

# University of Wisconsin-Madison School of Pharmacy

728-743



**School of Pharmacy**  
UNIVERSITY OF WISCONSIN-MADISON

## Community Pharmacy Practice Clerkship

2024 – 2025

Course Manual

The material contained in the manual is for restricted use of the students and instructors at the School of Pharmacy UW Madison as an aid in teaching. This material may not be duplicated without the written consent of the Faculty Coordinator at the School of Pharmacy.

728-743  
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# Course Description

## Community Pharmacy Clerkship (728-743)

**Credits: 6 credits**

As contemporary pharmacy practice evolves, the pharmacist is increasingly expected to utilize their professional judgement to ensure the safe and appropriate use of drugs by patients, while working with members of the health care team. This concept is termed pharmaceutical care, and is aimed at optimizing the benefits patients receive from their medication regimen and preventing medication related problems.

The purpose of the community pharmacy clerkship is to provide students with an educational experience where they can develop the skills and judgement necessary to apply the knowledge gained in the basic and clinical sciences to specific patient care situations. In addition, the course seeks to demonstrate the philosophy that clinical and distributive pharmaceutical services should be patient oriented and integrated in contemporary ambulatory practice.

The Community Pharmacy Clerkship is scheduled in community pharmacy environments. By participating in patient oriented experiences, students should be able to achieve the following goals:

1. Patient-Centered Care – provide patient-centered care as the medication expert using the pharmacist’s patient care process (collect, assess, plan, implement, monitor, evaluate, and document).
2. Medication Use Systems Management – manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
3. Health and Wellness – design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
4. Population-Based Care – describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices.



# Evaluation & Grading

## Grading Summary

This course requires a minimum score of 70% to receive a passing grade.

A	93-100
AB	89-92
B	83-88
BC	77-82
C	70-76
D	60-69
F	Less than 60

## Grading Rubric

Course grades are determined according to the following weighting:

<b><u>Student Performance Evaluation</u></b>	
Midpoint	Required
Final	50%
<b>Patient Care Assignments</b>	<b>30%</b>
<a href="#">Patient Counseling Evaluation</a>	2 = 5%
<a href="#">Herbal/Complementary Counseling</a>	5%
<a href="#">Self- Care Exercise</a>	5%
<a href="#">Medication Therapy Management</a>	10%
Opioid Safety MedSmart Activity	5%
<b>Dispensing Skills Management</b>	<b>20%</b>
<a href="#">Immunization Activity</a>	
<a href="#">Naxoxone Academic Detailing Activity</a>	
<a href="#">Purchasing Activity</a>	
<a href="#">Insurance Activity</a>	
<a href="#">ISMP Survey</a>	
<a href="#">Dispensing Skill Affidavit</a>	
<b>Self-Evaluation</b>	
<a href="#">Student's Rotation Self-Evaluation</a>	Required
<b>Other</b>	
<a href="#">Student Profile</a>	
<a href="#">APPE Seminar</a>	
<a href="#">Preceptor, Site &amp; Course Evaluations</a>	
<a href="#">Reflection Document</a>	Required
<a href="#">Experiential Checklist</a>	
<a href="#">iTOFT Evaluation</a>	Optional

See the [743 Grading Record](#) for a summary of where to submit and how to score each activity.

## Assignments

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### *Student Performance Evaluation by Clinical Instructor (50%)*

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**Explanation:** Although frequent feedback will be provided to students by clinical instructors, student performance in this course will be formally evaluated at the midpoint and at the end of the clerkship.

**Expectations:** The clinical instructor will use the Midpoint evaluation to provide formative feedback on student performance at the 3-week point in the course. The Final evaluation will factor into the student's course grade.

**Evaluation:** The clinical instructor will use the online SPE form to evaluate the student. The score will be entered in the Grading Record. Grades will not be reported to the Registrar's Office until the evaluations are complete. See the [Student Performance Evaluation](#) in the General Manual for more information.

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### *PATIENT COUNSELING (5%)*

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**Explanation:** Students will provide patient education / medication consultations at a professionally acceptable level. These consultations will be performed under the direct observation of the clinical instructor.

**Expectations:** Students are expected to counsel patients on a variety of products during this rotation including:

- Prescription medications – including non-oral medications (eg: eye drops, ear drops, inhalers, injectable pens, patches, creams)
- Self-Care medications (eg: antacids, laxatives, pain relievers, antihistamines)

While each student should be observed closely and provided frequent feedback regarding patient consultations, formal counseling evaluations are required. Students will be evaluated using evaluation rubrics for prescription medications and self-care medications.

### **Evaluation – Prescription Medications**

The Clinical instructor will formally evaluate the student consultations on prescription medications using the [Patient Counseling Evaluation Forms](#) Students will upload them to the 743 course webpage by 11:59pm of the last day of the block.

The clinical instructor should formally evaluate the student's patient counseling skill on two separate occasions utilizing the [Patient Counseling Evaluation Form](#). The first evaluation should take place during the first week of the APPE rotation to provide a baseline evaluation and the opportunity for further skill development. The second evaluation should be completed during the 5th or 6th week to provide the student with summative feedback. The clinical instructor will enter the scores on the online grading record.

## Evaluation – Self-Care Medications

The clinical instructor will formally evaluate student consultations on self-care medications (over the counter products) using the [QuEST SCHOLAR MAC Evaluation Form](#). Students will upload the completed forms to the 743 course webpage by 11:59 of the last day of the block.

The clinical instructor should formally evaluate the student's patient counseling skill on two separate occasions utilizing the [QuEST SCHOLAR MAC Evaluation Form](#). The first evaluation should take place during the first week of the APPE rotation to provide a baseline evaluation and the opportunity for further skill development. The second evaluation should be completed during the 5th or 6th week to provide the student with summative feedback. The clinical instructor will enter the scores on the online grading record.

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### *HERBAL AND COMPLEMENTARY COUNSELING (5%)*

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**Explanation:** Per ACPE, students will recommend prescription/nonprescription medications, dietary supplements, diet, nutrition, traditional non-drug therapies, and complementary and alternative therapies. [Definitions of these products may be found here.](#)

**Expectations:** Students will counsel patients on at least **three different** herbal products and **three different** complementary products from the list of products on the [Log Form](#) supervised by their clinical instructor. Students will track complementary and herbals consults provided by listing them in a HIPAA compliant log form. (See [Log Form](#).) Students will upload the log form on the course web page.

**Evaluation:** The clinical instructor will evaluate student herbal and complementary consults using the evaluation score:

<b>0 (NO)</b> Not done or Unacceptable	<b>1 (Inconsistent)</b> Some deficiencies with information provided.	<b>2 (YES)</b> Acceptable. Sufficient information provided
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*SELF-CARE EXERCISE (5%)*

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**Explanation:** Students will gain knowledge about self-care products at the site.

**Expectations:** Students will review six chapters of the latest edition of the Handbook of Nonprescription Drugs (or other comparable nonprescription drug handbook). Students will review one chapter each week of the APPE rotation. Students will complete the following when reviewing each chapter:

1. Read the chapter by Tuesday of the assigned week.
2. Review products in the assigned chapter that are available in the pharmacy – go to the self-care aisles to see the actual products.
3. Review with the clinical instructor the following questions:
  - What are common ingredients / trade names for products in the assigned chapter?
  - What are the contraindications for products in the assigned chapter?
  - What are key counseling points for products in the assigned chapter?
  - What are key side effects for products in the assigned chapter?
  - When should a patient be referred to a health care provider versus being treated with products in the assigned chapter?

<b>Suggested</b>	<b>Chapter</b>	<b>Topic</b>
One	5	Headache
Two	11/12	Disorders Related to Cold and Allergy / Cough
Three	13	Heartburn and Dyspepsia
Four	15	Constipation
Five	23	Essential and Conditionally Essential Nutrients
Six	41	Minor Burns, Sunburn, and Wounds

**Evaluation:** The student and clinical instructor will review the questions listed above. The clinical instructor will discuss the questions and provide verbal feedback to the student. The clinical instructor will evaluate the student on the self-care activity using the evaluation scale:

<b>0 (NO)</b> Not done or Unacceptable	<b>1 (Inconsistent)</b> Some deficiencies with information provided.	<b>2 (YES)</b> Acceptable. Sufficient information provided
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*MEDICATION THERAPY MANAGEMENT (10%)*

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**Explanation:** Per APhA – Medication therapy management, also referred to as MTM, is a term used to describe a broad range of health care services provided by pharmacists, the medication experts on the health care team. As defined in a consensus definition adopted by the pharmacy profession in 2004, medication therapy management is a service or group of services that optimize therapeutic outcomes for individual patients. Medication therapy management services include medication therapy reviews, pharmacotherapy consults, anticoagulation management, immunizations, health and wellness programs and many other clinical services. Pharmacists provide medication therapy management to help patients get the best benefits from their medications by actively managing drug therapy and by identifying, preventing and resolving medication-related problems.

**Expectations:** Students will complete medication therapy management services (MTM) during the Community Pharmacy Clerkship. This activity will provide student pharmacists experience with intervention-based services and notifying health care providers with clinical recommendations.

Students will complete MTM training for their site. Students will upload their **MTM training certificate or documentation** describing the site MTM training on the 743-course web page.

During the required 743 APPE rotation, students will complete a **minimum of thirty** intervention-based services. The goal of this intervention-based service is to assist patients in improving their medication therapy. Students, with the help of the clinical instructor, should identify patients who would benefit from intervention-based services. Examples of intervention-based services(Level 1) include:

- Cost effectiveness
  - Formulary interchange
  - Therapeutic interchange
  - Tablet splitting opportunity
  - Conversion to an OTC product
  - Dose consolidation
- Dose/Dosage Form/ Duration Change Intervention
- Focused adherence intervention
- Medication device instruction intervention
- Medication addition intervention
- Medication deletion intervention

Students will document the services using the usual platform at the practice site.

**OPTIONAL:** During the required 743 APPE rotation, students MAY complete Comprehensive Medication Review and Assessment (CMR/A) services. The goal of CMR/As is for students to review subjective and objective data, identify, and resolve drug therapy problems. See the drug therapy work sheet posted on the course web page for examples of drug therapy problems. Students will bill for the CMR/As per the usual process at the practice site. If a site does not bill for CMR/A services, the student is not expected to submit

billing for MTM services, however, the student is expected to complete at least one billing form. Students will document the CMR/As using the usual platform at the practice site.

CMR/As will consist of the following steps:

1. Medication Therapy Review – the student will collect patient-specific information, assess medication therapies for drug therapy problems, develop a prioritized list of drug therapy problems and create a plan to resolve drug therapy problems.
2. Personal Medication List – the student will create a comprehensive list of the patient’s medications including prescription, nonprescription, herbal, and supplements and provide it to the patient.
3. Medication Action Plan – the student will create a medication action plan for the patient listing actions for the patients to use in tracking progress for self-management.
4. Interventions and/or referral – as needed, the student will recommend interventions or referrals to other providers to optimize drug therapy.
5. Documentation and Follow Up – MTM service is documented utilizing the usual process at the pharmacy practice site. A follow up visit is scheduled based on the needs of the patient.

Sites use a variety of programs and platforms to support MTM documentation and billing. Platforms may be specific to the site or commercial products. An example of a commercial product typically used for eligible Medicare Part D members includes OutcomesMTM®. Another MTM program is the Wisconsin Pharmacy Quality Collaborative (WPQC) for eligible Wisconsin ForwardHealth (Medicaid) members. WPQC services may also be completed by participating in United Way of Dane County Medication Review events. Interested students should contact WSPS to participate in United Way of Dane County Medication Review events.

