



**Rosalind Franklin University of Medicine and  
Science  
College of Pharmacy**

**P2 IPPE HEALTH-SYSTEMS  
ACTIVITY WORKBOOK  
2025 – 2026**


**Name:** \_\_\_\_\_

**Practice Site:** \_\_\_\_\_

**Preceptor Name:** \_\_\_\_\_



## **P2 IPPE HEALTH-SYSTEMS SCHEDULE**

<div></div> <div>Rosalind Franklin University – College of Pharmacy 2025-2026</div> <div>P2 Introductory Pharmacy Practice Experience IPPE</div> <div>Each student must complete 108 hours (thirteen visits)</div> <div>9/13/24</div>											
MONTH	S	M	T	W	T	F	S	Notes	WEEK #	QUARTER	
Jul-25	20	21	22	23	24	25	26		WEEK 9	SUMMER	
	27	28	29	30	31	1	2		WEEK 10		
Aug-25	3	4	5	6	7	8	9	Summer/Fall Intercession Break			
	10	11	12	13	14	15	16		WEEK1	FALL	
	17	18	19	20	21	22	23	Group 1 Visit 1	WEEK 2		
	24	25	26	27	28	29	30		WEEK 3		
Sep-25	31	1	2	3	4	5	6	Group 2 Visit 1	WEEK 4		
	7	8	9	10	11	12	13	Group 1 Visit 2	WEEK 5		
	14	15	16	17	18	19	20	Group 2 Visit 2	WEEK 6		
	21	22	23	24	25	26	27	Group 1 Visit 3	WEEK 7		
Oct-25	28	29	30	1	2	3	4	Group 2 Visit 3	WEEK 8		
	5	6	7	8	9	10	11	Group 1 Visit 4	WEEK 9		
	12	13	14	15	16	17	18	Group 2 Visit 4	WEEK 10		
	19	20	21	22	23	24	25		WEEK 11		
Nov-25	26	27	28	29	30	31	1	FINALS	WEEK 12		
	2	3	4	5	6	7	8	Fall/Winter Intercession Break			
	9	10	11	12	13	14	15	Group 1 Visit 5	WEEK 1	WINTER	
	16	17	18	19	20	21	22	Group 2 Visit 5	WEEK 2		
Dec-25	23	24	25	26	27	28	29	Thanksgiving Break	WEEK 3		
	30	1	2	3	4	5	6	Group 1 Visit 6	WEEK 4		
	7	8	9	10	11	12	13	Group 2 Visit 6	WEEK 5		
	14	15	16	17	18	19	20		WEEK 6		
Jan-26	21	22	23	24	25	26	27	Winter Break			
	28	29	30	31	1	2	3	Winter Break			
	4	5	6	7	8	9	10	Group 1 Visit 7	WEEK 7	WINTER	
	11	12	13	14	15	16	17	Group 2 Visit 7	WEEK 8		
Feb-26	18	19	20	21	22	23	24	Group 1 Visit 8	WEEK 9		
	25	26	27	28	29	30	31	Group 2 Visit 8	WEEK 10		
	1	2	3	4	5	6	7		WEEK 11		
	8	9	10	11	12	13	14	FINALS	WEEK 12		
Mar-26	15	16	17	18	19	20	21	Winter/Spring Intercession Break			
	22	23	24	25	26	27	28	Group 1 Visit 9	WEEK 1	SPRING	
	1	2	3	4	5	6	7	Group 2 Visit 9	WEEK 2		
	8	9	10	11	12	13	14	Group 1 Visit 10	WEEK 3		
Apr-26	15	16	17	18	19	20	21	Group 2 Visit 10	WEEK 4		
	22	23	24	25	26	27	28	Group 1 Visit 11	WEEK 5		
	29	30	31	1	2	3	4	Group 2 Visit 11	WEEK 6		
	5	6	7	8	9	10	11	Group 1 Visit 12	WEEK 7		
May-26	12	13	14	15	16	17	18	Group 2 Visit 12	WEEK 8		
	19	20	21	22	23	24	25	Group 1 Visit 13	WEEK 9		
	26	27	28	29	30	1	2	Group 2 Visit 13	WEEK 10		
	3	4	5	6	7	8	9		WEEK 11		
Jun-26	10	11	12	13	14	15	16	FINALS	WEEK 12		
	17	18	19	20	21	22	23	IPPE MAKE-UP WEEK (IF NEEDED)	Spring/Summer Intercession Break		
	24	25	26	27	28	29	30	Start new AY -->	WEEK 1	SUMMER	
	31	1	2	3	4	5	6		WEEK 2		
Jul-26	7	8	9	10	11	12	13		WEEK 3		
	14	15	16	17	18	19	20		WEEK 4		
	21	22	23	24	25	26	27		WEEK 5		
	28	29	30						WEEK 6		



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## References:

- Accreditation Council for Pharmacy Education, 2025 Standards & Guidelines
- Center for the Advancement of Pharmacy Education's Educational Outcomes 2013.
- Entry-level Competencies Needed for Pharmacy Practice in Hospitals and Health-Systems

## Acknowledgements:

- The following manual was adapted with permissions from Beverly Talluto, Texas A&M Health Science Center Irma Lerma Rangel College of Pharmacy Community IPPE Activities Workbook. May she rest in peace. Also from Dawn Carlson from the University of Minnesota Health-System IPPE Workbook, and adapted from the Pharmacist's Letter.
- Rosalind Franklin University of Medicine & Sciences College of Pharmacy:
  - Ali Salem, P4 pharmacy student for his tireless work in mapping the CAPE outcomes and updating this document for compliance with 2016 ACPE Standards & Guidelines.
  - Dr. Lauren Angelo, Assistant Dean for Academic Affairs for her work in developing the IPPE P1 2014-2015 Workbook, on which this workbook was based.



## **ACADEMIC INTEGRITY ACKNOWLEDGEMENT**

## **Academic Integrity Acknowledgement**

The intent of the IPPE workbook is for each student to get the most out of his or her IPPE rotation by doing the activities assigned with their preceptors. Students will complete individual assignments independently with the help of his or her preceptor(s) whose names appear on this workbook. Students may complete team assignments with other students at the site. The completion of this workbook should accurately reflect the student's experiences at his or her IPPE site.

Students must document honestly and independently. Copying another student's workbook in any way or form or falsifying information within the workbook is a violation of the University's Standards of Student Conduct and is subject to disciplinary actions.

According to the Rosalind Franklin University of Medicine and Science Student Handbook Standards of Student Conduct, academic integrity forms the cornerstone for building a professional academic community, where individuals come to teach, learn and discover new knowledge. Academic integrity encompasses ethical standards, profession specific standards, and shared Rosalind Franklin University standards.

Academic dishonesty violates the University 's standards. As an academic community, we will not tolerate any form of academic dishonesty. It is incumbent upon every member of the community to uphold the highest levels of academic integrity.

Academic integrity violations include:

1. Cheating
2. Fabrication
3. Plagiarism
4. Redundant Submissions
5. Facilitating Violations of Academic Integrity
6. Unauthorized Possession or Disposition of Academic Materials
7. Unauthorized Examination Behavior
8. Any other behavior that is deemed to violate the Professionalism Policy in the Experiential Manual.

Use the following tips to avoid academic integrity violations:

- You must complete **INDIVIDUAL** assignments independently.
- If your preceptor does not work with you on assigned tasks or states that a task cannot be completed in the pharmacy, speak to the course director.
- Fill out each portion thoughtfully and completely and assure that every item that you complete is accurate.

By virtue of being enrolled in this course, you are acknowledging the terms above.



## OFFICE OF CLINICAL EDUCATION CONTACTS



## Office of Clinical Education Contacts

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## ACTIVITY WORKBOOK INSTRUCTIONS

### **ACTIVITY WORKBOOK INSTRUCTIONS**

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*Purpose:*

The purpose of the Health System Introductory Pharmacy Practice Experience (IPPE) is to introduce students to the fundamentals of pharmacy practice in the Health-System Pharmacy setting. Students should become APPE–READY and TEAM–READY by the conclusion of this course.

The workbook intends to guide and augment this learning experience.

*Workbook Activities Timeline Instructions:*

- Students are required to adhere to complete activities throughout each quarter.

*Student Individual Activity:*

- Students are to work **INDIVIDUALLY** on the following three activities:
  - prescription medication tables
  - patient activities care log
  - Problem Solving – Compounding & Calculations
- Unless otherwise noted above, students may collaborate on other workbook sections.
- Where possible, the activities are sequenced according to what the student is learning in the classroom and pharmacy practice skills course.

*Student and Preceptor Responsibilities:*

- Preceptors are asked to review exercises with students throughout as assigned and at least once per quarter.
- All workbook activities must be completed neatly with correct grammar for the preceptor to review.
- The workbook will be assessed at the end of the IPPE course by the course director.
- At the end of EACH site visit the student is expected to update the prescription medication tables, patient activity care log, review his/her timeline, ensure that activities are being completed, and log hours in CORE-ELMS.
- Students must not wait until the last site visit to complete activities. This is disruptive to the preceptor's workflow and is unprofessional.
- The entire IPPE P2 Health-System Activities Workbook is required to be completed by the last site visit (Site Visit #13)

All students must attend the required number of site visits (**13**) even if the workbook is completed before this date.



## **INDIVIDUAL STUDENT ACTIVITY:**

### **DAILY PATIENT CARE LOG**

**Patient-Centered Care****DAILY PATIENT ACTIVITY CARE LOG**

Use the following form to record the patient care encounters and activities that took place during each site visit using the table below.

Visit	Date	#Patients Counseled	#Medication Histories	#Medication Reconciliations	# Patients Presented	#Drug Info ?s	#IV Compounded	# Calculations Performed
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								



## **VISIT #1 PREPARATION AND ONSITE ORIENTATION**

## ACTIVITY: Visit #1 Preparation

---

**All students** must contact their preceptors, by email or phone, **at least 2 weeks BEFORE** their first IPPE start date.

Please note this contact is your **first chance to make a good impression on your preceptor**. Follow the following instructions in order to start your experience off in a professional manner:

1. **CHECK CORE-ELMS SITE/PRECEPTOR PROFILE**

- a. Student should refer to the CORE-ELMS Site Profile to read the site description and write **down and print** all required documents to bring to the first site visit.

2. **CONTACT SITE**

- a. **At least 2** weeks before to going to your site, **email** your preceptor to clarify the rotation logistics using the checklist below:
  - ☐ Determine the first date of the rotation (including group number) and whether your preceptor is scheduled to work
  - ☐ Ask for relevant names of staff members that might be on site the first day (e.g., pharmacists, and technicians)
  - ☐ Determine the time you are expected to arrive
  - ☐ Confirm the location where you should arrive (e.g., address, office / department)
  - ☐ Clarify any traffic concerns (confirm directions to location, any constriction, tolls, or detours)
  - ☐ Ask if parking is available and, if so, where you should attempt to park
  - ☐ Ask if there are special dress requirements and if lab coat and nametag are appropriate
  - ☐ Determine any information that should be read or reviewed prior to beginning the experience
  - ☐ Request any requirements including documents that must be completed prior to starting the experience
  - ☐ Verify any documents that need to be provided to the site on the first day
  - ☐ Communicate that you will provide an ORIGINAL HARDCOPY of your IL Pharmacy Student Technician License.
  - ☐ Exchange contact information. Provide your contact information (e.g., cell phone and email) and identify the best way to contact the preceptor (e.g., phone number, cell phone number, and email).
- b. If you do not receive a response within 48 hours, call the site, verify the day and time of the preceptor's next scheduled shift and call during that time.
- c. If you cannot reach the preceptor upon contacting the site after a second attempt or if it is determined that the preceptor no longer works at site, is on vacation, or is on leave, promptly notify the Experiential Office via email.
- d. The Experiential Office must be notified no later than **10 days BEFORE** the rotation start date if the student is unable to reach the preceptor so that additional communication from OEE can be initiated.

## Professionalism/Communication

**ACTIVITY: Visit #1 Orientation****ACTIVITY 1: Site Orientation Checklist**

Review the following topics (as applicable) with your preceptor. Check each item once complete.

<input type="checkbox"/>	<b>Introductions</b>	Preceptor Other pharmacy staff												
<input type="checkbox"/>	<b>Goals and objectives</b>	Syllabus review Pharmacy Manual review Workbook Activity review Pharmacy Skills course activities and schedule Assessment form review Deadlines (record dates in the lines that follow): <table border="1" data-bbox="487 604 1468 741"> <tr> <td>Preceptor Assessment of Student</td> <td>Midpoint</td> <td>FINAL</td> </tr> <tr> <td>Student Self-Assessment</td> <td>Midpoint</td> <td>FINAL</td> </tr> <tr> <td>Student Assessment of Preceptor</td> <td>End of IPPE</td> <td></td> </tr> <tr> <td>Student Assessment of Site</td> <td>End of IPPE</td> <td></td> </tr> </table>	Preceptor Assessment of Student	Midpoint	FINAL	Student Self-Assessment	Midpoint	FINAL	Student Assessment of Preceptor	End of IPPE		Student Assessment of Site	End of IPPE	
Preceptor Assessment of Student	Midpoint	FINAL												
Student Self-Assessment	Midpoint	FINAL												
Student Assessment of Preceptor	End of IPPE													
Student Assessment of Site	End of IPPE													
<input type="checkbox"/>	<b>Recurring visit requirements</b>	Workbook activity review Use of forms for recurring activities Special activities/projects												
<input type="checkbox"/>	<b>Scheduling (Confirm ALL of the following):</b>	Hours/schedule, including breaks Calendar with deadlines Absence policy College holidays Logistics Parking Personal item storage Restroom/break area location Dress code												
<input type="checkbox"/>	<b>Introduction to work area</b>	Review of pharmacy layout and workflow Computer system(s) and expectations Phone system(s) and expectations for answering phone (i.e., phone etiquette) Paper documentation system, if applicable Storage of medications												
<input type="checkbox"/>	<b>Legal and regulatory issues</b>	Copy of student intern license provided Patient confidentiality and HIPAA (Health Insurance Portability and Accountability Act) Requirements mandated by OSHA (Occupational Safety and Health Administration) Antidiscrimination policy Patient counseling expectations												



**Professionalism/Communication****ACTIVITY: Visit #1 Orientation**

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**Activity 2: Icebreaker**

- ☐ Ask your preceptor to discuss his or her career path (e.g., pharmacy school, residency considerations, job opportunities, organization involvement) and why pharmacy was the chosen field.
- ☐ Tell your preceptor why you chose pharmacy and what you hope to do when you graduate.
- ☐ Review with your preceptor your experience so far in pharmacy.
- ☐ Identify specific strengths and areas you would like to improve upon over the year. Note these in the space below.

**Three goals you hope to accomplish in the P2 Health System IPPE**

1.

2.

3.

**Professional Opportunities in Pharmacy at Site**

- ☐ Does the site offer summer pharmacy internships for pharmacy students? What is the process for applying?
- ☐ Ask your preceptor what qualities they look for when choosing to hire a student.
- ☐ How do pharmacists typically get hired and promoted at the pharmacy (from within, from outside, is residency required and do most staff have residencies)?
- ☐ Is the site is currently hiring? Describe any pharmacy positions that are currently available.

## Professionalism/Communication

**ACTIVITY: Visit #1 Orientation****Activity 3: Roles and responsibilities**

Familiarize yourself with roles and responsibilities.

- ☐ Request to review job descriptions for the following roles at your site.
- ☐ Describe at least three roles and responsibilities of each individual and how they differ?

Individual	Responsibilities
Pharmacist-in-Charge	
Staff Pharmacist	
Technician	
Hospital Manager	
Corporate Pharmacy Director(s)	
Other: _____	<u>Fill in any role that is important at your site</u>
Individual	Responsibilities (What does your site expect of P2 students)
IPPE Student	



**INDIVIDUAL STUDENT ACTIVITY:**

**DAILY DRUG INFORMATION LOG**

Learner

**ACTIVITY: Drug Information DAILY STUDENT INDIVIDUAL LOG****Complete prescription medication table for two drug classes at each site visit.**☐ Physically locate product, review a package insert, site-specific guideline and appropriate tertiary reference to complete other information

Class	Formulary Agent & Nonformulary Brand/Generic Name	Usual Dosage Range & Dosage Forms from Hospital Guidelines	One Indication and Two Monitoring Parameters	Mechanism of Action	List 2 important adverse effects, precautions, drug interaction or <i>pertinent</i> counseling points
Antineoplastic agents					
Anticonvulsants					
Antivirals					
Gastrointestinal agents (monoclonal antibodies)					
Biologicals (e.g. immunoglobulin, monoclonal antibodies)					

Learner

**ACTIVITY: Drug Information DAILY STUDENT INDIVIDUAL LOG****Complete prescription medication table for two drug classes at each site visit.**☐ Physically locate product, review a package insert, site-specific guideline and appropriate tertiary reference to complete other information

Class	Formulary Agent & Nonformulary Brand/Generic Name	Usual Dosage Range & Dosage Forms from Hospital Guidelines	Therapeutic Use Common Indication(s) and Monitoring Use Site Guideline	Mechanism of Action	List 2 important adverse effects, precautions, drug interaction or <i>pertinent</i> counseling points
Hospital Intravenous Fluids					
Respiratory Therapy Agents					
Direct Oral Anticoagulants					
Antiplatelet Agents					
Anticoagulants Injectable					
Thrombolytic agents					

Learner

**ACTIVITY: Drug Information DAILY STUDENT INDIVIDUAL LOG****Complete prescription medication table for two drug classes at each site visit.**☐ Physically locate product, review a package insert, site-specific guideline and appropriate tertiary reference to complete other information

Rx Drug by Class	Formulary Agent & Nonformulary Brand/Generic Name	Usual Dosage Range & Dosage Forms from Hospital Guidelines	Therapeutic Use Common Indication(s) and Monitoring Use Site Guideline	Mechanism of Action	List 2 important adverse effects, precautions, drug interaction or <i>pertinent</i> counseling points
Beta-Blockers					
Calcium Channel Blockers					
Diuretics					
Antibiotics (Gram Negative)					
Antibiotic (Gram Positive)					
Antibiotic (Anaerobic)					
NSAIDs					

Learner

**ACTIVITY: Drug Information DAILY STUDENT INDIVIDUAL LOG****Complete prescription medication table for two drug classes at each site visit.**☐ Physically locate product, review a package insert, site-specific guideline and appropriate tertiary reference to complete other information

Rx Drug by Class	Formulary Agent Brand/Generic Name	Usual Dosage Range & Dosage Forms according to Site Guideline	Therapeutic Use Common Indication(s) and Monitoring Use Site Guideline	Mechanism of Action	List 2 important adverse effects, precautions, drug interaction or <i>pertinent</i> counseling points
Opioids (Agonist)					
Opioids (Agonist/Antagonist)					
Selective Serotonin Reuptake Inhibitors					
Sedative/Hypnotics					
Thyroid Hormones					
Insulin					
Antidiabetic: Dipeptidyl Peptidase IV (DPP-IV) Inhibitor					

Learner

**ACTIVITY: Drug Information DAILY STUDENT INDIVIDUAL LOG****Complete prescription medication table for two drug classes at each site visit.**☐ Physically locate product, review a package insert, site-specific guideline and appropriate tertiary reference to complete other information

Rx Drug by Class	Formulary & Nonformulary Agent Brand/Generic Name	Usual Dosage Range & Dosage Forms	Therapeutic Use Common Indication(s) and Monitoring Use Site Guideline	Mechanism of Action	List 2 important adverse effects, precautions, drug interaction or <i>pertinent</i> counseling points
Skeletal Muscle Relaxants					
Sedative/Hypnotics					
Antiarrhythmic Class III					
Alpha 1 Blockers					
Sulfonylureas					
H2 Antagonists					



Learner

**ACTIVITY: Drug Information DAILY STUDENT INDIVIDUAL LOG****Complete prescription medication table for two drug classes at each site visit.**☐ Physically locate product, review a package insert, site-specific guideline and appropriate tertiary reference to complete other information

Rx Drug by Class	Formulary & Nonformulary Agent Brand/Generic Name	Usual Dosage Range & Dosage Forms	Therapeutic Use Common Indication(s) and Monitoring Use Site Guideline	Mechanism of Action	List 2 important adverse effects, precautions, drug interaction or <i>pertinent</i> counseling points
Antimigraine (Triptans)					
Antispasmodic Gastrointestinal Agents					
Amphetamines					
Antispasmodic Urinary					
Antigout					
Oral Contraceptives					



## TEAM STUDENT ACTIVITY

**Medication Use Systems Management****ACTIVITY: Review Order Processing and Roles**

1. Describe the process pharmacist order verification at the site.
  
  
  
  
  
  
  
  
  
  
2. Is there a pharmacist reviewing medication orders remotely? If so, describe the process.
  
  
  
  
  
  
  
  
  
  
2. What patient information can the pharmacist see when they are reviewing medication orders?
  
  
  
  
  
  
  
  
  
  
3. Describe how these drugs are dispensed from the pharmacy and what is on the label that prints:
  - ☐ Unit Dose (packaged individually for one-time use)
  
  
  
  
  
  
  
  - ☐ Multi Dose (packaged in multiple dose form e.g. inhaler, topical products)
  
  
  
  
  
  
  
  - ☐ Intravenous (IV) syringe
  
  
  
  
  
  
  
  - ☐ IV Bag
  
  
  
  
  
  
  
  
  
  
4. How does your site define a STAT order and how quickly does the drug need to reach the patient?

**Medication Use Systems Management****ACTIVITY: Review Order Processing and Roles**

Describe the medication use process in health-systems, including how pharmacy impacts the safety of storage, prescribing, transcription, dispensing, administration, and monitoring steps.

S t o r a g e	<input type="checkbox"/> How does the pharmacy impact safety of storage of medications?
P r e s c r i b i n g	<input type="checkbox"/> What does pharmacist do to impact prescribing of medications?
T r a n s c r i b i n g	<input type="checkbox"/> Under what circumstances are orders transcribed by the pharmacist (orders entered by pharmacists from paper via telephone, fax, delivery, or pneumatic tube)
V e r i f i c a t i o n	<input type="checkbox"/> What elements of a medication order do the pharmacist review when verifying and checking medication orders?
D i s p e n s i n g	<input type="checkbox"/> How do the pharmacist and technician influence the safety of order during dispensing?
A d m i n i s t r a t i o n	<input type="checkbox"/> How does the pharmacist and technician staff influence safety of administration (e.g. medication administration record, or barcoded medications)?
M o n i t o r i n g	<input type="checkbox"/> Describe the role of the pharmacist at your site related to monitoring (ability to review, and order patient labs)

**Medication Use Systems Management****ACTIVITY: Accurate Dispensing of Medications-Workflow****Review Roles and Schedules**

**Describe scheduling of pharmacists and technicians in terms of the roles and areas covered.**

1. Who is responsible for scheduling the pharmacist and technician shifts?
2. What happens if a pharmacist who is scheduled to work is unexpectedly unavailable?
3. Who is responsible for scheduling the technicians, student pharmacists, and other personnel?
4. What happens if a technician who is scheduled to work is unexpectedly unavailable?
5. Describe if the pharmacy has a limit on the number of pharmacists, technicians, or students that can be present? Does the state law influence this? ☐ Yes ☐ No
6. If so, explain these limits and how they are determined?
7. Discuss the schedule for pharmacists and technicians with your preceptor

- # of pharmacist and technicians per shift, hours of the shift, roles the different shifts cover

Pharmacists	Day Shift	Evening Shift	Night Shift

Technicians	Day Shift	Evening Shift	Night Shift

**Medication Use Systems Management****ACTIVITY: Accurate Dispensing of Medications-Workflow**

**Describe the overall layout in the pharmacy and any suggestions for improvement.**

**Discuss the following with a pharmacy technician or pharmacist manager at your site for drug distribution.**

- ☐ Layout and overall workflow safety and efficiency of the pharmacy
  - Medication storage/technology: unit dose, multi-dose liquids, solutions, suspensions, sterile products, non-formulary, patient's own, otic / ophthalmic, topical, controlled, and expired medications, automated dispensing devices, pneumatic tube etc.
  - Workflow areas: Non-sterile preparation, sterile preparation, purchasing, computers staff: pharmacist, technicians, buyer, administration etc.
  - Administrative: fire extinguishers, alarms, entrances and exits. Etc.

**Medication Use Systems Management****ACTIVITY: Accurate Dispensing of Medications-Workflow**

Review the contents of a crash cart.

Identify three commonly used medications the crash cart and identify the indications below.

1.

2.

3.

Did you observe a rapid response or code at your site?

What medications were administered?

Describe role of the pharmacist in a code situation at your site.

## Medication Use Systems Management

**ACTIVITY: Review Practice Manager Oversight**

Discuss the following supporting tasks with a pharmacy technician and or pharmacist manager. Ask them specifically to describe their role in and to share any examples of how they oversee or are involved in each of following supporting tasks.

DOMAIN		Example Supporting Task	Discussed with preceptor
P R A C T I C E M A N A G E R D O M A I N	Oversee the pharmacy operations for an assigned work shift.	• Implement pharmacy policies and procedures.	<input type="checkbox"/>
		• Supervise and coordinate the activities of pharmacy technicians and other support staff.	<input type="checkbox"/>
		• Assist in training pharmacy technicians and other support staff.	<input type="checkbox"/>
		• Assist in the evaluation of pharmacy technicians and other support staff.	<input type="checkbox"/>
		• Identify pharmacy service problems and/or medication safety issues.	<input type="checkbox"/>
		• Maintain the pharmacy inventory.	<input type="checkbox"/>
		• Assist in the management of a pharmacy budget.	<input type="checkbox"/>
		• Interpret pharmacy quality and productivity indicators using continuous improvement quality techniques.	<input type="checkbox"/>

•Adapted from: Pharmacists/ Patient Care Process. May 29, 2014 Joint Commission of Pharmacy Practitioners <https://icpp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf> Accessed July 2024.

•Adapted from: Core Entrustable Professional Activities for New Pharmacy Graduates <https://www.aacp.org/sites/default/files/2017-11/CoreEntrustableProfessionalActivitiesforNewPharmacyGraduates.pdf> Accessed July 2024.



**Medication Use Systems Management****ACTIVITY: Review Purchasing, Inventory and Product Acquisition (NON-controlled medications).**

Discuss the following with your preceptor or designee and ask that your preceptor initial each item once complete. You do not need to record the answers or responses.

		Discussed with Preceptor
<input type="checkbox"/>	How many wholesalers does your pharmacy use?	<input type="checkbox"/>
<input type="checkbox"/>	How are orders communicated to the wholesaler(s)?	<input type="checkbox"/>
<input type="checkbox"/>	When do shipments arrive?	<input type="checkbox"/>
<input type="checkbox"/>	Who is responsible for managing the shipment and adding products to the current inventory?	<input type="checkbox"/>
<input type="checkbox"/>	How is the quantity of medication needing to be ordered determined?	<input type="checkbox"/>
<input type="checkbox"/>	Describe the means by which controlled substances and legend drugs are shipped.	<input type="checkbox"/>
<input type="checkbox"/>	How are temperature-sensitive medications managed?	<input type="checkbox"/>
<input type="checkbox"/>	What documents arrive with the shipment and what is done with these?	<input type="checkbox"/>
<input type="checkbox"/>	How is the computer updated when a new product arrives?	<input type="checkbox"/>
<input type="checkbox"/>	How does the pharmacy keep track of expiration dates of medications?	<input type="checkbox"/>
<input type="checkbox"/>	Who monitors the drug budget and expenses?	<input type="checkbox"/>
<input type="checkbox"/>	What happens if there is not enough medication in stock to fill an order?	<input type="checkbox"/>
<input type="checkbox"/>	What is the pharmacy's process for returning a medication to stock?	<input type="checkbox"/>
<input type="checkbox"/>	If a medication is made by multiple manufacturers, how does your pharmacy decide which one to use?	<input type="checkbox"/>
<input type="checkbox"/>	Are medications ever dispensed to patients in their original containers? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, what criteria must be met on the labels of the products?	<input type="checkbox"/>
<input type="checkbox"/>	Does your pharmacy ever lend or borrow medications from other sites? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, what is the process for doing so?	<input type="checkbox"/>
<input type="checkbox"/>	What is the procedure for returning medications to the manufacturer?	<input type="checkbox"/>
<input type="checkbox"/>	What is the procedure for dispensing, and storing patient's own medications	<input type="checkbox"/>

**Medication Use Systems Management****ACTIVITY: Review Purchasing, Inventory and Product Acquisition (CONTROLLED substances)**

Discuss the following with the pharmacy buyer and or preceptor and ask that your preceptor initial each item once complete. You do not need to record the answers or responses.

		Discussed with Preceptor
<b>Controlled Substances</b>		
<input type="checkbox"/>	Review with your preceptor the purpose and components of the DEA 222 form.	<input type="checkbox"/>
<input type="checkbox"/>	Who is permitted to complete this form?	<input type="checkbox"/>
<input type="checkbox"/>	How is this form completed and what if a mistake is made?	<input type="checkbox"/>
<input type="checkbox"/>	What is the procedure when a CII medication is borrowed?	<input type="checkbox"/>
<input type="checkbox"/>	Who receives and puts controlled substances away when delivered	<input type="checkbox"/>
<input type="checkbox"/>	What is the procedure followed if a CII medication is not received in the order?	<input type="checkbox"/>
<input type="checkbox"/>	How does the pharmacy dispose of expired CII products?	<input type="checkbox"/>
<input type="checkbox"/>	How does your pharmacy take an inventory of CII products?	<input type="checkbox"/>
<input type="checkbox"/>	How is this inventory documented?	<input type="checkbox"/>
<input type="checkbox"/>	What steps are taken if the count is not what was expected?	<input type="checkbox"/>
<input type="checkbox"/>	How often does your pharmacy take an inventory of CIII-V products?	<input type="checkbox"/>
<input type="checkbox"/>	How is this inventory documented for controlled substances?	<input type="checkbox"/>

## Medication Use Systems Management

**ACTIVITY: Define Purchasing, Inventory and Product Acquisition (Drug Shortages)-**

Give examples of three medication shortages at your site and identify what alternative medications should be supplied. Provide references for your recommendations.

- Discuss any clinical decision-making that must be made for a particular shortage.
- Discuss how the shortage is communicated to staff outside the pharmacy.

Describe Drug Shortage Define drug brand and manufacturer on shortage and define why it is on shortage	Define Appropriate Formulary Alternatives Indication What is the drug used for?  Define what the appropriate clinical alternatives on the formulary?	Define Appropriate Drug Information Resources: Appropriate Drug Reference Guide 1. <u>ALWAYS</u> check for hospital guideline first 2. <i>Next</i> , tertiary reference (e.g. Micromedex, Clinical Pharmacology, if not found #1) 3. <i>Then</i> check national expert guidelines (e.g. Infectious Diseases Society of America, if not found #2) 4. <i>Lastly</i> check Up-to-date, Pub Med or Ovid for a reference (if not found #1-3)
Drug Shortage 1 Drug Brand/Generic   Manufacturer   Reason		
Drug Shortage 2: Drug Brand/Generic   Manufacturer   Reason		

**Medication Use Systems Management****ACTIVITY: Identify Information Technology (Informatics)**

1. Discuss with the preceptor the technology available at the site and basic functionality.

✓ all that apply	Technology	Product Name and Basic Functionality
•	Automated Dispensing Machines	
•	Automated Intravenous Admixture Device (Compounders)	
•	Automated Medication Dispensing Cabinets	
•	Bedside-Barcoding	
•	Medication Storage Carousel	
•	Clinical Decision Support	
•	Computer Generated Medication Administration Record	
•	Computerized Prescriber Order Entry Systems	
•	Critical Pathways/ Order sets/ Protocols	
•	Inventory Control Applications	
•	Medication Administration Devices	
•	Unit Dose Packaging Machines	
•	Pharmacy Information Systems	
•	Pharmacy Intranet	
•	Point of Care Bar-Code Medication Administration	
•	Report Writing	
•	Smart Pumps with Drug Libraries	
•	Unit Dose Robotics Systems	
•	Integrated surveillance applications for the reporting of medication incidents / adverse events	

3. Describe opportunities for informatics management that exist for pharmacists or technicians within the pharmacy?

**Medication Use Systems Management****ACTIVITY: Identify Medication Safety Measures.**

1. Discuss the following with your preceptor and describe the site's use of the following best practices.

Best Practice	Describe Pharmacy's Process
<input type="checkbox"/> Tall Man Lettering	How does pharmacy make use of this in the system? If so, how?
<input type="checkbox"/> High-Alert Medications	Name 4 high-alert medications at your site?
<input type="checkbox"/> Concentrated electrolytes	What is "concentrated potassium chloride" and how does pharmacy prevent dispensing of concentrated electrolytes on the decentral areas?
<input type="checkbox"/> Dangerous abbreviations	Name two dangerous abbreviations defined by your site  How does pharmacy educate and prevent the use of dangerous abbreviations?
<input type="checkbox"/> Leading decimals/trailing zeroes	How does the system prevent the use of leading decimals/trailing zeroes?

3. Describe who in the pharmacy collects and manages medication error and adverse drug reactions?

4. If a medication error or adverse drug reaction occurs, what steps are taken to document the error or reaction *internally*?

5. How do pharmacists and technicians receive information about medication errors and adverse reactions occurring within the hospital, error-prone situations, errors occurring in other pharmacies, and strategies to prevent such errors?

6. Under what circumstance would the pharmacist report an error or adverse reaction to FDA MedWatch or ISMP? Has anyone reported one?

☐ Yes ☐ No

7. If so, describe the error and what was reported:

8. Report an adverse drug event and medication error using the site's reporting system and describe the underlying system-associated causes here.

For additional information, tools, and resources pertaining to medication safety in pharmacies, refer to the Institute for Safe Medicine Practices (ISMP) at: <https://home.ecri.org/pages/ismp> Accessed July 2024.

**Problem Solving****INDIVIDUAL ACTIVITY: Complete the following calculations.**

1. How many grams each of dextrose and sodium chloride are used to prepare a 500ml bag of D5½NS for intravenous infusion?
2. Calculate the milliequivalents of sodium and millimoles of dextrose in the above solution.
3. A pharmacist prepared a liter of a 5% dextrose solution in sterile water for injection using a dextrose injection, 500mg/ml. How many milliliters of the injection were required?
4. Calculate the daily infusion volume of D5W to be administered to a neonate weighing 4 lb., on the basis of 50 mL/kg/day. The final answer should be expressed in mL/day.
5. Gentamicin sulfate, 5mg/kg, is prescribed for a 2kg neonate.
  - a. Calculate the dose of the drug.
  - b. When the drug is placed in a 50ml IV bag, what is the flow rate, in mL/min, if the infusion is to run for 30 minutes.
6. A medication order for a patient weighing 180 lb calls for 5mg of Amphotericin B lipid complex (ABLC) per kilogram of body weight to be added to 250ml of 5% dextrose injection. If the ABLC is to be obtained from a vial that contains 100mg/20ml, how many milliliters should be added to the dextrose injection?
7. An emergency syringe contains lidocaine, 100mg/5ml. How many milliliters should be used in preparing 500mL of an infusion to contain 4 mg/mL of lidocaine in D5W?
8. If 250mg of dopamine in 250 mL D5W is administered to a 190 lb patient at a rate of 10mL/hr, how many mcg/kg/min is the patient receiving?
9. A prescriber orders a 2-gram vial of ceftriaxone to be added to 500ml of D5W. If the administration rate is 100 mL/hr, how many milligrams of ceftriaxone will the patient receive per minute?
10. A patient weighing 160lb requires amikacin, and the prescription calls for 7.5mg of amikacin sulfate per kilogram of body weight to be added to 500ml of D5W. How many milliliters of an amikacin sulfate injection containing 500mg/ml should be used in preparing the infusion?

**Problem Solving**

**ACTIVITY: Provide an example of a time calculations were needed to be performed.**

**ACTIVITY: Participate in / observe sterile Intravenous (IV) compounding**

The following questions should be answered by students AFTER they receive aseptic technique training at the College.

1. What training does the site provide to prepare staff for sterile compounding?
2. What type of laminar flow hood(s) does the site have for preparing sterile products (# and type horizontal/vertical)?
3. List five of the most commonly intravenous medications compounded by your site?
4. What is an IV piggy back medication?

**Problem Solving**

5. To what extent has the pharmacy been able to implement the recommendations in USP 797 the standards? (Are they fully compliant- ask the manager or pharmacist?)
6. How are sterile medications prepared in batches at your site (syringes versus large volumes)?
7. Describe the return policy/ expiration dating and handling of IV syringes, and solutions?
8. How are latex free orders identified and handled?
9. What special precautions are taken for preparing chemotherapy?



## Problem Solving

**ACTIVITY: Participate in/ observe sterile intravenous (IV) compounding.**

1. Observe one medication order for an IV medication prepared aseptically in pharmacy from order review, labeling, dispensing, delivery and administration.

2. Copy information from order below and review for appropriateness.

Information on the Order	What references do you check?
Drug	<b>Appropriate Drug Reference Guide</b>
Dose                      Frequency                      Due	1. <u>ALWAYS</u> check for hospital guideline first
Concentration                      Volume	2. Trissels is a standard IV drug reference
Expiration                      Special Instructions	3. <i>Next</i> , tertiary reference (e.g. Micromedex, Clinical Pharmacology, if not found #1)
	4. <i>Then</i> check national expert guidelines (e.g. Infectious Diseases Society of America, if not found #2)
	5. <i>Lastly</i> check Up-to-date, Pub Med or Ovid for a reference (if not found #1-3)
Consider: <input type="checkbox"/> indication _____ <input type="checkbox"/> drug-drug interactions <input type="checkbox"/> incompatibilities	

3. Based on the review, is the order appropriate for the patient?

☐ Yes

☐ No

4. If changes were necessary, describe them here:

5. What calculations were needed to compound the medication?

6. Describe the procedure for aseptically compounding the product:

7. How did this procedure differ from instruction received in Skills Lab?

8. Are there any concerns about shaking the product (can this product be tubed safely)?

9. Observe a nurse administering the IV medication. Describe the patient identifiers the RN checks and procedure.

**ACTIVITY: Search for appropriate drug information resources.**

- ☐ Pharmacists must know the proper resources to use when locating appropriate drug information.
- ☐ Discuss the following with your preceptor and WRITE the NUMBER of the Drug Reference Description matching the Appropriate Drug Reference Choice.

#	Drug Reference Description	#	Appropriate Drug Reference Choice
1	<u>ALWAYS</u> check this reference <i>first</i> in a hospital to ensure the answer is site-specific.		National expert guidelines (e.g. Infectious Diseases Society of America)
2	Next, check this drug reference which has answers in a database look-up.		Preceptor
3	<i>Then</i> check this reference for the most appropriate recommendation from a nationally recognized organization.		Rosalind Franklin University Boxer Librarian
4	Finally if you <i>still</i> cannot find the answer, you may look here for a specific study.		Primary drug reference (Pub Med, Ovid)
5	<i>Only after checking all of the above</i> , you <i>may</i> consult this resource.		Hospital-specific guideline
6	<i>And if <u>all</u> of the above</i> do not give you the answer, you may always call this reference for assistance.		e.g. Micromedex®, Clinical Pharmacology, Lexicomp <sup>INC</sup> , Facts & Comparisons, etc.

- ❑ **ACTIVITY: Review Site-specific drug use guidelines, protocols important drug-use policies are at the site. If permitted, print a copy of the list for your reference to use on the rotation.**

Reference	Drug Reference Used at Hospital
What is the most common tertiary database used at the site?	
What reference does a pharmacist use to look up when they have a tablet and need to identify?	
What reference does the pharmacist use as the 'gold standard' identify incompatibilities or published concentration IV information?	
What reference does the pharmacist use to renally dose the patient?	
What reference(s) allow you to pull up disease and drug information in English and in Spanish	
What reference(s) does the pharmacist use during a code?	
What reference does a pharmacist use when identifying latex allergies?	
What reference(s) allows you to pull up a full drug class review with comparison tables reviewing the drug class?	
What reference does a pharmacist use if the patient has a gluten allergy?	
What reference is the 'gold standard' for looking up teratogenicity and lactation?	
What reference(s) has quick calculators to for creatinine clearance,	
What reference(s) allows a pharmacist to easily identify the manufacturer of the medication?	
What reference(s) allow a pharmacist to find the average wholesale price of a medication?	
What reference(s) allow you to pull up side-by-side drug monograph section comparisons?	
What reference do many poison centers use for toxicology information?	
What reference(s) does the pharmacist use for recipes for <u>non-sterile</u> compounding?	
What hospital-specific reference does the pharmacist use to identify whether something is a standard concentration in the hospital for a particular medication (e.g. epinephrine drip is 1mg/ml).	

Learner	
What hospital-specific reference will show you the site-specific sensitivities to bacteria?	

**Learner  
Information Master**

**ACTIVITY: Retrieve and analyze scientific literature to answer a drug information question.**

Type text here				<b>Drug Information Request Form</b>			
<b>Requester Information</b>							
Name: Type text here				Email: Type text here			
Date Received:				Time Received: AM/PM			
<b>Internal:</b> Type text here MD/DO DDS RN Pharmacist PA/NP Other:		<b>External:</b> Type text here MD/DO DDS RN Pharmacist PA/NP Other: General public:		<b>How Received:</b> Type text here Phone Voice Mail Email In person Referred by:		<b>Priority:</b> Type text here Urgent High priority Routine Low priority	
<b>Original Question/Request</b>							
Type text here							
<b>Classification of Request</b>							
Type text here Administration (route/methods) Adverse effects/intolerances Allergy/cross reactivity Alternative medicine Biotechnology/gene therapy Clinical nutrition/ metabolic support Compatibility/storage/ stability Contraindications/ precautions Cost/ pharmacoconomics Dosing Drug delivery/devices Drug interactions Drug of choice/therapeutic alternatives/ therapeutic use		Type text here Drug standards/legal/ regulatory Drug use in special populations Pharmacokinetics Pharmacology Pharmacodynamics Excipients/compounding/ formulations Investigational products Lab test interferences Monitoring parameters Lab test interferences Monitoring parameters Nonprescription products Patient education		Type text here Pharmacokinetics Physiochemical properties Poisoning/toxicology Pregnancy/lactation/ teratogenicity/fertility Product availability/status Product identification Product information Study design/protocol development Other:			
<b>Response (referenced)</b>							
Type text here							
<b>References (numbered)</b>							
Type text here							
<b>Tracking/Follow-Up</b>							
Request Received By: Type text here		Response Formulated By: Type text here		Time Required to Answer: Type text here			
<input type="checkbox"/> Literature Provided		<input type="checkbox"/> Verbal Response		<input type="checkbox"/> Written Response			
<b>Outcome/Follow Up</b>							
Type text here							

Drug Information Request Form			
Preceptor Assessment of Drug Information Request:			
Student Name _____		Evaluator Name _____	
Requestor	Yes	No	Comments
Did the student obtain complete demographic information for the person asking the question?	1	0	Type text here
Background information:			
Thorough	1	0	Type text here
Appropriate to the request	1	0	Type text here
Search Strategy References			
Appropriate references used	1	0	Type text here
Search was sufficiently comprehensive	1	0	Type text here
Is search strategy clearly documented	1	0	Type text here
Response was			
Appropriate for situation	1	0	Type text here
Sufficient to answer the question	1	0	Type text here
Provided in a timely manner	1	0	Type text here
Integrated with available patient data	1	0	Type text here
Supported by appropriate materials	1	0	Type text here
If complete response could not be provided within timeframe requested, was the requestor advised as to the status of the request and the anticipated delivery of the final response?	1	0	Type text here
Final GRADE	#/12	Overall Comments Type text here	

Educator

**ACTIVITY: Counsel patient(s) on a medication. (Document ONE encounter below)****Patient Counseling Assessment Form****Patient Counseling Assessment Form**

Student Name:  Date:

Evaluator Name:

Evaluator Role: Role ☐ Preceptor ☐ Faculty ☐ Student ☐ Resident

Medication dispensed:

**CONSULTATION:**

Which of the following did the student pharmacist discuss with the patient? *Check all that apply.*

- ☐ Product/ingredient name and intended use  
☐ Directions for use  
☐ Adverse effects  
☐ Drug interactions  
☐ Duration of use  
☐ Special precautions  
☐ Proper storage  
☐ Self-monitoring of effectiveness  
☐ Expectations of treatment/When to contact health care provider  
☐ Nonpharmacologic treatment options

**Consultation Assessment (check one):**

How well was the medication information communicated to the patient?

☐ Inadequate ☐ Needs Improvement ☐ Satisfactory ☐ Excellent

**ASSESSMENT OF INTERACTION AND COMMUNICATION SKILLS: Check all that apply.**

- ☐ Introduces self  
☐ Verifies patient and correct prescription  
☐ Maintained eye contact with the patient  
☐ Asked open-ended questions when appropriate  
☐ Clearly communicated information to patient  
☐ Used terminology appropriate to the patient's level of understanding  
☐ All important counseling points and key messages were covered  
☐ Seemed friendly and empathetic  
☐ Demonstrated an organized approach  
☐ Gave patient an opportunity to ask questions  
☐ Adequately assessed patient understanding

**Communication Skills (check one):**

☐ Not acceptable ☐ Acceptable ☐ Outstanding  
 (Less than 5 checked items) (5-10 checked items) (All 11 items checked)

**Feedback for the Student Pharmacist:**

## Patient-Centered Care

**ACTIVITY: Discuss / present a patient with a pharmacist.****Patient Case Presentation Guideline**Student Name: Date: Evaluator Name: Evaluator Role: Role ☐ Preceptor ☐ Faculty ☐ Student ☐ Resident

Use the following form to provide structure to the student in obtaining necessary information from the patient's medical chart.

Student may practice discussing a patient with a resident, pharmacist, and/or health care provider and give feedback to student. Note- A *formal presentation* not required, e.g. no Power Point or formal write-up):

**Recommended components for student to gather and write:****1. Patient Discussion**

Chief complaint (why patient came to the hospital)

History of present illness

Past medical history

Medications on admission

Drug allergies

Family/social history (if relevant)

Physical exam and review of systems

Problem list (assessment and plan)

Hospital Course

Baseline labs and pertinent labs throughout hospital course (labs which should be monitored based on patient's disease state(s) and medications)

Review hospital course (summarize days on which important therapeutic interventions were made, changes in patient status occurred)

Include patient's drug therapy throughout their course and be able to discuss side Effects, drug interactions, and pertinent labs associated with this therapy.

**2. Review and discuss disease state related to patient**

Epidemiology of the disease

Etiology of the disease

Pathophysiology of the disease

Clinical presentation

Diagnosis

Treatment guidelines and alternatives

Discussion of treatment options, including drugs of choice, alternatives, monitoring, and side effects.

**3. Review and discuss patient's therapy and monitoring**

Comparison with "classic patient"

Critique of drug therapy

Discussion of efficacy parameters

Monitoring of adverse effects

All references should follow the Uniform Requirements as described in New England Journal of Medicine (N Engl J Med 1997;336:309-315).





## Pharmacists' Patient Care Process (PCPP) and Core Entrustable Professional Activities (EPA) Exercise



Figure 1: Pharmacists' patient care process

### Pharmacists' Patient Care Process

Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes.

Using principles of evidence-based practice, pharmacists:

#### Collect

The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/ medication history and clinical status of the patient.

#### Assess

The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care.

#### Plan

The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective.

#### Implement

The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

#### Follow-up: Monitor and Evaluate

The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.

## Visit 10

**Patient-Centered Care**

**ACTIVITY:** For each of the following domains, student and preceptor will assess the trust level for each task.

DOMAIN		Example Supporting Task	Performed	Observed
COLLECT	Collect information to identify a patient's medication-related problems and health-related needs.	•Collect a medical history from a patient or caregiver.		
		•Collect a medication history from a patient or caregiver.		
		•Discuss a patient's experience with medication.		
		•Determine a patient's medication adherence.		
		•Use health records to determine a patient's health-related needs relevant to setting of care and the purpose of the encounter.		
ASSESS	Assess/analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.	•Assess a patient's signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral.		
		•Measure an adult patient's vital signs and interpret the results (e.g., body temperature, pulse rate, respiration rate, and blood pressure).		
		•Interpret laboratory test results.		
		•Identify drug interactions.		
		•Perform a comprehensive medication review for a patient.		
		•Assess a patient's health literacy using a validated screening tool.		
		•Compile a prioritized health-related problem list for a patient.		
PLAN	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	•Evaluate an existing drug therapy regimen.		
		•Follow an evidence-based disease management protocol.		
		•Develop a treatment plan with a patient.		
		•Manage drug interactions.		
		•Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.		
		•Determine the appropriate time interval(s) to collect monitoring data.		
IMPLEMENT	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	•Create a patient-specific education plan.		
		•Write a note that documents the findings, recommendations, and plan from a patient encounter.		
		•Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test.		
		•Educate a patient on the use of medication adherence aids.		
		•Assist a patient with a behavior change (e.g., use shared decision making and motivational strategies).		

FOLLOW-UP MONITOR & EVALUATE	Follow-up and monitor a care plan	•Collect monitoring data at the appropriate time interval(s).		
		•Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.		
		•Recommend modifications or adjustments to an existing medication therapy regimen based on a patient's response.		
		•Present a patient case to a colleague during a handoff or transition of care.		
INTERPROFESSIONAL TEAM	Collaborate as a member of an interprofessional team	<ul style="list-style-type: none"> <li>• Explain to a patient, caregiver, or professional colleague each team member's role and responsibilities.</li> <li>• Communicate a patient's medication-related problem(s) to another health professional.</li> <li>• Use setting appropriate communication skills when interacting with others</li> <li>• Use consensus building strategies to develop a shared plan of action.</li> </ul>		
POPULATION HEALTH	Identify patients at risk for prevalent diseases in a population	• Perform a screening assessment to identify patients at risk for prevalent diseases in a population (e.g., hypertension, diabetes, depression).		
	Minimize adverse drug events and medication errors.	<ul style="list-style-type: none"> <li>• Assist in the identification of underlying system-associated causes of errors.</li> <li>• Report adverse drug events and medication errors to stakeholders.</li> </ul>		
	Maximize the appropriate use of medications in a population.	<ul style="list-style-type: none"> <li>• Perform a medication use evaluation.</li> <li>• Apply cost-benefit, formulary, and/or epidemiology principles to medication related decisions.</li> </ul>		
	Analyze the protective and detrimental determinants of health to promote social justice.	<ul style="list-style-type: none"> <li>• Identify systemically at risk populations and provide patient- and population-centered care that is equitable</li> <li>• Perform an educational outreach intervention focused on disease prevention and health promotion.</li> </ul>		
	Ensure that patients have been immunized against vaccine preventable diseases.	<ul style="list-style-type: none"> <li>• Determine whether a patient is eligible for and has received CDC-recommended immunizations.</li> <li>• Administer and document CDC-recommended immunizations to an adult patient.</li> <li>• Perform basic life support.</li> </ul>		
INFORMATION MASTER	Educate patients and professional colleagues regarding the appropriate use of medications.	<ul style="list-style-type: none"> <li>• Lead a discussion regarding a recently published research manuscript and its application to patient care.</li> <li>• Develop and deliver a brief (less than 1 hour) educational program regarding medication therapy to health professional(s) or lay audience.</li> </ul>		
	Use evidence-based information to advance patient care.	<ul style="list-style-type: none"> <li>• Retrieve and analyze scientific literature to make a patient-specific recommendation.</li> <li>• Retrieve and analyze scientific literature to answer a drug information question.</li> </ul>		
PRACTICE MANAGER	Oversee the pharmacy operations for an assigned work shift.	<ul style="list-style-type: none"> <li>• Implement pharmacy policies and procedures.</li> <li>• Supervise and coordinate the activities of pharmacy technicians and other support staff.</li> <li>• Assist in training pharmacy technicians and other support staff.</li> <li>• Assist in the evaluation of pharmacy technicians and other support staff.</li> <li>• Identify pharmacy service problems and/or medication safety issues.</li> <li>• Maintain the pharmacy inventory.</li> <li>• Assist in the management of a pharmacy budget.</li> </ul>		

		<ul style="list-style-type: none"> <li>• Interpret pharmacy quality and productivity indicators using continuous improvement quality techniques.</li> <li>• Assist in the preparation for regulatory visits and inspections.</li> </ul>		
	Fulfill a medication order.	<ul style="list-style-type: none"> <li>• Enter patient-specific information into an electronic health or pharmacy record system.</li> <li>• Prepare commonly prescribed medications that require basic sterile compounding or basic non-sterile compounding prior to patient use.</li> <li>• Determine if a medication is contraindicated for a patient.</li> <li>• Identify and manage drug interactions.</li> <li>• Determine the patient co-pay or price for a prescription.</li> <li>• Ensure that formulary preferred medications are used when clinically appropriate.</li> <li>• Obtain authorization for a non-preferred medication when clinically appropriate.</li> <li>• Assist a patient to acquire medication(s) through support programs.</li> </ul>		
SELF-DEVELOPER	Create a written plan for continuous professional development.	<ul style="list-style-type: none"> <li>• Create and update curriculum vitae, resume, and/or professional portfolio.</li> <li>• Perform a self-evaluation to identify professional strengths and weaknesses.</li> </ul>		

\*Adapted from: Pharmacists/ Patient Care Process. May 29, 2014 Joint Commission of Pharmacy Practitioners <https://jcpp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf> Accessed July 2020  
 \*Adapted from: Core Entrustable Professional Activities for New Pharmacy Graduates <https://www.aacp.org/sites/default/files/2017-10/Appendix1CoreEntrustableProfessionalActivities> Accessed July 2020.

## SOAP Note Assessment Form

Student Name	Evaluator Name	Date		
<b>Overall Assessment:</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>
Note is dated. – 1 point		YES	NO	N/A
Author of note identified. – 1 point		YES	NO	N/A
Chief complaint or reason for encounter listed. – 1 point		YES	NO	N/A
PMH, complete medication list, AND basic demographics included ( <b>ALL</b> must be present). – 1 point		YES	NO	N/A
Information in Subjective belongs in the subjective section. – 1 point		YES	NO	N/A
Information in Objective belongs in the objective section. – 1 point		YES	NO	N/A
Information in Assessment belongs in the assessment section. – 1 point		YES	NO	N/A
Information in Plan and Follow-Up belongs in the plan and follow-up section. – 1 point		YES	NO	N/A
Information presented is restricted to what is relevant to the diseases or problems addressed below. – 1 point		YES	NO	N/A
<b>Total Points (1 point for each “Yes” or “N/A”)</b>		YES	NO	N/A

Disease or Issue (Drug Therapy Problem) Addressed:	Yes	No	N/A
Subjective section presents all supportive information relevant to this disease or issue – 1 point	YES	NO	N/A
Objective section presents all supportive information relevant to this disease or issue – 1 point	YES	NO	N/A
Assessment is based on the subjective and objective information – 1 point	YES	NO	N/A
Assessment contains sufficient detail to support the hypothesis – 1 point	YES	NO	N/A
Assessment is therapeutically accurate – 3 points	YES	NO	N/A
Plan is therapeutically accurate – 3 points	YES	NO	N/A
Follow-up is therapeutically accurate – 3 points	YES	NO	N/A
Plan and follow-up completely address the issue or problem – 1 point	YES	NO	N/A
<b>Total Points (full points earned for each “Yes” or “N/A”)</b>	YES	NO	N/A

Disease or Issue (Drug Therapy Problem) Addressed:	Yes	No	N/A
Subjective section presents all supportive information relevant to this disease or issue – 1 point	YES	NO	N/A
Objective section presents all supportive information relevant to this disease or issue – 1 point	YES	NO	N/A
Assessment is based on the subjective and objective information – 1 point	YES	NO	N/A
Assessment contains sufficient detail to support the hypothesis – 1 point	YES	NO	N/A
Assessment is therapeutically accurate – 3 points	YES	NO	N/A
Plan is therapeutically accurate – 3 points	YES	NO	N/A
Follow-up is therapeutically accurate – 3 points	YES	NO	N/A
Plan and follow-up completely address the issue or problem – 1 point	YES	NO	N/A
<b>Total Points (full points earned for each “Yes” or “N/A”)</b>	YES	NO	N/A

Disease or Issue (Drug Therapy Problem) Addressed:	Yes	No	N/A
Subjective section presents all supportive information relevant to this disease or issue – 1 point	YES	NO	N/A
Objective section presents all supportive information relevant to this disease or issue – 1 point	YES	NO	N/A
Assessment is based on the subjective and objective information – 1 point	YES	NO	N/A
Assessment contains sufficient detail to support the hypothesis – 1 point	YES	NO	N/A
Assessment is therapeutically accurate – 3 points	YES	NO	N/A
Plan is therapeutically accurate – 3 points	YES	NO	N/A
Follow-up is therapeutically accurate – 3 points	YES	NO	N/A
Plan and follow-up completely address the issue or problem – 1 point	YES	NO	N/A
<b>Total Points (full points earned for each “Yes” or “N/A”)</b>	YES	NO	N/A

Comments:

Total Points Earned/Total Points Available: 51 51

Adapted from: Frawley MA, Starny MJ, Rektjic. Multi-Focus SOAP Note Writing: Independent Video Activity – Hyperglycemia and Gout Active Learning Exercise. In the American Pharmacists Association Pharmacy Library. The University of Iowa College of Pharmacy, Department of Pharmacy Practice and Science, American Pharmacists Association Washington, DC ©2013. <http://www.pharmacylibrary.com/online/medicallyrelated/edu/2013/active-learning/soaps-note-taking/718622> Accessed on: May 20, 2015.



## Patient-Centered Care

**Medication History & Reconciliation****ACTIVITY: Categorize pharmacist perception of medication history, medication reconciliation and patient counseling**

Discuss with multiple pharmacists the perceptions of who is primarily responsible in your site for conducting the following tasks.

Summarize the perception you gather from pharmacists below and share with pharmacy preceptor.

Patient Interaction	Simple Definition	Prescriber	Pharmacist	Student	Technician	Nurse	Note any exceptions /additions
<b>Medication History</b>	Obtaining past medications the patient takes prior to admission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rank at your site who performs the most to the least (1=most, through 5=least, or n/a=not applicable) ?							
<b>Medication Reconciliation</b>	Comparing the list of medications the patient came in on to what is ordered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rank at your site who performs the most to the least (1=most, through 5=least, or n/a=not applicable) ?							
<b>Patient Counseling</b>	Counseling patients about the medications they receive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rank at your site who performs the most to the least (1=most, through 5=least, or n/a=not applicable)?							

## Patient-Centered Care

**Medication History & Reconciliation****ACTIVITY: Perform and observe medication history and medication reconciliation (next page)**

Work with your preceptor to identify a patient with 5 or fewer medications to obtain a medication history *and* medication reconciliation.

Before taking history from patient, review assessment points below and the medication reconciliation form on the next page. Use site-specific form if applicable. Take medication history while being supervised by your preceptor.

After the leaving the patient room, complete the following assessment with your preceptor.

**Medication:** \_\_\_\_\_

**CONSULTATION:**

Which of the following did the student pharmacist discuss with the patient? *Check all that apply.*

**Consultation Assessment (check one):**

How well was the medication history communicated to the patient?

- ☐ Inadequate                      ☐ Needs Improvement                      ☐ Satisfactory                      ☐ Excellent

**ASSESSMENT OF INTERACTION AND COMMUNICATION SKILLS: *Check all that apply.*****History Components:**

- ☐ Introduces self as a student
- ☐ Reminds patients to ask questions if they do not understand
- ☐ Asks patient to state both name and date of birth (both pieces)
- ☐ Asks what pharmacy the patient normally fills prescriptions at
- ☐ Verifies whether the patient has any medication allergies and related reactions
- ☐ Asks patient about each prescription medications the patient is taking including:
  - ☐ Name of medication, dose, route, frequency
  - ☐ Why patient takes medication (if they know)
  - ☐ Time of day (morning, lunch, evening) and last dose received (for timing next dose)
- ☐ Asks if patient takes any of the following types of medications: injections received ~ every few months, inhalers (puffers), nasal sprays, drops for eyes or ears, creams, patches or lotions for skin or any samples from MD they forgot to mention.
- ☐ Asks if takes any medications that are over the counter
- ☐ Asks if patient is taking any pain medications like (Tylenol, ibuprofen or Aleve)
- ☐ Asks if patient is taking any vitamins or herbal supplements
- ☐ Asks if doctor changed any medications recently and why
- ☐ Asks if patient stopped taking any medications recently and why
- ☐ Asks if patient has any questions before leaving room and thanks them for their time

**General Communication**

- ☐ Maintained eye contact with the patient
- ☐ Asked open-ended questions when appropriate
- ☐ Clearly communicated information to patient
- ☐ Used terminology appropriate to the patient's level of understanding
- ☐ All important counseling points and key messages were covered
- ☐ Seemed friendly and empathetic
- ☐ Demonstrated an organized approach
- ☐ Gave patient an opportunity to ask questions
- ☐ Adequately assessed patient understanding

**Communication Skills (check one):**

- ☐ **Not acceptable**                      ☐ **Acceptable**                      ☐ **Outstanding**  
 (Less than 10 checked items)      (10-15 checked items)      (All 16 items checked)

**Feedback for the Student Pharmacist:**



## Patient-Centered Care

**Medication History & Reconciliation****ACTIVITY: Perform and observe medication history and medication reconciliation (next page)**

On the same patient on the previous page, use the following form (or site-specific form) to reconcile what the patient was taking at home and what was ordered by the prescriber.

**Basic Patient Assessment Medication Reconciliation Assessment Form**

Use the following form (or site-specific form) to provide feedback to student on how the student pharmacist reconciles what the patient was taking at home and what was ordered by the prescriber.

**MEDICATION RECONCILIATION ORDER FORM**

List all patient medications prior to assessment. Include OTCs & alternative meds (herbals). (Alternative meds will not be continued on admission).

Before an outpatient receives any medication as part of their test or procedure, list all of their current home medications looking for allergies, interactions, duplications, or other concerns. A complete reconciliation is required only if the patient is to be admitted to the hospital.

Allergies: \_\_\_\_\_

DO NOT USE ABBREVIATIONS: .#, #.0, IU, MS, MgSO<sub>4</sub>, MSO<sub>4</sub>, QD, QOD, U

Information Source: ☐ Patient ☐ Family ☐ Primary Care Physician

☐ Patient's Pharmacy(s)

☐ MAR from  ☐ Other, specify

☐ Check here if patient is not currently on any medication.

	Medication Name	Dose	Route	Frequency	Last Dose		Physician Decision: Continue? Circle one	
					Date	Time		
1	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
2	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
3	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
4	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
5	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
6	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
7	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
8	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
9	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
10	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
11	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
12	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
13	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
14	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N
15	Type text here	Type text here	Type text here	Type text here	Type text here	Type text here	Y	N

On the lines below, enter orders for new medications that the patient isn't currently taking or changes to their current regimen.

Type text here
Type text here
Type text here
Type text here

Adapted from the American Society of Health-System Pharmacists (ASHP) Medication Reconciliation Form Toolkit: <https://www.ashp.org/Pharmacy-Technician/About-Pharmacy-Technicians/Advanced-Pharmacy-Technician-Roles-Toolkits/Medication-History-Technician-Toolkit/> Accessed August 2020

**Communication Skills (check one):**

☐ Not acceptable

☐ Acceptable

☐ Outstanding

(Reconciled less than 60% of all meds) (Reconciled 60-90% of all meds)

(Reconciled 90-100 % of meds)

Feedback for the Student Pharmacist:

## Problem Solving – Patient Intervention

**ACTIVITY: Document a patient intervention.**

Ask your preceptor to help you identify one medication-related problem that requires a change to a medication order. Use the form below to describe the necessary change.

<b>100-Risk Factor(s) (Circle)</b>			
Type X	101-Multiple Providers in the last 6 months	111-Recent Adverse drug event	Type X
Type X	102-Multiple Pharmacies	112-Number of chronic problems > 3	Type X
Type X	103-Hospital Discharge in the last 3 months _____ date	113-Missed initial appointment with Clinical Pharmacist	Type X
Type X	104-ED visit in the last 3 months _____ date	114-Did not bring all medications to appointment with Clinical Pharmacist	Type X
Type X	105-Illiteracy	115-Vision problems	Type X
Type X	106-Dementia/cognitive impairment	116-Insurance restrictions on medications	Type X
Type X	107-Unable to afford medications	117-Unable to list medications and/or indications	Type X
Type X	108-Mechanical (unable to open pill bottle)	118-Mixing medications in one prescription bottle	Type X
Type X	109-Non English Speaking	119-Medication changes in the last 3 months	Type X
Type X	110-Regimen > BID	120-Lost access to previous adherence tool	Type X
Type X	121-Missed >3 appointments at High St in the last year	199-Other _____	Type X
<b>Medical Error(s) (Circle)</b>			
<b>200-Prescribing</b>		207-Contraindicated	0 1 2
201-Incorrect dose	0 1 2	208-Allergy to medication prescribed	0 1 2
202-Incorrect frequency	0 1 2	209-Prescription handwriting	0 1 2
203-Incorrect duration	0 1 2	210-No indication of medication	0 1 2
204-Drug-interaction	0 1 2	211-Drug Therapy Omission	0 1 2
205-Treatment duplication	0 1 2	299-Other _____	0 1 2
206-Precautions	0 1 2		
<b>300-Adherence</b>		304-Administered the wrong medication	0 1 2
301-Self-administering medication inappropriately	0 1 2	305-Medications patient brought in do not coincide with medical record	0 1 2
302-Stopped med inappropriately			
303-Side effect-stopped med		399-Other _____	
<b>400-Dispensing</b>		403-Incorrect frequency	0 1 2
401-Incorrect medication	0 1 2	404-Drug-drug interaction not identified	0 1 2
402-Incorrect dose		405-Medications from pharmacy do not coincide with medical record	0 1 2
499-Other _____	0 1 2		
<b>500-Monitoring</b>		504-Side effect reported without provider action	0 1 2
501-Insufficient lab ordering		505-Inappropriate self monitoring	0 1 2
502-Inadequate lab follow up	0 1 2	599-Other _____	0 1 2
503-Prolonged medication side effect not identified	0 1 2		
<b>600-Adverse Drug Reaction(s)</b>			
601-HEENT	Type X	605-Genito-urinary	Type X
602-Respiratory	Type X	606-Neuro-psychiatric	Type X
603-Cardio-vascular	Type X	607-Skin	Type X
604-Gastro-intestinal		699-Other _____	
<b>700-Intervention(s) Circle</b>			
701-Recommend alternative treatment	Accepted Y or N	706-Discontinue medication	Accepted Y or N
702-Patient education	Y or N	707-Change frequency	Y or N
703-Explain the process of refilling medications	Y or N	708-Add Medication	Y or N
704-Dose adjustment	Y or N	709-Change prescription directions to persons native language	Y or N
705-Order labs	Y or N	710-Consolidate medications to one pharmacy	Y or N
799-Other _____		711-Adherence Tool	

1. Mild (no potential for poor disease outcome)
2. Moderate (potential for poor disease outcome, but none observed)
3. Severe (poor disease outcome)

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Adapted from the American Society of Health-System Pharmacists (ASHP) Clinical Pharmacy Intervention Form: <https://www.ashp.org/-/media/assets/policy-guidelines/docs/guidelines/minimum-standard-ambulatory-care-pharmacy-practice.ashx>

**Health & Wellness / Patient Advocacy  
Population Health Promoter****ACTIVITY: Review and discuss health literacy.**

- € Review the following website with your preceptor and discuss potential opportunities for increasing health literacy in hospitalized patients.  
<http://www.ahrq.gov/professionals/quality-patient-safety/pharmhealthlit/tools.html#pillcard>  
Accessed August 2021
  
- € Describe activities at the hospital that may involve the following health and wellness public health concerns. Discuss the possibility of pharmacy participation in those areas.
  - € DVT prophylaxis
  - € Diabetes management
  - € Heart Disease prevention
  - € Smoking cessation
  - € Immunizations
  - € Cancer prevention
  - € Medication adherence
  - € Suicide prevention

**Professionalism****ACTIVITY: Describe legal and regulatory issues.**

1. What annual training is required of pharmacists (e.g., HIPAA, OSHA Fire and Safety, pharmacy-specific)?

2. How is this training accomplished and documented?

**Committees:**

- Identify committees that pharmacists participate in at your site. List them here and indicate if they are internal to pharmacy, or interprofessional (include multiple professions)

**ACTIVITY: Participate in/observe pharmacy Inspections.**

1. Who is responsible to conduct unit inspections for medications?

2. Manager may assign student to assist staff in conducting the following audits as permitted:

- € Decentralized pharmacy unit inspections
- € Expiration date checking
- € Refrigerator temperature log
- € Hood cleaning inspection

3. Under what circumstances would one of the following organizations visit the hospital pharmacy?

- a. State department of public health
- b. Department of Financial and Professional Regulation
- c. Drug Enforcement Agency

**Communication****ACTIVITY: SOAP Note**

In the Spring Quarter of your P1 year, you were asked to describe the sections of a SOAP note, and the key components of each section.

In the space provide below, describe each of the four components of a SOAP note, including the information you would expect to find in each section. Then, discuss the type of pharmacist documentation that is used at your site, and compare and contrast this with the format you were taught in class.

Category	RFUMS perspective	Site perspective
<b>S</b>		
<b>O</b>		
<b>A</b>		
<b>P</b>		

**ACTIVITY: Discuss information at a level appropriate for the audience.****Communication****Presentation Evaluation Assessment Form**

Use the following form to provide feedback to student on how the student pharmacist communicated information in a presentation (*Optional*)

**Presentation Evaluation Form**

Name:  Date:

Topic:  Evaluator:

Assessment Scale:

0 = Unacceptable    1 = Acceptable    2 = Outstanding

Criteria	Assessment (circle one)			Comments
Topic relevant to position/audience	0	1	2	<input type="text"/>
Appropriate analysis of information	0	1	2	<input type="text"/>
Organized and balanced	0	1	2	<input type="text"/>
Rate, tone, and volume, with minimal distractors	0	1	2	<input type="text"/>
Eye contact and interaction with audience	0	1	2	<input type="text"/>
Body language, mannerisms, and poise	0	1	2	<input type="text"/>
Handouts and audio-visual aids were appropriate	0	1	2	<input type="text"/>
Demonstrated in-depth knowledge of topic	0	1	2	<input type="text"/>
Referenced all sources appropriately	0	1	2	<input type="text"/>
Answered questions effectively	0	1	2	<input type="text"/>
<b>Column Totals</b>	#	#	#	<b>Overall Assessment Score</b> #

**Communication**

**ACTIVITY:** For each of the following activities perform the supporting task and ask your preceptor to initial

<b>DOMAIN</b>		<b>Example Supporting Task</b>	<b>Preceptor Initials</b>
<b>I N F O R M A T I O N M A S T E R D O M A I N</b>	Educate patients and professional colleagues regarding appropriate use of medications.	• Lead a discussion regarding a recently published research article and its application to patient care.	<input type="checkbox"/> ____
		• Develop and deliver a brief educational review regarding medication therapy to health professional(s) or lay audience.	<input type="checkbox"/> ____
		• Retrieve and analyze scientific literature to make a patient-specific recommendation.	<input type="checkbox"/> ____
	Use evidence-based information to advance patient care.	• Retrieve and analyze scientific literature to answer a drug information question (see Page 44)	<input type="checkbox"/> ____

**Interprofessional Collaboration****ACTIVITY:**

1. For Interprofessional Team Member Domain below, discuss with your preceptor ways in which they participate in each supporting task.

2. Have PRECEPTOR sign if you *performed* or *observed* the related task during your rotation.

DOMAIN		Example Supporting Task	Performed	Observed
I N T E R P R O F E S S I O N A L T E A M M E M B E R D O M A I N	Collaborate as a member of an interprofessional team.	• Contribute medication-related expertise to the team's work.		
		• Explain to a patient, caregiver, or professional colleague each team member's role and responsibilities.		
		• Communicate a patient's medication-related problem(s) to another health professional.		
		• Use setting appropriate communication skills when interacting with others.		
		• Use consensus-building strategies to develop a shared plan of action.		



**Interprofessional Collaboration**

**3.** Describe ONE example each in which you learned FROM, WITH, and ABOUT another health professional:

**FROM** another health care professional example:

**WITH** another health care professional example:

**ABOUT** another health care professional example: