Introductory Pharmacy Practice Experience

IPPE

Program Manual

A Guide for Students and Preceptors

University of South Florida ~ College of Pharmacy
Office of Experiential Education

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PREFACE

This manual represents a guide for the Introductory Pharmacy Practice Experiences (IPPE) at the University of South Florida College of Pharmacy. It is intended to be used as a planning tool, guide, form repository, and reference for preceptors and students.

Comments and suggestions are welcomed from preceptors and students who utilize this manual. Through the collaborative efforts of the Office of Experiential Education, faculty, preceptors, and students, an academically sound practice experience can be provided that facilitates achievement of the introductory competencies expected in pharmacy practice.

Please contact the Office of Experiential Education with any questions or suggestions.

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INTRODUCTION

Mission - The mission of the University of South Florida College of Pharmacy is to revolutionize health by:
   A. Innovation of patient centered healthcare through education, research, and service.
   B. Empowerment of students, professionals, and patients as catalysts for change at all levels of health.

Vision - The University of South Florida College of Pharmacy will achieve interprofessional excellence in:
   A. Geriatrics
   B. Personalized Medicine
   C. Informatics
   D. Leadership

Values - The University of South Florida College of Pharmacy (what we hold in high esteem):
   A. Innovation
   B. Leadership
   C. Diversity
   D. Interprofessional collaboration
   E. Interdisciplinary research
   F. Evidence-based applications
   G. Teamwork
   H. Life-long learning

The Introductory Pharmacy Practice Experience (IPPE) Sequence

A. The Introductory Pharmacy Practice Experience (IPPE) sequence is designed to provide early experiential education opportunities through supervised participation in a variety of community and pharmacy practice settings. The IPPE program was developed in response to the mission and vision of the University of South Florida College of Pharmacy (USF COP) and the standards set forth by the Accreditation Council for Pharmacy Education (ACPE).

B. Student pharmacists, acting as Pharmacist Interns, receive both academic credit and internship hours toward the requirement for licensure by the Florida State Board of Pharmacy.

C. One of the primary purposes of the IPPE curriculum is to facilitate the application of concepts learned in the classroom to real world pharmacy practice settings. Early immersion in pharmacy practice experience facilitates the student’s transition from a didactic learner to a competent healthcare professional. During this transition, the student is expected to acquire the knowledge, skills, attitudes, and values that are important to the pharmacy profession. Experiential education ensures students have multiple opportunities to perform patient-centered care activities in a variety of practice settings.
D. Students taking part in the IPPE curriculum work under the direct supervision of selected preceptors, who are either full-time, adjunct, or voluntary faculty members of the COP. Preceptors guide and mentor students in applying knowledge learned in the classroom, techniques learned in the laboratory, and compassion learned through life experiences, with the ultimate goal of improving the health of their patients. The ideal preceptor mentors students in finding a pathway within the profession for achieving their professional and personal goals.

**PROGRAM OVERVIEW**

A. The IPPE sequence includes a purposeful progression that aligns with the didactic curriculum. Students are exposed to patient care activities beginning in the spring semester of the first year of the curriculum. Year one focuses on special populations, with activities involving the application of public health and service learning principles. The contact hours for IPPE I is approximately 60 hours.

B. Year two focuses on community pharmacy practice. The IPPE learning objectives serves to allow time for students to fully understand the challenges and rewards of community practice and to apply the knowledge and skills learned during the didactic and simulation classroom settings. Students participate in a minimum of 60 contact hours per semester, for a total of approximately 120 hours for the second professional year.

C. Year three focuses on institutional pharmacy practice, with learning objectives developed as described for the second year. The contact hours are identical to that noted for the second year (e.g. approximately 120 hours total). An overarching goal for the entire IPPE sequence is for students to be involved with decision-making activities involving direct patient care, as this will allow them to develop confidence and competence in their clinical skills prior to beginning the Advanced Pharmacy Practice Experience (APPE) in year four.

D. The table on pages 8-9 is a snapshot of the Experiential Education experiences and the number of contact hours provided during each didactic year.
# Introductory Pharmacy Practice Experience (IPPE)

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Curricular Goal(s)</th>
<th>Key Concepts/Rotation</th>
<th>Proposed Practice Sites</th>
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| **PY1**      | • Meet a community need  
               • Enhance community relationship with USF College of Pharmacy  
               • Foster student civic responsibility  
               • Foster student communication skills  
               • Extend student learning beyond the classroom  
               • Provide student | • Communication skills  
               • Empathy  
               • Medication Adherence  
               • Medication Safety  
               • Health Awareness  
               • Wellness and Prevention | • Boys & Girls Clubs of Tampa Bay  
               • Nursing Homes/Assisted Living Facilities  
               • Community Health Centers |
| (Spring Semester) | **Service Learning**  
Minumum 60 hours  
Boys & Girls Club: 30 hours  
John Knox: 15 hours  
Other Service Learning: 15 hours | | |
| **PY2**      | The IPPE learning objectives in the second year serve a dual purpose, allowing time for students to full understand the challenges and rewards of community practice and to apply learned knowledge and skills. Students will meet with assigned preceptors throughout the semester to practice technical pharmacy skills and learn about community pharmacy management and distributive systems. | • Prescription Processing  
• Controlled Substance Policies  
• Patient Counseling  
• Inventory  
• Control/Purchasing  
• Pharmacy  
• Management  
• Personnel  
• Management  
• OTC Products  
• Prescription  
• Compounding | • Chain Community Pharmacies (two semesters)  
• Independent Community Pharmacies (as scheduled) |
| (Fall/Spring) | **Community Pharmacy Practice**  
120 hours | | |
### Introductory Pharmacy Practice Experiences (IPPE)

<table>
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<th>Curricular Goal(s)</th>
<th>Key Concepts/Rotations</th>
<th>Proposed Practice</th>
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| **PY3**      | The goal of the IPPE institutional rotations is to expose students to the practice of institutional pharmacy in a variety of settings. The institutional rotation is designed to build on competencies achieved in PY1 & PY2 and advance student learning to the next level. | - Prescription Processing  
- Intravenous  
- Admixtures  
- Clinical Pharmacy  
- Services  
- Pharmacokinetic Drug  
- Monitoring  
- Pharmacy  
- Management  
- Personnel  
- Management  
- P&T Formulary System  
- Non-Formulary  
- Medication Policies  
- Medication Reconciliation | - Hospitals (one semester)  
- Long Term Care (LTC) Facilities (one semester) |

