PHRC6580: Introductory Pharmacy Practice Experience Health System
PHRC6680: Introductory Pharmacy Practice Experience Pharmacy Service

Academic Year 2018 – 2019

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INTRODUCTORY PHARMACY PRACTICE EXPERIENCE

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 technique gained in the classroom to interact with a select population of patients enrolled in the health care system and a diverse number of health care practitioners. During the practice experiences, for example, 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. 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 leads 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 advanced pharmacy practice experiences as defined by the NSU College of Pharmacy.
ACADEMIC CALENDAR 2017/2018

Summer A:

May 14, 2018 through June 1, 2018: 8 hours a day for Health System – 120 hours

June 4, 2018 through June 22, 2018: 8 hours a day for Pharmacy Services – 120 hours

Summer B:

July 2, 2018 through July 20, 2018: 8 hours a day for Health System – 120 hours

July 23, 2018 through August 10, 2018: 8 hours a day for Pharmacy Services – 120 hours

Regular Session:

August 20, 2018 through November 30, 2018: 8 hours a week for Health System – 120 hours

January 2019 through April 19, 2019: 8 hours a week for Pharmacy Services – 120 hours

#The preceptor will set the day student needs to report to the practice site. Please refer to schedule in PEPrx.
ADMINISTRATIVE REQUIREMENTS FOR STUDENTS

A. Successful completion of IPPEs is required to progress through the scheduled curriculum for experiential education. Incomplete scores or grades lower than 70% are not allowed on any previous practice experience.
   I. Failure to successfully complete the IPPE health system and pharmacy service will result in referral to the Associate Dean, Professional Programs. 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 Student Progress Committee. 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 the 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.

B. Placement Information:
   I. Doctor of Pharmacy student’s candidates with a P-3 standing are eligible to proceed to register for IPPE-health system (PHRC 6580) and IPPE-pharmacy service (PHRC 6680). The Directors of Experiential Education or appointee is responsible to schedule all site placements. Students may be given the option to prioritize their preferences, however all assignments are random based on preceptor availability and after the add/drop period are final.
   II. IPPEs will be completed following various schedules as you progress through the curriculum. Third year students will attend sites from approximately 8:00AM to 5:30PM one day per week for two semesters (240 hours). If the student completes the course during the summer sessions, the student will attend the site from Monday through Friday from 8:00AM to 5:30PM over a six week timeframe (three weeks for IPPE Health System and three weeks for IPPE Pharmacy Service). As patient care occurs all hours of the day, students may be asked to alter their schedules to be exposed to these experiences. Students are expected to work with preceptors in attaining goals set by these experiences.

   Additional time beyond allotted site attendance will be required to perform assigned readings and complete written assignments or projects. Students should expect to receive grades that reflect their performance, for example, an average performance will result in average grade.

C. No more than 8 hours per week for students will be credited towards experience (unless participating in the summer sessions). Prior arrangements with preceptors for a make-up session will be allowed only at the preceptor’s discretion.

D. No IPPE will be scheduled at a student’s current place of employment. Students must notify their respective Director of Experiential Education if scheduled at a place of current
employment. Failure to do so may result in failure of the IPPE or suspension.

E. All placements are subject to preceptor and site availability.

F. There are NO circumstances when it is appropriate for students or preceptors to schedule their own courses. Students are not to contact preceptors directly to determine availability or placement.

G. There will be a designated open add/drop period for students to request changes to their assigned IPPE sites. Students will set up an appointment with the Director of Experiential Education at their campus to request IPPE changes.

H. Data must be entered into PEPrx website for scheduling. Students must update information as needed (CV, immunizations, CPR, etc.). If the PEPrx Online data is not entered, the student will not receive a site assignment until this information has been added to the program. This may result in the student receiving late notification of their site assignment.

ADDITIONAL REQUIREMENTS OF SITES

As site requirements change frequently, it is important for student pharmacists to check for updates to site information in PEPrx. Many sites require urine drug screens, special paperwork, etc. and all documentation to be sent to the site at least four weeks or more prior to your first day on the site. 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.**
**STUDENT REQUIREMENTS**

1. Exhibit **professionalism** in manner and dress. Demonstrate a level of maturity required in a professional practice environment. Adhere at all times to the standards of dress and behavior specified by the preceptor. White lab jackets are required of all students while on their assigned IPPEs unless designated otherwise by preceptor.

2. Punctuality is essential. Notify the preceptor, as soon as possible, of any tardiness or absence. Schedules will be determined by the preceptor. As patient care occurs all hours of the day, students may be asked to alter their schedules to be exposed to these experiences. Students are expected to work with preceptors in attaining goals set by these experiences. Attendance is **MANDATORY** for licensure requirements. Holidays **DO NOT APPLY** while on IPPEs and the total hours must equal 120 hours for IPPE health system; and 120 hours for the IPPE pharmacy service course. Any missed time must be made up prior to the end of the current experience. The preceptor may, at their discretion, deduct 10 points from a final grade for each absence.

3. Keep in mind that the primary objective of these courses is learning. Learning is not a passive process; it occurs actively and requires ongoing commitment by the student.

4. Recognize that the optimum learning experience requires mutual respect and courtesy between the preceptor and the student.

5. Make a copy of the Intern License issued by the Board of Pharmacy prior to commencing IPPE courses. Ensure your intern license number is entered into PEPrx. Carry a copy with you at all times as well as your pharmacy intern license wallet card. There are **no** exceptions to this requirement.

6. Maintain and submit copies of the following in PEPrx, to Student Affairs, and upon request to preceptors:
   a) Proof of current immunizations
   b) Negative TB test (within the last year)
   c) Health Insurance
   d) CPR Certification
   e) Current physical examination
   f) Curriculum Vitae- must be placed online in FolioRx and PEPrx
   g) Background Check (not required by all sites)
   h) Drug Urine Screening (not required by all sites)

   **Students are required to comply with the health and immunization requirements as stated in the Student Handbook and per the scheduled practice site’s requirements. Students may be required to present these documents to their preceptors prior to a scheduled IPPE. Copies submitted to the College of Pharmacy Office of Student Affairs will not be distributed to the sites and will serve for informational and registration purposes only. Students should keep copies for distribution if required.**

7. Wear a nametag, identifying student as a pharmacy intern or student at all times in their assigned practice environment.
8. Respect any and all confidences revealed during the practice experiences, including pharmacy records, fee systems, professional policies, patient data, patient charts, etc.

9. Maintain malpractice insurance (provided by the College) while on all practice experiences.

10. Encourage clear, concise and effective communication with all persons involved at the assigned sites, including pharmacists, physicians, other health professionals, patients and other students.

11. Be responsible for all transportation, housing and other incidental expenses associated with IPPEs and APPEs.

12. Do not make professional decisions without prior discussion with the preceptor, particularly when filling prescriptions or medication orders, or advising patients and other health care providers on therapeutic and drug related matters.

13. Take the initiative in communicating with physicians and patients, but do not step beyond the bounds of professional courtesy or common sense.

14. Be constantly alert to the laws, regulations and policies that govern the practice of pharmacy, and seek clarification of any points that are not clear.

15. Be responsible for adhering to his/her predetermined schedule. It may be necessary to devote more than the scheduled time to take advantage of certain experiences and exposures.

16. Master the basic pharmacy procedures as soon as possible so that time can be devoted to those aspects of the practice of pharmacy which involve professional judgment and the decision making process.

17. Do not accept assignment to a preceptor if related to that preceptor.

18. Keep your Original Affidavit of Internship Hours for all required Introductory and Advanced Pharmacy Practice Experiences. These forms may be required by other Boards of Pharmacy in states where you are considering licensure.

19. Do not accept or receive any form of payment, financial or otherwise, from the assigned preceptor during any Introductory or Advanced Pharmacy Practice Experience.

20. Be responsible for submitting all evaluation forms to the Site Experiential Director, assistant, or designee. All forms are due on or before 9:00PM on Monday after the last day of the experience (unless completing in the summer, refer to the syllabus). There will be a five (5) point deduction from your final grade for late paperwork. Paperwork points will not be awarded beyond the deadline, but all paperwork MUST be submitted to receive a final grade. A grade of INCOMPLETE will be submitted for students who fail to turn in ALL paperwork.

21. Be responsible for evaluating online your preceptor on or before 9:00 PM on the Monday after
the end of the experience (unless completing in the summer, refer to the syllabus). Online evaluations must be completed to receive a final grade.

22. Be responsible for keeping copies of all submitted paperwork, projects, assignments, research and presentation in FolioRx. FolioRx must be maintained and updated during the duration of enrollment at the NSU College of Pharmacy.

23. 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.

24. Some sites require applications, fingerprinting with background checks, and drug screening before beginning practice experiences. **It is the responsibility of the student to obtain the forms in advance and follow special procedures for the course.** Practice experience sites will not be changed due to lack of compliance with procedure. Lack of following proper procedure may result in delayed graduation.

25. Students are prohibited from contacting current or potential preceptors to whom they are not assigned for the purpose of obtaining placement for themselves for any IPPEs or advanced pharmacy practice experiences. Students violating this policy will be referred to the appropriate college committee for review.

26. **Students are Responsible for all material in this manual.**
INSTRUCTIONS FOR ENTERING DATA INTO THE DATABASE VIA PEPRX WEBSITE

The PEPrx website is designed to provide a set of tools for students, preceptors and administrators to facilitate information gathering/distribution, communication and site assignments.

To access this website:

1) Go to the College of Pharmacy website (http://pharmacy.nova.edu).
2) On the top right “About us” tab choose "Learn More” under the “Preceptor” section; Click on the “PEPPrx” link on the menu on the left side of the page.
3) You will be linked to PEPrx page where you log on as a student.
4) Alternatively, you can access the website directly at: https://cfsecure.nova.edu/PEPrx/.

Once the website is displayed:

1) Login by clicking on the radio button next to the word "Student" and type in the word "new" as the User ID (no quotation marks around the word, all small caps) and Password. This will log you into the system as the first time user. Click the "Login" button.
2) You will see a form for entering your personal information (My Profile). All empty fields are required.
3) You will see a form for entering your Resume (My Resume). Upload your updated CV by choosing the appropriate PDF file and click Save CV. Please note that the file will be automatically renamed to assure a unique filename for each person.
4) You will see a form for entering your Immunizations and Certifications (My Immunizations and Certifications). All empty fields are required.
5) Note that from now on you can access this website by following the instructions on the PEPrx login page.

Note: The "Menu" button at the top will take you back to the homepage.

Helpful Hints:

1) You must create a password that will be used with your NSU ID to access PEPrx in the future.
STANDARD (Universal) PRECAUTIONS IN THE CARE OF ALL PATIENTS

Persons of all ages and backgrounds may be sources of infections for the examiner. It is important to take proper precautions when working with blood and body fluids from all patients. (EXAMPLES: tuberculosis, HIV infection, or any potentially infected body fluids or discharge)

* Hand washing is essential in the prevention of the spread of an infection. Soap and water or germicidal solutions are appropriate. There is reason to be compulsive and to wash your hands before and after you have had direct physical contact with the patient, whether or not you have been using gloves. This is particularly urgent if you have come into contact with blood or any potentially infected body fluids or discharge.

