Experiential Education

Resource Manual for
Students and Clinical Instructors

Updated 01 July 2015
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CUW SOP Office of Experiential Education Contact Information
Please contact the Office of Experiential Education at any time with questions, concerns, or feedback.

Concordia University Wisconsin School of Pharmacy
12800 North Lake Shore Drive
Mequon, WI 53097
FAX: 262-243-2752

Melissa L. Theesfeld, PharmD
Director of Experiential Education
Assistant Professor Pharmacy Practice
262-243-2769
melissa.theesfeld@cuw.edu

Sarah R. Peppard, PharmD, BCPS
Assistant Director of Experiential Education
Assistant Professor Pharmacy Practice
262-243-2757
sarah.peppard@cuw.edu

Lyndsey Sheridan
Experiential Education Program Coordinator
262-243-2754
lyndsey.sheridan@cuw.edu

CUW SOP website: www.cuw.edu/pharmacy
Clinical Instructor Resources: www.cuw.edu/pharmacyclinicalinstructor

Experiential Education Course Coordinators

**IPPE-1**
Melissa Theesfeld, PharmD
Director of Experiential Education
Assistant Professor Pharmacy Practice
262-243-2769
melissa.theesfeld@cuw.edu

**IPPE-2**
Sarah Peppard, PharmD, BCPS
Assistant Director of Experiential Education
Assistant Professor Pharmacy Practice
262-243-2785
sarah.peppard@cuw.edu

**IPPE-3**
Ann Patten, PharmD, BCPS
Assistant Professor Pharmacy Practice
262-243-2796
ann.patten@cuw.edu

**IPPE-4**
Robby Mueller, PharmD
Assistant Professor Pharmacy Practice
262-243-2749
robert.mueller@cuw.edu

**IPPE-5**
Sarah Peppard, PharmD, BCPS
Assistant Director of Experiential Education
Assistant Professor Pharmacy Practice
262-243-2785
sarah.peppard@cuw.edu

**IPPE-6**
Melissa Theesfeld, PharmD
Director of Experiential Education
Assistant Professor Pharmacy Practice
262-243-2769
melissa.theesfeld@cuw.edu

**APPE Courses**
Melissa Theesfeld, PharmD
Director of Experiential Education
Assistant Professor Pharmacy Practice
262-243-2769
melissa.theesfeld@cuw.edu
CUW SOP 2015-2016 Academic Calendar

APPE Rotation Schedule

Block 1: May 18 – June 26, 2015
Block 2: June 29 – August 7, 2015
Block 3: August 10 – September 18, 2015
Block 4: September 21 – October 30, 2015
Block 5: November 2 – December 18, 2015
Block 6: January 4 – February 12, 2016
Block 7: February 15 – March 25, 2016
Block 8: March 28 – May 6, 2016

IPPE Rotation Schedule

IPPE-1 Week 1 for P1 students: Week of September 28, 2015
IPPE-1 Week 2 for P1 students: Week of October 5, 2015

IPPE-3 Week 1 for P2 students: Week of October 12, 2015
IPPE-3 Week 2 for P2 students: Week of October 19, 2015

IPPE-5 for P3 students: Weekly on Mondays or Wednesdays from August 17 through November 25, 2015

IPPE-2 Week 1 for P1 students: Week of February 22, 2016
IPPE-2 Week 1 for P1 students: Week of February 29, 2016

IPPE-4 Week 1 for P2 students: Week of March 7, 2016
IPPE-4 Week 2 for P2 students: Week of March 14, 2016

IPPE-6 for P3 students: Weekly on Mondays, Wednesdays, or Fridays from January 11 through April 29, 2016

CUW SOP Holidays

Students are not required to be at their experiential rotation sites on the following CUW SOP holidays:

Memorial Day: May 25, 2015
Labor Day: September 7, 2015
Fall Break: October 22-23, 2015 (applicable to P3 students only)
Thanksgiving: November 26-27, 2015
Good Friday: March 25, 2016
Easter Monday: March 28, 2016
CUW SOP Mission, Vision and Values

Vision Statement
The Concordia University Wisconsin School of Pharmacy will have an inspired, supportive atmosphere that compliments the university mission by nurturing the mind, body and spirit of each student. The school will take full advantage of its metropolitan location to enter into alliances and strategic partnerships with local, regional and national healthcare entities to advance our mission of producing pharmacists ready to practice in rural and urban areas, thereby serving Christ in the church and in the world.

Mission Statement
The School of Pharmacy is committed to the development of pharmacists who are servant leaders, dedicated to providing value-based, patient-centered care that improves the health of our communities in rural and urban areas through excellence in teaching, research, service, and practice. We meet this mission through the following mission elements:

Patient-Centered Service
The Concordia University Wisconsin School of Pharmacy is dedicated to advancing patient-centered care through medication therapy management, working with other healthcare providers to address the physical, mental, and spiritual needs of each patient.

Service to the Underserved
The Concordia University Wisconsin School of Pharmacy will partner with local, regional, and national healthcare entities to advance pharmacy practice in underserved rural and urban areas, thereby serving Christ in the Church and in the world.

Servant Leadership
The Concordia University Wisconsin School of Pharmacy will promote servant leadership and an enthusiasm for life-long learning through excellence in teaching, service, practice, and scholarship.

Service with Values
The Concordia University Wisconsin School of Pharmacy will model and promote: honesty, civility, collaboration, tolerance, mutual respect, integrity, motivation to improve, lifelong learning, and service to others.
## CUW SOP Experiential Program Structure

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weeks 1-6</td>
<td>Weeks 1-6</td>
</tr>
<tr>
<td>P1</td>
<td>Classes</td>
<td>Classes</td>
</tr>
<tr>
<td></td>
<td>IPPE-1 No Class</td>
<td>IPPE-2 No Class</td>
</tr>
<tr>
<td>P2</td>
<td>Classes</td>
<td>Classes</td>
</tr>
<tr>
<td></td>
<td>IPPE-3 No Class</td>
<td>Spring Break</td>
</tr>
<tr>
<td>P3</td>
<td>Elective IPPE-5 Longitudinal Mondays or Wednesdays</td>
<td>Elective IPPE-6 Longitudinal Mondays, Wednesdays, or Fridays</td>
</tr>
<tr>
<td>P4</td>
<td>Advanced Pharmacy Practice Rotations (6 weeks each)</td>
<td>Advanced Pharmacy Practice Rotations (6 weeks each)</td>
</tr>
</tbody>
</table>

### Required Introductory Pharmacy Practice Experience (IPPE) Courses
- IPPE-1: Fall semester of P1 year
- IPPE-2: Spring semester of P1 year
- IPPE-3: Fall semester of P2 year
- IPPE-4: Spring semester of P2 year

During the required IPPE curriculum, students are exposed to the roles and responsibilities of a pharmacist and the importance of effective communication between pharmacists, patients, and other health care providers. CUW SOP provides required rotation activities that integrate concepts and skills from the didactic portion of the curriculum, specifically the Applied Patient Care and Pharmacotherapy series. The IPPE activities are designed to require active participation from the student; these are not shadowing experiences. The activities are designed to be primarily self-directed, allowing the student to work on them independently after some initial guidance and instruction from the Clinical Instructor. Students must complete a minimum of 40 hours at each site during their IPPE weeks.

A variety of learning strategies are utilized to engage student participation and maximize learning. All required IPPE courses also have a didactic lecture component. Individual and group activities during didactic lectures incorporate case studies, discussion, games, student response technology (TurningPoint®), group presentations, reflection and faculty lectures. Experiential rotations at pharmacies incorporate student observation, self-directed activities, and problem-solving under the direction of practicing pharmacists (Clinical Instructors).

### Elective IPPE Courses
- IPPE-5: Fall semester of P3 year
- IPPE-6: Spring semester of P3 year

IPPE-5 and IPPE-6 are elective opportunities within the experiential education curriculum offered during the P3 year. These courses are designed for the student to further apply knowledge and skills from didactic coursework, Applied Patient Care lab, and previous experiential courses to real world settings. These courses employ multiple learning strategies, including lectures, small group discussions, independent projects, self-reflection exercises, and experiential learning. Students may elect to take both IPPE-5 and IPPE-6, if desired.
Required Advanced Pharmacy Practice Experience (APPE) Courses
PHAR 680 Community Pharmacy APPE
PHAR 682 Acute Care Medicine APPE
PHAR 684 Hospital / Health System Pharmacy APPE
PHAR 686 Ambulatory Care APPE

APPEs occur during the final year of the professional program (P4 year) and consist of a series of in-depth pharmacy practice and patient care experiences in both ambulatory and institutional environments. In these settings, students apply didactic instruction, continue to develop patient care skills, and enhance their knowledge of patient care management.

The CUW SOP P4 year will consist of 8 rotation blocks. Students will be required to complete 7 of the 8 rotation blocks, with the option to take all 8 if desired. Each rotation is 6 weeks in length (a minimum of 40 hours per week and 240 hours per rotation). Students must take a minimum of one of each of the following rotations. Students may elect to take more than one of these courses in lieu of an elective APPE rotation.

Hospital/Health System Pharmacy
The Hospital/Health System APPE is focused in the central pharmacy and distributive areas of an inpatient pharmacy. During this experience, students will participate in various distributive, clinical and administrative functions of hospital pharmacists. Students will engage in all aspects of hospital/health system pharmacy, including IV admixture preparation, the medication use process, quality assurance, interdisciplinary communication, and patient care.

Acute Care Medicine
The Acute Care Medicine APPE is a clinical pharmacy experience in an inpatient, acute care setting. During this experience, students will develop and explore their roles in an interdisciplinary health team and refine their skills in pharmacotherapy, pharmacokinetics, drug information retrieval and evaluation, verbal and written communication, patient monitoring, and case presentations. Students will apply didactic clinical coursework to the care of the hospitalized patient and actively participate in the healthcare decision-making process.

Community Pharmacy
The Community Pharmacy APPE is in a community (retail) pharmacy. Students will work with community pharmacists and engage in all aspects of community pharmacy, including medication therapy management, patient education, prescription order processing, self-care product recommendations, and administrative functions.

Ambulatory Care
The Ambulatory Care APPE occurs in an outpatient setting. Students will participate on the interdisciplinary team in a variety of patient care activities, including clinical care conferences, patient education, drug therapy monitoring and recommendations, physical assessments, and drug information questions. The student will be provided with many opportunities to apply didactic coursework to patient care in the ambulatory setting. The student will actively participate in the healthcare decision-making process, especially as it pertains to drug therapy.

Elective APPE Courses
PHAR 688 Elective APPE

Each elective APPE rotation will be a 6 week, full-time rotation (40 hours per week and 240 hours per rotation) in a pharmacy practice specialty area.
Pharmacist Code of Ethics

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

I. A pharmacist respects the covenantal relationship between the patient and pharmacist.
Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.
A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

III. A pharmacist respects the autonomy and dignity of each patient.
A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

IV. A pharmacist acts with honesty and integrity in professional relationships.
A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

V. A pharmacist maintains professional competence.
A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

VI. A pharmacist respects the values and abilities of colleagues and other health professionals.
When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

VII. A pharmacist serves individual, community, and societal needs.
The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

VIII. A pharmacist seeks justice in the distribution of health resources.
When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

Adopted by the membership of the American Pharmacists Association October 27, 1994.
Experiential Program Policies
Experiential Program Policies

Academic Policies and Procedures
Integrating students’ knowledge, skills, and personal caring into the provision and process of providing patient care is a primary focus of the experiential courses. All experiential courses will use criteria-based grading schemes, as outlined in each course syllabus. This system is specifically designed to emphasize learning skills and activities needed to provide patient care while minimizing the emphasis on points.

Clinical Instructors do not assign final letter grades for experiential courses; they simply evaluate activities that students complete while on rotation. Assessment scales and/or evaluation rubrics will be provided for all required activities. Final letter grades for the course will be assigned by CUW SOP faculty based on the experiential evaluations, classroom activities, and projects, as applicable to each course. This removes “grading pressure” from the Clinical Instructor.

Students are accountable for completing their work in a timely and professional manner during experiential rotations. Any actions or events that violate CUW academic policies, as outlined below, should be communicated to the Director of Experiential Education immediately.

Academic Honesty
The following constitutes unacceptable behavior that gives evidence that disrespect for self, others, and/or the academic community. Students may be penalized for the following:

- Cheating
- Plagiarism
- Possession of library material that has not been properly checked out.
- Forgery, alteration, or misuse of any University academic document, record, or instrument of identification; knowingly submitting a forged or altered document or instrument of identification to the University or to any office.
- Intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Cheating
The term “cheating” includes, but is not limited to: a) use of any unauthorized assistance in taking quizzes, tests, or examinations; b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; d) possessing, obtaining, or giving unauthorized information prior to, or during, an examination; e) having someone impersonate a student in an examination or effecting such an impersonation; and/or f) the electronic theft of papers, reports, or other similar material.

Plagiarism
The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Papers handed in for one course may not be used for another course unless specific approval has been given by the instructors.

Grading Challenge
The student will have a 7-day period after tests, assignments or Clinical Instructor evaluations are returned to challenge the assessment/grade in a professionally written or verbal format. Students should discuss any ratings assigned by a Clinical Instructor directly with that Clinical Instructor before contacting the Office of Experiential Education, and within 7 days of the evaluation being submitted. Challenges regarding assignments or final course grades should be submitted to the Office of Experiential Education within 7 days.
Affiliation Agreements
In accordance with accreditation standards set forth by the Accreditation Council for Pharmacy Education (ACPE), a written affiliation agreement must be in place between the experiential site and CUW SOP on or before the student’s first day of rotation. The Office of Experiential Education is responsible for coordinating appropriate documents and signatures for these agreements. In the event that an affiliation agreement cannot be completed on or before the student’s first day of rotation, accommodations will be made for the student to complete their rotation elsewhere or at another time.

Attendance
Each experiential rotation requires a full time commitment by the student. Attendance is required for academic credit to be received and for experiential hours to be submitted to the State of Wisconsin Pharmacy Examining Board prior to licensure.

Students are expected to be at an experiential rotation site for a minimum of eight (8) hours per day. During required IPPE rotations, students must accumulate a minimum of 40 hours during each rotation week. During elective IPPE rotations, students must accumulate a minimum of 96 hours over the duration of the semester. During each APPE rotation block, students must accumulate a minimum of 240 hours.

For students to obtain valuable experiences, sites may modify the rotation schedule to best accommodate instructor availability and student learning. Students must adhere to the schedule established by the rotation site; this may include alternate shifts, evening, or weekend hours. Patient care is not confined to an eight-hour day and students may be required to be on site earlier or later than a standard 8:00am – 5:00pm shift. Hours worked above the minimum requirement are part of the students’ professional responsibility and no compensatory time off is permitted. Additional time outside of the time spent at the site may also be necessary to complete course requirements and/or assignments.

Students are expected to participate actively in discussions with their Clinical Instructor(s); it is not acceptable to just listen and take notes. Clinical Instructors and students both can initiate such discussions. Experiential rotation sites are true pharmacy practice sites and are not “fabricated” for the purpose of student placement. As such, patient care must always come first. This should not be seen as a lack of interest in the students, but certain discussions and activities will be secondary to immediate patient care issues.

Employment or job-related orientation/training is not an excuse for missing rotation time, arriving late, or leaving early.

Absences
Extenuating circumstances occasionally occur that prevent attendance during an experiential rotation. It is the student’s responsibility to notify their Clinical Instructor and the Course Coordinator of any absence (e.g. due to illness, family emergency, etc) as soon as possible. Students may be asked to provide documentation to verify the reason for their absence. Outside employment is not considered a reason for being absent.

Students are expected to complete the Absence from Rotation Form (available in Angel and E*Value) for any absence from scheduled experiential rotation time. On the form, the student will outline the reason for the absence, provide any additional written documentation, and describe a plan for making up the missed time (if applicable). This form should be signed by the student and Clinical Instructor and faxed to the Office of Experiential Education within 48 hours of the initial absence.

All absences from experiential rotations must be made up, except as outlined below for professional meeting attendance and post-graduate interviews. Time missed will be made up at the discretion of the Clinical Instructor, in conjunction with the Course Coordinator and/or Director of Experiential Education.
Long-term absences will be handled on a case-by-case basis. Students must contact the Director of Experiential Education as soon as possible to discuss their long-term absence.

**Holidays**

Students are not required to be at their experiential rotation sites on the following CUW SOP holidays:

- Memorial Day
- Independence Day
- Labor Day
- Fall Break (P3 students only)
- Thanksgiving Thursday
- Thanksgiving Friday
- Christmas / Winter Break
- Good Friday
- Easter Monday

Some experiential rotation sites may observe additional holidays throughout the year. Students must work with their Clinical Instructor to determine an attendance schedule that ensures they are meeting the hour requirements for their respective rotation. Clinical Instructors may use their discretion in determining whether students should be at the rotation site during site-specific holiday observances.

**Pharmacy Days**

Pharmacy Days is an annual event designed to expose CUW SOP students to the multitude of options available to them as they start planning their pharmacy careers. Employers come to campus to provide students with information about clinical rotations, internships, residencies and post-graduation career options.

APPE students are expected to be at CUW SOP for Pharmacy Days to participate in the event and are not required to be at their rotation site. IPPE students may choose to attend Pharmacy Days at CUW SOP; however it is not required for these students. Pharmacy Days is a university-sanctioned event and any rotation hours missed by attending this event do not need to be made up.

**Professional Meeting Attendance**

Professional meetings are considered educational experiences. However, prior approval from the Course Coordinator and/or Clinical Instructor approval is required. Students must inform their Clinical Instructor of a planned absence for professional meeting attendance as far in advance as possible.

Any experiential rotation time missed by an IPPE student for professional meetings must be made up (an exception for PSW Legislative Day is detailed below). APPE students will be allowed up to 2 excused rotation days (16 hours) per rotation block for attendance at state or national professional meetings (exceptions for the ASHP Midyear Clinical Meeting and PSW Legislative Day are detailed below). Any rotation time missed beyond 2 days or 16 hours must be made up.

Students may be required to complete scheduled or additional assignments during the absence or upon their return at the discretion of the Clinical Instructor and/or Course Coordinator.

**ASHP Midyear Clinical Meeting**

The ASHP Midyear Clinical Meeting is an important opportunity for students to learn about post-graduate career opportunities. To facilitate attendance and participation, CUW SOP students participating in APPE rotations during the scheduled meeting dates will be allowed up to 3 days of excused absence if they attend this meeting. Time missed (up to 3 days or 24 hours) for attending this meeting does not need to be made up to meet CUW SOP requirements. However, experiential sites and Clinical Instructors may require make up time or additional assignments. Any rotation time missed beyond 3 days or 24 hours must be made up.

Students are expected to fax the completed Absence from Rotation Form and a copy of their meeting registration to the Office of Experiential Education prior to the meeting.
**PSW Legislative Day**

PSW Legislative Day is held annually in Madison, WI to discuss covering pharmacy issues in government affairs and promote professional advocacy. To facilitate attendance and participation, CUW SOP students participating in IPPE or APPE rotations during the scheduled meeting date will be allowed up to 1 day of excused absence if they attend this meeting. Time missed (up to 1 day or 8 hours) for attending this meeting does not need to be made up to meet CUW SOP requirements. However, experiential sites and Clinical Instructors may require make up time or additional assignments. Any rotation time missed beyond 1 day or 8 hours must be made up.

Students are expected to fax the completed Absence from Rotation Form and a copy of their meeting registration to the Office of Experiential Education prior to the meeting.

**Post-Graduate Interviews**

Students may need to miss APPE rotation days to complete interviews for post-graduate training or positions (e.g. residency, fellowship, graduate school, or employment). Interviews are considered educational experiences. However, prior approval from the Course Coordinator and/or Clinical Instructor is required. Students must inform their Clinical Instructor of a planned absence for an interview as far in advance as possible.

Any experiential rotation time missed by an IPPE student for post-graduate interviews must be made up. APPE students will be allowed up to 2 excused rotation days (16 hours) per rotation block for post-graduate interviews. Any rotation time missed beyond 2 days (16 hours) must be made up.

Students may be required to complete scheduled or additional assignments during the absence or upon their return at the discretion of the Clinical Instructor and/or Course Coordinator.

**Inclement Weather Policy**

Students are expected to make every reasonable effort to be at their rotation sites in the event of inclement weather. If the student is unable to safely travel to their site, they should contact the Clinical Instructor as soon as possible. Cancellation of classes at the CUW campus due to inclement weather does not apply to students on experiential rotations. Students are required to make up all experiential rotations hours that are missed due to inclement weather.

**Make Up Hours**

To fulfill internship and curricular requirements, students must make up all absences from an experiential rotation. Exceptions to this policy are outlined above. Make up hours will be scheduled at the convenience of the Clinical Instructor and experiential rotation site, in conjunction with the Course Coordinator and/or Director of Experiential Education. At the discretion of the Clinical Instructor, make up hours may be fulfilled with additional projects, readings, or other outside work.

Students who miss more than 2 days (16 hours) of a rotation must work with their Clinical Instructor and the Director of Experiential Education to determine an appropriate plan for making up hours.

**Punctuality**

Students should establish a schedule of arrival and departure times with their Clinical Instructor on the first day of rotation at each site. If a student is going to be tardy, it is the student’s responsibility to notify the Clinical Instructor promptly. Tardiness should be documented by the Clinical Instructor in the student evaluation that is completed at the end of the rotation.
Background Checks

CUW SOP shall conduct a caregiver background check in accordance with the Caregiver Background Check statute (Wis. Stat. § 50.065) and regulations (Wis. Admin. Code Ch. HFS 12) for all students on IPPE rotations.

1. CUW SOP shall maintain completed Background Information Disclosure (BID) forms for all students, as well as the information that results from caregiver background checks.

2. Student background checks will occur at the beginning of the fall P1 semester (prior to IPPE-1) and again during the P3 year, prior to beginning APPE rotations. Students are responsible, per CUW SOP Code of Professionalism, to notify the Dean’s office of any incidents that would potentially impact their background check, including any arrest.

3. CUW SOP agrees to notify the practice site/facility of any information contained on a BID form or in caregiver background check results about a student that could bar that student from regular, direct contact with the facility’s patients. At the facility’s request and with the consent of the student, the CUW SOP shall arrange to provide the site with a copy of a completed BID form for each student scheduled for program participation at the site. In addition, if feasible, CUW SOP will arrange at the facility’s request, and with the consent of the student, to provide the site with access to the information that results from a student’s caregiver background check.

   a. Prior to initial IPPE placement but after admission, all students need to have their background information reviewed by the Executive Committee to determine what, if any, of the information needs to be disclosed to experiential sites consistent with their affiliation agreements.

   b. The Office of Experiential Education shall notify the student of what is planned to be disclosed to the site along with a request for consent from the student and a reminder that this disclosure is being done in order to comply with the site’s affiliation agreement. A student should have the right to add a written statement as he or she elects to accompany the disclosure to the site to explain the record. This statement should be clearly labeled as being from the student and not from CUW SOP.

   c. A student may decline to provide consent for this disclosure, as this is their right to privacy. If a student declines consent to a specific site, an attempt will be made to obtain the student’s consent to disclose to a different site. If a student declines consent to disclose to a second site, they cannot be placed in an experiential site and will be dismissed from the Doctor of Pharmacy program.

   d. The student may appeal the disclosure to the Academic Dean.

   e. If at any point new information is obtained from a student, the disclosure about the student will be reviewed to confirm accuracy.

4. The practice site shall make the final determination whether a student may have regular, direct contact with its patients. Nevertheless, the site shall consult with the Director of Experiential Education before barring any such student from regular, direct contact with patients. If the facility determines that a student may not have regular, direct contact with patients, the CUW SOP agrees that the student shall not begin participation, or continue participation that was properly allowed, pending the results of the caregiver background check.

   a. The Office of Experiential Education will attempt to assign or re-assign students to another experiential site if a given site determines that the student cannot complete a rotation in their facility. If, after reasonable effort and attempts, it is determined that the student cannot be successfully assigned to an experiential site, the student will be dismissed from the Doctor of Pharmacy program.

5. CUW SOP agrees to inform the facility/site of allegations of caregiver misconduct as defined in Wis. Admin. Code Ch. HFS 13 that come to the CUW SOP’s attention.
**Blood Borne Pathogen Training**
Students will complete the *Pharmacists Letter Online* module entitled “Protecting Yourself Against Bloodborne Pathogens” before their first IPPE rotation. Students will not be able to begin IPPE-1 if this has not been completed.

**Cell Phones**
Students may not use cell phones or any video/audio recording devices during experiential rotations, except during breaks, and only if allowed by the facility. Cell phones should remain in a silent mode or off at all times while on site.

**Compensation**
Students may not receive any monetary or other compensation for time spent at an experiential rotation site. This is a requirement of the American Council on Pharmacy Education (ACPE). It also includes any expectation of compensation. Compensation can include money, food, parking fees, or other incidentals.

**Computer Usage**
Use of computers at an experiential site (either the student’s laptop or a facility computer) is limited to rotation-related activities. Students shall not check personal email or social networking accounts (Facebook, Twitter, etc) during the experiential rotation.

**Conflict of Interest**
Students are not allowed to complete experiential rotations where their course grade will be determined, in whole or in part, by a first- or second-degree relative. For purposes of this policy, the term “first-degree relative” includes the student’s spouse, parents and/or step-parents, siblings and/or step-siblings, and children and/or step-children. The term “second-degree relative” will include the student’s grandparents, grandchildren, aunts, uncles, nephews, nieces, or half-siblings.

Students are required to notify the Office of Experiential Education of any known conflicts of interest with rotation sites and/or Clinical Instructors.

**CPR Training**
Students are required by CUW SOP policy to maintain current certification in Basic Life Support (BLS) for the Healthcare Provider at all times during enrollment, including while on APPE rotations during the P4 year. Documentation of this can be found in the student Immunizations and Certifications section of E*Value or by contacting the Office of Student Affairs. The CUW SOP Office of Student Affairs will maintain copies of hardcopy documentation. The Office of Student Affairs can be reached at (262) 243-2755 for any questions regarding this.

**Disability Accommodations**
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 prohibit discrimination against individuals with disabilities. Student with a documented disability and needing accommodations to access the course content of experiential education rotations must inform the course coordinator as soon as possible and contact the Learning Resource Center (LU202) at 262-243-4535.

**Dismissal from Experiential Sites**
Students are accountable for their actions during experiential rotations. Any actions or events that violate either site or CUW SOP policies which are of such severity that may warrant removal from the experiential site should be communicated to the Director of Experiential Education immediately.
**Dress Code**

Students are expected to dress professionally and to adhere to site-specific dress codes at all times during experiential rotations. Appropriate professional attire for male students shall include trousers, collared shirt, and necktie, unless neckties are not allowed by the site’s dress code. Appropriate professional attire for female students shall include skirts, dresses, or dress slacks and a blouse or sweater. Closed toe shoes and socks or nylons are required for all students at all times.

A white lab coat should be worn at all times unless instructed otherwise by the Clinical Instructor. Students must wear their CUW SOP identification badge and/or site identification at all times, as instructed by the Clinical Instructor. All students are expected to practice good personal hygiene (clean and well groomed) and the use of perfume/cologne should be avoided or minimized to avoid potential patient irritation.

The following items do not constitute professional attire and shall not be worn by CUW SOP students during experiential rotations:

- Miniskirts
- Capri pants
- Leggings
- Shorts
- Jeans and/or denim clothing
- Tee shirts
- Sweatpants
- Sweatshirts
- Ripped or torn clothing
- Revealing clothing (low-cut shirts, deep v-neck shirts, spaghetti straps, midriff shirts)
- Open-toed shoes
- Tennis shoes

Students are expected to adhere to all dress code policies in place at their experiential sites.

**Drug Screening**

CUW endorses a drug free environment and will investigate any possible student violations of related school policies. All students are required to complete a 10-panel urine drug screen prior to participation in experiential rotations. A negative drug screen will require no further screens unless indications of impairment are present, in which case additional screens may be requested. If the drug screen is positive, students will be referred to the CUW SOP Office of Student Affairs and may not be permitted to participate in experiential rotations. The CUW SOP Office of Student Affairs will work with the CUW Office of Student Life for adjudication pursuant to the CUW Student Conduct Code. The school and students understand that some experiential sites may require additional drug screening prior to participating on a rotation at that site. CUW SOP students will comply with any site requirements prior to beginning rotations. The cost of drug screens is the responsibility of the student.

