

What does it mean to be an IPPE Preceptor?

Preceptors function as mentors and/or coaches to their student pharmacists. This means that you will be modeling for the student those critical professional pharmacist behaviors especially those behaviors that demonstrate your skills as a problem solver. In addition, you will be helping the IPPE students learn what it means to be a pharmacist by showing them how to do it and fostering their skills in “becoming” pharmacists.

Talk with your student about how you think through problems in terms of the aspects needed to consider before you make a decision. Why are certain factors important in decision making? Why are some factors not significant? Students cannot always see the connections between what is happening at the time and how this impacts your decisions/behaviors, so you may help them start to see the connections by talking out loud or voicing what you are thinking. Why do you do things the way you do? Students often have only rather vague ideas of what being a pharmacist means and your teaching will help them discover what that is. In addition, when you share your own stories about how you learned to be what you have become, the student can gain valuable insight for their own life path.

The activities listed and questions posed in this document are designed to help you as you coach and mentor your student. The activities on subsequent pages are listed as if they might occur in a certain order, but the reality can be quite different! Try to think of everything that happens in your pharmacy as learning opportunities for the student, because they really are!

IPPE rotations are less about the student learning by osmosis (although some of that will occur) and more about the student learning by doing, by getting the hands dirty, by working alongside the pharmacist in the trenches. We hope for as much “hands on” as is possible or prudent in your work environment. There will certainly be activities that will not be appropriate for student involvement, yet our hope is that those are minimal and the student will be able to function within the scope of what pharmacy law allows in your environment. And your feedback to the student about what and how they are doing is vital in helping the student grow professionally. Feedback includes helping students find better ways to respond in future similar situations.

At the end of the rotation, you as the preceptor will be asked to evaluate the student’s performance in several areas. It may be helpful to look at this evaluation form at the beginning of the rotation or before it starts so you and the student can discuss your expectations for the rotation. We will be asking an “acid test” questions about whether or not you would “hire” this student as an employee if the opportunity was available. Students will be asked a similar question in terms of would s/he recommend this rotation to a fellow student.

Student’s Extra Responsibilities During the Rotation

Students have homework assignments to do “after work hours” and the student may discuss these responsibilities with you to get your input. Homework involves the students’ participation in two discussion boards during weeks 1 and 3. These are discussions among a group of their student colleagues and moderated by a SWOSU faculty member. Topics for the discussion boards include: (1) workflow in the pharmacy; and (2) communications both

Southwestern Oklahoma State University College of Pharmacy IPPE Community

within the pharmacy and with other members of the healthcare team or inter-professional engagement in pharmacy. In addition, students will be taking an on-line calculations quiz during the second week of the three-week period they are with you. During the second week students will also be completing two *Pharmacist's Letter* readings and quizzes over the topics of (1) improving communications with other healthcare professionals and (2) implementing targeted interventions within the MTM framework.

Students also have a set of reflective questions to complete at the end of the rotation. The procedure will ask the student to reflect on the learning experiences from their time with you. Finally, students are being asked to complete a log of the encounters that they have (by phone or in person) with other health care professionals. The log does not include any contents of these encounters, but is more of a “counting” tool. We hope that the students will be learning not only how to interact professionally with patients, but also how to interact professionally with the other health care providers with whom they come into contact as a component of your practice setting. And yes, this absolutely includes telephone encounters.

See these additional documents that may be helpful to you as a preceptor:

- IPPE Global Objectives list
- IPPE Community Course Syllabus
- The Pharmacists' Patient Care Process
- Pharmacy's Code of Ethics
- Oath of a Pharmacist

I Have a Community IPPE Student; what should I do?

IPPE students may only have a rather vague idea of what a pharmacist does. Therefore, as a preceptor, some of your most significant teaching for the student will come from your role-modeling what it means to be a pharmacist as the student observes you in action. This will help the student learn what it means to “be” a pharmacist.



Here is a sampling of activities that might be appropriate for your IPPE student. There is also a set of focus areas for each day of the rotation—maybe some of these ideas will work for you. We’ve included checkable objectives or suggested topics for each day. Tailor these to fit the needs of your pharmacists, technicians, and other personnel as well as to the needs of your facility. This is just a GUIDE, not a set of absolute requirements.

Suggested Daily Activities for Students

Students should observe and participate (as appropriate to your facility) in the routine, on-going, daily activities related to medication distribution that occurs in your facility. This would most likely include activities related to preparing medications, inputting patient medication orders into the pharmacy computer system, stocking medications, ordering medications, storage of medications, communicating with patients and/or health care providers, performing medication-related interventions, etc. Students should experience each day as a day for learning about the “pharmacist in the trenches”.

