
PHA 5942
Hospital Pharmacy Introductory Pharmacy Practice Experience
4 Semester Credit Hours
Course Purpose:

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.

Course Faculty and Office Hours (See Appendix A for Who to Contact)

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This Course Will Prepare You to Perform the Following Activities, Which the Public Entrusts a Pharmacist to Perform:

AACP's Core Entrustable Professional Activities for New Pharmacy Graduates:

- 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 Objectives

Activities of the hospital IPPE focus on clarifying distinguishing characteristics of hospital pharmacy practice and developing fundamental skills necessary to practice effectively in the hospital pharmacy setting. 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= med 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.

Pre-Requisite Knowledge and Skills

Students must have successfully completed all coursework from the first and second academic years of the curriculum.

Description of Teaching/Learning Methods

Experiential learning: applying knowledge, skills and attitudes learned in the classroom to patient care practice.

Self-directed learning: students will engage with course content by independent work and selected course assignments.

Weekly Course Outline

The HIPPE Rotation is a 160-hour experiential rotation located at a hospital pharmacy practice site. The calendar of activities may vary depending on the site and the preceptor. Please refer to the HIPPE Workbook for a sample calendar.

Textbooks

None Required

Student Evaluation & Grading

Evaluation Methods and How Grades are Determined

The student will be assessed by the preceptor on performance and professionalism using the HIPPE Grading Rubric (see Appendix B). In addition, the student must submit all virtual assignments, workbook assignments and requirements via Canvas and complete the associated required activities in order to receive a passing grade (see Course Grade Breakdown for details).

Course Grade Breakdown:

- Submission of the following workbook activities and assignments to Canvas are required to receive a passing grade for this course.
- All workbook activities and assignments are due in Canvas by 8 am the Monday immediately following the end of the student's scheduled rotation.
- Please refer to the Canvas HIPPE site and Hospital Introductory Pharmacy Practice Experience Workbook for complete assignment details.

Activity/Assignment	Grade
Complete all HIPPE workbook exercises	Pass/Fail
Complete and submit Bug/Drug Spectrum Chart	Pass/Fail
Receive a passing score (at least 80%*) on your CORE final evaluation and completion of activities as attested by preceptor	Pass/Fail
Complete and pass the HIPPE end-of-experience Quiz (at least 80%)	Pass/Fail
List of Activities for the preceptor to attest (no submission required)	
Completion of workbook	
Attendance at inter-professional meeting and rounds	
Complete ADR report using the institution's process	
Perform 2 medication reconciliation using institutions process	
Complete a patient care note using the institution's procedure	
Complete Drug Information Question	
Present an in-service	

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 by a date designated by the course coordinator, 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. **Since the inability to complete the assignment was not due to the student's actions, the student will have 14 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 cosigning, the student is only verifying review of this assessment, not necessarily agreeing with the content. Please follow the grade appeal process if the final assessment is not an accurate representation of performance."

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% on the evaluation and on the HIPPE quiz 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. The student will receive a I – Incomplete if he/she does not complete each assignment in both the virtual and on-site sections. This will be changed to a U- Unsatisfactory if the student does not complete the assignment by the course coordinator’s designated date.

Grading

This course is a pass/fail course; students will receive either an S – Satisfactory or U – Unsatisfactory based on performance during the rotation.

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. Failure to complete onboarding pre-clinical paperwork requirements by deadline may also result in a grade deduction.

Educational Technology Use

The following technology will be used during the course and the student must have the appropriate technology and software. **Appendix A** outlines whom to contact if you have questions about technology.

- Canvas Learning Management System
- CORE™

Respect for Diversity

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. We intend that students from all diverse backgrounds and perspectives be well served by this course/rotation, that students' learning needs be addressed both in and out of course/rotation, and that the diversity that students bring to this course/rotation be viewed as a resource, strength, and benefit.

We intend to present materials and activities respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course/rotation effectiveness for you personally or for other students or student groups.

Regarding special consideration for any religious events, please review the standard UF COP process as detailed in the UF COP Course policies for classroom requests. For experiential requests, please review the Experiential Time and Attendance Policy.

If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through either the UF COP Student Mistreatment Report (for classroom concerns) or the Experiential Confidential Preceptor Evaluation Form (for rotation concerns).

Experiential Policies

The Policies in the following link apply to this course. Key topics include, but are not limited to, the following:

- Student Expectations
- Time and Attendance
- Professionalism
- Student Conduct
- Transportation & Financial Obligations
- Accommodations
- Scheduling Changes
- Student & Preceptor Evaluations
- Grade Appeals
- Reporting Problems

Review the Experiential Rotation Manual carefully at this URL for policies:

<https://oep.pharmacy.ufl.edu/student-resources/experiential-policies-and-procedures>

General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the [COP website](#):

University Grading Policies

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on academic integrity (<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.*

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards.

Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements:

<http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

Expectations on Rotation and Other Learning Activities

Please refer to the Office of Experiential Programs manual located on the course website.

Communications**Faculty Member Response Time:**

The course faculty will work to respond to discussion board postings and email communications within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

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Email Communications:

1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Discussion Board Policy

The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

Student Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the Regional Coordinator via email. This allows the primary Regional Coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html>. If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.

Religious Holidays

Please see the University policy on attendance and religious holidays:

<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious>.

Please also refer to the Office of Experiential Programs manual located on the Canvas website.

Counseling and Wellness Center

The [Counseling and Wellness Center](#) provides individual counseling, couples counseling, biofeedback, crisis and emergency assistance, drug and alcohol support and education, testing (attention deficit-hyperactivity disorder, personality testing for anxiety disorders and learning disabilities), and psychiatry services. The Counseling and Wellness Center can be reached by phone at 352-395-1575 for regular appointments and urgent mental health concerns.

Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies

Call the appropriate local authorities or 9-1-1.

Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students who are experiencing issues and events are also encouraged to contact their local crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando 407-425-2624. The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact the Teaching Partnership Leader or Regional Coordinator. In addition, students are encouraged to contact their advisor or Campus Director/Associate Dean for Student Affairs for assistance.

Faculty Lectures/Presentations Download Policy

Photography, Audio-visual recording, and transmission/distribution of classroom lectures and discussions are prohibited unless there is expressed written permission. Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web environments. Students who do not adhere to this policy will be considered to be breaching COP copyrights and/or FERPA law.

Appendix A. Faculty and Staff: Who to Contact When You Have Questions

Teaching Partnership Leader

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Concerns about performance
3. Guidance when there are performance problems (failing grades)
4. General questions about content

Program Grading Coordinator – rotation-grades@cop.ufl.edu

1. Grades
2. Grade appeals
3. Assignments

Program Scheduling and Database Coordinator – rotation-schedule@cop.ufl.edu

1. Scheduling

Program Compliance Coordinator – pre-rotation@cop.ufl.edu

1. Affiliation agreements
2. Onboarding/Pre-clinical rotation requirements

Regional Coordinators

1. Rotation information
2. Site specific information
3. Rotation and Preceptor issues/concerns

Technical Support:

For technical support related to eLearning, educational videos, mobile learning tools, and other course-related issues, contact **College of Pharmacy Educational Technology Support** at:

- Gainesville Office Hours: HPNP 4309 or 4312, Monday – Friday, 8:30 am to 4:30 pm
- E-mail: edu-help@ahc.ufl.edu
- Phone: 352-273-9492

Contact the **University of Florida Computing Help Desk** for issues related to Gatorlink accounts, UF e-mail, ONE.UF, myUFL, and other centralized UF systems at:

- Website: <http://my.it.ufl.edu/CHerwellPortal/UFITServicePortal>
- E-mail: helpdesk@ufl.edu
- Help Wiki: <https://wiki.helpdesk.ufl.edu>
- Phone: (352) 392-4357 (9 am – 4 pm)

Appendix B: HIPPE Grading Rubric

Hospital IPPE

STUDENT FINAL EVALUATION

To be completed and submitted in CORE™ by the Preceptor

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

- 1a. Please confirm that the student completed a minimum of 80 hours of experience.
- 1b. Please confirm that the student completed a minimum of 160 hours of experience.

Please complete this evaluation when the student has completed their experience with you.

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 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.

2. The student is consistently punctual, reliable, and dependable.
3. The student is professional, mature, and ethical in attitude, and behavior.
4. The student consistently exhibits a professional appearance.
5. The student is self-motivated and eager to learn.
6. The student appropriately prioritizes, and balances assigned tasks.
7. The student accepts constructive criticism and appropriately modifies behavior.
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. The student communicates effectively with patients and healthcare professionals.
12. The student is able to describe the role of the Pharmacy Department in supporting patient care in the hospital setting including interprofessional committees.

13. 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.
 14. 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.
 15. The student is able to describe the regulatory and accreditation requirements of medication storage including the site's policies pertaining to controlled substances.
 16. 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.
 17. 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).
 18. 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.
 19. The student has developed a final product verification process for all medication/batch types.
 20. The student is able to describe the medication administration process including the nursing unit structure, personnel (roles and responsibilities), and technology employed.
 21. The student is able to describe how pharmacy identifies and monitors patients including pharmacy clinical services and relevant lab/screening tools.
 22. 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.
 23. The student is able to utilize institutional resources and evidence-based literature to answer drug information questions.
 24. The student is able to apply the Pharmacists' Patient Care Process to the care of patients.
 25. The student is able to communicate in a professional manner in all verbal and written communications.
 26. 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:
 - Completed 2 medication histories and reconciled the current medications using the institutions documentation process.
 - Completed 1 pharmacy note of a patient with at least 2 disease states covered in pharmacy curriculum using the institutions documentation process.
 - Completed 1 drug information responses
 - Completed 1 ADR report using institution's process
 - Attended 1 inter-professional committee
 - Attended 1 interprofessional rounding session.
 - Completed a 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