

I hear and I forget. I see and I remember. I do and I understand.

-Confucius

Introduction

Welcome! As a University of New Mexico College of Pharmacy student, you are embarking on one of the most valuable aspects of pharmacy education: The Introductory Pharmacy Practice Experience or IPPE. The goals of the IPPE are to introduce you to pharmacy practice settings, and to provide you with opportunities for transitional experiential activities, active learning, and initial and progressive development of practice skills. There are two required IPPE courses: the first takes place the summer after the first curricular year and is an experience in community pharmacy. The second takes place the summer following the second year and is an institutional, or hospital experience. This series of courses will offer you the opportunity to develop skills in the areas of communication, problem solving and decision-making, life-long learning, professionalism, management, policy formulation, professional governance and community service. You will be expected to develop your capability to render pharmaceutical care throughout both IPPEs.

This manual is designed as a dual manual to assist both students and preceptors. We have included useful information on roles, expectations, and requirements in both the student and preceptor sections. We strongly recommend that you review the preceptor section. Awareness of the duties and responsibilities of both roles lessens the potential for misunderstandings and problems. We believe experiential experiences should be productive and meaningful experiences for both parties. If you should have any questions about the material in this manual or about the IPPE in general, please do not hesitate to contact or visit us in the Office of Experiential Programs. We will do our utmost to assist you. Best wishes for your continued success.

Michel Disco, R.Ph., MBA

Assistant Dean, External Programs

Experiential Learning and Experiential Education

When we are in the classroom, what we learn, by and large, is at the discretion of someone else, namely, the teacher. We may choose not to learn the material at all and fail the class, but we do not have a choice in the subject matter or how it is taught. Classroom learning, also known as didactic learning, is primarily concerned with the transmission of information. The instructor “gives” the knowledge to the student, and the student’s role is to “receive” that knowledge.

Experiential learning, on the other hand, is experience-based. It is learning by doing. We all have engaged in experiential learning. We learn to tie our shoes, ride a bike, and work a computer. To become proficient, we learn by practicing, by doing. Experiential learning becomes *experiential education* when it is part of a structured program whereby the student applies what he or she has learned didactically (in the classroom) to real-life situations. It often involves individualized instruction through one-on-one interaction with a teacher, mentor, advisor, or other individual “in the know.” Experiential education can take many forms: service learning, co-ops, internships, and, our focus here, professional practice experiences or rotations. You may have already completed a number of these in the course of your formal education.

Experiential education is a tremendous portion of your pharmacy education. It is approximately twenty-five percent of your overall education. Information you learn in the classroom will be applied to, and expanded on, real-life situations in a working pharmacy setting. The two IPPEs are designed to serve as an introduction to pharmacy practice. The Advanced Professional Practice Experiences or APPEs, which take place during the entire fourth year, are designed to provide more advanced and specialized experiences. APPEs will incorporate information learned throughout the first three years of the curriculum and will naturally build upon the IPPEs. This manual will focus on the IPPEs only.

We must emphasize that students are expected to take all experiential experiences very seriously. Experiential rotations are in fact, courses, and as such should be given the same attention, dedication, and seriousness as any other course within the College of Pharmacy. It should not be assumed that credit will be given merely for “showing up.” Evaluations reflect how well you meet the goals and objectives for each IPPE. Please see the section on grading in this manual for a more thorough discussion of evaluations.

A Word about Preceptors

What exactly is a preceptor and what is his or her role in your pharmacy education? A preceptor is a teacher or instructor who provides professional, practical experience and training, most notably in the health professions. Your preceptors play important roles in your education because they help you to put into practice the pharmaceutical knowledge you have learned in the classroom. In reality, preceptors do much more. They provide guidance on how to develop from a student into a competent, caring member of the healthcare team whose expertise lies in the use of medications. He or she serves as a role model for professional and ethical behavior and should demonstrate both in teaching and in practice the highest ideals of the profession. Your preceptor should not only guide you in your career preparation, but also should ideally serve as a mentor who provides support, advice, and encouragement as you progress in your development. Preceptors are charged with the task of ensuring that students meet the learning objectives particular to each rotation. But while preceptors take their precepting roles seriously, they are balancing their preceptor responsibilities with their regular job duties. As a student, you can assist your preceptor and enhance your overall experience by not only actively engaging in all activities at your rotation site, but also by taking a pro-active approach toward your learning.

Contributing to Your Own Experience

Especially important for students to recognize is that during experiential rotations, indeed throughout your entire educational experience, *you* are responsible for your own learning. During the time you spend at the rotation site we encourage you to explore all aspects of the site and the nature of the rotation. Find something that interests you about the rotation, even if you don't think that particular rotation is a career choice for you. You may discover something new that could change your mind. Engage in conversations with other pharmacists, pharm techs, and other health professionals. Ask questions. Take the initiative to research something you don't know. Don't wait for your preceptor to tell or show you everything. Speak with patients whenever possible. The idea is to actively participate in the rotation and to have the maturity, motivation, and self-direction to take ownership of what and how you learn.

Requirements for IPPE Rotations

All pharmacy students must have a current pharmacy intern license before participating in rotations. In order to obtain the intern license, students must complete one year of the professional Pharm.D. program. This license must be renewed every year. Pharmacy intern license applications are available in the College of Pharmacy and must be returned to the New Mexico Board of Pharmacy. A fee is required for the license.

In addition to the intern license, students must have the following before the IPPE can begin:

- current immunizations
- current CPR certification
- HIPAA training

Please note that you must contact your preceptor at least two weeks prior to the start of the rotation to inform the preceptor who you are and to obtain any relevant information you might need before the rotation begins. Failure to contact your preceptor two weeks before the start of rotations demonstrates a lack of professionalism and creates a less-than desirable beginning to the rotation.

The Community Pharmacy IPPE: What to Expect

The Community Pharmacy IPPE serves the dual roles of introducing students to basic pharmaceutical functions and also to the practice of pharmacy in community retail settings such as chain store pharmacies, grocery store pharmacies, or independent pharmacies. The rotation will provide experience in identifying, resolving, and preventing drug related problems in settings dealing with general medicine issues. The primary emphasis will be on drug dispensing, obtaining a history (drug and medical), and communicating drug and health prevention information to patients. The Community Pharmacy IPPE also will introduce the student to insurance-related issues.