Students should inquire about which MTM platform is used at the site and complete the MTM platform training by the end of week one. Students will upload the training certificate or submit a paragraph describing the completed training if a certificate is not provided. All students are encouraged to become WPQC certified regardless of the platform used at the site. Of note, there is no cost for WPQC certification for students.

**Please note for students at 743 sites participating in the WPQC program:**

If you are at a 743 site participating in the Wisconsin Pharmacy Quality Collaborative (WPQC), you are required to complete the WPQC training and upload the training certificate on the 743-course web page.

**Please note for students at 743 sites NOT participating in the WPQC Program:**

If you are at a 743 site that is not participating in the WPQC program, you are required to complete the site MTM training and upload the training certificate or a paragraph describing the site training on the 743-course web page. In place of billing for the actual service, you will instead complete one billing form using the Information to Collect when Submitting WI Forward Health MTM Claims using the guidelines outlined in the WI ForwardHealth Provider Handbook. The billing form may be found on the course web page under MTM.

See the [728-743 Resources](#) page for sample MTM platforms and [WPQC Program Information](#).



**Evaluation:** The clinical instructor will enter the number of MTM interventions completed on the online grading record. The clinical instructor will also enter evaluation on the Student Performance Evaluation under Domain 2 – Essentials for Practice assessing MTM skills.

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#### *OPIOID SAFETY MedSMART ACTIVITY*

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**Explanation:** The CRoME Team (Collaborative Research on Medication use & family health) at the UW-Madison School of Pharmacy has developed an adolescent and family-centered opioid safety intervention, MedSMART Families. MedSMART Families consists of two parts: a serious game that teaches opioid safety and a family medication safety plan (FMSP) to help families integrate and put into practice all that they learned from the game. The purpose of the MedSMART Families intervention is to help students educate patients on safe and appropriate use of prescription opioids. Specifically, the MedSMART Families intervention will give students the opportunity to:

- Educate patients on prescription opioid safety through a novel approach
- Help patients apply their newly obtained knowledge on prescription opioid safety in their homes and facilitate communication about safe behaviors with opioid medications
- Practice counseling patients on their prescription opioids and other medications
- Model unique methods of pharmacy practice

Students will disseminate the MedSMART Families intervention in their community pharmacy APPE sites. Students and preceptors will be trained on how to complete the intervention and distribute it to patients. Students will provide the intervention to either:

1. Adults who are picking up an opioid prescription for themselves and have a child aged 12-18 living with them or that visits their home
2. Adults who are picking up any prescription medication for their child aged 12-18
3. Teens aged 12-18 who are picking up any prescription medication

**Expectations:** All students should offer this intervention to eligible patients for the entirety of their 6-week community APPE rotation.

All students will keep track of how many interventions were offered, how many patients accepted the intervention, and overall experience via weekly Canvas course quizzes.

*Optional Activity:* As part of this activity, students and preceptors will also be asked via Qualtrics if they desire to provide feedback about using the MedSMART Families intervention in community pharmacies with CRoME Team researchers. If they agree to share information with researchers, the student will complete additional evaluations of the MedSMART Families intervention via surveys and interviews with the researchers. Students who agree to share about their experiences using MedSMART Families will help researchers learn about students' perspectives of the MedSMART Families intervention and implementation of this tool at their community pharmacy setting. Students will receive

more information about MedSMART Families at the 743 Clerkship Orientation. Additional information about the following will be provided:

- Consent process
- Pre-survey for demographic information about the student
- Post-survey and semi-structured interview after the community APPE rotation

**Evaluation:** The preceptor will evaluate the student on the MedSMART Families activity using the evaluation scale:

<b>0 (NO)</b> Not done or Unacceptable	<b>1 (Inconsistent)</b> Some deficiencies with information provided.	<b>2 (YES)</b> Acceptable. Sufficient information provided
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### *IMMUNIZATION ACTIVITY*

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**Explanation:** Students will perform immunization activities as available at the site and according to Wisconsin state laws. Students may immunize as long as they have completed an immunization certification and the site has met all the requirements to immunize. UW students are covered by the State of Wisconsin to immunize during APPE rotations.

In addition, students will also participate in important public health immunization activities by participating in patient history and screening, patient counseling, documentation, administrative measures, and public education. Please see the article posted on the course webpage for guidance, “ASHP Guidelines on the Pharmacist’s Role in Immunization”.

Finally, students will review and discuss the influenza vaccine information sheets (VIS and VAERS), and immunization emergency protocol with the clinical instructor.

**Expectations:** Students should provide at least 30 immunizations if possible.

Students will review and discuss the influenza vaccine information sheets (VIS and VAERS) with the clinical instructor. See [728-743 Resources](#) page for links to the required forms. Students will also review the site’s protocol on immunizations and emergency procedures. Students will review the protocol for any updates and provide a written summary to the clinical instructor. Sample protocols will be posted on the 743-course web page.

Students will upload their immunization certificate from their immunization training course as well as a written summary and updates of the site’s immunization protocol on the 743-course web page.

**Evaluation:** The clinical instructor will evaluate the student on the immunization activity using the evaluation scale:

<b>0 (NO)</b> Not done or Unacceptable	<b>1 (Inconsistent)</b> Some deficiencies with information provided.	<b>2 (YES)</b> Acceptable. Sufficient information provided
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*NALOXONE ACADEMIC DETAILING ACTIVITY*

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**Explanation:** Students will have the opportunity to complete an academic detailing session during the community APPE rotation. During this academic detailing session, you will be discussing naloxone dispensing with your clinical instructor with the goal to help them increase their naloxone dispensing and access to patients. Academic detailing is likely a new concept, but it is made up of skills students have already learned in classes and lab experiences. Below is an overview of the activity.

**Expectations:** Students will complete the activities listed in the table below.

<b>Activity</b>	<b>Time estimate</b>
Prep work *See below	30 min
View Online seminar recording	30 min
Academic session	
Student – Pharmacist discussion about Naloxone	10-15 min
Survey completion	10min

**\*Prep work**

Prior to watching the Academic detailing session, please do the following:

1. Watch “AD for Opioid Safety” through NaRCAD’s webinar series, please be sure to at least watch from 10:00 minute time stamp to 23:55 minutes in the video, but the whole video is [available at this link](#)
2. Familiarize yourself with the student information packet

**Evaluation:** Students will complete two surveys on the 743 Canvas course webpage by 11:59pm on the last day of the block.

Pharmacists will mark on the grading record that the student and pharmacist discussed academic detailing using the evaluation scale.

<b>0 (NO)</b> Not done or Unacceptable	<b>1 (Inconsistent)</b> Some deficiencies with information provided.	<b>2 (YES)</b> Acceptable. Sufficient information provided
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*PURCHASING ACTIVITY*

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**Explanation:** Each student is required to participate in a purchasing activity during the community APPE.

**Expectations:** Example Purchasing Activity Options:

- The student participates in a CII order, completing the manual or electronic 222 form and adjusting inventory and confirming receipt of drugs.
- The student participates in fitting and ordering a DME item (e.g. compression stockings) for a patient.
- The student reviews nightly prescription orders, ensuring that what is needed for the next day is on that order and then directs the technician to enter the order into the system.

