Institutional Introductory Pharmacy Practice Experience (I-IPPE) Workbook

Name of Student: ________________________________________________
Name of Site: __________________________________________________
Name of Preceptor: _____________________________________________
Date of Rotation: _______________________________________________
• The student will select the appropriate workbook to complete based on the rotation type.
  Community IPPE rotation = Community Workbook (P1)
  Institutional/Health Systems IPPE rotation = Institutional/ Health Systems Workbook (P2)
  Service Learning SL-IPPE = Service Learning Workbook (P3)

• Workbooks will be submitted electronically to the Office of Experiential Education at the end of each rotation through HuskyCT. Failure to submit the completed workbook will result in a failing grade for the Pharmacy Practice Experience IV Course (PHRX 4021). This workbook was developed to facilitate your learning and ensure that students leave their respective sites with the same baseline knowledge.

• **Purpose:** The purpose of this experience is to allow the student to gain a greater appreciation for the profession of pharmacy as practiced in the hospital environment, and develop professional attitudes, judgment and skills needed to function in that setting. The student will develop professional attitudes, judgment, concern for the hospitalized patient, and an appreciation for the impact of hospital practice on the health care system. The setting for this type of IPPE is select hospital environments that will incorporate students into the daily operations of a traditional hospital pharmacy.

**Objectives of Rotation:** At the end of this course the student will be able to:

1) Recognize the role of the pharmacist in the institutional practice setting.
2) Describe the role of the pharmacist in collaboration with other health care providers in the institutional pharmacy environment.
3) Develop an understanding of the skills necessary for providing direct patient-care activities and for performing medication therapy management in the institutional practice setting.
4) Demonstrate effective verbal and written communication skills with health care providers, staff, and patients.
5) Design, develop, and present educational materials tailored to the needs and educational background of a given audience (ex. patient).
6) Demonstrate an understanding of the process to prepare and dispense medications including intravenous products following existing standards of practice and the health system’s policies and procedures.
7) Develop an understanding of the steps that must be taken to ensure departmental compliance with accreditation, legal, regulatory and safety requirements as they apply to institutional pharmacy practice.
8) Describe the basic administrative activities as they pertain to the institutional pharmacy practice within the health system.
9) Demonstrate mature and professional attitudes, habits, values, ethics and behaviors of a student pharmacist.
**Setting your goals:**

In addition to meeting the general objectives of the rotation (as stated on the previous page), what would you like to accomplish in your time at this site? Please list 5 personal goals for this rotation:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________

Please communicate these goals to your preceptor.

**How will you be perceived?**

Please list 5 adjectives that you would like others to use to describe you as an employee/ student/ colleague:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
Assignment 1: Role of employees in the health system institutional setting.

1. Interview a staff pharmacist in the health system/ institutional setting and list 5 responsibilities of this position.
   a. 
   b. 
   c. 
   d. 
   e. 

2. Interview a technician in the health system/ institutional setting and list 5 responsibilities of this position.
   a. 
   b. 
   c. 
   d. 
   e. 

3. Interview the clinical coordinator in the health system/ institutional setting and list 5 responsibilities of this position. (only if applicable)
   a. 
   b. 
   c. 
   d. 
   e. 

4. Interview the Director of Pharmacy in the health system/ institutional setting and list 5 responsibilities of this position.
   a. 
   b. 
   c. 
   d. 
   e. 
5. Describe the scheduling of the pharmacists:
   b. Describe the process for assigning lunch and/or breaks.
   c. How are vacations scheduled?

6. Describe the requirements for technician licensing:
   a. Registered technician
   b. Certified technician
   c. What are the requirements at your practice site for technician licensing?
   d. Are technicians required to complete continuing education credits?
Assignment 2: Order entry

1. How are medications ordered on the patient unit?

2. What is the process for STAT orders?

3. How are the orders received in the pharmacy?

4. How are the orders processed in the pharmacy?

5. Is there a double check system? If so, please describe it.

6. What are the methods of communication in the case that the pharmacist is not comfortable with an order?

7. Interview a pharmacist using the following questions:
   a. What does the pharmacist do if a physician insists on a dose that is above the manufacturer’s recommended maximum dose?

   b. If an order is illegible, would the pharmacist require the physician to rewrite the order?

   c. How does the pharmacist handle the situation where a patient has a drug allergy to a medication and the physician insists on ordering the medication anyway?
**Assignment 3:** Draw a flowchart to describe the process beginning with how the medication is ordered and ending with the patient receiving the medication.

On the flowchart, **highlight 5 potential areas for errors** to occur in the process.
Assignment 4: Order Entry

1. What is the policy for orders written as a dosage range/ frequency range? (ie, 250-500 mg every 4-6 hours). Can they be entered into the system or must they be rewritten?

2. What is the policy for prn (as needed) orders? Is a prn reason required for entry into the system?

3. Is it required that the healthcare provider document the indication for the medication on the order?

4. What is/would be the advantage to having this policy?

5. What is the institution’s policy regarding the use of unapproved abbreviations on written orders?

6. List 5 examples of unapproved abbreviations seen by the pharmacists at your site:
   a. 
   b. 
   c. 
   d. 
   e. 

7. What is the process for orders written overnight? Is there a pharmacist on duty or does the institution outsource this work?
8. If your institution does not have a pharmacist on duty overnight, list 2 examples of medications nurses are NOT allowed to mix overnight.

   a. ____________________________________________________________
   b. ____________________________________________________________

9. Communication often occurs over the phone in the health systems/institutional setting. Describe a challenging phone conversation where you heard one side of the situation:
   a. What was the situation?
   b. What are some of the potential issues the caller was dealing with, which may not have been known to the person on the phone in the pharmacy?
   c. How did this impact the work environment in the pharmacy?
   d. Was someone right and wrong in this situation?
   e. How could this situation be handled differently?
Assignment 5:

1. Describe two committees that pharmacists participate in which impacts patient care. For each example, describe the pharmacist’s role. Examples may include committees, education programs, healthcare teams, etc...
   a. 
   b. 

2. Is your facility accredited by The Joint Commission? If not, what association is it accredited by?

3. The Joint Commission established and recently released the 2013 National Patient Safety Goals (NPSGs) program. The NPSGs were established to help accredited organizations address specific areas of concern in regards to patient safety. List 3 examples of goals from this document:
   a. 
   b. 
   c. 

4. What is the role of the Pharmacy and Therapeutics Committee? Describe the make-up of the committee.

5. Define the term: Universal Precautions
Assignment 6: Choose 5 prescription medications unique to institutional practice from 5 different drug classes and complete the following table:

Medication 1:

<table>
<thead>
<tr>
<th>Brand Name</th>
<th>Generic Name</th>
<th>Therapeutic Class</th>
<th>Adult dose</th>
<th>Pediatric dose</th>
<th>Absorption</th>
<th>Distribution</th>
<th>Metabolism</th>
<th>Excretion</th>
<th>Pregnancy/ lactation</th>
<th>Reference (s)</th>
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Medication 2:

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<th>Generic Name</th>
<th>Therapeutic Class</th>
<th>Adult dose</th>
<th>Pediatric dose</th>
<th>Absorption</th>
<th>Distribution</th>
<th>Metabolism</th>
<th>Excretion</th>
<th>Pregnancy/ lactation</th>
<th>Reference (s)</th>
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### Medication 3:

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<th>Brand Name</th>
<th>Generic Name</th>
<th>Therapeutic Class</th>
<th>Adult dose</th>
<th>Pediatric dose</th>
<th>Absorption</th>
<th>Distribution</th>
<th>Metabolism</th>
<th>Excretion</th>
<th>Pregnancy/ lactation</th>
<th>Reference(s)</th>
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### Medication 4:

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<th>Brand Name</th>
<th>Generic Name</th>
<th>Therapeutic Class</th>
<th>Adult dose</th>
<th>Pediatric dose</th>
<th>Absorption</th>
<th>Distribution</th>
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<th>Pregnancy/ lactation</th>
<th>Reference(s)</th>
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Assignment 7: Formulary

1. How are medications added/ deleted from the formulary?

2. How are orders for non-formulary medications processed?

3. How are “patient own medications” processed?

4. If a patient’s home medication is available in the pharmacy, is the patient still allowed to use their own medication?

5. Describe the policy regarding therapeutic interchange at your site.
Assignment 8: Drug interactions

1. Describe the process/ tools used to identify potential drug interactions.

2. Describe the process followed once the drug interaction is identified including how severity is assessed by the pharmacist.

3. Describe the process followed in the case of a drug/ food interaction. Is there communication between the pharmacist and the nutrition department? Is there communication between pharmacy and nursing?

4. Describe 5 medications for which there could be the potential for drug/ food interaction and what your recommendation would be to resolve the problem.
   a. 
   b. 
   c. 
   d. 
   e. 
Assignment 9: Drug Distribution

1. Describe the process by which medications are distributed in your institution. (drug carts, Pyxis), etc...

2. If your pharmacy uses an automated filling/ dispensing system, please answer the following questions:
   a. Name, capacity, software interface, manufacturer/ support

   b. How is the system integrated into the workflow of the pharmacy?

   c. Safety procedures in place to insure data and product integrity.

   d. Describe how employees are trained to use this equipment.

   e. Describe the technology support offered with this product (ie, if something goes wrong).

3. If your site does not use an automated dispensing system, ask your preceptor to explain why.
4. Describe how medications are organized on the shelves.

5. List 5 examples of look-alike/ sound-alike medications.
   a. 
   b. 
   c. 
   d. 
   e. 

6. List 5 examples of processes in place to prevent look alike/ sound alike medication errors.
   a. 
   b. 
   c. 
   d. 
   e. 
Assignment 10: Anticoagulation

1. Who is responsible for monitoring anticoagulation therapy at your institution?

2. What is the policy regarding warfarin dosing? How many doses can be written for in the order? Can the order be profiled without a recent INR?

3. Describe the Risk Evaluation Tool used to assess the need for prophylactic therapy for anticoagulation.

4. Describe a patient in which heparin would be the drug of choice for prophylactic therapy.

5. Which low-molecular weight heparin (LMWH) is on the formulary at your facility?

6. What is the recommended dosing for the LMWH for prophylactic therapy?
Assignment 11: Renal Dosing

Give 3 examples of medications for which the pharmacist is responsible for renal dosing.

a. 

b. 

c. 

Describe the process. For example, is the pharmacist allowed to rewrite the orders based on lab or does the physician write the new orders?

Assignment 12: Venous Access

<table>
<thead>
<tr>
<th>IV access</th>
<th>How is it inserted?</th>
<th>How often must it be replaced?</th>
<th>Example of medications infused via this line type</th>
<th>Disadvantages of this type of line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peripherally inserted central catheters (PICC)</td>
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<tr>
<td>Midline catheter</td>
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<td>Peripheral line</td>
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<td>Implantable port</td>
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</table>
Assignment 13: Total Parenteral Nutrition (TPN)

1. What is the difference between TPN and PPN?

2. List the 3 main ingredients in a TPN.
   a. ____________________________
   b. ____________________________
   c. ____________________________

3. List 3 appropriate indications for TPN
   a. ____________________________
   b. ____________________________
   c. ____________________________

4. List 3 complications associated with TPN
   a. ____________________________
   b. ____________________________
   c. ____________________________
Assignment 14: List 5 large volume parenteral mixtures utilized at your practice site (NS, DSW, etc.).

1. 

2. 

3. 

4. 

5. 
Assignment 15: Antibiotics

1. What is the definition of a hospital antibiogram?

List 3 uses for an antibiogram:

a. 

b. 

c. 

2. Complete the 5 most commonly used IV antibiotics used in your facility. (If your facility does not use IV antibiotics often, please complete the chart for 5 IV antibiotics of your choice).

<table>
<thead>
<tr>
<th>Medication</th>
<th>Coverage</th>
<th>Normal adult dose</th>
<th>Dose adjustment for renal dysfunction?</th>
<th>Compatible solutions</th>
<th>Rate of infusion</th>
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</table>
Assignment 16: Please complete the chart for the following medications

<table>
<thead>
<tr>
<th>Drug name</th>
<th>Concentration of drip</th>
<th>Dosage ranges</th>
<th>Stability (expiration)</th>
<th>Uses</th>
<th>Adverse effects</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diltiazem</td>
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<td>Dopamine</td>
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<td>Norepinephrine</td>
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<td>Nitroglycerin</td>
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<td>Phenylephrine</td>
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<td>Dobutamine</td>
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Assignment 17: PCA

1. What does PCA stand for?

2. When might it be used?

3. Are the PCA pumps programmed by the pharmacy? If so, list the steps for programming the pump.

4. Give 2 examples of calculations required for programming the pump.
   a. 
   b. 
Assignment 18: Opioid Conversion Policy

1. Does your site have an opioid conversion policy? Please describe.

Assignment 19: PO to IV conversion

Please describe the IV to oral policy at your facility. What part does the pharmacist play in this policy?
Assignment 20: Describe USP Chapter 797

What is the purpose of this policy?

Who does it apply to?

What agency is responsible for assuring compliance to USP 797?

Aseptic Technique:
Interview a pharmacist or technician who prepares sterile products. List 10 points to consider to ensure that proper aseptic technique is being performed.

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Assignment 21: List 15 medications found in the crash/code cart. Complete the following chart.

<table>
<thead>
<tr>
<th>Medication</th>
<th>Dose</th>
<th>Pharmacological class</th>
<th>Number in cart</th>
<th>Mechanism of action</th>
<th>Use in ACLS</th>
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1. What does the term ACLS protocol stand for?

2. Find 3 locations in the facility where crash carts are found.

   a. ____________________________
   b. ____________________________
   c. ____________________________
Assignment 22: Controlled Substances

Schedule II
1. Definition:

2. List ten Schedule II drugs commonly used in the community setting (list brand and generic)

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Schedule III
1. Definition:

2. List ten Schedule III drugs commonly used in the community setting (list brand and generic)

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Schedule IV
1. Definition:

2. List ten Schedule IV drugs commonly used in the community setting (list brand and generic)

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Schedule V
1. Definition:

2. List ten Schedule V drugs commonly used in the community setting (list brand and generic)

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<td>9.</td>
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<td>10.</td>
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</tbody>
</table>
Assignment 23: Medication Reconciliation

1. Define the term medication reconciliation.

2. What is the goal of this process?

3. Describe the medication reconciliation process at your facility. Please list the steps taken to complete the process.

4. When is medication reconciliation performed during the patient’s stay at the facility (upon admission, after admission, etc.)?

5. What part does the pharmacy play in the process?
Assignment 24: Adverse Drug Reporting (ADR)

1. How are adverse drug reactions reported?

2. How are adverse drug reactions reviewed and by whom?
## Assignment 25: Antidotes

<table>
<thead>
<tr>
<th>Toxin</th>
<th>Name of drug</th>
<th>Route of administration</th>
<th>Time to onset of action</th>
<th>Normal adult dosing</th>
<th>Available in pharmacy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opioids</td>
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<tr>
<td>Benzodiazepines</td>
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<tr>
<td>Cyanide</td>
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<tr>
<td>Acetaminophen</td>
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<tr>
<td>Iron</td>
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<tr>
<td>Snake bite (rattlesnake)</td>
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</tr>
</tbody>
</table>
Assignment 26: Needle stick policy

A nurse sticks herself with a needle as she is attempting to discard a used needle. What is the hospital protocol for a needle stick?

Assignment 27: ICU

What are 3 common sedative agents used in the intensive care unit of the hospital?

<table>
<thead>
<tr>
<th>Name of Drug</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolus Dose</td>
<td></td>
<td></td>
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<tr>
<td>Maintenance Dose</td>
<td></td>
<td></td>
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<tr>
<td>Mechanism of Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring Parameters</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignment 28: Sterile Preparation of Hazardous Drugs

1. What is NIOSH?

2. Does your Institution prepare and administer chemotherapeutic agents?

3. Is there any special training required of the technicians or pharmacists preparing chemotherapy? (If so please describe training)

4. How are chemotherapy drugs stored in your institution’s pharmacy?

5. What kind of protective measures should technicians and pharmacists use when handling or preparing chemotherapeutic agents?

6. What type of hoods does your institution use for IV preparation and chemotherapy preparation (If applicable) (laminar flow, CACI, BSC)?
Reflection on Personal Goals

Reflect upon the 5 personal goals set at the beginning of the rotation and document whether or not the goals were reached.

1. _____________________________

2. _____________________________

3. _____________________________

4. _____________________________

5. _____________________________

List 5 new personal goals you have discovered following the rotation.

1. _____________________________

2. _____________________________

3. _____________________________

4. _____________________________

5. _____________________________