

P1 Introductory Pharmacy Practice Experience Manual Summer 2026

**PhPr 71063 P1 IPPE
Community**



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DEPARTMENT OF PHARMACY PRACTICE

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The UAMS College of Pharmacy Introductory Pharmacy Practice Experiences are coordinated by the Experiential Education Office. For any questions or concerns, please contact:

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Overview of the UAMS College of Pharmacy Experiential Program

The fundamental goal of the experiential pharmacy education program is to provide structured, practical, and closely supervised professional program experiences that enable the student to develop and apply skills and information previously presented in formal course work in order to better assume their future role as a competent pharmacist. The student is expected to integrate their basic sciences and clinical background into an actual practice setting under the preceptor's guidance and instruction. This includes giving the student the opportunity to further refine professional judgment, practice competency, and technical skills.

Introductory Pharmacy Practice Experiences (IPPEs)

Doctor of Pharmacy candidates spend 320 hours in introductory pharmacy practice experiences (IPPEs) in a variety of settings during the first three years of the professional program. During the Community (P1) and Institutional (P2) IPPEs, students observe/discuss the role of community and health-system pharmacists and actively participate in daily operations that focus on the distributive aspects of practice. A summary of the types and timing of UAMS IPPEs as well as the number of contact hours provided during each is outlined below.

Experience	Location	Timing	Hours
Community P1	Community retail pharmacy – independent or chain	4 weeks in mid-May, mid-June, or mid-July following P1 Spring semester	160
Institutional P2	Hospital or Health-system pharmacy	4 weeks in mid-May, mid-June, or mid-July following the P2 Spring semester	160
		Total IPPE hours	320

PhPr 71063 Community Introductory Pharmacy Practice Experience (160 hours)

This course will provide structured, practical, professional experience in a community pharmacy setting. Students are assigned a four-week experience at the end of the P1 Spring semester in mid-May, mid-June, or mid-July. To enter this course, a student must be eligible for advancement to the P2 year. This is a four-credit hour, pass/fail course.

PhPr 72034 Institutional Introductory Pharmacy Practice Experience (160 hours)

This course will provide structured, practical, professional experience in an institutional pharmacy setting. Students are assigned a four-week practice experience at the end of the P2 Spring semester in mid-May, mid-June, or mid-July. To enter this course, a student must be eligible for advancement to the P3 year. This is a four-credit hour, pass/fail course.

UAMS College of Pharmacy Vision, Mission, and Core Values

To inspire positive change by providing exceptional education, compassionate care, and groundbreaking discovery is the **Vision** of the UAMS College of Pharmacy.

The UAMS College of Pharmacy's **Mission** is to improve the health of all by:

- Preparing the next generation of pharmacists and scholars to address health needs,
- Producing innovative solutions and optimal outcomes through scientific advancement, and
- Pioneering the adoption and supporting the sustainability of accessible evidence-based pharmacy practice

The UAMS College of Pharmacy's **Core Values** serve as a foundation to facilitate achievement of the College's Vision and Mission.

- **Growth** – We pursue excellence driven by creative approaches to change with a commitment to life-long learning and continuous improvement.
- **Integrity** – We nurture, encourage, and expect mutual trust, honesty, accountability, and professionalism. We engage in frequent reflection to ensure our actions align with our values.
- **Respect** – We embrace a culture that honors the dignity of individuals, values diverse perspectives, fosters belonging, and facilitates connections within a collaborative community that celebrates the contribution of each member.

UAMS College of Pharmacy proudly maintains a reputation for providing quality experiential learning opportunities that fulfill the standards established by the Accreditation Council for Pharmacy Education (ACPE) and prepare graduates to serve as ambassadors for the profession of pharmacy in Arkansas and abroad. The educational outcomes of the ACPE and the Center for the Advancement of Pharmaceutical Education (CAPE) were used in the development of the College's educational outcome performance goals.

The full version of the Accreditation Standards 2025 for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree, is available at <https://www.acpe-accredit.org/wp-content/uploads/ACPEStandards2025.pdf>

The UAMS COP P1 IPPE assessment rubric was developed from the AACP Curriculum Outcomes and Entrustable Professional Activities (COEPA) 2022, which is available at <https://www.aacp.org/sites/default/files/2022-11/coepa-document-final.pdf>

University of Arkansas for Medical Sciences College of Pharmacy

Competency Statements

Domain 1: Foundational Knowledge

Develop pharmacists who integrate and apply foundational knowledge of the biomedical and pharmaceutical sciences to patient care in a variety of practice settings.

- 1.1 Biomedical Sciences - Develop pharmacists who have solid foundational and practice-relevant knowledge of how normal and pathological functions at system, organ, cellular, and molecular levels within humans and other organisms contribute to health and disease.
 - BMS1. The student will demonstrate understanding of the relationship between structure and function of body systems within healthy individuals throughout the lifespan.
 - BMS2. The student will demonstrate understanding of the relationship between structure and function of body systems within the pathophysiologic or diseased state.
 - BMS3. The student will demonstrate understanding of the chemical, genetic, molecular, and cellular mechanisms of biological processes relevant for human health and disease.
 - BMS4. The student will demonstrate understanding of the structure and action of clinically relevant microbes in infectious pathophysiology including immune response to infectious diseases.
- 1.2 Drug Action - Develop pharmacists who have a fundamental knowledge of the development, structure, mechanism of action, pharmacokinetics, therapeutic function, and associated adverse effects/toxicity of *clinically important* therapeutic pharmacological agents.
 - DA1. The student will describe the relationships among drug structures, mechanisms of action, and pharmacokinetic parameters.
 - DA2. The student will predict therapeutic action and possible adverse effects and toxicities of pharmacological agents based on pharmacodynamic and pharmacokinetic properties.
 - DA3. The student will compare and contrast the mechanism of action and pharmacokinetic properties of drug entities when considering drug selection, therapeutic intent, and side effect profiles for diverse patient populations.
 - DA4. The student will calculate and interpret pharmacokinetic parameters required for clinically relevant decision-making.
- 1.3 Drug Delivery - Develop pharmacists who demonstrate the ability to assess, compound, and recommend products for patients based on 1) the physical and chemical properties of pharmaceutical products and 2) pharmacokinetics and pharmacodynamics for individual patients and specific formulations.
 - DD1. The student will identify physical and chemical properties that influence drug solubility, drug action, stability, and tolerability.
 - DD2. The student will analyze a drug product's active and inactive ingredients to identify potential applications, warnings, and contraindications.
 - DD3. The student will recommend appropriate routes of administration, dosage forms, and drug delivery systems to optimize bioavailability and therapeutic efficacy and safety.
 - DD4. The student will perform appropriate pharmaceutical calculations to ensure safe and effective medication use.
 - DD5. The student will compound extemporaneous preparations and sterile products, utilizing appropriate techniques, procedures, and equipment for quality assurance.
 - DD6. The student will recommend appropriate packaging, storage, handling, administration, and disposal of medications.
- 1.4 Evidence-Based Practice - Develop pharmacists who retrieve, assess, interpret, and apply medical information for use by individual patients, healthcare providers, and patient populations to promote evidence-based healthcare, appropriate medication use systems and resource management, and public health initiatives.
 - EBP1. The student will demonstrate the ability to systematically retrieve drug information from all available sources.

- EBP2. The student will apply evidence-based principles to assess the scientific and clinical merit of drug information to make appropriate recommendations with other members of the healthcare team for individual patients and patient populations.
- EBP3. The student will describe the development of practice guidelines and evidence-based best practices.
- EBP4. The student will demonstrate knowledge of pharmacoeconomic principles related to the provision of cost-effective therapy that optimizes patient outcomes.

