

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

- William A. Ward

Introduction

Welcome! As a University of New Mexico College of Pharmacy Clinical Assistant Professor, you are embarking on a new and exciting phase of experiential education at the college: the Introductory Pharmacy Practice Experience or IPPE. The IPPEs are designed to introduce students to pharmacy practice settings, provide them with transitional experiential activities and active learning, and provide initial and progressive development of practice skills. The first IPPE takes place the summer after the first year in the professional curriculum, and is a community pharmacy experience. The second IPPE takes place the summer after the second year of the professional curriculum and is an institutional or hospital experience. You will be expected to assist students in acquiring skills in communication, problem solving and decision making, life-long learning, professionalism, management, policy formulation, professional governance and community service.

Teaching students basic pharmaceutical skills, assigning them meaningful tasks and modeling the best in professionalism and ethical behavior, will seem at times challenging and even frustrating, especially when you must combine these efforts with normal job responsibilities of your own. Please use this manual as a guide to assist you.

You are providing an invaluable service to the College of Pharmacy in assisting us to prepare students for the pharmacy profession. As a working pharmacist training future professionals, you are making an enormous contribution to individual students, the state of New Mexico, and the profession itself. Please do not hesitate to contact the Office of Experiential Programs if you have any questions; we are more than willing to assist you. Best wishes on your journey to inspire.

Michel Disco, R.Ph., MBA
Assistant Dean, External Programs

Precepting: What does it mean?

A preceptor is a unique combination of teacher and mentor. As a preceptor, you are in a position to teach students the necessary skills they will need to practice pharmacy, while also being in a position to foster the growth and progress of each student you teach. You may find yourself providing advice, support, and encouragement to your students in addition to teaching them pharmaceutical skills. Through your interactions and behavior you also have the opportunity to set a positive example and to influence them to eventually become preceptors themselves.

You may never have imagined yourself as a teacher when you were in pharmacy school, but as a preceptor, you are first and foremost a teacher. Experiential instruction is much different from didactic instruction and the Office of Experiential Programs does not expect you to be familiar with instructional theories or methods. We do expect that you will teach by sharing your knowledge base, instilling enthusiasm for the profession, and exhibiting patience toward your students. Precepting is individual; what works well for one site, for one preceptor, and for one student, may not work as well elsewhere or for other preceptors or students. We expect you to take your role as a preceptor seriously, just as we expect students to take their experiences seriously. We realize that precepting and fulfilling regular job duties will be difficult. We encourage you to make the most of your time with your student and to prepare for them in advance as much as possible. We will discuss effective teaching in more detail later in this manual.

On-line Resources

The Office of Experiential Programs has several resources available online for preceptor and student use. The Pharmacy Education Management System (PEMS) is the on-line, electronic system which the UNM College of Pharmacy uses to maintain information regarding students and rotations. All students and preceptors have access to PEMS. The PEMS link is at:

<https://www2.ems-webs.com/NewMexico/Login.asp>

The User ID is first and last names with a period between the two as in “John.Doe” or “Jane.Smith”. The password is the word “password” and must be entered

twice. You must later change your password. If you forget your password, you may contact the Office of Experiential Programs to obtain it.

Before rotations begin, you will be able to view how many students have been assigned to you and who they are. When logging into PEMS, click on “rotations” on the left-hand side of the screen to view the names of students. The screen will appear similar to the screen below:

- [Home](#)
- [Activity Logs](#)
- [Evaluations](#)
- [Password](#)
- [Rotations](#)

Affiliate Profile

Name: [Dr. Jane Preceptor.](#)

Email Address: jpreceptor@healthpharm.com

Year:

Update Profile

Address Request

Type	Address	Phone	Fax
Primary Begin date 7/27/2004 End Date: 7/31/2005	2124 Drug Drive Anywhere, NM, 0000	(505) 111-2222	(505) 111-2223

You have address change requests pending.

[Preceptor Information/Availability Form \(Pharm 770\)](#)

Additional experiential program information can found on the UNM College of Pharmacy website:

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

You will find this manual available online, as well as all preceptor forms, including student evaluation forms. Please note that these evaluation forms are not in the PEMS system and can only be accessed through the College of Pharmacy website.

The Introductory Pharmacy Practice Experiences

The Introductory Pharmacy Practice Experiences or IPPEs are new to the College of Pharmacy. There are two IPPEs. 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 curricular year and is an institutional experience. These

introductory rotations are designed to introduce students to pharmacy practice settings, provide students with opportunities for transitional experiential activities and active learning, and provide students with initial and progressive development of practice skills.

Previously, students would complete the community and institutional rotations during the final year of the curriculum; however, in response to pharmacy curricular changes and increasing demands on the profession, the College will now offer these experiences earlier in the curriculum.

Students are required to complete 160 clock hours for each of the IPPEs during a four-week rotation. Typically, three four-week rotations are offered during the summer, with students selecting a preference for one of the rotation sessions. Preceptors are also able to select rotation sessions for having students at their respective sites. IPPEs are educational experiences and students are not to be compensated in any way for completing the 160 hours.

