

Al-Baha University Faculty of Pharmacy Doctor of Pharmacy (Pharm. D) Program

Introductory Pharmacy Practice Experience-1 Manual (IPPE-1)

This manual was developed and approved
by the Training Unit at the Faculty of Pharmacy

Version 3 (November 2023)

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Policy Statements and Training Guidelines

This manual includes policies, procedures, syllabus, and training guidelines designed to make students and preceptors aware of expectations for the Introductory Pharmacy Practice Experiences. It is designed to optimize the academic experience and ensure the continuing success of the program.

Students are required to sign the following declaration:

I have read the policies and procedures, syllabi, and training guidelines of the Faculty of Pharmacy/Al-Baha University Introductory Pharmacy Practice Experience-1 Manual. I understand that the affiliated institution is required to provide site-specific training for me pertaining to their facility. I agree to always abide by the rules and regulations of the program.

Student Name Student Signature

Student ID # Date



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1. Introduction

The Faculty of Pharmacy/ Al-Baha University was established according to the Royal Order 5088 in 7/8/1432 H aiming to participate in the improvement of the health services and the advancement of the pharmacy profession and to cope with the educational policy of the kingdom.

+ Faculty Vision

"To be an inspiring and leading faculty of pharmacy, nationally and internationally in pharmacy education, research and building the community knowledge".

Vision



+ Program Vision

"To excel in pharmacy education that contributes to scientific research and enhances the well-being of the community".

Vision



+ Faculty Mission

"The Faculty of Pharmacy provides the community with the next generation of competent pharmacists through high-quality curricula that includes high level of education and research to meet the needs and improve the health of the community".

Mission



+ Program Mission

"Provide high quality distinguished academic pharmacy program to prepare competent pharmacists who prioritize patient-centered care, advance pharmaceutical sciences through research, and positively impact the health and well-being of their communities".

Mission



2. Training Unit

The training unit at the faculty is committed to offering a unique pharmacy practice experience program that gives students immediate and progressively challenging clinical experience along with ensuring the quality and smooth performance of the clinical training program for Pharm. D students.



Training is provided at different practice settings according to the students' academic level and year with direct supervision of experienced faculty staff in collaboration with other healthcare professionals at the assigned training sites. The overall goal of the offered training programs is to blend clinical and fundamental basic sciences with an innovative integrated approach.

2.1 Unit Objectives:

- 2.1.1 Acquaint trainees with the standards of pharmaceutical care and practice.
- 2.1.2 Developing the trainees' proficient and individual abilities that help in communicating with patients and the colleagues.
- 2.1.3 Preparing trainees to work professionally and learn team working attitudes.
- 2.1.4 Training to help the medical team in developing a coordinated treatment plan intended to guarantee the highest standards of quality and safety for the patient.
- 2.1.5 Acquire the fundamental research and critique skills.

2.2 Unit Tasks:

The training unit is responsible for supervising the training of pharmacy students and interns (trainees) throughout their training periods.

Responsibilities include:

Ensuring the availability of suitable vacancies in hospitals, medical centers pharmaceutical companies, and community pharmacies.

- 2.3.1 Preparing lists of qualified students for the specified training programs.
- 2.3.2 Coordinating and conducting administrative tasks, such as: preparation and issuing letters to training students based on the required training site, organizing trainees, training schedule and receiving evaluation forms from designated training sites.
- 2.3.3 Developing uniform evaluation forms rubrics and standards, evaluation and grading.
- 2.3.4 Conducting periodic site visits to improve training quality by monitoring trainees' performance and training sites.



- 2.3.5 Resolving any problems or issues encountered by trainees and referring them to the appropriate unit if necessary.
- 2.3.6 Planning and reviewing the training program policies and guidelines on a regular basis to improve skills that will deliver learning outcomes for students.
- 2.3.7 Reviewing and updating the clinical training manuals.



1. IPPE-1 Training Program Background

IPPE-1 is designed to introduce the student to pharmaceutical practice in a community pharmacy setting which will provide them with experience in drug dispensing, distribution, and administration, as well as introductory experience in providing pharmaceutical care.

IPPE-1 also serves as an introduction to specialty areas and provides the opportunity to meet and network with pharmacy residents in those areas. The community pharmacy setting is a busy one, and as a pharmacy student on the institutional IPPE, you may feel overwhelmed and perhaps “in the way” during your rotation. Keep in mind that your preceptor does not expect you to know everything; however, it is a good idea to tour the facilities and become familiar with the community pharmacy.