The Community Pharmacy IPPE is the first rotation in which you will partake as a pharmacy student at UNM. For some students, adjusting from a classroom setting to a real-life situation may be difficult. There may be a certain level of anxiety at the prospect of participating in a working pharmacy and working alongside professional pharmacists. For other students who

will have had previous working knowledge and/or experience in a pharmacy environment, the level of anxiety may be somewhat less. Regardless of intensity level, most students are likely to experience some anxiety at the beginning of the rotation. It may be a good idea to familiarize yourself with the setting in which you will be doing your rotation. In order to avoid misunderstandings, contact the site several days in advance of beginning the rotation to be clear on pertinent information such as the starting date, time, orientation, badges, parking concerns, etc. It is imperative that all students become familiar with, and follow, the site's policies and procedures, including, but not limited to:

- Confidentiality
- Lines of authority (as related to students)
- Absence and tardiness procedures (as related to students)
- Safety and emergency procedures

Goals and Objectives

The following are the goals and objectives for the Community Pharmacy IPPE. All students on Community IPPE rotations must meet these goals and objectives, as they are tied to required competencies for the professional program (Pharm.D.) degree at the UNM College of Pharmacy. These introductory experiences should serve as an introduction to the final competencies listed after each set of goals and objectives.

Experience in Preparation and Dispensing of Medication

- ❖ Understand and apply practices of proper drug dispensing in a community retail setting
 - Evaluate prescription orders:
 - Verify patient profile information
 - Determine timeliness of prescription-old or new
 - Assess appropriateness of medication for diagnosis
 - Verify proper dosage
 - Check for therapeutic duplication
 - Check for potential allergic reactions
 - Check for drug/disease, drug/drug, drug/food interactions
 - Detect possible errors made by prescriber
 - Prepare medication for dispensing
 - Perform compounding if necessary
 - Conduct proper calculations
 - Select proper ingredients
 - Select appropriate packaging
 - Select proper labeling

- Understand legal requirements for labeling
- Provide all information on label for use by patients
- Perform necessary checks to ensure order is complete, correct, and safe for patient

Addresses the following UNM College of Pharmacy Doctor of Pharmacy (UNM Pharm.D.) Competencies:

I. B: Describe dose-response and time-response relationships, drug-receptor interactions, and the therapeutic index

I. C: Describe the processes of drug absorption, metabolism, distribution, and elimination and factors that alter them.

I. E: Describe the structure-activity relationships of drugs and how these properties influence their pharmacological actions

I.G: Know the trade and generic names, mechanisms of action, warnings, adverse effects, contraindications, drug interactions, dosage forms, and dosing regimens of the top 200 drug products and representatives from other major therapeutic drug classes

III. A.: Determine the appropriate route of administration, dosage, and drug delivery system for a patient based upon individual needs and characteristics.

III. B.: Determine the completeness, appropriateness, and accuracy of information in a drug order or prescription and clarify, add, and correct this information when necessary.

III. C.: Accurately and appropriately prepare, compound, package, and label medications.

Experience in Patient Interaction

- ❖ Demonstrate ability to obtain patient history
 - Employ proper questioning techniques for obtaining patient history
 - Drug history
 - Past medications: prescription
 - Current medications: prescription, OTC
 - Intolerance
 - Perceived benefits
 - Medical history
 - Family and social background
 - Presenting symptoms
 - Other relevant information
- ❖ Demonstrate ability to provide patient counseling/education
 - Counsel patients on drugs or other therapeutic regimens in clear, understandable manner
 - Proper administration
 - Possible adverse reactions
 - Cautionary instructions
- ❖ Exhibit empathy, compassion, and caring in all patient interactions

Addresses the following UNM College of Pharmacy Doctor of Pharmacy (UNM Pharm.D.) Competencies:

II. A, 1.: Establish a pharmacist-patient relationship

II. A, 2.: Obtain a patient's history (medical, social, medication, and financial)

II. B, 6.: Effectively communicate and counsel diverse patient populations by addressing language, educational, and cultural barriers

II. B, 7.: Counsel a patient or caregiver on medication use, drug delivery system, non-drug therapy and other components of a disease-state management care plan.

V. A, 3.: Provide humane and compassionate patient care.

Understanding of Professional and Ethical Conduct

- ❖ Demonstrate personal responsibility in all actions
 - Exhibit honesty and integrity
 - Abide by ethical codes and practices in all activities
 - Maintain confidentiality

- ❖ Demonstrate self-control and professional attitude in all interactions
 - Exhibit respect for all persons
 - Display cultural sensitivity
 - Exhibit and encourage tolerance

Addresses the following UNM College of Pharmacy Doctor of Pharmacy (UNM Pharm.D.) Competencies:

V. A, 1.: Articulate ethical principles relevant to pharmacy practice.

V. A, 2.: Maintain honesty, confidentiality, sensitivity, tolerance, and cultural appropriateness in professional interactions.

V. B.: Comply with federal, state, and local laws and regulations that affect the practice of pharmacy.

Understanding of Third-Party Billing

- ❖ Understand process for third-party claims
 - Knowledge of information needed on patient, prescription, and prescriber
 - Understanding of types of insurance
 - Familiarity with insurance ID cards
 - Insight to managed care systems
 - Understanding of Medicare
 - Familiarity with new drug benefit (Medicare, Part D)
 - Awareness of effects of insurance/Medicare coverage on patient drug therapy

Addresses the following UNM College of Pharmacy Doctor of Pharmacy (UNM Pharm.D.) Competency:

VI. C: Function within a health system's formulary process and use appropriate data to recommend and support formulary changes.

The Institutional IPPE: What to Expect

The institutional IPPE is designed to introduce the student to pharmaceutical practice in a hospital setting. The rotation will provide experience in drug dispensing, distribution and administration within the institutional setting, as well as introductory experience in providing pharmaceutical care. The institutional IPPE also serves as an introduction to specialty areas and provides the opportunity to meet and network with pharmacy residents in those areas.