**Institutional Pharmacy Practice**  
120 hours

### Advanced Pharmacy Practice Experiences (APPE)

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<thead>
<tr>
<th>Program Year</th>
<th>Curricular Goal(s)</th>
<th>Key Concepts/Rotations</th>
<th>Proposed Practice</th>
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| **PY4**      | APPE is to be completed during the last academic year and after all PY1, PY2, & PY3 requirements are completed. APPE experiences provide a series of required and elective practice exposures that cumulatively afford sustained experiences in patient populations, disease states, and medication therapies frequently encountered by pharmacists in various practice settings. | - Ambulatory Care  
- Internal Medicine  
- Geriatrics  
- Community Pharmacy  
- Institutional/Hospital Pharmacy  
- Elective 1  
- + Elective 2 | - USF College of Pharmacy  
- Faculty Clinical Service and Teaching Sites  
- Chain and Independent Community Pharmacies  
- Hospitals  
- Long Term Care (LTC) Facilities/Nursing Homes  
- Nuclear Pharmacies |

**Summer/Fall/Spring**  
7 six-week rotations
Article I  PRECEPTOR REQUIREMENTS

Section 1.01  Requirements

A. The USF COP greatly values the time and dedication of preceptors and their critical role in the education of the Doctor of Pharmacy students. The USF COP requires that all preceptors:
   1. Be willing and enthused to be a role model and mentor to students
   2. Participate in orientation programming provided by the COP
   3. Be willing to assist students in achieving stated objectives of rotation
   4. Be willing to assess student performance and provide required evaluation and feedback
   5. Have submitted a completed Preceptor Data Form and been approved by the Director of Experiential Education

B. Additionally pharmacist preceptors must:
   1. Be licensed and in good standing with the State Board of Pharmacy

Article II  BENCHMARKS OF EXCELLENCE FOR PRACTICE SITES AND PRECEPTORS

The USF COP will evaluate potential experiential sites using the Benchmarks of Excellence for Exemplary Pharmacy Practice Sites as outlined by the AACP (Smith, Byrd, Olin, and Staton, 2005). The same guidelines will be used to evaluate preceptors in order to ensure the best and most comprehensive learning experience for each experiential setting.

Section 2.01  Site-Specific Criteria of Excellence

The site/practice must:

A. Have the ability to provide experiences that meet the educational outcomes for the
B. College of Pharmacy's experiential programs
C. Be patient-centered and have pharmaceutical care as the focus of practice
D. Be adequately staffed to provide quality pharmaceutical care to patients
E. Have an adequate number and sufficient variety of patients
F. Provide opportunities for students to learn:
   1. Specific disease therapy management
   2. Provider-patient communication skills
   3. Ethical behavior related to the provision of pharmaceutical care
G. Demonstrate a caring attitude towards patients
H. Have the pharmacist as part of a multidisciplinary team of healthcare providers
I. Utilize technology (informatics) sufficiently to support the pharmaceutical care mission of pharmacy
J. Have library and learning resources sufficient to support optimum patient care
K. Display a professional image
L. Ensure patient privacy and confidentiality issues are protected via structural design of pharmacy and is in compliance with all HIPAA requirements
M. Meet or exceed all state and federal laws related to the practice of pharmacy
N. Receive support from the site ownership or administration for providing student pharmacist learning experiences
O. Have site ownership or administration that encourages quality improvement programs

Section 2.02  Preceptor-Specific Criteria of Excellence

The practitioner/preceptor must:
A. Be a role-model practitioner in:
   1. Providing patient-centered pharmaceutical care
   2. Ethical decision making
   3. Patient care problem solving
   4. Providing medication, disease, and health education to patients
   5. Professional and patient care behavior
B. Be an effective, organized, and enthusiastic teacher by:
   1. Teaching by example
   2. Demonstrating patient assessment skills
   3. Demonstrating and discussing his/her own clinical reasoning process
   4. Demonstrating ethical behavior and high personal character
   5. Having a strong command of drug therapy knowledge
   6. Demonstrating a caring attitude towards students and patients
   7. Teaching patient-provider communication skills including empathic listening skills
C. Encourage self-directed learning of the student with constructive feedback by:
   1. Identifying and responding to each student’s specific learning needs
   2. Challenging the learning process in each student pharmacist
   3. Coaching student pharmacist behavior through effective constructive and timely feedback
   4. Making student pharmacist teaching an important focus of the practice site
   5. Teaching students as colleagues-in-training
D. Have well developed interpersonal/communication skills
E. Possess leadership/management skills by:
   1. Demonstrating effective managerial and leadership relationships with pharmacist colleagues and staff.
   2. Demonstrating aspects of humility related to his/her own limitations.
   3. Monitoring quality of professional practice and teaching activities.
   4. Demonstrating nondiscriminatory behavior and practice.
   5. Being active in professional organizations (e.g., ACA, AMCP, ACCP, APhA, ASCP, ASHP, NCPA, etc.)
F. Embody his/her practice philosophy by:
   1. Demonstrating personal motivation and inspiring pharmacists to develop pharmaceutical care practice (determined by interview questions).
   2. Having a mission or vision statement of pharmacy.
   3. Patterning his/her practice after standard guidelines or other model practices.
   4. Insisting that ownership or administration supports pharmaceutical care services.

ARTICLE III  PRECEPTOR EXPECTATIONS

Section 3.01  USF COP’s Expectations of Preceptors

A. The preceptor should always be in communication with the Director of Experiential Education in regards to any foreseeable questions, issues, or concerns (e.g. scheduling conflicts, student performance, etc.)
B. The preceptor should explain his/her expectations to students and ensure that the student is in compliance with the site’s specific requirements (e.g. HIPAA requirements, professional appearance, responsibilities, parking, etc.)
C. The preceptor should review rotation schedule with students and set dates for completion of activities.
D. The preceptor should orient students to the site with appropriate introduction to staff
E. An alternative person should be identified for the students to report their attendance on the days the preceptor is not on site
F. The preceptor should be familiar with the IPPE objectives and be willing to assist students in achieving such objectives
G. The preceptor should remain positive and constructive in criticism/evaluation of students and should do so privately and continuously throughout the student’s rotation
H. The preceptor is expected to be familiar with and be able to utilize provided tools for assessment of students and should give feedback to students on an ongoing basis
I. The preceptor must document and notify the Director of Experiential Education of serious issues which include, but are not limited to:
   1. Repetitive tardiness
   2. Any unexcused absences
   3. Improper or unprofessional behavior
   4. Deliberate HIPAA violation
ARTICLE IV  PRECEPTOR RESOURCES

Section 4.01  Resources

The USF COP values preceptor contribution to experiential education. In an effort to make the experience beneficial to both preceptors and students, the following resources are available:

A. RxPreceptor/Core ELMS
B. Access to the USF Learn online learning management system
C. Access to the USF Health Medical Library dependent upon appointment
D. Access to continuing education (CE) programs
E. Preceptor Training
F. Voluntary Faculty Appointment Eligibility

ARTICLE V  STUDENT REQUIREMENTS

Section 5.01  Immunizations & PPD Testing

A. Students are required to have proof of immunization prior to beginning the first semester enrollment at the University of South Florida. Proof of immunization will be submitted to the Office of Student Affairs. Required immunizations include MMR, polio, tetanus/diphtheria, varicella (chicken pox), and completion of the hepatitis B vaccine series. Vaccinations are at the student’s expense. In addition, the results of annual tuberculosis (TB) skin testing are required by the first day of class for the P1, P2, and P3 years. If a student has a positive skin test, additional diagnostic steps are required. Contact the Office of Student Affairs/US Health Administration for more information. Students who fail to submit documentation of the required immunizations will not be permitted to participate in the Introductory Pharmacy Practice Experiences (IPPE).

B. Additional exams and/or immunizations may be required depending on experiential placement. These items are at the student’s expense. Students failing to submit documentation of such exams or immunizations will not be permitted to participate in IPPE and can result in not passing the course.

Section 5.02  CPR Training

All Doctor of Pharmacy students are required to obtain and maintain CPR certification prior to beginning the IPPE sequence. The American Heart Association Basic Life Support (BLS) for Health Care Providers course is offered at the beginning of the spring semester of the first professional year. If the CPR certification expires before the student completes the program, they must recertify and send in documentation of completion. Students will be required to maintain the original CPR certification card and have it in their possession while on experiential learning experiences.
Section 5.03  Background Checks and Drug Screening

A. It is becoming common practice for agencies and/or field placement sites to have policies requiring screening and/or background checks for their employees, volunteers, and for students who are assigned to the facility. The USF COP will comply with these requirements in placing students at such facilities or agencies. As a condition for enrollment and continued matriculation in academic programs involving external placements, clinical rotations, internships, or service learning experiences, students are required to submit to drug screening tests and to participate in a criminal background check prior to matriculation (and during enrollment) specifically prior to and throughout advanced pharmacy practice experiences in the fourth professional year. Additional drug screening tests and criminal background checks may be required for particular sites and/or during the professional curriculum during the IPPE rotations. Many of these requirements are very site specific and are listed in RXP/Core ELMS under site requirements. However, sites update their policies on a regular basis, so for the most recent information students can ask the OEE to check directly with the site for any updates.

B. USF COP will assist students in understanding and complying with the requirements; however, the responsibility for providing such information is the responsibility of the student. Students have access to this information and are responsible for uploading this information in RXP/Core ELMS as well as submitting this to their site (as needed) as part of their onboarding process. Failure to submit to such testing or to provide such information as required as a condition for admission and clinical placement, may result in disqualification from further study at the College, thus not completing all IPPE rotations. Similarly, results from the drug screening tests or criminal background check may result in denial of internship licensure and/or disciplinary action on the part of the College, including, but not limited to disqualification from further studies at the University.

C. Background Checks and Drug Screens Post-Admission Clinical Requirements
   1. IF YOU ARE ARRESTED/charged after the initial background check has been completed, you MUST contact the Office of Student Affairs (OSA) and the Office of Experiential Education and SELF REPORT immediately.
   2. If you are arrested or charged with any occurrence DURING A COP ROTATION, please contact the Office of Student Affairs and Office of Experiential Education immediately. A copy of the entire report should also be provided and maintained, in the event that the site’s preceptor or Human Resource Department request information.

D. Positive Criminal Background Check (Post-Admission) - Students whose background check CHANGES for any reason (specifically INDICATING an offense) that occurs during the IPPE academic year, they must contact the Office of Student Affairs/Office of Experiential Education immediately and provide all associated documentation, including original police report through the Final Disposition.
E. Student Drug Screen Process Results and Consequences

1. Negative Result - Your rotation site will be notified and your rotation will start on time as normal

2. Drug screen NOT completed prior to rotation or within the specified time limit:
   a) Investigation by Office of Experiential Education to determine reasons why the drug screen was not completed.
   b) Lack of good reason: Referred to Office of Student Affairs.
      i. Student will be required to attend a hearing with the ARPSAC.
      ii. Students may be referred to the Florida Recovery Center (FRC) program

3. Drug Screen invalid or adulterated - Student is referred to the Office of Student Affairs for review.

4. Consequences for an adulterated, substituted or diluted result:
   a) An investigation by the College of Pharmacy about the reasons why the drug screen was not valid or adulterated.
   b) Action: Lack of good reason: repeat test will be performed and student referred to the ARPSAC for possible code of conduct violation.

5. Consequences for a confirmed positive second consecutive invalid, or adulterated test or refusal to obtain drug screen in a timely manner:
   a) A review of the test results for confirmation by the Office of Student Affairs
   b) Action: Student is referred to the FRC Program
   c) Student is suspended from rotations until approved by the FRC Program.
   d) The site and the student will be notified.

Section 5.04 Health Insurance

As a condition of enrollment, all Doctor of Pharmacy students are required to submit proof of health insurance coverage that includes effective date and renewal date to the Office of Student Affairs at the beginning of each academic year. This requirement can be met by enrolling in the University-sponsored student health insurance plan or by presenting proof to the College of coverage by an alternative health insurance plan. Personal health insurance covers illness and injury in classroom and lab situations as well as any off campus injuries/illnesses.

