

728-526 Institutional IPPE Checklist

PREPARE:

1. Contact the pharmacy/pharmacist via email a minimum of two weeks prior to the start of your assigned block to allow time for scheduling difficulties. The name listed as the primary contact may or may not be your clinical instructor.
 - You can use the following to introduce yourself. "Dr. X, I'm ___ a second-year Doctor of Pharmacy student at the UW-Madison School of Pharmacy. Our Institutional Introductory Pharmacy Practice Experiences (IPPE) requires us to observe hospital pharmacists and pharmacies for 40 hours over one week during the summer prior to our second year. I have been assigned to you to complete these 40 hours of observation during the week of XX-XX. I would like to confirm these dates with you and ask what time (and where) I should report on Monday, (insert date)."
 - Confirm who you are meeting with and when, best way to contact them, and directions (if needed). You may also need to explain that you have received thorough HIPAA training and respect the need for confidentiality. No patient-specific information will ever be recorded.
 - The pharmacist may also have provided a phone number as a preferred method of contact. If so, please call the pharmacist and discuss the previously listed information to confirm and plan your visit.
2. Review feedback provided to you on the Student Performance Evaluation (SPE) by your P1 IPPE Community preceptor (728-426).

PLAN:

Print out this checklist prior to the visit. Each student pharmacist is responsible for sharing this checklist with his/her preceptor and for completing the reflection questions online in order to receive credit. Please note that all reflections must be typed and submitted electronically to receive credit (written reflection responses that are scanned and uploaded will not be accepted).

DO:

Dress professionally for your visit and wear your nametag. You will be completing 40 hours at this pharmacy site over the course of one week during the summer, prior to your 2nd year. Bring your printed checklist with you. Interview the pharmacist and check/fill in the appropriate blanks on the checklist as well as sign the bottom of your checklist, confirming the items have been discussed/completed. (You will be asked to scan in and submit this signed checklist after your rotation has been completed.) Before leaving the pharmacy, your pharmacist should log into the School of Pharmacy clerkship webpage to confirm you completed the checklist and to verify your hours. If the pharmacist asks, directions for completion are located on the clerkship webpage.

During the second half of your rotation, please ask your pharmacist preceptor for feedback on your performance and what you can do to improve and/or meet their expectations. You may also want to be prepared with feedback on aspects of the rotation you enjoy or feel could be improved, should your pharmacist preceptor ask.

Upload the completed and signed checklist to Canvas prior to the due date. Complete your reflection questions online in Canvas by 11:59pm on the appropriate due date (refer to due dates posted in Canvas). You do not need to turn in any paper for this IPPE experience; everything is completed/submitted online.

After you complete your Institutional IPPE, you are required to complete an online evaluation of the pharmacy site and your pharmacist preceptor. The link for this evaluation can be found in Canvas. This evaluation is due within one week of the end of your assigned block week. Failure to complete this evaluation will result in a reduction in your course grade. Please see the course syllabus for more information.

LEARNING OBJECTIVES:

1. Explore interprofessional communication and teamwork within an institutional healthcare setting.
2. Observe and discuss the role of an institutional pharmacist.
3. Develop an understanding of the functions of an inpatient pharmacy department, including centralized and decentralized services provided to patients and other healthcare professionals.
4. Consider how healthcare professional and patient biases may present within an institutional setting.

P2 Institutional IPPE Checklist

Student Name: _____

Directions: The following is a list of items that the student should discuss with the pharmacist OR observe in the pharmacy/hospital. Once the item has been discussed/observed, the student should write their initials in the box next to each item and the date the activity was discussed/observed. If an activity cannot be completed at the site, please mark an "X" in the N/A column. Feel free to discuss items in more detail or items not on the list.

Please note: The below activities are grouped into suggested days for completion but may be completed at any time or on any day convenient to the pharmacist/site.