The hospital setting is a busy one, and as a pharmacy student on the institutional IPPE, you may feel overwhelmed and perhaps “in the way” during your rotation. Keep in mind that your preceptor does not expect you to know everything; however, it is a good idea to tour the facilities and become familiar with the hospital, including patient-care areas and the hospital pharmacy.

In the hospital pharmacy, you should be familiar with the location of the following:

- All drug products, including floor stock and controlled substances
- Equipment
- Supplies
- Reference materials

You should also be familiar with the pharmacy department’s policies and procedures, including, but not limited to:

- Confidentiality
- Lines of authority (as related to students)
- Absence and tardiness procedures (as related to students)
- Safety and emergency procedures

If your preceptor permits, you should attend at least one meeting of the Pharmacy and Therapeutics (P&T) Committee during the rotation.

Goals and Objectives

The following are the learning goals and instructional objectives for the Institutional IPPE. All students on Institutional IPPE rotations must meet these goals and objectives, as they are in accordance with required competencies for the professional program (Pharm.D.) degree.

Experience in Preparation and Dispensing of Medication

- ❖ Understand and apply practices of proper drug dispensing in an institutional setting
 - Evaluate drug orders:
 - Determine completeness (per JCAHO requirements)

- Determine accuracy
 - Verify proper dosage
 - Assess appropriateness of medication for diagnosis
 - Check for therapeutic duplication
 - Check for potential allergic reactions
 - Check for drug/disease, drug/drug, drug/food interactions
 - Detect possible errors made by prescriber
 - Prepare/Compound/Package drug products:
 - Perform and document any necessary calculations
 - Select accurate dosage forms
 - Demonstrate professional procedures for preparing/compounding
 - Select appropriate equipment and containers
 - Select appropriate labeling
 - Demonstrate preparation of sterile products, including appropriate aseptic techniques
 - IV Admixtures
 - Select appropriate bulk solution
 - Select appropriate diluent
 - Select appropriate labeling
 - Determine stability, incompatibilities, and storage requirements
- ❖ Understand and gain experience in managing systems for storage, preparation, and dispensing of medicines
- Understand role of technical personnel
 - Understand how and where controlled substances and refrigerated medications are stored
 - Understand use of investigational drugs
 - Demonstrate knowledge of automation/computer systems in drug dispensing
 - MAR
 - PYXIS or other dispensing system

Addresses the following UNM Pharm.D. Competencies:

I. A.: Describe the mechanisms of homeostatic control of human organs, systems, tissue injury, and disease processes.

I. B.: Describe dose-response and time-response relationships, drug-receptor interactions, and the therapeutic index.

I. C.: Describe the processes of drug adsorption, metabolism, distribution, and elimination and factors that alter them.

I. E.: Describe the structure-activity relationships of drugs and how these properties influence their pharmacological actions.

III. A.: Determine the appropriate route of administration, dosage, and drug delivery system for a patient based upon individual needs and characteristics.

III. B.: Determine the completeness, appropriateness, and accuracy of information in a drug order or prescription and clarify, add, and correct this information when necessary.

III. C.: Accurately and appropriately prepare, compound, package, and label medications.

III. F.: Demonstrate knowledge of automated medication dispensing systems and health care information systems.

Experience in Drug Distribution and Administration

- ❖ Identify and participate in key areas of drug distribution and administration
 - Understand and participate in floor stock replenishment and control
 - Understand and demonstrate process and record keeping for unit dose medications
 - Understand and demonstrate emergency medications replenishment and control
 - Understand non-formulary medication protocol
 - Participate in first doses and understand dosing schedules

Addresses the following UNM Pharm.D. Competencies:

III. G, 1.: Demonstrate the ability to document receipt and provide appropriate storage of all drugs in a pharmacy in accordance with state and federal regulations.

Experience in Providing Pharmaceutical Care

- ❖ Demonstrate ability to provide pharmaceutical care
 - Counsel/educate patients regarding drugs, devices, or other therapeutic regimens in clear, understandable manner
 - Exhibit empathy, compassion, and caring in delivery of pharmaceutical services
 - Maintain confidentiality in all aspects of patient care, observing legal and ethical concerns
 - Recognize barriers affecting pharmacist-patient relationship, including the presence or absence of guidelines, legal restrictions, institution-specific policies and procedures, and communication/cultural issues
- ❖ Understand and apply practices of ideal professional collaborative relationships
 - Counsel/advise members of healthcare team regarding drug information and use or other pharmaceutical issues
 - Identify and practice effective communication and integration for all professional health care team members and the patient to devise proper medication therapy.
 - Recognize barriers affecting collaborative efforts, including the presence or absence of guidelines, legal restrictions, institution-specific policies and procedures, and communication/cultural issues
- ❖ Identify knowledge base needed to provide rational drug therapy
 - Gain experience using patient assessment, medical chart, and records to locate the following information needed to prevent, detect, and resolve medication problems and make recommendations:
 - physical assessment
 - history
 - diagnosis
 - physician's orders
 - MAR
 - nursing notes
 - lab reports
 - drug allergies/sensitivities
 - progress notes/door charts/vital signs

- Gain experience assessing the following pertinent information needed to prevent, detect, and resolve medication-related problems and to make medication therapy recommendations:
 - signs/symptoms
 - epidemiology
 - risk factors
 - pathogenesis
 - pathophysiology
 - etiology
 - treatment of common diseases
- Explain patient or disease specifics which would be required to collect pharmacogenomic and/or pharmacogenetic information
- Explain the mechanism of action, pharmacokinetics, pharmacodynamics, pharmacoeconomics, usual regimen, indications, contraindications, interactions, adverse reactions, and therapeutics of medications in the treatment of disease

Addresses the following UNM Pharm.D. Competencies:

I. A.: Describe the mechanisms of homeostatic control of human organs, systems, tissue injury, and disease processes.

I. B.: Describe dose-response and time-response relationships, drug-receptor interactions, and the therapeutic index.

I. C.: Describe the processes of drug adsorption, metabolism, distribution, and elimination and factors that alter them.

I. E.: Describe the structure-activity relationships of drugs and how these properties influence their pharmacological actions.