Domain 2: Essentials for Practice and Care

Develop pharmacists who apply the pharmacist patient care process, human and technological resources, and concepts of health and wellness to provide individualized patient care.

- 2.1. Patient-centered care – Develop pharmacists who provide patient-centered care as the medication expert (collect and interpret evidence, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
 - PCC1. The student will define and explain the terminology, lab findings, physical signs/symptoms, risk factors, and evidence-based clinical practice guidelines related to diseases and medical conditions.
 - PCC2. The student will collect, interpret, and evaluate relevant individual patient factors including medical, genetic, social, cultural, and economic aspects to optimize patient care.
 - PCC3. The student will analyze and compare drug therapies for safe, effective, and cost-effective and convenient use, including therapeutic benefits, potential adverse effects, contraindications, dosing, administration, and duration of therapy.
 - PCC4. The student will recommend the appropriate drug and non-drug therapies for treatment of diseases and medical conditions, including specific uses, indications, mechanisms of action, and drugs of choice.
 - PCC5. The student will design and document a care plan that is patient-centered and culturally sensitive, including goals of treatment, appropriate drug and non-drug therapies, and monitoring parameters for safety and efficacy.
- 2.2. Medication use systems management – Develop pharmacists who manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
 - MUSM1. The student will describe principles essential to the management of human and financial resources and pharmacy business operations
 - MUSM2. The student will identify and explain the types of government roles and policies that influence the delivery of healthcare.
 - MUSM3. The student will identify and explain economic factors that play a role in healthcare delivery for the patient, the healthcare provider, and the public as a whole.
 - MUSM4. The student will describe and apply the legal standard of care for the provision of pharmacy services in diverse professional settings.
 - MUSM5. The student will define ethical principles and apply a comprehensive process for analyzing an ethical situation to justify an appropriate course of action.
 - MUSM6. The student will identify safety issues and safeguards to prevent adverse outcomes, including transitions of care.
- 2.3. Health and wellness – Develop pharmacists who design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
 - HW1. The student will design appropriate educational interventions to prevent and improve the management of chronic disease and improve health and wellness.
 - HW2. The student will design appropriate care plans to promote wellness and disease prevention using best available evidence and the patient's best interests, including economic considerations, ability of patient to adhere to plan, patient's own goals, and access to care.

Domain 3: Approach to Practice and Care

Develop pharmacists who effectively communicate and collaborate with all stakeholders in the healthcare system to advance delivery of care.

- 3.1. Interprofessional collaboration – The graduate is able to actively participate and engage as a healthcare team

member by demonstrating mutual respect, understanding, and values to meet patient care needs.

- IPE1. The student will work with individuals of other professions to maintain a climate of mutual respect and shared values.
- IPE2. The student will use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
- IPE3. The student will communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
- IPE4. The student will apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

3.2. Communication – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.

- COM1. The student will effectively collect information from patients, family members, caregivers, healthcare professionals, and members of the general public.
- COM2. The student will communicate information and recommendations clearly, accurately, concisely, and in a timely manner to a variety of audiences.
- COM3. The student will provide appropriate counseling with regard to pharmacologic and nonpharmacologic interventions, proper administration techniques, monitoring, follow-up, and adherence.
- COM4. The student will effectively communicate to encourage patients to take responsibility for and control of their health (e.g. motivational interviewing).
- COM5. The student will apply knowledge of culture, literacy level, age, gender, disability, and other pertinent patient factors to achieve sensitive, individualized communication in a manner that will be best comprehended by the intended audience
- COM6. The student will provide clear and accurate documentation of patient care activities to facilitate communication and collaboration among healthcare providers.

Domain 4. Continuous Professional Development Program Domain

Develop pharmacists who continuously, proactively, and in a self-directed manner identify personal areas in need of professional development and engage in a reflective process of goal-setting, development of action plans, and reevaluation to meet those needs.

- CPD1. The student will examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that enhance or limit personal and professional growth.
- CPD2. The student will demonstrate leadership qualities, including responsibility for creating and achieving shared goals, regardless of position or rank.
- CPD3. The student will engage in creative problem-solving (innovation and entrepreneurship) to accomplish goals.
- CPD4. The student will demonstrate a professional attitude.

Domain 5: Practice Transformation

Develop pharmacists who have the tools to be pioneers and advocates for the future of pharmacy practice.

- PT1. The student will describe evidence-based change processes centered around advancing pharmacy services.
- PT2. The student will utilize evidence-based change processes centered around advancing pharmacy services.
- PT3. The student will discuss the importance of, and mechanisms for advocacy on behalf of the pharmacy profession.

College of Pharmacy Policies and Procedures

All Pharmacy students in the experiential program at any practice site must accept and adhere to the Policies and Procedures of that site. This may include, but is not limited to, drug testing and background checks. According to the policies of the College of Pharmacy, all students must fulfill each of the following criteria for experiential activities:

1. The student must have a valid and current *Intern License* issued by the Arkansas State Board of Pharmacy. If the student participates in an experience outside of Arkansas, the student must comply with intern license requirements from that state as well.
2. The student is required to have a current health insurance policy.
3. The student must hold a current professional liability insurance policy (minimum insurance limits of \$1,000,000/\$3,000,000). Insurance is provided through Pharmacists Mutual insurance and is paid by the student and must be renewed annually.
4. The student must possess a current American Heart Association (AHA) Healthcare Provider Cardiopulmonary Resuscitation (CPR) Certification. A copy of the CPR card must be on file with the Office of Experiential Education.
5. Students are required to complete Occupational Health and Safety Bloodborne Pathogens training. An annual update is also required. The online module is located on Workday Learning <https://wd5.myworkday.com/uasys/learning>. The student must have a physical examination and current immunization record on file with the UAMS Employee Health/Student Preventive Health Service (EH/SPHS). The following vaccinations, history of illness, and/or titers are required for enrollment: Tetanus-diphtheria-pertussis (Tdap), Measles-Mumps-Rubella (MMR), Hepatitis B, and Varicella. The student may be required to provide proof of physical examination and current immunization records depending on experiential site. Copies may be obtained by calling the Health Center at 686-6565.
6. The student must adhere to the guidelines of the College of Pharmacy and to the assigned experiential site as to dress, responsibility, confidentiality, and conduct.
7. The student may not receive monetary compensation from any Preceptor or Experiential Site.
8. The student must have evidence of negative tuberculosis skin tests within twelve months or evidence of compliance with tuberculosis screening per CDC guidelines on file with the UAMS EH/SPHS prior to starting the clinical training program; if there is a positive PPD history or screening, a negative chest x-ray must be documented. The student must also adhere to the UAMS monitoring protocol. The full policy detailing UAMS TB screening requirements is available at http://www.uams.edu/adminguide/PDFs/4_5_18_Employment_Medical_Screening.pdf. Search for TB Testing.
9. Students who receive needle sticks or other sharp injuries or certain body fluid exposures will, on many occasions, need laboratory monitoring for a period of time. Additionally, the student may be offered appropriate medication therapy as in the case of HIV exposure. The cost of this monitoring will be paid by the institution and student insurance, not the student. This monitoring and the appropriate billing will be handled through SPHS. Students should contact SPHS immediately after such an injury occurs (or contact the Emergency Room if SPHS is not open). The Incident/Injury Reporting policy is available on the UAMS Administrative Guide at <http://www.uams.edu/adminGuide/#11.4%20General%20and>. Search for Injury Reporting.
10. The use or possession of any illicit drug by any student while on University property or on a University affiliated assignment will not be tolerated as described by the campus drug-free workplace policy.¹ Any College of Pharmacy student who illegally uses, gives, sells or in any way transfers a controlled substance to another person, or manufactures a controlled substance while involved in an Experiential Program rotation will be subject to immediate dismissal from the rotation and may also result in additional disciplinary action as deemed necessary by the College of Pharmacy. In some cases, rotation sites may require random and/or mandatory drug screening. Students should anticipate that requests for participation in site-specific screening may be made, and students on rotation at those sites will be expected to comply.
11. Students must participate in an orientation process prior to the initiation of IPPEs/APPEs to:
 - a. Outline the purpose, organization, and assessment of the experience,

- b. Explain the achievement-based assessment process, and
- c. Review the procedure by which academic progress will be monitored.

