



Manchester
University
College *of* Pharmacy

IPPE Community Workbook

Preface

The purpose of this workbook is to serve as a guide for you while you are on your rotation. The exercises are specifically tailored to expose and orient you to the practice of pharmacy in a community setting. To gain the most benefit of these exercises, please think about the questions and try to answer them on your own. If you cannot find the answer, then ask your preceptor for direction on where to find the answer.

Prior to your start day:

Please complete the following prior to your first day at the site:

Site information:

Name: _____

Location: _____

Phone: () -

Preceptor information:

Name: _____

Phone: () -

Email: _____

Preferred method of contact: _____

First day:

When to meet? _____

Where to meet?

Where to park? (Any specific parking instructions)

What do I need to bring with me?

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First meeting (Orientation day):

The first meeting with your preceptor is the time where goals and expectations are discussed and the plan to achieve them is prepared. Take the time with your preceptor to fill out the calendar below with general times for attendance, meetings, activities....etc.

Objectives:

1. Participate in the preparation and dispensing of medications in a safe and timely manner. (Outcome 1)
2. Assist in screening prescriptions for acceptability, accuracy, completeness and patient safety. (Outcome 1)
3. Participate in reviewing a patient's medication profile to detect medication allergies, correct doses, duplicate medications, and important drug interactions. (Outcome 1)
4. Explain how the third party payer system can be used to promote cost-effective and timely drug therapy. (Outcome 1)
5. Recognize possible signs / indicators of drug diversion, misuse, and/or abuse, and take appropriate action. (Outcome 2)
6. Demonstrate effective verbal, non-verbal, and written communication skills to patients, caregivers, and preceptors. (Outcome 4)
7. Provide, under direct supervision of preceptor, basic medication counseling to patient or caregiver, regarding self-care, prescription, and non-prescription therapies. (Outcome 5)
8. Complete a comprehensive medication history. (Outcome 4 and 5)
9. Demonstrate ability to retrieve and provide drug information on key assigned concepts (brand/generic name, use, usual dosage, common ADRs, major patient counseling points.) (Outcome 5)
10. Describe and use pharmacy systems and technology that improve patient safety, pharmacy inventory management, drug / product storage, and medication distribution. (Outcome 1)
11. Describe the principles of inventory control, stock arrangement and storage procedures. (Outcome 1)
12. Display familiarity with the process of ordering, receiving, pricing and returning medication products from wholesalers. (Outcome 1)
13. Comply with state and federal legal requirements of pharmacy practice. (Outcome 2)
14. Maintain confidentiality of patient information. (Outcome 2)
15. Differentiate the roles of pharmacists and technicians in providing community pharmacy services. (Outcome 3)
16. Demonstrate professionalism, ethical and responsible behavior and show concern for patient welfare at all times. (Outcome 2)
17. Interact with other health care professionals in a respectful way that facilitates cooperation and trust. (Outcome 2)
18. Utilize active listening skills, and speak at a level appropriate for the patient's level of understanding. (Outcome 4)
19. Develop and maintain a professional portfolio that would reflect self-assessment. (Outcome 2)

Part 1

(To be completed during your two week focused experience)

Medication Flow Process

Prescriptions exchange many hands from the moment it is dropped off at a pharmacy until the medication is picked up by the patient. However, there are common steps within the medication flow process that ensure safety and efficiency.

Please identify the role each member of the pharmacy team plays and briefly describe their main responsibilities (you don't have to fill out the whole table. If you need more space then, simply, insert more rows)

Team Member	Responsibility
Pharmacy Clerk	Greeting customers, accepting prescription drop offs, customer check-out, arranging OTC products on the shelves.
Pharmacy Technician	
Pharmacy Intern	
Pharmacist	

Please identify the team member(s) involved in each of the following steps and what their primary responsibility is within the step to make sure the process moves forward.

Rx Drop off	
Data entry	
Filling	
Verifying	
Dispensing	

Does the pharmacy utilize any other steps in the medication flow process? If so, please identify and describe.

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Systems and Technology

The National Coordinating Council for Medication Error Reporting and Prevention (NCC MERP) defines a “medication error” as the following:

“.....Any preventable event that may cause or lead to inappropriate medication use or patient harm while the medication is in the control of the health care professional, patient, or consumer. Such events may be related to professional practice, health care products, procedures, and systems, including prescribing; order communication; product labeling, packaging, and nomenclature; compounding; dispensing; distribution; administration; education; monitoring; and use.”

Spend time with your preceptor (and/or computer tech) to learn how a prescription is entered in the computer system, checked, filled and eventually dispensed.

What safety measures are in place to prevent medication errors and ensure safety (e.g. computer system, TallMan lettering, separating sound alike look alike, technician double check....etc)? Please elaborate on how each measure ensures safety

What steps/procedures are in place for reporting medication errors if they occur?

Document examples of three interventions (e.g. Drug-drug interaction, allergy) that prevented a medication error from occurring and one insurance claims that were rejected and give an overview of what happened, how was it detected and what follow up was provided. Do NOT identify more than one allergy intervention.

	What happened	How was it detected	Follow up
Intervention			
Intervention			
Intervention			
Insurance Claim Rejection			

Third party payer system

1) What is a “third party payer”?

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2) What is a formulary?

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3) How are insurance claims adjudicated/processed at the pharmacy (overview)?

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4) What happens if a claim is rejected? When do you call the physician/prescriber?

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5) What is Prior Authorization? When and why would one be needed?

--

6) What is the difference between Medicare and Medicaid? Fill out the table

	Medicare	Medicaid
Who is eligible?		
What services are covered?		
Where can I find more information?		

7) You are a new patient on Medicare and are trying to get drug coverage. You are looking specifically for a drug plan. Go on Medicare website (<http://www.medicare.gov/default.aspx>) and figure out which plan works best for you. You are on the following medications:

- Lisinopril 10mg daily
- Simvastatin 10 mg daily
- Aspirin 325mg daily

a. Which plan did you choose?

b. How long did it take you to complete the exercise?

c. How easy or difficult was it to use the website? Pros/Cons?

d. What value can a community pharmacist add to this process?

Management

Please spend time with the person responsible for ordering medication stock and familiarize yourself with the process then give an overview, summary, answer of the following potential questions (**These questions are meant to guide the discussion and are not necessarily a list of questions to ask**):

- *How are medications arranged on the shelves?(brand, generic, alphabetical..etc)*
- *How often are orders being made? What determines that?*
- *How much of a medication is ordered at a time? What determines that?*
- *What do you do if a medication is needed immediately?*
- *What do you do with expired meds?*
- *Do you order controlled substances the same way?*

Who is responsible for pharmacist and technician scheduling? What factors are taken into place when the schedule is made?

What security measures are in place at the pharmacy? How does the pharmacy prevent diversion (*Drug diversion, broadly defined, is when the legal supply chain of prescription analgesic drugs is broken, and drugs are transferred from a licit to an illicit channel of distribution or use*)?

Pharmacy Law

Please utilize the most up to date law (<http://iga.in.gov/>) and Board Rules (http://iac.iga.in.gov/iac//iac_title?iact=856) to answer the following questions. Questions should be answered using the Title and Article of the statute provided, or the Board Rule as appropriate. The Chapter and Section are to be completed by the student.

You are encouraged to copy the language directly from the statute or rule.

1) What is the legal definition of the following terms?

a. "Pharmacist Intern" is a person who is:

IC 25-26- ____ - ____

1)	
	;
2)	
	;
3)	
	; or
4)	

b. "The practice of pharmacy"

IC 25-26- ____ - ____

--

c. "Drug":

IC 16-42- ____ - ____

1)	
	;
2)	
	;
3)	
	; or

4)

d. "Prescription"

IC 16-42-____ - ____

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e. "Practitioner" means any of the following:

IC 16-42-____ - ____

1)	
2)	
3)	
4)	
5)	
6)	
7)	

f. "Patient"

IC 25-26-____ - ____

1)	
2)	
3)	

g. "Electronic signature"

IC 25-26-____ - ____

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h. "Dispensing"

IC 25-26-____ - ____

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i. "Counseling"

IC 25-26-____ - ____

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j. "Controlled drugs"

IC 25-26-____ - ____

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2) A prescription must contain the following information:

IC 25-26-____ - ____

a.	
b.	
c.	
d.	
e.	
f.	
g.	
h.	

3) Each written prescription issued by a practitioner must have what two (2) signature lines printed at the bottom of the prescription form?

IC 16-42-____ - ____

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4) Each electronically transmitted prescription issued by a practitioner must:

IC 16-42-____-____

a.	_____ ; and
b.	_____

5) A prescription drug may be dispensed only:

IC 16-42-____-____

a.	Upon a _____ or;
b.	Upon a _____
c.	By _____

6) If a prescription for a drug does not indicate a number of refills, how many times can the prescription be refilled?

IC 16-42-____-____

7) In the sale or dispensing of any prescription drug or narcotic, the pharmacist shall affix to the immediate container in which such prescription drug or narcotic is delivered a label bearing the following information:

IC 25-26-____-____

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

8) The U.S. federal government has placed controlled drugs into five schedules. What are the required findings by the government for placement of a drug into each schedule?

Schedule I (CI; C-I)

IC 35-48-____ - ____

1.	
2.	
3.	
Example	

Schedule II (CII; C-II)

IC 35-48-____ - ____

1.	
2.	
3.	
Example	

Schedule III (CIII; C-III)

IC 35-48-____ - ____

1.	
2.	
3.	
Example	

Schedule IV (CIV; C-IV)

IC 35-48-____ - ____

1.	
2.	
3.	
Example	

Schedule V (CV; C-V)

IC 35-48-____ - ____

1.	
2.	
3.	
Example	

9) All controlled substance prescriptions written by licensed Indiana practitioners, must contain the following security features:

856 IAC 1-____ - ____

1.	
2.	

3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

10) Controlled substances prescriptions issued by individual practitioners in adjoining states to Indiana or other states are considered valid prescriptions if 856 IAC 2-____-____

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11) What is INSPECT?

IC 25-26-____ - ____

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12) Each time ephedrine, pseudoephedrine, or a controlled substance is dispensed, the dispenser shall transmit to the INSPECT program the following information:

IC 25-26-____ - ____

a.	
b.	
c.	
d.	
e.	
f.	
g.	
h.	
i.	
j.	
k.	

The information required to be transmitted under this section must be transmitted not more than_____ after the date on which the ephedrine, pseudoephedrine, or controlled substance is purchased

13) A certified pharmacy technician may not perform any of the following:

IC 25-26-____ - ____

a.	
b.	
c.	
d.	
e.	
f.	

14) Prescription or drug orders for legend drugs, including schedules II through V substances, may be transmitted by facsimile machine from an authorized prescribing practitioner to a pharmacy under the following restrictions: 856 IAC 1-____-____

1.	
2.	
3.	
4.	
5.	
6.	

15) Prescription information for legend drugs that are not controlled substances may be transferred at any time during the lifetime of the prescription up to _____, or _____, whichever comes first.

How many times can prescriptions for legend drugs that are not controlled substances be transferred? _____

How many times can a prescription for Schedule III, Schedule IV, and Schedule V controlled substances be transferred? _____

a. Within what time frame? _____

b. What is the exception to this rule? _____

856 IAC 1-____-____

16) A pharmacist may prescribe any of the following devices or supplies approved by the federal Food and Drug Administration:

IC 25-26-____ - ____

a.	
b.	
c.	
d.	
e.	
f.	
g.	

17) A prescription for any drug may be refilled by a pharmacist without the written, electronically transmitted, or oral authorization of a licensed practitioner if all of the following conditions are met:

IC 25-26-____ - ____

1.	
2.	
3.	A. B.
4.	A. B.
5.	
6.	A. B. C.
7.	
8.	
9.	
10.	

Prescription Medications

Each week while you are on rotation, identify two prescription drug medications and complete the following tables

	Week 1	
	Drug 1	Drug 2
Brand Name		
Generic Name		
Therapeutic Class		
Mechanism of Action		
Dosages Available		
Dosage Forms Available		
Absorption		
Distribution		
Metabolism		
Excretion		
Pregnancy/lactation		
Counseling Points (What would you tell the patient?)		
Reference (s)		

	Week 2	
	Drug 1	Drug 2
Brand Name		
Generic Name		
Therapeutic Class		
Mechanism of Action		
Dosages Available		
Dosage Forms Available		
Absorption		
Distribution		
Metabolism		
Excretion		
Pregnancy/lactation		
Counseling Points (What would you tell the patient?)		
Reference (s)		

Over The Counter

Explore the aisles of the pharmacy and fill in the following table. Please discuss only the single active ingredient that matches the ailment/description. Make sure that you select an active ingredient that can be used in pediatric patients (less than 12 years old).

	Trade Name	Active Ingredient	Pediatric Dose (Include age range, dose, directions, and duration as appropriate)
Cough suppressant			
Expectorant			
Fever			
Earache			
Pain			
Allergies			
Laxative			
Gas relief			
Heartburn			
Vaginal Yeast infection			
Athlete's foot			

Explore the aisles of the pharmacy and find the following herbal supplements. Identify indications for these products, and discuss efficacy regarding those indications (likely effective, possibility effective, ineffective)

<u>Herbal</u>	Indicated Use
Soy	
Cranberry	
Garlic	
Ginkgo	
Saw Palmetto	
Echinacea	
Black Cohosh	
Milk Thistle	
Ginseng	
St. Johns Wort	

Part II

(To be completed weekly while at your site)

Introduction

Each week you are on rotation you will have a particular topic of focus and an accompanying exercise to complete. Please make sure you read the exercise a week in advance since some exercises require prep work.

Week 1	IPPE Topic Focus
Feb 1	OTC cough and cold product focus Course Outcome 4

Exercise overview

The goal of this exercise is to become aware of available over-the-counter (OTC) medications commonly used to treat cough and cold symptoms. This exercise will help you develop skills that you can apply routinely when patients request assistance with OTC medications.

On the day of this session you will

- Inform your preceptor that you need to observe him/her counsel a patient on an OTC product
- Use the check form provided below to document the case and compare the pharmacist's counseling technique with what you learned in class
- Utilize one resource available at the site or electronically through the Manchester University Drug Information Center
- Complete the table below with the assistance of the guidelines provided

Description of patient case	
Check all that applies	
The pharmacist.....	
Introduced self and greeted the patient	
Asked appropriate initial question to determine patient's problem	
Gathered PATIENT-related data as needed to assess the problem	
Gathered PROBLEM-related data as needed to assess the problem	
If the patient was CURRENTLY using drug or nondrug therapy for the problem, the pharmacist appropriately assessed and recommended continuation, change, or discontinuation of that therapy	
Gave justification for the recommendation	
Selected and recommended appropriate drug therapy	
Selected and recommended appropriate non-drug therapy	
Appropriately referred the patient or recommends "no therapy needed"	
Gave justification for the plan	
Counseled the patient about how to monitor for efficacy and safety of the recommended treatment	
Counseled the patient about how to monitor for worsening of the condition/symptom	
Recommended appropriate referral if the condition worsens	
Educated appropriately how to take the recommended product(s): Dose, route, frequency, and duration	
Used open-ended questions	
Used patient friendly language	
Used appropriate non-verbal communication	
Overall Impression	
Assessed the patient and presented facts in a logical order	
Responses were understanding or empathetic	
Maintained control and direction of the counseling session	
Did <u>not</u> repeat information unnecessarily or ask unnecessary questions	

Comments	
<i>What went well?</i>	
<i>Areas for Improvements:</i>	
<i>Overall Comments:</i>	

Guidelines
<p><i>Description and Pharmacology</i></p> <p>This section should include a description of the compounds including their therapeutic mechanism of action. Important advantages and disadvantages in the pharmacological effects of each drug should be discussed as well</p>
<p><i>Indications</i></p> <p><u>FDA-Approved</u>: List all FDA-approved indications (there may not be any)</p> <p><u>Non-FDA-Approved</u>: List all non-FDA-approved indications supported by evidence</p>
<p><i>Safety and Tolerability</i></p> <p>This section should include information regarding manufacturer-labeled contraindications, warnings, and precautions (including pregnancy and lactation information); additionally, review of safety data from additional tertiary references may be helpful. Adverse event data should be presented in a manner that emphasizes the most common and most serious adverse events, with suggested strategies to prevent or manage these events if they occur; it is also helpful to present this data as specifically as possible. Potential drug-drug, drug-food,</p>

drug-laboratory, and drug-herb interactions should also be presented with suggested management approaches. Information should be presented in a comparative table

Medication Error Potential

Information should be included about potential medication errors that could occur in dosing, medication preparation, medication administration, or concerns with look-alike/ sound-alike names. If potential risks exist, methods for preventing medication errors should be introduced. Use the Institute for Safe Medication Practices and US Food and Drug Administration websites

Dosing and Administration

The recommended doses for specific indications and patient populations (e.g., geriatric, pediatric, obese, renal failure) should be clearly listed. If applicable, a description of dosage titration should be included

Monitoring

Information regarding recommended patient monitoring parameters with suggested time intervals for assessments should be presented. Information regarding therapeutic endpoint (i.e., how long a patient should continue the medication) and a plan for referral for professional treatment should also be provided

Patient Information

Pertinent information you would share with the patient about the medication

Citation

Please provide the source of your information in APA Format

Product Information	
<i>Trade Name(s)</i>	
<i>Generic Name(s)/Active Ingredient(s)</i>	
<i>Manufacturer</i>	
<i>Available Dosage Form(s)/ Strength(s)</i>	
Description and Pharmacology	
Indications	
Safety and Tolerability	
<i>Contraindications</i>	
<i>Warnings</i>	
<i>Precautions</i>	
<i>Adverse Events</i>	

<i>Interactions</i>	
Medication Error Potential	
Dosing and Administration	
<i>Indication:</i> _____	
<i>Geriatric Dosing (if applicable)</i>	
<i>Pediatric Dosing (if applicable)</i>	
<i>Other Dosing (if applicable)</i>	
Monitoring	
<i>General Monitoring Parameters</i>	
<i>Plan for Referral for Professional Treatment</i>	
Patient Information	
Citation	

Week 2	IPPE Topic Focus
Feb 8	Patient Counseling on OTC – Supervised by Pharmacist (Cough and Cold) Course Outcome 2, 5, 6

Exercise overview

The goal of this exercise is to practice counseling on an over-the-counter (OTC) medication commonly used to treat cough and cold symptoms. Your preceptor will supervise your counseling session, assess your technique and provide positive feedback.

On the day of this session, you will

- Ask your preceptor to identify a good patient question for you to answer about an OTC product
- Provide your preceptor the form below
- Interview the patient
- Discuss your performance with your preceptor

(Note: If the opportunity does not present itself to do this exercise with a real patient then ask for a volunteer from the pharmacy staff to be your patient)

	Below Expectations	Meets Expectations	Exceeds Expectations
1. Introduction			
Introduced self and greeted the patient			
Asked appropriate initial question to determine patient's problem			
2. Gather Patient Data			
Gathered PATIENT-related data as needed to assess the problem			
Gathered PROBLEM-related data as needed to assess the problem			
3. Assess and Evaluate Current Therapy			
<i>If</i> the patient was CURRENTLY using drug or nondrug therapy for the problem, the student appropriately assessed and recommended continuation, change, or discontinuation of that therapy			
Gave justification for the recommendation			
4. Select & Recommend			
Selected and recommended appropriate drug therapy			
Selected and recommended appropriate non-drug therapy			
Appropriately referred the patient or recommends "no therapy needed"			
The student gave justification for the plan			
5. Monitor			
Counseled the patient about how to monitor for efficacy and safety of the recommended treatment			
Counseled the patient about how to monitor for worsening of the condition/symptom			
Recommended appropriate referral if the condition worsens			
6. Educate			
Educated appropriately how to use the recommended product(s): Dose, route, frequency, and duration			
7. Communication			
Used open-ended questions.			
Used appropriate verbal communication skills.			

Used appropriate non-verbal communication			
Used patient friendly language.			
8. Overall Impression			
Assessed the patient and presented facts in a logical order.			
Responses were understanding or empathetic.			
Maintained control and direction of the counseling session.			
Did <u>not</u> repeat information unnecessarily or ask unnecessary questions			

Comments	
Strengths:	
Areas for Improvements:	
Overall Comments:	

Week 3	IPPE Topic Focus
Feb 15	Home Diagnostics (Home Pregnancy Tests) Course Outcome 4

Exercise overview

The goal of this exercise is to familiarize you with the available products for Home Pregnancy testing and identify other home diagnostic tests.

On the day of this session you will

Scan the OTC aisles for Home Pregnancy Test kits. Choose one product to recommend to your patient and answer the questions below. After answering the questions posed, list the other diagnostic tests that are available for purchase at your practice site.

How many Home Pregnancy Test Kits are on the shelves?

Which product did you choose?

Why did you choose this product? *(Please justify your answers)*

Summarize “proper use” instructions as you would for a patient.

What other diagnostic tests (not pregnancy tests) are available over the counter at your location?

Week 4	IPPE Topic Focus
Feb 22	Oral/Ophthalmic/Otic Health Course Outcome 4

Exercise Overview

Please document the purpose/roles of oral, ophthalmic, and otic care in the community pharmacy practice setting. Each of these systems are integral for a patients physical and mental health and well being.

On the day of this session, you will

Explore the aisles of your store. Note the different treatments available for each of the product types listed on the following page. Pick out two distinct products and discuss the differences in each of the products and when you would recommend one over the other.

Please list two types of each product and discuss the therapeutic differences between the two.

Product	Differences between products and in what situation you would recommend each product
<i>Toothpaste</i> 1. 2.	
<i>Dry Mouth Treatment</i> 1. 2.	
<i>Ear Drops</i> 1. 2.	
<i>Eye Drops</i> 1. 2.	

Week 5	IPPE Topic Focus
Mar 1	<u>NO ATTENDANCE AT IPPE I SITE</u>

Week 6	IPPE Topic Focus
Mar 8	Patient Immunization Review Course Outcome 1, 2, 5, 6

Exercise Overview

Immunization is one of the most effective and efficient means of supporting patient and population health. In the community pharmacy setting pharmacists are uniquely equipped to support patients in successfully completing appropriate immunizations through review of the ACIP guidelines.

On the day of this session, you will

Explain to your preceptor the goal to conduct a complete immunization review with a patient. Interview an appropriate patient and identify any indications for immunization. If available, review the patient's Children and Hoosier Immunization Registry Program (CHIRP) profile. Make suggestions for immunization, documenting them on the following page. Administer the suggested immunizations as appropriate.

Patient Age:_____ **Patient Conditions:**_____

Make a check mark next to each vaccine listed in the appropriate column. Provide a brief rationale for each check mark you indicate explaining why this is the appropriate course of action

VACCINE	DUE TODAY	DUE IN THE FUTURE	UNNECESSARY OR COMPLETE	RATIONALE
<i>Haemophilus influenza</i> type B (Hib)				
Hepatitis A				
Hepatitis B				
Human Papilloma Virus (HPV)				
Influenza				
Measles, mumps, rubella (MMR)				
Meningococcal 4-valent conjugate				
Meningococcal B				
Pneumococcal 13-valent conjugate (PCV13)				
Pneumococcal 23-valent polysaccharide (PPSV23)				
Tetanus, diphtheria booster (Td)				
Tetanus, diphtheria, pertussis (TDap)				
Varicella				
Zoster				
COVID-19				

Week 7	IPPE Topic Focus
Mar 15	Patient Interview – Medication History Course Outcome 2, 5

Exercise overview

The goal of this exercise is to practice proper techniques of interviewing patients to obtain a complete medical history.

On the day of this session

With the help of your preceptor, identify a patient who is willing to spend a few minutes with you to complete a medical history for their records at the pharmacy. Please use the patient medical history form below.

Please make sure that all information is HIPAA protected

(Note: If the opportunity does not present itself to do this exercise with a real patient then ask for a volunteer from the pharmacy staff to be your patient)

Medical History Form

Gender: ☐ Male ☐ Female

Date of Birth (Does not need to be the exact DOB; just close to the age): _____

Past Medical History

Family History

Social History: _____

Occupation: _____

Caffeine ☐ Yes ☐ No Amount _____ Source _____

Tobacco ☐ Yes ☐ No ☐ Quit Packs per week _____ # Years _____

Interested in quitting? Yes ☐ No ☐

Alcohol ☐ Yes ☐ No Amount _____

Any recreational drugs or steroids used? ☐ Yes ☐ No

If yes, please list drugs, amount, and how long you have used these.

Diet and Exercise?

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Source of Medications

- | | |
|---|--|
| <input type="checkbox"/> Local Pharmacy | <input type="checkbox"/> Internet |
| <input type="checkbox"/> Samples | <input type="checkbox"/> Foreign (Canada/Mexico) |
| <input type="checkbox"/> Mail Order | <input type="checkbox"/> Other: _____ |

Any Cost Issues? ☐ Yes ☐ No

If yes, please describe

--

Allergies

Name of Substance (drug or food)	Type of Reaction
<input type="checkbox"/> Check this box if no known drug allergies	

For female patients:

Are you currently pregnant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are you considering becoming pregnant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are you currently breastfeeding?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Current Medications

Prescription Medications	Strength	Directions	When and how you use this medication	Prescriber
<input type="checkbox"/> Check this box if none	XXXX	XXXXXX	XXXXXX	XXX

Over-the-Counter Medications (such as Tylenol)	Strength	When and how you use this medication		
<input type="checkbox"/> Check this box if none	XXX	XXXXXXXXXX		
Herbs, Vitamins, Minerals, etc (such as St. John's Wort)	Strength	When and how you use this medication		
<input type="checkbox"/> Check this box if none	XXX	XXXXXXXXXX		

Week 8	IPPE Topic Focus
Mar 22	OTC Constipation and Diarrhea Treatment Course Outcome 1

Exercise overview

The goal of this exercise is to become aware of available over-the-counter (OTC) medications commonly used to treat constipation and diarrhea. This exercise will help you develop skills that you can apply routinely when patients request assistance with OTC medications.

On the day of this session you will

- Select one OTC diarrhea treatment and two OTC constipation treatments.
- Complete the table below

	Antidiarrheal
Brand Name	
Generic Name	
Pediatric Dosage	
Adolescent Dosage	
Geriatric Dosage	
Directions	
Time to Referral	
Contraindications	
Reference (s)	

	Laxative #1
Brand Name	
Generic Name	
Pediatric Dosage	
Adolescent Dosage	
Geriatric Dosage	
Directions	
Time to Referral	
Contraindications	
Reference (s)	

	Laxative #2
Brand Name	
Generic Name	
Pediatric Dosage	
Adolescent Dosage	
Geriatric Dosage	
Directions	
Time to Referral	
Contraindications	
Reference (s)	

Week 9	IPPE Topic Focus
Mar 29	Difficult Situations Course Outcome 1, 3

Exercise Overview

Please document examples of how you would respond to common difficult situations in a community pharmacy practice. Explain how you would handle these situations.

On the day of the session, you will

Discuss the provided scenarios with your preceptor and gain insight on how they have responded to similar situations. After this discussion, provide the response that you would have in the given situation, whether or not it is the same as your preceptor's response.

To prepare for next week's session, you will

Verify whether their practice site has electronic access to PubMed via the Internet. If the site does not have Internet access, you should complete Part 1 of this exercise at home during the week prior to the session. If the site does have Internet access, you may complete Part 1 of the exercise during the week prior to or the day of the session.

Part 1: You should select a disease state that is commonly encountered in your practice setting. You are encouraged to work with your preceptor in order to pick a topic that is timely and interesting for them and their staff. Students will then conduct a search of PubMed in order to locate a review article or clinical practice guideline relevant to that disease state.

Scenarios

<p>You are checking out a patient for their prescription at the register. His copay for this prescription is \$45.00, but he tells you that he usually only pays \$20.00. He insists that you made a mistake on his copay and demands you charge him \$20.00.</p>	<p>Response:</p>
<p>A patient drops off a prescription for Norco. He tells you how much pain he is in and that he would like to wait for the prescription. He also states that if you do not have it in stock, to call nearby pharmacies to see if they can fill it for him. You believe the prescription has been tampered with in order for the patient to receive a larger quantity than what was originally written.</p>	<p>Response:</p>
<p>A mother drops off a prescription for her sick child, but you do not have the medication in stock. She tells you that she needs the medication today, because her child is too sick to wait until tomorrow.</p>	<p>Response:</p>
<p>A patient drops off a prescription for her Adderall 30-day supply. She fills this prescription at your pharmacy every month and on the appropriate fill date. However, she last picked it up on January 28nd and today's date is February 20th. She tells you she needs it by the end of the day, because she is leaving for college tomorrow.</p>	<p>Response:</p>

Week 10	IPPE Topic Focus
Apr 5	Review Article Summary about a Disease Course Outcome 1, 2, 5

Exercise Overview

The goal of this exercise is to practice searching for articles using PubMed® and to improve skills in interpreting and condensing scientific information. Through this exercise, you will demonstrate skills developed in Drug Information.

One week prior to this session, you should verify whether their practice site has electronic access to PubMed via the Internet. If the site does not have Internet access, you should complete Part 1 of this exercise at home during the week prior to the session. If the site does have Internet access, you may complete Part 1 of the exercise during the week prior to or the day of the session.

Part 1: You should select a disease state that is commonly encountered in your practice setting. You are encouraged to work with your preceptor in order to pick a topic that is timely and interesting for them and their staff. Students will then conduct a search of PubMed in order to locate a review article or clinical practice guideline relevant to that disease state.

Part 2: You will describe the information obtained in the article in a 250 to 500 word summary (may present in narrative or bulleted format). You should review your results with your preceptor and other interested pharmacy staff.

Week 10 PubMed search exercise	
Topic	
PubMed Search Used	
Article Citation	
Summary	

Week 11	IPPE Topic Focus
Apr 12	Medication Safety Course Outcome 1, 3

Exercise Overview

The goal of this exercise is to apply principles of medication safety to a patient care setting. This exercise builds on content learned in Introduction to Pharmacy II.

At the beginning of this session, you will

Notify your preceptor of the assignment. You will ask your preceptor to recall at least one near-miss medication error that recently occurred in the pharmacy, preferably during the same day. Examples of near miss errors include: confusing handwriting that was clarified, potential drug errors caught prior to dispensing, potential patient errors identified prior to prescription processing, etc. For the identified error, you should address the listed items and review the worksheet with preceptor.

Week 11 Medication Safety Exercise	
Scenario Background	
What system issues allowed the error to happen?	
How was the error identified?	

How could the error have been prevented?	
Where should the error be reported and why?	

Week 12	IPPE Topic Focus
Apr 19	Smoking Cessation Course Outcome 2, 5, 6

Exercise Overview

The goal of this exercise to familiarize you with available therapies intended to help people quit smoking. That includes both OTC and prescription medication.

On the day of this session you will

- Complete the chart below regarding what types of therapies are available, both over the counter and with a prescription, at your pharmacy.
- Ask your preceptor to identify a good counseling opportunity.
- Provide your preceptor the form below.
- Interview the patient.
- Discuss your performance with your preceptor.

(Note: If the opportunity does not present itself to do this exercise with a real patient then ask for a volunteer from the pharmacy staff to be your patient)

Product Trade Name	Product Generic Name	Available strengths	Instructions for use	Counseling Points	Approximate Cost/Day
Nicoderm CQ®					
Nicorette® Gum					
Zyban®					
Chantix®					

	Below Expectations	Meets Expectations	Exceeds Expectations
1. Introduction			
Introduced self and greeted the patient			
Asked appropriate initial question to determine patient's problem			
2. Gather Patient Data			
Gathered PATIENT-related data as needed to assess the problem			
Gathered PROBLEM-related data as needed to assess the problem			
3. Assess and Evaluate Current Therapy			
<i>If</i> the patient was CURRENTLY using drug or nondrug therapy for the problem, the student appropriately assessed and recommended continuation, change, or discontinuation of that therapy			
Gave justification for the recommendation			
4. Select & Recommend			
Selected and recommended appropriate drug therapy			
Selected and recommended appropriate non-drug therapy			
Appropriately referred the patient or recommends "no therapy needed"			
The student gave justification for the plan			
5. Monitor			
Counseled the patient about how to monitor for efficacy and safety of the recommended treatment			
Counseled the patient about how to monitor for worsening of the condition/symptom			
Recommended appropriate referral if the condition worsens			
6. Educate			
Educated appropriately how to use the recommended product(s): Dose, route, frequency, and duration			
7. Communication			
Used open-ended questions.			
Used appropriate verbal communication skills.			

Used appropriate non-verbal communication			
Used patient friendly language.			
8. Overall Impression			
Assessed the patient and presented facts in a logical order.			
Responses were understanding or empathetic.			
Maintained control and direction of the counseling session.			
Did <u>not</u> repeat information unnecessarily or ask unnecessary questions			

Comments	
Strengths:	
Areas for Improvements:	
Overall Comments:	

Week 13	IPPE Topic Focus
Apr 26	OTC Heartburn and Nausea/Vomiting Treatments Course Outcome 1

Exercise overview

The goal of this exercise is to identify available over-the-counter (OTC) medications commonly used to treat heartburn and nausea/vomiting. This exercise will help you develop skills that you can apply routinely when patients request assistance with OTC medications

At the beginning of this session, you will

- Select one OTC nausea/vomiting treatment and two OTC heartburn treatments.
- Complete the table below

	Nausea/Vomiting Treatment
Brand Name	
Generic Name	
Pediatric Dosage	
Adolescent Dosage	
Geriatric Dosage	
Directions	
Time to Referral	
Contraindications	
Reference (s)	

	Heartburn Treatment #1
Brand Name	
Generic Name	
Pediatric Dosage	
Adolescent Dosage	
Geriatric Dosage	
Directions	
Time to Referral	
Contraindications	
Reference (s)	

	Heartburn Treatment #2
Brand Name	
Generic Name	
Pediatric Dosage	
Adolescent Dosage	
Geriatric Dosage	
Directions	
Time to Referral	
Contraindications	
Reference (s)	

Week 14	IPPE Topic Focus
May 3	Drug Diversion Course Outcome 1, 4

Exercise Overview

The goal of this exercise is to apply principles of drug diversion prevention to a patient care setting. This exercise builds on content learned in Introduction to Pharmacy II.

At the beginning of this session, you will

Notify your preceptor of the assignment. You will ask your preceptor to recall a situation of potential drug diversion that they encountered (it could be on the part of a patient or an employee). You will then respond to the following items and discuss the worksheet with your preceptor.

Drug Diversion Exercise	
Describe the situation.	
What pharmacy resources could you use to address the situation?	
What external resources could you use to address the situation?	
How would you handle the situation if you were the pharmacist?	
How did your preceptor handle the situation?	

Week 15	IPPE Topic Focus
May 10	Patient Interview – Health Literacy Course Outcome 3, 5

Exercise overview

Pharmacists commonly use written and verbal communication to inform and verify understanding of instructions to patients. Pharmacists need to be alert for cues that a patient may have Limited Health Literacy (LHL). Pharmacists that can identify LHL can then work to meet their patients' needs which may lead to improved health outcomes. This exercise gives you the opportunity to practice using a screening tool to help identify patients with LHL.

On the date of this session

1. Ask a patient to participate.

A useful way to ask the patient is an explanation similar to this (after introducing yourself):

"We are asking our patients to help us learn how well patients can understand the medical information that doctors give them. Would you be willing to help us by looking at some health information and then answering a few questions about that information? Your answers will help us learn how to provide medical information in ways that patients will understand. It will only take about 3 minutes."

2. Hand the nutrition label to the patient.

The patient can and should retain the nutrition label throughout administration of the Newest Vital Sign. The patient can refer to the label as often as desired.

3. Start asking the 6 questions, one by one, giving the patient as much time as needed to refer to the nutrition label to answer the questions.

There is no maximum time allowed to answer the questions. The average time needed to complete all 6 questions is about 3 minutes. However, if a patient is still struggling with the first or second question after 2 or 3 minutes, the likelihood is that the patient has limited literacy and you can stop the assessment.

Ask the questions in sequence. Continue even if the patient gets the first few questions wrong. However, ***if question 5 is answered incorrectly, do not ask question 6.***

You can stop asking questions if a patient gets the first four correct. With four correct responses, the patient almost certainly has adequate literacy.

Do not prompt patients who are unable to answer a question. Prompting may jeopardize the accuracy of the test. Just say, "Well, then let's go on to the next

question.”

Do not show the score sheet to patients. If they ask to see it, tell them that “I can’t show it to you because it contains the answers, and showing you the answers spoils the whole point of asking you the questions.”

Do not tell patients if they have answered correctly or incorrectly. If patients ask, say something like: “I can’t show you the answers till you are finished, but for now you are doing fine. Now let’s go on to the next question.”

4. Score by giving 1 point for each correct answer (maximum 6 points)

Score of 0-1 suggests high likelihood (50% or more) of limited literacy.

Score of 2-3 indicates the possibility of limited literacy.

Score of 4-6 almost always indicates adequate literacy.

(Note: If the opportunity does not present itself to do this exercise with a real patient then ask for a volunteer from the site to be your patient)

Nutrition Facts

Serving Size $\frac{1}{2}$ cup

Servings per container 4

Amount per serving

Calories	250	Fat Cal	120
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%DV

Total Fat	13g	20%
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Sat Fat	9g	40%
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Cholesterol	28mg	12%
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Sodium	55mg	2%
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Total Carbohydrate	30g	12%
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Dietary Fiber	2g
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Sugars	23g
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Protein	4g	8%
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*Percentage Daily Values (DV) are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Ingredients: Cream, Skim Milk, Liquid Sugar, Water, Egg Yolks, Brown Sugar, Milkfat, Peanut Oil, Sugar, Butter, Salt, Carrageenan, Vanilla Extract.

READ TO PATIENT:

This information is on the back of a container of a pint of ice cream.

	Yes	No
1. If you eat the entire container, how many calories will you eat? <i>Answer: 1,000 is the only correct answer</i>		
2. If you are allowed to eat 60 grams of carbohydrates as a snack, how much ice cream could you have? <i>Answer: Any of the following is correct: 1 cup (or any amount up to 1 cup), half the container. Note: If patient answers "two servings," ask "How much ice cream would that be if you were to measure it into a bowl?"</i>		
3. Your doctor advises you to reduce the amount of saturated fat in your diet. You usually have 42 g of saturated fat each day, which includes one serving of ice cream. If you stop eating ice cream, how many grams of saturated fat would you be consuming each day? <i>Answer: 33 is the only correct answer</i>		
4. If you usually eat 2,500 calories in a day, what percentage of your daily value of calories will you be eating if you eat one serving? <i>Answer: 10% is the only correct answer</i>		
READ TO PATIENT: Pretend that you are allergic to the following substances: penicillin, peanuts, latex gloves, and bee stings. 5. Is it safe for you to eat this ice cream? <i>Answer: No</i>		
6. (Ask only if the patient responds "no" to question 5): Why not? <i>Answer: Because it has peanut oil</i>		