**Evaluation:** The clinical instructor will evaluate the student on the Purchasing activity using the evaluation scale:

<b>0 (NO)</b> Not done or Unacceptable	<b>1 (Inconsistent)</b> Some deficiencies with information provided.	<b>2 (YES)</b> Acceptable. Sufficient information provided
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*INSURANCE ACTIVITY*

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**Explanation:** Students will follow the process for a denied prescription claim (eg: refill too soon, prior authorization rejected) and assist pharmacy personnel in resolving the prescription claim.

**Expectations:** Answer the following questions and discuss with pharmacy personnel:

1. What insurance information is needed from the patient?
2. What is a BIN number? What is the function of this number?
3. Why did the prescription get rejected?
4. What steps were taken to resolve the rejected prescription?
5. How long did the process take to complete?

**Evaluation:** The clinical instructor will evaluate the student on the Insurance activity using the evaluation scale:

<b>0 (NO)</b> Not done or Unacceptable	<b>1 (Inconsistent)</b> Some deficiencies with information provided.	<b>2 (YES)</b> Acceptable. Sufficient information provided
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*MEDICATION SAFETY BEST PRACTICES*

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**Explanation:** : ISMP's Targeted Medication Safety Best Practices for Community Pharmacy is a national tool that provides community pharmacies with best practices to improve

medication safety and reduce patient harm. The purpose of this activity is to understand and analyze implementation of ISMP's Best Practices for community pharmacy settings.

**Expectations:**

- Complete the [Targeted Best Practices Template](#) to determine if your pharmacy has implemented best practices using the [2023-2024 Targeted Medication Safety Best Practices for Community Pharmacy guideline](#)
- Discuss the following with the clinical instructor:
  - Observations from the Targeted Best Practices Template
  - Any identified potential vulnerabilities in the Med Use System that could contribute to medication errors and a possible solution to the vulnerability.

**Evaluation:**

- Students will submit the completed Targeted Best Practices Template to Canvas.
- The clinical instructor will evaluate the student on the ISMP Survey using the evaluation scale:

<b>0 (NO)</b> Not done or Unacceptable	<b>1 (Inconsistent)</b> Some deficiencies with information provided.	<b>2 (YES)</b> Acceptable. Sufficient information provided
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*PRESCRIPTION DISPENSING SKILL AFFIDAVIT*

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**Explanation:** Students are required to verify prescriptions during the community APPE and have the clinical instructor sign the Prescription Dispensing Skill Affidavit during the 728-743 APPE.

**Expectations:** The clinical instructor should review and discuss the steps necessary to verify the accuracy of a dispensed prescription. Once the clinical instructor is confident in the students' ability to verify the accuracy of dispensed prescriptions he or she may sign and date the [Prescription Dispensing Skill Affidavit](#). Failure to meet this requirement will result in subsequent remedial APPE placement for the student until this professional competency is met.

The clinical instructor will sign the [Prescription Dispensing Skill Affidavit](#) on the student's successful completion of the activity. Students will upload on the 743-course web page the completed form by 11:59pm of the last day of the block.

**Evaluation:** The clinical instructor will evaluate the student on the Prescription Dispensing Skill using the evaluation scale:

<b>0 (NO)</b>	<b>1 (Inconsistent)</b>	<b>2 (YES)</b>
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Not done or Unacceptable	Some deficiencies with information provided.	Acceptable. Sufficient information provided
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*STUDENT ROTATION SELF-EVALUATION (REQUIRED)*

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**Explanation:** See the [Student Rotation Self-Evaluation Process](#) for details.

**Expectations:** The following is an overview of the process:

- A BASELINE self-evaluation is done ONCE prior to the start of the first APPE rotation of the year. The baseline self-evaluation must be reviewed with the site clinical instructor during the first week.
- SMART Goals must be entered by the end of week 2.
- A post-rotation self-evaluation must be completed at the end of each rotation. It must be reviewed by the student and site clinical instructor during the last week of each block.
- In subsequent blocks, the post-rotation self-evaluation from the previous block must be reviewed with the site clinical instructor during the first week.
- Failure to complete the self-evaluation will result in an “incomplete” for the block.

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*REFLECTION DOCUMENT (REQUIRED)*

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**Expectations:** Students will write a paragraph reflecting on a learning opportunity or memorable professional development event that occurred during the rotation. Students will upload on the 743-course web page a copy of the reflection by 11:59pm of the last day of the block.

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*iTOFT (OPTIONAL)*

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**Explanation:** See the [APPE Evaluations](#) in the General Manual for a full description of the tool.

**Expectations:** Instructors will verify when the iTOFT evaluation is completed. The iTOFT evaluation is accessible from the grading record.

**Evaluation:** When an instructor chooses to complete the iTOFT, the evaluation score is not factored into the final course grade.

## Resources

- [The QuEST/SCHOLAR Process](#)
- **Web Sites** (Students should check the [728-743 course web page](#) for additional resources.)
  - [Ebling Library](#)
  - [Department of Safety and Professional Services](#)
  - [ForwardHealth](#)
  - [ForwardHealth: Wisconsin Medicaid](#)
  - [ForwardHealth Portal](#)
  - [ForwardHealth Pharmacy Resources](#)
  - [ForwardHealth Pharmacy Updates and Handbooks](#)
- **General Course References**
  1. DiPiro JT, Talbert RL, Yee GC, Matzke GR, Wells BG, Posey LM. Pharmacotherapy: A Pathophysiologic Approach, Latest Edition. -or- Young LY, Koda-Kimble MA. Applied Therapeutics: The Clinical Use of Drugs, Latest Edition.
  2. Clinical Clerkship Manual, Boh LE.
  3. Handbook of Non-Prescription Drugs. APhA, Latest Edition. – or – Pray WS. Non-prescription Product Therapeutics. Philadelphia: Lippincott, Williams & Wilkins, 2006.
  4. Harrison’s Principles of Internal Medicine, Latest Edition. (Recommended)
  5. USP DI Volumes IA, IB, & II
  6. Drug Interactions-Facts, or other appropriate drug interaction reference
  7. Drug Facts and Comparisons.
  8. Poirer S, Buffington DE, Mernoli GA. Submitting Claims for Patient Care Services.
  9. Bickley L. Bates’ Guide to Physical Examination and History Taking, 8th Ed. Philadelphia: J.B. Lippincott, 2003. (Recommended)
- **Monitoring**
  1. Hepler CD. Unresolved issues in the future of pharmacy. Am J Hosp Pharm. 1988;45:1071-81.
  2. Hepler CD, Strand LM. Opportunities and responsibilities in pharmaceutical care. Am J Hosp Pharm. 1990;47:533-543.
  3. Strand LM, Cipolle R, Morley PC. Drug related problems: their structure and function. Drug Intel Clin Pharm. In press, 1990.
  4. Strand LM, Guerrero RM, Nickman NA, Morely PC. Integrated patient-specific model of pharmacy practice. Am J Hosp Pharm. 1990;47:550-4.

- **Herbal / Complementary Counseling**
  - [National Center for Complementary and Integrative Health](#)
  - [Herbs at a Glance](#)
  - [Complementary, Alternative, or Integrative Health – What’s in a Name?](#)
  - [World Health Organization: Traditional, Complementary, and Integrative Medicine](#)
- **MTM – Sample Platforms**
  - [Outcomes MTM®](#)
  - [WPQC \(PSW Website\)](#), and [WPQC Program Information](#)
- **Immunization Activity**
  - [Center for Disease Control and Prevention – Vaccine Information](#)
  - [Inactivated Influenza VSA](#)
  - [Vaccine Adverse Event Reporting System Fact Sheet](#)
  - [Vaccine Adverse Event Reporting System](#)
- **ISMP Survey**
  - [ISMP Manual](#)
  - [Worksheet for the 2023-2024 ISMP Targeted Medication Safety Best Practices for Community Pharmacy](#)