

EARLY PHARMACY PRACTICE EXPERIENCE P1 WORKBOOK



Spring Semester
2010

EPPE FORUM

Description:

EPPE I forum is a half day debriefing session held on February 26, 2010, Friday, following completion of all site visits. During this time, students will meet to discuss the written assignment and share practice experiences from the rotation experience. This time will also be used to introduce students to basic concepts of pharmacy practice in the community, ambulatory care, and health-system setting. In addition, students will have journal reading assignments and will be asked to prepare 2 written assignments. During the EPPE I forum, faculty may assign group activities or other active learning exercises to reinforce learning outcomes and on-site experiences.

During the EPPE I forum, the time will be spent sharing practice experiences and exploring career opportunities in all facets of pharmacy practice. Guest speakers from various practice sites may be invited to share their professional experiences with the class.

The major goal of EPPE I forum is the provision of an environment in which students are able to comfortably share and compare practice experiences with classmates. Each student will have unique experiences they will want to share for learning purposes with other students. Through a variety of learning tools, students will be exposed to many facets of the profession of pharmacy.

Faculty:

Course Coordinators: Tonya Noel Buchanan, PharmD
Donna Adkins, PharmD, CGP

Instruction Time: 4 hours (February 26, 2010- 1:00-5:00 pm)

Ability Outcomes:

Upon successfully completing EPPE I forum, the student shall be able to:

1. Compile a professional portfolio as a document of outcomes attainment.
2. Demonstrate commitment to self-improvement of skills and knowledge base through completion of weekly written assignments and participation in class discussion.
3. Prepare and present a talk for classmates about a professionalism-related topic.
4. Exhibit leadership qualities in small group projects during EPPE forum.
5. Formulate written narrative responses to questions asked about basic concepts and procedures dealing with pharmacy practice in community, ambulatory care, and hospital pharmacy.
6. State the *general ability* CAPE outcomes and document attainment of the outcomes in reference to patient care interactions in a manner that meets expectations for the P1 level of training.
7. Keep and maintain a personal reflective journal of experiential activities, pertinent observations, and questions that may have arisen from their experience.
8. Prepare a written document that that reflects personal thought and analysis of a topic dealing with professionalism.

Recommended Textbook:

The Pharmacy Professional's Guide to Resumes, CVs, & Interviewing (2nd Ed.). Thomas P. Reinders. American Pharmacists Association. ISBN 1-58212-076-5.

Suggested Reading

CAPE Educational Outcomes:

<http://www.aacp.org/resources/education/Pages/CAPEEducationalOutcomes.aspx>

(Accessed 8/11/2009)

Grading and Assessment:

EPPE Forum is a component of the EPPE I course. The following percentiles will determine the grade for the course:

Professional Portfolio:	30%
Writing Assignment #1:	25%
Writing Assignment #2:	25%
Participation(rotation/forum-4% x 5)	20%

Learning Methods:

1. Self-directed learning through completion of written assignments.
2. Large group classroom interactive session directed by the course instructor.
3. Small group pharmacy student discussions or active learning projects.
4. Participation in patient care.
5. Independent and directed readings.

EPPE Rotation Schedule

EPPE Rotation	Date
1	6 Jan (Blue) 13 Jan (Green)
2	20 Jan (Blue) 27 Jan (Green)
3	3 Feb (Blue) 10 Feb (Green)
4	17 Feb (Blue) 24 Feb (Green)

*Forum- The February 26th forum will commence at 1:00 pm.

PROFESSIONAL PORTFOLIO

The establishment of the professional portfolio will enable the experiential preceptors to assess the outcomes of experiential activities over a longitudinal time period and compare outcomes with professional expectations. The goals for the development of a portfolio are to:

1. Establish a student-centered approach to learning where students actively participate in the learning process and take responsibility for their learning.
2. Track learning and achievement outcomes in experiential learning over the 3 years of the curriculum.
3. Develop the student's communication and organizational skills.
4. Provide tangible evidence of the wide range of knowledge and skills that students possess as they grow professionally.
5. Enable the experiential preceptors to develop and refine learning goals and objectives for specific rotations based on past student experiences and competencies.