* Use gloves whenever the possibility exists of contact with a patient's blood or potentially infectious body fluids or discharge EXAMPLES: starting IV, drawing blood, performing CPR or other emergency procedures, handling soiled linen and waste, performing genital or rectal examination.

* Wash your hands after removing gloves (do not wash gloves, discard them) and use clean gloves with each patient.

* Do not wear gloves or protective clothing when contact with the patient is unlikely to result in exposure to blood or potentially infectious body fluids or discharges, EXAMPLES: shaking hands, delivering supplies and medications, removing trays. If there is to be even casual contact with a patient, however; gloves should be worn by anyone who has any break in the skin or open lesion. At all times, used gloves must be discarded in plastic bags, which should be readily available.

* Wear gowns, masks, and protective eyewear in addition to gloves during procedures in which spattering of blood or body fluids may occur. EXAMPLES: arterial punctures, endoscopies, insertion of arterial lines, hemapheresis, and hemodialysis. Do not rely on eyeglasses; they do not offer complete protection. Remember, too, that gowns that get wet are not protective when they are saturated.

* Always be cautious when working with needles, scalpels, or other sharp instruments. Know in advance procedures for the disposition of sharp nondisposable instruments.

* Always dispose of needles and sharp instruments in the impervious containers that should be readily available in health care facilities. Do not recap, clip, or bend needles, or throw them in the trash. Do not separate needles from disposal syringes or break them off purposely. Do not try to fill the available containers too full. In addition, there should be a disinfectant solution in an impervious container available for sharp nondisposable instruments.

* If you are going to clean spilled blood or potentially infectious body fluids or discharges, wear gloves and use disposable products and appropriate, disinfectants. Dispose of the items used to clean the spill in the correct manner and in the proper container.

<table>
<thead>
<tr>
<th>Needle Stick Procedures:</th>
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<tbody>
<tr>
<td>1. Wash area of contact ASAP</td>
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<tr>
<td>2. Report to supervisor/preceptor</td>
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<tr>
<td>3. Complete site specific requirements</td>
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<tr>
<td>4. Preceptor will notify NSU infection control 954-262-7353</td>
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<tr>
<td>5. Complete NSU requirements</td>
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PRECEPTOR RESPONSIBILITIES

1. The preceptor should instill the principles of professional ethics and serve as a role model.

2. The preceptor should expose student(s) to all aspects of professional practice and serve to facilitate learning experiences.

3. The preceptor should ensure objectives of the student experience are discussed with all employees to avoid misunderstanding and conflict about the students' role.

4. A preceptor must be willing to mentor student(s).

5. The preceptor must supervise the students' activities at all times; however, the preceptor may delegate this responsibility to another pharmacist or health care professional.

6. The preceptor should conduct or should arrange for an orientation for student(s) assigned. Topics to cover during orientation should include, but are not limited to preceptor expectations, standard operating procedures, and expected activities for student participation.

7. The preceptor should determine the students' pharmacy competency and background by reviewing the students’ CV, and by discussion, observation and experience during the orientation process.

8. The preceptor is expected to utilize the College’s electronic experiential scheduling system (PEPrx). Students are not allowed to contact preceptors to schedule their own experiences. Any and all student initiated experience change requests must go through the Director of Experiential Education of the student’s assigned site and/or the Assistant Dean of Experiential Education and Student Services.

9. The preceptor is responsible for evaluation of student progress. Critique should be in the form of constructive feedback, and conveyed to the student in private, whenever possible. Feedback should be given on an ongoing basis. The preceptor must provide the student with a midpoint evaluation during the experience and the final evaluation upon completion of the experience. These evaluations must be documented in the electronic evaluation systems (PEPrx).

10. The preceptor must certify the students' hours for each experience on the Certification of Hours form.

11. Preceptors must maintain a commitment to pharmacy education and NSU College of Pharmacy students.

12. Preceptors are expected to maintain a representative portfolio of student work completed at the site.

13. The preceptor is encouraged to attend one preceptor training conference per year provided by NSU College of Pharmacy Experiential Education Directors. These may be live or via electronic preceptor development modules.
14. The preceptor may use his/her 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.

15. Preceptors must have email addresses and Internet access.

16. The preceptors must assist NSU College of Pharmacy in the achievement of the educational goals, objectives, and outcomes set forth and to provide a professional environment for the training of the students.

17. The preceptors must provide evidence of a desire to continue the broadening of his/her professional education and of an active involvement in a patient-oriented practice.

18. The preceptor can terminate the experience at any time due to poor professional conduct or other serious event.
PRECEPTOR GUIDELINES FOR ORIENTATION MEETING

1. Schedule an Orientation for students on day 1 or 2 of the Introductory Pharmacy Practice Experience.

2. Develop a schedule with the student that is agreeable, for **no less than 8 hours per week (8 hours per day for summer)**.

3. Provide the student with safety information about the area and site, including the facility safety office phone and emergency number (if applicable).

4. Provide information regarding preceptor expectations and expected activities the student should participate in.

5. Provide the student with other general information about the facility.

6. Discuss the student's previous pharmacy experiences.

7. Tour the facility and introduce the student to those individuals with whom they will be interacting.

8. Orient the student to the general operation of the pharmacy and facility. Orient the student to your policy and procedures.

9. Orient the student to the duties of other personnel in the facility.

10. Orient the student to the communication system within the facility (telephones, computers, messenger service, etc). Provide the student with information about emergency numbers on site.

11. Orient the student to cafeteria, personal care areas, and library facilities (if available). Include guidelines on the use and availability to students for each of these areas.

12. Explain the facility's record keeping system if applicable.

13. Explain the facility's inventory control system if applicable.

14. Explain the guidelines for patient contact in the facility if applicable.
PRACTICE SITE RESPONSIBILITIES

1. The practice site must meet all standards set by appropriate governmental, regulatory, and accrediting agencies.

2. The practice site must have a signed affiliation agreement with Nova Southeastern University, College of Pharmacy.

3. All practice sites must reflect a professional image.

4. The introductory pharmacy practice experience sites should have facilities to provide a wide range of pharmaceutical services such as, but not limited to:
   a) Dispensing services or a contemporary drug distribution system:
      The pharmacy should employ and maintain an inventory system (regular and systematic means of reviewing stock levels; system for ordering direct from manufacturer and/or from wholesaler; method of determining most economical turnover of stock for various sections of the pharmacy; etc).
   b) Patient profile review mechanisms:
      The pharmacy must maintain and utilize patient or family medication record systems for drug therapy monitoring purposes and, in addition, should have an area set aside for patient consultation.
   c) Learning and information resources:
      Appropriate reference materials must be available for use in supplying drug information to the patient, physician, or allied professionals. The pharmacy should provide a current educational program for nurses, physicians, and clients. The pharmacy should supply drug and health related information for the needs of its patients, perhaps by literature or brochure displays, mailings to clients, workshops, etc. Recommended computer resources: Access to the Internet, Microsoft Office and Excel, or equivalent is recommended, as well as access to scientific periodicals (i.e., American Journal of Health System Pharmacy, Annals of Internal Medicine, Annals of Pharmacotherapy, Clin-Alert, Medical Letter on Drugs and Therapeutics and textbooks (i.e., Remington’s Pharmaceutical Sciences, USP-NF, USP-DI, Facts & Comparisons, AHFS Drug Information, Handbook of Non-Prescription Drugs, Applied Therapeutics, Florida Pharmacy Law & Information Manual, Merck Manual, Drug Information Handbook, Red Book, Washington Manual, Trissel’s Handbook for Injectable Drugs or King’s Guide to Parenteral Admixtures, Natural Standard). These and any other pertinent resource specific to the population served by the pharmacy are available to students and preceptors online via the Nova Southeastern University Health Professions Division Library.
   d) Clinical pharmacy services:
      The pharmacy should strive to achieve outcomes that improve patients’ quality of life and are fiscally responsible. These outcomes include:
      ♦ Cure of disease
      ♦ Elimination or reduction of symptoms
      ♦ Arresting or slowing of a disease process
      ♦ Prevention of disease
5. Where applicable, the scope of clinical pharmacy services should include:
   a) Participating in drug therapy decisions
   b) Selecting the drug product dosage form
   c) Determining the dose and dosage schedule
   d) Monitoring the patient to maximize compliance with therapy instructions
   e) Monitoring the patient to detect adverse drug reactions and drug interactions
   f) Monitoring the patient to enhance the probability that therapy proceeds with established therapeutic objectives
   g) Providing patients with effective transitions of care, thus playing an active role in minimizing adverse drug events from occurring when patients transition from one level of care to another

6. Where applicable, the pharmacy should have procedures to provide for the appropriate handling of pharmaceutical waste.

7. Where applicable, the site should utilize and actively maintain a formulary system.

8. Where applicable, the pharmacy should have provisions for handling third party payment programs.
POLICY ON OUT OF FLORIDA EXPERIENCES

Policy Statement:

Students may do previously approved introductory pharmacy practice experiences (IPPEs) outside of the State of Florida.

Policy and Procedure:

Students may take only previously approved IPPE rotations outside of the State of Florida.

No site or preceptor for an out of state IPPE will be approved unless both the site and preceptor are already affiliated with an ACPE accredited school or College of Pharmacy and meet the preceptor and site requirements stated in the IPPE manual.

The Department 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 the scheduling of IPPE’s.
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 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...
- Did I review site requirements and info in PEPrx to schedule on-site orientation (if needed)?
  As site requirements change frequently, it is important for student pharmacists to check for updates to site information in PEPrx. Many sites require urine drug screens, special paperwork, etc., and all documentation to be sent to the site at least four weeks prior to your first day on the site. 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.**

Six (6) weeks before...
- Did I update my curriculum vitae in PEPrx to include all prior completed experiences, listing projects and presentations?
- Did I 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.**
- Have I supplied the Office of Student Services the necessary documentation to complete my attestation form (if necessary)?
- Have I completed additional site specific documentation and/or training (if necessary)?

Four (4) weeks before...
- Did I update my curriculum vitae in PEPrx to include all prior completed experiences, listing projects and presentations?
- Did I email my next preceptor my CV and letter of introduction?
- Did I email my next preceptor to ask about readings prior to starting experience, parking, reference material needed, syllabus, calendar, etc.

One to three (1-3) days before...
- Did I update my curriculum vitae in PEPrx to include all prior completed experiences, listing projects and presentations?
- Did I review the goals and objectives listed in the IPPE Manual and course syllabus?
- Did I prepare a wish list of activities for my experience to discuss with my preceptor?
- Do I have enough copies of additional forms that may need to be copied from the originals in this manual?
- Did I do a practice run by driving by my assigned site before the scheduled 1st day?
- Did I turn in my paperwork and complete the online preceptor assessment form from my last experience, if applicable?

WHAT HAPPENS IF I CANNOT GET IN CONTACT WITH MY PRECEPTOR?
- **TRY AGAIN WITH MULTIPLE FORMS OF COMMUNICATION (EMAIL, PHONE, ETC.)**
- **ASK TO SPEAK WITH HIS/HER DESIGNEE**
If still having problems contact the Office of Experiential Education at your campus.
NOVA SOUTHEASTERN UNIVERSITY, COLLEGE OF PHARMACY
Introductory Pharmacy Practice Experience
PHRC 6580 *HEALTH SYSTEM*

**ATTENDANCE LOG**

This form may be used, at the discretion of the preceptor, in addition to the official certification of hours form.

