

SCHOOL OF PHARMACY
UNIVERSITY *of* WASHINGTON

INTRODUCTORY PHARMACY PRACTICE EXPERIENCE (IPPE) COURSE GUIDE

2020-2021 ACADEMIC YEAR

Revised 6/2021



TABLE OF CONTENTS

INTRODUCTION.....	4
Introduction.....	4
Contact Information.....	5
PharmD Curriculum.....	6
PHARMACIST PROVIDER SERIES CURRICULUM..	7
Introduction.....	7
IPPE INFORMATION	7
IPPE Program Description	7
IPPE Programmatic Goals.....	8
IPPE Structure and Schedule.....	8
IPPE Learning Objectives	9
IPPE Learning Activities.....	10
IPPE Calendar and Learning Plan	10
IPPE Week-in-the-Life	12
Evaluation Process	13
IPPE Prerequisites.....	14
Expectations of Preceptors	14
Expectations of Students.....	15
FREQUENTLY ASKED QUESTIONS	15
What schedule of hours should students follow?.....	15
What is the process if student misses a scheduled IPPE day (illness, exposure and/or awaiting COVID-19 test results, etc.)?	15
What should students do after being notified of a placement?.....	16
Is the student an employee?.....	16
What is the school's conflict of interest policy?	16
Must sites have a signed affiliation agreement between the site and the school?.....	16
POLICIES, GUIDELINES & FORMS	17
Student Guidelines for Professional Conduct	17

Student Guidelines for Infection Control and Exposure Management.....	20
University of Washington Indemnification Policy	20
University of Washington Sexual Harassment Guidelines.....	20
School of Pharmacy Care Definition, Practice Foundations, and Ability-Based Outcomes.....	20