Section 5.05 Student Professional Liability Insurance

Students are required to carry student professional liability insurance through the group University policy. This insurance premium is included in tuition and is renewed on an annual basis. This policy covers students during all approved student IPPE and APPE experiences while in the program. The policy also requires appropriate student supervision while in the experiential setting. Students must not take on responsibility which is above their capacity in any student experience.
Section 5.06  Registration as a Pharmacy Intern

Prior to participating in an IPPE rotation, all students are required to register as a Pharmacy Intern with the Florida State Board of Pharmacy and provide a copy of the valid Pharmacy Intern license to the Director of Experiential Education as soon as the license is received. Students must carry a copy of the intern license with them at all times while on site for experiential rotations. All students must comply with Florida State Board of Pharmacy rules and regulations applicable to pharmacy interns. Florida pharmacy interns are governed by 465.0075, Florida Statutes, and 64B16-26.400 and 64B16-26.2032, Florida Administrative Code. Copies are available from the board website at www.doh.state.fl.us/mqa/pharmacy.

Section 5.07  Practice Site Requirements

Additional student requirements may be required by individual practice sites in order to proceed with IPPE placement. Such requirements may include, but are not limited to: independent background checks, drug screenings, and/or facility trainings (e.g. HIPAA or information systems training, or attendance at a company orientation session).

Students must comply with practice site requirements in order to proceed with rotation placement. The USF COP will assist students in understanding the requirements; however, compliance to the requirements and any associated costs is the responsibility of the student and not the College.

Section 5.08  E-mail Policy

Students’ USF email accounts will serve as an official form of communication and students will be held accountable for any information relayed via their USF email account. Faculty, staff, and preceptors will communicate with students through this email account. IPPE rotation assignments and schedules are examples of critical information that may be communicated through USF email accounts. Therefore students are expected to check email daily during IPPE rotations.

ARTICLE VI  STUDENT EXPECTATIONS

Section 6.01  Professionalism

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients we serve. For pharmacy students, this does not begin with graduation, but rather with his/her membership in this professional community. Therefore each student must strive to uphold standards of professionalism as they advance toward full membership in the profession of pharmacy. The primary attributes of a professional include:

A. Adhering to the norms of the profession
B. Altruism
C. Patient confidentiality
D. Commitment to quality and responsibilities
E. Support for diversity and social justice
F. Respect for self and others
G. Competence
H. Commitment to independent learning

Section 6.02 Professional Attire and Appearance

A. Students at the practice site are recognized by patients and other professionals as representatives of both the USF COP and the profession of pharmacy. Therefore each student must conform to the following dress code, in addition to any required dress codes required by the practice site:

1. All students must wear their official University of South Florida College of Pharmacy ID or ID badge when participating in IPPE rotations; if the rotation site requires its own ID badge, the student is expected to wear both badges.

2. General Appearance
   a) Hair (including facial hair) is to be neatly trimmed and styled; length may be individualized but extreme looks are not permissible
   b) Fingernails are to be neat, clean, and well maintained
   c) All visible tattoos need to be covered
   d) All visible body piercing/adornments (other than in the ears) are not permitted to be worn during rotation hours, including nail, tongue, eyebrow, nose, lip or other facial piercing/adornments. Visible ear adornments are limited to three per ear. Jewelry and other accessories need to be conservative/moderate style and not excessive. Headgear and other accessories worn for bona fide religious or medical purposes are permissible.
   e) All students must maintain good hygiene and avoid overly strong colognes/perfumes; offensive body odor is not permissible.

3. Clothing and Shoes
   a) First Professional Year
      i. At all times clothing should be neat and clean, moderate in style and color, and should fit properly and be loose enough to allow performance of experiential activities.
      ii. Students should wear business casual clothing, including khaki slacks/pants (if available).
      iii. Female students may wear skirts, dresses, or dress slacks with appropriate hosiery and shoes. Skirt lengths must be of a conservative nature.
      iv. Individual sites may require individual dress codes that students must be familiar with and follow.
b) Second and Third Professional Years
   i. White coats must be worn for all rotation activities; white coats
      must be clean and freshly ironed.
   ii. Female students may wear skirts, dresses, or dress slacks with
       appropriate hosiery and shoes. Skirt lengths must be of a
       conservative nature.
   iii. Male students must wear dress slacks, collared shirts, ties,
       socks, and appropriate shoes.

4. Unacceptable dress includes, but is not limited to:
   a) Shorts, carpenter pants, mini-skirts, capris, shorts, leggings, stirrup
      pants, t-shirts, sweats or jogging suits, hats/caps;
   b) Jeans or any pants made to be or to resemble jeans, regardless of color
      or fabric;
   c) Denim material shirts, skirts, or dresses;
   d) Halter tops, tank tops/camisoles (unless worn under a jacket), midriff
      tops, thermal or flannel shirts;
   e) Lycra or other tight-fitting attire;
   f) Any clothing where cleavage, bras, or briefs/underwear are
      consistently visible; and
   g) Flip-flops, tennis shoes, sandals, and open-toed shoes

5. Students will not be allowed to participate if not dressed in appropriate
   attire and may be required to make up any IPPE hours missed due to
   inappropriate dress

Section 6.03  Student Compensation

Students shall not, under any circumstances, receive financial remuneration from the
experiential site while participating in an IPPE. Failure to adhere to this policy will result
in suspension and removal of the student from the rotation and receipt of a failing grade
in the course.

Section 6.04  Transportation and Other Financial Obligations

Students need access to a car or public transportation to participate in experiential and
service learning activities. Automobile transportation is preferred. All financial obligations
associated with the student’s IPPE education are the responsibility of the student. These
responsibilities include transportation, gas, parking, food, lodging, and other incidental
costs related to off-site assignments. It is acceptable for a student to utilize discounts if
provided by the site that are not requested/solicited by the student.
Section 6.05  Attendance and Required Hours

A. Classroom attendance and attendance at experiential site(s) is required to receive credit for the Introductory Pharmacy Practice Experience (IPPE) courses. Attendance is a grading criterion as well as a requirement for certification of experiential hours to the Florida State Board of Pharmacy. Experiential hours are to be granted only for time spent at the experiential site and are not awarded for travel to and from the site.

B. Students are required to contact their preceptor at least two weeks prior to the start of the rotation to determine the time and place to report. Students will be expected to be punctual, adhere to the rotation schedule, and check in and out with their preceptor (or an identified designee) every experiential day. If for any reason the student is unable to attend, the preceptor must be contacted in advance. In the event that the preceptor cannot be reached directly, it is important to leave a message on the preceptor’s voicemail and contact the Director of Experiential Education.

C. If a student is scheduled at an IPPE site on a school-observed holiday (i.e. Labor Day, Thanksgiving, etc.), and if the site is open on that holiday, the student is expected to be on site. However, if the site is closed in observance of the holiday, it is at the preceptor’s discretion if the student will be required to make up the holiday (i.e. the preceptor may request the student to make up the time missed for Labor Day on Friday of that week).

D. During service break in the spring semester, students are not required to report to their IPPE site; however, students and preceptors may choose to use this time to make up for any excused absences.

Section 6.06  Absentee and Tardiness Policies

A. Tardiness - Attendance is mandatory. Punctuality is expected and excessive tardiness will not be tolerated. Any student who is tardy, delayed beyond the expected or proper time, on any two occasions will be considered as earning an unexcused absence and must contact the IPPE Coordinator within 24 hours to make an appointment to discuss this behavior. Four such occurrences will be considered excessive tardiness and will equate to two unexcused absences, which may result in the student being dropped from the course and/or assigned a failing grade. The student must adhere to the schedule agreed upon with the preceptor. For the student’s benefit, it may be necessary to devote more than the scheduled time.

B. Excused Absences - Absence from an assigned IPPE site is considered “excused” if both the preceptor and the IPPE Coordinator (or designee) were notified in advance and the preceptor and/or IPPE Coordinator approves this absence. Absence request forms can be found on the RxPreceptor website. If the student is unable to reach the IPPE Coordinator the student must notify and reach someone in the OEE. Students must complete an absentee form as soon as possible (within 24 hours) of contacting
their preceptor/IPPE Coordinator and submit it to the IPPE Coordinator for approval. The time missed must be made up on an hour-per-hour basis at a time agreeable to the preceptor. If a student accumulates three or more excused absences, the student must make an appointment with the IPPE Coordinator and/or the Director of Experiential Education to discuss the circumstances surrounding such absences. Students must keep in mind that attendance at rotation sites is mandatory. If leadership obligations at the USF COP are during rotation hours it is up to the preceptor to excuse this absence. Students should use their judgment when applying for such leadership positions and be aware of the requirements of the rotation.

C. **Unexcused Absences** - Absence from an assigned IPPE site is considered “unexcused” if the absence occurs without any notification. The student will be required to make an appointment with the IPPE Coordinator to discuss the situation and to determine the need for corrective action. Any documentation to justify or support the absence must be presented to the IPPE Coordinator at that time. Students are subject to lose one letter grade for the first unexcused, unjustified, absence. After the second unexcused absence, the student may be dropped for the course and/or assigned a failing grade. All absences must be made up on an hour-per-hour basis at a time agreeable to both the preceptor and the IPPE Coordinator and Director of Experiential Education.

D. **Adverse Weather Policy** - In the event of adverse weather, students should call their preceptor and follow the instructions of their preceptor. The student is responsible for notifying the IPPE Coordinator or the Office of Experiential Education of this decision. If there is concern about the preceptor’s instructions, students should contact the Office of Experiential Education immediately. In light of adverse weather conditions, preceptors will be asked to take student absences from rotation under advisement and allow students to make up the time missed. Properly documented adverse weather absences are considered an excused absence. Students are still required to fill out the absentee form on RxPreceptor.

**Section 6.07 Dismissal from a Site**

Students are expected to behave in a courteous and professional manner. If, for any reason, a preceptor requests that a student be removed from the practice site, the student will be required to make an appointment with the Director of Experiential Education and the Chair of the Department of Pharmacotherapeutics and Clinical Research for further evaluation of the situation. A preceptor has the authority, according to their professional judgment and in keeping with standards of professionalism and patient safety, to remove a student from the practice site immediately, pending further review and evaluation of the circumstances by the Director of Experiential Education. Following a complete review of the circumstances leading to the student’s dismissal from a site, a decision will be made in regards to the grade and credit hours pertaining to the rotation. If the dismissal was Department of Pharmacotherapeutics and Clinical Research, a student may be assigned a failing grade. In addition, a student who withdraws from a site without approval will be withdrawn from the course and assigned a failing grade.
Section 6.08 Contentious Objection

If a pharmacy student finds certain drug therapies or procedures morally, religiously, or ethically troubling, he/she may refuse to assist the preceptor in medication distribution to patients who are receiving such drug therapies or procedures. “Medication distribution” includes, but is not limited to dispensing of the medication at issue and counseling of patients with respect to the use of said medication. The student understands however, that patients have the right to obtain any legally prescribed and medically indicated treatments. Additionally, it is the student’s responsibility to inform his/her preceptor at the beginning of each practice experience of any objectionable areas.

Section 6.09 Information Confidentiality

Out of respect for patients and in compliance with the Health Information Portability and Accountability Act (HIPAA), all students will respect confidences revealed during their IPPE assignments including patient medical records, pharmacy records, fee systems, etc. Patient names, medical record numbers, social security numbers, dates of birth, and other patient identifiers will not be used in discussion of cases or experiences outside the responsibilities at the site. Furthermore, no other information will be used that would provide a “statistical disclosure” of the patient’s identity. In addition, students will not discuss patient care or patient cases with anyone, including other healthcare providers, who are not participating in the patient’s care, except for permissible communication on behalf of the patient’s continuity of care or for permissible educational purposes. Students must be careful to discuss permissible case information in private areas only. Proprietary information of the site, including fees and special formulations, must also be kept confidential. Students must pass an annual HIPAA compliance exam each year.

Section 6.10 Incident Reporting

In the event of an injury at the rotation site, the Director of Experiential Education is to be notified within 24 hours of such incident. An incident report form detailing the incident is to be filled and sent back to the Director of Experiential Education within one week of such incident.

Section 6.11 Substance Abuse

A. Pharmacy student involvement with the misuse of drugs including alcohol is among the most serious offenses.

and the USF Student Code of Conduct (USF 6.0021) - available at
for prohibited offenses and sanctions.

C. The College of Pharmacy recognizes chemical dependence as a disease and provides
compassionate assistance for chemically impaired students in a manner that protects
the rights of the impaired individual to receive treatment in the strictest confidence.
The Pharmacy Student Impairment Program has been approved by the faculty of the
College of Pharmacy to provide regulations that any student known by the USF
College of Pharmacy to have a substance abuse dependency; or legal, social, or
educational problems as a result of substance abuse; or exhibits behaviors that
indicate substance abuse must abide by in order to continue as a student in The
College.