1.1. IPPE-1 Training Program Goals:

To provide practical, supervised, intellectually stimulating professional experiences, which will enable students to develop a fundamental understanding of various segments of the healthcare system, how the pharmacist integrates into those settings, and to develop introductory problem-solving skills in the patient care environment.

1.2. Objectives of IPPE-1 training program

Upon completion of IPPE-1 program, the student should be able to:

- 1.2.1. Participate in patient care activities in the community pharmacy setting.
- 1.2.2. Demonstrate professionalism in all daily activities.
- 1.2.3. Interpret prescriptions for completeness and accuracy.
- 1.2.4. Understand the process of the prescription filling process (e- prescription or traditional prescription, verification, filling, dispensing, and counseling), inventory management, medication storage, pre-packaging and distribution, proper procedures for dispensing sterile products.
- 1.2.5. Understand the process of identifying, resolving, and preventing medication-related problems.
- 1.2.6. Communicate accurate and appropriate medical and drug information to a patient, pharmacist, preceptor, or other health care professionals.



- 1.2.7. Use appropriate available references to counsel patients or answer drug information questions.
- 1.2.8. Identify and practice the relevant laws and standards as pertain to institutional pharmacists.
- 1.2.9. Understand and demonstrate professionalism in all daily activities.
- 1.2.10. Develop effective communication skills with patients and preceptors.
- 1.2.11. Participate in promoting health/wellness with other health care professional students in the community.
- 1.2.12. Reflect on the degree of professionalism displayed by practitioners at the site.
- 1.2.13. Reflect on the various practice skills needed to function effectively within a practice setting.
- 1.2.14. Identify the variety of career opportunities.

2. Policies and Procedures

4.1. Qualifications for entering IPPE-1:

- 4.1.1. Students who completed the 3rd year of the Pharmacy program are eligible to proceed with registering for IPPE-I. Passing Pharmacology 2 course is mandatory for registering in IPPE-1.
- 4.1.2. Registration for the program, drop, and withdrawal follows the university policy.
- 4.1.3. Successful completion of IPPE-1 is required to progress through the scheduled curriculum for education.

4.2. Timing Requirements:

Students must complete 4 weeks practice experience (40 hours/week) for a total of 160 hours during the summer after their third professional year.

4.3. Start of training

- 4.3.1. At the beginning of the fall semester prior to the training period, students who are eligible to enroll in the training program will be informed via an announcement to register their names and other required information in a registration form provided by the training committee.



- 4.3.2. The training committee is responsible for verifying the correctness of the students' information included in the registration form.
- 4.3.3. It is the responsibility of the training committee to implement all necessary administrative arrangements, from finding out and selecting training sites according to availability of training vacancies to following-up of students in coordination with the concerned training bodies, whether by regular visits, telephonic or written communication to improve and raise the level of training through feedback.
- 4.3.4. To facilitate the process of students' distribution among training sites, students are ordered descendingly according to their GPAs and are required to submit a form with three training sites options arranged as: first, second and third choice.
- 4.3.5. The training committee then begins sending requests letters to the assigned training sites giving priority of the first choice to students with higher GPAs. After receiving the approval from the training sites, students are allowed to start training after getting their enrollment letters from the training committee.
- 4.3.6. A workshop will be conducted to the students before the start of their training period to explain various training rules, instructions...etc. and a training manual will be available to guide them through the whole training period.
- 4.3.7. No student can start training unless he/she obtains a letter from deanship of admission and registration certifying he/she has met all requirements.
- 4.3.8. No modifications are allowed once distribution lists are issued. If for any reason a student wishes to change his training site; he/she must inform the training committee two months prior, a substitute has to be available and respective department heads approval has to be obtained. Replacements are limited to the lowest possible level.
- 4.3.9. If a student interrupts his/her training with a valid reason, he/she will be required to make up the absence at the end of the training period.



4.3.10. Students should sign all necessary consent forms before starting the training program.

4.4. Attendances & Absences:

4.4.1. The student is required to attend the site from Sunday through Thursday for 8 hours per day.

4.4.2. Holidays DO NOT APPLY. Due to the limited number of days available during the practice experience, absences must be kept to a minimum. The student may miss up to two (2) days per the field experience for medical or personal reasons only if the preceptor is notified.

4.4.3. Any absences exceeding 2 days must be made up.

4.4.4. Permission to make up absences exceeding 2 days must be obtained from the preceptor.

4.4.5. The preceptor may, at their discretion, deduct 10 points from a final grade for repeated absence.

4.4.6. Additional time beyond site attendance will be required to perform assigned readings and complete written assignments. Students should expect to receive grades that reflect their performance, for example, an average performance will result in an average grade.

4.4.7. No more than 40 hours per week for students will be credited towards experience.

4.4.8. Failure to successfully complete the IPPE- I course will result in the need to repeat it within the same summer vacation for another 3-4 weeks depending on the failed components and the feedback from the preceptor.

4.4.9. Prior arrangements with preceptors for a make-up session will be allowed only at the preceptor's discretion.

3. Student Responsibilities

Students must:

3.1. Demonstrate a level of maturity required in a professional practice environment.

3.2. Exhibit professionalism in manner and behavior as specified by the preceptor.



- 3.3. Always adhere to the standards of dress code.
- 3.4. Wear a clean white Lab coat.
- 3.5. Wear a nametag, always identifying the student as a pharmacy student in their assigned practice environment.
- 3.6. Make-up – Should be natural and inconspicuous.
- 3.7. Jewelry – Excessively large jewelry is unacceptable.
- 3.8. Practice good personal hygiene: Daily bathing and the use of deodorant are encouraged.
- 3.9. Be aware that the primary objective of these courses is learning. Learning is not a passive process; it occurs actively and requires an ongoing commitment by the student.
- 3.10. Recognize that the optimum learning experience requires mutual respect and courtesy between the preceptor and the student.
- 3.11. Respect all confidences revealed during the practice experiences, including pharmacy records, professional policies, patient data, patient charts, etc.
- 3.12. Encourage clear, concise, and effective communication with all persons involved at the assigned sites, including pharmacists, physicians, other health professionals, patients, and other students.
- 3.13. Be responsible for all transportation, housing, and other incidental expenses associated with IPPE-1.
- 3.14. Do not make professional decisions without prior discussion with the preceptor, particularly when filling prescriptions or medication orders, or advising patients and other health care providers on therapeutic and drug-related problems.
- 3.15. Take the initiative in communicating with physicians and patients, but do not step beyond the bounds of professional courtesy or common sense.
- 3.16. Be constantly alert to the laws, regulations, and policies that govern the practice of pharmacy, and seek clarification of any points that are not clear.
- 3.17. Adhere to Saudi Pharmacy Law when dispensing prescription and over the counter medications, supplements, and devices.
- 3.18. Be responsible for adhering to your prearranged schedule. It may be necessary to devote more than the scheduled time to take benefit of certain experiences and exposures.



- 3.19. Master the basic pharmacy procedures as soon as possible so that time can be devoted to those aspects of the practice of pharmacy which involve professional judgment and the decision-making process.
- 3.20. Do not accept or receive any form of payment, financial or otherwise, from the assigned preceptor during the IPPE-1 period.

4. Student Guidelines for Developing Communication Skills

- 4.1. Provide privacy, confidentiality, and reduce or eliminate interruption.
- 4.2. Be attentive to nonverbal communication; eye contact, body language, appearance, etc
- 4.3. Begin with general open questions, and then ask more specific questions.
- 4.4. Be an attentive and empathetic listener.
- 4.5. Encourage spontaneity in patient responses.
- 4.6. Avoid judgmental questions.
- 4.7. Be aware of any impairment to the communication process, (visual and hearing impairment, level of comprehension, etc.).
- 4.8. Avoid statements that imply social or religious criticism.
- 4.9. Incorporate written and/or visual material into the counseling process to reinforce or clarify your statements.
- 4.10. Structure your interview so that the information progresses logically, usually from easier topics to more difficult concepts.
- 4.11. Avoid overloading the patient with too much information during an interview session.
- 4.12. Encourage questions throughout the encounter.

5. Student Assignments and Evaluations

- 5.1 Students must achieve a pass score of 75/100 from both:
 - 5.1.1 Evaluation form provided by the training unit to site preceptors (Appendix 18.4).
 - 5.1.2 Training booklet activities.
- 6 7.2 Each student will be responsible for:
 - 7 7.2.1 Coordinating with the site preceptor for submitting evaluation form (Appendix 18.4) to the training unit during the last week of the training period.



- 8 7.2.2 Responsible for the completion and submission of the training booklet (with correctly completed activities) to the training unit by the first week of the next semester.
- 9 7.3 Students must also complete and submit the site/preceptor evaluation form (Appendix 18.3).

8. Preceptor's Qualifications and Responsibilities

8.1 Preceptor's Qualifications:

- 8.1.1 Preceptor must possess a Bachelor of Pharmacy degree (or equivalent qualification).
- 8.1.2 Preceptor must be a licensed pharmacist in Saudi Arabia.
- 8.1.3 Preceptor should have a minimum of two years of experience in their field.
- 8.1.4 Preceptor should serve as a positive role model for students.

8.2 Preceptor's Responsibilities:

Preceptors must:

- 8.2.1 Encourage the principles of professional ethics and serve as a role model.
- 8.2.2 Expose student(s) to all aspects of professional practice and serve to facilitate learning experiences.
- 8.2.3 Ensure the objectives of the student experience are discussed with all employees to avoid misunderstanding and conflict about the students' roles.
- 8.2.4 Always supervise the students' activities; however, the preceptor may delegate this responsibility to another pharmacist or health care professional.
- 8.2.5 Conduct or arrange for an orientation for student(s) assigned. Topics to cover during orientation should include but are not limited to preceptor expectations, standard operating procedures, and expected activities for student participation.
- 8.2.6 Maintain a representative booklet of student work completed at the site.
- 8.2.7 Use his/her discretion in allowing off-site experiences such as continuing education seminars, pharmacy conferences, etc. to count toward the experience requirements.
- 8.2.8 Evaluation of student progress: Critique should be in the form of constructive feedback, and conveyed to the student in private, whenever possible, feedback should be given on an ongoing basis. The preceptor must provide the student with a midpoint evaluation during the experience (approximately



after 10 days of training in IPPE- I) and the final evaluation upon completion of the experience.

- 8.2.9 Assist Faculty of Pharmacy, Al-Baha University in the achievement of the educational goals, objectives, and outcomes set forth and to provide a professional environment for the training of the students.
- 8.2.10 Helps and guides the Faculty of Pharmacy regarding the need for letters of guidance if required to be issued.
- 8.2.11 Send the evaluation form via the official training E-mail on the last day of the experience.
- 8.2.12 In the case of a student dropping out, please inform immediately the training unit via the training e-mail (pharmacy.training@bu.edu.sa).

9 Preceptor Guidelines for Orientation Meetings

- 9.2 Schedule an orientation for students on day 1 of the IPPE-1.
- 9.3 Develop a schedule with the agreeable student, for no less than 40 hours per week.
- 9.4 Provide the student with safety information about the area and site, including the facility safety office phone and emergency number (if applicable).
- 9.5 Provide information regarding preceptor expectations and expected activities the student should participate in.
- 9.6 Provide the student with other general information about the facility.
- 9.7 Discuss the student's previous pharmacy experiences.
- 9.8 Tour the facility and introduce the student to those individuals with whom they will be interacting.
- 9.9 Orient the student to the general operation of the pharmacy, and policy and procedures of the facility.
- 9.10 Orient the student to the duties of other personnel in the facility.
- 9.11 Orient the student to the communication system within the facility (telephones, computers, messenger service, etc.) and provide the student with information about emergency numbers on site.
- 9.12 Orient the student to the cafeteria, personal care areas, and library facilities (if available). Include guidelines on the use and availability of students for each of these areas.



- 9.13 Explain the facility's record-keeping system if applicable.
- 9.14 Explain the facility's inventory control system if applicable.
- 9.15 Explain the guidelines for patient contact in the facility if applicable.

10 Practice Site Criteria and Responsibilities

- 10.2 The practice site must meet all standards set by appropriate governmental, regulatory, and accrediting agencies.
- 10.3 All practice sites must reflect a professional image.
- 10.4 The community introductory pharmacy practice sites should have facilities to provide a wide range of pharmaceutical services such as, but not limited to:
 - 10.4.1 Dispensing services or a contemporary drug distribution system: The pharmacy should employ and maintain an inventory system (regular and systematic means of reviewing stock levels; system for ordering direct from the manufacturer and/or from wholesaler; method of determining most economical turnover of stock for various sections of the pharmacy; etc.).
 - 10.4.2 The pharmacy should have an area set aside for patient consultation.
 - 10.4.3 Learning and information resources: Appropriate reference materials must be available for use in supplying drug information to the patient, physician, or allied professionals. The pharmacy should supply drug and health-related information for the needs of its patients, perhaps by literature or brochure displays, mailings to clients, workshops, etc. Recommended computer resources: Access to the Internet, Microsoft Office, and Excel, or equivalent is recommended, as well as access to scientific periodicals.
 - 10.4.4 Community pharmacy services: The pharmacy should strive to achieve outcomes that improve patients' quality of life and optimize disease control. The scope of which should include:
 - 10.4.4.1 Counselling in the drug product dosage form, dosage regimen.
 - 10.4.4.2 Monitoring the patient to maximize compliance with therapy instructions.
 - 10.4.4.3 Monitoring the patient to detect adverse drug reactions and drug interactions.
 - 10.4.4.4 Monitoring the patient to enhance the probability that therapy proceeds with established therapeutic objectives.
 - 10.4.4.5 Interpreting the laboratory tests results and the vital signs reading.



- 10.5 Where applicable, the pharmacy should have procedures to provide for the appropriate handling of pharmaceutical waste.
- 10.6 Where applicable, the site should utilize and actively maintain a formulary system.

11 Preceptors' training/orientation

Upon receiving the training sites approval for students' enrollment, training unit is responsible for carrying out the following steps:

- 11.2 Designing and implementation of orientation and training programs for new/prospective preceptors, from FP or from external sites regarding program outcomes, objectives, activities, monitoring, and assessment of students during the program.
- 11.3 For preceptors inside Al-Baha region, an onsite meeting is held before the beginning of the training program in the Faculty of Pharmacy/Al-Baha University.
- 11.4 For those outside Al-Baha region, an online meeting is held before the beginning of the training program as well.
- 11.5 Moreover, the below documents are sent by e-mail to the assigned training sites:
- 11.5.1 IPPE 1 manual.
- 11.5.2 IPPE 1 course specifications.
- 11.5.3 General instructions.
- 11.5.4 Means of communications.

12 Policy for Using Computing Resources at Experiential Sites

- 12.2 Student must know that; the computing resources of the experiential site are intended to be used for programs of instruction, research and to conduct legitimate business.
- 12.3 Students are responsible for seeing that these computing resources are used in an effective ethical and legal manner.
- 12.4 Students must be aware of the legal and moral responsibility for ethical conduct in the use of computing resources.
- 12.5 Students have a responsibility not to abuse the network and resources, and to respect the privacy, copyrights, and intellectual property rights of others.



13 Computing Resource Policy Violations

- 13.2 For purposes other than the experiential site's program of instruction, research, and legitimate business of the site.
- 13.3 To harass, threaten, or otherwise cause harm to specific individuals or classes of individuals.
- 13.4 To impede, interfere with, or otherwise cause harm to the activities of others.
- 13.5 To download, post or install to experiential site computers or transport across experiential site network, material that is illegal, proprietary or violates copyrights or otherwise damaging to the experiential site.
- 13.6 To interfere with recklessly or maliciously or damage the computer or network resources or computer data, files, or other information.

14 Examples of Policy Violations

- 14.2 Using computer resources for personal reasons.
- 14.3 Sending email on matters not concerning the legitimate business or the experiential site.
- 14.4 Sending an individual or group repeated or unwanted (harassing) email.
- 14.5 Accessing or attempting to access another individual's data or information without authorization.
- 14.6 Obtaining, possessing, using, or attempting to use someone else's email password regardless of how the password was obtained.
- 14.7 Using illegally obtained licensed data/software in violation of their licenses or purchase agreements.
- 14.8 Releasing a virus or another program that damages or otherwise harms a system or network.
- 14.9 Attempting to tamper with the operation of the site's computer systems/networks.
- 14.10 Violating copyright laws.

15 Minimum Requirement of Activities:

- 15.2 Observe/shadow the preceptor in performing community practice duties.
- 15.3 Perform community practice duties under the supervision of the preceptor.
- 15.4 Conduct at least 2 patient counseling sessions.



- 15.5 Answer at least 2 drugs information questions.
- 15.6 Perform one presentation (journal club, topic, or patient case) if applicable.
- 15.7 Produce public health awareness activity.

16 Activities Booklet Checklist

- 16.2 Table of contents.
- 16.3 Written drug information responses.
- 16.4 Presentations performed.
 - 16.4.1 Journal club, topic, or case presentations.
 - 16.4.2 In-service education or public health awareness activity presentations.
- 16.5 Educational materials (brochures, flyers, ... etc.).
- 16.6 Reflection paper (at least one page, single-spaced, 12-pt font) explaining:
 - 16.6.1 IPPE-1 experience with appropriate detail and specific examples (i.e., expectations vs. reality, ability to complete objectives, etc.).
 - 16.6.2 What you have learned from the experience.
 - 16.6.3 Evaluate yourself and your role in the practice of pharmacy.
 - 16.6.4 Examples of how the experience ties to past didactic work and/or previous healthcare/service/life experiences.
 - 16.6.5 Interactions with other healthcare professionals and pharmacists' roles on the healthcare team.
 - 16.6.6 Impact of the experience on your pharmacy career/care of future patients.

17 Process for Handling Complaints

The Faculty of Pharmacy, Al-Baha University is committed to providing a learning and working environment in which complaints are responded to promptly and with minimum distress and maximum protection to all involved parties.

- 17.2 It is the responsibility of the student to report any problems that arise during the practice experiences to the training committee as soon as the problem occurs. DO NOT wait until the end of the practice experience.
- 17.3 The student should attempt to resolve the issue with the preceptor directly.
- 17.4 If the complaint is not resolved quickly, the student should submit a written complaint to the training committee. The complaint should explain the problem as clearly and completely as possible.



- 17.5 If the complaint is still not resolved, the complaint will be submitted to the Vice Dean of Academic Affairs following the same format as above.
- 17.6 If the complaint is still not resolved, the complaint will be finally submitted to the Dean office.
- 17.7 On the other hand, letters of guidance will be issued to students upon a complaint from a preceptor regarding the students' lack of compliance with the any of the above guidelines. Copies of the letters will be sent to the student, Vice Dean of Academic Affairs, Dean's office, and preceptor. Letters of guidance may be cause for disciplinary action.

18 Hints for a successful practice experience

- 18.2 Go the extra mile by providing more than just a superficial answer to a question; provide an informed, well-referenced recommendation.
- 18.3 Be persistent and compulsive; do not go home until the day's work is done. Use your free time wisely to learn as much as you can from your experience.
- 18.4 Seize responsibility for patient care. Do not wait for the responsibility to be given to you. You always must earn the position of responsibility.
- 18.5 Take your job seriously. Care for every patient as if he/she is a relative of yours.
- 18.6 Just as in any other profession, you can and will be wrong. Make every effort to obtain appropriate information to base your decisions on. Offer your opinion freely, but do not give misinformation. If you are not sure of a recommendation or answer, state so, but offer to find the information. Do not make bets or guesses when patient outcomes are at stake.
- 18.7 Use your spare time constructively to read the current literature, review your patients, or talk to your patients. This will keep you updated.



19 Appendices

Appendix 19.1. Registration Form

Student's Information	
Full Name	
ID	
GPA	
Pass the requirements	

Training Sites	
Option # 1	
Option # 2	
Option # 3	



Appendix 19.2.: Patient Confidentiality Statement

I hereby acknowledge that I have read and understood the foregoing information and any violation of the Confidentiality Policy, including unauthorized use, disclosure, alteration, or destruction of patient's health information will result in disciplinary action, up to termination from Al-Baha University.

Name:

.....

Signature:

.....

University ID:

.....

Date:

.....



Appendix 19.3.: Student Evaluation of Site

Student Name:

Preceptor:

Site Name and Location.....

Date of Experience:

Please evaluate the site according to the following scale:

5 = Strongly Agree, 4= Agree, 3=Neutral, 2 =Disagree, and 1= Strongly disagree,

Site Quality	Evaluation	Comments
Availability of drug information resources	1 2 3 4 5	
The site provided sufficient opportunity for me to meet all the training	1 2 3 4 5	
The site promoted an environment conducive to independent and guided learning.	1 2 3 4 5	

Site Strengths:

.....
.....
.....

Areas where the Site could improve (please be specific):

.....
.....
.....

Student Signature:

Date:/...../.....



Appendix 19.4.: Assessment Form for IPPE-1 Training

Student name		Student ID	
Site name			
Start date		End date	

- Thank you for precepting the trainee.
- It is strongly recommended to discuss the evaluation in person with the trainee.
- This form is **CONFIDENTIAL** and should be signed by preceptor, then returned in sealed envelope to the head of the training unit at the Faculty of Pharmacy or sent by email to pharmacy.training@bu.edu.sa.

- **For each evaluation item below, rate the student's performance using the assigned score.**

- **Pass score is 75/100**

COMPETENCIES	GRADES	RATING	COMMENTS
1. PROFESSIONALISM & ATTENDANCE <ul style="list-style-type: none"> <input type="checkbox"/> Maintained a professional manner in both appearance and behavior at all times. <input type="checkbox"/> Demonstrates courtesy and respect toward others and exhibited self-control in all interactions. <input type="checkbox"/> Maintains confidentiality. <input type="checkbox"/> Displays cultural sensitivity and tolerance. <input type="checkbox"/> Present and attentive for 40 clock hours per week at the site for a total of 160 hours for the training. <input type="checkbox"/> Consistently on time in reporting to the site and had no unexcused absences. <input type="checkbox"/> Consistently prepared for the day's activities and completed all assignments or projects within the given timeframe. <input type="checkbox"/> Honors and respects the roles of healthcare professionals and show respect for all the patients. 	20		



<p>2. MEDICATION DISPENSING METHOD & PROCESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the medication distribution/dispensing process utilized at the site. <input type="checkbox"/> Exposed to and utilized various forms of technology (computer systems, barcoding, etc.) the sites use for dispensing medications. <input type="checkbox"/> Demonstrates knowledge in the site-specific regulations and standards for the dispensing of medications. <input type="checkbox"/> Recognizes the programs and procedures utilized by the site to detect and minimize medication errors. 	20		
<p>3. PRESCRIPTION/MEDICATION ORDER PROCESSING, FILLING, & DISPENSING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to obtain important background information (allergies, medical history, medication history, insurance information, etc.) on a patient in order to process a prescription. <input type="checkbox"/> Participated in the data entry process for filling a prescription. <input type="checkbox"/> Able to clarify a prescription when incomplete or erroneous information is detected. <input type="checkbox"/> Able to select proper medication, dosage form, and amount in order to fill a prescription. <input type="checkbox"/> Able to perform with accuracy necessary pharmaceutical calculations required to fill or compound a prescription or medication order. <input type="checkbox"/> Able to properly label a prescription including the addition of appropriate auxiliary/warning labels. <input type="checkbox"/> Describe the procedures utilized by the pharmacist to check a filled prescription prior to dispensing to a patient. <input type="checkbox"/> Observed and participated (at the preceptor discretion) the education and counseling of patients on medications. <input type="checkbox"/> Participated in the proper administration of medications including immunizations to patients. 	20		
<p>4. COUNSELING PATIENTS ON OTC PRODUCTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to assist patients in the selection of OTC products. <input type="checkbox"/> Able to base his/her recommendations on patient symptoms, medical, and drug history. <input type="checkbox"/> Able to educate the patient on the proper use and expected outcomes of an OTC product. 	20		
<p>5. MEDICATION NEEDS FOR THE UNDERSERVED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exposed to the various programs that can be utilized to assist an underserved patient obtain medications. <input type="checkbox"/> Assisted a patient in applying for a specific prescription assistance program. <input type="checkbox"/> Exposed to resolving third party disputes concerning medication reimbursement. 	20		



<input type="checkbox"/> Assist in medication inventory and procurement.			
Total	100		

Does the student pass the training program?

Yes:		/100
No:		/100
Comment		

Preceptor Name		Email	
Signature		Date	



Appendix 19.5. Absence Request Form

Student Name:

Student ID Number:

Rotation.....

Type of Absence Requested:

Sick

Vacation

Other

Dates of Absence:

From:

To:

You must submit requests for absences, other than sick leave, one day before the first day you will be absent.

This form should be sent to the Training Unit. A copy should be kept on file with the preceptor.

Approval

Approved

Rejected

Comments:

Preceptor:

Signature:

Faculty Coordinator:

Signature