The student professional portfolio designed during EPPE I must include the following items and should be kept in both paper and electronic format:

1. Title page
2. Table of contents
3. Current *Curriculum Vitae*
4. Copy of current VA Board of Pharmacy Intern license (all states applicable)
5. Verification of background check
6. Copy of up-to-date immunization records
7. Copy of certification of HIPAA training
8. Copy of current adult and pediatric CPR certification
9. Copy of certification of liability insurance
10. Personal professional SOAP note (EPPE forum project)
11. Student's Personal Reflective Journal
12. Copy of projects completed during experiential rotations
13. List of experiential sites the student rotates through as well as preceptor contact information
14. Check list of CAPE competencies completed/acquired by the student

The portfolio will be evaluated at the end of the first professional year by faculty involved with experiential learning. Since the portfolio will continue to be used in subsequent experiential learning courses, completion of a satisfactory portfolio is a requirement to advance to the next professional year (e.g., P1 to P2 and P2 to P3).

READING:

CAPE Educational Outcomes:

<http://www.aacp.org/resources/education/Pages/CAPEEducationalOutcomes.aspx>

(Accessed 8/11/2009)

Student Name: _____

Reviewer: _____

PROFESSIONAL PORTFOLIO EVALUATION EPPE I

Grading for EPPE I is essentially a checklist to ensure that the student's portfolio contains all required information as stated in the EPPE Manual. Partial points may be given if work is not neat or completed. Portfolios will be reviewed again at the conclusion of the CPPE II Rotation. At that time, students will be graded on the content, organization, and presentation of the portfolio. At the completion of EPPE I, you will be given a longitudinal professional competency checklist that should be placed in your portfolio before starting CPPE rotations.

It is suggested that you use the CPPE Rotation time period to continue developing your portfolio with the required components (see below). A **black, 3-ring binder** with tabs that divide the portfolio into the required sections (with an up-to-date table of contents) is required. Tabs should be typed, not hand-written for the most professional appearance.

The portfolio is worth 30% of the EPPE I Forum Grade:

CONTENT	POINTS	COMMENTS
Title Page		
Table of contents		
Curriculum Vitae		
Copy of Intern license		
Verification of background check		
Immunization Record		
Certification of HIPAA training		
CPR certification insurance		
Certification of liability insurance		
Professional SOAP note		
EPPE Reflective Journal		
Projects (Copy of presentations, etc.)		
List of EPPE rotations/preceptors		
Check list of CAPE competencies		
TOTAL POINTS: _____ X 7.2		

For further development of the portfolio, you should add a divider tab for each prospective rotation (i.e., CPPE Hospital and CPPE Community). You must include the documentation of rotation activities for each site according to each respective Experiential Education Manual (EPPE, CPPE and APPE). You should also designate a divided section of the portfolio for documentation of honors and awards, professional activities, community service, and publications.

REFLECTIVE WRITING ASSIGNMENTS

Submit all assignments electronically to rotations@acpharm.org by 5:00pm on the due date. Also, print a hardcopy for inclusion in your portfolio.

Reflective Essay #1: Write a 1-2 page paper (typed single-spaced) in which you describe and analyze an event that occurred that changed or reaffirmed your perspective regarding one of the following major themes:

1. Ethics
2. Professionalism
3. The Health Care System

You may select an event from the community, hospital or ambulatory care site. The assignment should include:

- A description of the event
- Discussion of your initial perspective
- Analysis and discussion of how and why the event changed or reaffirmed your perspective.

DUE DATE: January 27, 2009 Blue Team and February 3, 2009 Green Team

Reflective Essay #2: Write a 1-page paper (typed single-spaced) in which you develop your own **professional SOAP** note. The professional SOAP note is used as a self-assessment, development, and goal setting exercise. In the personal SOAP Notes, students will list the following:

Subjective thoughts on pharmacy, their progress in the curriculum, and their professional development;

Objective measures including grade points and the scores from various assessment instruments;

Assessment of future development needs; and a

Plan for accomplishing those goals.

DUE DATE: February 10, 2009 Blue Team and February 17, 2009 Green Team

Assessment Criteria:

Criteria	Weight
Statement directly addresses the issue and is reflective in nature.	35 points
Ideas are well developed, clearly and concisely expressed, and (where appropriate) persuasive.	35 points
Writing is free from spelling, grammar, and typographical errors.	15 points
Statement is word-processed, handed in at beginning of class on due date, and contains all required elements (student name, date, EPPE 1 Forum in bold on top of first page).	15 points
TOTAL POINTS	100 points

Participation

Each required activity (rotation or forum) is weighted equally. Participation in each 8 hour rotation is 4% of the total grade. Participation in forum is 4% of the total grade.