The Community Pharmacy IPPE-The First Pharmacy Experience

The Community Pharmacy IPPE should introduce students to both basic pharmaceutical functions and to the practice of pharmacy in community settings such as chain store pharmacies, grocery store pharmacies, or independent pharmacies. The rotation should provide students experience in identifying, resolving, and preventing drug related problems with general medical issues. The primary emphasis should be on drug dispensing, obtaining a history (drug and medical), and communicating drug and health prevention information to patients. The Community Pharmacy IPPE should also introduce the student to insurance-related issues. Additionally, preceptors should ensure that the student receives 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 (although complete competence is not expected to be accomplished in these introductory experiences):

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
 - Past medications: prescription
 - Current medications: prescription, OTC
 - Intolerance
 - Perceived benefits
 - Medical
 - Family and social background
 - Presenting symptoms
 - Other relevant information
- ❖ Demonstrate ability to provide patient counseling/education
 - Counsel patients on drugs, devices, or other therapeutic regimens in clear, understandable manner
 - Administration
 - Possible adverse reactions
 - Cautionary instructions
- ❖ Demonstrate empathy, compassion, and caring in all patient interactions

Addresses the following UNM College of Pharmacy Doctor of Pharmacy (UNM Pharm.D.) Competencies (although complete competence is not expected to be accomplished in these introductory experiences):

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

Addresses the following UNM College of Pharmacy Doctor of Pharmacy (UNM Pharm.D.) Competencies (although complete competence is not expected to be accomplished in these introductory experiences):

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
 - Understand information needed on patient, prescription, and prescriber to process claim
 - Gain understanding of types of insurance
 - Gain familiarity with insurance ID cards
 - Understand managed care systems
 - Medicare
 - Become familiar with new drug benefit (Medicare, Part D)
 - Understand effects of insurance/Medicare coverage on patient drug therapy

Addresses the following UNM College of Pharmacy Doctor of Pharmacy (UNM Pharm.D.) Competencies (although complete competence is not expected to be accomplished in these introductory experiences):

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

The Institutional Pharmacy IPPE-The Second Pharmacy Experience

The Institutional Pharmacy IPPE will introduce students to pharmaceutical practice in a hospital setting. The rotation should provide students experience in drug dispensing, distribution, and administration within the institutional setting. Introductory experiences should include providing pharmaceutical care, including patient assessment, counseling, and collaboration with other healthcare professionals. Preceptors should ensure students receive a tour of the facility, including patient-care areas and all floor pharmacies. It is vital that the student also be shown the location of the following:

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

Additionally, preceptors should ensure the student receives the hospital 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 at all possible, preceptors should allow students to attend at least one meeting of the Pharmacy and Therapeutics (P&T) Committee during the rotation.

Goals and Objectives

The following are the goals and objectives for the Institutional Pharmacy IPPE. All students on Institutional IPPE rotations must meet these goals and objectives, as they are tied to required competencies for the professional program (PharmD.) 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. As with the Community Pharmacy IPPE, preceptors should plan activities and tasks accordingly.

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
 - 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 (although complete competence is not expected to be accomplished in these introductory experiences):

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 (although complete competence is not expected to be accomplished in these introductory experiences):

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

- ❖ Identify characteristics of ideal pharmacist-patient relationship
 - Counsel/educate patients regarding drugs, devices, or other therapeutic regimens in clear, understandable manner
 - Demonstrate 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

- ❖ Identify characteristics of ideal collaborative professional working relationships
 - Counsel/advise members of healthcare team regarding medication issues and drug information questions
 - Identify effective communication and integration from 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, records, and computer databases 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 commonly encountered diseases

Addresses the following UNM Pharm.D. Competencies (although complete competence is not expected to be accomplished in these introductory experiences):

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 find 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 (although complete competence is not expected to be accomplished in these introductory experiences):

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

Addresses the following UNM College of Pharmacy Doctor of Pharmacy (UNM Pharm.D.) Competencies (although complete competence is not expected to be accomplished in these introductory experiences):

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 (although complete competence is not expected to be accomplished in these introductory experiences):

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.

The Effective Preceptor

In order to be an effective preceptor, you must be able to create an atmosphere which allows the student learning opportunities which are plentiful, appropriate, and build upon the knowledge the student already has. Developing an honest and trusting

relationship with the student is vital in helping them gain the most out of their experiences and in helping them develop as student pharmacists. The following are several effective means of developing a strong and positive relationship with your students. A closer examination of each follows.

- 1) Communication
- 2) Effective teaching
- 3) Effective role-modeling
- 4) Motivation
- 5) Balancing Precepting with Other Duties

Communication

Communication is perhaps the single most important aspect in the student/preceptor relationship. Clear, effective communication avoids misunderstandings and establishes a level of trust and respect which is vital to learning and teaching. In the student section of this manual, students are encouraged to communicate openly and honestly with their preceptors regarding issues related to rotations and/or sites. We strongly encourage preceptors to do the same. Preceptors have many opportunities to demonstrate effective communication and interpersonal skills through daily interactions with students, colleagues, and/or patients. Students may not consciously recognize these opportunities, but absorb and learn from these interactions. Effective communication can also influence other aspects of student learning, such as motivation and initiative.

The Office of Experiential Programs requests availability once a year from preceptors; this information in turn, is entered into the PEMS system. Students are assigned to rotations based on an electronic “spin” which randomly matches preceptor availability with student preferences. Once students are assigned to their rotations, they must then contact their preceptors at least *two full weeks prior* to the start of each rotation, earlier if the rotation is at an IHS or VA facility. This initial contact is the ideal time for preceptors to inform students of any special instructions which must be done before the rotation begins or of special circumstances regarding the rotation. In the event that a situation arises in which you will not be available on the first day of the rotation, and the student must begin at a later date or must report to a substitute preceptor, please inform the College of Pharmacy Office of Experiential Programs as soon as possible.

Similarly, the Office of Experiential Programs will notify you of any specific rotation or calendar changes.

During the first several days of the rotation, you should acquaint your students with your facility, including the location of drug products and equipment, and the introduction to staff. It is imperative that you outline your 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

Preceptors should clearly outline expectations, activities, and the duties and responsibilities for students on their rotations. Any assignments such as written work or presentations should be discussed within the initial days of the rotation. Preceptors should not assume that students are familiar with such assignments or have previously conducted a presentation. It is beneficial to inform your students of the criteria you will use to evaluate him or her and what level of participation will garner favorable evaluation marks. (IPPE evaluation forms are included in Appendix A.) This information will make it clear to the student what is expected of them on the rotation. Students are expected to take all rotations as seriously as they would any other course within the College of Pharmacy and are expected to maintain professionalism in all interactions.

Preceptors should keep in mind that some students will have difficulty adjusting from a classroom setting to a hands-on situation. There may be a certain level of anxiety at the prospect of participating in a working pharmacy or working alongside professional pharmacists. Some students may simply lack confidence in their abilities. Other students will have had previous working knowledge and/or experience in a pharmacy environment, and will adopt a "been there, done that" attitude. Most students are likely to experience some level of anxiety at the beginning of their IPPE rotations. We hope that as an IPPE preceptor, you will exhibit patience and compassion with students as they adjust to experiential education.

There are instances, however, when conflicts will arise and negatively affect the rotation experience. Such difficulties can lead to minor misunderstandings with little or

no consequence or they can lead to serious conflicts with considerable consequences for you, your site, the student, or the UNM College of Pharmacy. These issues may involve students with unrealistic expectations, students who lack interest or motivation, negative attitudes, students with little or no work ethic, students who cannot apply what they have learned, or personality conflicts, among others. These may be real or they may be perceived on your part, that of your student, another health professional, another student at the site, or any combination thereof. These instances will require considerable patience and effort on your part toward identifying the problem and devising a solution with input from the student and possibly the Office of Experiential Programs. This is not to imply that students will not be held accountable for their actions or lack of responsibility. It is our hope that such situations can be handled in a timely, mature manner, involving both parties before serious escalation occurs.

If you begin to sense that a problem is arising, it is best to approach the student as soon as possible. Waiting in the hopes that the problem will work itself out is risky: it is not likely to go away and very likely to escalate. It may help to schedule a meeting time with the student. You might state that you think there may be a problem and that you would like to understand his or her point of view. This may ease any tension and can go a long way to maintain a positive and approachable atmosphere. During the meeting with the student, discuss the issue as you perceive it, in as objective a manner as possible, without being accusatory. Allow time for the student to digest and respond to the situation as he or she perceives it. It is important to remain calm and objective. Remember: you are the preceptor and should act as professionally as possible. Taking notes might help to document what transpires during the meeting. Once you have heard the student's response, a plan should be devised as to how the situation might be resolved. This may or may not be necessary depending on the severity of the issue. The plan should be agreeable to both you and the student and should have a timeline for completion. It is important to demonstrate support for the student. Even with personality conflicts or real or perceived ineptitude, students need support and encouragement if they are to succeed and develop.

The most common problems stem from students arriving to the rotation late, not arriving at all, unable to complete tasks to a satisfactory level, inappropriate behavior, or

an inadequate knowledge base. If you find that these problems are not sufficiently solved after the initial meeting with the student, or if the problem appears serious, you are encouraged to contact Assistant Dean Michel Disco in the Office of Experiential Programs to discuss what further steps are necessary to resolve the issue.

Maintaining clear and open communication at all times regarding expectations, roles, and responsibilities, will help to lessen the opportunity for problems to arise. Students are encouraged to participate in open and direct communication with preceptors as well. Good communication is essential in building a trusting and respectful relationship which provides rewards and benefits for both students and preceptors.