	Student's Initials	Date Completed	N/A	Required Activities for Completion
Day #1 Suggested Activities				On day #1, work with your preceptor to arrange a 2-4h shadow experience with a different discipline. (Examples include but are not limited to: microbiology, nursing, janitorial services, social work, and medicine. Shadowing a pharmacist or technician, even if working in another specialty area, does not meet this requirement.)
				On day #1, discuss with your preceptor any opportunities to observe an interprofessional meeting. (Rounds, Medication Safety or P&T meetings)
				On day #1, discuss areas of interest within this practice area and arrange (to the extent possible) learning opportunities of interest and available to you.
				On day #1, identify the 10-most commonly used drugs in your observed practice area and the two most common over-the-counter medications. Complete the 10 Drugs Worksheet and discuss with your preceptor on Day #5.
	General			
				Tour of the central pharmacy (some areas listed below may not be applicable). Discuss or observe the roles of pharmacists and technicians in each of these areas. <ul style="list-style-type: none"> • Unit dose medications and non-sterile compounding area • Sterile products area • Refrigerated items • Inventory management (ordering, par levels, etc.) • Automation (robots, repackaging machines, etc.) • Narcotic storage • Drug information resources (text and/or electronic)
				Tour of the decentral pharmacy (if applicable). Discuss role of decentralized pharmacist. Consider why the staff and supplies differ from the central pharmacy. <ul style="list-style-type: none"> • References and supplies available in decentral pharmacy • Medications located in decentral pharmacy (stock medications, patient medications, automated medication storage (e.g. Pyxis), etc.)
				Tour of a patient care floor <ul style="list-style-type: none"> • Organization of floor (patient rooms, nursing station, etc.) • Patient medication boxes and/or medication room • Emergency boxes and/or crash carts • Floor stock medications (emergency and as needed medications) • Health care providers on unit
				Discuss the daily routine of the pharmacist including the following. <ul style="list-style-type: none"> • Most important (high priority) roles of a hospital RPh • Shift change communication (verbal and/or written) • Challenges hospital pharmacists face (e.g. drug shortages, technology, population specific, etc.) • Approach to communication w/ other health care providers
				Discuss with the pharmacist their path to their current position <ul style="list-style-type: none"> • Where did they go to pharmacy school? What courses were most useful? • What certifications or level of experience, if any, are required to attain the position of the preceptor you observed? • What on-the-job training was required for the pharmacist?

	Student's Initials	Date Completed	N/A	Required Activities for Completion
Day #2 Suggested Activities				General
				Look through a patient chart to view the different sections (electronic or paper): <ul style="list-style-type: none"> • Patient demographics • Orders (medication, lab, consult, procedure) • H&P notes, progress notes, consults • Laboratory values • Medication Administration Record • Patient education Observe who is able to document in a patient's chart and where. Discuss other types of charts in use that may or may not be a part of the electronic chart (e.g. nursing documentation in critical care settings)
				Discuss the steps required for a medication to go from: Provider writes/authorizes a medication → Patient receives the medication (focus on RPh, pharmacy technician, and nurse involvement in the process).
				Discuss examples of 1) medication errors and 2) adverse drug reactions <ul style="list-style-type: none"> • What type of documentation occurs within a patient's chart if they experience an adverse drug reaction? • How are medication errors reported and/or documented • Is reporting mandatory or voluntary, and if reporting outside of the institution required (e.g. MedWatch) • What role do these reports serve in the prevention of future incidences
				Observe the pharmacist verify/review one or more medication orders and/or monitor the safety and efficacy of one or more medications. <ul style="list-style-type: none"> • Discuss with the pharmacist his/her thought process for ensuring an order is safe and effective.
				Drug Information Resources
				Observe common medication-related questions asked of the RPh including: <ul style="list-style-type: none"> • The pharmacist's use of electronic and/or hard-copy resources
				Discuss with your pharmacist the number of times per shift they access electronic and hard copy references. Does one provide an advantage over the other?
				Assist the pharmacist answer any drug-information questions that arise either from a healthcare provider or through the medication verification process.

