

**University of California, San Diego  
Skaggs School of Pharmacy and Pharmaceutical Sciences  
Introductory Pharmacy Practice Experience Syllabus**



**An Introduction to Community Pharmacy Practice  
2009**

**University Of California, San Diego**  
**Skaggs School of Pharmacy and Pharmaceutical Sciences**  
**Introductory Pharmacy Practice Experience**

**Office of Experiential Education**

The Office of Experiential Education coordinates the Introductory Pharmacy Practice Experience (IPPE) program for the Skaggs School of Pharmacy and Pharmaceutical Sciences of the University of California, San Diego. The Office is the point of contact for Introductory Pharmacy Practice Students and IPPE Preceptors.

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**UCSD Skaggs School of Pharmacy and Pharmaceutical Sciences  
2009 Introductory Pharmacy Practice Experience (IPPE) Calendar  
P 1 Students**

**Winter Quarter 2009**

Community Experience Begins.....Monday, Thursday, Friday, January 5, 8 and 9

Hospital/Institutional Experience Begins, **Group A**..... Monday, Thursday, Friday, January  
5, 8 and 9

Hospital/Institutional Experience Begins, **Group B**.....Monday, Thursday, Friday, February  
2, 5 and 6

Community Experience Ends.....Monday, Thursday, Friday, February  
9, 12 and 15

Hospital/Institutional Experience Ends, **Group A**.....Monday, Thursday, Friday, January 26, 29 and 30

Hospital/Institutional Experience Ends, **Group B**.....Monday, Thursday, Friday, February 23, 26 and 27

**Spring Quarter 2009**

Community Experience Begins.....Thursday, Friday, April 2 and 3

Hospital/Institutional Experience Begins, **Group A**..... Thursday, Friday, April  
2 and 3

Hospital/Institutional Experience Begins, **Group B**.....Thursday, Friday, April 30, May 1

Community Experience Ends.....Thursday, Friday, April 30, May 1

Hospital/Institutional Experience Ends, **Group A**.....Thursday, Friday, April  
23 and 24

Hospital/Institutional Experience Ends, **Group B**.....Thursday, Friday, May  
21 and 22

## Introduction

Pharmacy educators and the community of pharmacy practitioners are forming joint partnerships to prepare student pharmacists to develop and enhance the implementation of new practice models. The expectation is that this alliance will lead to the student pharmacist, upon graduation, being able to practice patient-centered care leading to improved patient outcomes.

The UCSD Skaggs School of Pharmacy and Pharmaceutical Sciences in coordination with community partners are collaborating to provide the preclinical student pharmacist with a practical knowledge base that will augment the didactic course work being taught.

The general goals of the Introductory Pharmacy Practice Experience Program at SSPPS are:

1. To develop collaborative relationships between SSPPS and the pharmacy professional community for the implementation and development of an early experiential program for pharmacy students.
2. To work jointly with community partners to promote patient-centered care as a practice standard and develop new pharmacy practice models for student experiential training.
3. To work with the pharmacy professional community to improve patient health outcomes and quality of life.

The student-specific goals of the introductory experiential program are:

1. To expose the student to aspects of pharmaceutical care and disease state management in the pharmacy practice setting, to complement the knowledge, skills and attitudes learned in the didactic portion of the curriculum.
2. To allow the student to observe, interact and practice these concepts with pharmacist role models, and other health care professionals.
3. To give the student an understanding of the types of pharmacy practices, workloads and relationships with and attitudes of health care providers.
4. To allow the student to observe and understand the legal and ethical dilemmas faced by pharmacists as they balance their obligation to patients with cost-control imperatives of the health care delivery systems in which they work.
5. To help the student develop a personal perspective regarding the social and economic challenges to the development and maintenance of a patient-centered pharmacy practice.
6. To develop the student's communication and social interactive skills, critical problem-solving skills, and a sense of professionalism, responsibility and accountability with regards to the practice of patient centered-care.

### **Site Assignment**

1. The Office of Experiential Education is responsible for assigning students to pharmacy practice sites. Students will not be permitted to find their own practice sites.
2. Each site will have a specific contact person, the supervising preceptor.
3. Students are encouraged to contact their preceptors ***prior*** to the start of the experience.
4. The supervising pharmacist will have one student from 2:00 to 6:00 PM on Thursday, and Friday (1:00 to 5:00 PM at UCSD Amb Care pharmacies).
5. The supervising pharmacist will designate a preceptor pharmacist for each student when possible.
6. The student will interact with the supervising preceptor, other pharmacists, and other department of pharmacy personnel at the discretion of the preceptor.
7. The pharmacist preceptor who works most closely with the assigned student(s) will be responsible for the ongoing assessment of the student.
8. All students have up to date immunization records and have received HIPAA training. Many have intern licenses and work part-time as intern pharmacists. Questions or inquiries regarding specific student information on this subject should be directed to the Office of Experiential Education.
9. The experience level of the assigned students is variable, and for that reason, guidelines detailed below are provided to serve as a key to areas that the student should be exposed to.

### **Community Pharmacy IPPE Guideline**

1. The Community Introductory Pharmacy Practice Experience (IPPE) is a 6 week, 4 hours one day each week experience.
2. The major goal is to expose the pre-clinical student pharmacist to the essential operational elements routinely performed in the community setting.
3. Many of these tasks are performed regularly by technicians and other pharmacist extenders, and it would be appropriate for the pre-clinical student pharmacist to spend time with these individuals.
4. A major expectation of the IPPE program is that each session the pre-clinical student pharmacist has starts with a meeting with the preceptor pharmacist to outline the plan for that day's activities and ends with the preceptor pharmacist to discuss any observations or questions the student pharmacist may have regarding that day's encounters.

5. The order in which these activities are performed is at the discretion of the preceptor. Additionally, if a preceptor determines that their site offers other important experiences, the preceptor should feel free to incorporate these experiences into the student program.

## **Required Student Experiences**

### **Week One**

1. Orientation, discussion of expectations, pharmacy tour, introduction to personnel.
2. Introduction to the pharmacy (location of medications, supplies, references, and other areas of importance).
3. Introduction to legal standards and requirements.

### **Week Two**

1. Introduction to the medication distribution system.
2. Introduce current inventory management strategies (cost controls, shelf levels, reorder policies, drug recalls, etc.)
3. Discuss the current Quality Improvement programs the pharmacy employs and their impact on error control.

### **Week Three**

1. Introduction to the concept of Third Party drug formularies, insurances; impact on costs and patient-centered care.
2. Introduction to the process of preparing and dispensing the prescription order (pharmacist audit, patient counseling).

### **Week Four**

1. Introduction to the process of preparing and dispensing the prescription order (pharmacist audit, patient counseling).
2. Introduction to the concepts of Disease State Management, Medication Therapeutic Management in the community practice setting.

### **Week Five**

1. Introduction to the process of preparing and dispensing the prescription order (pharmacist audit, patient counseling).
2. Introduction to the concepts of Disease State Management, Medication Therapeutic Management in the community practice setting.

### **Week Six**

1. Introduction to the process of preparing and dispensing the prescription order (pharmacist audit, patient counseling).

2. Introduction to the concepts of Disease State Management, Medication Therapeutic Management in the community practice setting.

### **Student Conduct**

1. Every student participating in Introductory Pharmacy Practice Experiences (IPPE) is expected to conduct himself/herself in a manner consistent with that of other members at the designated pharmacy practice site.
2. Information you obtain through your experiential education activities must be considered personal and confidential. Such information must not be circulated or discussed outside the activities of the pharmacy practice experience setting.
3. Students must comply with all policies and procedures of the practice site.
4. Preceptors will advise students of site policies during the orientation process. The discussion should include the following: fire and safety procedures, telephone etiquette, facility parking policies, etc.
5. Students must respect all site property. All site property must be returned prior to the completion of the pharmacy practice experience.

### **Student Dress Code**

1. A white laboratory coat with your name tag and photo identification must be worn when participating in IPPE activities.
2. Proper dress and grooming is expected of all participants in IPPE activities.
3. Students are also expected to adhere to site-specific dress codes.

### **Student Attendance**

1. Students are expected to attend all scheduled sessions. Punctuality is a must.
2. The assigned student will be present at the designated site on Thursday or Friday from 1 pm to 5 pm or a special arrangement is made between the preceptor and student.
3. Any special arrangement should not conflict with the students' existing schedule (Each student must complete 4 hours of experiential training every week).
4. In the event of illness or personal emergency the student must inform the Office of Experiential Education and the pharmacist preceptor at the site as soon as possible on or before their assigned clerkship day. The student is expected to make up missed sessions at the discretion of the preceptor.
5. Students must keep a record of attendance signed and dated by their preceptors. Forms will be provided. These forms are to be submitted to the Office of Experiential Education at the end of the rotation.

6. Students and preceptors must submit evaluations at the end of each rotation. The evaluations are conducted electronically. Please see Gail Gipson in the Office of Experiential Education for further information.

## **Sample IPPE Program (UCSD Community Pharmacy)**

### **I. Week 1 (Orientation)**

- a. Meet with preceptor to discuss expectations for rotation
- b. Pharmacy tour (location of medications, supplies, references, and other areas of importance)
- c. Introduction to employees
- d. Introduction to pharmacy workflow
  - i. Receiving prescriptions from patients
  - ii. Screening prescriptions
  - iii. Hand off to order entry

### **II. Week 2**

- a. Introduction to inventory control
  - i. Purchasing/Cardinal system
  - ii. Pricing
  - iii. Outdated medications
  - iv. Return to wholesaler
  - v. Return to stock>Returns from patients
  - vi. Recalls
- b. Legal Standards
  - i. Prescription requirements-written and oral
  - ii. Refills
  - iii. Introduction to control substance dispensing/ security forms
  - iv. Filing/record keeping for prescriptions, invoices, etc
  - v. HIPAA regulations
  - vi. Methamphetamine Act (PSE)
  - vii. Pharmacist in Charge/Pharmacist responsibilities
  - viii. Board of Pharmacy/DEA/DHS oversight

### **III. Week 3**

- a. Third Party Reimbursement
  - i. Managed care/PBM
  - ii. Government payors (MediCal, CMS, CCS, GHPP)
  - iii. Health plan website use/patient eligibility
- b. Computer data entry
- b. Preparing and dispensing prescriptions
  - i. Receiving prescriptions
  - ii. Reviewing prescriptions
    1. Check allergies
    2. Clinical review/patient profile
    3. Check for correct drug, dose and route
    4. Clinical Pharmacology/On line references
- d. Prescription transfers

#### **IV. Week 4**

- a. Preparing and dispensing prescriptions - continued
- b. Disease state management (may be specific to site i.e. BMT, HIV, etc)
- c. OTC product selection and consultation
- d. Medication Therapy Management
- e. Patient Counseling

#### **V. Week 5**

- a. Preparing and dispensing prescriptions – continued
- b. Performance Improvement
  - i. JCAHO standards
    1. NPSG
    2. Do not use abbreviations
    3. Mandatory patient counseling requirements
  - ii. Medication errors
  - iii. eQVR reporting
- b. Preview final presentation with preceptor

#### **VI. Week 6**

- a. Preparing and dispensing prescriptions - continued
- b. Final quiz
- c. Student presentation to staff

Each week students will meet with their primary preceptor at the beginning and end of their day. At the beginning of the day the preceptor will review with the student the expectations and agenda for that day. At the end of each day the student will be required to take a short quiz related to that day's activities (3-5 questions) and to review their observations and findings. This is the time for students to ask questions about what they saw and to share their preceptor areas of interest.

At the end of the six week rotation the student will be required to take final quiz (10 questions) related to processes they observed over the 6 weeks and give a minor presentation (20 to 30 minutes) on a topic of their choice. The topic should have been reviewed and approved by the preceptor by week 5.

Preceptors will complete a Record of Attendance and Evaluation Form at the end of each rotation. Please provide to the completed form to the student in a sealed envelope for the student to take to the Office of Experiential Education.

Please ensure that the students follow our guidelines in terms of customer service, employee interactions, timeliness and dress code. Inappropriate behavior should be reported to the AmCare Director immediately if not resolved.

We hope that the first year pharmacy students will find their time with us enjoyable, exciting and educational. It is our responsibility to show the various distributive and clinical aspects of community pharmacy practice and it's viability as a professional career option.

