








## University of Washington School of Pharmacy Community IPPE Learning Activities

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Key Areas for Provider Readiness <sup>1</sup>	IPPE Activities	To Do List	Expected Entrustment
<p style="text-align: center;"><b>Patient Care Provider (PCP)</b></p>  <p>Address targeted needs of an individual patient through the following steps of the Pharmacist Patient Care Process (PCP):</p> <ul style="list-style-type: none"> <li>• Collect</li> <li>• Assess</li> <li>• Plan</li> <li>• Implement</li> <li>• Follow-up: Monitor and Evaluate</li> </ul>	<b>Collect</b>		
	<p><b>PCP 1.</b> Collect and document patient information and create or update the information on the profile for at least 3 patients</p>	<input type="checkbox"/> Patient 1 <input type="checkbox"/> Patient 2 <input type="checkbox"/> Patient 3	<b>3b:</b> Go ahead, I'll check key findings
	<p><b>PCP 2.</b> Accurately collect, transcribe, document, and verify all required information for 2 new prescriptions and 1 transfer prescription</p>	<p><b>New Rx (via message)</b></p> <input type="checkbox"/> Patient 1 <p><b>New Rx (over-the-phone w/live person)</b></p> <input type="checkbox"/> Patient 1 <p><b>Transfer Rx</b></p> <input type="checkbox"/> Patient 1	<b>3b:</b> Go ahead, I'll check key findings
	<b>Assess</b>		
	<p><b>PCP 3.</b> Discuss the process for how pharmacists verify the completeness and clinical appropriateness of new medication orders</p>	<input type="checkbox"/> Discussion of pharmacist order review process and considerations	<b>1a:</b> Let's talk about this first
	<p><b>PCP 4.</b> Perform 2 pharmaceutical calculations accurately</p>	<input type="checkbox"/> Calculation 1 <input type="checkbox"/> Calculation 2	<b>3a:</b> Go ahead, I'll check all findings
	<p><b>PCP 5.</b> Assess the appropriateness of medication therapy in the context of patient's overall health goals in order to identify any potential medication therapy problem(s) (MTP) for at least 2 different patients</p>	<input type="checkbox"/> MTP 1 <input type="checkbox"/> MTP 2	<b>3a:</b> Go ahead, I'll check all findings
	<b>Plan</b>		
	<p><b>PCP 6.</b> Compose a succinct written SOAP note to outline the plan developed in collaboration with the other healthcare providers for the potential medication therapy problem (MTP) for 2 different patients</p>	<input type="checkbox"/> SOAP 1 - MTP 1 <input type="checkbox"/> SOAP 2 - MTP 2	<b>3a:</b> Go ahead, I'll check all findings
	<b>Implement</b>		
<p><b>PCP 7.</b> Process and confirm accuracy of product preparation for a variety of order types</p>	<p><b>Accurate processing and product preparation (new or refill)</b></p> <input type="checkbox"/> Rx 1 <input type="checkbox"/> Rx 2 <input type="checkbox"/> Rx 3 <input type="checkbox"/> Rx 4 <input type="checkbox"/> Rx 5 <p><b>Accurate processing of the following:</b></p> <input type="checkbox"/> Written Rx <input type="checkbox"/> Electronic or Faxed Rx <input type="checkbox"/> Phone Rx <input type="checkbox"/> Transfer Rx <input type="checkbox"/> C-II, C-III, or C-IV	<b>3a:</b> Go ahead, I'll check all findings	
<p><b>PCP 8.</b> Conduct effective patient education regarding a new prescription medication using open ended questions, the teach back method to confirm understanding, and patient friendly terms for 2 different patients</p>	<input type="checkbox"/> New Rx consult 1 <input type="checkbox"/> New Rx consult 2	<b>2b:</b> I'll watch you	