I. F.: Apply the principles of pharmacogenomics to drug therapy.

II. A, 3.: Conduct a physical assessment and review of systems and interpret the results.

II. A, 4.: Review a patient's medical and drug records and extract information relevant to pharmacotherapy decisions.

II. B, 5.: Collaborate with interdisciplinary teams to ensure that patient care is continuous and reliable and to encourage necessary referrals.

II. B, 6.: Effectively communicate and counsel diverse patient populations by addressing language, educational, and cultural barriers.

II. B, 7.: Counsel a patient or caregiver on medication use, drug delivery system, non-drug therapy and other components of a disease-state management care plan.

V. A, 3.: Provide humane and compassionate patient care.

Experience in Drug Information and Education

- ❖ Participate in timely and accurate responses to drug information inquiries
 - Identify pertinent information needed
 - Evaluate best procedure for retrieving information, including computer databases
 - Analyze biomedical literature
 - Effectively incorporate findings into patient care plan

- ❖ Gain experience providing health professionals with pharmaceutical information regarding
 - Dosages
 - Side effects
 - Potential interactions
 - Manufacturer and availability
 - Storage requirements
 - Evidence-based regimens/guidelines and where to locate them
- ❖ Identify characteristics of effective educational programs for health professionals
 - Understand effective methods of designing and implementing educational programs

Addresses the following UNM Pharm.D. Competencies:

II. B, 2.: Retrieve, manage, evaluate, and apply biomedical literature and other professional information in a critical and scientific manner.

II. B, 3.: Integrate current research findings with clinical expertise and patient values in the design and implementation of patient-specific pharmaceutical care plans.

V. E: Communicate clearly, accurately, and persuasively with various audiences using a variety of methods and media.

Understanding of Professional and Ethical Conduct

- ❖ Demonstrate personal responsibility in all actions
 - Exhibit honesty and integrity
 - Abide by ethical codes and practices in all activities
 - Maintain confidentiality
- ❖ Demonstrate self-control and professional attitude in all interactions
 - Exhibit respect for all persons
 - Display cultural sensitivity
 - Exhibit and encourage tolerance

Addresses the following UNM College of Pharmacy Doctor of Pharmacy (UNM PharmD.) Competencies:

V. A, 1.: Articulate ethical principles relevant to pharmacy practice.

V. A, 2.: Maintain honesty, confidentiality, sensitivity, tolerance, and cultural appropriateness in professional interactions.

V. B.: Comply with federal, state, and local laws and regulations that affect the practice of pharmacy.

Experience in Institutional Pharmacy Operations Management

- ❖ Understand institutional pharmacy organizational chart
 - Identify roles and duties of staff pharmacists vs. clinical pharmacists
 - Identify roles and duties of pharmacy generalists vs. clinical pharmacy specialists
 - Identify roles and duties of pharmacy techs, clerks, secretaries, etc.

- ❖ Understand planning and policy-making procedures
 - Understand role of regulatory agencies on hospital pharmacy practice including:
 - FDA, DEA, JCAHO, CMS, OSHA
 - Describe role and function of Pharmacy and Therapeutics (P&T) Committee
 - Describe Drug Utilization Review (DUR) process
 - Describe formulary system
 - Describe quality assurance program
 - Describe reporting system for the following:
 - loss of controlled substances
 - medication errors
 - drug misadventures

- ❖ Understand drug inventory, security, and control procedures
 - Describe drug inventory control methods
 - Describe drug security and control procedures
 - Floor stock medication areas outside pharmacy
 - Nursing unit inspections
 - Understand drug use evaluation procedure

Addresses the following UNM Pharm.D. Competencies:

V. B.: Comply with federal, state, and local laws and regulations that affect the practice of pharmacy.

VI. A.: Identify, report, manage, and prevent adverse drug events.

VI. B.: Participate in and communicate findings of medication use evaluations and drug utilization review activities.

VI. C.: Function within a health system's formulary process and use appropriate data to recommend and support formulary changes.

VI. D, 1.: Understand staffing plans that maximize the provision of pharmaceutical care.

Grading

The Introductory Professional Practice Experiences are graded on a CR/NC basis; therefore, you will not receive a letter grade for your participation in these rotations. Preceptors will evaluate you in several areas including, but not limited to, communication, reliability and quality of assignments, attendance, and response to critique. You will receive credit if you successfully meet the goals and objectives for each IPPE. Ideally, the preceptor should discuss the evaluation with the student a few days before the end of the rotation. This may avoid any “surprises” or misunderstandings regarding the evaluation.

Student Standards

In order to participate in IPPE rotations, all students shall:

- Be in good academic standing in the College of Pharmacy
- Have successfully completed the first professional year (community pharmacy rotation) or second professional year (institutional rotation)
- Have completed all health requirements (immunizations, etc.)
- Be a licensed pharmacy intern in New Mexico
- Have completed Basic Life Support or CPR
- Not have a family member or employer as a preceptor
- Refrain from receiving monetary compensation for rotations

Students on pharmacy practice experiences represent the College of Pharmacy and the University of New Mexico as a whole. Students are expected to conduct themselves in a respectful, courteous manner in *all* interactions while on rotations. The following are student responsibilities while on rotations:

The student:

1. Shall be **professional** in both appearance (dress) and conduct
2. Should quickly master the routine procedures so that more time may be devoted to the aspects of the practice that involve patient care, professional judgment and decision-making
3. Shall recognize that learning requires **mutual respect and courtesy**, and an open line of communication between teacher and student
4. Should **take the initiative in communicating** with patients and other health professionals within the boundaries of courtesy and common sense
5. Shall not divulge any information of a **confidential** nature (The student will have completed HIPPA training prior to patient contact.)
6. Shall not make professional decisions without preceptor supervision and approval, especially when dispensing medication, consulting with patients, or advising other health-care professionals
7. Shall **adhere to a specified schedule** predetermined with the preceptor
8. Shall be **punctual** and be required to notify preceptor of lateness or absence
9. Is responsible to know and comply with all applicable **pharmacy laws and regulations**

10. Is responsible to know and adhere to all **policies and procedures** of the College and training sites
11. Is responsible for **completion of all assignments** from the preceptor
12. Is responsible for the **evaluation** of the preceptor

A few student responsibilities require further discussion. Several of these are outlined below.

