

**PHA5941 Community Introductory Pharmacy Practice Experience (CIPPE)**  
**Summer 2025 | 4 Credit Hour – [S/U]**

*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.*

**Course Prerequisites:** Completion of all Year 1 PharmD program coursework, including milestones

**Course Corequisites:** There are no co-requisites for this course.

Course Faculty and Staff	
<b>Clinical Partnership Leader</b>	<b>Regional Coordinator and Office Staff</b>
Stacey Curtis, PharmD, CPh HPNP 3302 352-273-6088   <a href="mailto:scurtis@cop.ufl.edu">scurtis@cop.ufl.edu</a>	See Online Course Directory: <a href="https://oep.pharmacy.ufl.edu/program-information/faculty-staff-2/">https://oep.pharmacy.ufl.edu/program-information/faculty-staff-2/</a>

**Office Hours:** By appointment only with your Regional Coordinator.

Course Resources and Fees
<b>Course Outline</b>
See Appendix A and in Workbook within CORE
<b>Required Textbooks/Readings</b>
Use <a href="#">UF VPN to access UF Libraries Resources</a> when off-campus. The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the <a href="#">HSC Library Website</a> at this URL: <a href="http://www.library.health.ufl.edu/">http://www.library.health.ufl.edu/</a>
<b>Suggested Textbooks/Readings</b>

See Canvas course site
<b>Other Required Learning Resources</b>
None
<b>Materials &amp; Supplies Fees</b>
None

<b>Course Objectives and Educational Outcomes</b>	
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:	
<b>Course Objectives</b>	<b>Linked Educational Outcome</b>
1. Demonstrate mature and professional attitudes, habits and behaviors.	Professional
2. Describe the roles and responsibilities of each member of the community pharmacy team.	Collaborator
3. Recognize the role of community pharmacists in promoting public health and disease prevention.	Promoter
4. Outline the workflow of community pharmacy practice and its contribution to safe dispensing of medications.	Steward
5. Illustrate the process for acquisition, storage, disposal and inventory management of prescription and non-prescription medications in the community pharmacy setting.	Steward
6. Conduct patient interviews and patient profile reviews necessary for the appropriate dispensing and use of medications.	Communicator Provider
7. Explain the process of collecting, storing and managing patient information and how that information is utilized in the Drug Utilization Review (DUR) process.	Steward
8. Identify and resolve drug-related problems related to the dispensing of medications (e.g., allergies, drug-drug interactions, adherence issues), and work with other members of the patient's health care team.	Provider Collaborator
9. Communicate with providers regarding patient prescription/medication when a therapy change is indicated.	Communicator Collaborator
10. Process and fill prescriptions by participating in all steps of the fulfillment process as allowed by legal regulations and policies and procedures of community pharmacy practice.	Provider
11. Counsel patients on the appropriate use of prescription medications or devices.	Communicator Provider
12. Communicate with patients regarding the selection and/or use of non-prescription (OTC) products.	Communicator Provider
13. Identify the process for reporting medication errors or "near-misses" including the definition of	Steward

"safety culture", Florida Continuous Quality Improvement (CQI) requirements, and systems/processes reducing medication errors.	
14. Evaluate and respond to drug information inquiries.	Communicator

### Entrustable Professional Activities (EPA) and the Pharmacists' Patient Care Process (PPCP)

This course will prepare you to perform the following activities, which the public entrusts a pharmacist to perform. Where applicable, each EPA has been mapped to a step of the Pharmacist Patient Care Process.

EPA	Linked PPCP Step
1. Collect information necessary to identify a patient's medication-related problems and health-related needs.	Collect
2. Assess collected information to determine a patient's medication-related problems and health-related needs.	Assess
3. Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment.	Plan
4. Contribute patient specific medication-related expertise as part of an interprofessional care team.	
5. Answer medication related questions using scientific literature.	
6. Implement a care plan in collaboration with the patient, others trusted by the patient, and other health professionals.	Implement
7. Fulfill a medication order.	
8. Educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer a medication, or self-monitoring test.	
9. Monitor and evaluate the safety and effectiveness of a care plan.	Follow-up: Monitor and Evaluate
10. Report adverse drug events and/or medication errors in accordance with site specific procedures.	
11. Deliver medication or health-related education to health professionals or the public.	
12. Identify populations at risk for prevalent diseases and preventable adverse medication outcomes.	
13. Perform the technical, administrative, and supporting operations of a pharmacy practice site.	