Student Name: _______________________
Preceptor Name: _______________________
IPPE Site: _______________________

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I completed the above hours under the direct or indirect supervision of my preceptor. I further certify that I was present at all above signed for dates and times. Falsifying this document may result in invalidation of this practice experience and disciplinary actions by the NSU College of Pharmacy.

Student Signature: _______________________
Preceptor Signature: _______________________
Date: _______________
NOVA SOUTHEASTERN UNIVERSITY, COLLEGE OF PHARMACY  
Introductory Pharmacy Practice Experience  
PHRC 6680 PHARMACY SERVICE

ATTENDANCE LOG

This form may be used, at the discretion of the preceptor, in addition to the official certification of hours form.

Student Name: _________________________
Preceptor Name: _________________________  IPPE Site: ___________________

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Student Signature: _________________________
Preceptor Signature: _________________________  Date: _______________
STUDENT GUIDELINES FOR DEVELOPING COMMUNICATION SKILLS*

1. Provide privacy, confidentiality, and reduce or eliminate interruption.

2. Be attentive to nonverbal communication; eye contact, body language, appearance, etc.

3. Begin with general open questions, and then ask more specific questions as the interview progresses.

4. Be an attentive and empathetic listener.

5. Encourage spontaneity in patient responses.

6. Avoid judgmental questions.

7. Avoid statements that imply social criticism.

8. Be aware of any impairments or hindrances to the communication process, (visual and hearing impairment, level of comprehension, etc.).

9. Incorporate written and/or visual material into the counseling process to reinforce or clarify your statements.

10. Structure your interview so that the information progresses logically, usually from easier topics to concepts that are more difficult.

11. Avoid overloading the patient with too much information during an interview session.

12. Encourage questions throughout the encounter.

### Nova Southeastern University, College of Pharmacy

**CERTIFICATION OF PROFESSIONAL PRACTICE EXPERIENCE HOURS FORM**

**IPPE- HEALTH SYSTEM (PHRC 6580)**

<table>
<thead>
<tr>
<th>IPPE. Health system Site:</th>
<th>Week 1</th>
<th>Week 2</th>
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<th>IPPE Health system (Continued)</th>
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<th>Week 7</th>
<th>Week 8</th>
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<th>IPPE Health system (Continued)</th>
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<th>IPPE Health system (Continued)</th>
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<th>Date:</th>
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I certify that the total hours as listed for the IPPEs are correct and completed under the supervision and/or authorization of the preceptor signing for this experience.

Student’s Signature_________________________________________ Date__________________

The student is responsible for accurately completing this form and maintaining it for the duration of their time at the NSU College of Pharmacy. It is recommended that this document be kept in a safe place for at least two years following graduation and licensure. **This original form must be completed in blue or black ink.**

Please make sure that if you plan to practice in Puerto Rico, you have at least three originals.
Nova Southeastern University, College of Pharmacy  
CERTIFICATION OF PROFESSIONAL PRACTICE EXPERIENCE HOURS FORM  
IPPE - PHARMACY SERVICE (PHRC 6680)

<table>
<thead>
<tr>
<th>IPPE Pharmacy Service Site:</th>
<th>Week 1 8 hours</th>
<th>Week 2 8 hours</th>
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<td>IPPE Pharmacy Service</td>
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I certify the correctness of these hours
Preceptor’s Signature
License Number

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CERTIFICATION OF PROFESSIONAL PRACTICE HOURS FORM
IPPE- HEALTH SYSTEM (PHRC 6580)
SUMMER A or SUMMER B

Student Name: ______________________________ Intern License number: ______________

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<thead>
<tr>
<th>IPPE. Health system Site:</th>
<th>Day 1 8 hours</th>
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IPPE - PHARMACY SERVICE (PHRC 6680)
SUMMER A or SUMMER B
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<tr>
<th>IPPE Pharmacy Service Site:</th>
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SUMMARY OF PAPERWORK

All required documentation for each experience must be submitted by the Monday after the end of the experience (unless completing in the summer, see below for specific instructions). These reports will be the main form of communication you will have with the experiential education director and also serve as a means of assessing your progress. All reports are considered strictly confidential, therefore you should feel free to comment and constructively criticize. The reports help us identify any potential problems and promote early interventions on your behalf.

1. **Experience Activities Summary forms** are to be completed on a weekly basis (daily for summer). Your activities, experiences, and projects should be summarized. The completed forms should be submitted using the Course Drop-Off Box link available on PEPx. The Experiential Education Director of your assigned campus will access these to provide you with your paperwork points.

2. **Midpoint 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 PEPx. 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.

3. **A Final Student Evaluation** must be completed in PEPx by the preceptor.

4. Complete a **Preceptor/Site Evaluation Form** in PEPx end of each experience. We encourage you to be candid.

5. **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 have at least three originals.

6. **Problem Site Form.** The purpose of this form is to provide an anonymous instrument for students to report problems experienced at a practice experience site. This form can be completed and submitted to your site Experiential Education Director anytime during or following an experience.

7. **Additional Feedback.** Students are encouraged to share site reviews with fellow students utilizing the site reviews link in PEPx. 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.

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<td>Regular Session</td>
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<td>Experience Activity Summary</td>
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<td>Midpoint Evaluation</td>
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<td>Preceptor submits</td>
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<td>in PEPx</td>
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<td>Final Evaluation</td>
<td>At the end of the</td>
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<td>Preceptor submits</td>
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<td>Performance Appraisal</td>
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<td>in PEPx</td>
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<tr>
<td>Preceptor/Site Evaluation</td>
<td>Due the Monday</td>
<td>Due the Monday</td>
<td>Student submits in</td>
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<td>Problem Site Form</td>
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GENERAL IPPE INSTRUCTIONS

1. Complete summaries on a weekly basis (daily for summer) via PEPrx using the Coursework Drop-Off Box link.

2. Prepare and submit project(s) to preceptors as directed, but no later than the last Friday of the experience.

3. Follow the academic calendar for your IPPE. Holidays DO NOT apply while on IPPE experiences.

4. Introductory experience course projects and hours must be completed by the last Friday of the experience.

5. Keep your Original Certification of Hours form in a safe place! You will turn them into the Office of Experiential Education just prior to graduation.

6. Additional forms required to complete the assignments for IPPEs can be copied from the originals in this manual.

7. Important contact information:
   - Ft. Lauderdale office: (954) 262-1374
   - Palm Beach office: (561) 805-2238
   - San Juan office: (787)-773-6585
PHRC 6580 IPPE HEALTH SYSTEM ACTIVITIES SUMMARY:

Student: ______________________ Site: ______________________

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

<table>
<thead>
<tr>
<th>Week (or day) #</th>
<th>Dates:</th>
<th>Do not include patient names or other identifying information</th>
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<tbody>
<tr>
<td><strong>Patient Population:</strong></td>
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<tr>
<td>☐ Pediatric</td>
<td>☐ Adolescent</td>
<td>☐ Adult</td>
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</tbody>
</table>

Summary of activities completed (e.g. counseling, filling, antimicrobial stewardship, OTC recommendations, pt rounds, etc):

Interprofessional Collaboration Opportunities

I had the opportunity to:

<table>
<thead>
<tr>
<th>Shadow</th>
<th>With direct supervision</th>
<th>Accomplished independently</th>
<th>No opportunity</th>
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Learn about, from, and with other members of an interprofessional team

Use effective interprofessional communication skills (may include conflict resolution, documentation skills, etc.)

Contribute medication related expertise to an interprofessional team

Discuss a patient’s medication related problem with another healthcare professional

Develop a shared therapeutic plan with an interprofessional team

Recommendations to a Healthcare professional or patient

Number of recommendations: _____

Description of recommendations made:

Immunizations

Number of Immunizations administered: _____

Projects/Presentations

☐ Journal Club ☐ Drug Information Questions ☐ Drug Review ☐ Patient Case Presentation ☐ Poster ☐ Policy/Procedure ☐ Formulary updates

Description of other project/presentation:

Disease States Encountered/Discussed

☐ Cardiovascular ☐ Endocrine ☐ Gastrointestinal ☐ Hematologic/Immunologic ☐ Infectious Disease

☐ Neurology/Psychiatric ☐ Oncology ☐ Renal, fluids, electrolytes ☐ Respiratory ☐ Rheumatology/Musculoskeletal ☐ Toxicology

Other:

Make additional copies of this form as needed. MUST be submitted via PEPrx.
PHRC 6680 IPPE PHARMACY SERVICE ACTIVITIES SUMMARY:

Student: ____________________________

Preceptor: __________________________ Site: __________________________

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**Patient Population:**
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**Interprofessional Collaboration Opportunities**

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<td>Learn about, from, and with other members of an interprofessional team</td>
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<td>Use effective interprofessional communication skills (may include conflict resolution, documentation skills, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Contribute medication related expertise to an interprofessional team</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Discuss a patient’s medication related problem with another healthcare professional</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Develop a shared therapeutic plan with an interprofessional team</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Recommendations to a Healthcare professional or patient**

Number of recommendations: _____

Description of recommendations made:

**Immunizations**

Number of Immunizations administered: _____

**Projects/Presentations**

[ ] Journal Club [ ] Drug Information Questions [ ] Drug Review [ ] Patient Case Presentation [ ] Poster [ ] Policy/Procedure [ ] Formulary updates

Description of other project/presentation:

**Disease States Encountered/Discussed**

[ ] Cardiovascular [ ] Endocrine [ ] Gastrointestinal [ ] Hematologic/Immunologic [ ] Infectious Disease
[ ] Neurology/Psychiatric [ ] Oncology [ ] Renal, fluids, electrolytes [ ] Respiratory [ ] Rheumatology/Musculoskeletal [ ] Toxicology

Other:

Make additional copies of this form as needed. **MUST be submitted via PEPrx.**
The purpose of this form is to provide an anonymous retrospective instrument for students to report problems experienced at a practice site (In the event that you need immediate attention, please call your Director of Experiential Education). It is also an opportunity to provide feedback regarding practice site excellence. Please describe the problem on the next page of this form, then forward (mail, email, in person) it to the Director of Experiential Education at your campus. This form will then be submitted to a committee for evaluation and action.

This form is not designed to resolve personality conflicts between the student and preceptor, but instead to resolve fundamental problems with the structure, activities/content, or conduct of the experience.

The following criteria apply for the Problem Site Form:

~ Students are denied access to critical information i.e. patient charts, medical records, and medical library.

~ Preceptor or other personnel are not acting professionally i.e. sexual harassment, discrimination, etc.

~ Site does not provide opportunities for accomplishing goals and objectives as set by the NSU curriculum and outlined in the respective syllabus for selected experience (i.e. IPPE Community, Internal Medicine, Ambulatory Care).

~ Preceptor does not meet the standards set by the Experiential Education Directors for APPE.

~ Facilities do not provide a clean, sanitary environment or do not comply with infection control standards.