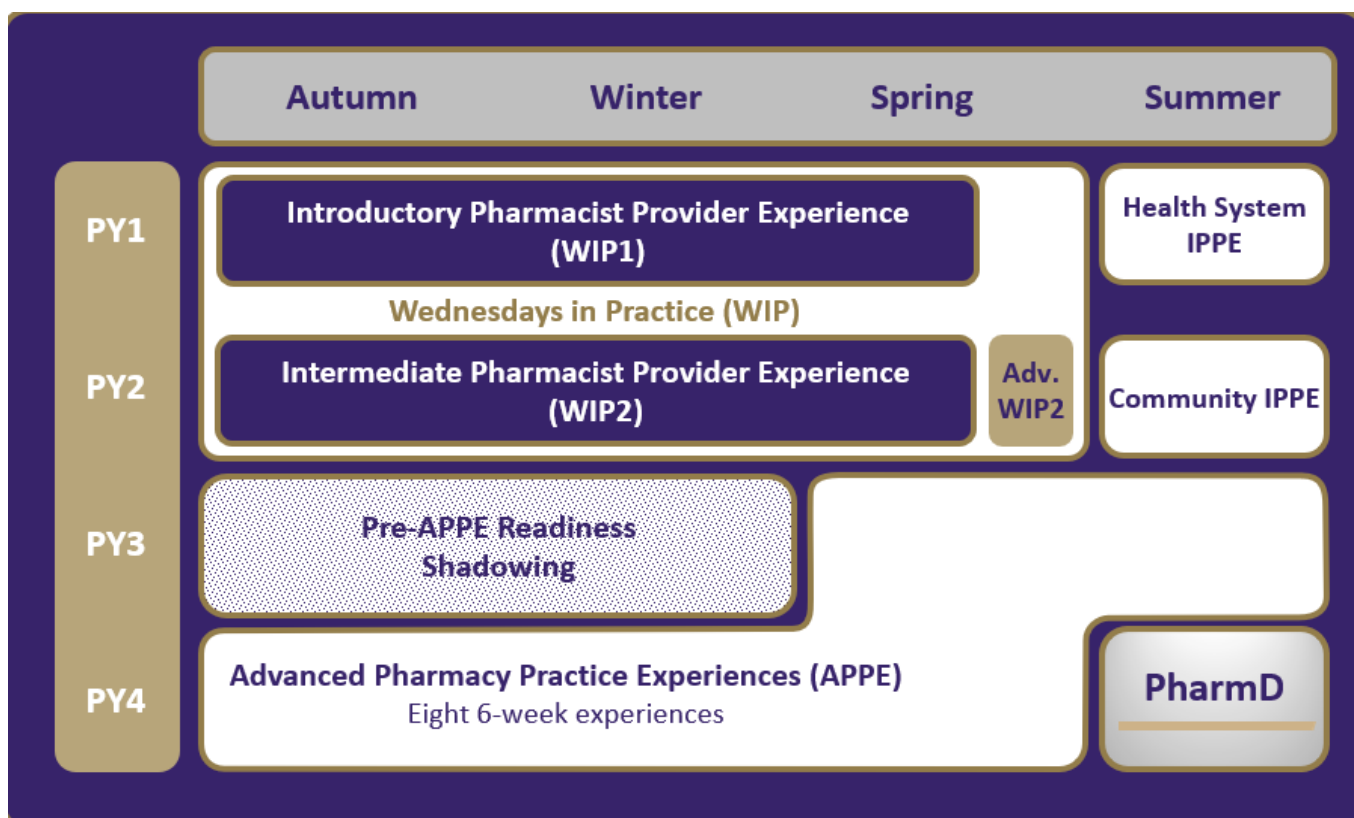
INTRODUCTION

Introduction

Welcome to the Health Systems and Community Introductory Pharmacy Practice Experiences (IPPEs). These IPPEs introduces students to the role of pharmacists in the health systems and community practice settings. Students will learn about medication use and patient safety; pharmacists' patient care process; medication knowledge; calculations; ethical, legal and professional behavior; general communication; patient education; drug information; and drug coverage. Students will spend the majority of class time for this course at a practice site, working with pharmacists, technicians, other health care practitioners, patients, and on their own.

Students will complete both IPPEs as part of the PharmD curriculum to prepare them for practice (see *UW SOP Experiential Education Framework below*):

- Health system IPPE (HS-IPPE) at the end of PY1: Total of 80 hours required
- Community IPPE (C-IPPE) at the end of PY2: Total of 120 hours required



IPPE is only possible through the hard work and dedication of preceptors who volunteer their time for the advancement of student knowledge. The School of Pharmacy is deeply thankful for this commitment and dedication.

Contact Information

As always, if you have questions or concerns, email or call us. You can direct your inquiries to the following people:

	PY1 WIP and HS-IPPE Introductory Practice	PY2 WIP and C-IPPE Intermediate Practice
Site placement, forms and records, deadlines, schedules, evaluations, grade submission, affiliation agreements, general questions:	<p>Cristina Galicia Introductory Practice Program Manager</p> <p>E-mail: py1ee@uw.edu Phone: 206-221-7384</p>	<p>Kyle Wunderlin Intermediate Practice Program Manager</p> <p>E-mail: py2ee@uw.edu Phone: 206-221-7384</p>
Student preparation or progress; professional behavior; patient care concerns; things going well or things going wrong that you want us to know:	<p>Jennifer Chang PY1 WIP and HS-IPPE Faculty Lead</p> <p>E-mail: py1ee@uw.edu</p>	<p>Rachel Allen PY2 WIP and C-IPPE Faculty Lead</p> <p>E-mail: py2ee@uw.edu</p>
Compliance and onboarding requirements:	<p>E-mail: pharmdee@uw.edu Phone: 206-616-8703</p> <p>Office of Professional Pharmacy Education (OPPE) Program Coordinator</p>	<p>E-mail: pharmdee@uw.edu Phone: 206-616-8703</p> <p>Office of Professional Pharmacy Education (OPPE) Program Coordinator</p>

Doctor of Pharmacy (PharmD) Curriculum

University of Washington School of Pharmacy



Summer

Spring

Winter

Autumn

Year	Autumn	Winter	Spring	Summer
Year 1	<p>Fundamental Medicinal Chemistry Pharmaceutical Formulation: Principles and Dosage Forms Foundations of Being a Pharmacist I Introduction to Evidence-Based Practice Fundamentals of US Health Care, Pharmacy Safety and Law Pharmacist Provider Readiness I Pharmacist Provider Experience I</p>	<p>Medicinal Biochemistry Clinical Pharmacokinetics Foundations of Being A Pharmacist II: Teams and Systems Pharmacotherapeutics I Pharmacist Provider Readiness II</p>	<p>Immunizing and Antimicrobial Agents Principles of Precision Medicine Applied Patient Safety and Quality Design and Analysis of Medical Studies Pharmacotherapeutics II Pharmacist Provider Readiness III</p>	<p>Pharmacist Provider Experience III Electives</p>
Year 2	<p>Chemical and Molecular Pharmacology I: Autonomic and Cardiovascular Drugs Pharmacotherapeutics III Pharmacist Provider Readiness IV</p>	<p>Medicinal Chemistry & Pharmacology II: Blood, CNS, Endocrine and GI Drugs Pharmacotherapeutics IV Pharmacist Provider Readiness V</p>	<p>Chemical and Molecular Pharmacology III: Cancer Treatments and Biotherapeutics Current Trends in Pharmacy Science and Practice Pharmacotherapeutics V Pharmacist Provider Readiness VI</p>	<p>IPPE - Hospital</p>
Year 3	<p>Pharmacist Provider Experience IV IPPE - Hospital Electives</p>	<p>Pharmacist Provider Experience V Electives</p>	<p>Pharmacist Provider Experience VI Pharmacist Provider Experience VII Electives</p>	<p>IPPE - Community</p>
Year 3	<p>Current Trends in Pharmacy Science and Practice Population Health and Pharmacy Management Pharmacotherapeutics VI Pharmacist Provider Readiness VII</p>	<p>Current Trends in Pharmacy Science and Practice Advanced Pharmacy Leadership Pharmacotherapeutics VII Law and Ethics</p>	<p>APPEs</p>	<p>APPEs</p>
Year 3	<p>Pharmacist Provider Experience VII (2 cr.) IPPE - Community (2 cr.)</p>	<p>Readiness for Advanced Pharmacy Practice Experiences (5 cr.)</p>	<p>Electives (optional)</p>	<p>Electives (optional)</p>
Year 4	<p>Electives APPEs</p>	<p>Electives APPEs</p>	<p>Electives (optional) APPEs</p>	<p>IPPE - Introductory Pharmacy Practice Experience APPE - Advanced Pharmacy Practice Experience. Students complete 8 APPEs during Spring Year 3 through Spring Year 4</p>
Year 4	<p>Electives (optional)</p>	<p>Case & Practice Readiness Conference (1 cr.) Electives (optional)</p>	<p>Electives (optional)</p>	<p>Electives (optional)</p>
Integrated Core		Practice Experience	Electives	

PHARMACIST PROVIDER SERIES CURRICULUM

Introduction

The **Pharmacist Provider Course Series** in the “Purple” curriculum includes 2 unique components:

- **Pharmacist Provider Readiness** series encompasses pharmacy practice skills and case conferences
- **Pharmacist Provider Experience** series encompasses off-campus learning at practice sites through introductory pharmacy practice experiences.

The goal of Pharmacist Provider series is to develop skills for a pharmacist provider across 4 key areas:

Patient Care Provider



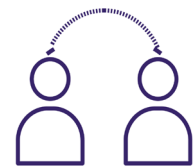
Collaborative Team Member



Evidence Based Practitioner



Developer



IPPE INFORMATION

IPPE Program Description

IPPE programs introduce students to the role of pharmacists and essential pharmacy operations in health system and community practice settings. Students will learn about medication use and patient safety; pharmacists' patient care process; medication knowledge; calculations; ethical, legal and professional behavior; general communication; patient education; drug information; and drug coverage. **The required IPPE learning activities are designed to help students meet the learning objectives and build on skills for a pharmacist provider across the 4 key areas** (patient care provider, collaborative team member, evidence-based practitioner and developer).

The amount of time each student needs to spend on each learning activity will be student specific. Assessment of competency is completed through criteria-based performance evaluation.

IPPEs provides early practice experience and regular application of core learning. These early practice experiences augment core skills learning and provide additional context for core didactic concepts. IPPE reinforces APPE readiness through the use of explicit threads from the core curriculum.

IPPE Programmatic Goals

Through IPPE, each student will:

1. Participate in a focused practice experience that fosters the student's understanding of fundamental pharmacy practices in the community and health systems setting.
2. Identify the roles and responsibilities of the pharmacist through participation in intra-professional and inter-professional interactions.
3. Introduce students to essential pharmacy operations, including various aspects of dispensing and compliance with legal, regulatory, and safety requirements
4. Integrate basic, clinical, and social sciences to develop skills needed for practice in that setting.
5. Intentionally develop as a professional.

IPPE Structure and Schedule

The HS-IPPE is a full-time, 2-week experience (80 hours) that occurs over the summer at the end of PY1. There are a few students who may complete the HS-IPPE as a part time experience (i.e., students who work as hospital interns with approval from IPPE Program Manager and preceptor).

The block dates for HS-IPPE are as follows:

- Block 2 (June 14 - June 25)
- Block 3 (June 28 - July 9)
- Block 4 (July 12 - July 23)
- Block 5 (July 26 - August 6)
- Block 6 (August 9 - August 20)
- Block 7 (August 23 - September 3)
- Block 8 (September 6 - September 17)
- *Block 9 (September 20 - December 10) - Part-time only*

The C-IPPE is a full-time, 3-week experience (120 hours) that occurs over the summer at the end of PY2. There are a few students who preference a part time experience, that involves completing 40 hours at the site by completing one full time week and 2 days a week subsequently.

The block dates for C-IPPE are as follows:

- Block 1 (June 28-July 16)
- Block 2 (July 19-August 6)
- Block 3 (August 9-August 27)
- Block 4 (August 30-September 17)

IPPE Learning Objectives

1. Medication Use and Patient Safety

Demonstrate commitment to patient safety through all steps of the medication use process.

2. Pharmacists' Patient Care Process

Collect pertinent patient information.

Assess to identify drug-related problems.

Develop an individualized patient-centered care plan.

Implement and document an individualized patient-centered care plan.

Follow up, monitor, and modify a care plan as appropriate. (Community IPPE)

3. Medication Knowledge

Demonstrate knowledge of commonly used medications in health system and community practice setting.

4. Calculations

Apply mathematical principles to perform accurate calculations in pharmacy practice.

5. Ethical, Legal and Professional Behaviors

Demonstrate ethical and professional behavior in all practice activities.

Comply with federal, state, and local laws and demonstrate familiarity with regulatory agencies/processes related to pharmacy practice.

6. General Communication

Demonstrate effective communication in interactions with pharmacy staff and other healthcare providers.

7. Patient Education

Provide effective health and medication information to patients and/or caregivers and confirm patient and/or caregiver understanding of the information being provided

8. Drug Information

Assess information needs of patients or health care providers and apply information from appropriate resources to provide an accurate and evidence-based response.

9. Insurance/Prescription Drug Coverage

Participate in the management and use of health care resources to provide medications and related supplies/devices in a cost-effective manner that meets patient care needs

10. Quality Improvement

Identify/describe quality improvement activities

IPPE Learning Activities

The required IPPE learning activities are designed to help students meet the learning objectives and build on skills for a pharmacist provider across the 4 key areas (patient care provider, collaborative team member, evidence-based practitioner and developer).

- Refer to **UWSOP HS-IPPE Learning Activities** for the list of required HS-IPPE learning activities and expected entrustment
- Refer to **UWSOP C-IPPE Learning Activities** for the list of required C-IPPE learning activities and expected entrustment

IPPE Calendar and Learning Plan

HS-IPPE Calendar

- Student to share IPPE Learning Activity Self-Assessment with preceptor(s) at the beginning of Day 1 of IPPE to help the student and preceptor(s) structure student learning.
- **HS-IPPE Calendar Sample** is provided as guidance and an example of how you could incorporate required learning activities. Preceptors are welcome to use as much or as little from these calendars as they find helpful.
- **HS-IPPE Calendar Template** is provided for preceptors and students to use when developing an individualized IPPE calendar (*see HS-IPPE Calendar Template below*)
- HS-IPPE Weekly Goals:
 - *Week 1: Complete at least 9 learning activities by the end of week 1*
 - *Week 2: Complete all 19 learning activities by end of HS-IPPE*

HEALTH SYSTEM IPPE CALENDAR TEMPLATE						
Total Number of Required HS-IPPE Hours = 80 Hours						
Total Number of Required HS-IPPE Learning Activities = 19						
DAY	Overview of Experience	Time	Person to Report to	Learning Activity	Support/Resources	Hours
Prior to Rotation						
WEEK 1 GOAL - Complete At Least 9 Learning Activities						
1						
2						
3						
4						
5						
WEEK 2 GOAL - Complete All 19 Learning Activities						
6						
7						
8						
9						
10						
COMPLETE						

C-IPPE Learning Plan and Calendar

- Student to draft Learning Plan prior to the start of their Community IPPE experience.
- Student to share IPPE Learning Activity Self-Assessment and draft learning plan with preceptor(s) at the beginning of Day 1 of IPPE to help the student and preceptor(s) structure student learning (*see C-IPPE Learning Plan template below*)
- Preceptor(s) input on the calendar and feedback on the approach to completing learning activities should be incorporated into the final learning plan.
- The finalized IPPE Learning Plan & Calendar should be complete by the end of Day 2 and submitted to Canvas by the student.
- *C-IPPE Weekly Goals:*
 - *Week 1: Complete 8 learning activities (Overall progress goal: 8 of 24 activities)*
 - *Week 2: Complete 12 learning activities (Overall progress goal: 20 of 24 activities)*
 - *Week 3 (Part 1): Complete 4 learning activities (Overall progress goal: 24 of 24 activities)*

Week 1 (0-40 hours)

Suggested focus area: Dispensing functions

Weekly goal: Complete 8 learning activities		Overall progress goal: 8 of 24 learning activities complete		
Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> • Week 1 Brief • Student to Review IPPE Competency Self-Assessment and draft Learning Plan with preceptor 	<ul style="list-style-type: none"> • Incorporate preceptor edits into Learning Plan 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Week 1 Debrief
	Assignment(s) due*: <ul style="list-style-type: none"> • Final Learning Plan/IPPE Calendar 	Assignment(s) due*: <ul style="list-style-type: none"> • Site Orientation Document 		

Week 2 (41-80 hours)

Suggested focus area: Communications skills

Weekly goal: Complete 12 learning activities		Overall progress goal: 20 of 24 learning activities complete		
Day 6	Day 7	Day 8	Day 9	Day 10
<ul style="list-style-type: none"> • Week 2 Brief 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Week 2 Debrief
Assignment(s) due*: <ul style="list-style-type: none"> • Week 1 Learning Activity Documentation • Week 1 Reflection 				

Week 3: Part 1 (81-100 hours)

Suggested focus area: Operational responsibilities

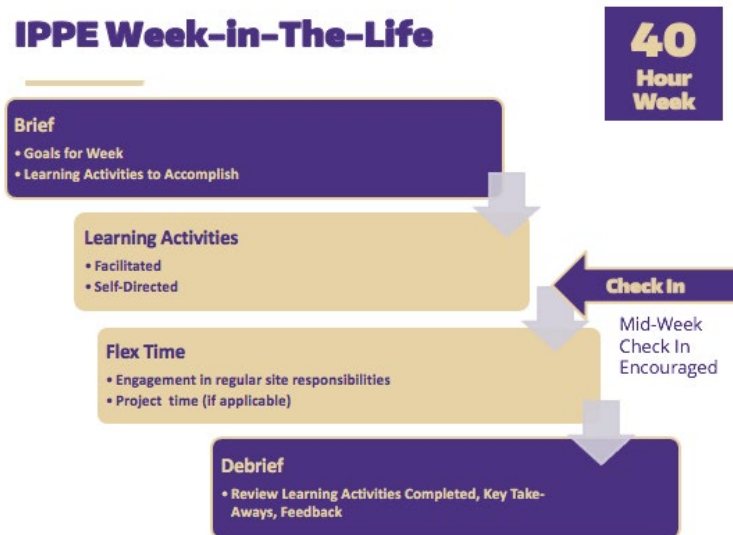
Weekly goal: Complete 4 learning activities		Overall progress goal: 24 of 24 learning activities complete	
Day 11	Day 12	Day 13 (1/2 day)	
<ul style="list-style-type: none"> • Week 3 Brief 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<p>See Week 3: Part 2</p>
Assignment(s) due*: <ul style="list-style-type: none"> • Week 2 Learning Activity Documentation • Week 2 Reflection 		Assignment(s) due*: <ul style="list-style-type: none"> • Submission of All Learning Activities & Documentation by Student 	

Week 3: Part 2 (101-120 hours)

Suggested focus area: Focus on area of interest or projects (e.g. patient care services/safety initiative)

Goal: This time should be used to focus on areas where the student wants or needs additional practice. This time could also be used to pursue areas of interest or to wrap up a project at the site.			
	Day 13 (1/2 day)	Day 14	Day 15
<p>See Week 3: Part 1</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • IPPE Experience Debrief • Competency Evaluation by Preceptor
			Assignment(s) due*: <ul style="list-style-type: none"> • Week 3 Reflection

IPPE Week-in-the-Life



- The day should be **8 hours long** with hours set by the practice site
- *Note: The preceptor is expected to touch base with the students as needed throughout the day. Preceptor and student contact time is flexible and can be limited to these major touch points (the brief, check-in mid-day and the debrief)
- Brief:
 - o At beginning of each week, students will be expected to come prepared to brief with preceptors about their goals for the week (including any learning activities they hope to accomplish). This is also something you could ask students to do each day if that works easier for your site's workflow.
 - o During the brief, preceptors can discuss the plan for the week (any specific learning activities that should be accomplished), the schedule for the week and when the student should expect to check in
- Learning Activities:
 - o Facilitated Learning Activities: The student will have some learning activities that involve facilitation with a preceptor and/or with other team members. These learning activities are more likely to be scheduled at a specific time during the day.
 - o Self-Directed Activities: This is a good opportunity for learning activities that require independent work, such as working up a patient or responding to DI questions. The student can also work on their self-assessment during self-directed time.
- Flex Time: Allows the student to:
 - o Actively observe preceptor and others conducting regular responsibilities
 - o Perform discrete responsibilities over time as assigned by preceptor
 - o Engage in new or unique learning opportunities.
- Debrief:
 - o At mid-week and end of the week, students will be expected to do a quick debrief with preceptor to report key take away points and learnings from activities. The debrief can be done daily if it works better for the site's workflow.
 - o Preceptors can provide feedback and review the plan for the next week.

Evaluation Process

Student Evaluation Process

- The student will complete the IPPE evaluation as a self-assessment during the self-directed time throughout the rotation
- Debrief: The student will present learning and discuss self-assessment with preceptor at the end of the day at the midpoint of the week and the end of the week.

Preceptor Evaluation Process

- Debrief: Preceptor to review student self-assessment and provide brief verbal feedback at each debrief
- Preceptors will complete final evaluation at end of IPPE (NOTE: we suggest preceptor conduct an informal midpoint check-in to ensure student is making appropriate progress and to assess learning activities that have been completed so far)

Entrustment Scale

- Preceptor will determine how much help or supervision they judge a student needs for a specific activity using the scale below:

Level	Modified Chen Entrustment Scale
1a	'Let's talk about this first'
1b	'Watch me do this'
2a	'Let's do this together'
2b	'I'll watch you'
3a	'You go ahead, and I'll double-check <u>all</u> of your findings'
3b	'You go ahead, and I'll double-check <u>key</u> findings'

- Each learning activity has an outlined expected entrustment level to help set expectations
- If a student performs below the expected entrustment level for a required learning activity:
 - o For any activities rated below expected entrustment, please leave additional comments regarding why the student was rated below entrustment. This will help the UW SOP IPPE team to determine appropriate follow-up needed
 - o If a student has multiple learning activities rated below entrustment, there will be a meeting with the student, preceptor, and UW faculty member to discuss a plan for improvement or next steps.
- If a student does not addressing performance issues, it could result in a grade of **no credit** for the IPPE experience.

IPPE Prerequisites

Before students begin introductory practice experiences there are a number of requirements that must be completed. Students will not be able to begin IPPE until these requirements are met. Students may be asked to submit part or all documentation to the site or preceptor a month or more prior to the start of a rotation. The site may also have additional requirements and forms that will need to be signed. Students should be sure to ask when making first contact at least one month before the beginning of the IPPE experience.