**Evaluations**

Evaluations for experiential courses are completed electronically in E*Value (www.e-value.net). Assessment scales and tools are provided by the Office of Experiential Education. Clinical Instructors and students should always provide direct and personal feedback in a timely manner and discuss any evaluations submitted to E*Value in person as well.
Expectations of Experiential Sites
• Meet or exceed all legal and professional standards required to provide patient care.
• Provide qualified pharmacists, or other approved health care professionals, in areas used for pharmacy student experiences.
• Have a patient population that exhibits diversity in culture, medical conditions, gender, and age required to complete the learning activities for the rotation(s).
• Be able to provide access to learning and information resources needed for students to complete the learning activities for the rotation(s).
• Demonstrate a commitment to the education of pharmacy students.
• Have a management team that is supportive of professional staff involvement in the education of pharmacy students.
• Encourage a practice environment that nurtures and supports pharmacist and student interactions with patients.
• Provide daily contact with the Clinical Instructor or a qualified designee to ensure that students receive feedback and have opportunities to ask questions.
• Be adequately equipped with the technology needed to support student training and to reflect contemporary pharmacy practice.
• Establish collaborative professional and/or training relationships with other health care providers.

Expectations of Clinical Instructors
The following are the requirements to become a Clinical Instructor (preceptor) for the CUW SOP experiential education program:

1. Be a licensed pharmacist for at least one year. PGY1 residents may serve as primary preceptors for IPPE students.
2. Pharmacist license is in good standing with the state Board of Pharmacy.
3. Participate and remain up to date in the CUW Clinical Instructor orientation and training program.
4. Understand and comply with the CUWSOP Clinical Instructor Expectations listed below:
   • Orient the student to the practice site (i.e. schedule, daily responsibilities, parking, etc.).
   • Be familiar with the objectives for the experiential course(s) they are precepting.
   • In collaboration with the student and the practice site demands, establish a plan for the experience that assures the student is able to complete the required activities and course objectives.
   • Monitor student progress in accomplishing activities and objectives.
   • Regularly assess the student and provide constructive feedback.
   • Complete and discuss all evaluations with the student in a timely fashion.
   • Serve as a resource and mentor for students.
   • Immediately notify the Office of Experiential Education of any student experiencing difficulties.
   • Maintain student confidentiality.
   • Display enthusiasm for teaching and working with students.
   • Understand the CUW School of Pharmacy mission and vision.
5. Complete the process for becoming a CUWSOP Clinical Instructor, which includes the Clinical Instructor application and an affiliation agreement between CUW SOP and the experiential site.
**Expectations of Students**

- Contact their Clinical Instructor(s) no less than two weeks prior to the start of their experiential rotation in order to finalize logistics for the first day of the rotation
- Exhibit professional behavior at all times
- Understand experiential policies and course requirements and self-monitor progress towards completion
- Adhere to site rotation/work schedule, as discussed with Clinical Instructor
- Maintain strict patient confidentiality at all times (as per HIPAA training)
- Complete Clinical Instructor and site evaluations at the end of the rotation
- Display CUW SOP core values at all times while on rotation, understanding that they are a representative of CUW SOP in both their words and actions
- Exhibit mutual respect and courtesy with Clinical Instructor, other healthcare workers and staff, patients, and other students at all times
- Take initiative with patients, physicians, or other healthcare professionals, within the policies and standard practices of the site

**Grievances**

See *Section G* of the CUW SOP Student Handbook for details about the Academic Grievance Procedure.

**Health Insurance Coverage**

CUW SOP requires students to maintain health insurance coverage while enrolled at the University, including while on APPE rotations during the P4 year. Proof of student insurance is verified by the Office of Student Affairs and documented in myRecordTracker®. Students can provide their proof of insurance to an experiential site upon request.

Clinical Instructors can refer the student to an appropriate outpatient/inpatient treatment center in case of accident, injury, or illness. The practice site shall not bear any costs associated with student treatment at any health facility.

**Health Insurance Portability and Accountability Act (HIPAA) Training**

Students will successfully complete “HIPAA & Privacy” and “HIPAA & Security” online modules through *Pharmacist’s Letter* prior to beginning experiential rotations. In addition, CUW SOP Office of Student Affairs will maintain a signed copy of the CUW SOP Confidentiality Agreement in each student’s file.

Students will be expected to comply with all site-specific HIPAA requirements prior to beginning any rotations. Student compliance with HIPAA and the site’s HIPAA policies and procedures is a necessary component of the student’s responsibilities and expectations. Any breach of patient confidentiality at the site must be reported to the Director of Experiential Education. The Director of Experiential Education will work in conjunction with the experiential rotation site and Course Coordinator to determine an appropriate course of action.

**Housing**

CUW SOP does not provide housing to students during experiential rotations. Students must coordinate and pay for their own housing and travel arrangements for all experiential rotations. Experiential sites may offer housing options to students; this will be delineated within E*Value for students to consider.

**Immunizations**

CUW SOP will assume responsibility for the health and welfare of its students in accordance with University policies. Students have provided vaccination documentation of all vaccinations to the Office of Student Affairs and that information is reflected in myRecordTracker®. If requested, students can provide their vaccination documentation directly to their Clinical Instructor or experiential site via myRecordTracker®.
The student will be required to provide the university the following information prior to arrival at any rotation site:

1. Proof of immunization against tetanus, diphtheria, polio and hepatitis B
2. Proof of immunization against measles, mumps, and rubella or serologic laboratory evidence of immunity to measles, mumps and rubella
3. Serologic lab evidence of antibodies to chickenpox, documentation of disease, or documentation of receipt of two varicella vaccines.
4. Annual documentation of a negative tuberculosis skin test (purified protein derivative [PPD]) or a physician’s statement regarding lack of active disease
5. Annual documentation of receipt of an influenza vaccine
6. Physical exam documentation indicating they are able to participate in experiential rotations

**Infection Control**

The exposure of pharmacists to infectious diseases and transmission by pharmacists of infectious agents is generally thought to be of low risk. As pharmacists become increasingly involved with direct patient care, however, the risk of becoming involved in transmission of an infectious agent, either to the pharmacist or to another individual, will increase. Pharmacists have the potential to be involved in infectious disease transmission if they participate in any of the following: response to cardiac arrest resuscitation, patient evaluation (particularly if the evaluation includes any physical examination of the patient by the pharmacist), and phlebotomy to evaluate drug and non-drug plasma/serum concentrations. Pharmacists and other pharmacy personnel can also directly cause infection transmission from a remote location through improper use of aseptic technique when involved in the preparation of products which will be infused into or otherwise come into contact with patients, particularly immunocompromised patients.

**Routine Handwashing**

All pharmacy students and faculty must wash their hands (utilizing proper handwashing technique) before entering a patient room, touching a patient, preparing any sterile product, or eating while on rotation or at work. Hand washing should also be performed after touching patients, using gloves, wiping one’s nose or mouth, contact with any other body substances, eating/drinking and using the bathroom. **Hand washing is the single most important means of preventing the spread of infection.**

**Other Infection Control Management**

Students are expected to comply with all site-specific infection control measures as outlined during the site orientation. This may include, but is not limited to, garbing requirements (e.g. gloves, gowns, facial barriers, foot protection, etc), management of sharps, and processes for entering or not entering an isolation room. Students should always discuss these measures with the Clinical Instructor if there is any confusion.

**Injury**

Students should immediately notify their Clinical Instructor and the Director of Experiential Education of any injury sustained during an experiential rotation. The student should seek immediate care with appropriate providers at the experiential site or, if directed, with the nearest urgent care center/emergency department, health care facility, or personal physician of choice. Clinical Instructors should provide guidance to the student regarding any site-specific procedures to follow.

Experiential sites are under no obligation to provide medical evaluation or treatment, if needed, after an injury. All students are required to maintain health insurance coverage for the duration of their enrollment at CUW SOP, including during APPE rotations. Students should take an active approach to understanding the procedures to follow after an injury at each experiential site.
Liability Insurance
CUW SOP and the practice facility each agree to obtain, and maintain in force and effect, general liability insurance with limits of at least $1,000,000 per occurrence, $2,000,000 aggregate, and professional liability/malpractice insurance with limits of at least $1,000,000 per occurrence, $3,000,000 aggregate, including coverage situations under 895.46(1), Wis. Stats., if applicable, insuring the CUW SOP and the practice facility, its employees, agents, and students who will be working under the affiliation agreement against claims, demands, losses, costs, damages, and expenses of every kind and description (including death), or damage to persons or property arising out of or in connection with the program at the Facility.  (Note: variability in liability limits may exist; see individual organization’s affiliation agreement with CUW SOP for specific details)

Out of State Assignments
Students may choose to complete experiential rotations outside of the state of Wisconsin.  These sites must be approved by the Office of Experiential Education and require a completed affiliation agreement on file with the site prior to the beginning of the rotation.  Students may be asked to provide site locations or contact information to the Office of Experiential Education to help facilitate communication.

It is the student’s responsibility to determine if any pharmacist intern licensure requirements exist in other states prior to beginning the rotation.  Students doing experiential rotations in other states are responsible for contacting the Board of Pharmacy in the state where they are placed to determine the licensure requirement(s) for students on rotation in that state.  The student must comply with all requirements for that state and provide proof of compliance to the Office of Experiential Education.  All travel and living expenses are the student’s responsibility.

In accordance with accreditation standards set forth by the Accreditation Council for Pharmacy Education (ACPE), all required APPE rotations must be completed in the United States or its territories and possessions (including the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands).

Parking
Some sites, especially larger hospitals, have limited parking available for students.  Students should ask their Clinical Instructors about parking availability and policies.  Some sites may require students to pay for parking, and students are expected to comply with all parking rules at their assigned rotation sites.

Rotation Assignments
Rotation site assignments are made several weeks (or even several months) before the scheduled start date of the rotation.  Experiential sites that accept students are making a commitment to the profession and CUW SOP that must not be taken lightly.  The relationships that CUW SOP establishes with experiential sites are very important to the success of the school and our students.

Once experiential sites assignments have been completed for an experiential course, students will not be permitted to “drop” the experiential course.  Experiential rotation switches or changes will not be entertained except in the event of significant extenuating circumstances.

Rotation Requirements
Experiential rotation sites may have additional requirements such as, but not limited to: corporate online training, forms/documentation, additional screening/testing procedures, immunizations, and fingerprinting.  Students will be notified in advance so that these requirements can be completed prior to the start of the rotation.  Any costs associated with these rotation requirements are the students’ responsibility.  Failure to complete these requirements may result in cancellation of the rotation, which may impact the student’s ability to complete the curriculum as scheduled.
Site Orientation

Clinical Instructors should provide a complete and thorough orientation for the student to the experiential site on the first day of each rotation. Suggested components of this orientation could include:

1. Where should the student park
2. Expectations for daily start and finish times
3. Where can the student put their personal belongings, lunch, etc
4. Introductions to other healthcare providers and staff that the student might interact with
5. The typical workflow at the site
6. Clinical Instructor expectations for what the student can/should do (and not do) at the site
7. The student’s goals and expectations for the experience

Student Confidentiality

A federal privacy law (the Family Educational Rights and Privacy Act [FERPA]) limits use and disclosure of student information (similar to how HIPAA protects patient information). CUW SOP limits disclosure of personally identifiable information from a student’s education record to those who have a legitimate educational interest in the student. Clinical Instructors should not re-disclose student information to persons who do not have a legitimate educational interest in the student’s experiential learning education. Exceptions are permitted when the student provides written authorization for additional use or disclosure or when there is an emergency, and knowledge of information about the student is necessary.

Transportation

All students must have reliable transportation for experiential rotations. Students may want to consider coordinating carpooling with classmates in similar geographic areas. Whenever possible, efforts will be made to assign students to rotation sites close to campus, based on student preferences. Traveling approximately 60 miles one way is considered “commutable distance” for experiential rotations; the CUW SOP campus address will be used to determine this radius. Individuals with physical disabilities, as supported by the Americans with Disabilities Act (www. ada.gov), will be given special considerations.

Violation of Policies

Clinical Instructors who note violations of the student policies and expectations outlined above should immediately contact Melissa Theesfeld, Director of Experiential Education, at 262-243-2769. These violations are taken seriously and students may be considered for grade reduction, dismissal from the site, or other measures, as deemed appropriate by the Clinical Instructor, Course Coordinator, and/or Director of Experiential Education.
Additional Information
## Additional Information

### CUW SOP Curriculum

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<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>P1</td>
<td>Pharmacy Biochemistry</td>
<td>Pharmacy Microbiology, Immunology, &amp; Molecular Biology</td>
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<tr>
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<td>Pharmacy Anatomy &amp; Physiology</td>
<td>Pharmacy Calculations</td>
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<td></td>
<td>Pharmacy &amp; the Healthcare System</td>
<td>Pharmacotherapy I: Self-Care</td>
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<td></td>
<td>Applied Patient Care I</td>
<td>Applied Patient Care II</td>
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<td></td>
<td>Introductory Pharmacy Practice Experience 1</td>
<td>Introductory Pharmacy Practice Experience 2</td>
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<td>Introductory Pharmacy Practice Experience 2</td>
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<td>P2</td>
<td>Applied Pharmacokinetics &amp; Therapeutic Drug Monitoring</td>
<td>Pharmacology &amp; Medicinal Chemistry III</td>
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<td>Advanced Pharmaceutical Preparations</td>
<td>Social &amp; Behavioral Pharmacy</td>
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<td>Pharmacology &amp; Medicinal Chemistry II</td>
<td>Pharmacotherapy III</td>
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<td>Pharmacotherapy II</td>
<td>Medical Literature Evaluation II</td>
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<td>Medical Literature Evaluation I</td>
<td>Applied Patient Care IV</td>
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<td>Introductory Pharmacy Practice Experience 3</td>
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<td>Introductory Pharmacy Practice Experience 4</td>
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<td>P3</td>
<td>Patient Care Ethics</td>
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<td>Applied Patient Care VI</td>
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<td>Electives</td>
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<tr>
<td>P4</td>
<td>Community Pharmacy APPE</td>
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<td>Acute Care Medicine APPE</td>
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<td>Hospital / Health System Pharmacy APPE</td>
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<td>Ambulatory Care APPE</td>
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<td>Elective APPEs</td>
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### Applied Patient Care Series & IPPE Integration

Applied Patient Care (APC) is a 6 semester lab series at CUW SOP that focuses on pharmacy practice skill development. Many of the learning activities the students do during IPPE rotations are extensions of activities they have done in lab. The integration between classroom activities and real world practice is an important goal for CUW SOP. Below are the activities and topics CUW SOP students will have during their APC lab series:

<table>
<thead>
<tr>
<th></th>
<th>APC Lab Activities Students will have prior to IPPE</th>
<th>APC Lab Activities Students will have after IPPE</th>
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</thead>
</table>
| **IPPE-1** | • Patient Oriented Information: Health Literacy and Medical Terminology  
• Interpreting Prescriptions and Labels  
• Introduction to Drug Information References  
• Communication with Patients: Interview and Cultural competence  
• Profiles and Charts  
• Obtaining a Medication List | • Patient Education and Case Studies: Oral Suspensions  
• Patient Education and Case Studies: Oral dosage forms (tablets/capsules)  
• Introduction to Drug information Questions  
• Performance Assessment |
| **IPPE-2** | • Review of Medication List and Patient Education skills  
• Root Cause Analysis of Medication Errors  
• Introduction to Secondary Databases  
• Patient Care Plan Development and Delivery | • Drug Information: Guideline Identification and Use  
• Patient Assessment  
• Care Plans: Otic and Ophthalmic Medications  
• Cultural Competency  
• Leadership Practices |
| **IPPE-3** | • Review of Medication List and Patient Education skills  
• Review of Profiles and Charts  
• Drug Use Review  
• Blood Pressure Assessment  
• Pharmaceutical Care Follow-Up  
  • Chronic Kidney Disease  
  • Acute Kidney Injury  
  • Lipids  
• APhA Career Pathways Program | • Pharmaceutical Care Follow-Up  
  • Hypertension  
  • Anticoagulation  
  • Acute Coronary Syndrome  
  • Heart Failure  
• Case Studies  
  • Fluids & Electrolytes  
  • Hypertension in Special Populations  
  • Managing Statin Adverse Drug Reactions  
• Introduction to Clinical Documentation |
| **IPPE-4** | • Review of Profiles & Charts  
• Drug Use Review  
• Review of Medication List and Patient Education skills  
• Interprofessional Communication  
• Inpatient Infectious Diseases considerations  
• Antibiotic Stewardship  
• Cases and Discussions  
  • Travel Medicines  
  • Acute Otitis Media/Acute Bacterial Conjunctivitis  
  • HIV | • OA/RA Patient Cases  
• Review Health Literacy  
• You Be The Patient Exercise (Spanish language exercise)  
• Diabetes Follow-up Patient Case  
• Diabetes Physical Assessment and DME |