Week One

Day 1—Meet and Greet

- Get to know the student. Introduce yourself to the student; let the student know a little about you—how your career in pharmacy has evolved; what brought you to the place you are now, professionally; what you enjoy about your career, etc.
- Introduce the student to other staff members.
- Where should the student put any personal belongings; where to park; location of restroom; policy about personal cell phone use at work.
- Policies and procedures that guide daily operations.
- Proper etiquette for answering the phone; how to greet patients.
- Discuss your facility’s dress code.
- Discuss **your expectations, goals** for the rotation. How do your expectations match up with the **student’s expectations, goals** for the rotation? What might the student be reasonably able to accomplish during the next three weeks?
- Provide examples of how the student will be incorporated into the routine activities of the practice.
- Brief overview of technologies used in the pharmacy.



the preceptor resources there.

Some great resources are available to help you with getting off on a good foot with your student: see www.pharmacistsletter.com and use

Southwestern Oklahoma State University College of Pharmacy IPPE Community

Day 2 -- Human Factors, Communications, and Medication Counseling

- What is the role of the pharmacist? The technicians? The clerks? How do their jobs differ?
 - Who is responsible for the different activities at your site?
 - What is the chain of command at our pharmacy?
 - What are the legal aspects of medication counseling?
 - What are some practical aspects to medication counseling (e.g., pharmacist time/workflow, space requirements, privacy concerns, etc.)
 - How do you deal with communication challenges in your practice with patients, with other health care providers, with employees, with vendors?
- Have the student perform medication counseling (under supervision); give the student constructive feedback regarding performance to help student improve in terms of their patient counseling skills.
- Coach the student towards better techniques to both gather information effectively from prescribers and other health care professionals and to convey professional information to our healthcare team member colleagues.



Day 3 -- Technology/Workflow Factors

- Discuss Technology and Workflow Factors.

Technology Factors

- What technologies are used at your site?
- How are medications ordered?
- How does the computer system work?
- How do you troubleshoot problems with technology?

Workflow Factors

- What is the workflow?
- How are medications checked in?
- How are prescriptions prioritized for processing?



Day 4 -- Community Factors

- Discuss the relationship of your practice to the larger community.
- What kinds of involvements does the pharmacy or pharmacy staff have within the community?
 - How does the pharmacy operation support the larger community in terms of health promotion and/or civic responsibilities?
 - Does the pharmacy advertise in local publications?
 - Are staff members involved in community organizations such as the Rotary Club, Kiwanis Club, the Lions Club, Jaycees, Chamber of Commerce, summer league volunteers, etc? What is the value (or non-value) of such involvement?

Day 5 -- Specialty areas of the Practice

- Discuss special services this pharmacy provides.
(Examples: immunization services, sales of home health products, durable medical equipment sales, compounding services, Medication Therapy Management services, diabetes products, et al)
- What factors were used to make the decisions to include these special services or products in the pharmacy?
- How do these special areas add to the practice in terms of financial picture of the practice or to the mission of the practice, etc?



Week Two

Day 6 -- Management/Ownership Issues of the Practice

For **chain pharmacy sites:**

- Discuss the relationship of the local practice site to a parent organization (corporate structure)
- The chain of command
- How the role of the pharmacy manager differ from the store manager role
- The role of the district manager and what are the relationships between these different layers of management with the local site

For **independent pharmacy sites:**

- How did the owner reach the decision about purchasing/owning the business?
- Factors that need to be considered in starting or purchasing an independent pharmacy
- Benefits/drawbacks of independent practice

Day 7 -- Patient Safety Emphasis/Drug Safety Emphasis of the Practice

- Discuss procedures/policies in place to promote patient safety in terms of avoiding medication errors, miss-fills, (i.e., bar code scanning, double check systems etc). If a miss-fill occurs, how is it handled?
- Discuss the role of professional liability insurance as it relates to patient safety.
- Show the student the methods used in this practice to collect and document accurate and complete medication information from patients.



- Explain medications storage compliance and managing inventory so as to avoid having out-of-date medications on shelves.
- Discuss how CDS medications are stocked, stored, ordered in ways that differ from other non-controlled medications. Why are there differences?

Day 8 -- MTM Services or OTC Services of the Practice

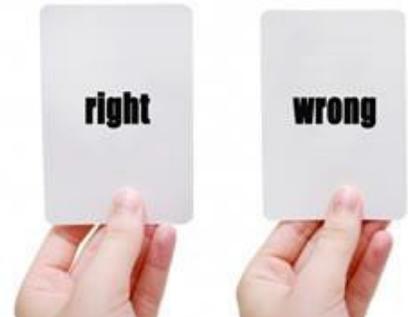
- Discuss specialized services offered (MTM services such as diabetes, high blood pressure, immunizations, stop smoking programs, etc), or any future plans to provide these specialized services.
- How do you decide what kinds of fees to charge for provision of these services?
- Benefits/drawbacks associated with these kinds of pharmacy services.
- How are these services marketed to other health care providers and to patients?
- How have you developed your practice over time?

AND/OR

- Discuss types of non-prescription products in stock.
- How do herbals or other complementary/alternative medications fit into this practice?
- How do these products add to the value of the practice, both professionally and financially?
- How are stocking decisions about these products made?

