COURSE TITLE: Drug Information Introductory Pharmacy Practice Experience (IPPE)

COURSE NUMBER: PHPR 606

CREDIT HOURS: 0.5 semester hours

REQUIRED/ELECTIVE: Required

PREREQUISITES: P-3 standing and registration as a Pharmacist Intern with the Nebraska Department of Health and Human Services, Regulation and Licensure

DESCRIPTION:

The Drug Information Practice Experience consists of 20 hours (see Course Outline). The purpose of the program is to meet and exceed the Introductory Pharmacy Practice Experience (IPPE) Program requirements by providing drug information in a direct patient care setting. This program will also serve to prepare the student for the Advanced Experiential Program.

The student will strengthen skills in providing routine drug information in a direct patient care setting with supervision by the preceptor. Selected assignments will be used to instruct the student in various aspects of providing drug information services.

INSTRUCTORS:

Drug Information personnel, clinical pharmacist preceptors, and Pharmacy Practice Residents at The Nebraska Medical Center Pharmaceutical and Nutrition Care

COURSE OBJECTIVES:

Upon completion of the Drug Information Practice Experience, the student will be able to:

1. Describe the role of drug information in the profession of pharmacy.
2. Perceive and interpret the medication information needs of patients, families/care providers, and healthcare professionals.
3. Given a drug information request, determine the appropriate background information to assist in formulating precise and accurate answers.
4. Use appropriate primary, secondary and tertiary reference sources in arriving at answers to information requests.
5. Given a source of information, determine the strengths, limitations, and validity of the information provided.
6. Use a systematic approach to address medication information needs by effectively searching, retrieving, and evaluating the literature.
7. Based on a systematic search, interpret, apply, and communicate the requested information to the patient care situation.

PROGRAMMATIC OUTCOMES:

See Drug Information IPPE Core Competencies document, Appendix A.

INSTRUCTIONAL METHODS:

The student will meet the objectives of the practice experience through supervised participation in the provision of drug information within patient care activities. These activities include answering drug information requests and adverse drug reaction reporting.
PROGRAM STRUCTURE:

1. Student supervision will be the primary responsibility of the clinical pharmacist preceptor. The Nebraska Medical Center Drug Information personnel will provide secondary supervision and orientation to drug information resources.

2. Students will be assigned a preceptor from a list of volunteer clinical pharmacist preceptors at the Nebraska Medical Center.

3. Drug Information personnel will offer an orientation to drug information resources in March/April prior to the May – September practice experiences and in September prior to the October – March practice experiences.
   a. Students must participate in an orientation session before entering the practice experience with the clinical pharmacist preceptor.
   b. Basic identified references will include but not be limited to: MICROMEDEX, Facts and Comparisons, AHFS, Trissel’s Handbook on Injectable Drugs, Briggs Drugs in Pregnancy and Lactation, etc.

4. It is the student’s responsibility to contact the assigned clinical pharmacist preceptor to schedule the balance of the required drug information hours. This should be done immediately after the orientation session to accommodate the preceptor and students schedules and to maximize the practice experience.

ASSESSMENT MEASURES:

Assessment measures may include, but are not be limited to, traditional examinations and quizzes, group examinations, performance based assessment methods of general abilities and professional competencies, e.g., case presentations. Student’s performance will be assessed in each category applicable to rotation based upon the skills and knowledge demonstrated throughout the rotation. The student will be evaluated at the end of the rotation using the form provided in Appendix B.

Preceptor will notify the Director of Experiential Programs in cases, where students are not progressing to satisfactory levels and are unlikely to successfully complete rotation outcomes to discuss student standing.

Final evaluation: At the conclusion of the rotation, preceptor will complete the final evaluation and student is required to complete a self-assessment. Preceptor will interact with the student in exit interview to discuss the final grade.

GRADING METHODS:

Grading for this IPPE is Pass/Fail
Pass = Student meets or exceeds expectations
Fail = Student does not meet expectations

INSTRUCTIONAL OBJECTIVES:

1. Describe the role of drug information in the profession of pharmacy.
   The student shall be able to:
   • Describe how pharmacists in direct patient care provide drug information as evidenced by discussions and interactions with the clinical pharmacist preceptor or drug information personnel.

2. Perceive and interpret the medication information needs of patients, families/care providers, and health care professionals.
   The student shall be able to:
   • Ask suitable background questions to assess what information the requestor actually needs.
   • Rephrase the question to insure the understanding of the drug information request.

3. Given a drug information request, determine the appropriate background information to assist in
The student shall be able to:

- Ask suitable background questions to guide the direction of a systematic search for the answer to the request.

4. Use appropriate primary, secondary and tertiary reference sources in arriving at answers to information requests.
The student shall be able to:

- Compare and contrast the type and usefulness of information provided in secondary and tertiary reference sources.
- Choose the most appropriate reference(s) for the type of information requested.
- Identify when a reference is not a good source for the information needed.

5. Given a source of information, determine the strengths, limitations, and validity of the information provided.
The student shall be able to:

- Identify the most appropriate references(s) for type of information requested.
- Assess when a reference is not a good source for the information needed.
- Recognize what types of questions require more than one resource to ensure the validity of the information discovered.

6. Use a systematic approach to address medication information needs by effectively searching, retrieving, and evaluating the literature.
The student shall be able to:

- Define and understand the question.
- Conduct a systematic search of the literature.
- Locate the resources needed to answer the question.
- Evaluate and compile the facts.

7. Based on a systematic search, interpret, apply, and communicate the requested information to the patient care situation.
The student shall be able to:

- Formulate an answer.
- Communicate the requested information in a format that fits the requestor’s level of expertise.
- Document the question, resources used, and response to the question.

**COURSE OUTLINE:**

**Required Activities:**
1. Participate in an Orientation to Drug Information Refresher session (2 hours).
2. Participate in the Medline and internet training session (2 hours).
3. Shadow the Pharmacist Preceptor on the patient care unit and answer and document drug information questions from the following categories during their experience: (16 hours)
   a. Adverse drug reaction
   b. Pregnancy/lactation
   c. Compatibility/stability
   d. Therapeutic use
   e. Drug dosing/dosing adjustment
   f. Age-based dosing or therapeutic use
   g. Drug-Drug Interactions
Appendix A

**Drug Information IPPE Core Competencies**  
(Revised March 2009)

Outcomes and competencies from the *University of Nebraska College of Pharmacy, Doctor of Pharmacy (Pharm.D.) Program Learning Outcomes and Competencies* that will be addressed in this course.

I. PHARMACEUTICAL CARE. Provide pharmaceutical care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound physical, chemical, biological, and therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.

A. Provide patient-centered care

1. Foundational learning outcomes
   j. Information retrieval and handling
      1) Demonstrate proficiency in searching the biomedical literature using a variety of resources (including librarians and information professionals) and interfaces, in analyzing the data obtained for potential biases and conflicts of interest, in determining the applicability of the information to the query at hand, and in communication the information to various potential audiences
      2) Demonstrate an understanding of issues of privacy, copyright, plagiarism and other issues germane to the legal and ethical uses of information

2. Applied Competencies
   a. Retrieve, analyze, and interpret the professional, lay, and scientific literature to provide drug information to patients, their families, and other involved health care providers.
      1) Maintain awareness of evidence-based information resources, and use principles of evidence based medicine to assess information needs, formulate focused queries, acquire the best available evidence and communicate it to the appropriate individuals
      2) Identify and regularly utilize information resources that enhance the pharmacist’s understanding of stakeholder viewpoints, beliefs and attitudes
      3) Provide information regarding disease prevention and detection
      4) Provide information regarding prescription medications and products
      5) Provide information regarding non-prescription and herbal products
   d. Communicate and collaborate with the patient, caregiver(s), prescriber(s), and other involved providers to engender a team approach to patient care
      1) Identify and regularly use information resources that enhance the pharmacist’s understanding of stakeholder viewpoints, believes and attitudes
      2) Establish a trust-based relationship with the patient and other stakeholders
      3) Interact with the patient and other stakeholders in a manner that is culturally appropriate
      4) Encourage and respect stakeholder input while remaining the patient’s advocate from and optimum pharmaceutical care perspective
EVALUATION FORM:  DRUG INFORMATION CORE COMPETENCIES
PRECEPTOR’S FINAL EVALUATION OF THE STUDENT
IPPE PHARMACY PRACTICE EXPERIENCE

Student Name: ____________________________
Preceptor Name: ____________________________
Rotation Site: ____________________________
Start Date: ____________________________ Final Evaluation Date: ____________________________

Evaluation Guidelines: Choose the category that is most representative of the student’s performance

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<th>SATISFACTORY (S)</th>
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<th>EXCELLENT (E)</th>
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<td>The activity is not offered at this site.</td>
<td>* Lacks the skill, knowledge, and/or ability to complete task</td>
<td>* Has the skill, knowledge, and ability but does not utilize it to complete task</td>
<td>* Utilizes, skill, knowledge and/or ability to complete task</td>
<td>* Moderate level of proficiency</td>
<td>* High level of proficiency</td>
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<td></td>
<td>* Numerous mistakes; inability to problem-solve make corrections</td>
<td>* Numerous mistakes; has ability to problem-solve but does not make corrections</td>
<td>* Occasional mistakes; ability to self correct</td>
<td>* Mistakes are minimal; ability to problem solve and utilizes resources often</td>
<td>* Mistakes are minimal; ability to problem solve and utilizes resources consistently</td>
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<td>* Constant redirection and supervision is required</td>
<td>* Somewhat confident in abilities</td>
<td>* Minimal redirection and supervision is required</td>
<td>* Consistent performance</td>
<td>* Minimal supervision is required</td>
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<td>* Lacks confidence in abilities</td>
<td>* Student has some awareness of mistakes made</td>
<td>* Student is confident in abilities</td>
<td>* Minimal supervision is required</td>
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<td>* Student lacks awareness of mistakes made</td>
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<td>* Minimal supervision is required</td>
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Clicking on the underlined abilities (items 1-21) will reveal the related competencies

Instructions:
* In order to provide a consistent evaluation process and valuable feedback to students regarding their professional development, please assess the student’s performance in each category (when applicable to this rotation) based upon the skills and knowledge demonstrated throughout the rotation. Please use the evaluation chart below to assess the students’ performance in each category. Clearly indicate your assessment by checking the corresponding points for each category.

* The student is required to complete a self-assessment at the end of the rotation.

* The preceptor must complete an evaluation of the student at the end of the rotation and interact with the student in discussion as it relates to performance. To submit the final evaluation, please choose - “Final Evaluation - Submit Now.” If you wish to save the evaluation and submit later, please choose - “Final Evaluation - Work in Progress.”

* While some students may initially require substantial redirection and supervision, improvement should become evident through practice with minimal supervision. In cases where students are not progressing to Satisfactory levels and are unlikely to successfully complete rotation outcomes, please contact Mr. John Ridgway, Director of Experiential Programs at (402)559-5774 or Jridgway@unmc.edu to discuss student standing.

* The evaluation of student performance will be utilized by future preceptors and the Office of Experiential Programs for student development during remaining clerkships.

Appendix B - Drug Information IPPE Syllabus
## I. Pharmacy Practice

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<th>N/O = NOT OFFERED</th>
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### 1. Pharmacy Profession: demonstrates the activities of the pharmacist appropriate to the practice site. Integrates the role of other pharmacy support personnel in the delivery of pharmacy services and patient care. Identifies and implements necessary changes in pharmacy practice and health care deliver to advance the profession.

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### 2. Integrative Competence/Critical Thinking and Decision-Making Abilities: examines issues rationally and logically. Evaluates, analyzes and synthesizes information and knowledge based upon sound physical, chemical, biological, and therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.

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### 3. Informatics and Evidence-Based Pharmacotherapy: evaluates, analyzes, and synthesizes information. Manages knowledge to mitigate error(s) and support decision-making using appropriate information and technology.

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### 4. Oral Communication: listens, assesses health literacy, and uses effective oral communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology and vocabulary for the intended audience.

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### 5. Written Communication: listens, assesses health literacy, and uses effective written communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology and vocabulary for the intended audience.

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### 6. Interactions with Health Professionals: interacts actively and effectively with other health professionals. Respects other health professionals’ contribution to patient care.

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### 7. Self-Directed Learning Abilities: assesses his/her own knowledge, sets appropriate learning goals and takes appropriate action to accomplish these goals.

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### 8. Social Awareness and Responsibility: takes responsibility for adapting and providing quality patient care to culturally, economically, and socially diverse populations. Promotes public health and minimizes health care disparities. Applies population-specific data, informatics, and research processes to identify and solve public health problems and help develop health policy as appropriate to the practice site.

**FINAL:**
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### 9. Health Promotion: counsels individuals and/or groups on health lifestyles for disease prevention, wellness, health promotion and public health issues.

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### II. PATIENT CENTERED PHARMACY PRACTICE

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<td>10. <strong>Disease State Knowledge:</strong></td>
<td>explains pathophysiology and clinical presentation of disease state(s).</td>
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<td>11. <strong>Clinical Pharmacology:</strong></td>
<td>explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.</td>
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<td>12. <strong>Patient Information:</strong></td>
<td>obtains all necessary and pertinent information from patient/family/caregiver interviews, patient medical records, medication profiles, patient labs, physical assessment findings, diagnostic tests, and/or other health care providers.</td>
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<td>13. <strong>Patient Pharmacotherapy Assessment:</strong></td>
<td>assesses the appropriateness of the patient’s drug therapy, determines therapeutic endpoints and explains drug therapy including assessment of all medications, evidence-based literature and standards of treatment</td>
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<td>14. <strong>Pharmacy Care Plan:</strong></td>
<td>formulates and recommends appropriate pharmacy care plans, uses information about patient's medical and socio-behavioral needs, preferences and economic status to encourage medication adherence and optimize patient’s health outcomes. Determines the goals of therapy, states appropriate efficacy and toxicity monitoring parameters, and identifies and completes appropriate follow-up. Recommendations are reasonable and consider potential consequences of recommendations.</td>
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<td>15. <strong>Patient/Caregiver Communication:</strong></td>
<td>able to choose, apply and integrate the effective mode(s) of communication (verbal, nonverbal, and/or written) to provide education and counseling on prescription and OTC medication in a caring manner. Verifies understanding and follows HIPAA guidelines.</td>
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### III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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<td>16. <strong>Prescription Verification:</strong></td>
<td>accurately interprets and transcribes verbal and written prescription orders and assures the appropriateness of the prescription order. Assists patient in problems related to prescription medication coverage.</td>
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<td>17. <strong>Dispensing:</strong></td>
<td>safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.</td>
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<td>18. <strong>Acquisition:</strong></td>
<td>uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality.</td>
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IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY

19. **Management**: describes principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.

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20. **Pharmaceutical Product Knowledge**: discusses aspects of the pharmaceutical sciences that relate to the properties and formulation of drugs and drug products, and medically-related tests and devices. Prepares compounded prescriptions accurately.

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21. **Appropriate Medication Use**: performs activities that improve the safety and quality of the medication use process by preventing, reporting, and managing medication errors and adverse events. Understands and adheres to safety design principles in the health care system.

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IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY

22. Demonstrate motivation, initiative, and active participation in the rotation (actively participates in answering drug information questions and offering to assist with problem-solving patient issues)

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23. Maintain a consistent, positive attitude and behavior even in stressful situations. Appropriate interactions. Accept constructive criticism and feedback to improve skills.

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24. Demonstrate accountability and responsibility

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25. Demonstrate punctuality

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26. Display honesty, integrity and trustworthiness

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27. Evaluate ethical dilemmas

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28. Maintain confidentiality of all patient & health organization related information

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29. Demonstrate effective time management skills

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30. Appearance, attire, and personal hygiene are professional

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OVERALL PERFORMANCE COMMENTS

Describe the student’s strengths:

Describe areas that need improvement:

GRADING METHODS:

Final grading for this IPPE is Passing or Failing:
- **Passing** = Student is meeting or exceeding expectations
- **Failing** = Student is not meeting expectations

FINAL EVALUATION

Recommend Grade:
- ☐ Unsatisfactory = Failing
- ☐ Satisfactory = Passing

Submission of this evaluation affirms that the student completed the required minimum 16 hours of shadowing the preceptor.