Failure to comply with these policies can result in dismissal from the College of Pharmacy.

¹ University of Arkansas for Medical Sciences Administrative Guide Policy on the Drug Free Workplace (4.4.05)

Health Insurance Portability and Accountability Act (HIPAA)

Training of all UAMS employees and students on the HIPAA regulations and related policies and procedures to protect the confidentiality of patient information is mandatory. Students are required to complete an online module with a post-test on the regulations and related policies. An annual update of HIPAA training is also required. These modules are located on Workday Learning at <https://wd5.myworkday.com/wday/authgwy/uasys/login.html?redirect=n>. Various experiential sites may also require site-specific HIPAA training to be completed at each individual location.

Code Black

In the event of a violent occurrence on Campus, special procedures are needed to ensure maximum safety and prevention of injury/loss of life. As a result, multiple responses are necessitated by all components of UAMS. Law enforcement is paramount in securing the situation, but the rest of the campus must work to ensure patient, student, visitor, and staff safety. Violent actions on campus could include an active shooter, hostage situation, terroristic threatening, and other scenarios not depicted here. While this is primarily a law enforcement operation, incident management, sheltering in place, and crisis communications are integral to the safety and security of the Campus. The UAMS Code Black Plan is outlined in the COP Catalog and Student Handbook. During orientation to an experiential site, students should make every effort to be informed as to site-specific policies and procedures regarding violent events.

CORE

The Experiential Education Office uses CORE ELMS, the Experiential Learning Management System to track students' experiences throughout their academic careers. CORE allows our office to manage student and preceptor placement, monitor evaluations and other reports, as well as track site requirements, immunizations, and certifications. In addition, we use the system as a tool to communicate with our students and preceptors. CORE can be accessed at <https://www.corehighered.com/login-elms.php>. If you have misplaced your login information or need your password reset, please contact Karin Walker.

Policy for Interaction

Students should contact the Preceptor via their office phone or email. If unable to reach the individual, students should contact the Experiential Office for assistance.

Any concerns, questions, or procedural matters related to this course should be addressed in the following order of progression: the Preceptor, Experiential Education Director (EED) or Associate Dean for Experiential Education (ADEE), and finally the Dean's office.

The course syllabus is a general plan for the course; the syllabus may be modified at any point during the semester. Any changes to the syllabus will be communicated to the class at the earliest possible class meeting as well as electronically through electronic mail distribution.

Attendance

There are **no excused absences** and **no recognized student holidays** for experiential course work. In some instances, experiential hours will be scheduled to conform to site activities (e.g., weekends, early morning, and late afternoon). In case of illness, students must: a) call the Dean's Office (501) 686-5557 **AND** b) call the preceptor as early as possible on the day that will be missed. If a student anticipates a request to be absent from the experience on a specific date (e.g., job/residency interview, college sponsored meeting/function during rotation hours, etc.), they must make arrangements with the preceptor prior to that date. A minimum of 160 hours is required for the P1 IPPE; therefore, it is the student's responsibility to reschedule hours missed with the preceptor's approval. If a student is sick or absent for more than one

fourth of any rotation, they may complete the rotation only with permission of the preceptor and the EED/ADEE.

Immunization Certification

The student must earn a certificate of achievement for the American Pharmacists Association Pharmacy-Based Immunization Delivery Program. Students must participate in and complete all program requirements. Successful completion of this program entails the following:

- Completion of the self-study prior to the live seminar
- Achievement of a passing grade on the self-study assessment prior to the live seminar
- Attendance at the entire live seminar
- Completion of the skills assessment
- Completion of the post seminar activities (exam and evaluation)

Requirements of the program must be completed as designated by the American Pharmacists Association. Please note that according to APhA, you have 2 opportunities to take and pass the self-assessments associated with this course. You **MUST** pass the examinations within one of your two attempts. If you fail the self-assessment after the self-study twice, you will **NOT** be permitted to complete the live seminar. If you fail the post seminar assessment after the live seminar and skills assessment twice, you will **NOT** be issued a certificate for the program. Any questions regarding this program should be directed to Dr. Michelle Balli and Dr. Lanita White.

Failure to obtain this certificate may delay your participation in the community IPPE. You will also need to have proof of BLS/CPR certification prior to giving immunizations. This is a requirement for the College of Pharmacy as well.

Inclement Weather

During inclement weather conditions (regardless of activation of the UAMS inclement weather policy), the student should contact their assigned experiential preceptor to receive information about site hours of operation and function. If the student is unable to travel during inclement weather, any absence requires that the student contact their preceptor and the Experiential Education Office.

Emergency

In the case of an emergency, the student should **call** the ADEE immediately at (501) 551-8193. This does not include absence for routine illness, job interviews, flat tires, etc. These issues are addressed in the Attendance Policy above.

Grading

The preceptor is a member of the faculty of the College of Pharmacy (COP). Preceptors are expected to assess student performance of the outlined practice competencies using the COP Introductory and Advanced Pharmacy Practice Experience Evaluation Rubrics. **At the middle and end of the experience, the preceptor will use the evaluation rubric in the CORE online grading system to assess the student's performance. Mid-way through the rotation, deficiencies are to be discussed with the student. Every effort should be made to correct any deficiencies before a student completes the assigned experience. Evaluation rubrics will automatically become available in CORE at the appropriate times.** The preceptor's evaluation constitutes 100% of the assessment of competency.

Experiential Proficiency Scores

***please refer to the comprehensive academic rules in the student handbook for more information

- 5 – Exceeds expectations
- 4 – Meets expectations
- 3 – Progressing towards meeting expectations
- 2 – Needs significant improvement
- 1 – Not IPPE ready
- 0 – Opportunities existed, student did not engage; therefore, not able to assess
- NA – Not applicable to experience or not observed

Entrustable Professional Activity Entrustment Scale

Prospective entrustment statement for preceptors ([COEPA Table 4](#)):

“On their next rotation, I would allow this learner to perform the specified activity with the indicated level of entrustment”

- 3 – Reactive supervision
- 2 – Direct supervision (IPPE goal)
- 1 – Observe only

Direct Supervision (2) is the expected level of entrustment for the IPPE curriculum (P1 and P2).

Global Assessment (overall performance):

- ☐ Clear Pass
- ☐ Borderline Pass
- ☐ Clear Failure

For successful completion of IPPEs, students must achieve a competency score of 3 or higher for each item on the IPPE achievement-based assessment. Students must also fulfill the IPPE course requirements and complete all other required documentation prior to receiving credit for the IPPE.

A student may fail an IPPE for violation of patient confidentiality, tardiness/failure to show up for a rotation, cheating on exams, quizzes or other assignments, plagiarism, or other action which, in the opinion of the preceptor and the EED and/or ADEE, is unprofessional conduct damaging to the reputation of the COP and/or the experiential site.

Incomplete Grade

A grade of “I” (incomplete) is assigned when a student, for reasons sufficient to the preceptor, has not been able to complete some vital portion of the experience (IPPE or APPE). The student must finish the requirements of the experience at the same practice site and at the discretion of the preceptor. If the work is not completed by the designated time, the grade will become an “F” unless the Dean, in conjunction with the preceptor and the appropriate experiential course coordinator, grants an extension of time. For IPPEs, all work must be completed before the day of registration for the upcoming Fall semester.

