



**UC San Diego**  
**SKAGGS SCHOOL OF PHARMACY**  
**AND PHARMACEUTICAL SCIENCES**

**Introductory Pharmacy Practice Experience**

**Community Pharmacy**  
**Institutional Health-System Pharmacy**  
**Health-Related Service Learning**  
**Simulated Activities**

**SPPS 200A**  
**SPPS 200B**  
**SPPS 200C**

**Office of Experiential Education**

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## Introductory Pharmacy Practice Experience

- Students are expected to engage in introductory pharmacy practice experiences in the areas of community pharmacy, institutional health-system pharmacy, health-related service learning and simulated activities during the first three years of the pharmacy curriculum.
- These experiences are intended to serve as a bridge between didactic courses and Advanced Pharmacy Practice Experiences in the fourth year of the curriculum.
- Students must complete all required IPPEs by the end of the Winter Quarter of the P-3 year.
- Students must complete 300 hours of IPPEs (composed of Community, Institutional Health-System, Service Learning, Simulated Activities) in order to progress to fourth year APPEs. Students should refer to Office of Experiential Education for specific requirements: <http://pharmacy.ucsd.edu/faculty/experiential.shtml>.
- Students must attend all activities and complete all evaluations in a timely manner (as designated by each activity) to receive IPPE credit for the activity.
- Students are responsible for maintaining competencies required for pharmacy practice (e.g. immunizations, CPR, OSHA, background checks). The Offices of Student Affairs and Experiential Education will coordinate the record keeping.

The Community and Health-System IPPEs are required experiences within the pharmacy curriculum to provide an introduction to the profession in alignment with didactic course work. The IPPEs are designed to begin application of direct patient care responsibilities, including but not limited to, patient safety, basic patient assessment, medication information, identification and assessment of drug related problems, and counseling patients. The IPPEs are designed to be a longitudinal, progressive, learning experience to be conducted over the course of a student's first three professional years to develop the students understanding of what constitutes exemplary pharmacy practice. Additionally, IPPE's involve interaction with preceptors and patients and ensures exposure to the medication distribution as well as interprofessional team- based patient care. Specific community and health-system IPPE student activities and competencies, as per the ACPE Standards, are described in this syllabus.

## **INTRODUCTORY PHARMACY PRACTICE EXPERIENCE (IPPE) COMMUNITY PHARMACY**

### **I. Course Description: SPPS 200A (1 unit)**

Student pharmacists will learn the various roles of pharmacists in the delivery of health care services in community pharmacy practice settings. Students will have the opportunity to provide direct patient-oriented medication delivery and health care to a diverse patient population, and practice effective communication with patients and the other members of the health care community. Through this supervised experience, the student will be able to apply concepts from clinical didactic course work to situations to ensure competencies in direct patient care, management and use of resources and promotion of wellness and disease prevention. In addition to gaining proficiency in roles related to assessing patient data and reviewing and evaluating medications orders, students will also be involved in processes related to product delivery and operations management. The setting of the Community Pharmacy experience may include, but not limited to, independent, chain and institutional community sites.

### **II. Prerequisites**

- A. Students must have a pharmacy intern license.
- B. Students must have up-to-date immunization records and have received HIPAA training.
- C. Students must meet eligibility requirements to progress to IPPEs per SSPPS Progression Policy.
- D. Students must meet expectations as stated in the SSPPS Guidelines on the Evaluation of Professionalism.
- E. Students must have requisite training/certifications necessary for the given activity.

### **III. Course Goals**

The community pharmacy IPPEs are designed to introduce the student to the fundamentals of community pharmacy practice. Students will participate in a variety of community pharmacy and patient care-related activities with the pharmacy preceptor(s).

### **IV. Course Objectives**

By the end of the community pharmacy IPPE experience, the student will be able to:

- A. Accurately prepare, label, dispense and distribute medications to ensure patient safety
- B. Collect, record, and assess patient data to identify medical and medication-related problems
- C. Demonstrate knowledge of commonly used medications, formulations and drug products
- D. Identify and assess for potential drug-related problems
- E. Perform accurate pharmaceutical calculations involved in the preparation of compounded preparations
- F. Demonstrate caring, ethical and professional behavior when interacting with patients, caregivers, health care professionals, and in all practice activities
- G. Demonstrate effective and appropriate verbal, non-verbal and written communication abilities when interacting with patients and their caregivers, and other health care professionals
- H. Provide effective health and medication counseling to patients and their caregivers
- I. Demonstrate appropriate use of drug information resources to assist in patient care
- J. Promote to patients the importance of health, wellness and disease prevention
- K. Assist patients with questions/problems related to prescription medication coverage, health insurance or economic barriers to healthcare.