Effective Teaching

While teaching is a central focus of precepting, not all preceptors are natural teachers. Effective teaching takes time and effort and a genuine concern for student learning. It is ultimately up to the student to take responsibility for their own learning, but preceptors can provide effective, creative teaching that encourages further learning and enthusiasm for the profession. Preceptors should strive to impart their knowledge in a way that guides the student toward effective decision-making based on sound judgment and a strong knowledge base while also fostering independent critical thinking and autonomy.

You may find it easy to assume that your students are aware of how and why you arrive at particular pharmaceutical decisions. This can be an easy assumption because many students are silent learners. They refrain from asking for explanations or help in understanding because they lack confidence or are afraid of appearing incompetent. This will be especially true of students on IPPE rotations. An effective preceptor should help build the knowledge base of the student and the student's confidence in his or her own abilities. Actively engaging the student to learn the relevant and most critical aspects of your rotation will help the student develop critical thinking skills necessary for the practice of pharmacy while also increasing confidence in their ability to solve problems. Actively engaging the student might be conducting a de-briefing session either at the end of the day or first thing the next day to review the previous day's activities. Careful analysis and discussion of the most significant events will go far to give the student a

chance to discuss relevant points and/or ask for clarification or help in understanding. You might ask the student what they thought about a particular case or ask which events of the day they found most challenging and why. Discussion and analysis might include asking the student to relate what they see as the most significant points of the event, relating the event to other pharmaceutical or broader healthcare issues, possible side-effects or other consequences, and current developments in the area. Discussions should also include issues related to cultural competency when possible. These discussions should allow the student an opportunity to reflect and think about how their knowledge learned in the classroom is applied in practice.

Another means to actively engage the student might be to have the student look up the answer to their own questions, rather than providing the answers. This creates active learners who will not require that everything be “spoon-fed” to them. It also fosters independent learning and is a good way to familiarize students with information retrieval.

Having meaningful tasks and activities planned and developed before the rotation even begins will help to engage the student as well. Organization on your part engages the student in that the student feels valued and important, and responds in a positive manner. Having clear expectations of the student and a planned set of activities and tasks makes for a structured rotation and one in which the student knows exactly what is expected of them and what they can expect to learn from the rotation. It also ensures that the student understands the major aspects and meets the required competencies for that rotation.

Effective teaching for preceptors also requires that you are able to keep an open mind to views and opinions different from your own. It means that you challenge your students to new things, but have the faith in them that they know more than they think they do. It means guiding them where you see gaps in their knowledge base and their skills and helping them improve their weaknesses. It means carefully balancing your regular duties with precepting so that your students don't fall by the wayside or feel neglected. It means taking the time to evaluate where they are in their level of understanding to optimize their daily experiences.

Effective teaching takes time and effort and practice to find what works and what

doesn't for your particular rotation and site. The key is to actively engage your students, have an organized plan for their activities, and challenge them in their learning process. But effective teaching does not end at any information you may impart to your student or encourage them to learn on their own. Effective teaching also comes from your ability to demonstrate the attributes of a good pharmacist on a daily basis. To be an effective teacher, you must also be an effective role-model.

Effective Role-modeling

The behavior and attitudes you exhibit on a daily basis will oftentimes make more of a lasting impression than any knowledge you may impart directly to your students. Serving as an effective role-model is integral to developing a positive relationship with your students and to fostering their growth and development. Role modeling is exhibiting in behavior and demeanor those characteristics which make for an excellent practitioner. Not only should you exhibit professionalism in all interactions and apply high moral and ethical standards to all activities, but also practice with a sense of duty, respect, and responsibility toward the profession. These are the qualities which you should strive to instill in your students. Lastly, none of these qualities are effective without genuine enthusiasm for what you do. Your choice to teach students shows that you possess these qualities.

The pharmacist's primary duty is to provide optimal patient care regarding drug use. You can emphasize this by constantly letting your students know the importance of putting patients first. You might emphasize the importance of checking and re-checking a drug order or questioning something on the slightest suspicion, even if it means questioning someone of higher level than the student. You might also demonstrate the sense of duty to patients by explaining not just the how but the why when discussing patient cases. You might also emphasize the need for pharmacists to constantly develop and improve their knowledge base. As a healthcare professional, life-long learning is a necessary part of your career. It is critical that students learn and understand the importance of life-long learning early in the IPPEs. Pointing out instances where pharmacists must always be up-to-date on new ways to treat patients, pharmaceutical methods and technologies, drug discoveries, or the healthcare system, will help them to

understand that they must be competent professionals and that this requires continual learning as health care changes.

