



SCHOOL OF PHARMACY

**Introductory Pharmacy Practice Experience
(IPPE)**

Preceptor Manual

2015-2016

OFFICE OF EXPERIENTIAL LEARNING



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I. CONTACT INFORMATION

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II. MARSHALL UNIVERSITY SCHOOL OF PHARMACY MISSION AND VISION STATEMENT

Mission Statement

The mission of the Marshall University School of Pharmacy (MUSOP) is to advance direct pharmacy patient care by developing innovative practitioners, researchers, and educators. MUSOP conducts research and provides services directed toward the goal of improving the health and well-being of West Virginians, veterans, and residents of the tri-state region and the nation.

Vision Statement

We are...Marshall!

We are...leaders in innovation, education, practice, and research!

We are...the future of Pharmacy!

III. OFFICE OF EXPERIENTIAL LEARNING MISSION AND VISION STATEMENT

Mission Statement

Our mission of the Office of Experiential Learning is to provide student-centered real-world pharmacy practice experience that results in a superior pharmacist who delivers exceptional patient-centered care, advances the profession through scholarship and mentoring, and service to the community that results in improved well-being of West Virginians, veterans, residents of the tri-state region, and the nation.

Vision Statement

Our vision of the Office of Experiential Learning is to develop pharmacists who are caring, empathetic practitioners that provide a level of care to patients that distinguishes themselves, the profession, and the Marshall University School of Pharmacy. Our graduates will enrich the lives in the communities that they live and serve, providing leadership for worthy causes at the community, state, and national level while maintaining high standards of ethical and moral conduct.

IV. GENERAL DESCRIPTION AND INFORMATION

Notice: All material contained in this manual is for the restricted use of the Marshall University School of Pharmacy and may not be duplicated without the written consent of the Director, Office of Experiential Learning.

Purpose of the Manual. This Manual discusses the general philosophy and goals of the introductory pharmacy practice experience (IPPE) and role of the preceptor. For specific rotation objectives please review the preceptor manual for the specific IPPE rotation.

Introductory Experiential Program. The early experiential program consists of a series of IPPEs throughout the first three professional years. Each IPPE educational rotation will consist of 40 hours. The student will spend 4 hours at the rotation site twice a week for 5 weeks. The first two years of experiential learning will occur in community and institutional pharmacy practice sites only.

The IPPE is a structured and supervised environment that serves to transition the student-pharmacist into a competent professional interacting effectively with patients and other members of the healthcare team to provide optimal direct patient care. Experiential learning promotes becoming a self-directed, life-long learner.

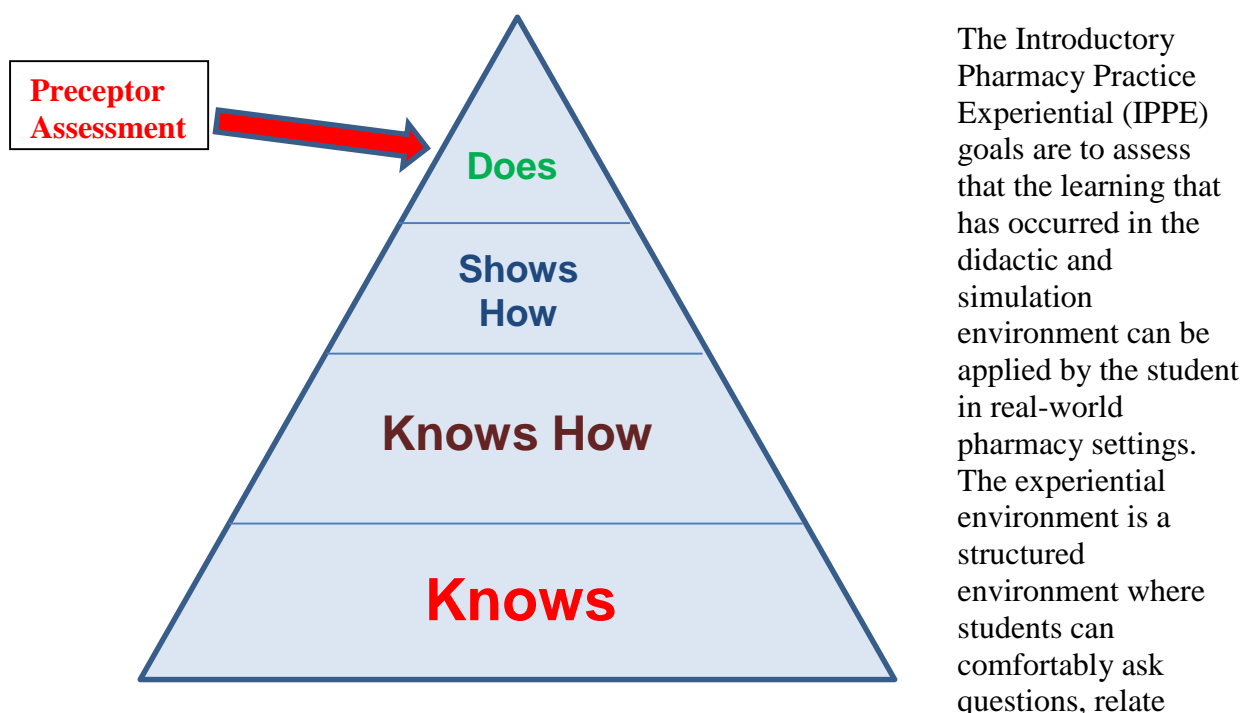
IV. SYLLABI (COMPETENCY AND OBJECTIVES)