Professionalism

All students are required to maintain a professional appearance in both dress and manner. Students should dress in accordance with professional norms. Jeans, t-shirts, sweat pants or tennis shoes are **not** acceptable. Acceptable attire for males is a pair of trousers, a neat, pressed shirt and tie. Acceptable attire for females is a skirt, dress, or dress slacks with a blouse or sweater. Both males and females are to wear a short, white lab jacket which is clean and pressed. A University of New Mexico pharmacy student name tag must be visible at all times. Some rotation sites may require an additional identification tag. In addition to appearance, professionalism requires another important element: maturity.

Students are expected to respect and comply with rotation site policies, rules and regulations with a sense of maturity and personal integrity. Maturity is arriving to work on time, prepared, and ready to work. Maturity is not accepting personal calls at the site and turning your personal cell phone off during working hours. Maturity is performing tasks when asked and within an appropriate time frame. If you have doubt as to when something needs to be accomplished, ASK. Maturity is refraining from inappropriate language in the workplace. Even if others engage in it, including your preceptor, DON'T. Maturity is refraining from gossiping or engaging in conversation about the party you attended last Saturday night. Maturity is not acting like you know everything, even though you may know a good deal. Maturity is displaying a proper attitude in all interactions. Maturity is maintaining self-control even with those with whom you have a conflict. Maturity is tolerance of others: respecting opinions, beliefs and backgrounds different from your own. Maturity is accepting constructive criticism, and assuming responsibility for your actions.

Attendance

Students must spend a total of 40 clock hours per week at the site of the assigned rotation. You are required to adhere to a schedule predetermined by you and your preceptor and you should be punctual when reporting to the site. If for any reason you cannot attend, you must contact your preceptor in advance. In the event that your preceptor cannot be reached directly, it is important to leave a message on the preceptor's answering machine or contact the College of Pharmacy Experiential Programs Office. Excused absences include sanctioned College events, legitimate illness or family emergency. Written documentation must be provided for illness and family emergencies. Rotation absences for job or residency interviews will also be considered excused absences if the preceptor is informed and permission is obtained prior to the absence. In the event of inclement weather conditions, you should contact your preceptor to determine the need for reporting to the site. All other reasons for not reporting to the rotation site as scheduled will be considered an unexcused absence unless prior approval is obtained from your preceptor. Students must make-up any absences, excused or unexcused, in order to fulfill internship and curricular requirements. You must arrange an acceptable method of making up any missed time with your preceptor, should you have an absence. Any student missing more than five days of any given rotation will not be allowed to progress to the next rotation until the Assistant Dean for External Programs is consulted and has given approval for the student to progress.

Confidentiality

You will have access to information regarding patients, staff and business operations of the rotation sites where you are assigned. This information must remain at the site and be held in the strictest confidence. You should not communicate confidential information, including information related to clinical matters, to other students, patients, lay persons, or other health professionals in public areas or outside the site. Prior to beginning rotations, students are required to sign a Statement of Confidentiality after completing the UNM HSC HIPPA training course. Additionally, you must follow the policies regarding confidentiality for each rotation site. Violation of the confidentiality policy may result in a loss of credit or a failing grade for the rotation. Likewise, your preceptors must maintain confidentiality regarding student information.

Information pertaining to your progress is to be shared only with the college faculty as outlined in the assessment process.

Communication

We will discuss two aspects of communication here. The first relates to the communication of program information and the use of electronic means to relay such information. The second refers to the interpersonal communication between you and your preceptor and/or other professionals or students at the site.

Communication of college and program information during experiential rotations is a shared responsibility between the college and the student. Students are responsible for obtaining all distributed printed information, including program policies and experiential workbooks. All other communication from the Office of Experiential Programs will take place via email. The College of Pharmacy uses electronic means to disseminate information to students and it is required that all pharmacy students are connected to email. You are encouraged to check it frequently, as information which is sent may be important and/or time-sensitive. Email will be sent to University of New Mexico email addresses only. It is your responsibility to make sure the Office of Experiential Programs has your current contact information, including address, phone number and e-mail address. If you wish your email forwarded to another system, information on how to do this is available from Computing Services. If this poses a problem, you must contact the Director of Student Services to work out a solution. Internet access is available at most rotation sites to aid students in accessing their email. The Assistant Dean for External Programs will NOT mail information to individual students.

It is imperative that students understand the importance of open and honest communication while at the rotation site. Interpersonal skills development is part of the experiential education, both in relation to patients and to colleagues. Communication with your preceptor should begin **two weeks prior** to the start of the rotation, as required by the Office of Experiential Programs, or **earlier** if your rotation is at an IHS or VA facility (check with the Office of Experiential Programs). This is to let your preceptor know who you are and to receive specifics regarding the site, scheduling, or other pertinent information. Failure to contact your preceptor and then showing up the first day of the rotation is highly unprofessional and is not the

best way to begin the rotation or the relationship!

For each IPPE, students should follow the guidelines mentioned at the beginning of this manual for what should be done early on in the rotation such as touring the facility and inquiring about site-specific policies and procedures. Your preceptor should outline in the very beginning activities you will be doing, what he or she will expect from you, and any assignments. The preceptor will also review goals and objectives for the rotation. Should your preceptor fail to do any of these, it is your responsibility to ask. Remember, *you* are responsible for your own learning.

You may encounter a number of issues which may affect the overall learning experience during your IPPEs. These may involve personality conflicts, difficult assignments, unrealistic expectations, lack of interest or motivation, negative attitudes, and poor work ethic, among others. These may be real or they may be perceived on your part, that of your preceptor, another health professional, another student at the site, or a combination of all involved. Such issues can lead to minor misunderstandings with little consequence or serious conflicts with considerable consequences for you, the preceptor, or the College. To avoid misunderstandings and potential conflicts, it is best to deal with the situation as soon as possible, so as not to allow the situation to escalate. Maturity and professionalism are key factors.

If a difficult situation arises with another individual, you should first speak directly with that individual. Do not assume that your preceptor is aware of the problem and will make efforts on your behalf to resolve it. Set aside some time to speak with the individual as openly and honestly as possible, without being confrontational or judgmental. If that does not alleviate the situation, you should then speak with your preceptor. Approach the discussion professionally. Ask to schedule some time to meet to discuss the issue. Do not surprise your preceptor by bringing up serious issues randomly or while in the middle of another task. Speak honestly and openly, without saying negative comments regarding the other parties involved. You may find speaking with your preceptor awkward or difficult, particularly if the issue directly involves him or her. However, we encourage you to not fall into the mind-set of “I’m just the pharmacy student.” Your concerns are just as valid as that of any other member of the pharmacy staff at the site. Consider that your preceptor is your supervisor while you are at the site, speak with him or her first-do not speak with another individual’s supervisor or manager. Likewise, if the issue involves your preceptor, do not go to his or her supervisor or manager. Also, avoid speaking

with other staff members about the situation; it is unprofessional.

If the situation is still unresolved after having spoken with the individual and/or your preceptor, you should then contact the Assistant Dean for External Programs at the College of Pharmacy. If the issue is a serious one, contact the Assistant Dean immediately.

Both students and preceptors are strongly urged to recognize that learning requires mutual respect and courtesy and that effective and timely communication is a vital component.

Additional Guidelines

Liability Insurance

The University of New Mexico provides student liability insurance for all students enrolled in experiential programs. This insurance is a self insured program for all State Employees, governed by the provisions of the New Mexico Tort Claims Act. This insurance covers students only when they are working in the pharmacy practice environments in the United States as a part of the course experiences. Students may elect to supplement this coverage with their own policy. Information regarding liability insurance coverage is available from the Assistant Dean for External Programs and the Health Science Center Legal Counsel. Students participating in international rotation experiences will be required to obtain personal liability insurance at their own expense.

Drug Information Resources

The Introductory Professional Practice Experiences will not emphasize the utilization of drug information resources to retrieve information regarding specific drug therapies. This aspect of pharmaceutical practice is covered more directly during the 4th year Advanced Professional Practice Experiences. However, some IPPE preceptors may provide an introduction to the process and ask that you perform basic drug information retrieval. If your preceptor should ask you to do this, you are strongly encouraged to use the opportunity to become acquainted with these resources and to begin to learn how to use them.

CPR Training

All students must become certified in basic adult and pediatric cardiopulmonary

resuscitation (CPR) prior to beginning experiential rotations. A copy of the student's CPR certification card must be submitted to the Assistant Dean for External Programs before the student will be allowed to begin rotations.

Compensation

There is no monetary compensation to students for participation in the experiential program, with the exception of site-specific housing and food allowances. Students are responsible for all transportation, housing, food and any other personal expenses associated with their rotations.

Employment

Concurrent employment during the experiential training period is discouraged. If necessary, **work schedules must be adjusted to accommodate rotation requirements** and will not be considered a legitimate reason for excusing a student from the rotation site.

Grievances

Students should contact the Assistant Dean for External Programs to report, verbally and/or in writing, violations of experiential education program policies. Violations include alleged ethical and legal violations of the practice of pharmacy, alleged sexual harassment, verbal abuse, inappropriate and offensive physical contact and all forms of discrimination. These types of incidences should not be reported on the preceptor/site evaluation form at the end of a rotation. Immediate reporting of such incidences will allow the appropriate action to be taken in accordance with College of Pharmacy and/or University guidelines.

On-Line Resources

As a pharmacy student, you should already be familiar with the PEMS system. All rotation scheduling will be done on PEMS. It is vital that you maintain current contact information on PEMS such as address, phone number and email. Please refer to the PEMS section of your student handbook for instructions on PEMS.

Rotations for all IPPEs will be done via a “spin” on PEMS. You will enter preferences via the Internet and the system will “spin” the assignments (randomize according to an

algorithm). You may receive your first choice and you may not. Please do not contact individual preceptors. The Office of Experiential Programs will contact them on your behalf. Please make an appointment with the office if you have questions or concerns regarding your rotations.

In addition to PEMS, you may find information regarding the Experiential Program on the UNM College of Pharmacy website at:

<http://hsc.unm.edu/pharmacy/current/experiential.shtml>

You will find this manual available on the website, as well as the student IPPE evaluation of preceptor and site form, which may be completed and submitted online. Please note that this evaluation is **not** available in PEMS. It must be completed and submitted via the COP website.

Holidays and Breaks

Throughout all rotations, UNM recognizes several federal and state holidays. All professional practice experiences are designed to place students in real-world situations. Please keep in mind that holidays are at the discretion of your preceptor. Most rotation sites will recognize the same holidays, but be aware that some employers recognize all holidays, while others do not. IPPE rotations fall during two holidays Memorial Day and 4th of July. Check with your preceptor regarding time off for these holidays if your rotation occurs during these times.

How Do You Learn?

Understanding how you learn can be a beneficial tool if you ever have difficulty acquiring information or skills in professional practice experiences or in other classes during the course of your pharmacy education. It might provide you with knowledge you never knew about yourself. It may enhance your learning if you understand what areas of studying you need to improve. It may be an issue to discuss with preceptors or instructors so that they understand why you may be having difficulty in a particular subject. You may already be familiar with several categories of learning styles, visual learning vs. verbal or active learning vs. reflective, for example. Here we will discuss learning style in relation to personality type based on the Myers Briggs Type Indicator or MBTI. The MBTI is a personality assessment which discloses an individual's preferences for how they see the world, among which include how an individual

processes information. We will very briefly discuss the MBTI and learning style along with the work of John Pelley, who has successfully used the MBTI to assist medical students in their studies. This is only one aspect of learning style. Whether you use this method to find your learning style or another, we encourage you to examine your learning style to avoid academic hardships.

The Myers Briggs Type Indicator is a personality assessment based on a series of questions for how one prefers to be in the world. The individual receives a 4-letter psychological type at the conclusion of the assessment. The psychological types of the MBTI come from an individual's preferences in four different dichotomies or areas. Below is very brief synopsis of these four dichotomies. Students should note that full administration of the MBTI is necessary to determine psychological type. In addition to each synopsis, a question follows which *very generally* gives an example of each dichotomy in relation to learning style.

1) Extraversion or Introversion (E or I)-where one draws energy: the outer world (people) or the inner world (self)

Extraverts obtain their energy and creativity from being around other people while introverts prefer to obtain energy and ideas from inward reflection.