Failing Grade

Students will fail an experience if a preceptor indicates “Clear Failure” at the end of an experience. The student must repeat and pass the failed experience to progress to the P2 year. No experience may be attempted more than twice. **In the event that a student receives a “Clear Failure” at the end of an IPPE, the EED/ADEE will develop an Individualized Educational Plan (IEP) and forward this to the Scholastic Standing Committee.** The Scholastic Standing Committee will review the recommended IEP for approval or modification. **For students who are not awarded Credit for an IPPE, failure to successfully complete an IEP will result in an “F” and will be viewed as the student’s second attempt to complete**

the experience. If a student successfully remediates an IPPE and fails a second IPPE experience, they will be dismissed from the College.

Borderline Pass

Students who receive a “Borderline Pass” and/or competency score of 0,1, or 2 at the end of an IPPE clerkship will be required to attend a Formal Planning Conference with the ADEE and/or EED

Withdrawal

1. Preceptors may request that a student be removed from a practice site as a result of behavior or performance. Students who are removed from a site at the request of a preceptor will be required to undergo remediation prior to reentering experiential coursework. Remediation will be outlined in an IEP. Students who are removed from an IPPE/APPE will receive a “Clear Failure” and will have to repeat the experience.
2. A student who withdraws at any time during an experience (IPPE or APPE) and is failing at the time of the withdrawal will be given a “Clear Failure”. If the student receives a second “Clear Failure” in the IPPE curriculum, they will be dismissed from the College of Pharmacy. A student may repeat only one experience if they receive a “Clear Failure” on a previous rotation.
3. If a student withdraws at any time during an experience (IPPE or APPE) and at that time has a passing grade as judged by the preceptor, they will receive a grade of “W”. At the discretion of the appropriate experiential course coordinator, the student may repeat the experience in which the “W” was received, some part of that experience as designated by the preceptor, or another experience so long as the student meets the experiential requirements for graduation.

Remediation of a Free-Standing Experience

For remediation of a “Clear Failure” grade in an experience, the following rules will be applied:

1. A student who fails an experience will be required to complete the same type of experience. The practice site and scheduled time for the repeat experience will be scheduled at the discretion of the appropriate coordinator and the College according to availability.
2. A student may repeat an IPPE as a summer course at the discretion of the EED provided that the second attempt in the IPPE will be completed before the day of registration for the fall semester of the upcoming Professional Year. IPPEs must be successfully completed before the student can progress to the next academic year.
3. Tuition may be charged for additional or repeated IPPE/APPE courses and/or remediation.

Academic Dishonesty

Students are expected to abide by the Pledge of Professionalism and Honor Code. These documents can be found in Appendix A of the student handbook at [COP-Student-Handbook-2025-2026 FINAL.pdf](#). Students who commit academic dishonesty or professional misconduct during an IPPE/APPE may be removed and given an “F” for the experience in which the violation occurred. Examples of academic dishonesty include but are not limited to plagiarism or cheating as described in the student handbook.

The **Scholastic Rules for Experiential Course Work** are outlined in the UAMS College of Pharmacy Catalog and Student Handbook. This document is available at [COP-Student-Handbook-2025-2026 FINAL.pdf](#). Students are encouraged to review the full handbook available on the COP website for additional information.

Academic Calendar

For the most up-to-date version, refer to the College’s website available at <https://pharmacy.uams.edu/current-students/academics/>

Professionalism in the Experiential Learning Environment

Preceptors offer their pharmacy and time to teach students how to practice pharmacy. While the student is in the pharmacy, patients and other health professionals will recognize him or her as a part of that pharmacy; the student's conduct and actions will reflect upon the pharmacy. Students are expected to conduct themselves as professionals. The student will respect the operating procedures of the institution and the instructions of the preceptor.

Professional Attire

The student must be neat in appearance and maintain professional decorum while on rotation. The student is required to be professionally attired at all times while on site, including a name tag, required identification and their pharmacy jacket, unless instructed otherwise by the preceptor. Although the term “professionally attired” can be interpreted differently, the following general guidelines should be followed:

- Contact your preceptor 1 week prior for UAMS preceptors and 2 weeks prior for non-UAMS preceptors. When contacting the preceptor prior to beginning the experience, students should ask if there is a dress code. If the site has a specific dress code, students are expected to abide by it. If a student does not abide by the site's dress code, the preceptor may require the student to leave and change into more professional attire before returning. The student is expected to make up any time lost. If there is not a specific dress code at the site, the student should use the preceptor's attire as a guide.
- If uncertain about a site's dress code (e.g., the first day), a safe attire would be slacks, dress shirt, and necktie for males and dress or slacks/skirt and appropriate top for females.
- Clothing should always be neat and clean.

Social Media

Inappropriate usage of social media can lead to situations where student pharmacists can get into big trouble, including:

- Posting **patient information**. It is easy to make a mistake and release identifiable patient information even when you don't think you are doing so. Posting that someone picked up a particular medication at a certain pharmacy during a certain period of time may be enough to identify the patient. Date of service is legally a “patient identifier” under HIPAA, as is the city the patient lives in, the name of the patient's employer, and other data elements that you may not realize. Putting patient information on any media site is grounds for dismissal from the College and possible criminal prosecution.
- Posting **unprofessional content** on social media. Many employers will take a list of applicants and check each one on Facebook to see if there is anything unprofessional. Remember, pharmacy is a small world. Many of the faculty and staff or preceptors will not “friend” students and residents in the College, just to avoid any issues of favoritism or conflicts of interest. Don't be offended if your “friend request” isn't reciprocated. The official UAMS COP policy on using social media can be found at https://pharmacy.uams.edu/wp-content/uploads/2023/08/COP-Student-Handbook-2023-2024_FINAL.pdf.

Confidentiality: *The Pharmacy*

The student will learn certain aspects of the pharmacy that should be kept confidential including pricing procedures and other aspects of operation. The preceptor is placing significant trust in the student by taking him or her into their pharmacy. During this time, the student should feel as a part of the organization. **Violation of these confidences is grounds for immediate dismissal from the Experiential Program and may also result in additional disciplinary action as deemed necessary by the College.** (See the College of Pharmacy Catalog and Student Handbook- UAMS Confidentiality Policy for more details.)

Confidentiality: *The Patient*

The student must keep confidential all information pertaining to the patient's health and any other information of a personal nature, which may be learned in the externship program. Discussion of any patient-specific information must only be done in a professional manner and in an appropriate environment. **Violation of patient confidentiality is grounds for immediate dismissal from the Experiential Program and may also result in additional disciplinary action as deemed necessary by the College.** (See the COP Catalog and Student Handbook- UAMS Confidentiality Policy for more details.)