~ Excellence in practice experience or preceptor as an educator that you would like to share

~ Other - If none of the above applies; yet there is still a problem or comment.
Problem Site Form
Please fill in the blanks and do not indicate name or dates of the experience to assure anonymity. If you do not wish this form to remain anonymous, please include your name on the form. A representative from Experiential Education will contact you regarding action taken.

Experience:_________________ Site:_________________ Preceptor:_________________

The Problem or Excellence Comment: ____________________________________________

Description:

Thank you for completing this form. The Directors of Experiential Education will now take action in one or more of the following manners:

1. Review other student’s evaluations for the site to confirm the problem.
2. Monitor the site prospectively and longitudinally.
3. Forward the problem to an appropriate University Committee (i.e. ethics, sexual harassment).
4. Director of Experiential Education will call the preceptor to discuss/resolve the problem.
5. Reassess the site and/or the preceptor.
PHRC 6580 HEALTH SYSTEM IPPE SYLLABUS

Faculty Coordinators:  Jennifer G. Steinberg, PharmD, Stacey Maravent, PharmD, Julie Marin, PharmD

Course Faculty/Instructors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jennifer Steinberg</td>
<td><a href="mailto:js2128@nova.edu">js2128@nova.edu</a></td>
<td>By appointment</td>
</tr>
<tr>
<td>Dr. Stacey Maravent</td>
<td><a href="mailto:stacey.maravent@nova.edu">stacey.maravent@nova.edu</a></td>
<td>By appointment</td>
</tr>
<tr>
<td>Dr. Julie Marin</td>
<td><a href="mailto:marin@nova.edu">marin@nova.edu</a></td>
<td>By appointment</td>
</tr>
</tbody>
</table>

Day(s)/Time(s): TBA  
Location(s): TBA

Catalog Description
Students are exposed to various aspects of institutional pharmacy practice including drug storage, drug security, and policies and procedures. On-site experience provides basic knowledge of the drug distribution process in a hospital setting. Activities will include prescription preparation, using a unit dose system, use of references, and inventory management.

Prerequisite: PHRC 5420

Expanded Course Description:
This two-hour course is combination of a fifteen-week, off-campus introductory pharmacy practice experience (IPPE) in a supervised health system pharmacy affiliated with the University and classroom work. The student will be scheduled for one day (8 hours) weekly to experience various aspects of health system pharmacy practice. If this course is completed during the summer session, student will participate daily for 8 hours a day over a three-week time frame (Monday through Friday). Students will be responsible for the learning and application of their knowledge in product preparation (sterile and non-sterile compounding), dispensing and administration of drug products. The student will be actively involved in studying, and perhaps writing policy and procedure governing the provision of pharmacy services and the drug distribution process and other aspects of the organization and management of the pharmacy in the health system. This course promotes the development of competency in health system practice.

All students are expected to attend class in the Fall/Winter to review requirements for APPE selection.

Course Credit Hours: 2 credit hours

Course Objectives
Upon successful completion of this course, students will be expected to:
1. Evaluate drug orders consistent with patient history, current health status and legal requirements.
2. Articulate the scope of institutional pharmacy practice in meeting individual patient and public health needs of the community.
3. Demonstrate ethical and professional behavior in all practice activities.
4. Abide by regulatory requirements in a health system pharmacy.
5. Articulate processes for accurately and safely preparing (select, package, label, and dispense) sterile and non-sterile, compounded and non-compounded medications.
6. Collect and evaluate patient data to determine appropriate courses of action (i.e., nonprescription drug therapy, non-drug therapy, or referral to another health care professional) when presented with a drug-related problem.
7. Describe methods of gathering, storing and managing patient information in the institutional pharmacy setting.
8. Effectively communicate accurate, evidence-based health and medicine information to patients, caregivers, health professionals and the general public.
9. Describe the framework and processes involved in the operation of an institutional pharmacy.
10. Articulate process of selecting Advance Pharmacy Practice Experiences incorporating ACPE standards for minimum requirements and the approved College of Pharmacy curriculum, as well as the system requirements of PEPrx.

College Educational Outcomes

1.1 Learner (Learner) – Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

2.1 Patient-centered care (Caregiver) – Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.2 Medication use systems management (Manager) – Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

3.4 Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.6 Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

4.4 Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

Course Format and Policies
The course is delivered utilizing video conferencing/live classroom/Blackboard to multiple sites. Faculty from multiple sites may be used to deliver the course. IPPEs will be completed following various schedules and at various health system sites.

1. 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.
2. **Academic Dishonesty**

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.

Academic honesty and integrity are fundamental values expected of all students.

3. **Attendance/Tardiness**

Attendance is mandatory as per NSU College of Pharmacy Student Handbook. The College of Pharmacy Office of Student Services will be responsible for determining excused absences. Students are responsible for obtaining materials missed when absent.

- Classes begin at 10 minutes after the hour.
- Attendance at the practice experience site is mandatory for licensure requirements. Holidays DO NOT apply while on IPPE experiences. Students may be expected by their preceptor to attend their IPPE on College holidays.
- You must complete a total of 15 days at your assigned site (eight (8) hours each day, once weekly for regular session; eight (8) hours daily for summer sessions). You will be required to work on projects, presentations, or other requirements in addition to the eight (8) hours per day required at the site.
- Refer to IPPE Health System/Pharmacy Services Manual for specific requirements regarding attendance at experience site. All policies in the manual apply to classroom attendance, and projects.

4. **Make-up Policy**

Excused absences do not entitle students to have the opportunity to make up in-class quizzes or assignments. Refer to IPPE Manual for specific requirements regarding make-up policy at experience site.

5. **Site Dismissal**

Refer to IPPE Health System/Pharmacy Services Manual for policy pertaining to site dismissal.

6. **Course Paperwork**

Course paperwork and evaluations must be completed and submitted in PEPrx by 9:00PM on the Monday after the end of the experience. Students must keep copies of all submitted paperwork, projects, assignments, research, and presentations in a student portfolio (FolioRx). This portfolio must be maintained and updated for the duration of enrollment at NSU College of Pharmacy. There will be a five (5) point deduction from your final grade for late paperwork. Paperwork points will not be awarded after the 9:00PM deadline. A grade of INCOMPLETE will be submitted for
students who fail to submit all paperwork by 11:30AM on Monday after the end of IPPE.

7. **Online Evaluations**
   Online course evaluations and online preceptor/site evaluation (found in PEPrx) must be completed on or before 9:00PM on the Monday after the end of the experience. All evaluations must be submitted to receive a final grade.

**Resources**

**Required Text**
1. *IPPE Health System/Pharmacy Service Manual* Eds: Maravent/Marin/Steinberg (Posted in PEPrx Online)
   - Sacks GS. General Principles of Sterile Dosage Form Preparation (Chapter 32)
   - Swandby M. Parenteral Preparations (Chapter 34)
   - Sacks GS. Total Parenteral Nutrition (Chapter 35)

**Recommended Text**
1. Lexi-Comp Drug Handbook (hard copy) or wireless version
2. Sanford Guide to Antibiotics
3. A Brand/Generic Drug Name book

**Other Resources:**
1. Calculator with exponential capability
2. Stethoscope
3. Selected readings from the primary literature or other sources may be provided to supplement or replace the textbook readings. There may be weekly reading assignments. It is the student’s responsibility to read the assigned material prior to attending class.

**Delivery Methods (Teaching Methodology)**
1. Classroom: Course content will be delivered using a variety of teaching and learning methods including practical application, preceptor discussions, assigned readings, self-study modules, videos, and assignments. Class meetings will consist predominantly of lectures and informal open discussions.

   Blackboard will be utilized to provide and supplement course materials; to conduct online discussions; and to provide links to resources. (Students are encouraged to complete the Blackboard Tutorial and Quiz within the first week of the course). All course handouts and information will be available to students through Blackboard. Handouts will not be provided in class. All course materials will be provided in Adobe Portable Document Format. Adobe Acrobat Reader and Power Point Viewer can be downloaded free at: [http://www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html), and
Course announcements will be made either in class, on Blackboard bulletin board, PEPrx, or NSU email. Students are responsible for accessing and responding to all information disseminated.

Students must have access to a printer, and computer with internet connection, to allow them to access internet and web resources, and download and print course material.

2. 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 and other pharmacists or healthcare providers will consist predominantly of informal open discussions and some lectures.

The following activities are minimum standard requirements. The mechanisms to achieve these requirements may necessitate specific guidelines tailored to the individual site.

a. Participate in the drug delivery process
   i. Read, interpret and correctly prepare prescriptions within the limitations of the health system pharmacy
   ii. Correctly count, measure, and or mix pre-formulated products.
   iii. Describe the policies and procedures used for safe preparation of compounded products
   iv. Use appropriate, calculations and techniques for routine sterile product admixture and hyperalimentation compounding including use of IV admixture compatibility reference.
   v. Describe the policies and procedures used for record keeping of controlled substances, maintenance of a perpetual narcotics inventory, and disposal of controlled substances.

b. Familiarization with:
   i. The locations and descriptions of the various departments in the health system such as physical therapy, microbiology, nursing.
   ii. The concept of drug formularies and the purpose of healthcare.
   iii. Quality assurance issues as they apply to the Health System Pharmacy.
   iv. Management - both operational and human resource as opportunities present during the experience.
   v. How patient assistance programs help institutional pharmacies meet patient and public healthcare needs of the community.

c. Apply theories of pharmacy management and administration
   i. Local and federal regulations as they pertain to an institutional pharmacy
   ii. Prepare drug utilization reports and pharmacy and therapeutics committee reports.

d. Participation in meetings:
   i. Meet with the preceptor or representative at least 2 times during the introductory experience course for discussion and evaluation (midterm and final)
   ii. The preceptor at their discretion may call group meetings.
   iii. When available, meet with drug manufacturer's representatives that call on the pharmacy.
   iv. Attend pharmacy and therapeutics meetings, IRB meetings, Grand Rounds, Tumor Board, etc. as available during the course.

e. Prepare projects and presentations: Preceptor responsible for assigning requirements, grading criteria and point value (30 points total). Presentation and Journal Club templates are provided in manual as appendices.
Subject matter for project may be selected by student but must be approved by preceptor as directed

- Pharmacokinetic consult
- Formal TPN consult
- DUR
- Formal drug information answer
- Formal presentation to pharmacy, nursing, or allied health professionals.

**Assessment Methods**

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

1. **Self-Assessment (non-graded):** The following self-assessment tools will be used throughout the semester.
   a. Weekly Activities Summary: This form must be completed each day at site and entered in PEPrx upon completion of the practice experience. Please summarize your experiences outlining the goals and objectives accomplished this week. Specify diversity/types of patients seen, problems encountered and patient interventions. If you are encountering any problems, please call immediately.
   b. Midpoint practice performance evaluation
   c. Patient Cases (In-class and during IPPE)
   d. Discussion (In-class and during IPPE)

2. **Graded Assessment:** The following tools will be used throughout the semester.
   a. Final Practice Performance Evaluations-Competency Score from Institutional Pharmacy Practice Site (Preceptor evaluated)
   b. Effort Points (based on participation at site)
   c. IV exam (preceptor evaluated)
   d. Projects (assignments; preceptor evaluated)

**Assessment instruments may be used to determine class attendance**

**Grading Policies**

Grading Mode: Pass/Fail
Course Grades will be determined as follows:

- Final Performance Evaluation - Competency Score (Rubric): ________/50 points
- Effort in developing and achieving competencies: ________/10 points
- IV Exam grade: ________/10 points
- Projects (from site): ________/30 points
- FINAL GRADE: ________/100 points
- Unexcused Absence (5 each): (_______)-10 points

A minimum score of 90/100 points is needed to earn a passing grade in the course.