Do you perform better on exams when you study in a group (extraversion) or by yourself (introversion)?

2) Sensing or Intuitive (S or N)-How one takes in new information, sees the world

Sensing people process new information as facts presented in the here and now, that which is real and tangible. Intuitive people like to process new information by seeing how it relates to other things, that which is possible.

Do you view information from a pharmaceuticals lecture only as facts in the here and now (sensing) or do you relate the new information to existing knowledge you learned in and see a relation to the “bigger picture” (intuitive)?

3) Thinking or Feeling (T or F)-How one reacts to new information, makes decisions

Thinking individuals respond to new information and make decisions objectively, relying on facts and logic. Feeling individuals make decisions based on subjective elements and the people involved.

When counseling a Vietnamese female patient, do you focus mainly on the fact that she is not taking her medication and how this is affecting her overall condition (thinking) or do you focus on possible cultural influences that may be at work preventing her from taking the medication (feeling)?

4) Judging or Perceiving (J or P)-How one structures or organizes their lifestyle

Judging individuals are structured, organized, and less flexible. Perceiving individuals are more spontaneous, open, and willing to adapt to new situations.

When beginning your rotation, do you prefer that the preceptor give you a set schedule for the entire rotation including specific tasks (judging) or do you prefer to have very little structure with more involvement in what happens to come up on a daily basis (perceiving)?

After completing the MBTI assessment, an individual is given a type from sixteen possible types (INFJ, or ESTP for example). No one type is better or more inclined to succeed over another type. A person's type only distinguishes an individual's *preferences* for the four areas. But how an individual prefers to process information is a significant component of personality type, and thus affects the learning style of the individual. If you should find yourself having difficulty in acquiring new material or skills in class or during a rotation, you may want to examine John Pelley's book, *Success Types for Medical Students*. While his work is based on experience with medical students, his methods can be applied to any discipline.

Pelley closely examines how students can improve their academic success by understanding their learning style and how it correlates to personality type. He determines that students are either linear learners or integrative learners, with linear learners able to connect facts only with their corresponding concepts and integrative learners able to connect or integrate concepts with other concepts, therefore able to be more successful in their studies. He maintains that there are distinct learning differences between particular types, most notably between sensing vs. intuitive types. Intuitive types are more often integrated learners (able to make connections between concepts). His book outlines methods for learning the skills necessary to

become an integrated learner. He asserts that the skills of the intuitive person can be learned by sensing individuals to assist them in integrative learning. Likewise, intuitive learners can learn the skills of the sensing type which have merit in learning, such as the recall of hard informational facts.

Understanding how you learn can make an enormous impact on your education. It may improve communication between you and your preceptors and instructors, it may empower you to overcome difficulties in learning or find new ways to build upon information you already know, and it can change the way you interact with patients in a clinical setting. We encourage you to explore your learning style further. If you are interested in taking the MBTI, UNM's Office of Career Services offers the assessment for a nominal fee. If you would like more information on *Success Types for Medical Students*, copies are available for checkout at the UNM HSC library.

Moving Beyond Dispensing: The Pharmacist Clinician and Residencies

You are receiving your pharmacy education at a time when the profession is shifting from a primary role of filling prescriptions to becoming more centrally involved in providing direct patient care. As you begin to think about career options (and you should begin thinking now), there are two which the College of Pharmacy strongly encourages its students to explore: status as a pharmacist clinician and pharmacy residencies. These aspects of the profession will offer more opportunities to have a direct impact on patient care and may even be necessary to meet the changing demands of the profession in the future. Both are also vitally important to the healthcare needs of the state of New Mexico.

A Pharmacist Clinician (PhC) is a certified healthcare provider who provides direct patient care using pharmaceutical principals. New Mexico and North Carolina are the only states to certify pharmacists as pharmacist clinicians. Pharmacist clinicians can not only fill prescriptions and drug orders, but also can prescribe medications. Pharmacist clinicians work under the supervision of a physician and follow strict guidelines and protocols based on the clinic or facility where they work. Pharmacist clinicians provide drug therapy for patients, monitor patient drug use, assist physicians in the selection of drugs and medications, and provide education and counseling regarding medications, their use, and possible adverse reactions. In addition, they also perform physical assessments and take medical histories. Pharmacist

clinicians must review patient charts and maintain medication profiles. The care Pharmacist clinicians provide is not a substitute for physician care, but is rather in addition to physician care.

To become certified as a Pharmacist Clinician, one must be an active, licensed pharmacist and complete additional hours of physical assessment training, or be a certified Physician Assistant or be an IHS-certified Pharmacist Practitioner. See Appendix A for a complete listing of requirements. As graduates of the UNM College of Pharmacy, all students will have the necessary hours of physical assessment training required for licensure, providing all Pharm 750 (Physical Assessment) classes are attended.

A pharmacy residency is postgraduate training in a specialized area. Residencies are offered in community pharmacy, pharmacy practice, pharmacy practice management and managed care systems, and specialized areas. Specialized area residencies typically require completion of a pharmacy practice residency. Specialized areas include, but are not limited to, primary care, critical care, geriatrics, pediatrics, oncology, and psychiatric pharmacy. A residency will typically take at least one year to complete. Some may take longer, depending on the area of focus. Most residencies will provide a stipend to the resident and college loans may be deferred while the resident is in training.

The UNM College of Pharmacy is dedicated to providing its students with the necessary education to pursue pharmaceutical practice in a variety of settings and areas. We hope that you will carefully explore these and all of the career options available to you and choose the one which best fits your interests and career goals.

Frequently Asked Questions (FAQs)

1. What do I need to complete before I go out on my IPPE rotations?

You will need to complete a 771 or 772 preferences form listing your choice of sites and dates and order of preference. In addition, you will need to make sure that you have a portfolio containing the following: current immunizations, an active NM intern license, HIPAA training, Blood-borne pathogen training and current CPR certification.

2. How many hours per week do I have to work at the site?

All students must work 40 hours per week for four weeks for a total of 160 hours.

3. I worked as a pharmacy tech for x number of years and have a lot of experience in the field. Do I still need to complete the IPPEs?

Yes. Professional experiences are required courses for every student in the professional program, regardless of experience.