D. Please refer to the Substance Abuse/Impairment Policy and Procedures in the USF
COP Student Handbook for information on the Pharmacy Student Impairment
Program to obtain assistance and treatment.

Section 6.12 Sexual Harassment and Discrimination

Students have the right to learn in an environment free from any type of discrimination,
including harassment and hazing. Under no circumstances will USF COP tolerate any
form of harassment or hazing, which includes, but is not limited to: threatening, offensive,
or intimidating behavior or remarks; demands for sexual favors; or behavior which creates
a hostile or intimidating atmosphere, because of someone's gender, age, race, color,
national origin, religion, creed, disability, or other characteristic protected by law. For a
more detailed description of what constitutes sexual harassment, please refer to the USF
COP Student Handbook. If a student believes he or she has been subject to sexual
harassment or any other form of discrimination during an IPPE rotation, he/she should
contact the Director of Experiential Education. After discussion of the incident with the
student, an attempt to resolve the complaint on an informal basis will be made if deemed
appropriate. In all cases every possible effort will be made to ensure confidentiality and to
protect the rights of all parties involved. If resolution of a complaint cannot be reached
informally the student will be advised about formal grievance procedures. No student will
be retaliated against on the basis of having asserted a complaint of harassment. Following
the investigation, USF COP will take appropriate measures as soon as possible to redress
harm done. IPPE rotation sites may be reassigned pursuant to the investigation when
deemed appropriate by the Director of Experiential Education.
Section 6.13  Academic Misconduct

According to the Student Handbook, neither plagiarism nor cheating in any form will be tolerated. Academic dishonesty involving IPPE rotation assignments is treated analogously to didactic examinations and assignments, and may result in the student receiving a failing grade for the IPPE rotation. Procedures and potential consequences of academic misconduct are outlined in further detail in the Student Handbook. In compliance with the instructions of the Associate Dean of Academic Affairs, Chair of the Department of Pharmacotherapeutics and Clinical Research or the Director of Experiential Education, students may be required to submit their assignments, presentations, and writings in electronic format. Any item submitted as part of an IPPE course may be run through anti-plagiarism software to validate the student’s individual effort.

ARTICLE VII   STUDENT RESOURCES

Please refer to the most current version of the USF College of Pharmacy Student Handbook.

ARTICLE VIII  IPPE YEAR ONE (SPRING SEMESTER) – SPECIAL POPULATIONS

Section 8.01  Goals/Course Description - In year one, IPPE will focus on special populations to promote health improvement, wellness, and disease prevention in cooperation with an inter-professional team of healthcare providers.

Section 8.02  Learning Objectives

A. Demonstrate empathy, cultural sensitivity, and civic responsibility by participating in activities involving individuals of differing ages, ethnic groups, and socioeconomic backgrounds
   1. Interact with individuals of differing race, socioeconomic status, culture, and gender with appropriate skills and compassion
   2. Demonstrate sensitivity to culture and all other aspects of diversity and identity when interacting with patients, caregivers, and other healthcare professionals
   3. Demonstrate empathy, effective listening skills, and self-awareness

B. Demonstrate effective communication abilities
   1. Use effective written, visual, verbal, and nonverbal communication skills to provide patient/caregiver education
   2. Display effective communication abilities in interactions with other healthcare providers
   3. Elicit feedback validating understanding of communication
   4. Demonstrate communication consistent with education levels and cultural issues
C. Promote public awareness of health and disease
   1. Assess the needs of the target population relative to disease prevention and health promotion
   2. Select and implement an appropriate strategy to prevent disease and health promotion in the target population
   3. Provide recommendations for follow up

D. Demonstrate ethical and professional behavior in all practice activities
   1. Demonstrate caring, ethical, and professional behavior when interacting with peers, professionals, patients, and caregivers
   2. Practice ethically, including maintaining patient confidentiality

Section 8.03 Rotation Experiences

A. Boys and Girls Clubs of Tampa Bay
   1. Groups of 4-5 pharmacy students present the Skills Mastery and Resistance Training (SMART) Moves program to Boys & Girls Club of America members on a weekly basis. The SMART Moves program is designed to teach young people to abstain from, avoid, and resist engaging in risky behaviors including alcohol, tobacco, other drugs, and premature sexual behaviors.
   2. SMART Moves provides 3 different curriculum broken down into the following age categories:
   3. SMART Kids (Ages 6 to 9 years)
   4. Start SMART (Ages 10 to 12 years)
   5. Stay SMART (Ages 13 to 15 years)
   6. 2 hour/session x 15 semester sessions
   7. 30 total semester IPPE hours

B. John Knox Retirement Village
   1. Students are matched up with a senior resident and serve as a senior companion and provide social support on a weekly basis. St. Joseph’s John Knox is a not-for-profit continuing care retirement community and is part of the Bay Care Health System.
   2. 1 hour/session x 15 semester sessions
   3. 15 total semester IPPE hours

C. Self –Selected Site
   1. Students complete experiential education at a site of their choosing. The experiential team provides students with a list of acceptable sites, including required sites. Students are encouraged to select a site and cause that they are passionate about and may complete hours at this site with prior approval from the office of Experiential Education.
   2. Sites are encouraged to include service learning that:
      a) Meets a community need
      b) Establishes or enhances a relationship between the community and the academic institution
c) Helps foster civic and professional responsibility and the development of a sense of caring for others

d) Provides structured time to reflect on the service learning experience

e) Enhances what is taught in the didactic curriculum by extending student learning beyond the classroom and into the community

f) Provides opportunities for interaction with other health professional students and practitioners

3. Examples of acceptable sites include, but are not limited to: required sites, health fairs, shadowing pharmacists or faculty at clinics and labs, Generation Rx, charity events, and the American Cancer Society.

4. 10 total IPPE hours (spring semester)

ARTICLE IX  IPPE YEAR TWO (FALL & SPRING SEMESTERS) – COMMUNITY PHARMACY

Section 9.01  Goals

The goal of the IPPE Community rotations is to expose students to the practice of community pharmacy in a variety of practice settings (i.e. chain store, grocery store, independent, etc.). Students are introduced to all aspects of professional interactions with patients and coworkers, medication dispensing, and pharmacy management.

Section 9.03  Learning Objectives

The learning objectives for the IPPE community rotations have been developed in accordance with ACPE and CAPE proposed outcomes and are geared towards achieving standard competencies for the practice of pharmacy in the community setting, bearing in mind that complete competence in all areas is not to be expected at this stage of the student’s education.

A. Discover the role of the pharmacist in the health care team
   1. Discuss pharmacy career options
   2. Discuss the pharmacist’s role in Medication Therapy Management (MTM)

B. Provide ethical patient care
   1. Discuss ethical issues in pharmacy practice and patient care
   2. Appropriately interpret and apply HIPAA regulations

C. Promote the safe use of medications
   1. Correctly interpret prescription orders
   2. Prepare prescription labels that fulfill legal requirements and promote proper medication use
   3. Assess selected drug dosages for appropriateness
   4. Obtain relevant patient information including drug history, allergies, age, weight, etc.
   5. Evaluate a prescription for compliance with state and federal laws
6. Identify errors and omissions that may occur during the prescription dispensing process
7. Recognize appropriate medication use
8. Accurately process controlled substance medication orders with regard to legal requirements for recordkeeping, storage, and dispensing
9. Obtain a medication order verbally (either in person or by telephone)
10. Demonstrate the ability to completely, accurately, and efficiently process a new prescription
11. Demonstrate the ability to accurately, efficiently, and in a time-efficient manner retrieve, review, and update a computerized patient record with calculations, drug information, and counseling
12. Respond appropriately to medication alerts (DUR messages, conflict codes) generated by computer processing or a pharmacy benefits manager

D. Perform calculations required to compound, dispense, and administer medications
   1. Demonstrate accuracy and efficiency in performing pharmaceutical calculations (including computations of ingredient amounts, doses, or any relevant calculations encountered in the community practice setting)
   2. Compound products upon a prescription or medication order

E. Demonstrate effective communication skills
   1. Conduct patient interviews and collect appropriate information to create a patient medication/health history/profile
   2. Demonstrate courtesy and respect for each individual’s needs, values, and beliefs
   3. Communicate with patients of differing social, economic, and ethnic backgrounds
   4. Display empathy, honesty, and integrity
   5. Demonstrate appropriate oral communication skills in patient counseling
   6. Demonstrate effective communication skills with all members of the healthcare team (physicians, nurses, etc.)
   7. Provide potential solutions for actual and/or potential drug-related problems and prepare appropriate follow-up plans to assess for problem resolution
   8. Provide appropriate, basic drug-related patient counseling (name of drug, indication, directions, length of use, potential adverse effects, appropriate storage, missed dose)
   9. Provide patient counseling for non-prescription medications, devices, and diagnostics
F. Evaluate and integrate information from drug information resources
   1. Identify, retrieve, interpret, and evaluate drug information resources used in a community pharmacy
   2. Perform literature searches utilizing evidence-based databases
   3. Search for medical and scientific information on the internet
   4. Utilize appropriate drug reference resources (electronic and printed) to retrieve drug information and apply the information to identify and resolve drug-related problems

G. Promote health improvement, wellness, and disease prevention
   1. Promote wellness and non-pharmacologic therapies
   2. Assess selected therapeutic outcomes, including pulse rate and blood pressure

H. Demonstrate critical thinking skills to facilitate decision making
   1. Discuss nonprescription pharmacotherapy decisions and product selection
   2. Demonstrate the ability to prioritize problems, ask appropriate questions, identify missing information, and respond with accurate conclusions
   3. Employ the prospective drug utilization review process to identify potential drug therapy problems

I. Examine legal and ethical aspects of patient care
   1. Maintain suitable records for controlled substances
   2. Discuss fraudulent prescriptions
   3. Discuss the ramifications of refusing to fill a prescription
   4. Describe the role and impact of regulatory agencies or accrediting organizations such as the FDA, DEA, Florida State Board of Pharmacy, Medicare, etc.

J. Describe the process of third-party claims adjudication
   1. Observe and participate in the resolution of third-party issues
   2. Discuss the impact of third-party decisions on patient care
   3. Direct supportive personnel in the filing of third-party prescription payment claims

K. Incorporate technology/informatics into pharmacy practice
   1. Explore the expanding role of technology and informatics in the practice of pharmacy and patient care
   2. Describe e-prescribing
   3. Discuss faxed prescriptions and any associated benefits/barriers

L. Describe inter-professional relationships that occur in the community setting
M. Discuss systems and personnel management in community pharmacy operations
   1. Define and describe perpetual and physical inventories and methods of purchasing, ordering, receiving, storage, disposition, and display of drugs and merchandise
   2. Summarize pharmacy management responsibilities, i.e. Policy and procedure development, employee relations, etc.
   3. Describe what policies and procedures are in place for dealing with medication errors
   4. Review the importance and effect of pharmacy marketing techniques

Section 9.03 Rotation Process

Students will be assigned to a community pharmacy practice site where they will spend 4 hours (approximately from 4:00pm to 8:00pm) on a specific day each week for a total of at least 60 hours per semester.

ARTICLE X IPPE YEAR THREE (FALL & SPRING SEMESTERS) – INSTITUTIONAL PHARMACY

Section 10.01 Goals

The goal of the IPPE Institutional rotations is to expose students to the practice of institutional pharmacy in a variety of practice settings (i.e. Hospitals, long-term care facilities, etc.). Students are introduced to all aspects of professional interactions with patients and coworkers, medication dispensing, and pharmacy management.

Section 10.02 Learning Objectives

The learning objectives for the IPPE institutional rotations have been developed in accordance with ACPE and CAPE proposed outcomes and are geared towards achieving standard competencies for the practice of pharmacy in the institutional setting, bearing in mind that complete competence in all areas is not to be expected at this stage of the student’s education. It is to be understood that students have achieved and can demonstrate competency in the categories mentioned in the IPPE Community Learning Objectives and that the institutional rotation is to build on these competencies and advance student learning to the next level.

A. Discover the role of the pharmacist in the health care team
   1. Discuss pharmacy career options
   2. Describe the role of hospital committees, including Pharmacy and Therapeutics (P&T), Infection Control, Quality Assurance, and Discharge Planning
B. **Provide ethical patient care**  
   1. Discuss ethical issues in pharmacy practice and patient care  
   2. Understand and abide by HIPAA regulations  

C. **Promote the safe use of medications**  
   1. Correctly interpret prescription orders and evaluate for compliance with state and federal laws  
   2. Prepare medication labels that fulfill legal requirements and promote the proper use of medications  
   3. Identify errors and omissions that may occur during the prescription dispensing process  
   4. Review medication orders for completeness and potential problems concerning allergies, dose, route, frequency, duration of use, and drug interactions  
   5. Review, interpret, and evaluate medication orders against a pharmacy patient Profile and patient's medical record  
   6. When potential drug therapy problems are identified, make and document appropriate interventions on the patient’s behalf  

D. **Perform calculations to compound, dispense, and administer medications**  
   1. Perform pharmaceutical calculations  
   2. Compound extemporaneous products and describe institutional guidelines for compounding and packaging of products  
   3. Calculate correct amounts of additives for IV or TPN products  

E. **Identify the most frequently prescribed hospital/institutional drugs**  
   1. Identify major adverse effects and contraindications for select categories of hospital/institutional drugs  
   2. Apply appropriate dosing guidelines for adult, pediatric, neonatal, and geriatric use  

F. **Demonstrate effective communication skills**  
   1. Effectively communicate with members of the healthcare team  
   2. Demonstrate proficiency in communication skills by performing patient counseling pertaining to initiation of new medications and/or proper use of discharge medications  

G. **Demonstrate understanding of medical terminology**  
   1. Demonstrate proficiency in reading and understanding common medical terminology  
   2. Accurately interpret abbreviations and professional nomenclature in prescriptions/medication orders  
   3. Discuss unapproved abbreviations
H. **Evaluate information from drug information resources and integrate it into pharmacy practice**
   1. Retrieve drug information from selected electronic and printed drug information resources
   2. Perform literature searches using PubMed and other evidence-based resources
   3. Search for reputable/validated medical and scientific information on the internet
   4. Use appropriate drug reference sources (electronic and printed) to retrieve drug-related information and apply that information to identify and/or solve drug-related problems

I. **Demonstrate critical thinking skills to facilitate decision making**
   1. Discuss potential medication interactions
   2. Assess selected drug dosages for appropriateness
   3. Demonstrate proficiency in reviewing medication orders for drug-drug, drug-dietary supplement, drug-food, and drug-disease interactions
   4. Recommend appropriate drug therapy and alternative therapeutic solutions

J. **Examine legal & ethical aspects of patient care**
   1. Discuss controlled substances (procurement, distribution, inventory, safety)
   2. Describe the role and impact of regulatory agencies or accrediting organizations including the FDA, DEA, Florida Board of Pharmacy, Medicare, OSHA, JCAHO, and ASHP as they affect hospital pharmacy practice
   3. Describe federal and state laws for controlled substances and how the hospital’s/institution’s policy and procedures comply with those laws
   4. Complete an adverse drug reaction report

K. **Incorporate technology & informatics into pharmacy practice**
   1. Explore the expanding role of technology and informatics in the practice of pharmacy and patient care
   2. Discuss barriers and benefits of e-prescribing and faxed prescriptions

L. **Discuss inter-professional/inter-disciplinary interactions that occur in the hospital/institutional setting**

M. **Discuss system management issues**
   1. Perform distributive functions in a unit-dose drug-distribution system including preparation of first dose selection, cart filling, cart exchange, extemporaneous packaging, and use of dispensing automation under direct supervision of preceptor
   2. Define and describe perpetual and physical inventories and methods of purchasing, ordering, and receiving merchandise
   3. Describe procedures for preparation, inventory, dispensing, and monitoring of investigational drugs
   4. Discuss development, implementation, and management of a unit-
dose drug distribution system
5. Demonstrate knowledge of the different types of formularies in a hospital setting
6. Select and recommend appropriate formulary alternatives when non-formulary drugs are ordered
7. Describe the impact of the USP Chapter 797 guidelines in pharmacy practice
8. Define risk levels for sterile products and describe the facility’s guidelines and procedures appropriate for the risk level

ARTICLE XI  CORE ELMS/RX PRECEPTOR

Is a web-based platform for the USF COP education management system. Important information about evaluations, procedures, and the schedule is available to authorized users 24 hours a day from any computer with Internet access. Preceptors will utilize the system to input mid-term and final student evaluations. A temporary Login Name and Password for access will be sent via email addresses for students and preceptors. https://www.academicsuiiterx.com/login.php

ARTICLE XII  ASSESSMENTS

Assessment of student progress is based on the learning objectives previously outlined.

A. Students will receive midterm and final performance assessments from their preceptor for each rotation, unless otherwise specified. Students will submit site evaluations at the end of each rotation through CORE Elms/RxPreceptor®.
B. Students should feel free to include appropriate assignments in their portfolios (e.g. Reflection assignments).
C. In the event that CORE Elms/RxPreceptor® is unavailable or inoperative, assignments will be completed by either Canvas or as email to the Director of Experiential Education. It is the student’s responsibility to proactively complete any assignments due if the system is unavailable or inoperative.
ARTICLE XIII  OATH OF A PHARMACIST

* Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994

At this time, I vow to devote my professional life to the service of all humankind through the profession of pharmacy.

I will consider the welfare of humanity and relief of human suffering my primary concerns.

I will apply my knowledge, experience and skills to the best of my ability to assure optimal drug therapy outcomes for the patients I serve.

I will keep abreast of developments and maintain professional competency in my profession of pharmacy.

I will maintain the highest principles of moral, ethical and legal conduct.

I will embrace and advocate change in the profession of pharmacy that improves patient care.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.
ARTICLE XIV  PLEDGE OF PROFESSIONALISM


As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor.

This development, a vital process in my education, will help ensure that I am true to the professional relationship between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, “I as a student of pharmacy should”:

Section 14.01 DEVELOP a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

Section 14.02 FOSTER professional competency through life-long learning. I must strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.

Section 14.03 SUPPORT my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics set forth by the profession.

Section 14.04 INCORPORATE into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

Section 14.05 MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical care giver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community.

Therefore, I will strive to uphold these standards as I advance toward full membership in the profession of pharmacy.
ARTICLE XV PHARMACIST CODE OF ETHICS

*Adopted by the membership of the American Pharmacists Association, October 27, 1994.

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.

Section 15.01 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.

Section 15.02 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.

Section 15.03 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.

Section 15.04 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.
Section 15.05  **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.

Section 15.06  **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.

Section 15.07  **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.

Section 15.08  **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.