Guidelines for Students

1. All students must attend the orientation to rotations offered by the Experiential Education Office prior to beginning the Introductory and Advanced Pharmacy Practice Experiences.
2. Students are responsible for regularly monitoring their UAMS email messages, as this is the primary means of communicating important information in a timely manner. Students are responsible for maintaining a current UAMS email password throughout their academic experiences. If the password expires, the student must call the UAMS Technical Support Center at 501-686-8555.
3. If a student believes there is a personality conflict with the preceptor, or other problems with the experience which could affect the final grade, they should contact the ADEE or IPPE Director immediately.
4. Students who observe or are asked to do something that is ethically questionable should immediately contact the Experiential Education Office for guidance. If it is in fact unethical, the Office will have the student contact the Arkansas State Board of Pharmacy. Students who observe or are asked to do something that is illegal or has the potential to cause immediate patient harm, have a responsibility to directly contact the Arkansas State Board of Pharmacy immediately.
5. **Students are encouraged** to get all evaluations and grades from the preceptor, including mid-term evaluation by the preceptor.
6. Students may be placed in a P1 or P2 IPPE in a pharmacy where they are employed as long as their experiential education and employee roles are clearly differentiated and do not overlap. For example, a student may be employed by a health system in a specific capacity and/or in one area of the facility and be assigned to an IPPE in a clearly distinct capacity or area of the health system.
7. The general policy of the UAMS College of Pharmacy is for students to complete all rotations within the State of Arkansas. Out-of-state rotations may be done only with approval from the Experiential Education Office. Students participating in out-of-state rotations must have and are responsible for obtaining an intern license from that state. Students should apply for the out-of-state intern license at least 6 months before the start of the rotation. Students are responsible for all expenses (travel, lodging, additional rotation fees, etc.) for any rotation site, unless provided for by the rotation site (e.g. UAMS Regional Centers housing, I.H.S. rotations).

Student Requirements

Students must complete **Midpoint and Final self-assessments** using the **IPPE/APPE Evaluation Rubric** to enhance feedback discussions regarding student performance. These self-assessments must be submitted in CORE.

Students must complete the **Preceptor and Site Evaluation** located in CORE as the items relate to the individual preceptor and experiential site. It is important that this evaluation be completed within **five** business days of the last day of participation in the experience. **Failure** to submit a completed evaluation within five business days may result in a grade of **Incomplete (see Incomplete Grade)**. Results from preceptor and site evaluations will be aggregated and forwarded to preceptors at the end of the academic year without individual identification.

In addition to meeting the expectations set forth in this manual, students must comply with the **College of Pharmacy Policies and Procedures Governing Students in the Experiential Program**.

Guidelines for Sites

Practice sites, in general, should fulfill these criteria and responsibilities.

1. Be clean, organized, and well managed.
2. Meet all state and federal laws related to the practice of pharmacy.
3. Conduct patient care and business in an ethical manner.
4. Possess sufficient work volume to facilitate learning.
5. Provide an adequate patient population to support the learning objectives for the rotation.
6. Display a commitment to the education of pharmacy students.
7. Display a commitment by management that is supportive of staff involvement in educational activities offered at the site.
8. Ensure support staff are receptive and cooperative in interactions with students.
9. Enable student activities and experiences that meet the learning objectives of the IPPE and/or APPE courses.
10. Allow access to appropriate medical, nursing, and pharmacy records to support the learning objectives and activities for the rotation.
11. Provide access to resources and conditions that support accomplishment of the behavioral and knowledge objectives of the rotation.
12. Ensure the student has daily contact with the preceptor or a qualified designee to receive feedback and have opportunities to ask questions.
13. Provide technology needed to reflect contemporary practice and to support learning objectives.
14. Ensure the student does not receive monetary compensation for academic requirements completed at the site.
15. Execute a written affiliation agreement with the UAMS College of Pharmacy.

All experiential practice sites must be approved by the Experiential Education Office.

Guidelines for Preceptors

The preceptor is an integral and vital part of the educational experience. This role cannot be overemphasized. In assuming the responsibility for training and educating students, the preceptor displays to the public, their peers, and other health professionals a commitment to the advancement of the profession through the provision of quality pharmaceutical care.

In assuming this role of teacher/mentor, the preceptor must foster the development of a strong sense of mutual admiration and professional courtesy. While working on a one-to-one basis, the preceptor assumes much more than a teacher or pharmacist role model. The preceptor must identify the student's strengths and weaknesses, while concomitantly providing an atmosphere whereby the student may grow intellectually as well as professionally. The preceptor must recognize that the student's greatest deficiency is inexperience, while the preceptor's greatest asset is knowledge through experience. The student may be able to share with the preceptor newly acquired clinical and scientific knowledge and, in turn, the preceptor will guide the student through the application of that knowledge to daily professional practice. The preceptor may therefore not only teach but learn as well.

Matching the student's duties with their education and experience is an important task for both learning and public safety. Depending on the student's knowledge and experience, competencies may range from technical to highly professional functions. For the purpose of supervision and instruction of the experiential portion of the UAMS COP curriculum, the range of learning activities/responsibilities is divided into **basic, intermediate, and advanced**. Preceptors should arrange learning experiences systematically into these levels as listed. Care should be taken to avoid assignment of complex practice tasks to the beginning student. Conversely, inhibiting systematic progress based on previous accomplishments and demonstrated competencies from one level to the next are contradictory to good education practice. **The levels of competency represent a conceptual framework and serve as guidelines to the preceptor and are not meant as finite categories. For IPPEs it is expected, at minimum, that students perform at an expected level for basic activities/responsibilities with exposure to the intermediate level. For APPEs, students are expected to achieve competency appropriate for an entry-level pharmacist for all advanced practice competency items.** The goal of the experiential program is to allow each student to perform at the highest level they are capable of throughout the entire program.

Preceptors should, in general, fulfill these criteria and responsibilities:

1. Possess current pharmacist license in good standing.
2. Maintain professional competency, observe the law, uphold the dignity and honor of the profession, and accept its moral and ethical principles.
3. Demonstrate excellent character and an attitude appropriate to the presence of students.
4. Display a desire to educate patients, care givers, pharmacy learners, and other health care professionals.
5. Have a minimum of one year of practice experience in their specific area.
6. Provide a high-quality practice that is well received by other health care professionals and patients.
7. Employ clinical and scientific literature to support an evidence-based practice.
8. Participate in preceptor training programs supported by UAMS.
9. Communicate effectively with students including delivery of constructive criticism in a professional manner as well as praise for outstanding achievements.
10. Contribute to the mission of UAMS College of Pharmacy.
11. Organize the student's experiences and plan one-on-one time with the student.
12. Not enter into any personal or professional relationship with a student that would jeopardize or interfere with objectivity or effective teaching.
13. Not reimburse the student for services rendered, either directly or indirectly.

14. Prepare for a student's contact one month prior to the start of the rotation to:
 - a. Introduce themselves.
 - b. Identify any documentation and/or processes required to begin the first day of the rotation (drug screen, background check, health insurance, immunization requirements, etc).
 - c. Obtain specific instructions for the first day of the rotation (dress code, arrival time, meeting location, etc).
15. On the first day of each rotation the preceptor will:
 - a. Orient the student to the site, practice, and staff and review, in detail, expectations for the student with respect to appearance, attitude, site-specific processes of medication processing, and patient care responsibilities. (The primary preceptor may delegate some of these responsibilities to other qualified persons.)
 - b. Review the learning objectives and activities for the rotation.
 - c. Review the student's work, IPPE and/or APPE experiences, as applicable, and rotation syllabus, in order to adapt the experience to the student's needs, interests, and experiences to date where possible.
 - d. Review a planned schedule of rotation hours with the student and discuss expectations and due dates for special projects, reports, presentations, meetings, etc.
 - e. Identify an alternate supervisor for instances when the primary preceptor is unavailable.
16. Throughout the rotation the preceptor will:
 - a. Allow adequate time for communication and be willing to discuss all aspects of professional practice in accordance with ethical, moral, and legal standards.
 - b. Provide support systems to allow an atmosphere of maximal/optimal learning for the student.
 - c. Provide ongoing feedback to identify activities and skills that are performed successfully and those that need improvement.
 - d. Supervise the student's recommendations.
 - e. Ensure that the minimum requirement of experiential hours for the rotation is completed as guided by the Preceptor's due diligence and the school's attendance policies.
17. Complete formal evaluations of the student's performance guided by the IPPE/APPE rubric, as applicable, at the midpoint and end of the rotation.
18. Require the student to complete midpoint and final self-evaluations of their performance for incorporation into the midpoint and end of rotation evaluation discussions.
19. Meet with the student to discuss the midpoint and final evaluations of the student and the student's self-evaluations and make recommendations for the student's continuing development of competencies and professionalism.
20. Submit the completed midpoint and final evaluations in CORE within requested timeline parameters. All assessments should be documented by the last day of the experience.
21. If a difficult situation with a student arises, the preceptor will:
 - a. Discuss the situation with the student immediately.
 - b. Maintain detailed documentation.
 - c. Contact the Office of Experiential Education for consultation if needed.

Preceptor Requirements – New Preceptors

All new preceptors should complete preceptor training prior to accepting students at their practice site. Experienced preceptors are encouraged to participate in preceptor training opportunities as well. Preceptor training supports development of a consistent approach to delivery of learning experiences and supports development of the preceptor's teaching and evaluation skills. Preceptor training includes:

1. Orientation to the UAMS College of Pharmacy mission statement, goals, and values.
2. Outcomes expected of students, preceptors, and the school.
3. Learning objectives and activities for experiential coursework.
4. Methods and resources to support evaluation of student knowledge, behaviors, and performance.
5. Review of the UAMS Longitudinal Achievement Based Assessment process and evaluation forms.
6. UAMS policies, procedures, and resources available to preceptors.
7. Encourage 1 hour of preceptor development per year.

Specific Criteria for New Preceptors includes:

- New Preceptor Training with a representative of the Office of Experiential Education
- Encourage membership in at least 1 professional organization
- Practice experience of at least 1 year in the practice setting
- Pharmacist license in good standing

The Office of Experiential Education will determine which course aligns with the activities the student will experience with the preceptor as determined from the Preceptor Information Form and quality assurance documentation completed by the Office of Experiential Education in coordination with preceptor input and site review. Please contact the Office of Experiential Education at 501-686-6494 with any questions.

Preceptor Requirements – Ongoing Requirements

- Completion of one hour of continuing education focused on preceptor development annually. Programs that meet this requirement are available online through the Collaborative Education Institute website. Annual live programming is delivered at the Arkansas Pharmacists Association Annual Meeting and the Arkansas Association of Health-System Pharmacists Fall Seminar. Additional preceptor development opportunities are available through the UAMS College of Pharmacy Continuing Education Department and APhA, ASHP, and other professional organization regional and national meetings.
- Membership in at least 1 professional organization
- Pharmacist license in good standing

Professional Practice Benefits for Preceptors

1. **Faculty Recognition** - Preceptors can be formally recognized for their contributions to pharmacy experiential education through designations by the appropriate academic rank modified by the prefix *Clinical*. These designations are designed to recognize individual pharmacists' contributions to pharmacy education. The appropriate title will be determined by the Dean of the College of Pharmacy and the Chairman of the Department of Pharmacy Practice on an annual basis.
2. **Program materials** - The College of Pharmacy Catalog and Student Handbook details information for the professional program and is available on the College's website at [UAMS-Academic-Catalog-2025-2026-FINAL-Update_1-12-2026.pdf](#). Preceptors will receive the Pharmacy Practice Experience Manual annually.
3. **Collaborative Education Institute (CEI)** - CEI is easy to access from the CORE website. Once logged in to CORE ELMS, click on the "External Resources" tab located on the bottom-left of the screen. Below this tab, click "CEI." Directions for accessing CEI will be on the page.
4. **Library Access** - Preceptors have access to the UAMS library. This package expands preceptor access to UAMS library's on-line resources including PubMed with full-text articles from journals in the library's collection and information databases such as Lexi-Comp on-line access and DynaMed.

- **Procedure**

- **If you would like to obtain UAMS library access, you will need to get set up in our system as a Contingent Worker. To do this please reach out to Karin Walker at KAWalker2@uams.edu**

All health care professionals are eligible to use the collections of the UAMS Regional Centers and to request interlibrary loans of articles for journals not located in their Regional Center's library. Check with the UAMS Regional Center library for the terms for interlibrary loans as some provide this service without charge for health care professionals and students.

- **Free Assistance and Training from the UAMS Librarians**

The UAMS librarians will provide assistance via phone, email, in person, and/or meet with groups of five or more health care professionals and provide training at no charge. Preceptors are encouraged to utilize the expertise available for questions that arise at their practice site. Preceptors are invited to be active participants in the educational program and share ideas at every opportunity.

For further information or questions regarding Preceptor requirements or benefits, please contact:

Karin Walker
Program Coordinator, Experiential Education
Phone: (501) 686-6494
Fax: (501) 686-8104
KAWalker2@uams.edu

Practice Expansion and Evaluation Project (PEEP)

The Practice Expansion and Evaluation Project (PEEP) is a student-led, hands-on project designed to introduce student pharmacists to practice transformation, innovation, and the evaluation of pharmacy services. All students in the UAMS College of Pharmacy curriculum are required to complete one PEEP between the fall of the P1 year and the fall of the P3 year.

A PEEP focuses on a topic outside of a site's routine, day-to-day dispensing activities and is intended to either enhance, implement, or evaluate a service or process that has meaningful value for the practice site. Projects are developed collaboratively by the student and a pharmacist mentor at the site and are reviewed by course faculty to ensure appropriateness and educational value.

PEEP projects may involve:

- Practice or workflow improvement
- Development or evaluation of patient care services
- Quality improvement or program evaluation
- Billing, documentation, or sustainability efforts
- Staff training or resource development

While the PEEP is a longitudinal curricular requirement, students may begin early exploration or project planning during the P1 Community IPPE. Exposure to PEEP during the IPPE can help students recognize opportunities for innovation within community pharmacy practice and begin developing skills related to problem identification, needs assessment, and practice advancement.

PEEP Activities During the P1 Community IPPE

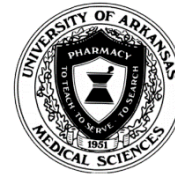
During the P1 IPPE, students are **not required to complete their PEEP project**; however, completion during the rotation is appropriate and encouraged when feasible. The IPPE may also be used to identify a strong project idea and establish a practice partnership that can be further developed and completed at any time following the rotation.

These early experiences help students build foundational skills that will support successful completion of a PEEP later in the curriculum and align with the College of Pharmacy's emphasis on practice transformation, innovation, and real-world application of classroom learning.



Introductory Pharmacy Practice Experience Syllabus

PhPr 71063 P1 Community IPPE (160 hours)



1. Course description

The P1 IPPE is a key component of the 300+ hours required by ACPE in the introductory experience setting that provides students a structured, practical, and closely supervised introductory pharmacy practice experience in the community pharmacy setting. The P1 IPPE will be a 160 hour experience that occurs in the summer following the P1 didactic curriculum (May, June and July starting around the 15th of each month). Students will have the opportunity to integrate their basic sciences and clinical background knowledge into this practice setting under a preceptor's guidance. Students will have the opportunity to refine their professional judgment, practice competency, technical skills, and modeling of the professional behaviors of a pharmacist when delivering patient care.

2. Credit hours

4 (160 hours minimum)

3. Class meeting day/time/location

Rotation site will be determined by the Office of Experiential Education and schedule will be determined by assigned preceptor(s).

Preceptors are encouraged to insert or provide a schedule or calendar appropriate for your rotation. Consider intended percent of time devoted to patient care, practice improvement projects and dispensing activities.

See Appendix 2 for Recommended Rotation Activities.

Example Daily Schedule:

8:00am-12:00pm: Direct Patient Care Students will focus on mastering pharmacist roles by participating in dispensing related activities in a retail pharmacy setting.