Syllabi for each rotation (PHAR 811, PHAR 812, PHAR 813, PHAR 814, PHAR 815, PHAR 816, PHAR 817, and PHAR 818) are reviewed and updated annually as required. Copies of rotation specific syllabi and rotation assessment rubrics may be found in the following 2 places:

1. Go to the Marshall University School of Pharmacy website (www.marshall.edu/pharmacy) -> faculty and staff -> preceptor information section of the Marshall University School of Pharmacy website.
http://www.marshall.edu/pharmacy/faculty_staff/preceptor-information/
2. Copies may also be found under the Marshall University School of Pharmacy precepting section of Pharmacist Letter / Preceptors Letter.

V. PURPOSE OF EXPERIENTIAL LEARNING

In 1990, GE Miller introduced a method for assessing healthcare students, this assessment model is commonly referred to as Miller's Pyramid.¹ In experiential learning the student is more actively involved in the learning process than in the classroom setting and real-world experiences vary from the classroom setting. The experiential learning process allows the student to attain competency in a structured, supervised environment.



concepts to patients, and be immersed into the culture of pharmacy. Other objectives of experiential learning include professional socialization, critical reflection, and learning/observing of the pharmacist-patient relationship. Demonstration of professional behaviors and attitudes are refined in this setting as well.

This model emphasizes that competency in an area is not realized until the learner can demonstrate that he/she is capable of successfully completing a task or ability in a real-world situation.

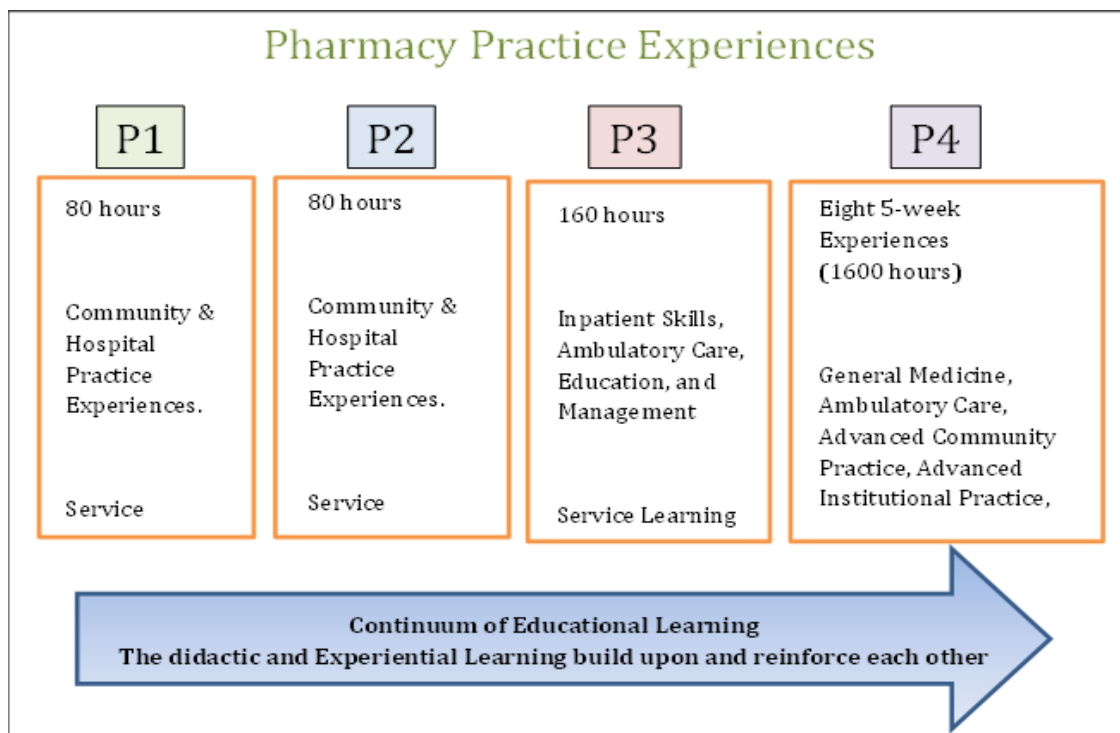
In this model of education the preceptor plays an important role as the practitioner who decides whether the student-pharmacist has achieved a level of competency to perform specific abilities needed to become a practicing pharmacist. At the peak of the pyramid the preceptor assesses whether or not the student is able to complete the 'Does'. In the event that a student does not perform adequately, the student will receive additional instruction, simulation, and other educational assistance to ensure the student-pharmacist can perform the expected ability.