4. Do I need to “check in” with the Office of Experiential Programs on a regular basis while I’m at my rotation site?

You do not need to contact the Office of Experiential Programs unless there is a serious incident or grievance you need to discuss. If this is the case, please contact Assistant Dean Michel Disco immediately following the incident or soon thereafter.

5. My (aunt, uncle, father, sister, other relative) is a pharmacist and I would like to do a rotation with him/her. Is this possible?

Students will not be allowed to participate in rotations where a relative is their preceptor.

6. Am I allowed to take time off during my rotation to (attend a wedding, family function, etc.?)

Experiential rotations are courses in the College of Pharmacy, and as with any absence in a class, there is vital information that is missed. Students must obtain prior approval from their preceptor for any absence. If prior approval is not obtained, the absence will be unexcused. The student must make arrangements with the preceptor to make up the time missed.

7. I don’t think my preceptor is able to give me the attention and time I need and does not seem to be all that interested in teaching me. What should I do?

It may appear that your preceptor is not interested, but in fact he or she may be trying to juggle the duties of precepting with the normal job responsibilities of the practice site. You may want to attempt to objectively assess the situation. Direct communication with your preceptor should be the first action you should take. Let

him or her know how you are feeling. If after speaking with your preceptor, you feel that no changes have been made, contact the Office of Experiential programs. Do not wait until the end of the rotation to report this sort of information! The sooner you try to obtain clear, honest, answers, the better off you will be.

8. I observed my preceptor doing something unethical/illegal. I don't want to get anyone fired, but I am concerned. What should I do?

Students observing illegal or unethical behavior while on rotation should immediately contact Michel Disco, Assistant Dean for External Programs in the Office of Experiential Programs.

9. My preceptor/site has offered to pay me for extra duties and/or time. Can I accept the payment for hours worked beyond my required 40 hours per week?

Students are not allowed to accept any type of compensation for work performed at the rotation site. Preceptors are not allowed to request hours above the 40-hour per week limit. Students should report preceptors who request extra work and/or hours.

10. I am not happy in my current rotation. There's not much for me to do/ I'm doing too much clerical work/I'm bored. Can I switch sites/Get a different preceptor/End the rotation early?

Students generally may not switch preceptors/sites in the middle of a rotation. They also cannot end a rotation early without a subsequent effect on grading. Students are urged to communicate concerns to their preceptors and/the Office of Experiential Programs as soon as possible of any difficulties they may encounter at the site. Waiting until the last week of the rotation is not effective.

11. There is another pharmacy student at my site who is extremely negative, doesn't participate in the site's activities, and engages in improper behavior. This person is preventing me from engaging in my duties. I have tried talking with this person, but it doesn't seem to have worked. What should I do?

Students should work with his or her preceptor to resolve any difficulties at the site. If the preceptor is not responsive to the situation, then students should contact the Office of Experiential Programs and speak with the Assistant Dean Michel Disco.

12. What do I do if I have a conflict with my preceptor?

Students should always attempt to resolve the matter first with the preceptor. If this is not possible or if the preceptor is not receptive, students should then contact the Assistant Dean for External Programs to discuss the matter with her.

13. Is there an appeal process if I receive an evaluation of which I feel I am not deserving?

The most effective way to approach this situation is to make an appointment with the Assistant Dean for External Programs to discuss any concerns regarding an evaluation.

14. I feel that my preceptor is not deserving of a positive evaluation. Will I suffer any repercussions for giving a preceptor a poor evaluation?

One of ways the Office of Experiential Programs monitors preceptors is through student evaluations. We expect our students to be open and honest when evaluating preceptors. Students will not suffer repercussions for evaluations of preceptor.

Student Checklist: What To Do When You Get There

1. Always arrive on time.
2. Always arrive in appropriate attire.
3. Be prepared to absorb a lot of information on the first day-jot down brief notes.
4. Have your portfolio with you.
5. Turn off your cell phone.
6. Take the gum out of your mouth.
7. Exhibit courtesy and respect toward yourself, your preceptor, patients, staff, and other students.
8. Even if you know everything, don't show it.
9. You don't know everything-take the initiative to learn something new.
10. Take responsibility for your actions.
11. Be an active, engaged learner.
12. Don't be afraid to ask questions.
13. Have a positive attitude.
14. Be enthusiastic.
15. Have a sense of humor.
16. Relax!

References

Alguire, M.D., FACP, Patrick; DeWitt, M.D. MSc, FACP, Dawn E.; Pinsky, M.D., Linda E.; Ferenchick, M.D., FACP, Gary S. *Teaching in Your Office: A Guide to Instructing Medical Students and Residents*, 2001, Philadelphia, PA: American College of Physicians, American Society of Internal Medicine.

Cuellar, Lourdes M.; Ginsburg, Diane B., Eds. *Preceptor's Handbook for Pharmacists*, 2005, Bethesda, MD: American Society of Health-System Pharmacists, Inc.

Flynn, Jean Pieri, Ed. *The Role of the Preceptor, A Guide for Nurse Educators and Clinicians*, 1997, NY, NY: Springer Publishing Company.

Kelly, William N. *Pharmacy: What It Is and How it Works*, 2002, Boca Raton, FL: CRC Press.

Pelley, John W.; Dalley, Bernell K. *Success Types for Medical Students: A Program for Improving Academic Performance*, 1997, Lubbock, TX: Texas Tech University Extended Studies.

APPENDIX A EVALUATION FORMS

As mentioned earlier in this manual, the criteria to evaluate students are based on the goals and objectives of each IPPE. The criteria for students to evaluate preceptors reflect aspects of effective precepting, including level of interest, enthusiasm, and effectiveness in teaching and communication. The following are the Introductory Pharmacy Practice Experience Evaluation Forms for both preceptors and students. **Note: These evaluations may be completed and submitted online at the UNM College of Pharmacy Experiential Programs website at:**

<http://hsc.unm.edu/pharmacy/current/experiential.shtml>

Evaluation Forms

1. Pharm 771/772-**Community Pharmacy** IPPE Preceptor Evaluation of Student
2. Pharm 772-**Institutional Pharmacy** IPPE Preceptor Evaluation of Student
3. IPPE Student Evaluation of Preceptor and Site