### Required Course Activities

**To achieve the learning objectives, students completing the Community Introductory Pharmacy Practice Experience must complete the following activities:**

Completion of workbook

Quizzes

At least 160 hours

*Preceptor attests to and will sign-off that these have been completed*

No submission is required

## Evaluation and Grading

### Student Evaluation & Grading

This course is satisfactory/unsatisfactory. To pass the course, you must receive a passing score on all the assessment items below.

Assessment Item	Grade Percentage
Workbook activities*	S/U
CIPPE End-of-Experience Quiz [79.5% or higher is passing score]	S/U
Preceptor Final Evaluation [79.5% or higher is passing score]	S/U
At least 160 hours	

\*Your preceptor will indicate successful completion of each activity you are required to complete on your CORE final evaluation.

### Grading of Workbook Activities

Preceptors will evaluate student performance at the end of the rotation (see Canvas or CORE for evaluation tool). Student performance will be denoted as proficient, developing, deficient, or opportunity unavailable, as defined below. Points will be awarded for each assessment question based on the performance level attained as denoted below. 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 80% to pass the course and receive an S.

#### Rounding of grades:

Final grades will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, the grade will be rounded 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."

Proficient (4 pts)	Performs at a level consistent with expectations during this rotation
Developing (3 pts)	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 (2 pts)	Performs at a level consistently below expectations. Displays developing habits, skills, abilities, and/or knowledge but requires significant improvement during this rotation.
Opportunity Unavailable (0 pts)	Not applicable or no opportunity to evaluate during this rotation.

### 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 by the student and the incomplete grade

must be resolved by the preceptor before the first day of the Fall semester courses, 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 Unavailable, then an incomplete grade will be assigned with the approval of the course coordinator. The student is required to contact their Regional Coordinator (RC) as soon as possible but no later than the end of their rotation to schedule an opportunity to complete the required competencies at another location/site within 7 days to receive a passing grade. **Failure to communicate with their RC to schedule an additional opportunity to complete the required competencies will result in a failing grade and the student will be required to repeat the rotation.** 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 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 competencies 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.

## **Course-Related Policies**

### **PharmD Course Policies**

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

### **Attendance Policy**

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. Review the Experiential Rotation Manual carefully for details: <https://oep.pharmacy.ufl.edu/student-resources/experiential-policies-and-procedures/>

### **Rotation Demeanor**

Please refer to the Office of Experiential Programs manual which can be found on the Canvas course website.

### **University of Florida Honor Pledge**

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor 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." The Conduct Code specifies a number of behaviors that are in violation of this code and possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Educational Technology Use**

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

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

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

### **UF Policy on Religious Holidays**

The University policy on attendance and religious holidays can be viewed at [UF Attendance Policies \(Religious Observances\)](#). Please also refer to the Office of Experiential Programs manual located on the Canvas website.

### **Artificial Intelligence Use**

#### **Artificial Intelligence Use for Assessments**

The use of generative AI for *learning* is permitted and encouraged. However, use in *assessments* is prohibited unless explicitly allowed by the course instructor.

1. **When Artificial Intelligence Use is Prohibited for Assessments**

**The use of artificial intelligence (AI) text generators, such as ChatGPT, Microsoft Copilot etc., on quizzes and exams is prohibited in this course.** The course instructors will let students know at the beginning of the course whether the use of generative AI tools is permitted for their assignment. This means, if the course instructor has not addressed the use of generative AI, students are not permitted to do so for the purposes of assessment. Assessments include any submitted work, graded or ungraded, that will be evaluated. These include, but are not limited to, quizzes, exams, assignments, and writing projects. **The use of AI on assessments when prohibited by course instructors is considered cheating** and students are violating the UF Regulations 4.040 [Student Honor Code](#) and [Student Conduct Code](#). **Unauthorized use of AI text generators is considered evidence of academic dishonesty.** If a student is uncertain about the use of AI technology, it is the student's responsibility to ask the instructor prior to beginning the assignment or assessment.

2. **When Artificial Intelligence Use is Allowed on Assessments**

When authorized by the course director/course instructors, students may use AI technologies in the completion of an assessment as long as they cite all such use by naming the technology and how it was employed and adhere to any other requirement stipulated in the assessment’s instructions. Applying the technology must be done with human oversight and control, and students should carefully review and edit the result, as AI can generate outputs that can be incorrect, incomplete or biased. Students assume full responsibility for all content, including errors and omissions if AI is employed. Additionally, privacy is a concern with AI-generated content. Most commercially available AI systems are not compliant with HIPAA or FERPA protections and patient or student information should not be utilized. Students should also follow processes for documentation of AI use. Failure to cite the use of AI technology or disregarding instructions related to the use of AI for particular assessments is considered academic misconduct.

Students must disclose the use of AI and AI-assisted technologies by following the instructions below. Please note that students are **ultimately responsible and accountable** for the contents of the submission.

**Instructions:**

**Statement:** During the preparation of this assignment, I/we, [INSERT NAME/S], used [INSERT TOOL / SERVICE] in order to [INSERT REASON OR PURPOSE]. After using this tool/service, I/we reviewed and edited the content as needed and take full responsibility for the content of the submission.

**Disability Resource Center**

The purpose of the Disability Resource Center (DRC) is to address access barriers, which may vary from course to course. Students with disabilities should contact the Office of Experiential programs for all accommodation requests during rotations. The office will work with the DRC office to help students receive rotation appropriate support services and accommodations. Additional information can be found by visiting this URL: <https://disability.ufl.edu/get-started/>

**Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction during this rotation. This evaluation is completed in CORE™ and is made available on the last day of the rotation. A blinded summary of the assessment result is sent to the preceptor after all IPPE rotations are completed. Students also have the opportunity to provide optional, confidential feedback on their preceptor in CORE regarding their rotation experience that will only be reviewed by the Office of Experiential Affairs.

**Concerns, Appeals, and Complaints**

Students who have concerns with their final grade/evaluation of performance are encouraged to review their evaluation in CORE™ and discuss their concerns with the Preceptor and/or Regional Coordinator. Students should

submit all grade appeals following the instructions on the official Grade Appeal form found on the course website. The Assistant Director for Experiential Education will approve/deny submitted appeals. The student may further appeal to the Assistant Dean for Clinical Education if he/she is not satisfied with the initial decision. A final appeal may be submitted to the Executive Associate Dean should the student remain unsatisfied with the Assistant Dean's decision. If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombudsman office.  
[https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)).

Please contact your Regional Coordinator should you have any unresolved complaints or issues with your rotation experience after speaking with your preceptor and/or site coordinator. You can determine who the assigned Regional Coordinator is for the site by looking at the site's information in CORE™. Please contact the Assistant Director of Experiential Programs should your complaint or issue remain unresolved.

#### Appendix A

<b>Sample Calendar of Activities</b>					
**Preceptors are not required to use this calendar and may develop any training plan, which best fits the needs/workflows of the site and also meets the requirements of the rotation. Consider having student work a night/evening shift and a weekend to see differences in workflow.					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b> FOCUS: Orientation Workflow – Drop-off	<b>AM</b> Orientation to pharmacy/staff and tour of the department	<b>AM</b> Orientation to the OTC department, including herbal/vitamin supplements	<b>AM</b> Review the different Sudafed products and analgesics	<b>AM</b> Review OTC ophthalmic and otic products Review all cough and cold products	<b>AM</b> Review all diabetic supplies Assist the pharmacy technician at the drop off station
	<b>PM</b> Review Hazardous Waste laws and company policies	<b>PM</b> Assist the pharmacy technician at the drop off station	<b>PM</b> Assist the pharmacy technician at the drop off station	<b>PM</b> Assist the pharmacy technician at the drop off station	<b>PM</b> Assist the pharmacy technician at the drop off station

<b>Week 2</b> FOCUS: Workflow – Insurance Claims/ Refill Requests/ Voicemail	<b>AM</b> Conduct 2 patient interviews Write up 2 drug information inquiries	<b>AM</b> Activity time	<b>AM</b> Write up 2 OTC interventions	<b>AM</b> Activity time	<b>AM</b> Mid-Point Evaluation Review progress on project
	<b>PM</b> Assist the pharmacy technician with insurance rejections, calling for refill requests, and retrieving voicemail messages	<b>PM</b> Assist the pharmacy technician with insurance rejections, calling for refill requests, and retrieving voicemail messages	<b>PM</b> Assist the pharmacy technician with insurance rejections, calling for refill requests, and retrieving voicemail messages	<b>PM</b> Assist the pharmacy technician with insurance rejections, calling for refill requests, and retrieving voicemail messages	<b>PM</b> Assist the pharmacy technician with insurance rejections, calling for refill requests, and retrieving voicemail messages
<b>Week 3</b> FOCUS: Workflow – Filling/ Inventory/ Ordering	<b>AM</b> Assist the Pharmacist on all new prescription consultations Assist the Pharmacist with reviewing CII ordering and control substance management	<b>AM</b> Review the pharmacist and technician-ratio laws, CQI laws, and previous CQI meeting notes Activity time	<b>AM</b> Assist the Pharmacist on all new prescription consultations Shadow the Pharmacist and discuss DURs and the importance of reviewing patient profiles	<b>AM</b> Activity time	<b>AM</b> Assist the Pharmacist on all new prescription consultations Shadow the Pharmacist and discuss the final verification process and checking prescriptions
	<b>PM</b> Assist the pharmacy technician with filling prescriptions, inventory processes, and order management	<b>PM</b> Assist the pharmacy technician with filling prescriptions, inventory processes, and order management	<b>PM</b> Assist the pharmacy technician with filling prescriptions, inventory processes, and order management	<b>PM</b> Presentation of the student's project	<b>PM</b> Discuss immunization process, providing immunizations, if appropriate
<b>Week 4</b> Assignment Wrap Up/ Feedback/ Final Quiz	<b>AM/PM</b> Discuss interprofessional opportunities within community	<b>AM/PM</b> If not completed prior, complete all workbook activities and requirements	<b>AM/PM</b> Prepare for final quiz	<b>AM/PM</b> Preceptor verifies that all activities are complete; This will be marked as completed in CORE	<b>AM/PM</b> FINAL EVALUATION Complete Final Quiz on Canvas on-site. Student-Preceptor evaluation/feedback

	pharmacy			ELMS	discussion
--	----------	--	--	------	------------

## Appendix B

### 2025 Community IPPE Final Assessment

1. Hours
2. Consistently punctual, reliable, and dependable.
3. Professional, mature, and ethical in attitude, and behavior.
4. Consistently exhibits a professional appearance.
5. Self-motivated and eager to learn.
6. Appropriately prioritizes and balances assigned tasks.
7. Accepts constructive criticism and appropriately modifies behavior.
8. Follows up on questions, tasks, and assignments in an accurate and timely manner.
9. Collaborates and interacts effectively with the staff and/or employees at the site.
10. Asks appropriate questions of preceptor and other health care providers.
11. Communicates effectively with other healthcare professionals.
12. Communicates effectively with patients.
13. Able to describe the medication use process, including how pharmacy impacts the safety of storage, prescribing, transcription, dispensing, administration and monitoring steps.
14. 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.
15. Able to effectively use pharmacy technology including prescription processing systems with contemporary features.
16. Able to describe safety features of prescription processing systems as well as unintended consequences of their use.
17. Able to describe the roles of pharmacy technicians, pharmacists and pharmacy leadership within a typical community pharmacy practice.
18. Able to receive, interpret, and clarify prescriptions appropriately.
19. Successfully troubleshoots insurance denials.
20. Able to evaluate the appropriateness of medication dosing for common medications.
21. Able to dispense prescriptions following state and federal rules and regulations.

22. Able to describe the state and federal authorities which regulate legal operations of the pharmacy.
23. Able to assist patients with selection of appropriate self-care products.
24. Able to describe the requirements for procurement, storage, inventory, dispensing, and disposal of controlled substances.
25. Able to describe the requirements for procurement, storage, inventory, dispensing, and disposal of controlled substances.
26. Able to describe those national standards, guidelines, best practices and established principles and process related to quality and safe medication use (e.g. storage of look-alike/sound-alike medications, high alert medications, dangerous abbreviations, leading decimal points and trailing zeros, quality measure related to medications).
27. Able to describe the impact of pharmacist involvement on medication safety and quality.
28. Please list at least three specific behaviors, skills or knowledge areas of improvement to focus on during subsequent rotations.:
29. Please list at least three excellent behaviors, skills or knowledge areas displayed during the rotation to be reinforced during subsequent rotations.
30. Number of tardies (the preceptor determines what constitutes a documented tardy). Preceptors must enter a whole number (e.g. 0,1,2,3,etc.).
31. Total number of scheduled hours absent (with and without prior approval of preceptor). Preceptors must enter a whole number (e.g. 0,1,2,3,etc.). If partial hours were missed, round to the nearest whole number.
32. Number of hours made up due to absences (with and without prior approval). Preceptors must enter a whole number (e.g. 0,1,2,3,etc.). If partial hours were missed, round to the nearest whole number.
33. If applicable, the student followed appropriate protocol/procedure for any tardies/absences. (If no, please describe expectations and the student's actions in the comment box)
34. At this point, please indicate the performance level expected.
35. After reviewing the performance to date, it is my recommendation that the student is / I am: (If Not Pass is selected, comments are required)

Objective 1: Describe the roles and responsibilities of each member of the community pharmacy team.

Objective 2: Relate the characteristics of the patient population of the community pharmacy to the services currently provided.

Objective 3: Conduct patient interviews necessary for the appropriate dispensing and use of medications.

Objective 4: Outline the workflow of the community pharmacy practice and its contribution to safe dispensing of medications.

Objective 5: Explain the process of gathering, storing, and managing patient information in the community pharmacy setting.

Objective 6: Illustrate the process for acquisition, storage, and inventory management of prescription and non-prescription medications in the community pharmacy setting.

Objective 7: Process and fill prescriptions (including new, refill, transfers, voicemail retrieval) in accordance with legal regulations and policies and procedures of community pharmacy practice

Objective 8: Identify and resolve medication-related problems related to the dispensing of medications (e.g. allergies, drug-drug interactions, adherence issues), communicating with the patient's other health care team members: (nurses, nurse practitioners, doctors, physician assistants, etc.)

Objective 9: Evaluate and respond to drug information inquiries.

(Ideally completed during week #3 but must be completed by last day of rotation)

Objective 10: Communicate with patients regarding the selection and/or use of non-prescription or prescription medications and medical devices.

Objective 11: Recognize the role of community pharmacy practice in promoting public health and disease prevention.

Objective 12: Demonstrate mature and professional attitudes, habits, and behaviors.

37. The workbook layout was easy to follow.

38. The workbook exercises, cases, and questions were applicable and relevant to the Community Introductory Pharmacy Practice Experience.

39. The questions in the workbook were clearly stated.

40. The workbook was useful in helping to achieve the requirements of the rotation.

41. Please offer suggestions to help improve the workbook for next year; please list specific pages where applicable.

42. Please tell us which topics which should be added or deleted from the workbook next year.

43. Please tell us what you liked most about the workbook.