In addition to having the knowledge base to fulfill the duty to provide optimal patient care, students also need to know the importance of compassion and respect when treating those patients. When you treat patients and other members of the healthcare team with respect and kindness, this demonstrates to the student your commitment to being an excellent practitioner, not just a pharmacist. If you go out of your way to overcome a cultural barrier, it demonstrates to your students that you value your patient enough to want to achieve understanding or communicate with him or her appropriately. Treating others with kindness and respect may also allow the student to see how that treatment can have an impact on the patient's well-being and health outcomes.

Finally, the effective role-model demonstrates responsibility to the profession. The excellent practitioner gives back to the profession and wants to improve it. You are already modeling this by serving as a preceptor, but going above and beyond to show real commitment to student learning is what will stand out most to your students. Being organized from the very beginning of the rotation is important for students to see that you take them seriously and have respect for them. Having a set meeting time to discuss issues or cases is effective as well. Allowing students to learn on their own when appropriate or sharing your own past experiences to help them alleviate any anxiety also demonstrate real commitment to their growth and development.

Responsibility to the profession might also be participating in professional organizations and encouraging your students to participate. Professional organizations allow pharmacists to keep up-to-date on the latest developments in pharmacy and assist with life-long learning. Encouraging your students to get involved in organizations and even having them accompany you to a meeting instills in them the importance of these organizations. Other ways to demonstrate professional responsibility might be serving on committees at your particular institution, or volunteering to participate in health screenings. These all indicate to your students that you care about what you do and are dedicated to furthering the profession.

Overall, students need to know that you yourself are willing to practice those characteristics you are trying to instill in them. Poor role modeling takes the form of

being disorganized, treating students as though they are in the way, engaging in gossip, and displaying an overall lack of interest in patients, students, and the profession. Students will recognize inconsistencies between what you tell them to do and what you do and these inconsistencies will tell the student they need not take you or the rotation seriously. True learning occurs when the student has an effective teacher and role model, along with motivation for independent learning.

Motivation

The outcome of effective teaching and role modeling is that you are able to infuse your students with a love of the profession, appreciation for learning, compassion for patients, respect for colleagues and an overall sense of motivation to continue learning and growing. Being an enthusiastic, motivated preceptor helps to foster motivation in learners. Having a genuine joy for what you do and for teaching can have an enormous impact on how students react to both you and the rotation. You will find, however, as you precept students for any significant amount of time, some students are more enthusiastic and motivated than others, no matter how enthusiastic you are. Oftentimes those students with high levels of motivation have made the transition to adult learning-learning with a sense of internal motivation, not for some external reward. Not all students will have made this transition however, and their motivation levels may be significantly lower. Other students may have a lack of confidence in their abilities or they may have low expectations of themselves, which also result in lower levels of motivation. Even with effective teaching and positive role modeling on your part, these students will require extra attention to improve their motivation. Three factors which can positively influence students' motivation are making them feel valued, establishing and maintaining communication, and encouraging reflection with participation.

Students want to feel valued while they are at your site. They want to feel that you serve as a preceptor because you have something relevant and interesting to offer and that you have a genuine concern for their education. Being sensitive to who they are and where they are in their development can help them to feel valued. By assessing your students' knowledge base and skill level at the beginning of the rotation, you can identify weaknesses and then find ways to turn them into strengths. This tells the student that you

care enough to find out the areas that need improvement. Taking a little extra time and effort to guide them shows that you care about them as individuals and that you want to see them progress.

The importance of communication has already been discussed, but it should be noted that honest and timely communication impacts student motivation. This does not mean providing your student with constant, positive reinforcement as a means to motivate them. Communication can positively affect motivation when you clearly delineate expectations, including deadlines for assignments or tasks, and when you provide constructive feedback on how the student is doing. When you outline expectations, students are not left wondering what they should be doing next or how they can make themselves useful. By designing challenging yet achievable and realistic goals to be met during the rotation, you set high expectations for your students. When you have high expectations for your students, they are motivated to meet those expectations and to do well. Communication also involves the effort to provide meaningful and constructive feedback on how they are progressing with the rotation: how they conducted a patient counseling session or how well they followed steps to filling a drug order. It could also mean praising them for doing something right, or providing encouragement even when something is done incorrectly.

Along with active participation, students should be encouraged to reflect on what they did, what they need to do next time, and how their actions impact patient care. Reflection for students in the IPPE may not come easily. These students will be nervous about performing well or they may be exceptionally bright but are not inclined toward reflection. Reflection can help a student solve a problem or perhaps improve interpersonal skills. Reflection can bring awareness to students regarding cultural or ethical issues they had not previously thought about. Reflection fosters motivation because they are forced to problem-solve or think critically. Reflection requires the student to think differently about a given situation, to examine it from all aspects and perhaps different points of view. Reflection can be encouraged by incorporating it into teaching. Asking questions such as “Was there anything else we could have done for this patient? Why or why not?” or “What lies ahead for this patient if this medication does or does not work?” or “Ethically, we could not fill that patient’s prescription. Do you know

why?” Asking thought-provoking questions will help guide the student to begin thinking in broader terms. They will begin to understand the role of the pharmacist in the patient’s overall health. Equally important, reflection can foster a student’s interest in possible career choices such as residencies, pharmacist clinician, research, etc.

Students believe that you have something relevant and interesting to offer. They are eager to learn from you. Effectively communicating with them, encouraging them to consciously reflect on cases or issues, and placing value on teaching them are just as important as imparting pharmaceutical information to them. It is building not only on knowledge and skill, but also confidence. Building confidence is a careful balance of being able to teach them outright at times and letting them learn on their own at others. Confident learners are motivated learners. If they are motivated, they take equal responsibility for their own learning and make your job as a preceptor a little easier.

Balancing Precepting With Other Duties

Balancing preceptor duties with your own job responsibilities can be very difficult, particularly if you are a new preceptor. You will find that you will often be pressed for time to convey to your student the appropriate pharmaceutical knowledge base and necessary skills during a four-week rotation. A busy retail setting, a hospital pharmacy in need of more staff, or the need to attend to your patients may all create time constraints which do not allow for spending quality time with your student.

You want to be able to spend quality time with your students, but patient care and safety must remain primary concerns. How do you construct a relevant, interesting rotation which teaches your students to problem-solve, motivates them to want to learn more, and hopefully begins to mold them into excellent practitioners, all while maintaining your regular job duties? The effort will come from carefully structuring the rotation well before students arrive. You will likely have to do this on your own time, but it will be well worth the effort later. Some points to consider when structuring the rotation:

1) Devise meaningful activities in line with goals and objectives for the rotation

This is an area where creativity can assist with learner motivation and retention. For example, you might have them complete a written assignment on a difficult counseling

session explaining significant issues or conduct a presentation to the immediate staff on recurring cultural barriers at your site.

2) Assess what the student already knows

Students may know very little, never having set foot in a pharmacy or they may know a great deal from being a pharmacy technician for several years. Assessing what their strengths and weaknesses are can help you plan accordingly.

3) Set goals and expectations for the student

Let students know you expect them to counsel X number of patients during the rotation, or that they must complete X number of required readings and report back to you on them every Friday. It is also important to let them know what they will need to do to earn credit for the rotation.

4) Introduce the student to anyone with whom they might have contact

Doing this early on in the rotation will avoid surprises later and will make the students feel welcomed; students want to feel like they are part of a team, not just “the student worker.”

5) Have a set schedule for the student

Include the days and hours you expect the student to be there, and any holidays. Explain policies regarding tardiness, absences, and lines of authority.

Structuring the rotation in advance does not mean that the rotation has to fall into an uninteresting, rote routine with no room for spontaneity, but your students will appreciate not being left to fend for themselves during those times when your job duties take precedence. Organization on your part can dictate much of how the experience will unfold for both you and the student. Students appreciate structure and organization. It is an indication to them of your interest and your concern.

Grading

The Introductory Pharmacy Practice Experiences are graded on a “credit”/ “no credit” basis; students will not receive a letter grade for participation in these experiences. The goals and objectives listed for both the Community Pharmacy and Institutional IPPEs were developed to address specific competencies needed to fulfill requirements for the Doctor of Pharmacy degree. These goals and objectives are reflected in the evaluation

forms for IPPEs. (See Appendix B.) We hope that you will develop your rotation and site by creating meaningful activities and duties for your students which will help them meet these goals and objectives. Evaluations should reflect the level of performance for each student. When evaluating students, “satisfactory” marks should not be given to students who participate minimally or who lack professionalism. It may help to continuously evaluate your student throughout the rotation and keep notes to refer back to when completing the final evaluation. Evaluations ideally should be completed together with the student during the last week of the rotation.

Student Standards

The following are standards which all students must meet before participating in IPPEs:

- 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 professional 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 the University of New Mexico Hospital 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

Preceptor Checklist: Before the Student Arrives

The following are several items which you may want to check off before the rotation begins. You may also wish to provide this information to your student when he or she contacts you two weeks prior to the start of the rotation.

1. Review goals and objectives of the IPPE (community or institutional) rotation
2. Devise list of student tasks/activities/assignments in accordance with goals and objectives to insure students meet UNM College of Pharmacy PharmD. competencies.
3. Inquire about additional orientation sessions and/or procedures student must attend and/or follow for your facility such as orientation sessions, additional ID badges, etc.
4. Have information available regarding parking-location, permits, fees, etc.
5. Remind staff of arrival of student, what the student's roles and responsibilities will be and what role staff members will have in regard to the rotation.
6. Comprise a list of your facility's contact names and numbers for student use in case of emergency, absence, etc.

Preceptor Checklist: While the Student is with You

1. Introduce the student to staff and colleagues.
2. Make the student feel welcome and important.
3. Treat the student as part of the team, not a body taking up space.
4. Make sure the student understands his or her responsibilities and what's expected.
5. Take the student to meetings, special events, etc.
6. Have a pre-determined time to meet with your student to discuss significant events.
7. Exhibit patience with your student.
8. But have high expectations of him or her!
9. Contact the UNM College of Pharmacy Office of Experiential Programs if you have questions or concerns:

Contacts: Michel Disco, R.Ph., MBA-Assistant Dean for External Programs
272-1508

Erin Kells
272-8945

Maryann Seiger
272-9111

Email: COPexperientials@salud.unm.edu

10. Have a sense of humor.
11. Have fun!

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APPENDIX A
HELPFUL WEBSITES

American Society of Health-Systems Pharmacists

Website has link to purchase ASHP-published *Preceptor's Handbook for Pharmacists*

<http://www.ashp.org/>

APEX-Achieving Preceptor Excellence

Website dedicated to pharmacy preceptor training and support materials

<http://www.cop.ufl.edu/safezone/doty/apex/about.html>

National Association of Chain Drug Stores

Website has education and training link featuring internship training manual for pharmacy preceptors beginning spring '06

<http://www.nacds.org>

APPENDIX B 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

Pharm 771/772
Community Pharmacy Introductory Pharmacy Practice Experience (IPPE)
Preceptor Evaluation of Student

Preceptor Name: _____

Site: _____

Student Name: _____

Dates of Experience: Check one:

___ May 14-June 8

___ June 11-July 6

___ July 9-August 3

Please rate the student on his or her performance during the Community Pharmacy IPPE for the following areas using the rating scale provided below. Students will earn a “Credit” or “No credit” for IPPEs. Students will earn a “Credit” if they receive at least five “satisfactory” ratings out of the six categories.

Ratings:

S-Satisfactory

NI-Needs Improvement

U-Unsatisfactory

_____ **Attendance**-The student completed 40 clock hours per week at the site for a total of 160 hours for the rotation. The student adhered to the predetermined schedule, was consistently on time in reporting to the site, and had no unexcused absences.

_____ **Professional and Ethical Conduct**- The student maintained a professional manner in both appearance and behavior at all times. The student demonstrated courtesy and respect toward others and exhibited self-control in all interactions. The student maintained confidentiality regarding patients and displayed honesty and integrity in all activities. The student also exhibited cultural sensitivity and tolerance and assumed personal responsibility for his or her actions.

_____ **Student learning**- The student was consistently prepared for the day’s activities and completed all assignments or projects within the given timeframe. The student assumed responsibility for his or her learning. The student self-assessed personal learning needs to identify areas of deficiency and interest.

_____ **Preparation and Dispensing of Medication in Community/AC setting**-The student performed introductory duties associated with medication dispensing, including evaluation of prescriptive orders, proper preparation, packaging, and labeling, and necessary safeguards for therapeutic benefit and safety.

_____ **Patient Interaction**-The student demonstrated proper techniques for obtaining medical and drug histories from patients. The student also provided initial counseling to patients regarding medications or other therapeutic regimens and demonstrated caring and compassion in these interactions.

_____ **Third-Party Billing**-The student gained knowledge and experience in third-party billing for prescriptions including familiarity with insurance ID cards, Medicare, and effects of insurance/Medicare or lack thereof on patient drug therapy.

Please provide additional information about the student's performance and provide suggestions about the IPPE by answering the following questions.

Did the student have the necessary knowledge base for a Community/AC Introductory Professional Practice Experience?

How can we better prepare our students for this type of pharmacy practice experience?

Was the student an enthusiastic learner? Did he or she take initiative in learning?

Did the student readily accept your suggestions for improvement?

How can we improve the IPPE experience for you as a preceptor?

How can we improve the IPPE student evaluation form?

Additional Comments:

Pharm 772
Institutional Introductory Pharmacy Practice Experience (IPPE)
Preceptor Evaluation of Student

Preceptor Name: _____

Site: _____

Student Name: _____

Dates of Experience: Check one:

May 14-June 8

June 11-July 6

July 9-August 3

Please rate the student on his or her performance during the Institutional IPPE for the following areas using the rating scale provided below. Students will earn a “Credit” or “No credit” for IPPE. Students will earn a “Credit” if they receive at least five “satisfactory” ratings out of the six categories.

Ratings:

S-Satisfactory

NI-Needs Improvement

U-Unsatisfactory

_____ **Attendance**-The student completed 40 clock hours per week at the site for a total of 160 hours for the rotation. The student adhered to the predetermined schedule, was consistently on time in reporting to the site, and had no unexcused absences.

_____ **Professional and Ethical Conduct**-The student maintained a professional manner in both appearance and behavior at all times. The student demonstrated courtesy and respect toward others and exhibited self-control in all interactions. The student maintained confidentiality regarding patients and displayed honesty and integrity in all activities. The student also exhibited cultural sensitivity and tolerance and assumed personal responsibility for his or her actions.

_____ **Student learning**- The student was consistently prepared for the day’s activities and completed all assignments or projects within the given timeframe. The student assumed responsibility for his or her learning. The student self-assessed personal learning needs to identify areas of deficiency and interest.

_____ **Preparation and Dispensing of Medication in Institutional Setting**- The student satisfactorily performed introductory duties associated with medication dispensing, including evaluation of prescriptive orders, proper preparation, packaging, and labeling, preparation of IV admixtures, necessary safeguards for therapeutic benefit and safety, and use of automation and computer systems.

_____ **Drug Distribution and Administration**-The student participated in key areas of distribution and administration, including floor stock control, unit dose medications, non-formulary protocol, and first doses and dosing schedules.

_____ **Providing Pharmaceutical Care**-The student demonstrated entry-level skills in the ability to provide pharmaceutical care including: examining medical charts, physical assessment results, lab reports, nursing notes, etc.; determining specific information needed for solving

medication-related problems and/or make medication therapy recommendations such as symptoms, pathophysiology, pathogenesis, risk factors, etc.; assessing pharmacogenomic and/or pharmacogenetic information; explaining mechanisms of action, pharmacokinetics, interactions, adverse reactions, etc.; communicating with patients and/or other members of the healthcare team regarding effective treatment and rational drug therapy.

_____ **Drug Information and Education**-The student demonstrated basic skills in responses to drug information inquiries including information retrieval and literature review. The student demonstrated basic skills in providing information such as dosages, potential interactions, side effects, etc. The student also gained knowledge in effective educational programs for health professionals.

_____ **Institutional Pharmacy Operations Management**-The student gained understanding of roles and responsibilities of pharmacy staff. The student gained understanding of the role of regulatory agencies, including JCAHO, FDA, DEA, etc. The student has a basic understanding of the Drug Utilization Review process, formulary system, drug inventory, and security and control procedures.

Please provide additional information about the student's performance and provide suggestions about the IPPE by answering the following questions.

Did the student have the necessary knowledge base for an Institutional Introductory Professional Practice Experience?

How can we better prepare our students for this type of pharmacy practice experience?

Was the student an enthusiastic learner? Did he or she take initiative in learning?

Did the student readily accept your suggestions for improvement?

How can we improve the IPPE experience for you as a preceptor?

How can we improve the IPPE student evaluation form?

Additional Comments:

Pharm 771/772
Introductory Pharmacy Practice Experience (IPPE)
Student Evaluation of Preceptor and Site

Your responses are important to us. Please use the following checklist to evaluate your Community Pharmacy or Institutional IPPE preceptor and site. Please complete all sections. Add any additional comments or suggestions regarding the preceptor or the experience.

Student Name: _____

Site: _____

Preceptor Name: _____

Dates of Experience: Check one:

___ May 14-June 8

___ June 11-July 6

___ July 9-August 3

Ratings:

A- Always

S- Sometimes

N- Never

_____ **Interest-** My preceptor took an active interest in me and my learning experience. My preceptor spent quality time with me throughout the experience and was available for me when I sought help or advice.

_____ **Communication-** My preceptor made an effort to openly and honestly communicate with me throughout the experience regarding expectations, policies and procedures, and the responsibilities I was obligated to fulfill. He or she provided me with constructive criticism and did so in an appropriate, non-demeaning manner. He or she recognized me for jobs well done.

_____ **Enthusiasm-** My preceptor demonstrated genuine enthusiasm for the pharmacy profession. He or she was current on new trends and directions for pharmacy. He or she motivated me to do my best and encouraged me in my professional growth.

_____ **Professionalism-** My preceptor exhibited professionalism in all interactions including those with myself, other colleagues, and patients. He or she practiced within ethical boundaries and demonstrated honesty and integrity in all actions. The site was in compliance with all pharmacy laws and regulations.

_____ **Teaching-** My preceptor had the knowledge to teach me the necessary skills pertinent to the site. He or she guided me when necessary, but also allowed me to make decisions based upon my level of knowledge. My preceptor instructed me in all aspects of the site, including medication dispensing, proper drug use, drug effects, patient counseling, communication, and the responsibilities inherent in the profession. He or she was sufficiently organized and prepared to instruct me and provided me with meaningful activities and/or assignments.

_____ **Training and Resources-** The site provided adequate space for training as well as resources and reference material. I felt that there was an appropriate level of training activity for me to do and that the training was relevant to the IPPE.

What did you like best about the preceptor and/or site?

What did you like least about the preceptor and/or site?

Please describe any areas in which you feel you did not receive appropriate training or instruction and provide specific recommendations for improvement in teaching.

What could you have done to improve your learning experience?

Overall do you feel that this experience was helpful to you in preparing you for the pharmacy profession? Why or why not?

Would you recommend this preceptor/site to another pharmacy student? Why or why not?

How can the UNM College of Pharmacy Office of Experiential Programs improve the overall IPPE experience?

How can the UNM College of Pharmacy Office of Experiential Programs improve this IPPE preceptor evaluation form?

Additional Comments:
