**IPPE Quick Guide for Preceptors**

Introductory Pharmacy Practice Experiences (IPPEs) are designed to expose students to contemporary pharmacy practice models. This includes interprofessional practice involving shared decision-making, professional ethics and expected behaviors, and direct patient care activities. IPPEs should help students understand what constitutes exemplary pharmacy prior to beginning Advanced Pharmacy Practice Experiences (APPEs).

**IPPE Rotation Types**

* Core Community (community pharmacy)
* Core Institutional (hospital pharmacy)
* Students are required to complete one rural experience during either the IPPE year or the APPE year

**IPPE Duration -** Each IPPE rotation is 4 weeks long and requires a minimum of 160 clock hours. The total clock hours required for both IPPE rotations is 320 hours.

**IPPE Objectives** (condensed)

1. Accurately Dispense Medications (order fulfillment)
2. Basic Patient Assessment
3. General Drug Knowledge
4. Ethical, Professional, and Legal Behavior
5. General Communication Abilities
6. Patient Education
7. Drug Information Analysis and Literature Research
8. Health and Wellness – Public Health

**IPPE Grading -** Students receive credit or no credit. There is no letter grade given for IPPEs.

**Student IPPE Assignments**

1. Initial and Final Student Self-Evaluations
2. Checklist of Student Experiences
3. Reflective Writing
4. Evaluation of Preceptor

**Preceptor Expectations**

* Review the “Initial Self-Evaluation” with the student at the start of the rotation
* Ensure the student’s complete everything on the “Checklist of Student Experiences”
* Conduct a mid-point and final evaluation of the student and review with them

**Preceptor Checklist** **-** This is a resource for preceptors to use as a guide for the IPPE rotations. Located on page 2.

**Introductory Pharmacy Practice Experience (IPPE)**

**Preceptor Checklist**

This is an optional resource for preceptors to use as a guide for the IPPE rotations.

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| **Activity** | **X** |
| **Pre-rotation** | |
| * Provide student(s) with syllabus |  |
| * Provide student(s) with pre-work if applicable (e.g. training, reading materials, etc.) |  |
| **Week 1** | |
| * Review the student’s “Initial Self-Evaluation” with the student to determine areas to work on throughout the rotation * Review the “IPPE Checklist of Student Experiences” with the student(s) and start completing it |  |
| **Week 2** | |
| * Review the “IPPE Checklist of Student Experiences” with the student(s) and identify what areas still need to be discussed, demonstrated, or performed |  |
| * Discuss the mid-point “IPPE Evaluation of Student” with the student(s) to identify goals and concerns |  |
| * Complete the mid-point “IPPE Evaluation of Student” by the end of the week in RxPreceptor |  |
| **Week 3** | |
| * Continue checking off the “IPPE Checklist of Student Experiences” and review the “Initial Self-Evaluation” to check progress of student learning |  |
| **Week 4** | |
| * Discuss the final “IPPE Evaluation of Student” with the student |  |
| * Submit the final “IPPE Evaluation of Student” by the end of the week |  |
| * Complete and sign the “IPPE Checklist of Student Experiences” |  |