	Student's Initials	Date Completed	N/A	Required Activities for Completion
Day #3 Suggested Activities				Interprofessional Collaboration, Communication, and Practice
				Spend 2-4h shadowing a different discipline. <ul style="list-style-type: none"> With this individual and your preceptor, discuss how this discipline's work intersects with pharmacy.
				Discuss with the RPh the following regarding interprofessional interactions: <ul style="list-style-type: none"> The other health care professionals that he/she interacts with How he/she interacts with the other health care providers (phone vs. face-to-face), how often, and what is discussed
				Discuss areas of the pharmacist's practice where he/she participates in team-based care (i.e. authorizing the RPh to manage vancomycin dosing) <ul style="list-style-type: none"> What benefits does the patient garner from team-based care? Discuss other team-based care opportunities that you or your preceptor believe the institution could benefit from
				Review or research SBAR communication and observe your preceptor make a recommendation to a provider (interprofessional communication). Consider similarities/differences between your observations and the SBAR method. <ul style="list-style-type: none"> Consider communication strategies employed during the interaction
				Attend/observe an interprofessional meeting.
				Medication Reconciliation
				Observe the medication reconciliation process including who is responsible for: <ul style="list-style-type: none"> Reconciling patient's home medications through all transitions of care (admission, transfer, discharge) How are discrepancies communicated by the RPh to the provider?
				Does discharge counseling take place and who are changes communicated to?
				Reconcile: <ul style="list-style-type: none"> Two patient's home prescription medications with current inpatient medications Two home over-the-counter medications, supplements, herbal, and/or vitamins with current inpatient medications Discuss your findings (including indication and rationale for any discrepancies) with the pharmacist

	Student's Initials	Date Completed	N/A	Required Activities for Completion
				Policies, Procedures, and P&T (Pharmacy & Therapeutics) Committees
Day #4 Suggested Activities				Discuss who manages the pharmacy department and ensures that policies and procedures are followed. <ul style="list-style-type: none"> Discuss opportunities your preceptor has to provide input on policies and procedures
				Review the institution's Policy and Procedures Manual: <ul style="list-style-type: none"> Does a policy and procedure for the P&T Committee exist?
				Discuss or observe through examining the Policy and Procedures Manual: <ul style="list-style-type: none"> Who is responsible for updating the individual policies and how often? How does a policy or procedure become "approved"? Read through a minimum of two pharmacy-related policies and/or procedures
				Discuss the following regarding P&T Committees: <ul style="list-style-type: none"> What is discussed at the institution's P&T Committee meetings Disciplines represented within the committee The role of the pharmacy department on the committee
				Discuss the following policies that be in place at your institution relating to pharmacists' roles and responsibilities: <ul style="list-style-type: none"> Therapeutic interchange/substitution Renal dose adjustments IV to PO interchange RPh-to-dose orders Ability of RPh to order labs (antibiotic drug or anticoagulation monitoring) Medication formulary and non-formulary requests
				Discuss how cost control (e.g. therapeutic interchange, institutional formulary, etc.) plays a role in pharmacist activities and how it affects patients
				Discuss with your preceptor or another employee the organizational structure of the pharmacy department. <ul style="list-style-type: none"> What types of employees are represented within the department? (technicians, interns, pharmacists, etc.) How many managers are there and who/what does each oversee? Who creates the schedules for the department?
				Discuss with your preceptor the types of strategies he/she has observed the manager use to promote team engagement/motivation or a positive organizational culture. (ask for 1-2 examples)

