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Mission
Develop competent and caring pharmacists operating at the top of their scope of practice in a team-based health care environment.

Vision
Become a leader in innovative experiential education by fostering excellence in collaborative, diverse patient-centered care and continued preceptor development.

Goal
Provide innovative, patient-centered, interprofessional experiential education opportunities longitudinally across the curriculum.
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**Interprofessional Education (IPE)**

TBA
Director of Interprofessional Education
## Overview of IPPE Curriculum

<table>
<thead>
<tr>
<th>Year &amp; Course</th>
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<td><strong>Summer Before P1 Year</strong></td>
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<tr>
<td>PHAR 9911 Introductory Pharmacy Practice Experience I</td>
<td>August 3, 2018</td>
<td>No hours are completed</td>
<td>Assignments and trainings to prepare the student for the IPPE curriculum</td>
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<td><strong>P2 Year</strong></td>
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| PHAR 9912 Introductory Pharmacy Practice Experience II | Complete by the first day of P2 year | 200 IPPE hours | • At least 80 hours Community  
• At least 80 hours Institutional  
• Remaining 40 hours may be Community or Institutional or Drug Information |
| **P3 Year** | | | |
| PHAR 9913 Introductory Pharmacy Practice Experience III | Complete by first day of P3 year | 20 outreach/service hours + 20 clinical shadowing hours | 20 outreach/service hours must be with the student organization’s patient outreach services  
+ 20 hours must be shadowing with a single clinical faculty member or other approved clinical pharmacy practitioner |
| **Total Hours** | | | |
| | 20 hours | 280 hours | 300 hours |
Course Description
The purpose of Idaho State University’s College of Pharmacy (ISU-COP) at Idaho State University is to prepare a competent pharmacy practitioner with effective primary care practice skills, including abilities to communicate and educate others on the rational use of medications and related devices.

IPPE Rationale:
Introductory Pharmacy Practice Experiences (IPPEs) are a series of clinical practicums that allow students to integrate and apply information learned in the didactic portion of the curriculum. The IPPE program is a total of 300 hours of pharmacy experiences to be completed throughout the first three professional years. IPPEs, under appropriate supervision as permitted by Idaho and Alaska practice regulations, allow students to assume direct patient care responsibilities, acquire a broad overview of pharmacy practice by applying knowledge in a variety of practice settings, and develop their communication skills, attitudes, abilities, values, and practice skills, as well as an understanding of the health needs of diverse populations.

The goal of IPPEs is to provide students with an introduction to basic pharmacy practice skills beginning early in the professional curriculum in a variety of actual practice settings, working in collaboration with experienced health care professionals. IPPEs begin at the entry level of pharmacy practice and progressively increase in scope and intensity to ultimately prepare students for their Advanced Pharmacy Practice Experiences (APPEs).

Interprofessional Pharmacy Education (IPE) Rationale:
The Accreditation Council for Pharmacy Education Standards (ACPE) 2016 necessitate purposeful development of an array of opportunities for students to document competency in the affective-domains through interprofessional, experiential, and co-curricular activities and experiences. These deliberate and intentional experiences must complement, augment and/or advance what is learned in the formal didactic and experiential curriculum. Alignment of IPPE, IPE and Co-Curricular learning activities/experiences must occur to ensure they do not unduly overlap while having breadth, depth to ensure outcome achievement. To accomplish this, interprofessional education and practice student engagement is longitudinally embedded in the IPPE program.

Accreditation Council for Pharmacy Education Standards (ACPE) 2016 have deemed the following pertinent key elements essential to the contemporary practice of pharmacy in a healthcare environment, the following: Pertinent Key Elements:

- 3.4 - Interprofessional collaboration- The graduate is able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding and values to meet patient care needs.
- 11.1 - Interprofessional team dynamics- All students demonstrate competence in interprofessional team dynamics, including articulating the values and ethics that underpin interprofessional practice, engaging in effective interprofessional communication, including conflict resolution, and documentation skills, and honoring interprofessional roles and responsibilities. Interprofessional team dynamics are introduced, reinforced, and practiced in the didactic and Introductory Pharmacy Practice Experience of the curriculum and competence is demonstrated in Advanced Pharmacy Practice Experience (APPE) practice settings.
- 11.2 - Interprofessional team education- To advance collaboration and quality of patient care, the didactic and experiential curricula include opportunities for students to learn about, from and with other members of the interprofessional healthcare team. Through interprofessional education activities, students gain an understanding of the abilities, competencies, and scope of practice of team members.
- 11.3 - Interprofessional team practice (IPP)- All students competently participate as a healthcare team member in providing direct patient care and engaging in shared therapeutic decision-making. They participate in experiential educational activities with prescribers/student prescribers and other student/professional healthcare team members, including face-to-face interactions that are designed to advance interprofessional team effectiveness.
- 13.3 – In the aggregate, students gain in-depth experience in delivering patient care as part of an
interprofessional team

- 24.3 – Assessment of educational outcomes- The assessment plan includes an assessment of student readiness to contribute as a member of an interprofessional collaborative patient care team.
- 25. 6 – Interprofessional preparedness- The College assesses the preparedness of all students to function effectively and professionally on a interprofessional healthcare team.

Introductory Pharmacy Practice Experiences (IPPEs) are a series of clinical practicums that allow students to integrate and apply information learned in the classroom. The IPPE program is a total of 300 hours of pharmacy experiences to be completed throughout the first three professional years. IPPEs, under appropriate supervision as permitted by Idaho and Alaska practice regulations, allow students to assume direct patient care responsibilities, acquire a broad overview of pharmacy practice by applying knowledge in a variety of practice settings, and develop their communication skills, attitudes, abilities, values, and practice skills, as well as an understanding of the health needs of diverse populations.

The goal of IPPEs is to provide students with an introduction to basic pharmacy practice skills beginning early in the professional curriculum in a variety of actual practice settings, working in collaboration with experienced health care professionals. IPPEs begin at the entry level of pharmacy practice and progressively increase in scope and intensity to ultimately prepare students for their Advanced Pharmacy Practice Experiences (APPEs).

Interprofessional Pharmacy Education (IPE) is education that occurs when two or more professions learn with, from and about each other to enable effective collaboration and improve health outcomes. Interprofessional education is part of IPPEs and APPEs.


- Competency 1: Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)
- Competency 2: Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities)
- Competency 3: Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication)
- Competency 4: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork)
- Competency 5: Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)

GLOSSARY:

- Interprofessional collaboration- involves different health and social care professions who work together to solve complex care problems or provide services
- Interdisciplinary teamwork-approach like interprofessional teamwork but team members are composed of individuals from different disciplines
Interprofessional learning - learning arising from interaction between members of two or more professionals that may be the product of interprofessional education or happen spontaneously in the workplace or in education settings.

- Multidisciplinary teamwork - approach where team members work alongside one another in parallel rather than interactive work
- Transdisciplinary practice - occurs when an individual from one disciplinary group takes on roles or tasks of another disciplinary group
- IEE - interprofessional experiential education
- Intentional IEE - the explicit effort by preceptors and practice sites to create/foster educational activities or opportunities designed specifically to achieve interprofessional educational competencies

Students are responsible for reading the current syllabus for the IPPE course in which they are enrolled. IPPE syllabi can be found on E*Value and at: http://pharmacy.isu.edu/live/current/ippe/

Required Experiences

IPPE
In the first professional year (P1), which begins the summer students are matriculated into the program, the IPPE curriculum begins with PHAR 9911. This course ensures the student will be prepared to begin IPPE hours at the end of the Fall semester. The coursework for PHAR 9911 will cover required training that every pharmacist needs to complete on a regular basis in order to practice pharmacy, such as CPR and immunization administration. In addition, the student will be introduced to medical terminology and healthcare team communication, so they are prepared to communicate as part the healthcare team.

At the end of finals of the Fall Semester of the P1 year, students may begin PHAR 9912. In PHAR 9912, students are to complete a total of 200 practice hours in competency-based experiential training in an approved community and institutional pharmacy practice setting. This experience requires each student to perform direct patient care activities under the supervision of a licensed pharmacist and must be completed prior to the beginning of the second professional year. The 200 hours must be achieved in both the community and institutional settings with at least 80 hours in each. Students may complete 120 hours in one and 80 in the other, or any number of combinations. In addition to the minimum of 160 hours completed in the community and institutional settings, Pocatello-based students may opt to acquire up to 40 hours of experience at the Idaho Drug Information Service during their first year.

Second and third year students (P2s and P3s) enroll in PHAR 9913 and PHAR 9914 respectively. Students are required to participate in a minimum of 40 hours of pharmacy-related Outreach / Service activities, under the guidance of pharmacy faculty during their P2 and P3 years, 20 hours per year. Examples of such activities include: health fairs, diabetes fairs, brown bag programs, immunization clinics, GenerationRx presentations, and poison prevention presentations.

In addition, P2 and P3 students perform 40 hours of “shadowing” a clinical pharmacist (20 hours per year) as they function in their different patient care clinical practice sites. During these hours, students observe and contribute to patient-care activities performed by a clinical pharmacist in collaboration with other health-care professionals, in settings such as ambulatory care, family medicine, hospital, anticoagulation, mental health, pediatrics, geriatrics, and HIV clinics. The expectations differ for students in the P2 and P3 years, with greater responsibility for direct patient-care activities expected of P3 students performing service hours and clinical shadowing.

Shadowing IPPE hours need to be completed in increments of 20 in order to be submitted to OEE.

Interprofessional
Interprofessional pharmacy education (IPE) is a 20-hour requirement component. These hours are incorporated as
part of the total 300-hour IPPE experience and can be completed over the course of the P1-P3 years.

This requirement is characterized as exposure. The interprofessional pharmacy education hours may be available through shadowing or outreach/service activities. During these hours students observe and contribute to patient-care activities performed by interprofessional teams. Acceptable interprofessional patient-care settings may be ambulatory care, family medicine, internal medicine, mental health, pediatrics, geriatrics, or infectious disease to name a few. Interprofessional education may be obtained by collaborating with students, and/or faculty colleagues from other disciplines on a research project/poster presentation. It may also be obtained through participating in research day or geriatric symposium interprofessional events, simulation interprofessional activities, or community health screenings to name a few. Examples of students learning with, and from each and are providing meaningful patient care activities include: physician assistant and pharmacy student interview a patient together and present to the preceptor, students participate in committees with other health professionals to perform drug utilization evaluations, teach patient education classes, or collaborate on vaccination outreach events. Students are asked to be proactive in seeking and creating interprofessional learning. Students may, for example with permission of the course instructor, invite another health profession student to a case studies class session or module lab, initiate a case study event and coordinate faculty to facilitate. Credits will be granted for up to 3 hours of IPE for student that prepare a formal group presentation that is inclusive of at least two different health professional students. For clarification on what counts and does not please contact the Director for Interprofessional Education.

**IPPE Scheduling**

**Shadowing hours:** Students in Idaho are responsible for contacting and scheduling IPPE hours with the preceptor. Eligible preceptors, locations, and contact information are available on the E*Value. Students in Alaska will be assigned IPPE sites by the Office of Experiential Education. To complete IPPE hours with a preceptor not on the provided list or in another state, the student must first contact the Assistant Dean for Experiential Education for permission.