**Grading Disputes**
Refer to COP Student Handbook.

**Additional Information**

1. **Dress Code:**
   While at the introductory pharmacy practice experience site, NSU College of Pharmacy dress code must be followed at all times. Failure to comply with the dress code may result in being sent home with an absence for the day and a loss of ten (10) points from the final grade.

   It is the student’s responsibility to read and follow all practice and administrative requirements in the IPPE Health System/Pharmacy Service Manual posted in the PEPrx and Blackboard.

2. **Americans with Disability Act**
   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 HPD Student Disability Coordinator Ms. Susan Gonzalez at susagonz@nova.edu. Information and forms are available at [http://www.nova.edu/disabilityservices/index.html](http://www.nova.edu/disabilityservices/index.html).

**Course Schedule:** See Blackboard for specific schedule.
<table>
<thead>
<tr>
<th>Topic/Instructor/Week</th>
<th>Educational Outcomes</th>
<th>Objectives</th>
<th>Materials</th>
<th>Delivery Methods (*Active Learning Methods)</th>
<th>Assessment Methods (‡: Formative Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course overview</td>
<td></td>
<td>• Describe course teaching/learning and professional expectations.</td>
<td>Course Syllabus and IPPE Manual</td>
<td>Lecture - In Class</td>
<td>No formal assessment</td>
</tr>
<tr>
<td>Dr. Steinberg, Maravent, Marin</td>
<td></td>
<td>• Describe the role of the student in achieving the course expectations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1 - Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug Delivery Process</td>
<td>2.1 2.2 3.4 3.6 4.4</td>
<td>• Process (receive, interpret, clarify and verify) medication orders for amount per dose, appropriate route, frequency, and duration of therapy.</td>
<td>Practice Site Materials Videos</td>
<td>Practice Experience* Videos Projects* (see Manual)</td>
<td></td>
</tr>
<tr>
<td>Preceptor Week/Day 1-15 at site</td>
<td></td>
<td>• Select the appropriate ingredients to be used in the preparation of compounded sterile and non-sterile products. (Compounding sterile products is not required, but recommended)</td>
<td></td>
<td></td>
<td>Discussion‡</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the appropriate drugs, dosages, additives and technique that will be used to compound sterile and non-sterile products.</td>
<td></td>
<td></td>
<td>Experience Activities Summary‡</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clarify orders, via the appropriate health care practitioner(s), as needed.</td>
<td></td>
<td></td>
<td>Midpoint Practice Performance Evaluation (Rubric)‡</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review and monitor medication orders and patient profiles for potential interactions.</td>
<td></td>
<td></td>
<td>Final Practice Performance Evaluation-Competency Score (Rubric)‡</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explain the dispensing process of controlled and non-controlled medications in a health system pharmacy.</td>
<td></td>
<td></td>
<td>Projects (see Manual)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IV Admixture Exam (Optional)</td>
</tr>
<tr>
<td>Pharmacy Operations</td>
<td>2.2 3.6 4.4</td>
<td>• Explain the process of drug product or class evaluation for incorporation into the institutional formulary system.</td>
<td>Practice Site Materials Videos</td>
<td>Practice Experience* Projects*</td>
<td>Discussion‡</td>
</tr>
<tr>
<td>Preceptor Week/Day 1-15 at site</td>
<td></td>
<td>• Explain inventory management and purchasing including ordering, receiving and returning merchandise.</td>
<td></td>
<td></td>
<td>Experience Activities Summary‡</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Midpoint Practice Performance Evaluation (Rubric)‡</td>
</tr>
<tr>
<td>Regulatory and Accreditation</td>
<td>1.1 2.2 3.6 4.4</td>
<td>• Articulate requirements for proper drug storage in all areas of the institution according to established policies and procedures (i.e., pharmacy, nursing units, and automated dispensing cabinets).</td>
<td>Practice Site Materials Videos</td>
<td>Practice Experience* Projects*</td>
<td>Discussion‡</td>
</tr>
<tr>
<td>Requirements of Institutional Pharmacy</td>
<td></td>
<td>• Explain the applicability of local and federal regulations as they pertain to an institutional pharmacy and licenses needed for the operation of an institutional pharmacy, including</td>
<td></td>
<td></td>
<td>Experience Activities Summary‡</td>
</tr>
<tr>
<td>Preceptor Week 1-15 at site</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Midpoint Practice Performance Evaluation (Rubric)‡</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Final Practice Performance Evaluation-Competency</td>
</tr>
<tr>
<td>Topic/Instructor/Week</td>
<td>Educational Outcomes</td>
<td>Objectives</td>
<td>Materials</td>
<td>Delivery Methods (*Active Learning Methods)</td>
<td>Assessment Methods (‡: Formative Assessment)</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
<td>------------</td>
<td>-----------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| **Medicines Information** Preceptor | Week/Day 1-15 at site | 1.1 2.1 2.2 3.6 4.4 | • Develop ability to conduct a systematic, efficient and thorough medicines information search and derive concise and accurate responses to medicines information requests  
• Compose written and oral communication incorporating appropriate referencing procedures. | Practice Site Materials Videos | Projects (see Manual) |
| **Professionalism/Team Interaction** Preceptor | Week 1-15 at site | 3.4 3.6 4.4 | • Contact, as needed the appropriate health care practitioner(s) for clarification of orders.  
• Compose written and oral communication incorporating appropriate referencing procedures.  
• Reflect professionalism in manner and dress | Practice Site Materials Videos | Projects (see Manual) |
| **Preparation for APPEs** Preceptors, Faculty, P4s | 3.6 4.4 | • Rank APPE selections from lists provided using a web-based management tool  
• Articulate process of selecting APPEs incorporating ACPE standards for minimum requirements and the approved College of Pharmacy curriculum, as well as the system requirements of PEPx. | PEPx APPE Manual Handout | Lecture – In Class No formal assessment |
PHRC 6580 HEALTH SYSTEM IPPE SUGGESTED ACTIVITIES

Attendance at orientation is required for all students prior to starting this course. Experience orientation will be arranged by the assigned preceptor or designee. Topics should include, but not be limited to health system etiquette while on IPPE, health system pharmacy law, HIPAA, Joint Commission standards, Department of Health Standards for Hospital Pharmacies, Patient Safety and Medication Errors.

(a) Orientation to the Health system.
(b) Review established health system policies and procedures.
(c) Review established health system policies and procedures as they pertain to JCAHO, OBRA, OSHA, ACHA, CMS, EPA (Medical Waste Tracking Act 1988) and USP 797, etc.
(d) Introduction to the pharmacy- location of medications, supplies, references, and other areas of importance.
(e) Unit dose systems – including medication carts, STAT orders, and restocking from jobbers. At this time familiarization with commonly used medications is essential.
(f) Participation in the prescription order entry and preparation process.
(g) Maintenance of floor stock medications in a multi-department health system (PXYIS/satellite pharmacies).
(h) Perform Drug control, storage, and security functions related to the drug distribution process.
(i) Preparation of compounded and non-sterile products.
(j) Discuss the concept of health system drug formularies and their impact on costs and level of care to the health care system.
(k) Review current inventory management strategies including: cost controls and reorder policies.
(l) Discuss health system pharmacy budgeting and how it affects daily activities.
(m) Discuss Quality Assurance programs the health system currently uses and how have they affected error control, or other measures.
(n) Inventory management, purchasing, and security in a multi-department facility.
(o) Review pharmacy policies in regards to narcotic security.
(p) Discuss process and procedures involving investigational drug studies.
(q) Prepare pharmacokinetic consults.
(r) Review charts for IV to PO changes.
(s) Determine interprofessional opportunities available at the site that you can be involved in.
(t) Answer informal drug information questions, with guidance of preceptor.
(u) Consult with other health care professionals regarding health system pharmacy policy and procedures.
### PHRC 6580 HEALTH SYSTEM GRADING FORM-SINGLE IV

(Do not submit this form to experiential education-keep for your own records)

**NOTE:** Student is responsible to provide the preceptor with 5 blank copies of this form

Date: ________________________  Filled Prescription # _____/5

---

**Parenteral Preparation:**

The preceptor in charge should ascertain that the student can correctly prepare IVs and follow Florida Pharmacy Laws *(simulation of activities is acceptable if needed)*

*(1 Point each)*

1. _____ Assemble products & supplies for preparation
2. _____ Correctly identify patient information
3. _____ Correctly exclude compatibility concerns with solution, diluents, medications, etc.
4. _____ Correctly calculate final product concentrations
5. _____ Correctly identify how final product needs to be dispensed (i.e., large volume bag, syringe, etc.)
6. _____ Correctly identify special precautions needed (i.e., protect from light, chemo, refrigeration, etc.)
7. _____ Correctly use aseptic technique to mix
8. _____ Correctly describe expiration requirements
9. _____ Correctly describe labeling requirements as recommended by ISMP, USP 797 & FL law
10. _____ Correctly describe quality assurance requirements

11. Total Score____/10

---

Additional comments:

---

Student name: ______________________________

Signature: ________________________________

Pharmacist (Preceptor) Name: ______________________________

Signature: ________________________________
PHRC 6580 FINAL HEALTH SYSTEM IV GRADING FORM

***Do not submit this form to experiential education
***The preceptor uses this form to enter IV exam grades into PEPrx
***PEPrx will calculate the final IV Grade for you – this form is for informational purposes

Date of Total Grade Completion  ______________________

Preceptor: Please fill in grade for each prescription completed in table below and enter into PEPRx:

1. ______
2. ______
3. ______
4. ______
5. ______

Additional comments:

Student name: ______________________________

Signature: ______________________________

Pharmacist (Preceptor) Name: ______________________________

Signature: ______________________________
THIS FORM IS TO BE COMPLETED AT THE END OF WEEK 15 OF YOUR COURSE

Instructions: Review the following categories and apply them to each student’s performance. Each outstanding answer is worth 5 points, each above average is worth 4.5 points, and each average is worth 3.5 points. An unacceptable is worth 0 points. PEPrx will calculate the student’s final grade. Record on the competency scores in PEPrx.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Grade: Midterm points are not considered part of final score.</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency</td>
<td>Grade: Midterm points are not considered part of final score.</td>
<td>Level of Performance</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Mid-Point Evaluation</strong></td>
<td><strong>Final Evaluation</strong></td>
</tr>
<tr>
<td>Provision of Drug Information to Healthcare Professionals</td>
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<tr>
<td>Problem Identification and plan development.</td>
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<tr>
<td>Knowledge and adherence to Local, State and Federal Rules and Regulations, including Health system Policy, HIPAA and patient Bill of Rights</td>
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<tr>
<td>Integration and Application of new knowledge.</td>
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<tr>
<td>TOTAL SCORE-COMPETENCIES</td>
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</tbody>
</table>

**FOR ANY ABSENCE THAT HAS NOT BEEN EXCUSED, DEDUCT 10 POINTS PER INCIDENCE.**

Competencies: _____ /50 points
Effort in developing and achieving competencies _____ /10 points
Projects: _____ /10 points
IV Form: _____ /30 points

Absences: - _____ /(-10 points)

FINAL GRADE: _____ /100%

(Preceptor determines effort at his/her discretion)

Preceptor: Do you have any additional comments you would like to make to the student?

