The primary purpose of the Community Pharmacy Introductory Pharmacy Practice Experience (CIPPE) is to facilitate students’ continuing professional development in the context of the community pharmacy practice setting. Through structured activities and assignments, students will build upon knowledge and skills developed in the first year of the didactic curriculum. Students will continue to explore the concepts of professionalism and shared accountabilities for health care outcomes; formulate a personal philosophy of and approach to professional practice; expand drug and disease knowledge; and develop practical, critical thinking and life-long learning skills. This experience seeks to provide students with direct exposure to the dynamics of the community pharmacy workplace and to guide them to a realistic assessment of the challenges and opportunities that exist therein.

Teaching Partnership Leader

Stacey Curtis, Pharm.D.

- Email: scurtis@cop.ufl.edu
- Office: HPNP 3302
- Phone: 352-273-6088
- Office Hours: By appointment ONLY.

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities, which the public entrusts a Pharmacist to perform:

2. EPA A5. Provide counseling about medications and health and wellness.
3. EPA A6. Assess and counsel a patient about health and wellness.
4. EPA E4. Safely and accurately dispense medications within a medication use system including supervision of pharmacy technicians.
5. EPA E5. Solve problems relating to insurance and prescription coverage.
Course-Level Objectives

Activities of the community IPPE focus on clarifying distinguishing characteristics of community pharmacy practice and developing fundamental skills necessary to practice effectively in the community pharmacy setting. Upon completion of this course, the student will be able to:

1. Describe the roles and responsibilities of each member of the community pharmacy team
2. Relate the characteristics of the patient population of the community pharmacy to the services currently provided
3. Conduct patient interviews necessary for the appropriate dispensing and use of medications
4. Outline the workflow of the community pharmacy practice and its contribution to safe dispensing of medications
5. Explain the process of gathering, storing and managing patient information in the community pharmacy setting
6. Illustrate the process for acquisition, storage and inventory management of prescription and non-prescription medications in the community pharmacy setting
7. Process and fill prescriptions in accordance with legal regulations and policies and procedures of community pharmacy practice
8. Identify and resolve drug-related problems related to the dispensing of medications (e.g., allergies, drug-drug interactions), working with other members of the patient’s health care team.
9. Evaluate and respond to drug information inquiries
10. Communicate with patients regarding the selection and/or use of non-prescription or prescription medications and medical devices
11. Recognize the role of community pharmacy practice in promoting public health and disease prevention
12. Demonstrate mature and professional attitudes, habits and behaviors

Course Pre-requisites

Completion of all Year 1 Pharm.D. program coursework, including milestones.

Course Co-requisites

There are no co-requisites for this course.

Required Textbooks/Readings

There are no required textbooks for this course.

Suggested Textbooks/Readings

Suggested readings will be provided in the Canvas course site.
Other Required Learning Resources

N/A

Materials & Supplies Fees

None

Student Evaluation & Grading

This course is pass/fail. In order to pass the course, you must receive a passing score on all of the Assessment Items below.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook Activities (submit required checklist including preceptor signature)</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>CIPPE End-of-Experience Quiz [79.5% or higher is a passing score]</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>Drug Information Questions (DIs) [2]</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>Drug Utilization Reviews (DURs) [2]</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>Preceptor Evaluation</td>
<td>Pass / Fail</td>
</tr>
</tbody>
</table>

Grading:

Preceptors will evaluate student performance at the end of the rotation. (See Appendix B for evaluation tool.) Student performance level will be denoted as proficient, developing, deficient, or opportunity unavailable defined as:

- **Proficient:** Performs at a level consistent with expectations during this rotation.
- **Developing:** Displays developing habits, skills, abilities, and/or knowledge but may require significant improvement. Performance level may be sporadic and or slightly below expectations during this rotation.
- **Deficient:** Performs at a level consistently below expectations. Displays developing habits, skills, abilities, and/or knowledge but requires significant improvement during this rotation.
- **Opportunity unavailable:** Not applicable or no opportunity to evaluate during this rotation.

Points will be awarded for each assessment question based on performance level attained: Proficient = 4 points, Developing = 3 points, Deficient = 2 points. A total of 100 points may be earned if all 25 competencies are completed. Each “Opportunity unavailable” will reduce the total calculated by 4 points (e.g. If a student receives one “Opportunity unavailable” their final grade will be calculated out of 96 total points instead of 100 total points). Students must earn at least an 80% to pass the course and receive an S.

Rounding of grades:
Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student’s grade is “close.”

