethical manner				
17. Accepts and incorporates constructive feedback				

Please describe two areas (knowledge, skills, behaviors) of strength:

Please describe two areas (knowledge, skills, behaviors) needing improvement during the remainder of this experience:

This student is at risk of failing this IPPE rotation:

No ☐

Yes ☐

NOVA SOUTHEASTERN UNIVERSITY COLLEGE OF PHARMACY

PHRC 5900: IPPE HEALTH SYSTEM: FINAL EVALUATION

Taking into account all activities performed during IPPE, rate the overall performance of the student in each listed criteria.

Rating scale definitions

- Exemplary: The student has mastered the ability to accurately and completely perform this competency as an independent practitioner (upon licensure). The student may be qualified to give meaningful feedback to other learners.
- Proficient: The student can perform this competency with supervision at a distance. Limited correction may be needed. The student is self-directed and seeks guidance when necessary.
- Marginal: The student can complete this competency with direct, proactive supervision. Frequent correction may be needed. The student accepts feedback for performance improvement.
- Deficient: The student can observe this competency only, even with direct supervision. The student requires significant correction for performance improvement.

IPPE Health System evaluation criteria	Exemplary	Proficient	Marginal	Deficient
1. Demonstrates understanding of the pharmacist's roles and responsibilities within the pharmacy, with other healthcare professionals, and in caring for patients in the health system				
2. Adheres to laws, regulations, and site specific policies and procedures				
3. Describes inventory management processes				
4. Collects and interprets necessary patient information to conduct responsibilities				
5. Interprets, processes, and fills medication orders accurately				
6. Evaluates medication orders for completeness and therapeutic appropriateness				
7. Identifies need for clarification/correction to medication order				
8. Correctly performs calculations to dispense and compound medications				
9. Seeks additional information or guidance when needed to complete daily responsibilities or projects/assignments				
10. Uses appropriate verbal and non-verbal communication skills appropriate to the purpose and audience of the interaction				
11. Uses appropriate written communication skills in daily responsibilities and projects/assignments				
12. Presents information (formally or informally) accurately and in an organized manner				
13. Identifies and uses appropriate resources to retrieve drug-related information				
14. Appropriately applies drug-related information to respond to patient care or drug information responsibilities				
15. Adheres to practice schedule, actively participates, and completes assigned projects or tasks as directed				
16. Exhibits professional appearance and conducts themselves in a professional and ethical manner				
17. Accepts and incorporates constructive feedback				

Please describe two areas (knowledge, skills, behaviors) of strength:

Please describe two areas (knowledge, skills, behaviors) needing improvement during future didactic or experiential courses:

I attest the student has completed the required activities and assignments for this IPPE and have documented it on the IPPE checklist and documentation forms ☐ No ☐ Yes

I attest the student has completed the minimum required hours during this experience (160 hours) ☐ No ☐ Yes

After reviewing this student's overall performance, it is my recommendation that the student: ☐ Fail ☐ Pass

Final evaluation continues on next page

NOVA SOUTHEASTERN UNIVERSITY COLLEGE OF PHARMACY

PHRC 5990: IPPE HEALTH SYSTEM: FINAL EVALUATION

Core Entrustable Professional Activities for New Pharmacy Graduates

Taking into account all activities performed during IPPE, rate the overall entrustability of the student for each listed activity. This assessment provides feedback on student performance but will not factor into the IPPE Health System grade.

Rating scale definitions

- 5: I trust this student to act independently and decide what activities to perform; I trust the student to direct and supervise activities of others
- 4: I trust the student to act with intermittent supervision available within hours
- 3: I trust this student to act with supervision available within minutes
- 2: I trust this student to act with direct supervision
- 1: I trust this student to observe the activity only
- N/A: This entrustable activity was not assessed during this experience

Entrustable professional activities	5	4	3	2	1	N/A
Collect information to identify a patient's medication-related problems and health-related needs <i>Example supporting tasks</i> <ul style="list-style-type: none"> Collect a medical/medication history from a patient or caregiver Discuss a patient's experience with medication Use health records to determine a patient's health-related needs relevant to setting of care and purpose of the encounter 						
Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs <i>Example supporting tasks</i> <ul style="list-style-type: none"> Interpret laboratory test results Identify drug interactions Compile a prioritized health-related problem list for a patient Evaluate an existing drug therapy regimen 						
Establish patient centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective <i>Example supporting tasks</i> <ul style="list-style-type: none"> Follow an evidence-based disease management protocol Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan Create a patient-specific education plan 						
Implement a care plan in collaboration with the patient, caregivers, and other health professionals <i>Example supporting tasks</i> <ul style="list-style-type: none"> Write a note that documents the findings, recommendation, and plan from a patient encounter Educate a patient regarding appropriate use of a new medication, device to administer a medication, or self-monitoring test 						
Follow-up and monitor a care plan <i>Example supporting task</i> <ul style="list-style-type: none"> Collect monitoring data at the appropriate time interval(s) Evaluate selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan Present a patient case to a colleague during a handoff or transition of care 						
Collaborate as a member of an Interprofessional team <i>Example supporting tasks</i> <ul style="list-style-type: none"> Explain to a patient, care-giver, or professional colleague each team member's role and responsibilities Communicate a patient's medication-related problem to another health professional Use setting appropriate communication skills when interacting with others 						
Minimize adverse drug events and medication errors <i>Example supporting tasks</i> <ul style="list-style-type: none"> Assist in the identification of underlying system-associated causes of errors Report adverse drug events and medication errors to stakeholders 						
Maximize the appropriate use of medications in a population <i>Example supporting tasks</i> <ul style="list-style-type: none"> Perform a medication use evaluation Apply cost-benefit, formulary, and/or epidemiology principles to medication-related decisions 						
Educate patients and professional colleagues regarding the appropriate use of medications <i>Example supporting tasks</i> <ul style="list-style-type: none"> Counsel a patient/caregiver on appropriate use of medications, delivery or self-monitoring devices Lead a discussion regarding a recently published research manuscript and its application to patient care Provide a brief educational program (oral or written) to healthcare professionals 						
Use evidence-based information to advance patient care <i>Example supporting tasks</i> <ul style="list-style-type: none"> Retrieve and analyze scientific literature to make a patient-specific recommendation Retrieve and analyze scientific literature to answer a drug information question 						
Fulfill a medication order <i>Example supporting tasks</i> <ul style="list-style-type: none"> Enter patient-specific information into an electronic health or pharmacy record system Prepare commonly prescribed medication that require basic non-sterile compounding prior to patient use Determine if a medication is contraindicated for a patient Identify and manage drug interactions Ensure formulary preferred medications are used when clinically appropriate Obtain authorization for a non-preferred medication when clinically appropriate Assist a patient to acquire medication through support programs 						

END OF EXPERIENCE CHECKLIST

- ☐ Receive final evaluation from preceptor; preceptor submits in PEPRx
- ☐ Verify completion of IPPE Health System Checklist / documentation forms with preceptor's initials
- ☐ Upload completed IPPE Health System Checklist / documentation forms to PEPRx
- ☐ Verify completion of 160 experience hours
- ☐ Provide Certification of Hours form to preceptor for signature
- ☐ Upload Certification of Hours form to PEPRx
- ☐ Submit weekly activities summaries (Summer: 4 total; Regular: 20 total) in PEPRx
- ☐ Complete IPPE Health System reflection assignment; upload to PEPRx
- ☐ Submit evaluation of site/preceptor in PEPRx
- ☐ Upload projects, research, or other assignments to FolioRx