Due to paperwork requirements of certain sites, students are to contact a preceptor a minimum of 30 days in advance of requested dates and times to ensure paperwork and onboarding training is processed in a timely manner.

**Outreach / Service hours:** The College of Pharmacy is involved in a variety of outreach and service events. Chairpersons of these organizations will provide opportunities to sign up for complete these hours.

**Interprofessional hours:** Faculty members, affiliate faculty, community practitioners, hospital practitioners, preceptors and pharmacy residents may be your preceptors. Although other health care professionals may contribute to your experience and evaluation, a licensed pharmacist will be responsible for grades and signing off on your hours on the IPE education hours form separate from the shadowing/outreach/service form. It may be possible and efficient to complete your IPE hours at the site you are completing your IPPE hours but hours may not count for both IPE and IPPE. At the time of your scheduling IPPE, you are encouraged to discuss IPE opportunities at that site. If your IPPE preceptor has questions about what counts as IPE opportunities, please refer them to the Director for Interprofessional Education.

**Rotation Site Restrictions**

To avoid potential conflicts of interest, students are not allowed to complete IPPEs / IPEs with a family member, current/former partner, friend, or colleagues. If a student / preceptor is assigned that has this conflict, they are to contact the OEE immediately. The OEE will facilitate the change.

**IPPE/IPEs at Employment Site:** getting IPPE /IPE hours at the place of the student’s current employment or with their primary supervisor is not allowed. In the case of chain community pharmacies, a student may get IPPE
hours with the same company but at a different location / supervising pharmacist. However, the OEE strongly suggests that the student’s IPPE rotation be in a different environment than where they are currently employed (i.e. if student works in a chain pharmacy, then try a different chain or independent pharmacy) to enhance their educational experience. Students employed in institutional settings may do clinical IPPE rotations at the same facility, but in a different capacity that which they are employed (i.e. hospital intern can do General Medicine IPPE at the facility).

Student Responsibilities

1. Refer to E*Value for ISU-COP-approved sites.
2. Contact preceptors, at least 30 days in advance of proposed start date, to coordinate plans.
3. Since the primary objective of the experience is learning, the student needs to be proactive, not passive. This requires active participation and communication.
4. Actively participate in the professional and technical functions of the site, relative to the experience objectives.
5. Maintain a high standard of professional behavior at all times. Recognize that optimal learning experiences require mutual respect, courtesy, motivation, initiative, and commitment. Unprofessional actions could cause removal from the site and failure of the experience. Professional behavior includes but is not limited to:
   a. Appropriate attire and appearance for the professional setting.
   b. Effective verbal and written communications.
   c. Compliance with all site policies and procedures.
   d. Assignments are completed satisfactorily and on time.
   e. Consistent and punctual attendance.
   f. Use of cell phones or other electronic devices is prohibited except with the express permission of the preceptor.
   a. All information concerning patients/customers and patient care is to remain confidential. Any documents or notes with patient-related information should be shredded per site guidelines or at the end of the experience.
7. The student’s IPPE schedule is at the discretion of the preceptor.
8. Must inform preceptor in advance of any expected absence or tardiness.
9. Develop and revise professional and personal goals for each experience according to the objectives of the particular IPPE.
   a. Professional and personal goals should be within the scope of the experience.
10. Complete the preceptor evaluation forms.
11. Satisfy the attendance requirements within the outlined time period.
12. Complete reflection and portfolio exercises after each shadowing and interprofessional experience.

Goals and Objectives

PHAR 9911
The student:
1. Demonstrate an ability for and commitment to independent learning.
2. Demonstrate the ability to learn independently.
3. Describe the current roles that a pharmacist can fill in the interprofessional healthcare team.
4. Become certified in immunization delivery.
5. Understand medical terminology in order to effectively communicate in a healthcare setting.
6. Complete required training in order to be practice ready for IPPEs.
**PHAR 9912**
The student:
1. Appropriately communicates with other health care professionals and students.
2. Attends consistently and actively participates with the health care team.
3. Is courteous, cooperative and respectful.
4. Demonstrates an ability for and commitment to independent learning.
5. Demonstrates the ability to self-assess, accept and utilize feedback, and learn independently.
6. Can describe the policies and procedures for prevention of medication errors.
7. Is able to perform the basic functions and/or skills assigned in this practice setting.

In addition to the above objectives, students will be expected to meet the following for each:
Community-Specific Learning Objective:
1. Seeks necessary patient interaction and communicates appropriately with patients.

Institutional-Specific Learning Objective:
1. Properly disposes of needles and other contaminated material.

Drug Information-Specific Learning Objectives
1. Efficiently gathers pertinent information relevant to answering a drug information question.
2. Appropriately utilizes clinical literature/drug information resources to provide an evidence-based approach to answering drug information queries.

**PHAR 9913/9914**
**Outreach / Service**
The student will:
1. Interact in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, be open-minded and nondiscriminatory and maintain patient confidentiality.
2. Demonstrate professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assume responsibility for one’s actions.
3. Consistently maintain a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability.
4. Accept responsibility for individual patient outcomes and give priority to patient well-being and safety.
5. Participate actively and effectively in all educational activities and as a member of an interdisciplinary health care team.
6. Deliver pharmaceutical care in accordance with moral, ethical and legal principles.
7. Communicate appropriately and professionally with other students, health care professionals and patients.
8. Demonstrate effective patient interviewing and medication/disease state counseling skills.
9. Be able to assess the patient’s comprehension of counseling.
10. Demonstrate linguistic and cultural competency in communications with patients, family members, and health care professionals about medications and other health care issues.

**Shadowing**
The student will:
1. Gather and organize pertinent health/medication information from a patient interview or medical record into a useable format.
2. Effectively identify all medication-related problems and related therapeutic recommendations and demonstrate retention of level-appropriate knowledge base.
3. Appropriately communicate health care related ideas and recommendations to the preceptor and other health care professionals.
4. Document an efficient pharmaceutical care plan that facilitates patient-specific outcomes and monitoring parameters for drug therapy.
5. Effectively assess patients for risk for adverse drug reactions and interactions.
6. Demonstrate the ability to use evidence-based medical literature and resources in order to provide timely and appropriate patient specific recommendations.
7. Evaluate a patient’s drug therapy with regard to appropriateness of dosing, route of delivery/delivery system and adherence to therapy.
8. Demonstrate a basic understanding of pharmacokinetic dosing and monitoring in various medications.
9. Provide accurate medication counseling to patients and/or caregivers in order to ensure safe and effective use of medication therapy.
10. Effectively educate patients about lifestyle behaviors that promote health, maintain wellness, prevent and control disease.
11. Communicate and interact in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintain patient confidentially.
12. Participate actively in educational activities, demonstrating an ability for independent learning.
13. Be cooperative with and respectful to students, faculty and other health care providers
14. Actively participate and contribute to the health care team.
15. Maintain high standards with regard to moral, ethical and legal conduct.

Interprofessional Education (IPE)
The student will:
1. Explain the roles and responsibilities of other providers and how the team works together to provide care, promote health, and prevent disease.
2. Participates actively and effectively in all educational activities and as a member of an interdisciplinary health care team.
3. Recognize one’s limitations as a health professional and how it relates to interprofessional practice.
4. Actively participates and engages in patient care in a professional and culturally sensitive manner, including demonstrating respect and sensitivity for other, being open-minded and nondiscriminatory and maintaining confidentiality.
5. Recognize both leadership and followership roles as appropriate.
6. Demonstrate competency in communicating effectively with patients, family members and health care professionals in a variety of environments about medications and other health care issues.
7. Articulates the contributions of pharmacy to teamwork in healthcare and the link to the quadruple aim. Demonstrates professional identify and recognizes the impact on interprofessional teamwork.
8. Integrates the knowledge and experience of health care professions to inform health care decisions, while respecting patient and community and values and priorities/preferences for care
9. Communicates with team members to clarify each member’s responsibility in executing components of treatment plan or public health intervention.

Preceptor Evaluations Completed by Students

Students are to complete a confidential online preceptor evaluation at the completion of each shadowing IPPE through E*Value. It is important to receive this feedback to ensure the quality of each experience and preceptor. Grades may be withheld from the Registrar’s Office until the evaluation is complete. In order to maintain confidentiality, preceptors will receive an aggregated report with all rating and comments in July of each calendar year. Individual evaluations will not be made available to preceptors.

Reflection Exercises

PHAR 9912
Reflections are to be completed through the Portfolio system.

PHAR 9913/9914
Students are to complete reflection questions after every shadowing IPPE. These reflections are available in the student’s portfolio where it will be read by and commented on by the student’s faculty advisor.
Interprofessional

Five of the 20 total IPE hours require a concurrent reflection document submission. This is not online portfolio reflection and is specific to interprofessional experiences. It should relate to IPE competencies and the concept of learning with, from and about others. Reflections may be submitted electronically to COPIPEreflections-group@isu.edu. but should additionally be printed and attached to the form requesting IPE hours that is submitted to The Director of Interprofessional Education. E*Value is not currently being utilized for IPE hour documentation.

Reflection includes, but is not limited to a description of the interprofessional experience and answering of some of the following sample reflection questions:

- What did you learn about the roles on the team that you did not know previously?
- What are the similarities and differences between the roles?
- What else do you want to know about the team and its members?
- What new learning objectives have emerged for you?
- How will this experience influence your role as a professional and team member?

Sample health professional interview questions:
- How did you decide to enter the profession?
- On a team, what does your assessment and plan usually involve?
- Who do you collaborate most closely with on a team?
- Can you provide a specific example/patient/client story to illustrate your profession?
- How do you work to establish and maintain relationships on the team?
- What is common jargon or acronyms used in your profession?

Sample debriefing questions for interprofessional teams post activities:
- How did that feel for everyone? (elicit emotion)
- How would you describe what happened in terms of interprofessional group dynamics? (review facts)
- Why do you think that things played out the way they did? (advocacy/inquiry strategy)
- How does this compare to your own experiences? (link to real life)
- What is your one key lesson? (so what, now what)

Due Dates

PHAR 9912:
- 200 community/institutional hours
  - To be completed at the end of finals week of the Fall Semester of the P1 year. Each student is to complete 80 hours of institutional shadowing, 80 hours of community shadowing, and 40 hours of Drug Information, institutional, or community hours. Due the first day of the student’s P2 year.

PHAR 9913:
- 20 hours of clinical shadowing and 20 hours of outreach/service
  - To be completed during the P2 year. The P2 year is defined as the end of finals week of the P1 year to the end of finals week of the P2 year. Each student is to complete 20 outreach/service activities and 20 hours of clinical shadowing. Due the first day of the student’s P3 year.

PHAR 9914:
- 20 hours of clinical shadowing, 20 hours of outreach/service, 20 hours of Interprofessional hours
  - To be completed during the course of the P3 year. The P3 year is defined as the end of finals week of the P2 year to finals week of the P3 year. Each student is to complete 20 outreach/service activities, 20 hours of clinical shadowing, 20 hours of interprofessional education (IPE). The 20 hours of interprofessional education can be completed anytime during the P1—P3 year as long as it is done by April 15 of student’s P3 year. All components are
Each student must complete PHAR 9914 in order to proceed to APPE rotations. Due April 15 of student’s P3 year.