VI. THE TIMING OF IPPE ROTATIONS

The philosophy of MUSOP is to introduce the student-pharmacist early into real-world practice environments. Subsequently, the IPPE rotations have been established early in the curriculum to facilitate learning and immerse the student-pharmacist into the culture of pharmacy, to reinforce and to assess the learning that has occurred in the classroom, and desirably to demonstrate the relevancy of the classroom instruction into pharmacy practice. Each year progressive assessment of the learning that has been taught in the classroom and reinforced with simulation is evaluated in the real-world setting.

In the first and second professional years, the student will be immersed in experiential learning opportunities in both a community pharmacy (PHAR 811) and an institutional setting (PHAR 812). Progressively, during the second year, the student will demonstrate additional skills and knowledge that they have learned from the didactic and simulation environment in community (PHAR 813) and institutional (PHAR 814) experiential settings.

Beginning in the 3rd year the student-pharmacist will have an opportunity to demonstrate competency in practice management (PHAR 817), education and mentoring (PHAR 818), ambulatory care skills (PHAR 815), and inpatient skills (PHAR 816). Mastery of professional behavior and attitude, and other skills must be achieved prior to the start of the advanced pharmacy practice experiences (APPEs) in the fourth professional year.



VII. **PROFESSIONAL CONDUCT / MUSOP P&P**

Professionalism is a commitment to uphold the values of the profession, exhibit respect for others, and follow legal and ethical standards. Below are some of the professional conduct requirements that MUSOP necessitates of all its students:

- a. Respect for the preceptor. In no circumstances will disrespectful behavior be tolerated towards MUSOP preceptors. This includes verbal and non-verbal actions.
- b. Respect for the patient. In no circumstances will disrespectful behavior be tolerated towards *any* patient for *any* reason. An important aspect of professional conduct is learning how to handle difficult patient issues.
- c. Professional Attire. Professional attire is required for all experiential learning. Please consult the student handbook for MUSOP definition of professional attire.
- d. Professional Behavior. Professional behavior includes respect for others, absence of offensive language, courtesy towards preceptor, patients, and staff.
- e. Identification. Students must wear identification badges at all times when at an experiential site. This is often a requirement of the site and is a requirement of MUSOP.
- f. Attendance. Except in unusual circumstances, attendance is always required as assigned. No changes are permitted without Office of Experiential Learning approval that are initiated by the student. Please consult student handbook for consequences of absences.
- g. Patient confidentiality. Patient confidentiality is protected by federal law. Breach of patient confidentiality may result in expulsion from MUSOP. The most common places identified for breaches of patient confidentiality are the elevator and the lunch and/or break room. More on patient confidentiality can be found in this manual in the heading titled, "Health Insurance Portability and Accountability Act (HIPAA)"
- h. Experiential Site Policies. The student-pharmacist must follow the policies of the experiential site. Many of the sites require a signed document that the student will follow the site's policies and conduct.
- i. Students are required to have a current health insurance policy.
- j. It is strongly encouraged that students hold a current professional liability insurance policy (minimum limits of \$1,000,000/\$3,000,000). The MUSOP provides liability insurance for students while on rotation.
- k. The student may not receive monetary compensation from any Preceptor or Experiential Site.

- l. Laws. Adherence to federal, state, and local laws is required. Failure to adhere to practice laws will result in failure of the rotation and may result in expulsion from MUSOP. This includes maintaining valid intern licenses in the states assigned to for rotations.
- m. The use of possession of any illicit drug by any student while on University property or a University affiliated assignment will not be tolerated as described by the Marshall University student handbook. Any MUSOP student who illegally uses, gives, sells or in any way transfers a controlled substance to another person, or manufactures a controlled substance while involved in the Experiential program rotation will be subject to immediate dismissal from the rotation and may also result in additional disciplinary action as deemed necessary by the Marshall University School of Pharmacy. In some cases, rotation sites may require random, mandatory drug screening. Students should anticipate that requests for participation in site specific screening may be made, and student son rotation at those sites will be expected to comply.
- n. Students must complete prior to the start of any rotation a background check and drug screen. Instructions for this check are provided by the MUSOP School of Pharmacy during student orientation.
- o. The student must have a current TB skin test on file with Certified Background Check verified by the MUSOP Student Affairs Office. They must also adhere to the MUSOP monitoring policy and procedures.
- p. Students must also keep their immunizations and associated documentation up to date with Certified Background. The following vaccinations, history of illness, and/or titers are required for enrollment: tetanus-diphtheria-pertussis (Tdap), Measles-Mumps-rubella (MMR), Hepatitis B, and Varicella. The student also be required to provide proof of physical examination and current immunization records depending on the experiential site.
- q. Preceptors may complete a professional evaluation form (PEF) for excellent demonstration of professionalism or poor demonstration of professional behavior. This form is found under “Faculty and Staff Policies” on the main MUSOP website at: http://www.marshall.edu/pharmacy/files/2012/11/MUSOP_PEF.pdf

VIII. **HEALTH INSURANCE PORTAILITY AND ACCOUNTABILITY ACT (HIPAA)**

Prior to any experiential learning, the student-pharmacist must satisfactorily complete an educational learning module on HIPAA regulations and related policies and procedures. Students at MUSOP are required to complete an online module with a post-test on the regulations and related policies. An annual update of HIPAA training is also required. Various experiential sites are also encouraged to have the student-pharmacist understand and receive training to their confidentiality requirements as well.

Some key aspects of HIPAA that are emphasized during the School's training:

- a. Within the HIPAA regulations is the "Privacy Rule" which sets forth rules for protecting patients' health privacy.
- b. The Privacy Rule protects "all individually identifiable health information". This includes address, birthdate, Social Security number or any patient identification number.
- c. Exemptions apply for information exchanges among health care professionals who are directly involved in the care of that patient.
- d. Criminal Penalty. A person who knowingly **obtains** or discloses individually identifiable health information may face a penalty of up to \$50,000 and 1 year in prison.
- e. Email and text messages are very public communication and are never to be used to transmit confidential information.
- f. In no instance should any information about a patient, preceptor, or site be posted for any reason on social media due to confidentiality concerns.

*****Student failure to comply with these policies can result in dismissal from the MUSOP program*****

IX. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

- a. A Federal law that protects the privacy of student education records.
- b. Ensure that students' personal information is properly safeguarded and is used only for legitimate purposes.
- c. Students have the right to inspect and review the student's educational records maintained by the school.
- d. Written permission required from the student to release information from the student's education record.
- e. Information about students on rotations should not be posted on social media.

X. ATTENDANCE AND TARDINESS POLICY

We expect our student-pharmacists to arrive on time to the site and be ready to learn. Below is our attendance and tardy policy, however, the experiential site may impose their own attendance and tardiness policy and that will be the criteria on which the student will be assessed. The preceptor should make available to the Office of Experiential Learning their attendance and tardiness policy.

All students are expected to adhere to the rotation attendance policy and are required to spend a minimum of 8 hours per week at the site.

Tardiness is defined as greater than 10 minutes after expected time of arrival. If greater than one tardy then this will be classified as an unexcused absence. On time is defined at work and in place to start tasks.

Absences with Advanced Notice: A student may make a request to be excused from rotation for a qualifying school sponsored or other educational event (e.g. career day). The Office of Experiential Learning will contact the preceptor and a mutual decision will be reached as to whether the student-pharmacist may be excused from the rotation. Professional leave is covered under SOP policy 200.010.007. **Forms to request professional leave can be found in the Office of Experiential Learning.**

Absences for Illness/Emergency: In the event that the student may be unexpectedly absent from rotation (e.g. illness, emergency), the student **must immediately notify BOTH the preceptor (by phone) and the Office of Experiential Education (304-696-7350).** Please treat your preceptor as you would an employer and provide notice as early as possible. In the event that the student must leave a message, (s)he should provide a contact phone number where (s)he may be reached and follow up with an e-mail (if possible) to ensure that the message was received. **Each failure to notify the preceptor AND the school properly will result in (5%) deduction from the rotation grade.**

Unexcused absences are prohibited and may result in failure of course. Each unexcused absence will result in a minimum reduction of 5 percentage points per occurrence; two unexcused absences will result in automatic failure of the course. For excused absences refer to the student handbook.

All missed time (for any reason, with the exception of an approved holiday) must be made up. In the event a student misses more than three (3) days of time during an IPPE rotation, they will automatically fail the rotation unless the missed time is made up.

XI. CHARACTERISTICS OF EXEMPLARY PRECEPTORS

- ☐ Preceptor is familiar with the School's mission, goals, and values
- ☐ Preceptor demonstrates ethical and moral behavior
- ☐ Preceptor has compassion and empathy for patients
- ☐ Preceptor demonstrates effective leadership and management
- ☐ Preceptor participates in community outreach activities, such as, health fairs
- ☐ Preceptor utilizes clinical publications and drug information to provide evidence-based decision making
- ☐ Preceptor monitors the quality of professional practice and teaching activities
- ☐ Preceptor treats all patients equally regardless of education or resources
- ☐ Preceptor is active in local, state, or national professional organizations
- ☐ Preceptor serves as an interviewer, on advisory groups, and is involved in curriculum development of the school of pharmacy
- ☐ Preceptor provides patient-centered care
- ☐ Preceptor has a desire to teach
- ☐ Preceptor encourages self-directed learning of the student with constructive feedback
- ☐ Preceptor treats students as colleagues-in-training
- ☐ Preceptor demonstrates effective interprofessional communication skills

XII. CHARACTERISTICS OF EXEMPLARY SITES

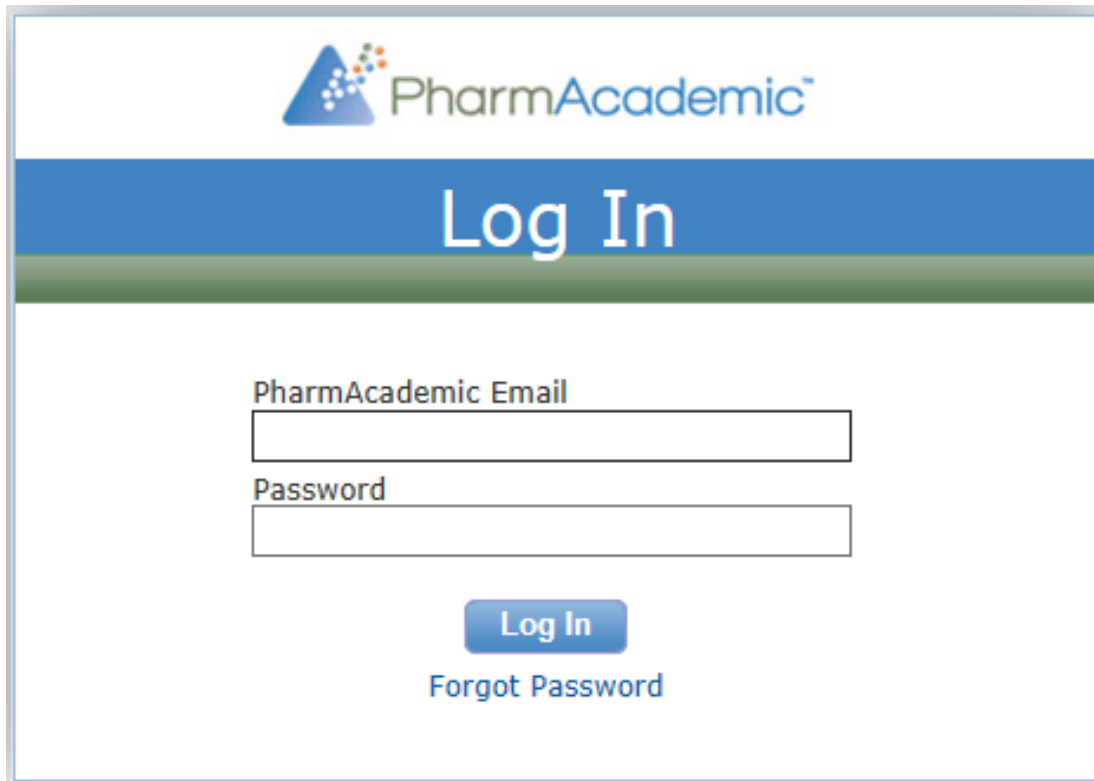
- ☐ Must provide patient-centered care and that this care is the primary practice focus
- ☐ Quality improvement efforts at the site include the use of automation and barcode scanning verification in distribution
- ☐ Patient number and variety sufficient to care for diverse populations
- ☐ Is legally compliant with local, state, and federal laws
- ☐ Has access to learning and information resources
- ☐ HIPPA Compliant
- ☐ Applies quality assurance or quality improvement principles
- ☐ Utilizes informatics
- ☐ Has a commitment to the education of pharmacy students
- ☐ Has management that is supportive of professional staff involvement in the education of pharmacy students
- ☐ Has a practice environment that nurtures and supports pharmacist and student interactions with patients
- ☐ Provides daily contact with the preceptor or a qualified designee to ensure that students receive feedback and have opportunities to ask questions
- ☐ Is adequately equipped with technology needed to support student training and to reflect contemporary practice
- ☐ Provides educational workshops for patients and other health care providers
- ☐ Has collaborative professional and/or training relationships with other health care providers
- ☐ Serves as an accredited site for training of pharmacy residents
- ☐ Offers Medication-Therapy-Management services
- ☐ Demonstrates a strong commitment to health promotion and illness prevention as reflected by the services provides and/or products sold

XIII. STUDENT EVALUATIONS / ASSESSMENTS

PharmAcademic™ is designed to track pharmacy practice experiences for the school of pharmacy, for students and for preceptors. Through the use of a computer or mobile device with an Internet connection, students can view scheduled IPPEs, complete assessments, and add reflections and artifacts of learning to PharmPortfolio. Preceptors can view information pertaining to their assigned students, including a link to each student's PharmPortfolio, and can complete required assessments about students. Preceptors may also update their own information, including license and CV uploads, and may view announcements and resources posted by the college.

Follow the instructions listed below to access your rotation information:

- Access [PharmAcademic](http://www.pharmacademic.com) at www.pharmacademic.com.
- User ID/PharmAcademic Email: Your email address
- Password: If you do not know your password, click the "Forgot Password" link and a new password will be emailed to you

The image shows a web interface for logging into PharmAcademic. At the top, there is a logo consisting of a blue triangle with white dots and the text "PharmAcademic™" in blue. Below the logo is a blue horizontal bar with the text "Log In" in white. Underneath this bar is a green horizontal bar. The main area of the form has a white background. It contains two text input fields: the first is labeled "PharmAcademic Email" and the second is labeled "Password". Below these fields is a blue button with the text "Log In". At the bottom of the form is a blue link that says "Forgot Password".

PharmAcademic™

Log In

PharmAcademic Email

Password

Log In

[Forgot Password](#)

Rotation information, scheduled students, entry of preceptor availability and assessments awaiting completion are all located on the home screen after login.