Students will need to have the following:

- A current **Washington state intern registration**. A copy of this will need to be given to each site for posting during the student's IPPE experience. Students will need to apply for an intern license/registration for any out-of-state sites, if the State Board of that state requires intern licensure or registration
- An electronic copy of the HIPAA training completion certificate
- A copy of the student's background check to provide to the site upon request
- An electronic copy of the Individual Immunization Summary from Castle Branch showing that the student is current through their IPPE experience, with the exception of flu immunization occurring in autumn quarter
- A copy of BLS/CPR certification
- A copy of WSPA Immunization Certificate (Community IPPE only)
- An electronic certification of training in infection control and bloodborne pathogens
- An updated resume or CV online (available upon request)

Students participating in IPPE have agreed to or acknowledged the following:

- Agreed to abide by the Guidelines for Professional Conduct
- Acknowledged risks inherent to being a healthcare professional
- Acknowledged understanding of the infection control policy, indemnification policy, conflict of interest policy, and other applicable experiential education guidelines.

Expectations of Preceptors

1. Orient student to practice site (i.e., schedule, responsibilities, workflow, parking, evaluation)
2. Be familiar with the learning objectives for IPPE.
3. In collaboration with the student and the practice site demands, establish a plan for the experience that assures the student is able to complete the required learning activities.
4. Monitor student progress in accomplishing the learning activities making sure all of them are completed.
5. At midpoint and final evaluations, assess student(s) in constructive ways to identify strengths and weaknesses to build upon the student's self-assessment.
6. It is important that preceptors provide verbal feedback on their student's work regularly during the rotation.
7. Serve as a resource and mentor for student that enhances understanding of patient care.
8. Communicate concerns or questions about student progress or programmatic issues in a timely manner with the IPPE team.
9. Immediately notify the program manager/faculty lead of any student experiencing difficulties as soon as they occur.
10. Maintain student confidentiality.

Expectations of Students

1. Exhibit professional behavior at all times.
2. Understand and self-monitor progress toward accomplishing required learning objectives.
3. Adhere to the work schedule developed by the preceptor.
4. Maintain strict confidentiality at all times.
5. Take initiative with patients, physicians, or other healthcare professionals within the policies and standard practices of the site.
6. Complete the required learning activities in collaboration with the preceptor, in consideration of the site's demands, and in cooperation with those the student is assigned to work with.
7. Complete the self-assessment and other documentation on the web based IPPE portfolio and communicate with your preceptor about your progress in doing so.
8. Complete at least 200 hours of unpaid learning through both IPPEs (80 hours of HS-IPPE and 120 hours of C-IPPE) and maintain honesty and integrity in estimating and reporting time spent on individual learning.
9. At the end of the experience, complete a site/preceptor evaluation form.
10. Recognize that the optimum learning experience requires mutual respect and courtesy.

FREQUENTLY ASKED QUESTIONS



What schedule of hours should students follow?

Students in the full-time block are expected to spend 40 hours a week at their site. IPPE is designed to have student spend 8 hours in practice each day. Students will be expected to follow the schedule for the experience set forth by the site. Start and end times for each day of the experience is determined by the preceptor and will be communicated to the student during the orientation visit, if not before the start of the IPPE. Once a schedule is agreed upon between a student and preceptor, the student is expected to adhere to it. Significant deviation from agreed-upon schedules and expectations is considered unprofessional behavior and a violation of the Student Guidelines for Professional Conduct; such behavior could result in a grade of “no credit” for the IPPE experience.

What is the process if student misses a scheduled IPPE day (illness, exposure and/or awaiting COVID-19 test results, etc.)?

Student must contact the IPPE Program manager (py1ee@uw.edu for HS-IPPE or py2ee@uw.edu for C-IPPE) and preceptor (on the same e-mail) to develop a make-up plan.

Make-up Plan

- First Choice: Switch to remote experience (all hours count when virtual)
- Second Choice: Make up hours remotely outside regular IPPE schedule and/or on subsequent IPPE days
 - If student is ill and not able to participate in activities that day, assign learning activities that can be completed remotely (e.g. DI question, in-service, journal club, etc.)
 - Have the student make-up hours on subsequent scheduled IPPE days

What should students do after being notified of a placement?

Once students receive confirmation of their placement, they will need to contact their preceptor to discuss matters of mutual interest. Examples of issues discussed include:

- Dress code
- Directions; where to park/shuttle/bus; where and when to meet preceptor on first day
- Details of the IPPE schedule
- Computer access; determine what identity information is needed by the site
- Completion of any required onboarding training or paperwork prior to the first day on-site
- Suggestions on how to best prepare for learning at that site

Many sites will require students to complete onboarding requirements by submitting information such as identity information and other paperwork up to two months prior to beginning the experience so students can start on time and have access to computerized information on the first day at the site. Realize that many sites will expect students to complete their Healthcare Information Privacy and Portability Act (HIPAA) training with their organization although students have already completed such training for the School.

Is the student an employee?

No. Our accreditation standards state that, “– Students do not receive payment for participating in curricular pharmacy practice experience.” In addition, we follow the policy below to minimize real and perceived conflicts of interest. The student cannot be considered an employee during the hours of learning time required for this course series.

What is the school’s conflict of interest policy?

The student will not be placed in a practice site where he or she has a paid position supervised by the site preceptor. However, students may be placed at the same system as their paid position as long as their primary IPPE preceptor is not the same person as their work supervisor.

- The student will not be placed in a practice site where a relative provides direct supervisory authority over a preceptor.
- The student must NOT be paid for activities relating to the practice experience.
- The student must report any other potential conflicts of interest due to personal, financial or other relationships to the Office of Professional Pharmacy Education.

Must sites have a signed affiliation agreement between the site and the school?

Yes. Standards set by the Accrediting Council for Pharmacy Education (ACPE: the accrediting agency for schools of pharmacy) require schools to have signed affiliation agreements with sites. These are written agreements that stipulate liability and assigned responsibility. If a pharmacy is part of a retail chain or health system, the agreement will be with the corporation, rather than with the particular pharmacy. Affiliation Agreements outline responsibilities of the school, site and student to protect all parties involved, and is signed by legal authorities at the corporate or upper management level. If you need to establish an affiliation agreement, please email pharmdee@uw.edu.

POLICIES, GUIDELINES & FORMS



Student Guidelines for Professional Conduct

Adherence to these guidelines will be a consideration in student grade determination. Students must:

Communicate effectively and professionally. This means:

- Maintaining an active UW e-mail account and checking e-mail weekly throughout the summer and daily during IPPE. All announcements to students will be made using email or the Canvas course announcements.
- Taking the initiative in communicating with physicians, patients, and other health professionals once given permission by the preceptor. Students should expect to gain experience in making professional decisions with the preceptor encouraging greater autonomy as acceptable problem-solving skills are demonstrated.
- Behaving with respect and courtesy toward the preceptor, all other pharmacists and pharmacy staff, technicians, interns, patients and their families, and medical and nursing staff.
- Referencing all information sources in handouts and other written work. Plagiarism is the unacknowledged use of someone else's work and is considered academic dishonesty. Information obtained from specific sources should be paraphrased and referenced using an acceptable reference style. Some assignments may require use of quoted material; all quoted information must be enclosed by quotation marks and the source of the quote identified in the reference list.

Honor schedule commitments. This means:

- Contacting the preceptor in an adequate amount of time before the start of the experience to ensure that information technology access deadlines are met.
- Adhering to the rotation schedule agreed upon with the preceptor at the beginning of IPPE. On the first day of the experience, students should create a calendar with any holidays, *preceptor-approved* personal time requests, and similar important schedule-related information. *“Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).”* **Preceptors have the final decision on holiday and personal time requests by their students.**
- Arriving at the experience site when expected or earlier than expected. The student must notify the preceptor if a late arrival to the site is anticipated. Tardiness multiple times during IPPE will likely adversely affect the preceptor's assessment of student performance.
- Students are responsible for planning and committing to the IPPE schedule they have been assigned or have set up with their preceptor.

- Notifying the preceptor as soon as possible if potentially contagious illness or another valid reason prevents attendance at IPPE.
- Neglect in addressing issues of timeliness and attendance could affect the preceptor's assessment of student performance and result in a grade of **no credit**.

Be responsible for learning at the site. This means:

- Actively participating in pharmacy practice during the experience and seeking guidance from the preceptor, other pharmacy staff, other health professionals, and, when needed, from the IPPE Program Manager/Faculty lead.
- Taking responsibility for learning gained at the site. Pharmacy preceptors volunteer valuable work time to facilitate pharmacy student learning, but the preceptor's first duty is to patients and the work site. **Students should not expect their preceptors to be available at all times.**

Maintain confidentiality. This means:

- Communicating patient-specific confidential information only to any individuals on the healthcare team for whom they are caring for. All students must complete all required HIPAA training requested by any site.

The HIPAA regulations, Title 45 CFR § 164.514, specifically state that **all names, geographic subdivisions smaller than a state, dates (birth, death, admission, discharge), medical record numbers, phone/fax numbers, and e-mail addresses must be de-identified.** Additionally, **no other dates, patient initials, names of health care sites, names of other health care professionals providing care to the patient, or any other such identifying information should be on any written material leaving the care setting, e.g., documentation notes, case presentations.** Students must remove all the above identifying information before submitting patient care notes and when presenting patient information to individuals outside the care team. Students can only view confidential information about patients to whom they are directly providing care—this includes not viewing one's own medical record without making an official request as a patient to the healthcare system. *Failure to follow these regulations can result in dismissal from IPPE and no credit for the course. It may also be considered reckless behavior, which could result in refusal of the University to represent the student in the event of a lawsuit.*

- Not communicating proprietary information about site policies and procedures, customers, fee structures, billing information, or any other such information to any individual outside of the site.
- Reporting business practices that may be fraudulent, illegal, or unethical to the appropriate regulatory agency. Student in such situations are encouraged to discuss their concerns with the IPPE Program Manager/Faculty lead.
- Sharing concerns or grievances only with the individual involved in as private a setting as possible, or with the IPPE coordinator/Faculty lead. Students and preceptors must not discuss concerns or grievances with any other students, pharmacy staff, other preceptors, patients, or other health care personnel.

Behave professionally. This means:

- Not discussing behavior of other students, healthcare professionals, patients, or staff.
- Displaying enthusiasm for the learning experience, respect toward the people who work at each site, and gratitude for the learning opportunity.
- Taking responsibility for the quality of assigned tasks and projects.

- Exhibiting professional appearance both in manner and dress. Business casual is the norm for the first day. After that, follow the standards of dress and behavior specified by the site.
- Arriving at each site with embroidered lab coat (unless directed not to) and appropriate learning materials.
- Submitting all required evidence of learning on or prior to given deadlines (see below).

Follow the policies and procedures of the site and regulatory agencies. This means:

- Posting a copy of the intern registration at the IPPE site on the first day of the experience, as required by law. Students must obtain an intern registration or license for every state in which they are scheduled to do a rotation, if that state requires such licensure. Students must also adhere to federal regulations and the laws of the state in which they are doing their IPPE.
- Meeting all site requirements for onboarding. Some sites will require a urine drug screen in addition to other requirements.
- Students may be asked to make available to the site their background check, immunization record, HIPAA training certification, CPR card, and/or additional forms either on the first day of the experience or before the student arrives onsite to start experience.

In addition, students should:

Have a plan for personal health care/protection

- It is strongly recommended that each PharmD student acquire comprehensive health and accident insurance that will provide continuous coverage while participating in the rotation program. Prior to the start of IPPE the student will need to sign the standard insurance waiver indicating that the individual student assumes responsibility for their own health needs, health care costs, and health insurance coverage.
- Students must know and practice appropriate risk management and infection control techniques. If any incident occurs which might entail risk for student, patient or site, students should seek treatment immediately and then contact Experiential Education. Students should *not* sign any forms, unless instructed to do so by the Risk Management Office of the University.

Contact the IPPE Program Manager/Faculty Lead with any concerns about a site or preceptor

- Contact should be made in a timely manner if students want assistance in resolving questions or problems. If you are asked to perform tasks you believe are significantly outside what might be expected as a learning experience, please contact us once you have left the site for the day.

Understand grading and progression policies and procedures

- Grades are credit/no credit.
- No grade will be awarded until all required work is submitted.
- The preceptor evaluates student performance and makes a grade recommendation to the IPPE Faculty lead. The IPPE Faculty lead assigns the grade.
- A student who feels that an assessment by a preceptor is arbitrary or capricious should contact the Faculty lead and provide the student's perceptions of performance in the form of a written response to the preceptor's assessment. The Faculty lead will take this

- information into account when assigning the grade.
- Students must meet requirements for the IPPE experience and post-IPPE work in addition to successfully completing the IPPE (80 hour experience for HS-IPPE and 120 hour experience for C-IPPE) to receive credit for the IPPE course:
 - PHRMPR 541 (for HS-IPPE): 3 credits at end of PY2 fall quarter (after completion of HS- IPPE)
 - PHRMPR 542 (for C-IPPE): 3 credits at end of PY3 fall quarter (after completion of C-IPPE)
 - If a student does not pass the IPPE experience, their credit for the IPPE course and progression in the program will be at risk.

Student Guidelines for Infection Control and Exposure Management

Students with symptoms of illness, even mild illness, must communicate with their preceptors about their illness and receive guidance about coming to the site. The University provides guidance for COVID-19 here: <https://www.washington.edu/coronavirus/>.

Students sustaining needlesticks should follow the steps outlined in this document:

http://oppe.pharmacy.washington.edu/PracticumSite/forms/Needlestick_or_Sharps_Injury_Guidelines.pdf.

Students are expected to be familiar with and adhere to the guidelines and procedures for preventing and managing exposure to infectious diseases, as outlined in our general Guidelines for Infection Control and Management:

http://oppe.pharmacy.washington.edu/PracticumSite/forms/Student_Guidelines_for_Infection_Control.pdf.

University of Washington Indemnification Policy

Students are expected to be familiar with and adhere to this policy regarding University protection for expenses, settlements, damages, or claims regarding actions of students that cause patient harm or may result in legal action.

http://oppe.pharmacy.washington.edu/PracticumSite/forms/Indemnification_Policy.pdf

University of Washington Sexual Harassment Guidelines

Students are expected to be familiar with and adhere to the guidelines regarding sexual harassment.

http://oppe.pharmacy.washington.edu/PracticumSite/forms/Sexual_Harassment_Guidelines.pdf

School of Pharmacy Care Definition, Practice Foundations, and Ability-Based Outcomes

Ability-Based Outcomes (ABOs) are the final or terminal competency statements that are the objective of our entire professional degree curriculum. They are the desired endpoints or achievements of the activity. All course work in the PharmD degree program is intended to prepare the student for mastery of one of these terminal ABOs.

http://oppe.pharmacy.washington.edu/PracticumSite/forms/UW_ABOs_Public.pdf