	<p><b>PCP 9.</b> Provide effective consultation about non-prescription drug products, devices, or diagnostics and document OTC recommendations for at least 2 patients</p>	<input type="checkbox"/> OTC consult 1 <input type="checkbox"/> OTC consult 2	<b>2b:</b> I'll watch you
	<p><b>PCP 10.</b> Provide preventative health services (e.g., immunizations, tobacco cessation counseling) or education (e.g. promote the importance of health, wellness, disease prevention)</p>	<input type="checkbox"/> Provide preventative health services or education	<b>2b:</b> I'll watch you
<b>Monitor &amp; Follow Up</b>			
	<p><b>PCP 11.</b> Discuss medication experience with a medication the patient has been taking (e.g., refill medication counseling) for 2 different patients</p>	<input type="checkbox"/> Refill Rx consult 1 <input type="checkbox"/> Refill Rx consult 2	<b>2b:</b> I'll watch you
	<p><b>PCP 12.</b> Discuss potential non-adherence to a medication with a patient to determine the root cause</p>	<input type="checkbox"/> Discuss potential non-adherence	<b>2b:</b> I'll watch you
<p><b>Collaborative Team Member (CTM)</b></p>  <p>Collaborate as a member of an inter- and intra- professional team</p>	<p><b>CTM 1.</b> Communicate and collaborate with other healthcare team member(s) to develop a plan for the MTP identified (may use SBAR format to guide the conversation) for 2 different patients</p>	<input type="checkbox"/> SBAR 1 (to provider/ team members) <input type="checkbox"/> SBAR 2 (to provider/ team members)	<b>2b:</b> I'll watch you
<b>Information Expert</b>			
<p><b>Evidence Based Practitioner (EBP)</b></p>  <p>Drive evidence-based practice through these key roles:</p> <ul style="list-style-type: none"> <li>• Information Expert</li> <li>• Practice Manager <ul style="list-style-type: none"> <li>- Safety and Quality Improvement (QI) Manager</li> <li>- Operations Manager</li> <li>- Patient Care Manager</li> </ul> </li> </ul>	<p><b>EBP 1.</b> Outline basic medication information (verbal or written) for at least five commonly prescribed medications at the site: including at least 5 ORAL medications from 'The Top Fifty Medications', 1 Otic medication, 1 Ophthalmic medication, 1 Respiratory medication, and 1 Topical medication</p>	<input type="checkbox"/> Medication 1 <input type="checkbox"/> Medication 2 <input type="checkbox"/> Medication 3 <input type="checkbox"/> Medication 4 <input type="checkbox"/> Medication 5 <input type="checkbox"/> Otic <input type="checkbox"/> Ophthalmic <input type="checkbox"/> Respiratory <input type="checkbox"/> Topical	<b>3a:</b> Go ahead, I'll check all findings
	<p><b>EBP 2.</b> Evaluate pertinent drug information resources to respond to 2 drug information questions and appropriately document responses</p>	<input type="checkbox"/> DI response 1 <input type="checkbox"/> DI response 2	<b>3a:</b> Go ahead, I'll check all findings
<b>Safety and Quality Improvement Manager</b>			
	<p><b>EBP 3.</b> Provide verbal or written summary of current methods used to prevent medication errors after observing the steps of the medication use process and the workflow</p>	<input type="checkbox"/> Student to provide verbal or written summary of error prevention strategies	<b>3b:</b> I'll check key findings
	<p><b>EBP 4.</b> Summarize safety initiative or quality improvement (QI) project in process or recently completed at the site *Note: Students may design or contribute to a safety initiative or QI project time permitting</p>	<input type="checkbox"/> Student to provide a verbal or written summary of safety initiative or QI project	<b>3b:</b> Go ahead, I'll check key findings