The screenshot shows the PharmAcademic website. At the top, there is a navigation bar with links: Home, My Account, Change Password, Logout, and a user email address (preceptor6@mccreadiegroup.com) with a Demo College of Pharmacy label. Below this is a 'HELP' link. The main content area is titled 'Assessments' and includes tabs for 'Current', 'All', and 'Summaries'. A message states: 'Click on an assessment below to go to the appropriate screen for completing the assessment.' Below this is a table with the following data:

Due Date	Assessment	Subject	Expiration Date
1/10/2014	Evaluation of Student Portfolio	Brenda Thompson (brenda.student@mccreadiegroup.com)	4/11/2014

Below the table is the 'Experiential Education' section, which includes a search bar with the text 'Anders, Ben'. Below the search bar are tabs for 'Announcements', 'Schedule', 'Sites and Rotations', 'Preceptor Availability', 'Preceptor Contact Information', 'Files', 'License Management', and 'CV/Resume'. The 'Announcements' tab is selected, showing two announcements:

- 2/24/2014**
Subject: Preceptor Appreciation Week April 1 - 8, 2014
Preceptors, look for more information as we approach our annual preceptor appreciation week!
- 2/17/2014**
Subject: Preceptor Availability requested for Summer 2014 IPPEs
Pharmacists who have precepted IPPE students in the past should have received a request for availability for Summer 2014 IPPEs. If you have not taken IPPE students in the past, but would be willing to provide a community or institutional experience for our rising P2 and P3 students, please contact Janie in the experiential education office at janie@demouniversity.edu.

PharmAcademic will send email notifications prior to each scheduled evaluation (mid-rotation and end of rotation) from support@mccreadiegroup.com. Please verify that you are able to receive email from this email address, and that it is not being redirected to a spam/junk folder. Print versions of these assessment rubrics can be found under the MUSOP Preceptor Information section of the website or under the Preceptor section of Pharmacist's Letter.

Sample assessment notification email (**Note from mccreadiegroup**):

John Preceptor, PharmD,

You have been assigned the following assessment. Please click on the link(s) below to complete the assessment. The assessment is also listed on your home screen when you log into PharmAcademic.

Site: Marshall University School of Pharmacy

2013-2014 P2 Match | Community | Block 1

Assessment: End of Rotation Assessment Form

Type: Student

Due Date: 10/31/2013 23:59 (GMT-05:00) Eastern Time (US & Canada)

Subject: Jennifer Student <<https://www.pharmacademic.com/>>

Questions? Please contact ricerh@marshall.edu for assistance.

If you don't know your password, please go to <http://www.pharmacademic.com/login.aspx> and click the "Forgot Password" link. Enter the e-mail address that this message was sent to and PharmAcademic will reset your password and send you a new one.

XIV. PROFESSIONAL PRACTICE BENEFITS OF BEING A PRECEPTOR

- **Faculty Recognition** – preceptors can be formally recognized for their contributions to pharmacy experiential education through adjunct faculty appointments at Marshall University.
- **Program Materials** – information for the professional program at Marshall is available at the MUSOP website at www.marshall.edu/pharmacy. Preceptors receive information including the preceptor's manual annually.
- **Pharmacist's Letter Preceptor's Training & Resource Network-** preceptors may receive a complimentary subscription to Preceptors Training and Resource Network by Pharmacist's Letter. Access to this resource includes:
 - Access to MUSOP forms, syllabi, training documents, etc.
 - Preceptor CE (home-based courses and live webinars)
 - Sample student syllabi, activities, assignments, and schedules
 - Orientation, grading, and evaluation tools
 - Targeted professionalism, patient safety, and practice-based teaching resources
 - PL Journal Club (APPE teaching tools)
 - Pharmacy 101 (IPPE teaching tools)
 - End-of-rotation exams
 - Preceptor discussion board

Participants will need to complete an individual profile if a new subscriber or link their profile to the Marshall University system if an existing subscriber. Subscription information may be obtained from the Office of Experiential Learning.

- **Continuing Education-** MUSOP is pleased to support efforts of its volunteer preceptors who seek to enhance their practice skills through continuing pharmacist education (CPE). MUSOP will offer programs at discounted rates for MUSOP preceptors periodically.
- **MUSOP Library Access-** There are many drug information resources including access to the Marshall University libraries that are available to preceptors. These resources may be found under the experiential learning secure website known as ELVIS which can be accessed from the following website (secure access).

http://www.marshall.edu/pharmacy/faculty_staff/preceptor-information/

To obtain access and utilize these resources, preceptors will need to complete an application for access, provide a copy of a photo ID, and have a current CV or resume on file with the Office of Experiential Learning.

XV. REFERENCES

1. Miller GE. *The assessment of clinical skills/competence/performance. Acad Med* 1990;65:S63–7.