12:00-1:00pm: Lunch

1:00-5:00pm: Participate and deliver enhanced patient care services and practice improvement projects, and prepare for weekly topic discussions. Students will also be expected to provide a progress report at each weekly discussion.

4. Contact information

Community IPPE Coordinators	Contact Information
Seth Heldenbrand, PharmD Professor Associate Dean for Experiential Education	Email: seth@uams.edu Phone: 501-686-6392
Megan Smith, PharmD Associate Professor Community Pharmacy Liaison	Email: msmith4@uams.edu Phone: 501-526-7787

Education Coordinator	
Karin Walker	Email: kawalker2@uams.edu Phone: 501-686-6494
Course Instructors	
Preceptor of Record (see CORE)	(see CORE)

5. Required resources

Students will maintain access to provided UAMS library resources including, but not limited to:

- Lexi-comp
- Micromedex
- PubMed

Students will also maintain access to an electronic device (e.g., laptop, tablet, etc.) to be used for rotation activities as determined by the preceptor and/or practice site.

6. Course format and instructional methods

This course is a 4 week (160 hour minimum) experiential rotation in the community setting. Responsibilities and design of instructional methods will be at the direction of the precepting pharmacist.

7. Course assignments and assessments

Experiential Proficiency Scores

- 5 – Exceeds expectations
- 4 – Meets expectations
- 3 – Progressing towards meeting expectations
- 2 – Needs significant improvement
- 1 – Not IPPE ready
- 0 – Opportunities existed, student did not engage; therefore, not able to assess
- N/A – Not applicable to experience or not observed

Entrustable Professional Activity Entrustment Scale

Prospective entrustment statement for preceptors ([COEPA Table 4](#)):

“On their next rotation, I would allow this learner to perform the specified activity with the indicated level of entrustment”

- 3 – Reactive supervision

2 – Direct supervision

1 – Observe only

Global Assessment (overall performance): [] Clear Pass [] Borderline Pass [] Clear Failure

Programmatic Assessment: Students must achieve a target competency score on each item on the achievement-based assessment, fulfill the course requirements as outlined in the course syllabus/manual, and complete all other required documentation prior to receiving credit for the IPPE and APPE programs. The Assistant/Associate Dean of Experiential Education, Experiential Director, or Dean's designee will formally review the achievement-based assessments for each student after the Final assessments are submitted.

- IPPE Program (P1 and P2 IPPEs) Target Score:
 - Competency-based assessment scale: students must achieve a score of 3 on each item on the IPPE competency achievement-based assessment.
 - EPA assessment scale: IPPE students should achieve a score of "direct supervision" on the EPA assessment scale.

IPPE/APPE Grades

- Clear Pass: Good job!
- Borderline Pass: Students who receive a "Borderline Pass" at the end of an IPPE or APPE clerkship may be required to attend a consultation with the Assistant/Associate Dean of Experiential Education. Students who receive multiple borderline passes in the same competency area/domain (i.e. patient care, communication, professionalism, etc.) may be required to complete an Individualized Education Plan (IEP)* to improve their skills in the identified competency area/domain and/or may be required to meet with the Scholastic Standing Committee.
- Clear Failure: Students will fail an experience if a preceptor indicates "Clear Failure" at the end of an experience. He or she must repeat and pass that type of experience (e.g., Acute care, Ambulatory care, etc.). No experience may be attempted more than twice. In the event that a student receives a "Clear Failure" at the end of an APPE, the Assistant/Associate Dean for Experiential Education may develop and assign an Individualized Educational Plan (IEP)* and forward to the Scholastic Standing Committee. The Scholastic Standing Committee will review the IEP. The student may address the committee regarding the IEP. The student must successfully pass the IEP as well as repeat and pass another rotation of the failed experience type before moving forward in the curriculum.

Competency Scores: Students who receive a competency score of 0, 1, or 2 at the end of an IPPE clerkship may be required to attend a Consultation* with the Assistant/Associate Dean of Experiential Education.

Students who commit academic dishonesty or professional misconduct during an IPPE or APPE may be given a "Clear Failure" for the experience in which the violation occurred, may be given a negative non-cognitive evaluation, and the matter forwarded to the Honor Council and/or Scholastic Standing Committee for review.

Preceptors may request that a student be removed from a practice site as a result of behavior or performance. Students who are removed from an IPPE/APPE will receive a "Clear Failure" and may be assigned an IEP.

Students who are removed from an IPPE/APPE by a College administrator will receive a "Clear Failure" and may be assigned an IEP.

8. College competencies, course objectives, and assessment methods

This course utilizes the included evaluations that are completed by a preceptor at rotation midpoint and end.

Community IPPE-specific Evaluation Rubric (mapped to UAMS Competencies)

UAMS Competency	Experiential Competency (Recommended Activities, see Appendix 2)	Rating Scale: 5-Exceeds expectations, 4-Meets expectations, 3-Progressing to meeting expectations, 2-Needs significant improvement, 1-Not IPPE-ready, 0- Opportunities existed, student did not engage; therefore, not able to assess, N/A - Did not observe						
		0	1	2	3	4	5	N/A
DD3, DD6	Recommends appropriate routes, dosage forms, drug delivery systems/methods, pharmaceutical calculations, storage, handling, administration, and disposal of medications to ensure safe and effective medication use.							
DD4-5	Demonstrates appropriate technique when compounding/preparing non-sterile and/or sterile products.							
EBP1	Systematically retrieves drug information from available resources.							
EBP2-4	Integrates evidence-based principles, practice guidelines, best practices, and pharmacoeconomic principles to evaluate drug information and make appropriate, individualized							

UAMS Competency	Experiential Competency (Recommended Activities, see Appendix 2)	Rating Scale: 5-Exceeds expectations, 4-Meets expectations, 3-Progressing to meeting expectations, 2-Needs significant improvement, 1-Not IPPE-ready, 0- Opportunities existed, student did not engage; therefore, not able to assess, N/A - Did not observe						
		0	1	2	3	4	5	N/A
	therapeutic recommendations for patient care.							
PSP1-2	Engages in creative thinking and problem solving to improve patient care and accomplish goals.							
COM1, ADV2-3	Effectively counsels and motivates patients to take responsibility and control of their health and wellness.							
COM3	Applies knowledge of culture, health literacy, age, gender, disability, and other factors to demonstrate individualized and compassionate communication.							
COM2, COM4-6	Utilizes professional, ethical, and compassionate communication skills to obtain information from and provide education to a variety of audiences.							
COM7	Clearly and accurately documents patient care activities.							

UAMS Competency	Experiential Competency (Recommended Activities, see Appendix 2)	Rating Scale: 5-Exceeds expectations, 4-Meets expectations, 3-Progressing to meeting expectations, 2-Needs significant improvement, 1-Not IPPE-ready, 0- Opportunities existed, student did not engage; therefore, not able to assess, N/A - Did not observe						
		0	1	2	3	4	5	N/A
CSH1-2	Demonstrates knowledge of social, structural, and cultural factors that create health disparities and utilizes that knowledge to improve access to care.							
PCC1	Defines and explains terminology, lab results, signs & symptoms, and risk factors of diseases and medical conditions.							
PCC2	Analyzes and compares drug therapies for safety, efficacy, cost-effectiveness, convenience, benefits, adverse reactions.							
PCC3	Collects and assesses individual patient information to optimize patient care (e.g. medical, genetic, social, cultural, and economic).							
PCC4	Assess patient information to diagnose and/or assess medical problems within the scope of pharmacy practice.							