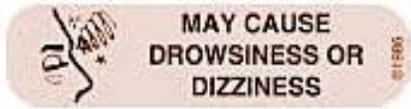
Day 9 -- Professionalism in the practice of pharmacy

- Factors influence professionalism in the pharmacy field?
- What are some of the professional challenges you have experienced in your practice?
- How do the pharmacists in this practice maintain their competence to practice?
- How do staff members keep up with changes in drug information?
- What does the pharmacy or company offer to support pharmacist continued competence (i.e., pay for CE programs, etc.)?
- How do the Pharmacist's Code of Ethics and/or the Oath of a Pharmacist come into play during the daily operations of the pharmacy?



Day 10 -- Drug Information Day

- What interesting drug information requests have you seen, heard in your practice?



- What kinds of questions do you get from your patients, from physicians, from others?
- What resources are available in the practice (on-line drug information sources or reference books, etc) to help the pharmacists answer drug information questions that are more complex?
 - Encourage your student to show you what on-line resources are available to students and preceptors with the SWOSU websites (such as Micromedex, Lexi Comp, online Facts and Comparisons).
 - Demonstrate for the students how you have used the *Pharmacists Letter* website that is part of your benefit for being a preceptor with SWOSU. (or have them demonstrate this to you!)

Week Three

Day 11 -- Marketing the Pharmacy and Pharmacy Services Day

- Discuss the types of advertising, and marketing strategies are used for the pharmacy.
- What types of marketing work best for you—word of mouth, direct mailing, in-store fliers, Social Media such as Facebook or Twitter, Website, coupon services, use of yellow pages, radio, television, on-line advertising, etc.?
- What kinds of competition are located in the pharmacy's service area?
- How would you characterize the relationship with the competition in the area? (Is it friendly, cut-throat, cordial, collegial, etc?)
- What are the demographics of the population in your service area?
- How do demographics influence the type and nature of the practice at this location?

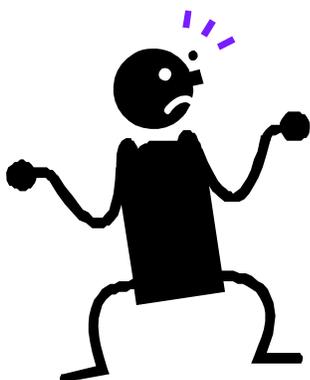
Day 12 -- Reimbursement Issues in Pharmacy Practice

- Discuss your relationship with third party payers— Medicare part D, insurance companies?
- How does this interaction influence how the practice works?
- What percentage of the practice volume is related to this aspect of practice?
- How are decisions reached regarding which third party contracts to accept, reject?
- What are some of the problems you have experienced with third party payers?
- How have these problems been resolved?
- What percentage of the pharmacist's time (or other staff member's time) is spent working on third party payment issues?



Southwestern Oklahoma State University College of Pharmacy IPPE Community

Day 13 -- Challenging Patients Day



- Discuss kinds of issues that have come up in your practice that have challenged your ability to provide pharmacy services? How have you dealt with those challenges? (e.g. pharmacy staff and patients, patients with physical challenges such as low vision or hearing impairments, patients with economic difficulties, angry patients, drug-seeking patients etc.)
- What resources are available to help overcome these challenges (either in the pharmacy itself, or in the larger community—interpreters, cultural sensitivity training for staff, voice amplification systems, security measures to protect staff?)
- What mental health facilities/resources exist in the area?
- What groups or resources are available in the area that might help patients with medication costs? How can the pharmacist help patients access these resources such as manufacturers' coupons or discount programs, free clinics, etc.?

Day 14 -- Safety and Security in the Pharmacy

- Discuss the importance of security measures in the pharmacy.
- What are some of the measures taken in the pharmacy to promote a safe and secure working environment for staff?
- What are some of the deterrents in place to discourage shoplifting, robbery and/or threats to staff?
- What are some of the interventions that have been taken to prevent accidents or improve security at work—special training, changes in equipment or arrangement of the pharmacy, use of convex mirrors, use of security cameras, security guards, etc.?

Day 15 -- Last Day of the Rotation

- Review and complete the evaluation with students.
- Give the student constructive feedback to help improve future performance.
- Ask for feedback from the student for possible improvement for future student rotations.
- Send in evaluations to IPPE office (electronic E*Value preferred, Fax, or snail mail)
- Make sure student gathers all personal belongings and the Intern license before leaving the pharmacy.
- Perhaps a GOING AWAY PARTY is in order!
- Review with staff—how did this go from our perspective? What can we do differently next time to improve the experience?



**What can the IPPE office do to make this better for you and your staff—and let us know!
Contact Sally Drinnon (580) 774 – 6007 or Renee Rutherford (580) 774 -7170 at the IPPE
Office with any comments, concerns, or suggestions.**