

**PHA5942 Hospital Introductory Pharmacy Practice Experience (HIPPE)**  
**Summer 2025 | 4 Credit Hour – [S/U]**

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 institution pharmacy workplace and to guide them to a realistic assessment of the challenges and opportunities that exist therein.

**Course Prerequisites:** Completion of all Year 2 PharmD program coursework, including milestones

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

Course Faculty and Staff	
Clinical Partnership Leader	Regional Coordinator and Office Staff
Lisa Vandervoort, PharmD Lake Nona Room 420 407-3-3-7013   <a href="mailto:lvandervoort@cop.ufl.edu">lvandervoort@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
Course Outline
Sample Schedule in Appendix A and in the workbook in CORE
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>
Suggested Textbooks/Readings
See Canvas course site
Other Required Learning Resources
None
Materials & Supplies Fees
None

## Course Objectives and Educational Outcomes

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

<b>Course Objectives</b>	<b>Linked Educational Outcome</b>
1. Describe the roles and responsibilities that each member (pharmacists, pharmacy technicians, and pharmacy leadership) of the institution pharmacy has in daily and longitudinal tasks.	Collaborator
2. Define various components that make up the drug procurement process such as drug selection, inventory management, medication storage, backorders, recalls, drug waste, and handling of drug shortages.	Steward
3. Develop a personalized order and final product verification process for all medication order types.	Steward
4. Perform calculations needed to determine doses, prepare products, and administer medications	Provider
5. Explain the processes and techniques involved in preparing and dispensing IV medications, including key aspects of aseptic technique, quality control measures, proper storage, and beyond use dating.	Steward
6. Rationalize the factors that determine the appropriate administration of injection medications such as concentration considerations, type of lines, rates of administration, and compatibility concerns.	Steward
7. Identify the automated systems available in the institution and how they assist in decreasing medication errors and patient harm.	Steward
8. Explain how the pharmacy supports practices that ensure medication safety to meet national standards and guidelines such as Joint Commission Standards and National Patient Safety Goals.	Steward
9. Describe resources to aid underserved patients such as 340B programs and Safety Net Hospital designations. Describe Pharmacy's role in supporting under-resourced patients through 340B and Safety Net Hospital designations.	Provider
10. Summarize the various clinical services that pharmacy provides for patient care at your institution.	Collaborator
11. Explain the role of the pharmacist/pharmacy in providing individualized patient care and collaborating with the interdisciplinary teams to develop policies and procedures enhancing quality patient care.	Collaborator
12. Display appropriate techniques when counseling patients on new medications, adverse effects, and drug interactions.	Provider Communicator
13. Display appropriate interviewing techniques when performing medication reconciliation.	Communicator
14. Communicate and document a pharmacy plan of care using the institution's process.	Communicator
15. Evaluate relevant primary literature to answer drug information questions for patients, pharmacists, and health care providers.	Provider
16. Design an inservice presentation to educate pharmacy, medical, and nursing staff in order to optimize patient outcomes.	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. Identify populations at risk for prevalent diseases and preventable adverse medication outcomes	
4. 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
5. Contribute patient specific medication-related expertise as part of an interprofessional care team.	
6. Answer medication related questions using scientific literature.	
7. Implement a care plan in collaboration with the patient, others trusted by the patient, and other health professionals.	Implement
8. Fulfill a medication order.	
9. 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.	
10. Perform the technical, administrative, and supporting operations of a pharmacy practice site.	
11. Deliver medication or health-related education to health professionals or the public	
12. Monitor and evaluate the safety and effectiveness of a care plan.	Follow-up: Monitor and Evaluate
13. Report adverse drug events and/or medication errors in accordance with site specific procedures.	

### Required Course Activities

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

Complete HIPPE workbook

Attend an inter-professional meeting

Attend inter-professional rounds

Complete adverse drug reactions report

Perform 2 medication reconciliations

Counsel 2 patients on medication changes

Participate in 10 vancomycin consults

Participate in verifying a minimum of 10 medication orders

Complete a patient care note

Complete a Drug Information Inquiry

Present Inservice Presentation

Completion of at least 160 hours

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

### 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
HIPPE workbook activities*	S/U
Required activities (as outlined above)*	S/U
Spectrum chart submission	S/U
HIPPE 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
<i>No submission is required</i>	

*\*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 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 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 HIPPE 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 if the make-up assignment is not completed by the date designated by the preceptor.** 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 until the date designated by the course coordinator to complete the required competencies to receive a passing grade.

#### **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 A) 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](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) 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 Experiential Education if he/she is not satisfied with the initial decision. A final appeal may be submitted to the Associate Dean for Professional Education 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

## Appendix D- Sample Calendar of Activities

**\*\*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.**

<p><b>Week 1</b></p> <p>FOCUS: Distribution process/order entry</p>	<p><b>AM</b> Orientation to pharmacy, staff, and hospital Discuss goals and objectives for rotation; set clear expectations <b>PM</b> Work with a tech delivering medications/IVs</p>	<p><b>AM</b> Controlled substance (CS) dispensing – work with tech and/or pharmacist Work with tech/pharmacist filling automated dispensing equipment <b>PM</b> Order entry/final product check</p>	<p><b>AM</b> CS dispensing Assist in filling automated dispensing equipment <b>PM</b> Order entry/final product Check/Check Carts</p>	<p><b>AM</b> CS dispensing Assist in filling automated dispensing equipment Assist with batch preparations/delivery <b>PM</b> Order entry/ check carts</p>	<p><b>AM</b> CS dispensing Assist in filling automated dispensing equipment Assist with batch preparations/delivery <b>PM</b> Order entry/check carts</p>
<p><b>Week 2</b></p> <p>FOCUS: Distribution process, medication management</p>	<p><b>AM</b> Order entry Work with RN – observe med pass <b>PM</b> Check carts Work with person who does pharmacy personnel scheduling</p>	<p><b>AM</b> Work with purchasing person/buyer Order entry <b>PM</b> Check carts Check for expired medications in pharmacy or on nursing unit</p>	<p><b>AM</b> Shadow clinical staff pharmacist <b>PM</b> Complete medication histories/reconciliation</p>	<p><b>AM</b> Shadow clinical staff pharmacist <b>PM</b> Complete medication histories/reconciliation</p>	<p><b>AM</b> Complete medication histories/reconciliation <b>PM</b> Review pharmacy notes with preceptor  Midpoint evaluation</p>
<p><b>Week 3</b></p> <p>FOCUS: IV Therapy</p>	<p><b>AM</b> Intro to IVs –review policies and procedures regarding training, cleaning, documentation and other related requirements <b>PM</b> Deliver IVs with tech</p>	<p><b>AM</b> IV Room – Assist with pulling IV bag, ingredients, and supplies, calculations and final product check  <b>PM</b> Deliver IVs with tech</p>	<p><b>AM</b> IV Room- Review aseptic technique; practice on expired IVs if available  <b>PM</b> Deliver IVs Attend Inter-professional committee</p>	<p><b>AM</b> IV Room  <b>PM</b> Work with IV pharmacist on TPN and chemo calculations and preparation</p>	<p><b>AM</b> IV Room  <b>PM</b> Work with/shadow nurse or other healthcare personnel to observe administration of various medication orders</p>
<p><b>Week 4</b></p> <p>FOCUS: Pharmacy administration</p>	<p><b>AM</b> Order entry Review contents of crash cart with a pharmacist <b>PM</b> Shadow a pharmacist not in Central pharmacy (ED, OR, ICU etc)</p>	<p><b>AM</b> Discharge counseling and/or medication histories <b>PM</b> Informal presentation (topic/audience determined by preceptor)</p>	<p><b>AM</b> Shadow clinical staff pharmacist <b>PM</b> Discuss with leadership the role of pharmaceutical reps in the facility</p>	<p><b>AM</b> Shadow clinical staff pharmacist <b>PM</b> Activity time</p>	<p><b>AM</b> Canvas Quiz <b>PM</b> Final Evaluation</p>

## Appendix B

Hospital IPPE

### **STUDENT FINAL EVALUATION**

*To be completed and submitted CORE ELMS® by the Preceptor*

Below is an outline of the questions the preceptors will be asked via the assessment in CORE ELMS®

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 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.

The student is consistently punctual, reliable, and dependable.

The student is professional, mature, and ethical in attitude, and behavior.

The student consistently exhibits a professional appearance.

The student is self-motivated and eager to learn.

The student appropriately prioritizes and balances assigned tasks.

The student accepts constructive criticism and appropriately modifies behavior.

The student follows up on questions, tasks, and assignments in an accurate and timely manner.

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

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

. The student communicates effectively with patients and healthcare professionals.

. The student is able to describe the role of the Pharmacy Department in supporting patient care in the hospital setting including interprofessional committees.

. 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.

. 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.

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

. 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.

. 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).

- . 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.
- . The student has developed a final product verification process for all medication/batch types.
- . The student is able to describe the medication administration process including the nursing unit structure, personnel (roles and responsibilities), and technology employed.
- . The student is able to describe how pharmacy identifies and monitors patients including pharmacy clinical services and relevant lab/screening tools.
- . 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.
- . The student is able to utilize institutional resources and evidence-based literature to answer drug information questions.
- . The student is able to apply the Pharmacists' Patient Care Process to the care of patients.
- . The student is able to communicate in a professional manner in all verbal and written communications.
- . 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:

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

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