## V. Activities

Students will be expected to participate in activities, as assigned by the preceptor and other healthcare professionals that are deemed appropriate and necessary for the care of patients in the community pharmacy. Activities may include, but not limited to, the following:

### **Week 1: Introduction to the Community Pharmacy**

1. Meet with preceptor to discuss expectations for rotation including IPPE competency checklist
2. Pharmacy tour (location of medications, supplies, references, and other areas of importance)
3. Introduction to employees
4. Introduction to pharmacy workflow
  - a. Receiving prescriptions from patients
  - b. Screening prescriptions
  - c. Hand off to order entry
5. Introduction to inventory control
  - a. Purchasing
  - b. Pricing
  - c. Outdated medications
  - d. Return to wholesaler
  - e. Return to stock/Returns from patients
  - f. Recalls
6. Legal Standards
  - a. Prescription requirements-written and oral
  - b. Refills
  - c. Introduction to controlled substance dispensing/ security forms
  - d. Filing/record keeping for prescriptions, invoices, etc
  - e. HIPAA regulations
  - f. Methamphetamine Act (PSE)
  - g. Pharmacist in Charge/Pharmacist responsibilities
  - h. Board of Pharmacy/DEA/DHS oversight
7. Third Party Reimbursement
  - a. Managed care/PBM
  - b. Government payors (MediCal, CMS, CCS, GHPP)
  - c. Health plan website use/patient eligibility

### **Week 2: Practice of Community Pharmacy**

1. Computer data entry
  - a. Preparing and dispensing prescriptions
    - a. Performing pharmaceutical calculations for compounded preparations
  - b. Receiving prescriptions
  - c. Reviewing prescriptions
    - a. Check allergies
    - b. Clinical review/patient profile
    - c. Check for correct drug, dose and route
    - d. Clinical Pharmacology/On line references
  - d. Prescription transfers
2. Disease state management (may be specific to site i.e. BMT, HIV, Diabetes, Asthma, etc)
3. OTC product selection and consultation
4. Medication Therapy Management (MTM)

5. Preventive health (immunizations, tobacco cessation, etc)
6. Patient Counseling
7. Regulatory/Performance Improvement
  - a. Board of Pharmacy standards
    - i. National Patient Safety Goals (NPSG)
    - ii. Do not use abbreviations
    - iii. Mandatory patient counseling requirements
  - b. Medication errors

## **VI. Evaluations**

- A. IPPEs are graded as Pass/No Pass.
- B. Students must have submitted completed evaluations of their sites/preceptors within business 5 days of the completed activity in order to receive their grade.
- C. Students must attend all required community pharmacy IPPE days assigned to them in order to receive their grade; students must demonstrate competency in all eleven core domains (pp 12-25) as noted in Course Objectives (Section IV) by the submission of a completed and signed competency checklist to the OEE.

## **INTRODUCTORY PHARMACY PRACTICE EXPERIENCE (IPPE) INSTITUTIONAL HEALTH-SYSTEM**

### **I. Course Description: SPPS 200B (1 unit)**

Student pharmacists will learn the various roles of pharmacists in the delivery of health care services in the institutional health systems settings. Students will have the opportunity to provide direct patient-oriented medication delivery and health care to a diverse patient population, and practice effective communication with members of the health care team. Through this supervised experience, the student will be able to apply concepts from clinical didactic course work to situations to ensure competencies in patient care, management and use of resources, and efficiency within institutional health-system settings. In addition to gaining proficiency in roles related to assessing patient data and reviewing and evaluating medications orders, students will also experience product delivery and operations management.

### **II. Prerequisites**

1. Students must have a pharmacy intern license.
2. Students must have up-to-date immunization records and have received HIPAA training.
3. Students must meet eligibility requirements to progress to IPPEs per SSPPS Progression Policy.
4. Students must meet expectations as stated in the SSPPS Guidelines on the Evaluation of Professionalism.
5. Students must have requisite training/certifications necessary for the given activity.

