

UC San Diego

SKAGGS SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES

Introductory Pharmacy Practice Experience

Hospital/Health System Pharmacy

SPPS 200B

Office of Experiential Education

Christina Mnatzaganian, Pharm.D.
Associate Dean for Experiential Education

cmnatzaganian@health.ucsd.edu

Ph:(858) 822-5642

Alex Luli, Pharm.D.

Director of IPPEs

aluli@health.ucsd.edu

Ph:(858) 534-5750

Greg Marciel

IPPE Experiential Education Coordinator

gmarciel@health.ucsd.edu

Ph: (858) 822-7866

Introductory Pharmacy Practice Experiences Overview

- Students are required to engage in Introductory Pharmacy Practice Experiences (IPPEs) in the areas of community pharmacy, hospital/health system pharmacy, and health-related service learning during the first three years of the Doctor of Pharmacy (PharmD) curriculum.
- IPPEs serve as a bridge between didactic courses and Advanced Pharmacy Practice Experiences (APPEs) in the fourth year of the curriculum.
- Students must complete 300 total IPPE hours by the end of the Winter Quarter of the P3 year to be eligible to progress to APPEs.
- Students must attend all assigned activities and submit required evaluations within 5 business days of completion to receive IPPE credit. Exceptions may be granted for recurrent clinical events, which should be logged in at least quarterly (i.e. UC San Diego Student-Run Free Clinic)
- Students are responsible for maintaining competencies required for pharmacy practice (e.g. immunizations, CPR, OSHA, background checks). The Offices of Student Affairs (OSA) and Experiential Education (OEE) will coordinate documentation and record keeping.
- Questions related to IPPEs should be directed to the appropriate OEE faculty and/or staff.

General Description

IPPEs are required components of the PharmD curriculum designed to introduce students to contemporary pharmacy practice while reinforcing and applying knowledge gained through didactic coursework. Through IPPEs, students begin to engage in direct patient care and foundational pharmacy activities in a supervised practice setting.

Across IPPE settings, students are introduced to core elements of pharmacy practice, which may include patient safety, basic patient assessment, medication information and counseling, identification of medication-related problems, and pharmacy operations and workflow. IPPEs also provide early exposure to professional behaviors, ethical standards, and interprofessional, team-based care.

IPPEs are intentionally structured and sequenced across the first three professional years to support progressive skill development and to prepare students for the advanced responsibilities of APPEs. Specific activities and competencies for each IPPE type are aligned with accreditation standards and are outlined in subsequent sections of this syllabus.

SPPS 200B – HOSPITAL/HEALTH SYSTEM IPPE (3 Units)

I. Course Description:

Student pharmacists will learn the various roles of pharmacists in the delivery of health care services in the hospital/health systems setting. Students will 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 hospital/health system settings. In addition to gaining proficiency in roles related to assessing patient data and reviewing and evaluating medication orders, students will also experience product delivery and operations management.

II. Prerequisites

- A. California pharmacist intern license
- B. Up-to-date immunization records
- C. HIPAA training
- D. Adhere to all SPPS [Policies and Guidelines](#)
- E. Other specific requisite training/certifications as necessary

III. Course Goals

The Hospital/Health System IPPE is 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 activities with the pharmacy preceptor(s). This experience is designed to prepare students for continued skill development and increased responsibility during APPEs.

IV. Course Objectives, Activities, and link to PPCP

Objectives	Example Learning Activities	PPCP
1. Demonstrate ethical and professional behavior in all practice areas.	• Demonstrate ethical and professional behavior in all practice activities. • Adhere to patient privacy standards and ethical principles, in verbal and written communications. • Demonstrate an attitude that is respectful of diverse individuals, groups, cultures, and communities. • Demonstrate appropriate attire, demeanor, and conduct. • Adhere to attendance requirements, including punctuality.	n/a
2. Collect information necessary to identify and diagnose a patient's medication-related problems and health-related needs. (EPA 1)	• Collect objective information from the patient (e.g., physical exam, point of care testing). • Collect data from a patient's electronic health, digital health, or medication record. • Collect a medication history from a patient or caregiver • Collect information related to barriers for accessing and/or adhering to prescribed medication regimen	Collect
3. Assess collected information to determine a patient's medication-related problems and health-related needs. (EPA 2)	• Assess the indication of the medication treatment plan. • Assess the safety of the medication treatment plan including drug interactions. • Assess patient-specific information to identify factors that may influence the effectiveness of medication treatment plans. • Assist in organizing patient information to support the development of a prioritized problem list.	Assess
4. Answer medication related questions using scientific literature. (EPA 5)	• Ask clarifying questions to identify and address the true question. • Perform a systematic search of tertiary (Micromedex, UpToDate, etc), secondary (reviews, etc), and primary (original manuscripts) resources. • Identify and retrieve high-quality scientific literature. • Analyze scientific literature.	Plan

	• Provide a written or verbal response to the true question, including findings and recommendations.	
5. Fulfill a medication order. (EPA 7)	• Enter an order or prescription into an electronic health or pharmacy record system. • Perform calculations required to compound, dispense, and administer medications. • Perform a prospective drug utilization review. • Identify drug therapy problems. • Consider formulary preferred medications when making recommendations. • Complete an authorization process for a non-preferred medication. • Assist a patient to acquire medication(s) through support programs. • Prepare non-sterile and/or sterile medications. • Perform a quality assurance check on prepared medications. • Dispense and administer a product including injectable medications and immunizations. • Adhere to state and federal laws/regulations and site quality and safety procedures.	Implement
6. Report adverse drug events and/or medication errors in accordance with site specific procedures. (EPA 10)	• Identify factors of system(s) (e.g., personnel, infrastructure, interfaces) associated with errors or risk of errors. • Determine points of intervention within system(s) to prevent or minimize medication-related errors. • Report and document adverse drug events and medication errors to stakeholders.	Follow up: Monitor and evaluate
7. Perform the technical, administrative, and supporting operations of a pharmacy practice site. (EPA 13)	• Fulfill medication orders appropriate to hospital/health system practice including prescription verification, telephone orders, proper selection, preparation, compounding, labeling, storage, packaging, handling and disposal. • Identify and resolve drug-drug, drug-disease, and drug-nutrient/food interactions. • Utilize Controlled Substance Utilization, Review and Evaluation System (CURES), or equivalent prescription drug monitoring program (PDMP) to ensure appropriate dispensing of controlled substances.	n/a

Appendix 1: Guidelines on the Evaluation of Professionalism

Student pharmacists are expected to demonstrate professional attributes throughout their training (preclinical and clinical years) both within and outside the boundaries of a course, professional learning experience, or clinical activity.

[Students should follow the Guidelines on the Evaluation of Professionalism found here:](https://pharmacy.ucsd.edu/current/guidelines-evaluation-professionalism)

<https://pharmacy.ucsd.edu/current/guidelines-evaluation-professionalism>

Appendix 2: SSPPS Rotation Equity, Diversity and Inclusion Statement

Each rotation is a place to expand knowledge and experiences safely, while being respected and valued. We support the values of UC San Diego to “create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive.” It is our intent that students from all diverse backgrounds and perspectives be well served by this rotation, that students' learning needs be addressed, and that the diversity that students bring to this rotation be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. We ask that everyone engage in interactions with patients, caregivers, and other members of the healthcare team with similar respect and courtesy.

All people have the right to be addressed and referred to in accordance with their personal identity. We encourage everyone to share the name that they prefer to be called and, if they choose, to identify pronouns with which they would like to be addressed. We will do our best to address and refer to all students accordingly and support colleagues in doing so as well. We hope you will join us in creating a learning experience that upholds these values to further enhance our learning as a community.

Appendix 3: Use of Generative Artificial Intelligence (AI)

The use of generative AI tools in clinical or experiential settings is strictly regulated, and misuse can lead to serious consequences, including but not limited to violations of the Health Insurance Portability and Accountability Act (HIPAA) and causing harm to patients. Generative AI is to be used as an assistive tool and should never be used as a substitute for clinical or professional judgment.

SSPPS students are responsible for staying informed about and adhering to the guidelines for using approved generative AI tools at their practice sites. Students are advised to ask preceptors and/or site coordinators about each site's generative AI use policy during orientation to the practice site. In the absence of a generative AI use policy at the practice site, the use of such tools should be assumed to be prohibited.