



**TEXAS SOUTHERN UNIVERSITY
COLLEGE OF PHARMACY AND
HEALTH SCIENCES**

Office of Experiential Training

Introductory Pharmacy Practice Experiences (IPPE) Manual
P1 - First Professional Year

Preceptors/Students/Students,

TSU is a comprehensive, historically Black institution of higher education dedicated to providing quality instruction, scholarly research, and socially responsible public service. Through their teaching and research, the distinguished faculty members produce competent graduates who are poised to make positive contributions to humanity. The Introductory Pharmacy Practice Experiences (IPPE) will contribute to the mission of TSU by preparing students to perform “socially responsible public service” and “make positive contributions to humanity”, while delivering professionally competent patient centered care. Students who master the competencies of the IPPE program will also exhibit strong ethics of professionalism and community leadership. The purpose of this handbook is to outline the COPHS’ Introductory Pharmacy Practice Experiences (IPPE).

The COPHS Introductory Pharmacy Practice Experiences (IPPE) has been developed to prepare and train students to render optimum patient centered care in community, hospital, and retail settings. This manual is designed to increase your understanding of the IPPE policies and the COPHS faculty’s expectations. IPPE seeks to engage students in pharmacy practice activities that take place in community, hospital, and retail settings during students’ first through third professional years of pharmacy school. The program combines classroom training with practical experiences in pharmacy. According to the 2005 ACPE Revised Standard and Guidelines, as student’s progress through the IPPE, they should be able to “demonstrate increasing mastery of (pharmacy) competencies and patient care responsibilities”. Examples of activities that students may take part in as they go through the IPPE include shadowing pharmacists, interviewing patients, screening patients for high blood pressure, and participating in service learning projects.

Service learning is also a component of IPPE and students will be expected to also complete “service learning” projects. Service learning is a teaching method that involves the performance of community service followed by students’ reflections and discussion of their experience in the community. The purpose of service learning is to invoke a sense of social responsibility among students and encourage them to evaluate the role of pharmacists in the prevention and management of diseases in the community. Examples of these types of projects include patient education seminars and development of disease prevention education.

As always we cannot begin to thank preceptors for all the effort they provide in the training our students and welcome comments and feedback to our office on the experiential program.

Thank you.

The Office of Experiential Training Faculty and Staff

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**Introductory Pharmacy Practice Experiences (IPPE)
Student Guidelines**

The following policies have been established to assure quality IPPE experiences for students. Students who fail to comply with these requirements will not be allowed to participate in other pharmacy practice experiences, which may impact or delay the student's graduation.

1. **ATTENDANCE:** The preceptor and student will determine the schedule for the student's activities. **Please note you must complete a minimum of 20 hrs in order to receive credit for this IPPE assignment.**
2. Only one student is allowed at a time with a preceptor during this shadowing experience. This includes any pharmacy interns from TSU-COPHS or any other colleges of pharmacy.
3. **PROFESSIONAL CONDUCT:** Professional and ethical conduct is expected at all times while on rotation. You will be representing the TSU-College of Pharmacy and Health Sciences and your profession. Therefore, it is expected that each student will be cooperative, willing to take instructions, and respect patients and other healthcare professionals, which includes following policies and procedures established at the experiential site. Failure to exhibit professional conduct may result in an incomplete course grade, zero credit and other disciplinary action, if necessary, as determined by the Office of Experiential Training.
4. **PATIENT CONFIDENTIALITY:** Students are responsible for maintaining site and patient confidentiality. Any breach of site or patient confidentiality is grounds for immediate dismissal from the IPPE program and may also result in additional disciplinary action as deemed necessary by the College of Pharmacy and Health Sciences and Texas Southern University. Discussion of patient information is limited to the preceptor. All other discussions are prohibited. Familiarize yourselves with and adhere to **HIPAA** guidelines governing patient confidentiality at the rotation site. Do not leave patient profiles or other documents in public areas. Prior to rotations students are required to sign a **Statement of Confidentiality** with a copy of the statement to become part of the student's portfolio.
5. **ACADEMIC MISCONDUCT:** Academic misconduct during any component of the IPPE program may result in a failing assignment grade and zero credit and/or other disciplinary action as determined by the Office of Experiential Training. This includes falsification of evaluation and hour records.
6. **DRESS CODE:** The IPPE student **MUST** be in professional attire, which includes short lab coat at all times while on-site. The IPPE student must also meet the preceptor's dress code on-site. Professional attire includes dress slacks and tie for male students and for females' dresses, skirts (not-mini), and dress pants slacks with appropriate hosiery and/or knee-high socks. Blue jeans or blue jean like pants, shorts, sandals, mules, or thong sandals are considered inappropriate attire for IPPE students.
7. **TRANSPORTATION/PARKING:** The student is responsible for his/her transportation and parking to any assigned site or class activity to guarantee prompt arrival.
8. **CONCURRENT EMPLOYMENT:** Concurrent employment during the IPPE assignment is not allowed. IPPE students must complete this assignment at a community pharmacy in which they are not employed.
9. **GRIEVANCES:** Students and preceptors should contact the Assistant Dean of practice Programs or Director of Experiential Education Programs to report verbally and/or in writing violations of experiential education program policies. Incidents concerning alleged ethical and legal violations of the practice of pharmacy, alleged sexual harassment, verbal abuse, inappropriate and offensive physical contact and all forms of discrimination should **NOT** be reported on the preceptor/site evaluation form at the end of a rotation. These incidents should be reported immediately through e-

mail or phone in order to ensure the appropriate action will be taken in accordance with University/College guidelines.

10. EVALUATIONS – Timely submission of the preceptor/site evaluation form is considered a clerkship requirement and grade.
11. PORTFOLIO MANAGEMENT: Student will begin the process of maintaining a portfolio, which will include documentation of the hours and student's evaluation of IPPE.

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**Introductory Pharmacy Practice Experiences (IPPE)
Preceptor Guidelines**

- 1) Precepting: The primary preceptor has overall responsibility for assuring that the student has adequate opportunities to develop, hone and demonstrate competence in practice functions specific to the IPPE experience. The preceptor should assure that adequate time is allocated to each objective area and that minimum hour requirements are fulfilled. In assuming overall responsibility for student training, the primary preceptor should schedule tasks and/or activities based upon student need. At all times preceptors must serve as a role model to the student.
- 2) Orientation - Preceptors should introduce students to the staff and provide a tour of pharmacy (if needed). Please discuss with the student his/her objectives for the IPPE and what your requirements are and what to expect, while the student is on site.
- 3) Portfolio Management: Student will begin the process of maintaining a portfolio, which will include documentation of the hours and student's evaluation of IPPE.
- 4) Student Evaluation: Preceptor must complete the evaluation form included in this manual and provide feedback to the student on their progress during IPPE. These forms will be provided by the student.
- 5) College Communication & Participation: Preceptors are encouraged to maintain frequent communication with experiential program or College administrators. Comments and/or recommendations from preceptors to improve or enhance the experiential program are especially welcome and requested to be in a timely manner if there are any particular student concerns that need to be addressed.
- 6) Incident Reporting – Students and preceptors should contact the Director of Experiential Education Programs to report violations of the experiential training guidelines. Incidents concerning alleged ethical and legal violations of the practice of pharmacy, alleged sexual harassment, verbal abuse, inappropriate and offensive physical contact and all forms of discrimination should **NOT** be reported on the preceptor/site evaluation form at the end of a rotation. These incidents should be reported immediately through e-mail or phone in order to ensure the appropriate action will be taken in accordance with University/College guidelines.

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**Introductory Pharmacy Practice Experiences (IPPE)
*Evaluation of the learning experience***

Please mark one of the following for each statement concerning the pharmacist and/or the learning experience.

1=Strongly Agree 2=Agree 3=Neither Agree/Disagree 4=Disagree 5=Strongly Disagree

		1	2	3	4	5
1.	I understood the objectives for the learning experience prior to beginning.					
2.	Resources I needed were available to me.					
3.	I feel that the pharmacist's assessment of my performance on the objectives was fair.					
4.	I was given opportunities to observe the pharmacist's role in essential services in a pharmacy setting.					
5.	I was given opportunities to observe the pharmacist's interaction with patients.					
6.	I was given opportunities to observe the pharmacist's communication with patients, staff and other healthcare professionals.					
7.	The pharmacist consistently displayed traits of professionalism in pharmacy.					

What were the primary lessons you learned about the pharmacy profession through this experience?

Where were the weaknesses of the learning experience?

What suggestions can you make to improve the learning experience?

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**Introductory Pharmacy Practice Experiences (IPPE)
*Evaluation of the IPPE program***

Please mark one of the following for each statement concerning the IPPE program.

1=Strongly Agree 2=Agree 3=Neither Agree/Disagree 4=Disagree 5=Strongly Disagree

		1	2	3	4	5
1.	I feel that the orientation provided by the IPPE workgroup adequately prepared me for the learning experience.					
2.	I feel that the IPPE workgroup was available to me and able to answer my questions.					
3.	I feel that the number of hours required for the learning experience was appropriate.					
4.	The drug diversion presentation provided me a better understanding of the appropriate practice of pharmacy.					
5.	The panel presentation provided me a better understanding of professionalism and ethics in pharmacy.					
6.	I was able to apply the information provided in the IPPE lectures to the learning experience.					

What are the strengths of the program?

Where are the weaknesses of the program?

What barriers did you face in completing the assignment?

What suggestions can you make to improve the program?

Student's Signature

Date