UAMS Competency	Experiential Competency (Recommended Activities, see Appendix 2)	Rating Scale: 5-Exceeds expectations, 4-Meets expectations, 3-Progressing to meeting expectations, 2-Needs significant improvement, 1-Not IPPE-ready, 0- Opportunities existed, student did not engage; therefore, not able to assess, N/A - Did not observe						
		0	1	2	3	4	5	N/A
PCC5	Recommends and/or prescribes appropriate drug and non-drug therapies.							
PCC6	Designs care plans, including goals, therapies, and monitoring that are person-centered and culturally sensitive.							
MUPS1, MUPS3	Describes management principles of medication use systems (e.g. financial/pharmacoeconomic, personnel, operations, and environmental impact).							
MUPS2, MUPS4	Recognizes, evaluates, and complies with governmental roles, policies, laws, and regulations that influence healthcare delivery, including the provision of pharmacy services.							
MUPS5	Assesses situational ethics and uses ethical principles to recommend an appropriate course of action.							

UAMS Competency	Experiential Competency (Recommended Activities, see Appendix 2)	Rating Scale: 5-Exceeds expectations, 4-Meets expectations, 3-Progressing to meeting expectations, 2-Needs significant improvement, 1-Not IPPE-ready, 0- Opportunities existed, student did not engage; therefore, not able to assess, N/A - Did not observe						
		0	1	2	3	4	5	N/A
MUPS6-7	Identifies and utilizes strategies to prevent adverse events and manage inventory.							
IPE1-2	Demonstrates awareness of the roles/responsibilities of team members and maintains a climate of mutual respect and shared values when working with other professions.							
IPE3	Communicates with patients, families, communities, and health professionals in a manner that supports a team approach to the prevention and treatment of disease.							
PHW1-2	Assesses factors and designs appropriate interventions to improve population health and wellness.							
SA1	Examines and reflects on performances, personal knowledge, skills, abilities, beliefs, biases, motivations, and emotions that enhance or limit							

UAMS Competency	Experiential Competency (Recommended Activities, see Appendix 2)	Rating Scale: 5-Exceeds expectations, 4-Meets expectations, 3-Progressing to meeting expectations, 2-Needs significant improvement, 1-Not IPPE-ready, 0- Opportunities existed, student did not engage; therefore, not able to assess, N/A - Did not observe						
		0	1	2	3	4	5	N/A
	personal and professional growth.							
PRO1	Exhibits attitudes and behaviors that build and maintains trust with patients, colleagues, other health care professionals, and society							
	Exhibits appropriate use of personal technology.							
	Is punctual and prepared for daily activities.							
	Is appropriately groomed and dressed for the experience.							
PT1	Identifies opportunities and challenges that are present for the advancement of services delivered by pharmacists.							

Entrustable Professional Activities	Prospective Entrustment Scale: On their next rotation, I would allow this learner to perform the specified activity with the indicated level of entrustment. COEPA Table 4 3-Reactive Supervision, 2-Direct and Proactive Supervision, 1-Learner is Only Allowed to Observe This Task		
	1	2	3
EPA1: Collect information necessary to identify a patient's medication-related problems and health-related needs.			
EPA2: Assess collected information to determine a patient's medication-related problems and health-related needs.			
EPA5: Answer medication related questions using scientific literature.			
EPA7: Fulfill a medication order.			
EPA8: Educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer a medication, or self-monitoring test.			
EPA10: Report adverse drug events and/or medication errors in accordance with site specific procedures.			
EPA13: Perform the technical, administrative, and supporting operations of a pharmacy practice site.			

Appendix 1. Course-specific policies

Please refer to the *Experiential Education Handbook* for further policies.

[Experiential Rules and Coursework](#)

Appendix 2. Recommended Rotation Activities

Below includes a list of potential activities that preceptors can utilize to assess students on the competencies and Entrustable Professional Activities (EPAs) included in the evaluation rubric. Additional activities as applicable to the site are encouraged.

Activity List	Relevant Competencies	Resources & Notes
Professional Development & Practice Advancement		
Discuss a challenge you have been working to address—assign the student to assist with brainstorming or to conduct research on potential solutions.	- Creative problem solving; Identifies opportunities for service advancement; - Assesses population health	- You can continue to work with students on these types of projects! See overview of PEEP on page 22 – All students must complete one project by their P3 year.
<u>Navigating Ethical Dilemmas</u> Discuss a common ethical dilemma in your practice. Help students identify ethical dilemmas when they arise.	- Applies ethical principles to recommend actions	- Worksheet and discussion questions provided in CORE
Pharmacy Billing & Reimbursement Discussion	- Describes management principles of medication use systems (e.g. financial/pharmacoeconomic, personnel, operations, and environmental impact).	- Worksheet provided in CORE
Ask the student to complete a weekly reflection, such as noting one thing they learned or describing how they made a positive impact in the world this week.	Examines and reflects on performances, personal knowledge, skills, abilities, beliefs, biases, motivations, and emotions that enhance or limit personal and professional growth	
Host a screening or wellness event in the pharmacy Explore interventions to influence population health and wellness (ie drug take back, fairs, screening events)	- Assesses population health; Designs appropriate interventions	
Operations & Systems Management		

<u>Prescription Processing & Dispensing</u> Assign students to rotate through each workstation in the first week.	- Recommends dosage forms and administration; - Prevents adverse events; - Describes medication use system management	
<u>Intro to Documentation</u> Share with student all of the documentation mechanisms used in your pharmacy (e.g. Outcomes, eCare plans, pharmacy software, paper files).	- Documents patient care activities clearly and accurately	- Students have practiced documenting patient care encounters - See OTC Care Plan document in CORE - See Documentation Rubric in CORE
<u>Medication Error Reporting</u> Assign student to complete a mock error reporting	- Prevents adverse events and manages inventory	
Scavenger Hunt (logs, inventory, safety)	- Prevents adverse events; Complies with laws and regulations	- Activity worksheet in CORE
Non-Sterile Compounding	- Demonstrates appropriate compounding technique	
Patient Care & Counseling		
<u>Patient Education</u> Assign “fast movers” for students to counsel on at pick-up; ensure to include non-pharm, lifestyle and preventative therapies in your expectations	- Effectively counsels and motivates patients; - Applies knowledge of culture, health literacy, age, gender, disability, and other factors; - Recommends and/or prescribes appropriate drug and non-drug therapies; - Designs care plans that are person-centered and culturally sensitive	- Students have practiced taking medication histories and providing medication counseling in Lab – Rubric used in Lab is provided in CORE - Students have memorized Top 200 – see charts in CORE
<u>OTC Consultations</u> Assign students a minimum number of consults to document in the OTC Care Plan and submit to you to review and discuss	- Recommends appropriate dosage forms and administration; - Collects and assesses patient information; Recommends appropriate therapies; - Counsels patients; - Communicates in a team-based approach	- Students have taken self-care therapeutics!– see OTC Care Plan document in CORE.

<u>Medication Therapy Management (MTM)</u> Assign students to work up a patient for CMR and assist with documenting encounter	- Analyzes and compares drug therapies; - Designs care plans; - Documents patient care; - Integrates evidence-based principles; - Communicates with patients and professionals	- Students have been taught how to assess a medication list (duplicates, etc) and how to use drug information resources
<u>Immunizations</u> Prepare, administer, and identify immunizations needed during patient encounters	- Demonstrates appropriate technique; - Recommends administration methods; - Designs care plans; Assesses population health interventions	- Students are certified to give immunizations
Communication & Interprofessional Skills		
<u>Interprofessional Communication</u> Assign students to call physician office for clarification	- Communicates with health professionals; - Demonstrates awareness of team roles; - Uses professional, ethical communication	
Drug Information Questions	- Retrieves drug information; - Evaluates evidence; - Communicates professionally	- Worksheet with examples provided in CORE