<p><b>Evidence Based Practitioner (EBP) continued</b></p>	<p><b>Operations Manager</b></p>		
	<p><b>EBP 5.</b> Participate in safe and effective product procurement, inventory management and proper medication storage</p>	<p><b>Procurement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ordering process</li> <li><input type="checkbox"/> Ordering controlled substances (DEA 222 Form if possible)</li> </ul> <p><b>Inventory Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check in products</li> <li><input type="checkbox"/> Verify inventory level accuracy</li> <li><input type="checkbox"/> Describe when to order medications</li> <li><input type="checkbox"/> CII-inventory &amp; documentation</li> <li><input type="checkbox"/> CII-discrepancy documentation (if possible)</li> </ul> <p><b>Storage &amp; Security</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate proper storage procedures</li> </ul>	<p><b>2a:</b> Let's do this together</p>
	<p><b>EBP 6.</b> Summarize the role of the PQAC and the DEA in governing pharmacy practice in this setting and present to preceptor</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student to provide a verbal or written summary of the role of the regulatory agencies, including: <ul style="list-style-type: none"> <li>• Purpose of the agency</li> <li>• Frequency of interaction between agency and pharmacy</li> <li>• At least one scenario where pharmacy could lose its licensing/accreditation by the agency and the impact of that loss</li> </ul> </li> </ul>	<p><b>3b:</b> I'll check key findings</p>
	<p><b>Patient Care Manager</b></p>		
	<p><b>EBP 7.</b> Successfully adjudicate a minimum of 2 third-party payment claim(s) for prescriptions based on insurance information that the student entered into the pharmacy computer system</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Claim 1</li> <li><input type="checkbox"/> Claim 2</li> </ul>	<p><b>2b:</b> I'll watch you</p>
	<p><b>EBP 8.</b> Contribute to a situation where you had to resolve a difficult third-party insurance issue (e.g., prior authorization required) to help the patient with the next step towards gaining access to a needed or more affordable medication</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contribute to resolving a difficult insurance issue.</li> </ul>	<p><b>2a:</b> Let's do this together</p>
<p><b>Developer</b></p>  <p>Responsible for self-development and committed to development of others</p>	<p><b>DEV 1.</b> Accept and respond to feedback with humility and attempt thoughtful improvement if needed</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accept feedback and attempt improvement (throughout experience)</li> </ul> <p><b>2b:</b> I'll watch you</p>	
<p><b>Professional Behavior and Communication</b></p>  <p>Demonstrate professional behaviors and communication</p>	<p><b>PCom 1.</b> Demonstrate ethical, legal, and professional behavior at all times</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate ethical, legal, and professional behavior (throughout experience)</li> </ul> <p><b>2b:</b> I'll watch you</p>	
	<p><b>PCom 2.</b> Demonstrate collaborative and professional communication that builds relationships with pharmacy staff, other healthcare providers, and patients or caregivers</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate collaborative and professional communication (throughout experience)</li> </ul> <p><b>2b:</b> I'll watch you</p>	

## Entrustment Scale

**Students:** Using the "Entrustment Scale," select the level of entrustment you believe you performed at in the "Student Rating" column.

**Preceptors:** Using the "Entrustment Scale," select the level of entrustment you believe your student performed at in the "Preceptor Rating" column.

Level	Student Entrustment Scale <sup>1</sup> <i>Which of the following statements aligns with how you performed the activity?</i>	Preceptor Entrustment Scale <sup>2</sup> <i>In supervising this student, which of the following statements aligns with how you assigned the activity?</i>
<b>1a</b>	Not allowed to observe/practice activity; <b>needs discussion first</b>	<b>'Let's talk about this first'</b>
<b>1b</b>	Not allowed to practice activity; <b>allowed to observe</b>	<b>'Watch me do this'</b>
<b>2a</b>	Allowed to practice activity only under <b>proactive, full supervision</b> as <u>coactivity with preceptor</u>	<b>'Let's do this together'</b>
<b>2b</b>	Allowed to practice activity only under <b>proactive, full supervision</b> with <u>preceptor in room ready to step in as needed</u>	<b>'I'll watch you'</b>
<b>3a</b>	Allowed to practice activity only under <b>reactive/on-demand supervision</b> with preceptor immediately available, <u>all</u> findings double-checked	<b>'You go ahead, and I'll double-check <u>all</u> of your findings'</b>
<b>3b</b>	Allowed to practice activity only under <b>reactive/on-demand supervision</b> with preceptor immediately available, <u>key</u> findings double-checked	<b>'You go ahead, and I'll double-check <u>key</u> findings'</b>

<sup>1</sup>Original Chen Entrustment Scale

<sup>2</sup>Modified Chen Entrustment Scale Chen, H. C., van den Broek, W. S., & ten Cate, O. (2015). The case for use of entrustable professional activities in undergraduate medical education. *Academic Medicine*, n90(4), 431-436.