Assessment

The assessment program at the College of Pharmacy employs a variety of measures from students, faculty, alumni and preceptors. Throughout the curriculum, students participate in assessments that are embedded as required components of specific courses and practice experiences. Participation in these assessment activities is required. Participation in competency and other College of Pharmacy assessment activities is required for all Doctor of Pharmacy students. Each student must complete assessments, each semester for successful progression in the program. Failure to actively participate and complete assessments is considered unprofessional conduct.

Code of Ethics for Pharmacists

PREAMBLE

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

I. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

III. A pharmacist respects the autonomy and dignity of each patient.

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

IV. A pharmacist acts with honesty and integrity in professional relationships.

A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

V. A pharmacist maintains professional competence.

A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

VI. A pharmacist respects the values and abilities of colleagues and other health professionals.

When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

VII. A pharmacist serves individual, community, and societal needs.

The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at
times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

**VIII. A pharmacist seeks justice in the distribution of health resources.**
When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

Adopted by the membership of the American Pharmacists Association October 27, 1994.
Board of Pharmacy Registration

Students are required to register with the Board of Pharmacy within the state they plan on completing their IPPE/IPEs and the state where they will be completing their didactic coursework. Initially, registration will need to be completed in the Summer semester of the P1 year. Students attending school in Idaho must register as a pharmacist intern. Students attending school in Alaska must register as a pharmacy intern.

Each state has different registration requirements. If the student completes IPPE/IPE hours outside of Idaho or Alaska, they are responsible for determining the appropriate requirements in order to obtain hours. The student is encouraged to contact OEE with any questions.

Background Checks

Once a student has been matriculated into the ISU-COP, they must complete and pass a background check through Certiphi in order to progress to IPPEs. In addition, both the Idaho and Alaska Boards of Pharmacy require an additional background check that is separate from Certiphi.

- Idaho students: Board of Pharmacy background check, including fingerprints (bop.idaho.gov).

ISU-COP does not guarantee pharmacy practice experiences for students who have a history of felony or misdemeanor convictions or charges. IPPEs and APPEs are required for graduation.

Hours and Licensure

The ISU-COP curriculum and experiential program will provide 1980 extern hours (1680 APPE and 300 IPPE) upon graduation.

The state of Idaho requires a minimum of 1740 hours for licensure. Other states have different requirements. Any student planning to take the NAPLEX to obtain licensure in a state other than Idaho should verify hour requirements with that state’s Board of Pharmacy before beginning APPEs.

Attendance

Mandatory attendance is required for all IPPEs for academic credit and extern hours to be submitted to the Idaho State Board of Pharmacy.

Since patient care is continuous, some off-campus activities are conducted outside the traditional workday. For example, a student may have responsibilities in the morning, late at night, or on weekends. The preceptors determine what their needs will be for the students to accomplish the objectives of the IPPE. Absences may be excused in the event of unforeseen emergencies, unusual circumstances, illnesses, or severe weather. The student is expected to contact the preceptor and/or the OEE in these circumstances. Any foreseeable absences must be pre-approved by the primary preceptor. All absences are expected to be made up as directed by the preceptor. Continual unexcused absences or tardiness are grounds for a No Pass (NP) for the IPPE or a dismissal from the site.

Concurrent employment during the experiential training period is discouraged. If necessary, work schedules must be adjusted to accommodate IPPE requirements and will not be considered a legitimate reason for excusing a student from the practice site. The student is expected to adhere to the hours set by the preceptor. Work cannot interfere with practice site responsibilities.
Unplanned Absences: Absences that occur as a result of illness, dependent care needs, death of an immediate family member or other unpredictable event. Documentation is required for absences lasting over 2 days. In the case of illness, a doctor’s note with a release to return to work is necessary. Students may be asked to bring other types of documentation depending on the circumstance.

Jury Duty: If a summons is received, the OEE recommends that the students first postpone the summons as indicated per the court. If necessary, the OEE will provide a letter on behalf of the student. An absence for jury duty needs to be documented via email to the OEE and the preceptor prior to the duty date.

Absence for Professional Meeting Attendance: Professional meetings are considered educational experiences. The student must receive permission from the preceptor and in as far in advance as possible. Preceptor approval is mandatory and assignments or make up time is at the discretion of the preceptor.

Confidentiality

HIPAA
The Health Insurance Portability and Accountability Act (HIPAA) is a federal law passed by Congress in 1996. On April 14, 2003, a major component of HIPAA that deals with pharmacists and other health care providers became effective. These privacy regulations define appropriate and inappropriate disclosures of health information and define the process used to ensure patients’ rights.

HIPAA was intended to ensure patient confidentiality while maintaining the ability of the health care system to share patient information, to improve communication between health care providers and to improve patient care.

Students enrolled in the Doctor of Pharmacy program are involved in patient care activities throughout the curriculum. PharmD students receive training to ensure practice sites that they understand the HIPAA requirements.

Students may not, under any circumstances, place identifiable electronic protected health information on their laptops/jump drives or send this information via any email program. Violation of HIPAA during IPPE or APPE may result in repercussions ranging from grade reduction to potential dismissal from the program.

FERPA
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Please refer the ISU-COP Student Handbook for further information on FERPA and HIPAA.

Rules of the Idaho State Board of Pharmacy on Unprofessional Conduct

023. UNPROFESSIONAL CONDUCT.

The following acts or practices by any licensee or registrant are declared to be specifically, but not by way of limitation, unprofessional conduct and conduct contrary to the public interest.

01. Unethical Conduct. Conduct in the practice of pharmacy or in the operation of a pharmacy that may reduce the public confidence in the ability and integrity of the profession of pharmacy or endangers the public health, safety, and welfare. A violation of this section includes committing fraud, misrepresentation, negligence, concealment, or...
being involved in dishonest dealings, price fixing, or breaching the public trust with respect to the practice of pharmacy.

02. Lack of Fitness. A lack of fitness for professional practice due to incompetency, personal habits, drug or alcohol dependence, physical or mental illness, or for any other cause that endangers public health, safety, or welfare.

03. On-Duty Intoxication or Impairment. Intoxication, impairment, or consumption of alcohol or drugs while on duty, including break periods after which the individual is expected to return to work, or prior to reporting to work.

04. Diversion of Drug Products and Devices. Supplying or diverting drugs, biologicals, and other medicines, substances, or devices legally sold in pharmacies that allows the circumvention of laws pertaining to the legal sale of these articles.

05. Unlawful Possession or Use of Drugs. Possessing or using a controlled substance without a lawful prescription drug order. A failed drug test creates a rebuttable presumption of a violation of this rule.

06. Prescription Drug Order Noncompliance. Failing to follow the instructions of the person writing, making, or ordering a prescription as to its refills, contents, or labeling except as provided in these rules.

07. Failure to Confer. Failure to confer with the prescriber when necessary or appropriate or filling a prescription if necessary components of the prescription drug order are missing or questionable.

08. Excessive Provision of Controlled Substances. Providing a clearly excessive amount of controlled substances. Evidentiary factors of a clearly excessive amount include, but are not limited to, the amount of controlled substances furnished and previous ordering patterns (including size and frequency of orders).

09. Failure to Counsel or Offer Counseling. Failing to counsel or offer counseling, unless specifically exempted or refused.

10. Substandard, Misbranded, Adulterated, or Expired Products. Manufacturing, compounding, delivering, dispensing, or permitting to be manufactured, compounded, delivered, or dispensed substandard, misbranded, or adulterated drugs or preparations or those made using secret formulas. Failing to remove expired drugs from stock.

11. Prescriber Incentives. Allowing a commission or rebate to be paid, or personally paying a commission or rebate, to a person writing, making, or otherwise ordering a prescription.

12. Exclusive Arrangements. Participation in a plan or agreement that compromises the quality or extent of professional services or limits access to provider facilities at the expense of public health or welfare.

13. Failure to Report. Failing to report to the Board any violation of statutes or rules pertaining to the practice of pharmacy or any act that endangers the health, safety, or welfare of patients or the public.

14. Failure to Follow Board Order. Failure to follow an order of the Board.

15. Use of False Information. Knowingly using false information in connection with the prescribing, delivering, administering, or dispensing of a controlled substance or other drug product is prohibited.
16. Standard of Care. Providing health care services which fail to meet the standard provided by other qualified licensees or registrants in the same or similar setting.

17. Unnecessary Services or Products. Directly promoting or inducing for the provisions of health care services or products that are unnecessary or not medically indicated.

024. – 999. (RESERVED)

HEALTH & WELFARE COMMITTEE PAGE 382 2018 PENDING RULE BOOK

Immunizations

Students are required to have current immunization records on file with Certiphi MyRecordTracker (Class of 2022) or Castlebranch DocumentTracker.

To be in compliance with these requirements, you must provide proof of vaccination (from the medical professional who vaccinates you) or proof of titers.

Various immunizations are required for all ISU-COP students. The recommended immunization list can be found on Immunization Requirements for ISU College of Pharmacy Students document. If you have additional questions - here is a list of immunization recommendations for healthcare professionals from the CDC. Proof of immunizations must be uploaded to your myRecords Tracker profile on Certiphi (Class of 2022) or CastleBranch Document Tracker for Classes 2019-2021. You will need to upload verified immunization records but can use the Immunization Requirements for ISU College of Pharmacy Students to help you keep track of your progress.

You must show proof of the following:

1. Current negative result for PPD or IGRA Blood Test
2. Completed MMR series
3. Completed varicella vaccine or proof of immunity by blood titer
   a. History of chicken pox is not acceptable by several institutions.
4. Current Tdap immunization
5. Completed hepatitis B series
6. Influenza is required annually and should be obtained again in October / November each year (P1-P4).

* You MUST keep personal records of all your immunizations. Some IPPE sites (especially hospitals) will require proof of vaccinations.

Tuberculosis Testing

There are different options for tuberculosis (TB) testing. Due to the requirements of our health-care partners, the traditional PPD will not be an acceptable screening method for the ISU-COP program.

Students have the option of choosing one of the TB tests below for initial testing:

1) 2-Step PPD test
   The PPD is administered and mm of induration is read 48-72 hours after placement. If this PPD is <10 mm, a second PPD is placed 1-3 weeks after the first PPD. A positive result (>= to 10 mm) on either test requires further testing.

2) IGRA blood test (for example Quantiferon Gold or T-spot)
   Students should consider this mode of testing if they:
a. Received the BCG vaccine for tuberculosis  
b. Had a positive 2-step test  
c. Are concerned about a false positive PPD and need for additional testing.

*A positive test result on any of the tests above require further evaluation such as a chest X-ray and a visit with a medical provider.

For those who have been treated in the past for active or latent TB, OEE recommends that the student does not receive a PPD or IGRA testing for TB. The student is referred the TB Questionnaire (Page 29) and asked to fill out the form honestly in April prior to the start of APPEs. If the student answers “no” to all the questions, the student is to upload the document to Certiphi. OEE cannot guarantee that this will provide adequate documentation for APPE sites. A physical examination by a physician with subsequent letter may be required as further documentation in order to be in compliance at some sites. Some sites may still require other additional testing. All testing is at the cost of the student.

If the student currently could mark “yes” to any answer on the TB Questionnaire, they are to be seen by a healthcare professional immediately.

**CPR / AED and First Aid Training**

All students must complete CPR/AED for health care providers and First Aid training. Any fees associated with CPR/AED certification and recertification are the responsibility of the student.

CPR / AED training must be completed in person and specifically *American Heart Association’s Basic Life Support (BLS) for Health Care Providers*. Online or web-based training is not acceptable.

First Aid can be completed in conjunction with the CPR/AED course or separately. First Aid courses may be completed online.

Records of completion of both CPR/ AED and First Aid must be uploaded into Certiphi and the student must possess that proof at the IPPE site.

**Additional Trainings**

Prior to starting IPPEs in the P1 year, students must complete the following Pharmacist’s Letter Coursework. Certificates of completion (of the current year edition) are to be uploaded in Certiphi (class of 2022) or Certificated Background.

- HIPAA and Privacy: Training (required annually)  
- HIPAA and Security: Training (required annually)  
- Protecting Yourself Against Bloodborne Pathogens (required annually)  
- Medicare Part D: Controlling Fraud, Waste, and Abuse (required annually)  
- Hazardous Waste: Safe Disposal of Hazardous Wastes

**Insurance**

*Liability Insurance*

The College of Pharmacy will maintain malpractice insurance for all currently enrolled students. A minimum of a professional limit of one million dollars per incident, and a personal limit of one million dollars is required.

*Workman’s Compensation Insurance*
ISU provides an approved Workers' Compensation program without cost to enrolled students who, as part of their instruction, are enrolled in a class or program for academic credit and for which the student, without receiving pay, works for or provides services to a third party, private or governmental entity. This program applies to any student completing the requirements of PHAR 9911/9912 off campus, those completing the clinical shadowing component of PHAR 9913/9914, as well as those P4 students enrolled in APPE rotations off campus. Any student injured during the experiential portion of the curriculum should contact the Office of the Associate Dean of Students for further guidance.

Health Insurance
Students are required to have health care insurance while enrolled ISU-COP.

Safety Occurrence Reporting

Students are required to notify the OEE immediately for all safety occurrences. This includes, but is not limited to, needle sticks, exposure to bodily fluids, tuberculosis exposure or exposure to a radioactive substance or other injuries that occurred at a rotation site. The OEE will contact the Associate Dean of Students. The student will need to fill out the Needlestick Bloodborne Pathogen Report and submit it to the OEE.

Guidelines for Exposure Prevention and Infection Control

As pharmacists become more involved in hands-on patient-centered care, there is a very small yet finite risk of contracting an infectious disease via a needle stick, mucous membrane contact, or administration of CPR. In order to minimize this risk, all students are required to comply with the following measures designed to minimize transmission of infectious diseases:

Universal Precautions

All pharmacy students must wash their hands before touching patients or preparing any sterile product. Hand washing should also be performed after touching patients, wiping one’s nose or mouth, contact with any other body substances, and using the bathroom.

Personal Barriers

1. Gloves - Clean gloves should be put on immediately prior to contact with a patient’s mucous membranes or open skin, before entry into a patient’s room where glove use is required, and preceding any finger sticks or administration of vaccines. Use of gloves is also recommended during the preparation of sterile products. Gloves are highly recommended during routine preparation of chemotherapy agents.

2. Gowns/lab coats - Gowns or lab coats should be used to cover areas of skin or clothing which may be likely to become soiled with body fluids during patient care, and are also recommended during routine preparation of chemotherapy agents and use of caustic chemicals.

3. Facial barriers - Masks, goggles, and face shields should be worn when splashing or splattering of body fluids into nose, mouth or eyes could occur. Masks must be put on prior to entry into a room where mask use is required.

4. Isolation signs - Isolation signs should be respected. This requires mask, glove, and/or gown, according to instructions on the door of the patient’s room, before entering. Students should ask their preceptors for guidance regarding when they should enter isolation rooms. Students handling any materials that have been in contact with body fluids must dispose of all materials in a marked biohazard bag. A solution of household bleach diluted 1:10 should be used for disinfecting surfaces that have come into contact with body fluids.

Management of Sharps
Most pharmacists’ involvement with needles occurs in the preparation of sterile products. In this case there is little danger of serious infectious complications resulting from needle puncture to a person preparing these products. Pharmacists may be involved with potentially infectious contaminated sharps during vaccine administration or during a code situation. The following precautions should always be observed:

1. Discard all sharps into correctly labeled rigid plastic containers. Be certain that no needles protrude to present a hazard for others. Needles and other sharps should never be placed in a wastebasket and never left lying on a workplace surface or at a patient’s bedside.
2. Needles should not be recapped unless it is unavoidable. If recapping is unavoidable, the needles should be laid on a flat surface and the cap should be “scooped” onto the needle, using only one hand, without touching the needle cap. Once the cap is covering the needle, it can be carefully tightened and should then be discarded into a sharps container as soon as possible. Any syringe not in use should always be capped.

**Exposure Management**

Students should discuss potential exposure to any infectious agents with the supervisor as soon as possible. If the supervisor feels the exposure was significant or if the supervisor is not comfortable making a judgment as to whether the exposure was real/significant, the supervisor should contact Student Health at (208) 282-2330.

If the exposure was significant, the following steps should be taken by the student:

1. Immediately remove gloves, clothing soaked with blood or other high-risk body fluids, and place in a biohazard container.
2. Wash any potentially exposed site with soap and water for 5 minutes, unless material has entered the eyes. In this case, the eyes should be flushed constantly for 15 minutes with water or normal saline.
3. If there was a needle stick, milk the affected area under running water to draw out as much blood as possible.
4. Report the injury to a supervisor.
5. If the needle stick occurred from a sharp immediately after vaccinating or drawing blood from a patient, do not let that person leave until you have obtained their name and contact information.
6. Contact Student Health at (208) 282-2330 immediately. If Student Health is closed or unavailable, the student needs to go to the nearest urgent care clinic or emergency room.
   This site has links to all current guidelines, information, and hotlines.
8. Complete the Needlestick/Bloodborne Pathogen Report Form, available on the College’s website under “Current Students” then “PharmD Students.”
9. Remember that if prophylactic medications are recommended to treat your exposure the optimum time to start is within 1-2 hours after the exposure.

**Cost of Treatment**

Should an infectious exposure or other medical problem arise, the cost of treatment is the responsibility of the student. The ISU College of Pharmacy does not provide insurance coverage to the student for medical costs associated with exposures. If exposure does occur, the student is urged to seek medical attention immediately and to notify the Director of Experiential Education.

**Professionalism**

Students in the College of Pharmacy represent the College as well as the profession of pharmacy. They are expected to act in a professional manner while in class, in practice settings, and on campus. Unprofessional behavior may result in students being placed on probation or expelled from the program. Professional behavior includes dress, speech, and actions. Disruptive or inappropriate behavior will not be tolerated. Profanity is
strictly forbidden. Consistent with the University policy on disruptive behavior, preceptors and instructors may impose sanctions in cases of disruptive behavior.

Academic integrity is expected of all individuals and every student will be held to these standards. Dishonesty will not be tolerated. Students are expected to conduct themselves honestly in all academic and professional activities. Dishonest conduct includes but is not limited to cheating, use of technology to view or capture exam material and plagiarism. Any form of dishonest conduct is punishable. Students should review the policies and procedures on academic dishonesty defined Idaho State University Student Handbook and in the ISU College of Pharmacy Handbook.

Professionals are involved in their own education. Students are expected to be present during scheduled meeting times and to actively participate in those activities. Preceptors have the right to enforce attendance requirements. Students are encouraged to ask questions and actively participate. If students feel a need to use personal computers as learning aids during their APPEs, they are welcome to do so as long as their preceptor approves. Personal computers are not to be used to play games, “web surf”, send emails, send text messages or for other non APPE-related activities. Use of computers for other than APPE-related activities during this time is considered unprofessional conduct and may be referred for action to the Student Conduct Committee.

Cellular phones can interfere with discussion and lecture. Unless approved by the preceptor, cellular phones shall not be brought on site.

ISU-COP Professional Conduct Policy

Misconduct

Academic Integrity

Academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty includes, but is not limited to, cheating and plagiarism. Specific examples of both cheating and plagiarism may be found in the ISU Student Handbook. Dishonest acts undermine the College of Pharmacy’s educational mission and the students' personal and intellectual growth. Pharmacy students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise the academic process will be sanctioned. Students who are aware of cheating should report this activity immediately to the instructor or exam proctor. Academic sanctions are at the discretion of the instructor(s) and may range from an F on the assignment to an F in the course. Reports of suspected academic dishonesty or unprofessional behavior should be sent to the Office of the Associate Dean or to any member of the College of Pharmacy’s Student Conduct Board.

Students should review the policies and procedures on misconduct, academic dishonesty, and appeals as defined in the Idaho State University Student Handbook (www.isu.edu).

Cheating

Cheating is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in examinations or other academic work.

Examples of cheating include, but are not limited to:

1. Obtaining, providing, or using unauthorized materials for an examination or assignment, whether verbally, visually, electronically, or by notes, books, or other means.
2. Acquiring examinations or other course materials, possessing them, or providing them to others without permission of the instructor. This includes providing any information about an examination in advance of the examination.
3. Taking an examination for another person or arranging for someone else to take an examination in one's place.
4. Submitting the same work or substantial portions of the same work in two different classes without prior approval of the instructor.
5. Fabricating information for any report or other academic exercise without permission of the instructor.

Plagiarism

Plagiarism is defined as representing another person's words, ideas, data, or work as one's own. Plagiarism includes, but is not limited to, the exact duplication of another's work and the incorporation of a substantial or essential portion thereof without appropriate citation. Other examples of plagiarism are the acts of appropriating creative works or substantial portions thereof in such fields as art, music, and technology and presenting them as one's own.

The guiding principle is that all work submitted must properly credit sources of information. In written work, direct quotations, statements that are paraphrased, summaries of the work of another, and other information that is not considered common knowledge must be cited or acknowledged. Quotation marks or a proper form of identification shall be used to indicate direct quotations.

As long as a student adequately acknowledges sources of information, plagiarism is not present. However, students should be aware that most instructors require certain forms of acknowledgment or references and may evaluate a project on the basis of form, penalizing the student in the grade assigned if citation of sources is improper.

It is not appropriate to take an entire sentence from a resource and present it as your own writing, even if it is cited correctly. For example, if reference A states that “Hypertension is the primary risk factor for the development of diabetic nephropathy.” You can effectively reword this as: “The major cause of diabetic nephropathy has been identified as high blood pressure.” Simply changing one or two words is not sufficient; the concept must be expressed in your own terms. If you reworded the original statement as “High blood pressure is the primary risk factor for the development of diabetic nephropathy.” this would be considered plagiarism.

Self-Plagiarism: Please note, recycling a previously used presentation, journal club, or other assignment for a subsequent rotation and presenting it as new work is considered self-plagiarism. Such acts will be treated as academic dishonesty.

Dress Code

Students are in a working environment where patients or any other health care professional will see them. Students are representing the College of Pharmacy and must dress appropriately.

Professional dress means:

- White coat and name badge (required at Outreach/service events)
- Slacks that fit appropriately, collared shirt and tie for men
- Dress pants (that fit appropriately) or knee-length skirt with a conservative blouse/shirt for women
- Hair (facial hair included) is to be neat, clean, and appropriately maintained
- Appropriate personal hygiene must be maintained at all times
- Artificial nails or gel manicures may have to be removed due to infection control policies of the rotation site
Un-professional dress includes but is not limited to:

- Jeans
- Bare midriffs, tanks, low-cut tops
- Undergarments showing
- Skirts shorter than knee-length
- Flip-flops or other open-toed shoes
- Excessive or inappropriate piercings

It is up to each individual preceptor to define appropriate attire. It is the student’s responsibility to ensure that they are dressed appropriately each day of IPPEs/IPEs. Preceptors will have the authority to send students home who are not dressed appropriately; students may return when they are dressed appropriately. Students who continue to violate a preceptor site dress code will be referred to the OEE for disciplinary action.

**Name Badges**

The College provides name badges that students must wear at all times while participating in IPPEs/IPEs. Replacement nametags may be ordered by contacting the Associate Dean for Student Affairs.

**Personal Sickness**

Students should not come to the practicum site if they are experiencing:

- Productive/uncontrollable cough or sneezing
- Fever above 100° F
- Unidentified rash
- Excessive nasal discharge
- Vomiting or diarrhea

The student should contact the preceptor before the start of the experience day. Some preceptors may require make-up time for students missing IPPE time due to illness.

The preceptor may recommend that a student be granted medical or personal leave in instances of psychological illness, undue personal stress (death in the family, etc.), or substance abuse. The student and preceptor will agree upon a course for making up this lost time. In addition, the OEE will need to be notified of any medical or personal leave of a student from an IPPE site.

**Pregnancy**

Students who are pregnant or suspect pregnancy, or are planning on becoming pregnant are encouraged to contact the OEE immediately to ensure that the IPPE work environment is compatible with pregnancy. The OEE will work with each student to determine if an IPPE needs to be rescheduled due to pregnancy.

**Substance Abuse and Drug Testing Policies**

Students will be subject to the ISU-COP Substance Abuse and Drug Testing Policy as well as any policies specific to the site where the student is completing the IPPE.

**Disabilities Services**

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. Idaho State University,
in the spirit and letter of the law, will make every effort to make reasonable accommodations, according to section
504 of the Rehabilitation Act of 1973 and the ADA. Students with disability-related needs should contact the
Director of the Center for Students with Disabilities, Campus Stop 8121, phone (208) 282-3599. TTY (800) 377-3529.

Compensation Prohibited

While participating in any experiential activities to satisfy required hours stated in the College curriculum,
pharmacy students shall not, under any circumstances, receive financial remuneration or compensation for hours
obtained from experiential sites. Any hours in which the student is paid will not count toward fulfillment of the
IPPE.

Communications

Students are expected to keep their contact information up-to-date at all times in E*Value and the ISU-COP
Student Management system.

Internet access may be available at rotation sites. However, students must obtain permission prior to use. Internet
use at the IPPE site that is not directly related to the current IPPE and its tasks is prohibited.

College faculty and administrators use electronic means, as well as traditional mailing to communicate. The
information and/or material may be time-sensitive in nature. Therefore, students are expected to read and
respond to email daily.

Parent Involvement

Students should not involve parent in academic issues while on IPPEs. Parents are not permitted to contact
preceptors or the OEE regarding their child’s academic performance. Please see FERPA.

Social Media

While participating in IPPEs, students are expected to exhibit professionalism at all times. This includes social
media. Students should keep in mind that any information posted online is likely permanent. If the student is
unsure if the comment violates professionalism standards, do not post it. Students should not use social media to
post disparaging and inappropriate remarks about preceptors, faculty, classmates, patients, etc. Please refer to the
College of Pharmacy Student Handbook E-Professionalism Policy.

Violation of this policy may result is dismissal from the site. In this circumstance, a NP will be given. Please see
APPE Grading Policy. However, depending on the infraction, further consequences may occur, including legal
consequences.
Tuberculosis Symptom Questionnaire

Do you have any of the following:

☐ yes  ☐ no  cough that lasts 3 weeks or longer
☐ yes  ☐ no  pain in the chest
☐ yes  ☐ no  coughing up blood or sputum (phlegm from deep inside the lungs)
☐ yes  ☐ no  unintended weight loss
☐ yes  ☐ no  unexplained fevers
☐ yes  ☐ no  unexplained chills
☐ yes  ☐ no  unexplained sweating at night
☐ yes  ☐ no  weakness that lasts 3 weeks or longer
☐ yes  ☐ no  loss of appetite that lasts 3 weeks or longer

I will seek medical if any of these issues arise in the future. I understand that the development of any of these symptoms may indicate latent Tuberculosis has become active Tuberculosis.

__________________________________________
Signature

__________________________________________
date

__________________________________________
Printed Name
IPPE Student Evaluation

Academic performance is the basis for student evaluation while completing IPPEs. The IPPE evaluation form and the anchor scale should assist the preceptor in assessing student performance.

Student impairment (i.e. drug, alcohol abuse, psychological disorders, etc.) is an obstacle to education and professional growth. Negative attitudes, disruptive and passive aggressive behavior impact negatively on the functioning of the educational process and the work environment. If these problems are identified in a student, remedial action will be taken in a manner that is in the best interest of the student, the College of Pharmacy, and the clinical site.

The goals of IPPE evaluations are:
1. To identify problems dealing with:
   a. Significant knowledge base deficit
   b. Breach of moral or ethical standards
   c. Poor judgment and decision making
   d. Substance abuse
   e. Attitudes and behavior
   f. Criminal behavior
   g. Interpersonal relationships
2. To solve the above problems by addressing the problem in an individualized fashion designed to correct the problem in an expeditious, constructive manner. Potential actions include:
   a. Verbal or written request for compliance
   b. Dismissal from experience failing grade
   c. Medical or personal leave

A copy of the IPPE evaluation forms is at the end of this section.

IPPE Grading Policy

PHAR 9911
Grades for PHAR 9911 are A, B, C, D, F. Failure to complete any due dates for PHAR 9911 may result in a lower grade.

- Due dates: per the PHAR 9911 Syllabus
- Grading is as follows:
  o Successful completion of all requirements and tasks by:
    - The assigned due date: A
    - Later than the assigned due date but less than 4 weeks overdue: C
    - Greater than 4 weeks after the assigned due date, but less than 6 weeks: D
    - Greater that 6 weeks after the assigned due date: F

PHAR 9912, 9913, 9914
Grades for IPPEs are: A, B, C, NP
NP is No Pass. NP does not specify between D and F. NP may result from poor performance, unprofessional conduct, or if asked to leave or removed from an IPPE. A final grade of NP will trigger intervention by the OEE to determine further course of action.

Grading for IPPE is dependent on successful completion by the required due date. Both components must be met in order to receive a passing grade.

Shadowing hours (includes PHAR 9912 hours and Clinical Shadowing hours of 9913 & 9914)
• A NP in one of the shadowing experiences will result in a D for the course and may result in a Yellow Card submission.
• The Course of Action Policy will be followed.

Outreach / Service hours and Interprofessional hours:
• A NP in one evaluation of Service / IPE hours will deem those hours void and will not count toward the final total. A Yellow Card may be submitted.
  o For first NP: The final course grade will drop by 1 letter grade
  o Subsequent NP: Student will receive a D for the course
• The Course of Action Policy will be followed.

Due dates:
• Due dates are as follows:
  o PHAR 9912: First day of the student’s P2 year
  o PHAR 9913: First day of the student’s P3 year
  o PHAR 9914: April 15 of the student’s P3 year
    ▪ A student who does not complete PHAR 9914 by the due date will automatically take Block 1 of rotations as their “off” block.
• Failure to complete any due dates may result in a lower grade as follows
  o The assigned due date: A
  o Later than the assigned due date but less than 4 weeks overdue: C
  o Greater than 4 weeks after the assigned due date: D

Course of Action Policy for NP grade
In the event of NP, the OEE will contact the preceptor to gather additional information. The student will be required to meet with the OEE and the Progressions Committee. The student will develop an individualized remediation plan, approved by the OEE. Failure to develop a satisfactory remediation plan may result in dismissal from the College of Pharmacy. After completion of the remediation plan and on a case-by-case basis, students may be allowed to remediate the rotation with a different preceptor, which may result in scheduling delays and/or moving to a different geographical zone to complete the IPPE.

Individualized Remediation Plan
A remediation plan helps students identify any deficiencies and/or contributing factors that led to the failing grade and establish measurable goals, solutions and timelines to assist the student in achieving both personal and professional success.

The Office of Experiential Education Administration Meeting
Students are required to meet with the OEE in the following situations:
1) Receiving final grade of a “C” or below on an evaluation from a preceptor in any IPPE
2) Receiving a final grade of a “Marginal (2)” or below in Professionalism regardless of final grade for the IPPE

Progressions Committee Meeting
Students are required to meet with the Progressions Committee in the following situations:
1) Receiving final grade of a NP in any IPPE
2) As determined by OEE

Refer to the Progressions and Dismissal Policies in the College of Pharmacy Student Handbook for additional information.
Discipline and Remedial Action

Any grade of NP should be reported to the OEE by the preceptor.

Eastern Idaho, Twin Falls, Coeur d’Alene: Tracy Pettinger: petttra1@isu.edu / 208.282.5012
Western Idaho & Reno, NV: Kevin Cleveland: clevkevi@isu.edu / 208.373.1872
Alaska: Tom Wadsworth: wadsthom@isu.edu / 907.786.6511

Preceptors document the need for remedial action for a student and take the steps outlined below, preferably in a step-wise manner, but modify as needed at their discretion.

1. Preceptor outlines specific problems with student performance
2. Preceptor outlines specific steps for remediation
3. Preceptor outlines repercussions if remediation is not performed satisfactorily
4. Preceptor outlines timeline for re-evaluation

Situations may arise which require immediate dismissal of a student from a site. Acts of commission or omission which may result in the failing of an experience include but are not limited to the following:

1. Unsatisfactory content knowledge base of pharmacy-related issues.
2. Failure to provide the quality of medical care consistent with the expectation for level of training.
   a. Poor performance
   b. Providing inappropriate information to patients, providers, or other staff
   c. Failure to complete all written and (including guessing or agreeing with oral assignments satisfactorily irrational pharmacotherapy)
   d. Lack of active participation
   e. Informing a patient to change and/or discontinue a drug without consulting the prescribing provider
3. Repeated unexcused absences from required experience elements.
4. Violation of HIPAA and any other confidential site policy or patient confidentiality.
5. Failure to complete site-specific training and requirements.
6. Failure to comply with the established rules and regulations of the University (including academic dishonesty) and/or clinical site.
   Examples of academic dishonesty include but not limited to:
   a. Plagiarism
   b. Cheating on exams
   c. Using the same work in more than one course
   d. Fabricating information
   e. Using someone else’s work in a course
7. Unprofessionalism, insubordination, leaving in the middle of an experience (walking out) without permission, unethical conduct, or criminal behavior, or otherwise inappropriate behavior.
8. Consumption of alcohol or other substances of abuse.
9. Any other acts which in the preceptor's view compromise patient care, the student's educational experience, or the functioning of the College of Pharmacy and/or clinical site.

Appeal of Course Grade

The College of Pharmacy extends the right of due process to all students. Students appealing a course grade should read and follow “Appealing a course grade” and /or the “Scholastic Appeals” found in the ISU Undergraduate Student Handbook.
Concerns

Students and preceptors must contact the OEE to report verbally and in writing, violations of pharmacy experiential education program policies. This includes alleged ethical and legal violations of the practice of pharmacy, alleged sexual harassment, verbal abuse, inappropriate and offensive physical contact and any other form of discrimination. These types of incidents should be reported immediately. Immediate reporting of such incidents will allow the appropriate action to be taken in accordance with Idaho State University Policies.
PHAR 9912: IPPE Endpoint Evaluation (Community)

Student’s Name

Please provide feedback by circling your level of agreement with the following statements.

4 = strongly agree  3 = agree  2 = disagree  1 = strongly disagree

Skills and Abilities – The student:

- Can describe policies and procedures of the practice facility. 4 3 2 1
- Demonstrates an ability for and commitment to independent learning. 4 3 2 1
- Provides level-appropriate preparation of prescriptions from medication orders. 4 3 2 1
- Is familiar with the operation activities relating to facilities medication acquisition, purchasing, inventory control and patient information systems. 4 3 2 1
- Provides level-appropriate ability to collect patient information. 4 3 2 1
- Can describe the policies and procedures for prevention of medication errors. 4 3 2 1
- Demonstrates level-appropriate knowledge obtained from information systems. 4 3 2 1
- Is able to perform the basic functions and/or skills assigned in this practice setting. 4 3 2 1

Professionalism – The student:

- Interacts in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintaining patient confidentiality. 4 3 2 1
- Demonstrates the ability to self-assess, accept and utilize feedback, and learn independently. 4 3 2 1
- Demonstrates professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assuming responsibility for one’s actions. 4 3 2 1
- Consistently maintains a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability. 4 3 2 1
- Participates actively and effectively in all educational activities and as a member of an interdisciplinary health care team. 4 3 2 1
- Is able to perform the basic functions and/or skills assigned in this practice setting. 4 3 2 1

Communication – The student:

- Appropriately communicates with other students, health care professionals and patients. 4 3 2 1
- Is proactive in communicating with patients. 4 3 2 1
- Seeks necessary patient interaction and communicates appropriately with patients. 4 3 2 1
- Demonstrates linguistic competency in communication effectively with patients, family members and health care professionals. 4 3 2 1

Rating Scale for Final Grade - 54 points required for passing grade (18 Competencies, 72 Possible Points)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>Pass</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Total UNPAID hours at this site _____

Pharmacist’s Name (Please print)  Pharmacist’s Signature (Verifies hours)  Date

Name and Address of Pharmacy

Phone Number  Pharmacy License Number  Licensing State

Please provide additional comments regarding student performance or suggestions for program improvement on the back of this form. Return form to OEE Administrative Assistant. **NOTE: This form needs to be turned in within 30 days of completion at the practice site. IPPE hours turned in after 30 days of completion will not be counted. Revised 4/2016

Idaho State University College of Pharmacy (2018-2019 IPPE Manual) 35
PHAR 9912: IPPE Endpoint Evaluation (Institutional)

Student’s Name

Please provide feedback by circling your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>Skills and Abilities – The student:</th>
<th>4 = strongly agree</th>
<th>3 = agree</th>
<th>2 = disagree</th>
<th>1 = strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can describe policies and procedures of the practice facility.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an ability for and commitment to independent learning.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides level-appropriate preparation of prescriptions from medication orders.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is familiar with the operation activities relating to facilities medication acquisition, purchasing, inventory control and patient information systems.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides level-appropriate ability to collect patient information.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can properly dispose of needles and other contaminated materials.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can describe the policies and procedures for prevention of medication errors.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates level-appropriate knowledge obtained from information systems.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is able to perform the basic functions and/or skills assigned in this practice setting.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism – The student:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacts in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintaining patient confidentiality.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates the ability to self-assess, accept and utilize feedback, and learn independently.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assuming responsibility for one’s actions.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently maintains a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates actively and effectively in all educational activities and as a member of an interdisciplinary health care team.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is able to perform the basic functions and/or skills assigned in this practice setting.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication – The student:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriately communicates with other students, health care professionals and patients.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is proactive in communicating with patients.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks necessary patient interaction and communicates appropriately with patients.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates linguistic competency in communication effectively with patients, family members and health care professionals.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rating Scale for Final Grade - 57 points required for passing grade (19 Competencies, 76 Possible Points)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td></td>
<td>Pass</td>
</tr>
</tbody>
</table>

Total UNPAID hours at this site _____

Pharmacist’s Name (Please print) Pharmacist’s Signature (Verifies hours) Date

Name and Address of Pharmacy

Phone Number Pharmacy License Number Licensing State

Please provide additional comments regarding student performance or suggestions for program improvement on the back of this form. Return form to OEE Administrative Assistant. **NOTE: This form needs to be turned in within 30 days of completion at the practice site. IPPE hours turned in after 30 days of completion will not be counted. Revised 4/2015

Idaho State University College of Pharmacy (2018-2019 IPPE Manual) 36
PHAR 9912: IPPE Endpoint Evaluation (Drug Information)

Please provide feedback by circling your level of agreement with the following statements.

4 = strongly agree  3 = agree  2 = disagree  1 = strongly disagree

<table>
<thead>
<tr>
<th>The Student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately communicates with other health care professionals and students.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Attends consistently and actively participates with the health care team.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Is courteous, cooperative and respectful.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Demonstrates an ability for and commitment to independent learning.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Demonstrates the ability to self-assess, accept and utilize feedback, and learn independently.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Efficiently gathers pertinent information relevant to answering a drug information question.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Appropriately utilizes clinical literature/drug information resources to provide an evidence-based approach to answering drug information queries.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Consistently maintains a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Demonstrates level-appropriate knowledge obtained from information systems .</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Is able to perform the basic functions and/or skills assigned in this practice setting.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Rating Scale for Final Grade
30 points required for passing grade.
(10 Competencies, 40 Possible Points)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Pass</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Total UNPAID hours at this site ____

Pharmacist’s Name (Please print) Pharmacist’s Signature (Verifies hours) Date

Name and Address of Pharmacy

Phone Number Pharmacy License Number Licensing State

Please provide additional comments regarding student performance or suggestions for program improvement on the back of this form. Return form to OEE Administrative Assistant. **NOTE: This form needs to be turned in within 30 days of completion at the practice site. IPPE hours turned in after 30 days of completion will not be counted.** Revised 4/2015
PHAR 9913/9914 - Introductory Pharmacy Practice Experience Evaluation Form
(OUTREACH / SERVICE HOURS)

Student’s Name _________________________________________________________

These hours may be certified only by the pharmacist at the event/booth, etc. at which the service is completed.

Please provide feedback by circling your level of agreement with the following statements:

4 = strongly agree      3 = agree      2 = disagree      1 = strongly disagree

<table>
<thead>
<tr>
<th>Professionalism – The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacts in a professional and culturally sensitive manner including demonstrating respect and</td>
<td>4</td>
</tr>
<tr>
<td>sensitivity for others, being open-minded and nondiscriminatory and maintaining patient confidentiality.</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates professional behavior at all times, including, but not limited to punctuality,</td>
<td>2</td>
</tr>
<tr>
<td>reliability, meeting deadlines, and assuming responsibility for one’s actions.</td>
<td>1</td>
</tr>
<tr>
<td>Consistently maintains a professional demeanor in regards to ethical behavior, respectfulness,</td>
<td>4</td>
</tr>
<tr>
<td>personal hygiene, appropriate attire, empathy, and reliability.</td>
<td>3</td>
</tr>
<tr>
<td>Accepts responsibility for individual patient outcomes and gives priority to patient well-being and safety even if</td>
<td>2</td>
</tr>
<tr>
<td>it means making personal sacrifices.</td>
<td>1</td>
</tr>
<tr>
<td>Participates actively and effectively in all educational activities and as a member of an</td>
<td></td>
</tr>
<tr>
<td>Interprofessional health care team.</td>
<td>4</td>
</tr>
<tr>
<td>Engages in professional practice to deliver pharmaceutical care in accordance with moral,</td>
<td>3</td>
</tr>
<tr>
<td>ethical and legal principles.</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication – The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately communicates with other students, health care professionals and patients.</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrates effective interviewing and counseling skills.</td>
<td>3</td>
</tr>
<tr>
<td>Communicates in such a way to assess the patient’s comprehension of counseling.</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrates linguistic competency in communication effectively with patients, family members and</td>
<td>4</td>
</tr>
<tr>
<td>health care professionals in a variety of environments about drugs and other health care issues.</td>
<td>3</td>
</tr>
</tbody>
</table>

Rating Scale for Final Grade   30 points required for passing grade. (10 Competencies, 40 Possible Points)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other health care professionals the student learned with/about during this experience:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MD/DO  Physician Assistant  PT/OT  Nurse Practitioner  Nurse  Dietitian  Other (specify): ______________________</td>
<td></td>
</tr>
</tbody>
</table>

The student completed _____ hour(s) at __________________________________ on ____________
(e.g., diabetes clinic, health fair, flu shots)    Date

Supervisor’s Name (please print)     Supervisor’s Signature (verifies hours)     Supervisor’s Phone # or email

Location of Event (name of business/building and city/state)

Please submit to the Experiential Education Administration Assistant in Pocatello (LH 105) or in Meridian (MER 756) within 30 days of completion at the practice site. IPPE hours turned in after 30 days of completion will not be counted.
PHAR 9913/ 9914 - Introductory Pharmacy Practice Experience Evaluation Form

(SHADOWING HOURS)

Student’s Name _________________________________________________________

Please provide feedback by circling your level of agreement with the following statements:

- 4 = strongly agree
- 3 = agree
- 2 = disagree
- 1 = strongly disagree

<table>
<thead>
<tr>
<th>Ensure Appropriate Pharmacotherapy and Health Outcomes – The student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect information from a medical record and organize it into a useable format.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gather information from a patient interview.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make an assessment of a patient’s/caregiver’s self-management skills and recognize the patient’s/caregiver’s level of health literacy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess patient risk for adverse drug reactions and drug interactions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish patient-specific outcomes and monitoring parameters for drug therapy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss therapeutic options.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw rational conclusions from the information available and apply good judgment when making recommendations for patient care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate their ideas and recommendations clearly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate a patient’s drug therapy with regard to appropriateness of dosing and route of delivery/delivery system.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Utilize appropriate information sources when making patient-specific recommendations.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Provide timely and appropriate medication information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate a level-appropriate knowledge base.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispense Medications and Devices – The student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide level-appropriate counseling to patients and/or caregivers including proper instructions for safe and effective use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promote Health and Disease Prevention – The student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide level-appropriate patient education about behaviors that promote health, maintain wellness, prevent and control disease.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism – The student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacts in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintaining patient confidentiality.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an ability for and commitment to independent learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional behavior at all times, including, but not limited to punctuality, reliability, meeting deadlines, and assuming responsibility for one’s actions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently maintains a professional demeanor in regards to ethical behavior, respectfulness, personal hygiene, appropriate attire, empathy, and reliability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts responsibility for individual patient outcomes and gives priority to patient well-being and safety even if it means making personal sacrifices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates actively and effectively in all educational activities and as a member of an Interdisciplinary health care team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in professional practice to deliver pharmaceutical care in accordance with moral, ethical and legal principles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication – The student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately communicate with other students, health care professionals and patients.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective interviewing and counseling skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate in such a way to assess the patient’s comprehension of counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate linguistic competency in communication effectively with patients, family members and health care professionals in a variety of environments about drugs and other health care issues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please continue completing form on the other side

Rating Scale for Final Grade 75 points required for passing grade. (25 Competencies, 100 Possible Points)

Idaho State University College of Pharmacy (2018-2019 IPPE Manual)
<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td>Pass</td>
</tr>
</tbody>
</table>

**Health care professionals the student came into contact with:**

MD/DO  Physician Assistant  PT/OT  Nurse Practitioner  Nurse  Dietitian  Other (specify): _______________

The student completed ____ hour(s) with ______________________________ on ____________________

Clinical Pharmacist’s Name (please print)  Date

Supervisor’s Signature (verifies hours)  Supervisor’s Phone # or Email

Location of Clinic (City and State)

Comments:
PHAR 9913/9914 - Introductory Pharmacy Practice Experience Evaluation Form:

Interprofessional Pharmacy Education (IPE Hours)

IPE is education that occurs when two or more professionals learn about, from, and with each other to enable effective collaboration and improve health outcomes.

Student’s Name

These hours can be self-evaluated by the student or evaluated by a non-student team member or activity facilitator.

Not all items are evaluable for each experience and not applicable (NA) can be used.

Please provide feedback by circling your level of agreement with the following statements:

4 = strongly agree  3 = agree  2 = disagree  1 = strongly disagree  NA = not applicable

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Interprofessional teams and teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the roles and responsibilities of other providers and how the team works together to provide care, promote health, and prevent disease.</td>
</tr>
<tr>
<td>Participates actively and effectively in all educational activities and as a member of an interdisciplinary health care team.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interprofessional Values/Ethics for Interprofessional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize one’s limitations as a health professional and how it relates to interprofessional practice</td>
</tr>
<tr>
<td>Actively participates and engages in patient care in a professional and culturally sensitive manner, including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory, and maintaining confidentiality.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interprofessional Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates competency in communicating effectively with patients, family members and health care professionals in a variety of environments about drugs and other health care issues.</td>
</tr>
<tr>
<td>Articulates the contributions of pharmacy to teamwork in healthcare and the link to the triple aim.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interprofessional Roles/Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates professional identity and recognizes the impact on interprofessional teamwork.</td>
</tr>
<tr>
<td>Integrates the knowledge and experience of health care professions to inform health and care decisions, while respecting patient and community values and priorities/preferences for care.</td>
</tr>
<tr>
<td>Communicates with team members to clarify each member’s responsibility in executing components of treatment plan or public health intervention.</td>
</tr>
</tbody>
</table>

Rating Scale for Final Grade (do not include NA items in denominator when determining possible points)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Total Points</th>
</tr>
</thead>
</table>

Health care professionals the student learned from and/or with:

☐ MD/DO  ☐ Physician Assistant  ☐ PT/OT  ☐ Nurse Practitioner  ☐ Nurse  ☐ Dietitian Other (specify): ______________________

The student completed ________ hour(s) at _________________________________ (meeting/clinic/presentation) on _________________________________ (print please)

Event Location _________________________________ (name of location/building and city/state) on _________________________________ (date)

Degree of interaction:  ☐ Low  ☐ Moderate  ☐ High  
(Low = didactic lecture, Moderate = small group discussion, High = first-hand student participation)

Team setting: YES  NO  Member of a team: YES  NO

Debriefing (learning activity with a formal, facilitated debriefing post experience with reflections as to process, content):  YES  NO

Idaho State University College of Pharmacy (2017-2018 IPPE Manual)

Submit to: COPPEReflections-groups@isu.edu

Idaho State University College of Pharmacy (2018-2019 IPPE Manual) 41
Preceptor Responsibilities

1. Orientation to the experience at the beginning of the IPPE/IPE
   a. Required objectives, activities and expectations
   b. Starting and ending times
   c. Policies and procedures
   d. HIPAA compliance
   e. Introduction to appropriate health care professionals and staff
   f. Tour of the facility
2. Assign student to responsibilities consistent with the experience objectives.
3. Provide supervision of the student’s activities and monitor achievement of required tasks to assess related student competencies.
4. Have those qualities which foster a positive professional role model.
5. Possess appropriate communications skills and have the ability to facilitate learning.
6. Supervise all written and verbal recommendations made by the student.
7. Never assume a student’s competency, but determine it by reviewing their work profile, discussion and experience.
8. Complete evaluation of the student’s performance
9. Provide the student with the following:
   a. Specific recommendations for improvement if needed.
   b. Any failing evaluation should be reported to the Director for Experiential Education.
10. Communicate with Director for Experiential Education regarding any significant irregularities in student behavior:
    a. Irregular attendance
    b. Unprofessional appearance
    c. Violation of facility policies
    d. Unprofessional behavior or inappropriate communications with health professionals, patients, customers or staff

Preceptor Evaluations

Preceptors will receive evaluation data and comments from the previous year’s students in July of every calendar year. The student evaluates the preceptor, the IPPE site and overall experience for each rotation. The Experiential Education coordinator reads each evaluation. The evaluations needing additional attention will be brought to the attention of the Director of OEE. Evaluations are distributed via electronic means, unless the preceptor has requested an alternative delivery method. (Evaluation available for view on page 44)

Idaho State University College of Pharmacy (2018-2019 IPPE Manual)
Preceptor and Site Visits

The OEE will visit preceptors and their sites in the following frequencies to ensure compliance with ISU-COP standards, to provide individualized feedback and education, and to evaluate the IPPE experience. Visits may be more frequent.

<table>
<thead>
<tr>
<th>Site Location by Home Base</th>
<th>Frequency of Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>Biyearly</td>
</tr>
<tr>
<td>Coeur d’ Alene, ID</td>
<td>Yearly in conjunction with ISU-COP Continuing Education program</td>
</tr>
<tr>
<td>Eastern Idaho</td>
<td>Biyearly</td>
</tr>
<tr>
<td>Reno, NV</td>
<td>Yearly</td>
</tr>
<tr>
<td>Twin Falls, ID</td>
<td>Yearly</td>
</tr>
<tr>
<td>Western Idaho</td>
<td>Biyearly</td>
</tr>
</tbody>
</table>

A site visit form (provided on pages 45-47) will be completed with each site visit. Sites that fail to meet Experiential Site Selection Criteria are provided a written warning of any noted deficiency as well as specific instructions for addressing it. The Assistant Dean for Experiential Education follows up with the site on a regular basis to ensure that necessary changes are made and that criteria are being met. In the event that a site does not comply with recommendations, the relationship will be discontinued and no students will be assigned for IPPEs or APPEs until the site demonstrates that appropriate corrective action has been taken.
**IPPE Student Evaluation of the Preceptor**  
*Introductory Pharmacy Practice Experience*  
*Preceptor Evaluation Form*

<table>
<thead>
<tr>
<th>Preceptor:</th>
<th>Practice Site:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orientation to the Site</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The preceptor adequately oriented me to the practice site.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2. The preceptor introduced me to the other personnel and health care providers at the site.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>3. The preceptor communicated clearly the policies, procedures and expectations of the facility.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Preceptor(s)</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The preceptor was available for questions, concerns or problems. | ○ | ○ | ○ | ○ | ○ |
2. The preceptor provided an accepting and supportive environment that facilitated the learning experience. | ○ | ○ | ○ | ○ | ○ |
3. The preceptor provided consistent and appropriate supervision of my activities. | ○ | ○ | ○ | ○ | ○ |
4. The preceptor demonstrated an interest in teaching and student progress. | ○ | ○ | ○ | ○ | ○ |
5. The preceptor demonstrated him/herself to be an ethical and knowledgeable role model. | ○ | ○ | ○ | ○ | ○ |
6. The preceptor provided both positive and constructive feedback. | ○ | ○ | ○ | ○ | ○ |

<table>
<thead>
<tr>
<th>The Rotation Site</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The site had adequate resources to facilitate learning and complete the rotation objectives.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2. The site provided an opportunity to collaborate with other health care professionals.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>3. The site demonstrated a caring and compassionate environment with a commitment to educating pharmacy students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Comments</th>
<th>Strengths:</th>
<th>Weaknesses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Other Comments: | |
|-----------------| |

Idaho State University College of Pharmacy
Office of Experiential Education  
Established Site / Preceptor

Practice Site Name: ___________________________  Site Visit Date: ___________________________

Provide completed Preceptor Assessment tool upon visit (attached).  __ Yes __ No

**Rotation Type**:  
- ___ Adult Medicine  
- ___ Advanced Community  
- ___ Acute Care  
- ___ Hospital/Institutional  
- ___ Ambulatory Care  
- ___ Drug Information  
- ___ Geriatrics  
- ___ Infectious Disease  
- ___ Pediatrics  
- ___ Nuclear  
- ___ Non-Pt. Care Elective & Type:

**Specialties**:  
(ex. Managed Care, Management, Academic Administrative, HIV, Neonatal, Hematology, other)

What activities do the students participate in on a daily basis?  _______________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

**Primary Preceptor(s) at the Site** – Review List in APPE data set
___________________________________________________________________________________________
___________________________________________________________________________________________

**Secondary Preceptor(s)**
___________________________________________________________________________________________
___________________________________________________________________________________________

Who has the primary day-to-day observation of the student? ____________________________

**Site Description**  
Present?  __ Yes __ No  
Site Description **Accurate** and **Verified** by Preceptor? __Yes __No  
If No, action plan for getting it updated.  __________________________________________________

**Syllabus** developed, uploaded, and current? __ Yes __ No  
If No, action plan for getting it developed.  __________________________________________________

**Does the preceptor(s) continue to meet the quality criteria?**
License in good standing?  __ Yes __ No  
Provide orientation to students on first day? __ Yes __ No  
Complete mid-term evaluation?  __ Yes __ No  
Complete final evaluations?  __ Yes __ No  
Provide ongoing feedback?  __ Yes __ No  

IPE Rubric Completed? __ Yes __ No  (please attach with site visit form)

Idaho State University College of Pharmacy (2018-2019 IPPE Manual)  46
Does the site serve an **Underserved Patient Population**? __ Yes __ No

**Rotation Goals and Objectives** met? __ Yes __ No (please attach specific rotation & check off goals that are being met)

Any feedback that should be addressed with Preceptors based on the data collected from the student evaluation forms? __ Yes __ No

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What activity is the preceptor utilizing to assess students critical thinking/care planning? (SOAP Notes, case presentation, EBM Assignments)

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What are the preceptor’s current goals for precepting? (Make preceptor aware of the development opportunities such as CEI)

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What preceptor resources from the OEE does the preceptor use? (Opportunity to point out what is available to them)

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What is the Student Preceptor Ratio? (Including students from other programs)

- If greater than 3:1, provide rationale:
  __________________________________________________________

What can the College of Pharmacy OEE do to better support the site or preceptor?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Any current student issues we can help with? (Preceptor Concerns with students or the OEE).

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**Student Questions Reference Site / Preceptor**

Are there any urgent or significant issues in reference to site or preceptor that the OEE should know about?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Idaho State University College of Pharmacy

Idaho State University College of Pharmacy (2018-2019 IPPE Manual) 47
Office of Experiential Education  
New Site / Preceptor

1. New Preceptor Orientation provided? □ Yes □ No

2. Picture of preceptor obtained? □ Yes □ No

3. Site description:______________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

4. Objective driven rotation syllabi in place? □ Yes □ No
   (If no, please show preceptor the link to our template syllabi)

5. Orientation to all new preceptors at site:
   • Orientation to mission, vision, and goals of college □ Yes □ No
   • Review college’s curriculum and teaching methods □ Yes □ No
   • Review goals and objectives for rotation type □ Yes □ No
   • Orientation to protocols for handling difficult students or unprofessional behavior □ Yes □ No

6. Student Evaluation Overview
   • Show the preceptor how and where to access the Midpoint and Final Evaluations. □ Yes □ No

7. APPE Manual Overview
   □  Policies (such as attendance)

8. Preceptor Resources
   Website?
   □  CEI
   □  CEP
   □  Library Resources
   □  Live Events
   □  Pharmacists Letter
   □  Drug Information Center

9. Administrative / Management Support □ Yes □ No
   If No, what can we do to help? ________________________________________________
   __________________________________________________________________________

10. IPE Rubric Completed? __ Yes __ No (please attach with site visit form)

Idaho State University College of Pharmacy
Office of Experiential Education
## IPE Rubric

### Inter-Professional Experience (IPE) Evaluation Rubric

Site: ____________________  Preceptor: ____________________  Date: ____________________

**Prescriber/Student Prescriber Interaction:**

With what types of prescribers/student prescribers do you interact? (physician, mid-level (PA/NP), dentist)

*Other ____________________*

<table>
<thead>
<tr>
<th>Deepest Level of Interaction</th>
<th>No meaningful interaction</th>
<th>Minimal professional contribution (passive observation/shadowing, etc...)</th>
<th>Active professional contribution (actively participating, making recommendations, etc...)</th>
<th>Collaborative worksite (integrated, shared-decision-making, etc...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**Methods of interaction (Circle all that apply)**

<table>
<thead>
<tr>
<th>No meaningful interaction</th>
<th>Phone, voicemail, instant message, e-mail, chart notes, etc...</th>
<th>Face-to-face, video chat, etc...</th>
<th>Group settings, such as rounds or committee meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Frequency of Interaction**

<table>
<thead>
<tr>
<th>No meaningful interaction</th>
<th>Seldom (monthly to yearly)</th>
<th>Often (weekly)</th>
<th>Regular (daily)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Non-Prescriber/Student Non-Prescriber Interaction:**

With what types of non-prescribers/student non-prescribers do you interact? (nursing, MA, OT/PT, speech therapy)

*Other ____________________*

<table>
<thead>
<tr>
<th>Deepest Level of Interaction</th>
<th>No meaningful interaction</th>
<th>Minimal professional contribution (passive observation/shadowing, etc...)</th>
<th>Active professional contribution (actively participating, making recommendations, etc...)</th>
<th>Collaborative worksite (consultations, pharmacist utilized as resource, etc...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**Methods of interaction (Circle all that apply)**

<table>
<thead>
<tr>
<th>No meaningful interaction</th>
<th>Phone, voicemail, instant message, e-mail, chart notes, etc...</th>
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<tbody>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Frequency of Interaction**

<table>
<thead>
<tr>
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<th>Seldom (monthly to yearly)</th>
<th>Often (weekly)</th>
<th>Regular (daily)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:

__________________________

__________________________

__________________________

__________________________

Idaho State University College of Pharmacy (2018-2019 IPPE Manual) 49
EXPERIENTIAL SITE SELECTION CRITERIA
IDAHO STATE UNIVERSITY COLLEGE OF PHARMACY

The site:

- must meet all state and federal laws related to the practice of pharmacy and compliance with all HIPAA requirements.
- provides experiences that meet the goals, objective and educational outcomes of introductory and advanced experiential programs.
- must be devoted to patient-centered care consistent with contemporary pharmacy practice and provide preceptors time for daily contact with students, to provide students feedback and the opportunity to ask questions.
- demonstrates a caring and compassionate environment with a commitment to educating pharmacy students.
- should be adequate staffed (professional, technical and clerical) to provide a high standard of patient-centered care to patients and a professional staff which is involved in the education of pharmacy students.
- should include primary preceptor to supervise each student during the experience. All pharmacists at the facility can participate in educating the student if they meet the minimal requirements.
- must have an adequate patient population to accomplish the goals, objectives and educational outcomes of the specific experience.
- make available opportunities for the student to learn specific disease therapy management, provider-patient communication skills, ethical behavior and an environment that allows the student to have interaction with patients.
- must have available technology, informatics, and learning resources needed to support the student training and provide optimal patient care.
- should allow students to access to all pharmacotherapy information (patient profiles, patient history, medication history, physical examinations, disease states, laboratory data) which allows them to interpret and evaluate patient information.
- allows students to have the opportunity to communicate, where appropriate, as part of a multidisciplinary team of health care professionals providing patient care for a patient population with diverse cultures, medical conditions, gender, and age.
- allows students to perform pharmacist functions under the close supervision of a licensed pharmacist.
- Services the student should get experience in, where applicable:
  - Processing and dispensing new/refill medication orders
  - Taking telephone prescription orders and communication with physicians about medications
  - Perform patient interviews
  - Create patient profiles while following patients
  - Patient consulting on all aspects of patient-centered care (i.e., disease states, medications, dosing, dosage forms, routes of administration, over the counter products, self-care products, dietary supplements, nutrition, alternative therapy, etc.)
  - Reply to drug information from patients and health care providers
  - Ascertained patient-specific factors that influence pharmacotherapy, disease state management, medical information and compliance
  - Participate in the education of health care professionals and patients through presenting patient case, in-services, seminars and other presentations.
  - Provide educational programs/workshops for patients and other health care providers
  - Work with pharmacy technicians and other medical staff
  - Complementary therapy counseling (herbals and nutritional supplements)
  - Compounding preparations from physician orders
  - Communication with patients, physicians and other health care professionals
  - Third party billing for pharmacy services
EXPERIENTIAL SITE DESCRIPTION FORM
IDAHO STATE UNIVERSITY COLLEGE OF PHARMACY

I. SITE NAME:

SITE ADDRESS:
Phone Number:
Primary Preceptor:

Type or Experiential Learning:

<table>
<thead>
<tr>
<th>Academic</th>
<th>Ambulatory Care</th>
<th>Anticoagulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiology</td>
<td>Community</td>
<td>Compounding</td>
</tr>
<tr>
<td>Consulting</td>
<td>Critical Care</td>
<td>Diabetes</td>
</tr>
<tr>
<td>Drug Information</td>
<td>Emergency Medicine</td>
<td>Family Practice</td>
</tr>
<tr>
<td>General Medicine</td>
<td>Geriatrics</td>
<td>Hypertension</td>
</tr>
<tr>
<td>Infectious Disease</td>
<td>Intensive Care</td>
<td>Institutional/Hospital</td>
</tr>
<tr>
<td>Long Term Care</td>
<td>Managed Care</td>
<td>Management</td>
</tr>
<tr>
<td>Mental Health</td>
<td>MTM</td>
<td>Nuclear Pharmacy</td>
</tr>
<tr>
<td>Oncology</td>
<td>Pediatrics</td>
<td>Pediatric Intensive Care</td>
</tr>
<tr>
<td>Rehabilitation</td>
<td>Research</td>
<td>Surgery</td>
</tr>
<tr>
<td>Other ______________</td>
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</tbody>
</table>

II. Approximate the percentage of the following groups which are provided care by this site:

○ Native American / Native Alaskan
○ Caucasian / White
○ African American / Black
○ Asian American
○ Pacific Islander
○ Hispanic / Latino
○ Geriatric patients
○ Pediatric patients
○ Uninsured patients
○ Other race or demographic ____________________________________________________________________

III. Indicate which of the following services are provided:

○ Processing and dispensing of medication orders
○ Inpatient dispensing
○ Outpatient dispensing
○ Communication with physicians about medications
○ Patient consulting on all aspects of pharmaceutical care
○ Complementary therapy counseling (herbals/nutritional supplements)
○ Compounding preparations from physician orders
○ Compounding sterile products
○ Ostomy supplies and durable medical goods
○ Response to drug information inquires
○ Long-term/nursing care
○ Third party billing for pharmacy services
○ Communication with patient, physicians and other health care providers
○ Patient consultations
○ Other: ____________________________________________________________________
EXPERIENTIAL PRACTICE SITE SURVEY

Please check the appropriate box to each question indicating whether you Strongly Agree, Agree, Disagree, or Strongly Disagree with each statement.

The site:

<table>
<thead>
<tr>
<th>Practice Site Survey Questions, the site:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Meets all state, federal and professional standards required to provide patient care.</td>
<td></td>
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<tr>
<td>2  Provides experiences that meet the goals, objectives and education outcomes of practice experience.</td>
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<tr>
<td>3  Has a practice environment that nurtures/supports interactions with patients.</td>
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<td>4  Allows students to perform pharmacists’ functions under supervision of a licensed pharmacist.</td>
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<tr>
<td>5  Has an adequate patient population that exhibits diversity in culture, medical conditions, gender and age, where appropriate.</td>
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<tr>
<td>6  Has technology and learning resources needed to support student training and to reflect contemporary pharmacy practice.</td>
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<tr>
<td>7  Has preceptor or qualified designees make daily contact with students.</td>
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<tr>
<td>8  Has adequate patient population to accomplish the goals and objectives of the experience.</td>
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<tr>
<td>9  Demonstrates a caring and compassionate environment with a commitment to educating pharmacy students.</td>
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<tr>
<td>10 Has management supportive of professional staff involvement in educating pharmacy students.</td>
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<tr>
<td>11 Provides medication therapy management and patient care services for diverse populations.</td>
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<tr>
<td>12 Has adequate professional and supportive staff to meet the learning objectives and provide time for preceptor and student interaction.</td>
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<tr>
<td>13 Permits students to have access to all pharmacotherapy information allowing them to interpret and evaluate patient information.</td>
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<td>14 Has collaborative professional relationships with other health care professionals.</td>
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<tr>
<td>15 Provides educational programs for patients and/or other health care providers.</td>
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</tbody>
</table>