Preceptors Signature: _______________________

Students Signature: _______________________
PHRC 6680 PHARMACY SERVICES IPPE SYLLABUS
Faculty Coordinators: Jennifer G. Steinberg, PharmD, Stacey Maravent, PharmD, Julie Marin, PharmD

Course Faculty/Instructors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jennifer Steinberg</td>
<td><a href="mailto:js2128@nova.edu">js2128@nova.edu</a></td>
<td>By appointment</td>
</tr>
<tr>
<td>Dr. Julie Marin</td>
<td><a href="mailto:marin@nova.edu">marin@nova.edu</a></td>
<td>By appointment</td>
</tr>
<tr>
<td>Dr. Stacey Maravent</td>
<td><a href="mailto:Stacey.maravent@nova.edu">Stacey.maravent@nova.edu</a></td>
<td>By appointment</td>
</tr>
</tbody>
</table>

Day(s)/Time(s) TBA
Location(s) TBA

Catalog Description
This course provides an introduction to the application of skills, concepts, and knowledge acquired in the didactic component of the curriculum in institutional pharmacy settings. This course promotes the development of pharmacy practice skills and furthers the development of communication skills. On-site experience enables students to prepare for advanced practice experiences.

Prerequisite: PHRC 5420

Expanded Course Description:
This is a two-credit hour, fifteen-week, off-campus experience in a supervised health system pharmacy affiliated with the University. If this course is completed during the summer session, student will participate daily for 8 hours a day over a three week time frame (Monday through Friday). Students must apply knowledge learned in the classroom to activities at the experiential location. The course promotes the application of didactic knowledge, development of competency in pharmacy practice skills, and furthers the development of communication enabling students to prepare for future advanced pharmacy practice experiences. Students will participate in reviewing patient charts, write patient notes, and present patient cases. Students are responsible for presenting a journal club article to the department of pharmacy. Students must apply knowledge learned in the classroom to activities at the experiential location. This course promotes the application of didactic knowledge, development of competency in pharmacy practice skills and furthers the development of communication.

All students are expected to attend class in the Fall/Winter to review requirements for APPE selection.

Course Credit Hours: 2 credit hours

Course Objectives
Upon successful completion of this course, students will be expected to:
1. Evaluate drug orders consistent with patient history, current health status and legal requirements.
2. Clarify orders, as necessary by contacting the appropriate health care practitioner(s).
3. Monitor medication orders and patient profiles for potential interactions or adverse events.
4. Discuss in detail the content of each section of the medical record.
5. Present patient cases based on medical records in a format acceptable to the preceptor.
6. Discuss disease states and their pharmacological and non-pharmacological treatment options with preceptors and other health care professionals.
7. Correctly identify drug information resources to be used when answering drug information questions.
8. Provide accurate and comprehensive answers in person, by telephone or in writing to drug information questions.
9. Provide drug information to patients in the form of patient counseling, patient information group meetings, or written patient information
10. Present a topic using a formal presentation style
11. Demonstrate ethical and professional behavior in all practice activities.
12. Collect and evaluate patient data to determine appropriate courses of action (i.e., nonprescription drug therapy, non-drug therapy, or referral to another health care professional) when presented with a drug-related problem.
13. Effectively communicate accurate, evidence-based health and drug information to patients, caregivers, health professionals and the general public.
14. Convey the process of selecting Advance Pharmacy Practice Experiences and the system requirements of PEPx.
15. Describe ACPE APPE requirements and APPE approved College of Pharmacy curriculum.

**College Educational Outcomes**

1.1 Learner (Learner) – Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

2.1 Patient-centered care (Caregiver) – Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.2 Medication use systems management (Manager) – Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

3.4 Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.6 Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

4.4 Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

**Course Format and Policies**

The course is delivered utilizing video conferencing/live classroom/Blackboard to multiple sites. Faculty from multiple sites may be used to deliver the course. IPPEs will be completed following various schedules and at various health system sites.

1. 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 in class, at the practice site, and online. Individuals, who do not conduct themselves professionally, will be subject to disciplinary action.

2. **Academic Dishonesty**
   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.

   Academic honesty and integrity are fundamental values expected of all students.

3. **Attendance/Tardiness**
   - Attendance is mandatory as per NSU College of Pharmacy Student Handbook. The College of Pharmacy Office of Student Services will be responsible for determining excused absences. Students are responsible for obtaining materials missed when absent.
   - Classes begin at 10 minutes after the hour.
   - Attendance at the practice experience site is mandatory for licensure requirements. Holidays DO NOT apply while on IPPE experiences. Students may be expected by their preceptor to attend their IPPE on College holidays.
   - You must complete a total of 15 days at your assigned site (eight (8) hours each day, once weekly for regular session; eight (8) hours daily for summer sessions). You will be required to work on projects, presentations, or other requirements in addition to the eight (8) hours per day required at the site.
   - Refer to IPPE Health System/Pharmacy Services Manual for specific requirements regarding attendance at experience site. All policies in the manual apply to classroom attendance, and projects.

4. **Make-up Policy**
   Excused absences do not entitle students to have the opportunity to make up in-class quizzes or assignments. Refer to IPPE health System/Pharmacy Service Manual posted in PEPrx for specific requirements regarding make-up policy at experience site.

5. **Site Dismissal**
   See IPPE Health System/Pharmacy Services Manual for policy pertaining to site dismissal.

6. **Course Paperwork**
   Course paperwork and evaluations must be completed and submitted in PEPrx by 9:00PM on the
Monday after the end of the experience. Students must keep copies of all submitted paperwork, projects, assignments, research, and presentations in a student portfolio (FolioRx). This portfolio must be maintained and updated for the duration of enrollment at NSU College of Pharmacy. There will be a five (5) point deduction from your final grade for late paperwork. Paperwork points will not be awarded after the 9:00PM deadline. A grade of INCOMPLETE will be submitted for students who fail to submit all paperwork by the deadline.

7. Online Evaluations

Online course evaluations and online preceptor/site evaluation (found in PEPrx) must be completed on or before 9:00PM on the Monday after the end of the experience. All evaluations must be submitted to receive a final grade.

Resources

Required Text
1. *IPPE Health System/Pharmacy Service Manual* Eds: Marin/Maravent/Steinberg (Posted in PEPrx Online)

Recommended Text
1. Lexi-Comp Drug Handbook: ISBN 9781591953074 or online version
3. A Brand/Generic Drug Name book

Other Resources:
1. Calculator with exponential capability
2. Stethoscope
3. Selected readings from the primary literature or other sources may be provided to supplement or replace the textbook readings. There may be weekly reading assignments. It is the student’s responsibility to read the assigned material prior to attending class.

Delivery Methods (Teaching Methodology)
1. **Classroom:** Course content will be delivered using a variety of teaching and learning methods including practical application, assigned readings, self-study modules, videos, and assignments. Class meetings will consist predominantly of lectures and informal open discussions.

Blackboard will be utilized to provide and supplement course materials; to conduct online discussions; and to provide links to resources. (Students are encouraged to complete the Blackboard Tutorial and Quiz within the first week of the course). All course handouts and information will be available to students through Blackboard. Handouts will not be provided in class. All course materials will be provided in Adobe Portable Document Format. Adobe Acrobat Reader and Power Point Viewer can be downloaded free at:
http://www.adobe.com/products/acrobat/readstep2.html, and
Course announcements will be made either in class, on Blackboard bulletin board, PEPrx, or NSU email. Students are responsible for accessing and responding to all information disseminated.

Students must have access to a printer and computer with internet connection, to allow them to access internet and web resources, and download and print course material.

2. **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 and other pharmacists or healthcare providers will consist predominantly of informal open discussions and some lectures.

The following activities are minimum standard requirements. The mechanisms to achieve these requirements may necessitate specific guidelines tailored to the individual site.

a. **Participate in pharmacy services**
   i. Verify medication orders for appropriateness, including amount per dose, route, frequency, and duration (may be from chart or DUR and does not have to be during dispensing process).
   ii. Contact the appropriate health care practitioner(s) for clarification of orders as necessary.
   iii. Review and monitor medication orders and patient profiles for potential interactions.
   iv. Review medical records and discuss the contents of each section in detail.
   v. Follow and discuss with the preceptor at least two patient cases based on medical records. (See patient for interview before presentations if available)
   vi. Discuss disease states with the preceptor.
   vii. Make recommendations for dosage adjustments based on renal function and patient response to therapy.
   viii. Document interventions as allowed by site.
   ix. Reconcile medications for patients moving from one care setting to another.
   x. Provide antibiotic monitoring (i.e. appropriate medication, narrow vs broad coverage).
   xi. Receive a drug information question and correctly identify the sources for information and use that information to provide an accurate and comprehensive answer in an appropriate format.
   xii. Provide a nursing or pharmacy staff inservice.

b. **Development of communication and presentation skills**
   i. Provide drug information to patients as well as other health care professionals in the form of counseling in person, by telephone or in writing.
   ii. Present a topic in a formal presentation style. Written handout is per preceptor requirements.
   iii. Participate in interdisciplinary committee meetings such as Pharmacy and Therapeutics, Quality Assurance, Infection Control, etc., when those meetings are opportune to the student schedule.

c. **Participation in meetings**
   i. Meet with the preceptor or representative at least 2 times during the introductory experience course for discussion and evaluation (midterm and final).
   ii. The preceptor at their discretion may call group meetings.
   iii. When available, meet with drug manufacturer's representatives that call on the
iv. Attend pharmacy and therapeutics meetings, IRB meetings, Grand Rounds, Tumor Board, etc. as available during the course.

d. Prepare projects and presentations: Preceptor responsible for assigning requirements, grading criteria and point value (40 points total). Presentation and Journal Club templates are provided in manual as appendices.

i. Subject matter for project may be selected by student but must be approved by preceptor as directed
   - Pharmacokinetic consult
   - Formal TPN consult
   - DUR
   - Formal drug information answer
   - Formal presentation to pharmacy, nursing, or allied health professionals.

Assessment Methods

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

1. **Self-Assessment (non-graded):** The following self-assessment tools will be used throughout the semester.
   a. Weekly Activities Summary: This form must be completed for each day at site and entered in PEPrx upon completion of the practice experience. Please summarize your experiences outlining the goals and objectives accomplished this week. Specify diversity/types of patients seen, problems encountered and patient interventions. If you are encountering any problems, please call immediately.
   b. Midpoint practice performance evaluation
   c. Patient Cases (during IPPE)
   d. Discussion (during IPPE)

3. **Graded Assessment:** The following tools will be used throughout the semester.
   a. Final Practice Performance Evaluations-Competency Score from Institutional Pharmacy Practice Site (Preceptor evaluated)
   b. Effort Points (based on participation at site)
   c. Drug information (Preceptor evaluated)
   d. Projects (Assignments; Preceptor evaluated)

Assessment instruments may be used to determine class attendance.
**Grading Policies**

Grading Mode: Pass/Fail

Course Grades will be determined as follows:

- Final Performance Evaluation - Competency Score (Rubric): \[
\begin{align*}
\text{Score} / 50 \text{ points}
\end{align*}
\]
- Effort in developing and achieving competencies: \[
\begin{align*}
\text{Score} / 10 \text{ points}
\end{align*}
\]
- Formal Drug Information: \[
\begin{align*}
\text{Score} / 10 \text{ points}
\end{align*}
\]
- Projects (from site): \[
\begin{align*}
\text{Score} / 30 \text{ points}
\end{align*}
\]
- FINAL GRADE: \[
\begin{align*}
\text{Score} / 100 \text{ points}
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\]
- Unexcused Absence (5 each): \[
\begin{align*}
\text{Score} / (\text{run out}) - 10 \text{ points}
\end{align*}
\]

**A minimum score of 90/100 points is needed to earn a passing grade in the course.**

**Grading Disputes**

Refer to COP Student Handbook.

**Additional Information**

1. **Dress Code**
   
   While at the introductory pharmacy practice experience site, NSU College of Pharmacy dress code must be followed at all times. Failure to comply with the dress code may result in being sent home with an absence for the day and a loss of ten (10) points from the final grade.

   It is the student’s responsibility to read and follow all practice and administrative requirements in the IPPE Health System/Pharmacy Service Manual posted in the PEPrx and Blackboard.

2. **Americans with Disability Act**
   
   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 HPD Student Disability Coordinator Ms. Susan Gonzalez at susagonz@nova.edu. Information and forms are available at [http://www.nova.edu/disabilityservices/index.html](http://www.nova.edu/disabilityservices/index.html).

**Course Schedule:** See Blackboard for specific schedule.
# Course Outline

<table>
<thead>
<tr>
<th>Topic/ Instructor/Week</th>
<th>Educational Outcomes</th>
<th>Objectives</th>
<th>Materials</th>
<th>Delivery Methods (*Active Learning Methods)</th>
<th>Assessment Methods (‡: Formative Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course overview</strong></td>
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<tr>
<td>Dr. Steinberg, Marin</td>
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<tr>
<td>Week 1-Classroom</td>
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<tr>
<td></td>
<td></td>
<td>• Describe course teaching/learning and professional expectations.</td>
<td>Course Syllabus and IPPE Manual</td>
<td>Lecture - In Class</td>
<td>No formal assessment</td>
</tr>
<tr>
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<td>• Describe the role of the student in achieving the course expectations.</td>
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<tr>
<td><strong>Medicines Information</strong></td>
<td>1.1</td>
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<tr>
<td>Preceptor</td>
<td>3.6</td>
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<tr>
<td>Days 1-15 at site</td>
<td>4.4</td>
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<td></td>
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<td>• Conduct a systematic, efficient, and thorough drug information search.</td>
<td>Practice Site Materials</td>
<td>Practice Experience*</td>
<td>Discussion‡</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop concise and accurate responses to drug information requests</td>
<td></td>
<td>Projects*</td>
<td>Experience Activities Summary‡</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Compose written and oral communication incorporating appropriate referencing procedures.</td>
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<td></td>
<td>Midpoint Practice Performance Evaluation (Rubric)‡</td>
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<td></td>
<td></td>
<td>• Reflect professionalism in manner and dress</td>
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<td></td>
<td>Final Practice Performance Evaluation-Competency Score (Rubric)</td>
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<tr>
<td><strong>Professionalism/ Team Interaction</strong></td>
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<td>Preceptor</td>
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<tr>
<td>Days 1-15 at site</td>
<td>3.4</td>
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<td></td>
<td></td>
<td>• Contact, as needed the appropriate health care practitioner(s) for clarification of orders.</td>
<td>Practice Site Materials</td>
<td>Practice Experience*</td>
<td>Discussion‡</td>
</tr>
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<td></td>
<td>Midpoint Practice Performance Evaluation (Rubric)‡</td>
</tr>
<tr>
<td><strong>Accurately gather, organize and analyze patient information</strong></td>
<td>1.1</td>
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<tr>
<td>Preceptor</td>
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<tr>
<td>Days 1-15 at site</td>
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<td>3.4</td>
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<td></td>
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<td>• Evaluate patients’ medical profiles for appropriateness of their pharmacotherapy.</td>
<td>Medical Record</td>
<td>Practice Experience*</td>
<td>Discussion‡</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss disease states and appropriate pharmacological management with preceptor.</td>
<td>Electronic Resources</td>
<td></td>
<td>Experience Activities Summary‡</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Articulate with preceptor how a patient’s chart is organized</td>
<td></td>
<td></td>
<td>Midpoint Practice Performance Evaluation (Rubric)‡</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicate effectively both verbally and in writing with other healthcare team members in order to ensure appropriate pharmacotherapy.</td>
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<td></td>
<td>Final Practice Performance Evaluation-Competency Score (Rubric)</td>
</tr>
<tr>
<td><strong>Optimize pharmacotherapeutic regimens</strong></td>
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<tr>
<td>Preceptor</td>
<td>2.1</td>
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<td>Midpoint Practice Performance Evaluation (Rubric)‡</td>
</tr>
<tr>
<td><strong>Preparation for APPEs</strong></td>
<td>3.6</td>
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<tr>
<td>Dr. Steinberg, Ms. Nappi, Ms. Dacosta</td>
<td>4.4</td>
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<td></td>
<td></td>
<td>• Rank APPE selections from lists provided using a web-based management tool</td>
<td>PEPx APPE Manual</td>
<td>Lecture – In Class</td>
<td>No formal assessment</td>
</tr>
</tbody>
</table>
PHRC 6680 PHARMACY SERVICE SUGGESTED SCHEDULE OF ACTIVITIES

Orientation is required for all students prior to starting this course. The experience orientation session will be arranged by the assigned preceptor or designee. Topics should include, but not be limited to therapeutic review, disease state management, case presentation, physical assessment, medication errors review, medical terminology and abbreviations.

Week 1: Orientation, job description, scope of practice, tour of facility, IV to PO switches, ADR monitoring

Week 2: Review of charts, medical records, and pharmacy claims. Provide a fill in assignment with medical record, i.e. diagnosis, last referral to specialist, living will… etc.

Week 3: Assign two patients to monitor or follow, chart review, documentation of pharmaceutical care activities, review of forms and writing therapeutic plans.

Week 4: Follow up on patients or choose new patient, DUR or any of the above activities, drug information questions.

Week 5: Patient review, DUR, chart review to develop cases, attend meetings as available, work on projects, and visit other areas of facility.

Week 6: Follow patients, work on case presentations, be prepared to discuss disease states, visit an area of the health system/site they have not been to.

Week 7: Check on patients, or choose new patients, continue DURs, projects, drug information questions, chart reviews.

Week 8: Check on patients, drug information question research, attend meetings, work on writing project, formal presentations, and discuss disease states

Week 9-10: Follow patients, discuss disease, drug information questions, work on project

Week 11: Case presentations, topic presentation, or drug information written paper due

Week 12: Shadow preceptor on rounds, consultations, patient communications, etc.

Weeks 13-15: Case presentations or drug information written paper due, Shadow APPE students or residents on rounds, patient visits, keep a log of patients seen to discuss disease state, continue above activities.
**Nova Southeastern University, College of Pharmacy**  
**PHRC 6680 PHARMACY SERVICE EVALUATION**

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site:</td>
<td>Preceptor:</td>
</tr>
</tbody>
</table>

**THIS FORM IS TO BE COMPLETED AT THE END OF WEEK 15 OF YOUR COURSE**

Instructions: Review the following categories and apply them to each student’s performance. Each outstanding answer is worth 5 points, each above average is worth 4.5 points, and each average is worth 3.5 points. An unacceptable is worth 0 points.

PEPrx will calculate the student’s final grade. Record on the competency scores in PEPrx.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Grade-Midterm points are not considered part of final score.</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mid-Point Evaluation</td>
<td>Final Evaluation</td>
</tr>
<tr>
<td>Reliability and Motivation</td>
<td></td>
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<tr>
<td>Professional Interactions</td>
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<tr>
<td>Evaluates available patient data and reviews information for potential interactions and adverse events. Can identify therapeutic principles appropriate for level of education.</td>
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<tr>
<td>Patient case presentations are prepared and complete information included.</td>
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<tr>
<td>Discusses disease states with accuracy and can make a recommendation for a therapeutic plan within the context of continuing educational requirements.</td>
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<tr>
<td>Written Communication</td>
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<tr>
<td>COMPETENCY</td>
<td>Mid-Point Evaluation</td>
<td>Final Evaluation</td>
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<tr>
<td>------------------------------------------------</td>
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<td>------------------</td>
</tr>
<tr>
<td>Provision of Drug Information to Healthcare Professionals</td>
<td>==/==</td>
<td>==/==</td>
</tr>
<tr>
<td>Presentation skills are developing and appropriate for experience level</td>
<td>==/==</td>
<td>==/==</td>
</tr>
<tr>
<td>Knowledge and adherence to Local, State and Federal Rules and Regulations, including Health system Policy, HIPAA and patient Bill of Rights</td>
<td>==/==</td>
<td>==/==</td>
</tr>
<tr>
<td>Integration and Application of new knowledge.</td>
<td>==/==</td>
<td>==/==</td>
</tr>
<tr>
<td>TOTAL SCORE- COMPETENCIES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FOR ANY ABSENCE THAT HAS NOT BEEN EXCUSED, DEDUCT 10 POINTS PER INCIDENCE.

Competencies: ____ 50 points

Effort in developing and achieving competencies ____ 10 points

Formal Drug Information: ____ 10 points

Other projects: ____ 30 points

Absences: -

FINAL GRADE: ____ (100%)

(Preceptor determines effort at his/her discretion)

Preceptor: Do you have any additional comments you would like to make to the student?

Preceptors Signature: ____________________________

Students Signature: ____________________________
Appendix 1

**PRESENTATION EVALUATION FORM**  
(May be used at the preceptor’s discretion - preceptor to use for project grade)

<table>
<thead>
<tr>
<th>Student: _____________________________________</th>
<th>Date: ________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Ratings</strong></th>
<th><strong>CATEGORY</strong></th>
<th>0 POINTS: Never</th>
<th>5 POINTS: Sometimes</th>
<th>10 POINTS: Always</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nonverbal Skills (Delivery)</strong></td>
<td>Eye Contact &amp; Reading From Slides or Notes</td>
<td>Limited attempt to look at audience; Extensively reads slides or notes</td>
<td>Regularly makes eye contact with part of room; Frequently reads from slides or notes</td>
<td>Good eye contact with entire room; Minimal reading from slides or notes</td>
</tr>
<tr>
<td></td>
<td>Composure &amp; Facial Expression</td>
<td>Expressionless; Extensive anxiety</td>
<td>Occasionally demonstrates appropriate expressions; Fairly at ease</td>
<td>Appropriate expression throughout; At ease speaker, enjoys audience</td>
</tr>
<tr>
<td></td>
<td>Enthusiasm/Speech</td>
<td>Negative towards topic; Distracting rate of speech; Poor volume</td>
<td>Generally positive towards topic; Delivery speed minimally affects ability to follow presentation; Some difficulty in hearing</td>
<td>Demonstrates a strong positive feeling about topic during entire presentation; Appropriate rate; Easily heard</td>
</tr>
<tr>
<td></td>
<td>Articulation/Pauses/ Pronunciation of Terms (e.g., “Uh.”)</td>
<td>“Vocalized pauses” used continuously throughout presentation, distracting, commonly mispronounced words</td>
<td>10-20 vocalized pauses; minor mispronunciations of terms</td>
<td>&lt;10 vocalized pauses; few to no mispronounced terms</td>
</tr>
<tr>
<td></td>
<td>Question Answer Ability</td>
<td>Did not know answer</td>
<td>Answered vaguely</td>
<td>Answered appropriately</td>
</tr>
<tr>
<td><strong>Verbal Skills (Delivery)</strong></td>
<td>Slides effectiveness</td>
<td>Most slides poorly constructed and detract from presentation; No references</td>
<td>Some slides poorly constructed or unreadable; Occasional reference missing/inappropriate</td>
<td>Effective slides enriching presentation &amp; easily read; References formatted appropriately throughout</td>
</tr>
<tr>
<td></td>
<td>Slides spelling/grammar</td>
<td>Multiple major spelling/grammar errors</td>
<td>Minor spelling/grammar errors</td>
<td>No spelling/grammatical errors</td>
</tr>
<tr>
<td><strong>Visual Aids (Delivery)</strong></td>
<td>Opening Statement/ relevance to audience</td>
<td>No useful introduction to presentation or audience has no idea; Objectives not related to purpose of</td>
<td>Introduction present, may state how topic impacts audience; Most objectives addressed</td>
<td>Effective opening stating what will be covered and its impacts to audience; Met all objectives</td>
</tr>
<tr>
<td></td>
<td>Organization</td>
<td>Many points left out or completely disorganized; Heavy in background material with little emphasis on studies; No transitions</td>
<td>Balanced presentation of background; Majority of points covered in depth; Good transitions exist, but are not seamless</td>
<td>Balanced presentation of background literature and application/conclusion; Thoroughly explains all points or makes essential points obvious; Seamless transitions throughout</td>
</tr>
<tr>
<td></td>
<td>Application/ conclusion</td>
<td>No application to practice or no conclusion presented; Inappropriate conclusions and/or no critiques included</td>
<td>Study conclusions could be more thorough; Superficial limitations or conclusions; Attempted to provide critique with limitations and explanation</td>
<td>Valid conclusions presented which were supported by data; Conclusions thorough &amp; appropriate; Thoughtful critique / limitation provided</td>
</tr>
</tbody>
</table>

**TOTAL SCORE: Maximum Score 100 Points**
Appendix 2

JOURNAL CLUB ARTICLE SELECTION AND FORMAT
(Optional- for preceptor to use as needed)

Selection: Choose a current article from the pharmacy or medical literature. The article should have the following characteristics:
- Written within the past year.
- "Study" or "Research" format
- Independently selected, retrieved from the library, and researched (not received from the preceptor).
- All students will prepare a formal, typed hand-out.
- Appropriate number of copies of the original article must be available for distribution during the session.
- Suggestions for journals include (but are not limited to) the following:
  - Clinical Pharmacy
  - New England Journal of Medicine
  - JAMA
  - American Journal of Medicine
  - Pharmacotherapy
  - American Journal of Health-System Pharmacy
  - Journal of Family Practice
  - Annals of Pharmacotherapy
  - Journal of Clinical Pharmacology
  - Chest

Format: The first part of the journal club presentation should be a highlight of the article.
The handout should include:
1. Title, author(s), citation of article.
2. Location where the study was conducted.
3. Background.
4. Purpose of article (hypothesis).
5. Patient information.
   - Inclusion/exclusion criteria.
   - Baseline characteristics.
6. Methods, study protocol (+ flow chart).
7. Statistics (when pertinent).
8. Results (+ figures, charts from article).
9. Discussion.
10. Impressions of article, including:
    - Critique.
    - Positive/negative aspects of the article.
    - How would you have proceeded differently?
    - Does this article tell us something NEW and/or novel?
    - Recommendations for changes in practice/policies/procedures based on the study?

These above-mentioned categories should be communicated to attendees (without direct reading from the paper) and discussed. Questions will then be entertained regarding the article and related subjects.
Appendix 3

**JOURNAL CLUB EVALUATION FORM**
(May be used at the preceptor’s discretion-preceptor to use for project grade)

<table>
<thead>
<tr>
<th>Student: ________________________________________________</th>
<th>Date: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Excellent</td>
</tr>
<tr>
<td>Title Included/ Proper referencing format</td>
<td>Included without proper referencing format</td>
</tr>
<tr>
<td>Primary Objective</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Secondary Objective</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Funding</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Journal Impact Factor</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Disease state background</td>
<td>Epidemiology, incidence, risk factors, treatments</td>
</tr>
<tr>
<td>Drug background</td>
<td>MOA, dose, ADRs</td>
</tr>
<tr>
<td>Previous Trials</td>
<td>Included</td>
</tr>
<tr>
<td>Trial Design</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Study Population/ Inclusion Criteria</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Exclusion Criteria</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Interventions</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Outcome Measures</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>How data was handled (ITT, PP, etc.)</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Specific statistical tests used</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Alpha</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Sample Size/ Beta (power)</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Difference (delta)</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Baseline Characteristics</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Primary Outcome Measures</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Secondary Outcome Measures</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Safety Outcome Measures</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Author’s thoughts – Efficacy</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Author’s limitation</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Drug’s role in therapy/clinical implications</td>
<td>Summarized &amp; Critiqued</td>
</tr>
<tr>
<td>Strengths</td>
<td>Included</td>
</tr>
<tr>
<td>Limitations</td>
<td>Included</td>
</tr>
<tr>
<td>Discussion</td>
<td>Included with appropriate recommendations</td>
</tr>
<tr>
<td>References</td>
<td>Sentenced references AND referenced correctly</td>
</tr>
<tr>
<td>Readability Spelling/Grammar</td>
<td>No spelling or grammar mistakes</td>
</tr>
</tbody>
</table>

Evaluator: ________________________________
### CASE PRESENTATION EVALUATION FORM
(May be used at the preceptor’s discretion-preceptor to use for project grade)

<table>
<thead>
<tr>
<th>NOT ACCEPTABLE (0 points)</th>
<th>NEEDS IMPROVEMENT (3 points)</th>
<th>COMPETENT (4 points)</th>
<th>EXCELLENT (5 points)</th>
<th>Score</th>
<th>Wt</th>
<th>Value</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Identification and Prioritization</strong></td>
<td>Few problems identified, main problem missed, problems not prioritized and/or identified nonexistent problems.</td>
<td>Some problems are identified (50%-80%); incomplete or inappropriate problem prioritization; includes nonexistent problems or extraneous information included.</td>
<td>Most problems are identified and rationally prioritized, including the “main” problem for the case (&gt;80%).</td>
<td>Complete problem list generated and rationally prioritized; no extraneous information or issues listed.</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td><strong>Therapeutic Goals</strong></td>
<td>Not addressed or inappropriate therapeutic goals.</td>
<td>Appropriate therapeutic goals for a few identified problems (50%-80%).</td>
<td>Appropriate therapeutic goals for most identified problems (&gt;80%).</td>
<td>Appropriate therapeutic goals for each identified problem.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Medical Condition(s) &amp; Medication Therapy</strong></td>
<td>No assessment of current medical condition(s) or medication therapy.</td>
<td>Partial assessment of current medical condition(s) and/or medication therapy for a few identified problems (50%-80%).</td>
<td>Assessment of current medication therapy for most identified problems (&gt;80%).</td>
<td>Thorough assessment of current medical condition(s) &amp; medication therapy for each identified problem.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Treatment Plan</strong></td>
<td>Inappropriate or omitted for some identified problems.</td>
<td>Partially complete and/or inappropriate for a few identified problems (50%-80%); information other than “P” provided.</td>
<td>Mostly complete and appropriate for each identified problem (&gt;80%).</td>
<td>Specific, appropriate and justified recommendations (including drug name, strength, route, frequency, and duration of therapy) for each identified problem.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring Parameters for Efficacy</strong></td>
<td>Not addressed or inappropriate efficacy monitoring parameters, follow-up plan and referral plan.</td>
<td>Efficacy monitoring parameters, follow-up plan and referral plan (where applicable) for a few identified problems (50%-80%).</td>
<td>Efficacy monitoring parameters, follow-up plan and referral plan (where applicable) for &gt;80% of identified problems.</td>
<td>Specific efficacy monitoring parameters, follow-up plan and (where applicable) referral plan for each identified problem.</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td><strong>Monitoring Parameters for Toxicity</strong></td>
<td>Not addressed or inappropriate toxicity monitoring parameters, follow-up plan and referral plan.</td>
<td>Toxicity, monitoring parameters, follow-up plan and referral plan (where applicable) for a few identified problems (50%-80%).</td>
<td>Toxicity monitoring parameters, follow-up plan and referral plan (where applicable) for &gt;80% of identified problems.</td>
<td>Specific efficacy monitoring parameters, follow-up plan and (where applicable) referral plan for each identified problem.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Header includes: Name, N number, Campus
Format: NTE 10-point font; 1-inch margins, numbered

Evaluator: ________________________________

Total Possible Points /101
Appendix 5
MEDICATION RECONCILIATION FORM
(May be used at the preceptor’s discretion)

MEDICATION RECONCILIATION ORDER FORM

List all patient medications prior to assessment. Include OTCs & alternative meds (herbals). (Alternative meds will not be continued on admission). Before an outpatient receives any medication as part of their test or procedure, list all of their current home medications looking for allergies, interactions, duplications, or other concerns. A complete reconciliation is required only if the patient is to be admitted to the hospital.

Allergies:

DO NOT USE ABBREVIATIONS: #, /# JU, MS, MgSO4, MSO4, QD, QOD, U

Information Source: □ Patient □ Family □ Primary Care Physician □ Other, specify _____________________________

Patient's Pharmacy(s) _____________________________

MAR from _____________________________ □ Other, specify _____________________________

Check here if patient is not currently on any medication. Physician Decision: Continue? (Circle One)

<table>
<thead>
<tr>
<th>Medication Name</th>
<th>Dose</th>
<th>Route</th>
<th>Frequency</th>
<th>Indication</th>
<th>Last Dose (Date/Time)</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Below, enter orders for new medications that the patient isn't currently taking or changes to their current regimen.

Completed by _____________________________ Preceptor Signature _____________________________ Date/time _____________________________

(print name)

I have reviewed this list of patient medications and to the best of my knowledge; the additional medications I have ordered will not result in any adverse reaction(s).

I have reviewed this list of patient medications and to the best of my knowledge; the additional medications I have ordered will not result in any adverse reaction(s).

Sheet _______ of _______