### **III. Course Goals**

The Institutional Health-System IPPEs are designed to introduce the student to the fundamentals of institutional health-system pharmacy practice. Students will participate in a variety of hospital pharmacy and patient care -related and activities with the pharmacy preceptor(s).

### **IV. Course Objectives**

By the end of the institutional health-system IPPE experience, the student will be able to:

1. Accurately prepare, label, dispense and distribute medications to ensure patient safety
2. Collect, record, and assess patient data to identify medical and medication-related problems
3. Demonstrate knowledge of commonly used medications, formulations and drug products
4. Identify and assess for potential drug-related problems
5. Perform accurate pharmaceutical calculations involved in the preparation of compounded preparations
6. Demonstrate caring, ethical and professional behavior when interacting with patients, caregivers, health care professionals, and in all practice activities
7. Demonstrate effective and appropriate verbal, non-verbal and written communication abilities when interacting with patients and their caregivers, and other health care professionals
8. Provide effective health and medication counseling to patients and their caregivers
9. Demonstrate appropriate use of drug information resources to assist in patient care
10. Promote to patients the importance of health, wellness and disease prevention
11. Assist patients with questions/problems related to their prescription medication coverage, health insurance or economic barriers to healthcare

## V. Activities

- A. Students will be expected to participate in activities, as assigned by the preceptor and other healthcare professionals that are deemed appropriate and necessary for the care of patients in the institutional health-system. Activities may include, but not limited to, the following:

### **Week 1: Introduction to the Institutional Health-System Pharmacy**

1. Meet with preceptor to discuss expectations for rotation including IPPE competency checklist
2. Pharmacy tour
  - a. Storing oral and IV medications and supplies
  - b. Locating references, and other areas of importance
  - c.
3. Introduction to employees
4. Introduction to reference materials commonly used in daily activities of institutional settings (Clinical Pharmacology Online, Micromedex, Intranet, etc.).
5. Introduction to pharmacy workflow
  - a. Receiving orders from physicians, nurses, pharmacy staff
  - b. Completing order entry
  - c. Filling orders via unit dose, intravenous/admixture processes
6. Review and discuss the established hospital policies and procedures.
7. Introduction to institutional medication distribution system (unit dose, cart fill, automated dispensing system [PYXIS, Omni-Cell, Sure-Med] etc.).
8. Introduce concept of medication control (especially systems used to monitor and manage Controlled Substances), storage and security functions related to the medication distribution process.
9. Introduction to inventory control.
  - a. Purchasing
  - b. Pricing
  - c. Outdated medications
  - d. Return to wholesaler
  - e. Return to stock>Returns from patients
  - f. Recalls

### **Week 2**

1. Discuss the utilization of the hospital drug formulary program and its impact on cost effective patient-centered care.
2. Shadow clinical pharmacists for an introduction to the role of the Clinical Pharmacist (Team-based, Operations-based).
3. Discuss the current Quality Improvement programs the institution employs and their impact on error control.
4. Shadow pharmacists and technicians and discuss the importance of aseptic technique; observe preparation of IV admixtures and IV room maintenance activities.
5. Discuss legal and Regulatory Standards
  - a. Order processing
  - b. Introduction to controlled substance dispensing
  - c. Filing/record keeping



- d. HIPAA regulations
- e. Pharmacist and technician responsibilities
- f. The Joint Commission, CDPH, Board of Pharmacy, DEA and other regulatory agency oversight

**VI. Evaluations**

- A. IPPEs are graded as Pass/No Pass.
- B. Students must have submitted completed evaluations of their sites/preceptors within 5 business days of the completed activity in order to receive their grade.
- C. Students must attend all required institutional pharmacy IPPE days assigned to them in order to receive their grade; students must demonstrate competency in all eleven core domains (pp 12-25) as noted in Course Objectives (Section IV) by the submission of a completed and signed competency checklist to the OEE.

## HEALTH-RELATED SERVICE LEARNING

### I. Course Description: SPPS 200C (1 unit)\*

Health-related service learning is an opportunity for students to learn about social issues and apply their knowledge and skills to address a need in their community. It helps foster professional responsibility and development of a sense of caring for others and enhances and reinforces what is taught in the didactic curriculum. Health-related service learning provides opportunities for interaction with patients and caregivers in the community and other health care professionals.

### II. Prerequisites

- A. Students must have a pharmacy intern license.
- B. Students must have up-to-date immunization records and have received HIPAA training.
- C. Students must meet eligibility requirements to progress to IPPEs per SSPPS Progression Policy.
- D. Students must meet expectations as stated in the SSPPS Guidelines on the Evaluation of Professionalism.
- E. Students must have requisite training/certifications necessary for the health-related service learning activity.

### III. Course Goals

Health-related service learning activities are intended to engage the student in helping the community while reinforcing knowledge and skills learned in the didactic curriculum. Students will participate in the events with oversight by a pharmacy preceptor(s).

### IV. Course Objectives

By the end of the health-related service learning activity, the student will be able to:

- A. Demonstrate caring, ethical and professional behavior when interacting with members of the community, their peers, and other health care professionals
- B. Provide appropriate health-related and/or medication counseling to members of the community
- C. Demonstrate effective communication abilities with members of the community, their peers, and other health care professionals

### V. Activities

Students will be expected to participate in activities that promote community engagement, service and learning throughout their pharmacy academic career. The specific activities may vary and will be assigned by the preceptor and other healthcare professionals that are deemed appropriate and necessary for the service learning activity. Health-related service learning activities may include, but not limited to, the following:

- A. Community health fairs
- B. Health-related posters and booths
- C. Immunization events
- D. Brown Bag counseling sessions to seniors
- E. UCSD Free Clinic Project volunteering
- F. SSPPS Pharmacy Day
- G. Careers Day in Pharmacy
- H. Health screening events
- I. Poison prevention education event
- J. Great American Smokeout
- K. National Pharmacy Day

**VI. Evaluations**

- A. Completion of a Health Related Service Learning Activity Report/Reflection Assignment that is signed and dated by the Preceptor and submitted to the OEE.
- B. Students must complete the required number of hours dedicated to service learning per the policies of OEE.
- C. Students must have submitted completed evaluations of their sites/preceptors within 5 business days of the completed activity in order to receive their grade.

**\*Credit for SPPS 200C is earned upon completion of both Simulation and Health-Related Service Learning activities.**

## **SIMULATED ACTIVITIES**

### **I. Course Description: SPPS 200C (1 unit)\***

Simulated activities are included within the curriculum to expose students to activities or events that replicate pharmacy practice that may not be encountered during other IPPE or APPE learning experiences. Simulation may include use of medium-high fidelity manikins, standardized patients, standardized colleagues, role play and computer-based simulations. Simulated activities may occur with pharmacy colleagues as well as medical, nursing and other healthcare professionals.

### **II. Prerequisites**

1. Students must be in good standing based upon academic and professional standards.
2. Students must have up-to-date immunization records and have received HIPAA training.

### **III. Course Goals**

Simulation activities are intended to expose the student to patient care scenarios or activities that may not be practically encountered during the existing IPPE and APPE experiences. These activities should enhance the existing experiential activities and reinforce knowledge and skills learned in the didactic curriculum. Students will participate in the events with oversight by a pharmacy preceptor(s).

### **IV. Course Objectives**

While the objectives of each simulated activity may differ, by the end of each simulated activity, the student will be able to fulfill at least one of the following IPPE objectives:

- A. Accurately prepare, label, dispense and distribute medications to ensure patient safety
- B. Collect, record, and assess patient data to identify medical and medication-related problems
- C. Demonstrate knowledge of commonly used medications, formulations and drug products
- D. Identify and assess for potential drug-related problems
- E. Perform accurate pharmaceutical calculations involved in the preparation of compounded preparations
- F. Demonstrate caring, ethical and professional behavior when interacting with patients, caregivers, health care professionals, and in all practice activities
- G. Demonstrate effective and appropriate verbal, non-verbal and written communication abilities when interacting with patients and their caregivers, and other health care professionals
- H. Provide effective health and medication counseling to patients and their caregivers
- I. Demonstrate appropriate use of drug information resources in patient care
- J. Promote to patients the importance of health, wellness and disease prevention
- K. Assist patients with questions/problems related to prescription medication coverage, health insurance or economic barriers to healthcare

### **V. Activities**

Students will be expected to participate in activities, as assigned by the preceptor and other healthcare professionals that are deemed appropriate and necessary for the care of patients at the event/scenario. Activities may include, but not limited to, the following:

- A. Objective Structured Clinical Examination (OSCE) Workshops
  - 1. Community pharmacy simulation workshop
  - 2. Online interactive module
  - 3. Simulation-based workshop focused on over-the-counter drug products
  - 4. Interprofessional OSCE activity with UCSD School of Medicine and University of San Diego School of Nursing
  - 5. Simulation-based workshop focused on prescription drug products
- B. Role-Play Simulation Activities
  - 1. Glucose monitor training
  - 2. Pulmonary device counseling training
  - 3. Insulin subcutaneous self-injection training
  - 4. Diabetes-focused physical assessment training
  - 5. Vital sign measurement training
  - 6. Immunization certification
  - 7. Smoking cessation certification
  - 8. Compounding/IV preparation activities
  - 9. Senior health education activities

## VI. Evaluations

- A. IPPEs are graded as Pass/No Pass.
- B. Completion of a Reflection Assignment based upon the simulation based activity as assigned by the coordinator/faculty/preceptor and submitted to the OEE.
- C. Students must have submitted completed evaluations of their sites/preceptors within 5 business days of the completed activity.
- D. Students must attend all required simulation/OSCE activities assigned to them.

**\*Credit for SPPS 200C is earned upon completion of both Simulation and Health-Related Service Learning activities.**

## APPENDICES

**UC San Diego  
Skaggs School of Pharmacy and Pharmaceutical Sciences  
Introductory Pharmacy Practice Experience Outcomes**

**Student Name:** \_\_\_\_\_ **PID # (Last 4 Digits):** \_\_\_\_\_

The student will achieve at least one performance competency from each of the eleven domains listed below.

***Domain 1. Patient Safety-Accurately dispense medications***

<b>Ability Statement</b>	<b>Preceptor Confirmation</b>
Demonstrate a commitment to and a valuing of patient safety by assuring accurate preparation, labeling, dispensing, and distribution of prescriptions and medication orders	Printed Name: _____ Signature _____ Date: _____

Sub-Domains	Performance Competency	Check if completed
1a	The student is able to prepare and dispense medications or supervise the preparation of medications	
1b	The student is able to evaluate the acceptability and accuracy of a prescription and verify that the information is correct and then correctly prepare the prescription and label for dispensing	
1c	The student is able to evaluate appropriateness of medication orders by correlating the order with patient-specific data and drug information	
1d	The student is able to compound parenteral and non-parenteral drug products using accurate calculations, pharmaceutical components, and techniques	
1e	The student is able to dispense medications in accordance with legal requirements	
1f	The student is able to provide safe, accurate and time-sensitive medication distribution	
1g	The student is able to accurately compound , dispense, or administer a medication, pursuant to a new prescription , prescription refill, or drug order	
1h	The student is able to accurately process and dispense medication pursuant to a new prescription, prescription refill or drug order	
1i	The student is able to accurately evaluate and process and new prescription, prescription refill, and medication order in accordance with the law	
1j	The student is able to determine appropriate storage of compounded medications before and after	

	dispensing	
1k	Other (Please specify):	

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**Student Name:** \_\_\_\_\_ **PID # (Last 4 Digits):** \_\_\_\_\_

The student will achieve at least one performance competency from each of the eleven domains listed below.

***Domain 2. Basic Patient Assessment***

<b>Ability Statement</b>	<b>Preceptor Confirmation</b>
Collect, record and assess subjective and objective patient data to define health and medication-related problems. Patient information must be collected in a manner demonstrating knowledge of patient educational level, the unique cultural and socioeconomic situations of patients, and comply with requirements for patient privacy.	Printed Name: _____ Signature _____ Date: _____

<b>Sub-Domains</b>	<b>Performance Competency</b>	<b>Check if completed</b>
2a	The student is able to collect patient histories in an organized fashion, appropriate to the situation and inclusive of cultural, social, educational, economic, and other patient-specific factors affecting self-care behaviors, medication use and adherence	
2b	The student is able to obtain, record, and interpret a history from a patient to minimally include drug allergies and reactions, drugs (prescription, OTC, and herbal) being taken, doses being used, cultural, social, educational, economic, and other patient-specific factors affecting self-care	
2c	Patient Assessment: The student is able to obtain and interpret patient information to determine the presence of a disease, medical condition, or drug-related problem(s), and assess the need for treatment and/or referral.	
2d	The student is able to gather and organize accurate and comprehensive patient specific information	
2e	The student is able to obtain and interpret patient information, inclusive of cultural, social, educational, economic, and other patient-specific factors affecting self-care behaviors, medication use and adherence to determine the presence of a disease, medical condition, or drug-related problem(s). , including a basic medication history from a patient to include drug allergies, a description of allergic reactions, drugs being taken, doses being used, over the counter medications being taken, and	

	herbal/natural products being used.	
2f	The student is able to obtain accurate and comprehensive patient history (include drug allergies, a description of allergic reactions, drugs being taken, doses being used, over the counter medications being taken, herbal/natural products being used, self care behaviors, and adherence)	
2g	The student is able to gather information necessary to evaluate patient drug therapy (both patient history and utilization of a chart)	
2h	The student is able to record all patient information accurately, legally and succinctly	
2i	The student is able to perform a basic review of a patient's medication profile to identify medication allergies, correct doses, duplicate medications, and important drug interactions.	
2j	The student is able to obtain and accurately record a patient's health and medication history.	
2k	The student is able to gather and accurately record a patient's health and medication information from his/her medical record.	
2l	The student is able to evaluate patient information to determine the presence of a disease, medical condition, or drug-related problem(s), and assess the need for treatment and/or referral.	
2m	The student is able to evaluate a patient's medication profile to identify medication allergies, appropriate doses and sigs, duplicate medications, and clinical relevant drug interactions.	
2n	The student is able to identify and prioritize a patient's drug-related problems	
2o	Other (Please specify):	



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**Student Name:** \_\_\_\_\_ **PID # (Last 4 Digits):** \_\_\_\_\_

The student will achieve at least one performance competency from each of the eleven domains listed below.

***Domain 3. Medication Information***

<b>Ability Statement</b>	<b>Preceptor Confirmation</b>
Demonstrate knowledge of and accept responsibility for that knowledge of commonly used medications, formulations and drug products.	Printed Name: _____ Signature _____ Date: _____

<b>Sub-Domains</b>	<b>Performance Competency</b>	<b>Check if completed</b>
3a	The student is able to summarize key information related to the use of common (Top 200) medications	
3b	The student is able to identify brand and generic names, dosage forms and usual dosing ranges for common (Top 200) medications	
3c	The student is able to describe the mechanism of action of common medications (Top 200 medications) at the molecular, cellular, systems, and whole organism levels	
3d	The student is able to list and describe the mechanism(s) of common drug interactions.	
3e	The student is able to cite the spectrum and common indications for commonly used antibiotics	
3f	The student is able to identify target drug concentrations for narrow therapeutic index drugs.	
3g	The student is able to determine the appropriate storage of compounded medications before and after dispensing	
3h	Other (Please specify):	

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**Student Name:** \_\_\_\_\_ **PID # (Last 4 Digits):** \_\_\_\_\_

The student should achieve at least one performance competency from each of the eleven domains listed below.

***Domain 4. Identification and Assessment of Drug related Problems***

<b>Ability Statement</b>	<b>Preceptor Confirmation</b>
Correlate drug related variables and patient related variables to identify and assess drug related problems. Evaluate how the unique characteristics of patients and patient populations impact on manifestations of drug-related problems	Printed Name: _____ Signature _____ Date: _____

<b>Sub-Domains</b>	<b>Performance Competency</b>	<b>Check if completed</b>
4a	The student is able to evaluate medication orders to identify drug related problems	
4b	The student is able to assess the urgency and risk associated with identified drug related problems	
4c	The student is able to evaluate patient information and medication information that places a patient at risk for developing drug-related problems	
4d	Other (Please specify):	

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**Student Name:** \_\_\_\_\_ **PID # (Last 4 Digits):** \_\_\_\_\_

The student will achieve at least one performance competency from each of the eleven domains listed below.

***Domain 5. Mathematics applied to pharmaceutical calculations, compounded medications, dose calculations, and applications of pharmacokinetic calculations.***

<b>Ability Statement</b>	<b>Preceptor Confirmation</b>
Utilize pharmaceutical and pharmacokinetics mathematics to perform accurate medication calculations. Value the importance of total accuracy in performing and applying these calculations.	Printed Name: _____ Signature _____ Date: _____

Sub-Domains	<b>Performance Competency</b>	<b>Check if completed</b>
5a	The student is able to perform accurate pharmaceutical calculations, especially involved in the preparation of compounded oral, topical, rectal, ophthalmic, or parenteral preparation, and pharmacokinetic calculation of appropriate doses.	
5b	The student is able to apply mathematical principles (e.g., accurately perform dose calculations, kinetics) in pharmacy practice	
5c	Other (Please specify):	

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**Student Name:** \_\_\_\_\_ **PID # (Last 4 Digits):** \_\_\_\_\_

The student will achieve at least one performance competency from each of the eleven domains listed below.

***Domain 6. Ethical, Professional, and Legal Behavior:***

<b>Ability Statement</b>	<b>Preceptor Confirmation</b>
In all health-care activities, demonstrate knowledge of and sensitivity towards the unique characteristics of each patient. Comply with all federal, state, and local laws related to pharmacy practice. Demonstrate ethical and professional behavior in all practice activities.	Printed Name: _____ Signature _____ Date: _____

<b>Sub-Domains</b>	<b>Performance Competency</b>	<b>Check if completed</b>
6a	Professionalism: The student is able to demonstrate caring, ethical, and professional behavior when interacting with peers, professionals, patients, and caregivers.	
6b	The student is able to demonstrate sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity and identity when interacting with patients, caregivers, and other health care professionals.	
6c	The student is able to comply with federal, state and local laws and regulations related to pharmacy practice	
6d	The student is able to practice ethically, including maintaining patient confidentiality, responding to errors in care and professional misconduct (including plagiarism)	
6e	The student is able to comply with federal, state and local laws and regulations related to pharmacy practice	
6f	The student is able to maintain professional and ethical behavior in all practice environments, demonstrating ethical practice, empathy, cultural sensitivity, and professional communications in compliance with all laws, regulations, and professional standards.	

6g	Professionalism: The student is able to demonstrate empathy, assertiveness, effective listening skills, and self-awareness.	
6h	The student is able to demonstrate professional and ethical behavior in all practice environments	
6i	The student is able to apply legal and regulatory principles to medication distribution, use and management systems	
6j	The student is able to accept responsibility for patient care	
6k	The student is able to make and defend rational, ethical decisions within the context of personal and professional values	
6l	The student is able to demonstrate empathy, assertiveness, effective listening skills, and self-awareness.	
6m	Other (Please specify):	

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**Student Name:** \_\_\_\_\_ **PID # (Last 4 Digits):** \_\_\_\_\_

The student will achieve at least one performance competency from each of the eleven domains listed below.

***Domain 7. General Communication Abilities***

Ability Statement	Preceptor Confirmation
Demonstrate effective communication abilities in interactions with patients, their families and care givers, and other health care providers. Communication should be consistent with education level, cultural issues, and be empathetic. Elicit feedback validating understanding of communication.	Printed Name: _____ Signature _____ Date: _____

Sub-Domains	Performance Competency	Check if completed
7a	The student is able to communicate effectively using appropriate verbal, non-verbal, and written communication at a suitable level) with patients, caregivers, and other health care providers, at a suitable level for the partner in the interaction, to engender a team approach to patient care.	
7b	The student is able to demonstrate effective communication skills (verbal, non-verbal, and written) at an appropriate level for patients, caregivers, health care providers, and the general public.	
7c	Other (Please specify):	

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The student will achieve at least one performance competency from each of the eleven domains listed below.

***Domain 8. Counseling Patients:***

<b>Ability Statement</b>	<b>Preceptor Confirmation</b>
Provide effective health and medication information to patients and/or care givers and confirm patient and/or care giver understanding of the information being provided.	Printed Name: _____ Signature _____ Date: _____

<b>Sub-Domains</b>	<b>Performance Competency</b>	<b>Check if completed</b>
8a	The student is able to use effective written, visual, verbal, and nonverbal communication skills to provide patient/caregiver self-management education	
8b	The student is able to appropriately and accurately provide basic medication counseling to a patient or caregiver receiving a medication.	
8c	The student is able to assess and validate the ability of patients and their agents to obtain, process, understand and use health- and medication-related information	
8d	The student is able to counsel patients on proper self-care and preventative care	
8e	The student is able to use appropriate methods of patient education to review indications, adverse effects, dosage, storage, and administration techniques	
8f	The student is able to use effective written, visual, verbal, and nonverbal communication skills to	

	provide education to the patient/caregiver on drug, drug use, self- or preventative care, or other health-related education to health care providers.	
8g	The student is able to communicate alternative therapeutic strategies to the prescriber to correct or prevent drug-related problems.	
8h	The student is able to assist a patient in correctly selecting an over the counter preparation.	
8i	The student is able to develop and provide drug, drug use, or other health-related education to consumers or health providers	
8j	The student is able to provide accurate response to drug information requests written and verbally.	
8k	The student is able to use effective written, visual, verbal, and nonverbal communication skills to counsel and educate a patient or caregiver regarding appropriate medication use – prescription and self-care.	
8l	The student is able to demonstrate and/or describe proper administration technique for various drug delivery systems (e.g., inhalers, eye drops, etc.)	
8m	Other (Please specify):	



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***Domain 9. Drug Information Analysis and Literature Research***

<b>Ability Statement</b>	<b>Preceptor Confirmation</b>
Assess information needs of patients and health providers and apply knowledge of study design and literature analysis and retrieval to provide accurate, evidence-based drug information.	Printed Name: _____ Signature _____ Date: _____

<b>Sub-Domains</b>	<b>Performance Competency</b>	<b>Check if completed</b>
9a	The student is able to collect accurate and comprehensive drug information from appropriate sources to make informed, evidence-based, patient-specific or population-based decisions. (3)	
9b	The student is able to recognize the type of content that is available in general (tertiary), secondary, and primary information sources	
9c	The student is able to collect, summarize, analyze and apply information from the biomedical literature to patient-specific or population-based health needs	
9d	The student is able to demonstrate utilization of drug information resources	
9e	The student is able to describe the type of content in commonly used drug and medical information resources.	

9f	The student is able to collect and interpret accurate drug information from appropriate sources to make informed, evidence based decisions.	
9g	The student is able to use effective written, visual, verbal, and nonverbal communication skills to accurately respond to drug information questions.	
9h	Other (Please specify):	

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The student will achieve at least one performance competency from each of the eleven domains listed below.

***Domain 10. Health and Wellness – Public Health***

<b>Ability Statement</b>	<b>Preceptor Confirmation</b>
Know and apply principles of health and wellness in provision of individual and population-based health and wellness information. Integrate unique characteristics of individuals and populations in design of health and wellness information.	Printed Name: _____ Signature _____ Date: _____

<b>Sub-Domains</b>	<b>Performance Competency</b>	<b>Check if completed</b>
10a	The student is able to participate in activities that promote health and wellness and the use of preventive care measures	
10b	The student is able to promote to patients the importance of health, wellness, disease prevention (e.g., immunizations, tobacco cessation counseling), and management of their diseases and medication therapies to optimize outcomes.	
10c	The student is able to provide preventative health services (e.g., immunizations, tobacco cessation counseling)	
10d	The student is able to promote to patients the importance of health, wellness, disease prevention, and	

	management of their diseases and medication therapies to optimize outcomes.	
10e	Other (Please specify):	

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The student will achieve at least one performance competency from each of the eleven domains listed below.

***Domain 11. Insurance /Prescription Drug Coverage***

<b>Ability Statement</b>	<b>Preceptor Confirmation</b>
Utilizing knowledge of a wide array of private and public health insurance options assist patients and care givers to obtain their medications and related para-pharmaceuticals in an affordable manner that meets their health care needs.	Printed Name: _____ Signature _____ Date: _____

Sub-Domains	<b>Performance Competency</b>	<b>Check if completed</b>
11a	The student is able to assist a patient or caregiver in problems related to prescription medication coverage, health insurance, or government health care programs.	
11b	Other (Please specify):	