**Educational Technology Use**

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. Canvas™ Learning Management System
2. PharmAcademic™

For technical support, navigate to Educational Technology and IT Support Contact Information at this URL: http://curriculum.pharmacy.ufl.edu/current-students/technical-help/

**Pharm.D. Course Policies**

The Policies in the following link apply to this course. Review the General Pharm.D. Course Policies carefully, at this URL: http://curriculum.pharmacy.ufl.edu/current-students/course-policies/

**Course Specific Policies**

**Incomplete Grade Policy:**
If a student is unable to complete the CIPPE assignments due to extenuating circumstances (i.e., prolonged illness, unexpected medical procedure required, family emergencies, etc.), then an incomplete grade will be assigned with the approval of the course coordinator. The competencies must be completed and the incomplete grade must be resolved within the first 8 weeks of the Fall semester, or the student will receive a failing grade and be required to repeat the rotation.

If a student is unable to complete the CIPPE required competencies due to Opportunity Not Available, then an incomplete grade will be assigned with the approval of the course coordinator. The student is required to contact their Regional Coordinator as soon as possible but no later than the end of their rotation to schedule an opportunity to complete the required competencies to receive a passing grade. The student will have 7 days from the last day of their rotation to complete the required competencies and submit the coordinating assignments in Canvas. Students must acknowledge the following statement when cosigning their IPPE final evaluation with their preceptor prior to receiving their final grade:

“By clicking the Cosign button below, I am indicating I have reviewed this assessment and have discussed any questions or concerns regarding my performance with my preceptor. I acknowledge I must complete the workbook activities and assignments in Canvas to receive a passing grade for this course. I am also indicating I have contacted my Regional Coordinator to make-up any opportunities listed as unavailable.”
I acknowledge I have 7 days from the end of my rotation to complete the required competences to receive a passing grade, if applicable.”

**Course Failure:**
The student will receive a U - Unsatisfactory grade if he/she receives a “Deficient” marking for any activity listed on the CIPPE Grading Rubric (see Appendix B) or does not earn at least an 80% as described in the grading section. The non-passing rotation grade will require the student to repeat the rotation and associated experiential hours and assignments. The failing grade will not be removed from the student’s transcript.

**Attendance Policy:**
Please refer to the Office of Experiential Programs manual, which can be found on the course Canvas site. Students must complete at least 160 hours to receive credit. Therefore, all time missed (e.g., absences, arriving late, leaving early) must be made up.
Appendix A. Course Directory

Teaching Partnership Leader/Course Director:
Stacey Curtis, Pharm.D.
Email: scurtis@cop.ufl.edu
Office: HPNP 3302
Phone: 352-273-6088

Questions to Ask:
- Issues related to course policies (e.g., absences, make up exams, missed attendance)
- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Program Director:
Heather Hardin, Pharm.D., BCPS
Email: hhardin@cop.ufl.edu
Office: HPNP 3302
Phone: 352-273-6088

Program Coordinators:

Compliance Coordinator
Gregg Campbell
Email: pre-rotation@cop.ufl.edu
Office: HPNP 3302
Phone: 352-273-6227

Grading Coordinator
Veronica Javier
Email: rotation-grades@cop.ufl.edu
Office: St. Petersburg Campus
Phone: 727-394-6213

Scheduling/Database Coordinator
Candice Walker
Email: rotation-schedule@cop.ufl.edu
Office: HPNP 3302
Phone: 352-273-6228

Quality Coordinator
Dena Wilson
Email: dena.wilson@ufl.edu
Office: HPNP 3302
Phone: 352-273-6633
Regional Coordinators:

Gainesville/Panhandle/Out of State
Vickie Wilt, Pharm.D.
vwilt@cop.ufl.edu
352-294-8769

Jacksonville
Kristie Fox, Pharm.D.
kfox@cop.ufl.edu
352-294-8122
Robyn Paglio, Pharm.D.
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Janel Soucie, Pharm.D.
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352-294-8142

St. Petersburg/Tampa
Carinda Feild, Pharm.D.
cfeild@cop.ufl.edu
727-394-6213
Patty Taddei-Allen, Pharm.D., BCACP
ptaddei-allen@cop.ufl.edu
352-294-8139

South Florida
Chris Pantouris, Pharm.D.
cpantouris@cop.ufl.edu
352-294-8143
Appendix B. CIPPE Grading Rubric

STUDENT FINAL EVALUATION
To be completed and submitted in PharmAcademic™ by the Preceptor.

Please complete this evaluation when the student has completed their experience with you. Please confirm that the student completed a minimum of 160 hours of experience.

- 160 hours confirmed
- The student did not complete a minimum of 160 hours. Please provide an explanation and plan to make up remaining hours.

Student Performance Evaluation
Please select the appropriate performance level for each item listed below. The performance levels are defined as:

- **Proficient**: Performs at a level consistent with expectations during this rotation.
- **Developing**: Displays developing habits, skills, abilities, and/or knowledge but may require significant improvement. Performance level may be sporadic and or slightly below expectations during this rotation.
- **Deficient**: Performs at a level consistently below expectations. Displays developing habits, skills, abilities, and/or knowledge but requires significant improvement during this rotation.
- **Opportunity unavailable**: Not applicable or no opportunity to evaluate during this rotation.

<table>
<thead>
<tr>
<th>Professional Work Habits</th>
<th>Proficient</th>
<th>Developing</th>
<th>Deficient</th>
<th>Opportunity unavailable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The student is consistently punctual, reliable, and dependable.</td>
<td></td>
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<tr>
<td>3. The student is professional, mature, and ethical in attitude, and behavior.</td>
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<tr>
<td>4. The student consistently exhibits a professional appearance.</td>
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<tr>
<td>5. The student is self-motivated and eager to learn.</td>
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<tr>
<td>6. The student appropriately prioritizes and balances assigned tasks.</td>
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<tr>
<td>7. The student accepts constructive criticism and appropriately modifies behavior.</td>
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</tbody>
</table>
8. The student follows up on questions, tasks, and assignments in an accurate and timely manner.

9. The student collaborates and interacts effectively with the staff and/or employees at the site.

10. The student asks appropriate questions of preceptor and other health care providers.

11. Comments:

**Communication**

12. The student communicates effectively with other healthcare professionals.

13. The student communicates effectively with patients.

14. Comments:

**Community Pharmacy Systems**

15. The student is able to describe the medication use process, including how pharmacy impacts the safety of storage, prescribing, transcription, dispensing, administration and monitoring steps.

16. The student is able to describe the basic drug procurement process including drug selection, inventory management, backorders, recalls, drug waste, handling of drug shortages and their relationship to safe, effective patient care.

17. The student is able to effectively use pharmacy technology including automated filling and prescription processing systems with contemporary features.

18. The student is able to describe safety features of automated filing and prescription
<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Developing</th>
<th>Deficient</th>
<th>Opportunity unavailable</th>
</tr>
</thead>
<tbody>
<tr>
<td>processing systems as well as unintended consequences of their use.</td>
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<tr>
<td>19. The student is able to describe the roles of pharmacy technicians, pharmacists and pharmacy leadership within a typical community pharmacy practice.</td>
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<tr>
<td>20. The student is able to receive, interpret, and clarify prescriptions appropriately.</td>
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<tr>
<td>21. The student successfully troubleshoots insurance denials.</td>
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<tr>
<td>22. The student is able to evaluate the appropriateness of medication dosing for common medications.</td>
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<tr>
<td>23. The student is able to dispense prescriptions following state and federal rules and regulations.</td>
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<tr>
<td>24. The student is able to describe the state and federal authorities which regulate legal operations of the pharmacy.</td>
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<tr>
<td>25. The student is able to assist patients with selection of appropriate self-care products.</td>
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<tr>
<td>26. The student is able to describe the requirements for procurement, storage, inventory, dispensing, and disposal of controlled substances.</td>
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<tr>
<td>27. The student is able to use appropriate references to answer questions asked by health professionals.</td>
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<td>28. Comments:</td>
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<tr>
<td><strong>Medication Safety</strong></td>
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<tr>
<td>29. The student is able to describe those national standards, guidelines, best practices and established principles and process related to quality and safe medication use (e.g. storage</td>
<td></td>
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</tr>
</tbody>
</table>
30. The student is able to describe the impact of pharmacist involvement on medication safety and quality.

31. Comments:

32. Please list at least three specific behaviors, skills or knowledge areas needing improvement, which future preceptors should focus on during subsequent rotations.

33. Please list at least three excellent behaviors, skills, or knowledge areas the student displayed during the rotation to be reinforced during subsequent rotations.

34. Total number of scheduled days absent (with prior approval of preceptor):

35. Total number of unscheduled days absent (without prior approval of preceptor):

36. Number of days made up due to absences (with and without prior approval):

37. If applicable, the student followed appropriate protocol/procedure for any tardies/absences:
   - [ ] Yes
   - [ ] No (if No, please describe expectations and the student’s actions in the comment box)

38. At this point, the student is _____ the level I would expect.
   - [ ] At
   - [ ] Above
   - [ ] Below

39. After reviewing this student’s overall performance, it is my recommendation the student:
   - [ ] Pass (S)
   - [ ] Not Pass (U)

40. I attest that the student completed all workbook checklist activities and that I have reviewed the following documents prior to them uploading to Canvas:
   - [ ] All activities listed in the workbook
   - [ ] 2 drug utilization reviews (DURs)
   - [ ] 2 drug information responses (DIs)