PHA5942 Hospital Introductory Pharmacy Practice Experience
Summer 2018
4 Credit Hours – [Satisfactory/Unsatisfactory]

The primary purpose of the Hospital Pharmacy Introductory Pharmacy Practice Experience (HIPPE) is to facilitate students’ continuing professional development in the context of the hospital pharmacy practice setting. Through structured activities and assignments, students will build upon knowledge and skills developed in the first and second years 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 hospital pharmacy workplace and to guide them to a realistic assessment of the challenges and opportunities that exist therein.

Teaching Partnership Leader
Lisa Vandervoort, Pharm.D.
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- 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:

Patient Care Provider Domain:
1. Collect information to identify a patient’s medication-related problems and health-related needs.
2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
3. Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.
4. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
5. Follow-up and monitor a care plan.

Interprofessional Team Member Domain:
1. Collaborate as a member of an interprofessional team.

Population Health Promoter Domain:
1. Identify patients at risk for prevalent diseases in a population.
2. Minimize adverse drug events and medication errors.
3. Maximize the appropriate use of medications in a population.
4. Ensure that patients have been immunized against vaccine-preventable diseases.

Information Master Domain:
1. Educate patients and professional colleagues regarding the appropriate use of medications.
2. Use evidence-based information to advance patient care.

Practice Manager Domain:
1. Oversee the pharmacy operations for an assigned work shift.
2. Fulfill a medication order.

Self-Developer Domain:
1. Create a written plan for continuous professional development.

Course-Level Objectives

Upon completion of this course, the student will be able to:
1. Define the roles and responsibilities of pharmacy personnel (pharmacists, pharmacy technicians, and pharmacy leadership).
2. Describe the basic drug procurement process including drug selection, inventory management, medication storage, backorders, recalls, drug waste, and handling of drug shortages.
3. Develop a personal order verification process for all medication order types.
4. Develop a final product verification process for all medication types.
5. Review the preparation and dispensing of IV medications including key aspects of aseptic technique and quality control procedures.
6. Explain the appropriate use of injectable medications including concentration considerations, rates of administration and compatibility concerns.
7. Identify which automated systems are available to facilitate the medication use process and ways they can decrease medication errors.
8. Describe pharmacy’s role in the health care team, both in patient care and in the institution.
9. Explain how the pharmacy supports practices that ensure medication safety to meet national standards and guidelines, Joint Commission Standards and National Patient Safety Goals.
10. Summarize how the pharmacy identifies and monitors patients for clinical services including renal dose adjustment, IV to PO, Kinetics, Antimicrobial Stewardship, and Anticoagulation adjustments.
11. Demonstrate professionalism in all verbal and written communications.

Course Pre-requisites

1. Completion of all Year 1 and 2 Pharm.D. program coursework including milestones.
2. Satisfactory completion of Blocks 5, 6, and 7.

Course Co-requisites

There are no co-requisites for this course.

Required Textbooks/Readings

- There are no required textbooks for this course.
- Assigned readings will be provided in the Canvas course site.

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</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>HIPPE End-of-Experience Quiz</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>Medication Reconciliations [2]</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>Pharmacy Note [1]</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>Drug Information Response [1]</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>In-Service Presentation</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>Preceptor Evaluation</td>
<td>Pass / Fail</td>
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</tbody>
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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 HIPPE 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 HIPPE 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 HIPPE 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:
Lisa Vandervoort, Pharm.D.
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Office: 6550 Sanger Road, Orlando FL 32827
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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
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Program Coordinators:

Compliance Coordinator
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Regional Coordinators:

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Appendix B. HIPPE Grading Rubric

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

Below is an outline of the questions the preceptors will be asked via the assessment in PharmAcademic™. 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

Each of the following questions should be answered with the best fitting performance level defined below:

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 expectation 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.

1. The student is consistently punctual, reliable, and dependable.
2. The student is professional, mature, and ethical in attitude, and behavior.
3. The student consistently exhibits a professional appearance.
4. The student is self-motivated and eager to learn.
5. The student appropriately prioritizes and balances assigned tasks.
6. The student accepts constructive criticism and appropriately modifies behavior.
7. The student follows up on questions, tasks, and assignments in an accurate and timely manner.
8. The student collaborates and interacts effectively with the staff and/or employees at the site.
9. The student asks appropriate questions of preceptor and other health care providers.
10. The student communicates effectively with patients and healthcare professionals.
11. The student is able to describe the role of the Pharmacy Department in supporting patient care in the hospital setting including interprofessional committees and its relationship with the Nursing Department.
12. The student is able to describe the roles and responsibilities of pharmacy personnel (including pharmacists, pharmacy technicians, and pharmacy leadership) along with the impact of pharmacist involvement on medication safety and quality under accrediting and regulatory organizations.

13. The student is able to summarize the selection and procurement process of medications including drug selection, inventory management, backorders, recalls, drug waste, and handling of drug shortages, along with its relationship to safe and effective patient care.

14. The student is able to describe the regulatory and accreditation requirements of medication storage including the site’s policies pertaining to controlled substances.

15. The student has developed a personal order verification process for all medication order types emphasizing safe medication order writing and the hospital’s policies and procedures.

16. The student is able to summarize the preparation and dispensing of non-IV medications along with the concepts of first fills, cart fills, and batch fills (including ADC, controlled substance, pre-pack).

17. The student is able to summarize the preparation and dispensing of IV medications including key aspects of aseptic technique, different types of laminar flow hoods, and quality control procedures.

18. The student has developed a final product verification process for all medication/batch types.

19. The student is able to describe the medication administration process including the nursing unit structure, personnel (roles and responsibilities), and technology employed.

20. The student is able to describe how pharmacy identifies and monitors patients including pharmacy clinical services and relevant lab/screening tools.

21. The student is able to describe the pharmacy department’s medication safety plan including the National Patient Safety Goals, Continuous Quality Improvement Plans, and the site’s ADR/ADE reporting system.

22. The student is able to utilize institutional resources and evidence-based literature to answer drug information questions.

23. The student is able to apply the Pharmacists’ Patient Care Process to the care of patients.

24. The student is able to communicate in a professional manner in all verbal and written communications.

25. The student is able to summarize the medication use process for various medication types in the hospital setting including the role of automation and technology and their role in improving patient safety along with unintended consequences.
I attest I have reviewed and discussed the workbook assignments with the student and approved the following documents:

- 2 completed medication histories and reconciled the current medications using the institution’s documentation process.
- 1 completed pharmacy note of a patient with at least 2 disease states covered in pharmacy curriculum using the institution’s documentation process.
- 1 completed drug information responses
- 1 completed ADR report using institution’s process
- Attended 1 inter-professional committee
- Slides or handout from 10-minute educational presentation to preceptor-selected audience

Free response questions:

1. Please list at least three specific behaviors, skills or knowledge areas needing improvement which future preceptors should focus on during subsequent rotations.
2. Please list at least three excellent behaviors, skills or knowledge areas the student displayed during the rotation to be reinforced during subsequent rotations.

At this point, the student is _____ the level I would expect.

- at
- above
- below

After reviewing this student’s overall performance, it is my recommendation that the student:

- Pass
- Not Pass