EPPE I Assignment

Community Pharmacy 1

Student Instructions

Call your preceptor to arrange for directions and a meeting time. Before you go to the site, **document your expectations** of the visit in your EPPE journal and write **one specific objective** you would like to accomplish during the 8-hour visit.

Arrive promptly and professionally dressed with your white coat. When you arrive on site, introduce yourself to your preceptor and the pharmacy staff. Your preceptor should introduce you to the pharmacy staff and indicate their job titles. Your preceptor should familiarize you with the layout of the pharmacy and review any pertinent rules or company policy to which you must adhere while on site.

Next, begin working on achieving the learning objectives set forth below. When both you and your preceptor are satisfied with your achievement of the objectives, your preceptor will assign you some pharmacy-related work to complete your 8-hour day. You must spend at least 1 hour of the day in the OTC section of the pharmacy. Since you are taking Over the Counter Drug Therapy concurrently with EPPE I, you should use this time to review the topics that you have most recently studied in class.

Many patients will be surprised to find pharmacy personnel in the nonprescription medication aisles. Therefore, you are expected to describe the ACP pharmacy program and the expanding roles and responsibilities of pharmacists in patient care. To ensure patient safety, you must present the case and your response to the patient to your preceptor before the patient leaves the pharmacy.

Learning Outcomes:

The student must be able to:

1. Describe the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at the community pharmacy site.
2. Inquire about prescription volume seen at the store: average daily, weekly, and the number of prescriptions filled during your 8-hour visit.
3. Describe the types of patient data/information that are available at this site.
4. Describe the process the pharmacist used to provide a drug product or service to the patient.
5. Document 1 patient encounter dealing with medications in the OTC section of the pharmacy.
6. Identify the correct dose and dosage form of acetaminophen that should be given to a patient based on age and weight.
7. Identify a new prescription that is written for an agent used in the treatment of hyperlipidemia and list the components of the prescription.
8. Define the meaning of abbreviations used in prescriptions and discuss with preceptor how often the abbreviations are seen in practice.
9. Discuss specific patient related issues/situations that may occur at the pharmacy counter with the preceptor and decide how the issue may be handled in a professional manner.
10. Discuss a particular interaction between your preceptor and a patient and identify what category of the general-ability CAPE practice outcome that the interaction falls into.

Assignment:

1. Write a short narrative describing the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at your site.
2. Discuss the prescription volume seen at the site - average daily/weekly prescriptions and the number of prescriptions filled during your 8-hour visit.
3. List the types of patient data/information available at this site (height, weight, labs, history, allergies, etc.) Why might this data be useful when providing patient-centered pharmacy care?
4. Draw a schematic that describes the process the pharmacist uses to provide a drug product or service to the patient.
5. Spend at least one-hour in the OTC section of the pharmacy and initiate conversation with at least 1 patient. Document the content of your conversations. If the patient asks for advice on the use of an OTC agent, present the patient and the case with your recommendations to the preceptor before the patient leaves the pharmacy. If you feel uncomfortable discussing any OTC products, use the time to discuss health promotion topics (e.g., smoking cessation, diet, exercise).
6. Using the references available in the pharmacy, give the appropriate dosage form, concentration of medication, and recommended dose of acetaminophen for a patient that is a:
 - a. 1 month old infant, 9 lbs, to be given after immunization
 - b. 2 year old child, 30 lbs, to be given for fever $>101^{\circ}$ F
 - c. 17 year old adolescent, 100 lbs, to be given for myalgias associated with influenza
 - d. 65 year old, 165 lbs, to be given for osteoarthritis
7. During the course of the day, identify a new prescription for medication that is being prescribed for hyperlipidemia. Summarize the drug name, dose, form, number, refills, counseling provided to patient and attach a copy of a patient information sheet. Is the prescription legible? What questions do you have about the prescription?
8. Define the meaning of each of the following abbreviations:

PC	AC	HS	IM	Supp	SL	SC
ss	PR	QD	PC	AU	ml	mcg
meq	mg	mmol	CPK	LDL	HDL	HMGCoA

Ask your preceptor how often these abbreviations are used in practice.

9. Write a brief paragraph that describes how you would handle the following situation. Then, ask your preceptor how he/she would handle the situation.
 - a. A patient comes to pick up a prescription and you realize they cannot read or write. You need to counsel the patient on the prescription, as there is a possible drug interaction with another medication on their profile.
 - b. A patient becomes loud and rude to the pharmacy technician because her prescription is not ready when she arrives to pick it up.
10. Write a short description of an interaction you witness between the preceptor and a patient that is a *general ability* CAPE practice outcome (i.e., thinking, communication, valuing and ethical decision making, social and contextual awareness, social responsibility, social interaction, self-learning).

EPPE I Assignment

Community Pharmacy 2

Student Instructions

Call your preceptor to arrange for directions and a meeting time. Before you go to the site, **document your expectations** of the visit in your EPPE journal and write **one specific objective** you would like to accomplish during the 8-hour visit.

Arrive promptly and professionally dressed with your white coat. When you arrive on site, introduce yourself to your preceptor and the pharmacy staff. Your preceptor should introduce you to the pharmacy staff and indicate their job titles. Your preceptor should familiarize you with the layout of the pharmacy and review any pertinent rules or company policy to which you must adhere while on site.

Next, begin working on achieving the learning objectives set forth below. When both you and your preceptor are satisfied with your achievement of the objectives, your preceptor will assign you some pharmacy-related work to complete your 8-hour day. You must spend at least 1 hour of the day in the OTC section of the pharmacy. Since you are taking Over the Counter Drug Therapy concurrently with EPPE I, you should use this time to review the topics that you have most recently studied in class.

Many patients will be surprised to find pharmacy personnel in the nonprescription medication aisles. Therefore, you are expected to describe the ACP pharmacy program and the expanding roles and responsibilities of pharmacists in patient care. To ensure patient safety, you must present the case and your response to the patient to your preceptor before the patient leaves the pharmacy.

Learning Outcomes:

The student must be able to:

1. Describe the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at the community pharmacy site.
2. Document prescription volume seen at the store: average daily, weekly, and the number of prescriptions filled during your 8-hour visit.
3. Describe the types of patient data/information that are available at this site.
4. Describe the process the pharmacist used to provide a drug product or service to the patient.
5. Document 1 patient encounter dealing with medications in the OTC section of the pharmacy.
6. Identify a new prescription written for an ophthalmic or dermatological agent and list the components of the prescriptions.
7. Define the meaning of the abbreviations used in prescriptions and discuss with the preceptor how often the abbreviations are seen in practice.
8. Discuss specific patient related issues/situations that may occur at the pharmacy counter with the preceptor and decide how the issue may be handled in a professional manner.
9. Discuss a particular interaction between your preceptor and a patient and identify what category of the general-ability CAPE practice outcome that the interaction falls into.

Assignment:

1. Write a short narrative describing the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at your site.
2. Document the prescription volume seen at the site. List average daily/weekly prescriptions and the number of prescriptions filled during your 8-hour visit.
3. List the types of patient data/information available at this site (height, weight, labs, history, allergies, etc.) Why might this data be useful when providing patient-centered pharmacy care?
4. Draw a schematic that describes the process the pharmacist uses to provide a drug product or service to the patient.
5. Spend at least one-hour in the OTC section of the pharmacy and initiate conversation with at least 3 patients. Document the content of your conversations. If the patient asks for advice on the use of an OTC agent, present the patient and the case with your recommendations to the preceptor before the patient leaves the pharmacy. If you feel uncomfortable discussing any OTC products, use the time to discuss health promotion topics (e.g., smoking cessation, diet, exercise).
6. During the course of the day, identify a new prescription for medication that is being prescribed for an ophthalmic or dermatological indication. Summarize the drug name, dose, form, number, refills, counseling provided to the patient and attach a copy of a patient information sheet. Is the prescription legible? What questions do you have about the prescription?
7. Define the meaning of each of the following abbreviations:

Ad	as	au	os	ou	od	aa
gtt	tid	q.o.d	IU	tiw	Po	prn
qs	Stat	ung	u.d.	oz	Sig	SOB

Ask your preceptor how often these abbreviations are used in practice. What are the risks if they are misinterpreted?

8. Write a brief paragraph that describes how you would handle the following situation. Then, ask your preceptor how he/she would handle the situation.
 - a. A patient comes to the pharmacy to pick up a prescription; he is talking on his cell phone, and does not seem to be inclined to get off of his phone. At the moment you are trying to get his patient information. How do you handle the situation?
 - b. A 54 YOWM comes to the pharmacy and wants to know about his wife's medication therapy. You notice that she is on several medicines for anxiety and depression. What do you do?
9. Write a short description of an interaction you witness between the preceptor and a patient that is a *general ability* CAPE practice outcome (i.e., thinking, communication, valuing and ethical decision making, social and contextual awareness, social responsibility, social interaction, self-learning).

EPPE I Assignment

Community Pharmacy 3

Student Instructions

Call your preceptor to arrange for directions and a meeting time. Before you go to the site, **document your expectations** of the visit in your EPPE journal and write **one specific objective** you would like to accomplish during the 8-hour visit.

Arrive promptly and professionally dressed with your white coat. When you arrive on site, introduce yourself to your preceptor and the pharmacy staff. Your preceptor should introduce you to the pharmacy staff and indicate their job titles. Your preceptor should familiarize you with the layout of the pharmacy and review any pertinent rules or company policy to which you must adhere while on site.

Next, begin working on achieving the learning objectives set forth below. When both you and your preceptor are satisfied with your achievement of the objectives, your preceptor will assign you some pharmacy-related work to complete your 8-hour day. You must spend at least 1 hour of the day in the OTC section of the pharmacy. Since you are taking Over the Counter Drug Therapy concurrently with EPPE I, you should use this time to review the topics that you have most recently studied in class.

Many patients will be surprised to find pharmacy personnel in the nonprescription medication aisles. Therefore, you are expected to describe the ACP pharmacy program and the expanding roles and responsibilities of pharmacists in patient care. To ensure patient safety, you must present the case and your response to the patient to your preceptor before the patient leaves the pharmacy.

Learning Outcomes:

The student must be able to:

1. Describe the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at the community pharmacy site.
2. Document prescription volume seen at the store: average daily, weekly, and the number of prescriptions filled during your 8-hour visit.
3. Describe the types of patient data/information that are available at this site.
4. Describe the process the pharmacist used to provide a drug product or service to the patient.
5. Document 1 patient encounter dealing with medications in the OTC section of the pharmacy.
6. Compare and contrast the OTC and herbal agents used for the treatment of insomnia.
7. Identify barriers that could cause communication blunders between the pharmacist and patient.
8. Be able to define compounding terms used in the pharmacy setting.
9. Discuss specific patient related issues/situations that may occur at the pharmacy counter with the preceptor and decide how the issue may be handled in a professional manner.
10. Discuss a particular interaction between your preceptor and a patient and identify what category of the general-ability CAPE practice outcome that the interaction falls into.

Assignment:

1. Write a short narrative describing the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at your site.
2. Document the prescription volume seen at the site. List average daily/weekly prescriptions and the number of prescriptions filled during your 8-hour visit.
3. List the types of patient data/information available at this site (height, weight, labs, history, allergies, etc.) Why might this data be useful when providing patient-centered pharmacy care?
4. Draw a schematic that describes the process the pharmacist uses to provide a drug product or service to the patient.
5. Spend at least one-hour in the OTC section of the pharmacy and initiate conversation with at least 1 patient. Document the content of your conversations. If the patient asks for advice on the use of an OTC agent, present the patient and the case with your recommendations to the preceptor before the patient leaves the pharmacy. If you feel uncomfortable discussing any OTC products, use the time to discuss health promotion topics (e.g., smoking cessation, diet, exercise).
6. Using the references available in the pharmacy, develop a chart that compares and contrasts the various OTC and herbal prescription agents used to treat insomnia. In the chart, you will need to address:
 - a. Agent and therapeutic category
 - b. Dosage forms, strengths available
 - c. Indications
 - d. Adverse Effects
 - e. Drug/Food Interactions
7. List barriers to effective communication with the patient that you notice at your practice site. Describe how you would attempt to remove those barriers. How would you suggest the pharmacist change his/her practice habits to have more contact with the patient?
8. Define the following compounding terms: levigation, trituration, spatulation, alligation, hydrophilic-lipophilic balance, excipient, organoleptic properties, bioavailability, pharmaceutical equivalent, pharmaceutical alternative, isotonic solution, thixotropy. Ask your preceptor how often these terms are used in practice.
9. Write a brief paragraph that describes how you would handle the following situation. Then, ask your preceptor how he/she would handle the situation.
 - a. A patient comes to the pharmacy and hands you a prescription for Percocet. The quantity of tablets has obviously been altered. What do you do?
 - b. A patient needs a medication for a life-threatening disease; they do not have any insurance coverage, and also cannot afford the medicine. What do you do?
10. Write a short description of an interaction you witness between the preceptor and a patient that is a *general ability* CAPE practice outcome (i.e., thinking, communication, valuing and ethical decision making, social and contextual awareness, social responsibility, social interaction, self-learning).

EPPE I Assignment

Community Pharmacy 4

Student Instructions

Call your preceptor to arrange for directions and a meeting time. Before you go to the site, **document your expectations** of the visit in your EPPE journal and write **one specific objective** you would like to accomplish during the 8-hour visit.

Arrive promptly and professionally dressed with your white coat. When you arrive on site, introduce yourself to your preceptor and the pharmacy staff. Your preceptor should introduce you to the pharmacy staff and indicate their job titles. Your preceptor should familiarize you with the layout of the pharmacy and review any pertinent rules or company policy to which you must adhere while on site.

Next, begin working on achieving the learning objectives set forth below. When both you and your preceptor are satisfied with your achievement of the objectives, your preceptor will assign you some pharmacy-related work to complete your 8-hour day. You must spend at least 1 hour of the day in the OTC section of the pharmacy. Since you are taking Over the Counter Drug Therapy concurrently with EPPE I, you should use this time to review the topics that you have most recently studied in class.

Many patients will be surprised to find pharmacy personnel in the nonprescription medication aisles. Therefore, you are expected to describe the ACP pharmacy program and the expanding roles and responsibilities of pharmacists in patient care. To ensure patient safety, you must present the case and your response to the patient to your preceptor before the patient leaves the pharmacy.

Learning Outcomes:

The student must be able to:

1. Describe the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at the community pharmacy site.
2. Document prescription volume seen at the store: average daily, weekly, and the number of prescriptions filled during your 8-hour visit.
3. Describe the types of patient data/information that are available at this site.
4. Describe the process the pharmacist used to provide a drug product or service to the patient.
5. Document 1 patient encounter dealing with medications in the OTC section of the pharmacy.
6. Construct a chart comparing and contrasting the 10 most popular herbal medications.
7. Describe any opportunities that the pharmacist has to evaluate the patient's outcome after the pharmacist has made a recommendation.
8. Identify information that should be given to the patient when counseling on new prescriptions.
9. Discuss specific patient related issues/situations that may occur at the pharmacy counter with the preceptor and decide how the issue may be handled in a professional manner.
10. Discuss a particular interaction between your preceptor and a patient and identify what category of the general-ability CAPE practice outcome that the interaction falls into.

Assignment:

1. Write a short narrative describing the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at your site.
2. Document the prescription volume seen at the site. List average daily/weekly prescriptions and the number of prescriptions filled during your 8-hour visit.
3. List the types of patient data/information available at this site (height, weight, labs, history, allergies, etc.) Why might this data be useful when providing patient-centered pharmacy care?
4. Draw a schematic that describes the process the pharmacist uses to provide a drug product or service to the patient.
5. Spend at least one-hour in the OTC section of the pharmacy and initiate conversation with at least 1 patient. Document the content of your conversations. If the patient asks for advice on the use of an OTC agent, present the patient and the case with your recommendations to the preceptor before the patient leaves the pharmacy. If you feel uncomfortable discussing any OTC products, use the time to discuss health promotion topics (e.g., smoking cessation, diet, exercise).
6. Please read Chapter 53 in the OTC Textbook. Using the references available in the pharmacy, construct a chart for the following: St. John's Wort, Echinacea, Ginkgo, Saw Palmetto, Feverfew, Garlic, Ginseng, Valerian, Kava Kava, and Glucosamine/Chondroitin. Compare and contrast each of the following:
 - Agent and therapeutic category
 - Dosage forms and strengths available
 - Indications
 - Adverse Effects
 - Drug/Food Interactions
7. Describe any opportunities the pharmacist has to evaluate the patient's outcome after the pharmacist has made a recommendation. What suggestions do you have that may make follow-up on an outcome possible?
8. Read the "OBRA 90" guidelines regarding patient counseling. Then list information the pharmacist at your site gives the patient when counseling on new prescriptions. Identify information that should be given to the patient when counseling on new prescriptions.
9. Write a brief paragraph that describes how you would handle the following situation. Then, ask your preceptor how he/she would handle the situation.
 - a. On your shift, the pharmacy manager comes to work intoxicated. He is scheduled to work after you leave, how do you handle the situation?
 - b. A patient comes to the pharmacy and picks up his pain medication. He comes to the counter and asks for you to get him water so that he may take his medication while in the pharmacy. You know that he will be driving a long distance to his home. How do you handle the situation?
10. Write a short description of an interaction you witness between the preceptor and a patient that is a *general ability* CAPE practice outcome (i.e., thinking, communication, valuing and ethical decision making, social/contextual awareness, social responsibility, social interaction, self-learning).

EPPE I Assignment

Hospital Pharmacy 1

Student Instructions

Call your preceptor to arrange for directions and a meeting time. Before you go to the site, **document your expectations** of the visit in your EPPE journal and write **one specific objective** you would like to accomplish during the 8-hour visit.

Arrive promptly and professionally dressed with your white coat. When you arrive on site, introduce yourself to your preceptor and the pharmacy staff. Your preceptor should introduce you to the pharmacy staff and indicate their job titles. Your preceptor should familiarize you with the layout of the pharmacy and review any pertinent rules or company policy to which you must adhere while on site.

Next, begin working on achieving the learning objectives set forth below. When both you and your preceptor are satisfied with your achievement of the objectives, your preceptor will assign you some pharmacy-related work to complete your 8-hour day.

Learning Outcomes:

The student must be able to:

1. Describe the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at the hospital pharmacy site.
2. Document basic knowledge of the mission of the pharmacy, its personnel, and its pertinent policies and procedures, including its documentation.
3. Discuss aspects of manpower issues, daily drug distribution records, and licensing/certification.
4. Describe the method for procurement of medications when/if the pharmacy is closed.
5. Discuss how medication orders are received in the pharmacy for processing.
6. Describe how medications are delivered to the floor for administration to patients.
7. Explain the procedure for inventory control, especially for controlled substances.
8. Explain what an automatic stop order is and how this process is used in the site.
9. Describe the methods and frequency of communication between the hospital pharmacist and other healthcare providers.
10. Develop knowledge of appropriate aseptic technique in preparing intravenous preparations.
11. List any automated dispensing methods or equipment used (i.e. robotics, Pixis. etc.) in the pharmacy.
12. State the differences between each of the following products and the preparation of each product:
 - IV bag/admixture
 - syringe
 - piggyback
13. Identify the clinical services that pharmacists in the hospital perform.
14. Describe the pharmacist role in various hospital committees (e.g. P&T, infection control, nursing and pharmacy).

Assignment:

1. Write a brief narrative that describes the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at the hospital pharmacy site.
2. What is the current census of the hospital and how many medication orders are processed, on average, during the day?
3. Ask the preceptor for a copy of the mission statement of the pharmacy. Name any *general ability* CAPE competency outcome that is incorporated into the mission statement in a specific or implied manner.
4. Discuss aspects of manpower issues with your preceptor. What are the hours of the pharmacy and how is pharmacy coverage provided during that time?
5. List types of patient information/data that are available at this site (e.g., height, weight, labs, history, allergies, etc.)?
6. Describe the method for procurement of medications when/if the pharmacy is closed.
7. Explain how medication orders are received in the pharmacy for processing.
8. Describe how medications are delivered to the floor for administration to patients.
9. Explain the procedure for inventory control, especially for controlled substances.
10. What other healthcare providers does the pharmacist at this site communicate with on a regular basis? What information is available from those individuals? Discuss with the pharmacist the types of communication that occur with these providers and summarize.
11. Observe the pharmacy technician and pharmacist use appropriate aseptic technique in preparing intravenous preparations. Write a short narrative of specific steps that you observe in the process.
12. What automated dispensing method or equipment is used (i.e. robotics, Pixis. etc.) in the pharmacy? Where are these located?
13. Observe the preparation of sterile products and describe the difference in the following products and the preparation of each product:
 - IV bag/admixture
 - syringe
 - piggyback
14. Identify the clinical services that pharmacists in the hospital perform.
15. Describe the pharmacist role in various hospital committees (e.g. P&T, infection control, nursing and pharmacy).

EPPE I Assignment

Clinical Pharmacy Practice

Student Instructions

Call your preceptor to arrange for directions and a meeting time. Before you go to the site, **document your expectations** of the visit in your EPPE journal and write **one specific objective** you would like to accomplish during the 8-hour visit.

Arrive promptly and professionally dressed with your white coat. When you arrive on site, introduce yourself to your preceptor and the pharmacy staff. Your preceptor should introduce you to the staff at the clinic and indicate their job titles. Your preceptor should familiarize you with the layout of the clinic and review any pertinent rules or company policy to which you must adhere while on site.

Next, begin working on achieving the learning objectives set forth below. When both you and your preceptor are satisfied with your achievement of the objectives, your preceptor will assign you some pharmacy-related work to complete your 8-hour day.

Learning Outcomes:

The student must be able to:

1. Diagram patient flow in the ambulatory care or clinical pharmacy practice site.
2. Identify the type of medical record utilized at the site (e.g., paper chart, EMR) and the type of documentation that is contained in the record.
3. Identify drug information sources available at the site.
4. Demonstrate an understanding of and appreciation for assessing and monitoring patient compliance and drug therapy outcomes.
5. Assess a patient's compliance with a medication regimen using various specific methods (e.g., pill counts, history, questioning).
6. Determine how a patient obtains medications when prescribed by a provider at the site.
7. List the clinical activities that the pharmacist performs at the site.
8. Demonstrate effective communication skills when interacting with patients and other health care providers.
9. Explain what collaborative care is with respect to pharmacists and other health care providers.
10. Interact with at least 3 patients to obtain a medication history (legend and non-prescription), drug allergies, and assessment of compliance.
11. Take vital signs (BP, pulse, height, weight) and document them in the medical record.
12. Reduce to writing the perceived value of pharmacists in providing patient-centered care in the setting.
13. Identify patients with problems with health literacy and describe methods to help them with medication therapy.
14. Demonstrate the ability to utilize various reference sources to respond to individual pharmacotherapy information needs and similar needs of patients and prescribers.

Assignment:

1. Draw a schematic that diagrams patient flow in the practice site.
2. What type of medical record is utilized at the site (e.g., paper chart, EMR)? What type of documentation is contained in the record?
3. List drug information sources that are available for the clinical pharmacist to use at the site.
4. Write a short narrative that describes how the clinical pharmacist assesses and monitors patient compliance and drug therapy outcomes in a patient that is interviewed during the day.
5. Question a patient that you see and determine how he/she obtains medications when prescribed by a provider at the site.
6. List the clinical activities that the pharmacist performs at the site. Which activity do you find the most interesting?
7. Define collaborative care. What disease states does the clinical pharmacist manage in a collaborative care agreement?
8. Document interactions you have with at least 3 patients to obtain a medication history (legend and non-prescription), drug allergies, and assessment of compliance.
9. For each interaction, link a *general ability* CAPE outcome with the process of patient care.
10. Take vital signs (BP, pulse, height, weight) and document them in the medical record.
11. Write a 3 sentence-statement that illustrates your perceived value of pharmacists in providing patient-centered care in the ambulatory care setting.
12. How would you handle a patient with a health literacy problem in the practice setting? Describe 3 methods you could use to help them with medication therapy and compliance.

Pledge of Professionalism

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I as a student of pharmacy should:

DEVELOP a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

FOSTER professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

SUPPORT my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession

INCORPORATE into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994

Oath of a Pharmacist

At this time, I vow to devote my professional life to the service of all humankind through the profession of pharmacy.

I will consider the welfare of humanity and relief of human suffering my primary concerns.

I will apply my knowledge, experience, and skills to the best of my ability to assure optimal drug therapy outcomes for the patients I serve.

I will keep abreast of developments and maintain professional competency in my profession of pharmacy.

I will maintain the highest principles of moral, ethical, and legal conduct.

I will embrace and advocate change in the profession of pharmacy that improves patient care.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.

Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994