	Student's Initials	Date Completed	N/A	Required Activities for Completion
Day #5 Suggested Activities				Common Drugs in the Observed Practice Setting
				Discuss with your preceptor your completed 10 Drugs Worksheet
				Cultural Sensitivity, Ethics, and Healthcare Disparities
				Discuss with your preceptor: <ul style="list-style-type: none"> Cultural sensitivity and/or bias training opportunities offered to or required of pharmacy employees. Ask your pharmacist if he/she has ever witnessed a patient treating a healthcare provider differently or disrespectfully because of the provider's identity (gender, race, ethnicity, etc.). How did the pharmacist or other team members react? What was learned from the situation that could be applied in the future? Ask your pharmacist if he/she is comfortable sharing if he/she has had to work through a bias and/or witnessed a colleague be biased in their care. How did the pharmacist or other team members react? What was learned from the situation that could be applied in the future?
				Discuss with your preceptor: <ul style="list-style-type: none"> What influence does health disparities (the prevalence of a higher burden of illness or mortality experienced by one group relative to another) have on the population served within the institution? (Ask if the pharmacist could provide a specific example.) What (if any) programs are available within the institution to assist populations which have been identified to be more vulnerable to poor health outcomes and/or lost to follow-up care? How are patients enrolled in these programs, and how does the program address disparities in care?
			Discuss with your preceptor: <ul style="list-style-type: none"> Does the institution have a process or policy for management of drug shortages? How does the institution determine which patient(s) receive a medication when there isn't enough supply to meet patient needs? (Ask the pharmacist to describe a recent example.) 	
			Wisconsin law requires pharmacists to obtain 30 hours of continuing education credit every 2 years to maintain licensure. Discuss with your pharmacist what types of continuing education they have done recently to maintain competency.	

Student: Discuss this checklist with your pharmacy preceptor and ask him/her to sign, verifying that you either completed these activities or have indicated that the activity was not applicable to the site. After your pharmacist preceptor has signed the document, you will scan the document in and submit it to the appropriate drop box in your course Canvas site.

Pharmacist Preceptor: Please sign and date below to verify the required activities were completed during the student's 40-hours of observation. You will also certify that these required activities were completed on the University of Wisconsin School of Pharmacy clerkship website.

PHARMACIST NAME (please print): _____

PHARMACIST SIGNATURE _____ **DATE** _____

728-526 Institutional IPPE Reflections

Instructions: Upon completion of your Institutional IPPE hours, you will be asked to complete and submit reflection questions through a drop box in Canvas. These reflection questions are due within one week (7 days) of completion of your Institutional IPPE and the due dates are listed in Canvas. Please be aware that you will be **expected to use complete sentences, and correct grammar, punctuation, and spelling** in your submitted reflections. Reflection scores will be reduced for unprofessional or incomplete submissions.

Name:

Institutional Site Name (and unit if applicable):

Assigned Block:

REFLECTIONS:

I. General

1. What do you feel are the two most important roles of a hospital pharmacist? Support your answer with examples.
 - 1.
 - 2.
2. What do you feel is one challenge hospital pharmacists face in daily practice? Please explain your response.
3. What were 2 things you learned from the pharmacist that you weren't expecting? Explain why.
 - 1.
 - 2.

II. Interprofessional (IP) Collaboration, Communication, and Practice

4. What discipline did you shadow and what did you learn about the profession of pharmacy from observing this other discipline?
 - a. Discipline:
 - b. What did you learn about pharmacy?:
5. Reflecting on the interprofessional communication you observed during your institutional IPPE (IP meeting, RPh communication and recommendations, shadow activity), what is one take-away you've learned on how to best communicate with others from a different discipline in order to build a collaborative working environment?

III. Medication Reconciliation

6. Do you believe pharmacists should be involved in the medication reconciliation process, and why or why not?
 - a. Should pharmacists be involved?
 - b. Rationale for response:
7. What possible patient impact could result from continuing erroneous medications on admission (i.e. a medication that may not be indicated or may be dosed inappropriately)?

IV. Policies, Procedures, and P&T Committees

8. How would having the opportunity to provide input on policies that affect you as a pharmacist impact your job satisfaction and/or patient care?

9. Consider two ways that P&T Committees can progress the practice of pharmacy.
 - 1.
 - 2.

V. Cultural Sensitivity, Ethics, and Healthcare Disparities

10. Did discussion of biases with your pharmacist preceptor allow you to reflect on your own biases?
 - a. Did you reflect on your own biases? (Yes/No):
 - b. Please elaborate on any insights you gained from these discussions:

11. What did you learn from either discussion with your pharmacist and/or through reflection regarding cultural sensitivity, ethics, and/or healthcare disparities that can be applied towards your future professional interactions with patients and other healthcare professionals?
 - a. Interactions with patients:
 - b. Interactions with other healthcare professionals: