

EXPERIENTIAL PROGRAM

MANUAL

2022-2023
VERSION-2

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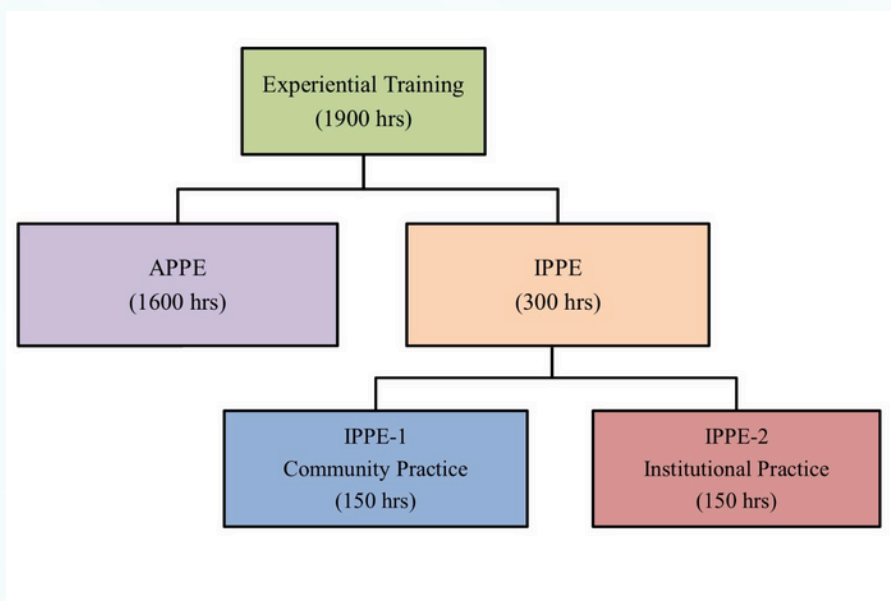
IPPE Committee Members

Name of Member	Information
Dr. Ibrahim Alhomoud	Chairman
Dr. Abdullah Aljutyali	Member
Dr. Majed Aljarallah	Member
Dr. Hamid Mohamednour Hamid	Member
Dr. Rami Faraj	Member
Dr. Mohamed Kamran	Member
Dr. Manal Selim	Member
Mr. Hussam Alhomoud	Member
Mr. Lolwah Alsalamah	Member

Program Description

Introductory Pharmacy Practice Experiences (IPPE) are an essential part of the pharmacy curriculum, designed to prepare students for pharmacy practice and to help them appreciate the roles and responsibilities of pharmacists within the healthcare system. IPPE training introduces students to both community and institutional pharmacy practice. Through the IPPE experience, students gain practical experience focused on pharmacist-delivered healthcare and are expected to improve their professional skills by applying the knowledge obtained during their studies in real-world settings.

Students enrolled in IPPE training are required to complete 300 hours before fulfilling the degree requirements in the College of Pharmacy. Of these, students must complete 150 hours in community pharmacy practice (IPPE-1) and 150 hours in institutional pharmacy practice (IPPE-2). The IPPE begins in the third year (Level 6) of study in the College of Pharmacy.



IPPEs Objectives

The primary purpose of IPPE-1 and IPPE-2 is to expose pharmacy students to all aspects of professional interactions with patients and other healthcare professionals. The IPPE aims to prepare competent pharmacy students with effective primary care practice skills, including the ability to communicate and educate others on the use of pharmaceutical products and related devices. It also ensures that students gain the proper knowledge about providing pharmaceutical healthcare in both community and institutional practice settings.

Upon completion of IPPE training, students will meet the following educational objectives and be ready to start the Advanced Pharmacy Practice Experiences (APPE):

- Define the role of the pharmacist in community and hospital pharmacy practice settings.
- Acquire an understanding of the laws, regulations, and ethical responsibilities in pharmacy.
- Demonstrate appropriate procedures for processing and dispensing prescribed pharmaceutical products.
- Perform effective clinical communication and drug counseling.
- Understand the formulary system and pharmacy inventory management.
- Promote individual and public health, enhancing the quality of life.

Roles of IPPE Committee

The IPPE is a sub-committee of the Experiential Education Committee and performs the following functions:

- Responsible for assigning, planning, implementing, updating, monitoring, scheduling, and organizing IPPE training.
- Preparing new students for IPPE and conducting orientation workshops.
- Developing and updating standards, regulations, codes of conduct, objectives, learning outcomes, and guidelines for IPPE training.
- Handling notifications, complaints, investigations, and disciplinary hearings regarding trainees.
- Assisting and communicating with preceptors regarding trainees and the conduction of IPPE training.

Preceptor Responsibilities

- Preceptors are responsible for grading students based on their performance, adherence to professional standards, and achievement of the IPPE objectives.
- Preceptors must regularly monitor and review the student's progress and submit assessments to the IPPE Sub-Committee.
- Preceptors should contact the IPPE Sub-Committee promptly if a student needs to meet expectations.
- Preceptors are expected to provide constructive and professional feedback.
- Preceptors should ensure punctuality and regular attendance (track time and attendance) and confirm that students complete the required hours of training.
- Preceptors must be knowledgeable and compliant with the material in this Manual.
- Preceptors are responsible for clearly communicating student expectations regarding performance, appearance, attitude, and method of practice.
- Preceptors are responsible for orienting students about the laws and regulations of the training site, discipline, and ethics of professional practice at the beginning of each rotation.

- Preceptors are responsible for delegating defined duties and assignments to students with appropriate supervision and direction but should never use students as a substitute for regular staff.
- Preceptors should not assume a student's competency but determine it by reviewing the student's performance through discussion and supervision.
- Preceptors should encourage students to communicate with patients, physicians, and other healthcare professionals regarding all aspects of medication use, solve clinical problems, make judgments and decisions, and provide drug information.
- Preceptors should encourage students to observe and learn about different doses, dosage forms, storage requirements, and proper labeling.
- Preceptors should respect the confidentiality of trainees.
- Preceptors are responsible for verifying trainees' fulfillment of required rotation outcomes.
- Preceptors should inform the trainees of any areas requiring improvement.
- Preceptors need to hold students accountable for their responsibilities to the training site.
- Preceptors are encouraged to contact the IPPE Sub-Committee for further guidance and support to address challenging situations.

Student Responsibilities

- Students are responsible for familiarizing themselves with the IPPE manual at the beginning of the rotation.
- Students must follow the instructions written in this manual precisely and carefully.
- Students are responsible for contacting the assigned preceptor two weeks before the start of the rotation to confirm arrangements and registration.
- Students should report to the training site and communicate with their assigned preceptor.
- Students should be familiar with the laws and regulations of the training sites.
- Students should take an active role in their learning and practice experience and demonstrate professionalism throughout the experiential experience.
- Students are expected to uphold the highest standards of academic and professional integrity and honesty.
- Students should not copy or remove confidential information from rotation sites.
- Students should identify themselves as pharmacy students when interacting with patients and other healthcare professionals at the training site.
- Students are responsible for adhering to the training schedule, assignments, punctuality, and reporting all daily activities to the preceptor.
- Students should complete the assigned duties given by the preceptor.
- Students should demonstrate professional and ethical behavior at all times.
- Students should take the initiative to communicate with physicians, patients, and other healthcare professionals, but only under the supervision of their preceptors.

- Students should abide by the laws and regulations that govern pharmacy practice and seek clarification from the preceptor when necessary.
- Students should interact with their rotation-specific preceptor and other healthcare professionals respectfully and professionally.
- A student's behavior reflects on their qualifications and potential to become a competent pharmacist.
- Students who demonstrate inappropriate attitudes or behaviors, an inability to participate constructively in learning or patient care, or unprofessional behavior towards patients, peers, faculty, staff, preceptors, or other personnel at the training site may be dismissed from the rotation.
- The College of Pharmacy may pursue further disciplinary actions.
- Students are responsible for active and self-directed learning.

Attendance

- Students should complete 150 hours of training, and the IPPE Sub-Committee members and the preceptor must ensure this requirement is fulfilled.
- If a student does not complete the entire 150 hours of training for any reason, the preceptor can make up these missing hours by giving assignments and other rotation activities.
- Students are expected to arrive on time at the assigned practice site from 8 a.m. to 4 p.m. or at the time required by the training site.
- The official holidays are one week for Eid-ul-Fitr and one week for Eid-ul-Adha.
- Attendance at the assigned practice site is mandatory, except during official holidays, severe weather conditions, or in the event of a site closure. If a student is ill or has a personal emergency, the student must contact the assigned preceptor and the IPPE Sub-Committee members or secretary as early as possible on or before the day of illness/emergency.
- Official documentation from a physician or relevant party may be requested to provide information on the absence.
- Requests for absence or time off for any reason other than personal or family emergencies or student illness must be submitted for approval at least two weeks in advance to both the IPPE Sub-Committee and the preceptor.
- All student rotation schedules are coordinated through the IPPE Sub-Committee.
- Any student who makes an unauthorized change to their rotation without the approval of the IPPE Sub-Committee secretary will fail the rotation.
- Schedules for student rotations may only be modified at the discretion of the IPPE Sub-Committee.
- Students are encouraged to participate in College of Pharmacy-sponsored events such as conferences and seminars, which may be scheduled during rotation hours.

- To receive an excused absence to attend any of these events, each student must individually submit a written request to the IPPE Sub-Committee and the assigned preceptor at least two weeks prior to the event. Students may be required to make up these hours.

Professionalism

The IPPE program develops professionalism and interpersonal skills in students to prepare them to work as members of the healthcare team, which is necessary for optimal patient care and therapeutic outcomes. While completing the IPPE experiences, students are required to adhere to the highest standards of professional conduct. Students must maintain patient confidentiality, display a positive attitude, and demonstrate self-motivation. Students must arrive at the training site on time and participate in all required practice experiences. Students must dress in neat and clean professional attire and follow the dress code outlined below. Academic dishonesty, cheating, stealing, plagiarism, harassment, violating patient confidentiality, and lying will not be tolerated. Preceptors should immediately report students failing to comply with these standards to the IPPE Sub-Committee via phone or email.

Professional Dress Code

The following are the minimum dress code requirements for Qassim University College of Pharmacy students:

- Students must wear their white coats while at the training site.
- Students' appearance should be neat, and the white coat must be clean, ironed, and presentable.
- Students should wear their College of Pharmacy name badge at all times while at the training site.
- Hair and nails must be kept neat, clean, and appropriately groomed.
- Students must avoid strong fragrances and scents, including those from cigarettes, perfumes, and incense.
- Students must wear appropriate closed-toed shoes while at the training site.

Smoking Policy

Students are prohibited from smoking at the training site and during rotation hours, including breaks. Students' clothing must be free of smoking odors during rotation hours. The smell of smoke can be offensive to patients, preceptors, and other healthcare providers; therefore, smoking is strictly prohibited. Any violation of this smoking policy should be reported to the IPPE Sub-Committee.

Electronic Devices Use Policy

During rotation hours, phones, tablets, and laptops may not be used for purposes other than drug information. Students are also prohibited from making phone calls, texting, accessing social media, emailing, and browsing the internet. If a phone call is necessary, students should check with their preceptor for permission.

Completion of Rotation Requirements

Students are expected to submit evaluation forms (I-a and I-b), a reflective paper, and daily journals (if requested) to the experiential office at the end of each rotation.

Assessment and Evaluation

Deficient (1)	Poor (2)	Satisfactory (3)	Very good (4)	Excellent (5)
Rarely meets IPPE standards; requires significant improvement.	Often falls short of the expected competencies for pharmacy students in IPPE.	Meets IPPE performance standards, demonstrating readiness for further professional growth.	Frequently surpasses the expected competencies for pharmacy students during IPPE.	Consistently exceeds IPPE standards, showing advanced learner attributes.

- Students will be assessed by their assigned preceptors using the preceptor evaluation of the IPPE student.
- Preceptors assess students based on the general program objectives of IPPE and the specific learning outcomes of each rotation. Student assessment is based on three aspects: communication skills, knowledge and scientific abilities, and professionalism.
- There are five checkboxes from 1 to 5 in front of each assessment outcome. The preceptor should choose a number based on the assessment terminology mentioned above.
- In addition to the five boxes, if a specific outcome does not apply to the student due to limitations at the practice site, it can be marked as "Non-Applicable" (N/A). These points should not be included in the final calculation.
- The student must achieve a minimum of 70% to pass the rotation.
- Preceptors should highlight specific strengths and areas for improvement in the student's performance, providing actionable feedback for their professional development. Students are expected to address these areas in future rotations.

- Successful completion of the IPPE program will be based on the preceptor's assessment of the student's performance throughout the IPPE training.
- The preceptor should sign and date the rotation assessment form, and the completed form should be returned to the Experiential Office or directly to the college supervisor within 7 days of the rotation's completion.

A+ Grade	A Grade	B+ Grade	B Grade	C+ Grade	C Grade	Unsatisfactory (Fail)
95-100%	90-94%	85-89%	80-84%	75-79%	70-74%	Below 70%

Student Evaluation of IPPE Preceptor and Training Site (I-b Form):

Preceptors are expected to uphold the highest standards of professional conduct while supervising IPPE students. Preceptors are also expected to maintain professional relationships with students, display a positive attitude, instruct, coach, train, and evaluate them. Students will evaluate their preceptors and training site at the end of the rotation based on the attached assessment evaluation form (I—b).

Deficient (1)	Poor (2)	Satisfactory (3)	Very good (4)	Excellent (5)
The preceptor <u>never</u> performs what is expected and never meets the preceptor's responsibilities	The preceptor <u>rarely</u> performs what is expected and rarely meets the preceptor's responsibilities	The preceptor performs what is expected level and meets the preceptor's responsibilities	The preceptor <u>often</u> performs above the expected preceptor level and meets the preceptor's responsibilities	The preceptor <u>constantly</u> performs above the expected preceptor level and displays attributes consistent with the preceptor's responsibilities

Pharmaceutical Care

Pharmaceutical care focuses on meeting patients' health needs through optimizing drug therapy and ensuring safe and effective medication use. Within the IPPE, trainees apply their knowledge and skills to deliver patient-centered care. This process is facilitated through collaboration between the trainee pharmacist and other healthcare providers. The key steps involved in providing pharmaceutical care include:

- Establishing a solid therapeutic relationship with the patient.
- Applying pharmaceutical knowledge and critical thinking to tailor therapeutic regimens (including the best drug, dose, formulation, and schedule) based on patient-specific data.
- Utilizing drug information resources to answer medication use, safety, and toxicity queries.
- Providing clear and individualized written and oral counseling to patients about their prescribed medications.

Inter-Professional Relationships

During the rotation, students are expected to play an active and vital role in fostering effective communication with other healthcare providers. This communication includes the following key activities:

- Observing the pharmacist during the process of receiving and verifying prescription orders from prescribers.
- Requesting clarification from the preceptor in cases of potential therapeutic issues, errors of omission or commission, and communicating therapy recommendations to the prescriber.
- Consult with the preceptor regarding cases of drug underutilization or overutilization by patients.
- Observing the preceptor providing drug information consultations.
- Seeking medication information, identifying drug classes, and exploring available therapeutic alternatives.

Compliance with Training Site/Facility Policies and Procedures

- Students must comply with all policies and procedures of the practice site. Inappropriate use of or damage to practice site property may result in disciplinary action by either the facility administration, the College, or both.
- Students may begin the IPPE program at the 6th level.
- Students can begin training after obtaining a letter from the College documenting the completion of the IPPE training requirements.
- Training can proceed following coordination with the IPPE Sub-Committee and the preceptor coordinator.
- Changes to the timetable are not allowed after its distribution, except in cases of replacement or by agreement of the concerned departments.

Policy for Halting Training During IPPE

NO	Duration of Halt	Policy
1	Less than 6 months	The student shall resume training at the point of interruption and complete the remaining duration of the IPPE period.

2	6 months to 1 year	The student shall repeat the core IPPE program from the beginning. The period already completed prior to the halt will not be counted.
3	More than 1 year	The student shall repeat the entire IPPE period from the beginning, regardless of any progress made prior to the halt.
4	Re-examination after failure	The student shall be re-examined in IPPE. If the student fails, a second re-examination will occur one month later. The student must attend the hospital regularly to prepare for the second exam. The student will not be allowed to start or resume IPPE until passing the examination.
5	Documentation & Approval	The reasons for halting training must be documented and approved by the committee. Decisions regarding resuming or repeating training will be communicated in writing.

IPPE-1 (Community Pharmacy)

Description of IPPE 1

IPPE-1 is essential for students in the professional curriculum to gain an overview of community pharmacy practice and appreciate the role and responsibilities of community pharmacists in healthcare. The educational outcomes for this training focus on developing practice experience centered around pharmacist-delivered patient care. It also aims to develop and assess the skills and knowledge acquired during the pharmacy curriculum. Students enrolled in IPPE-1 are required to complete 150 hours before fulfilling their community experiential requirements. Students are expected to begin their IPPE-1 experience at the 6th level of study. IPPE-1 will expose students to the real-world environment of retail pharmacy and allow them to experience the daily tasks of community pharmacists, including interpreting prescriptions, dispensing medications, and counseling patients.

Objectives of IPPE-1

- Define the role of the pharmacist in community pharmacy practice settings.
- Provide legal and ethical patient care in community pharmacy settings.
- Demonstrate appropriate procedures for processing and dispensing prescribed pharmaceutical products.
- Perform effective clinical communication skills and drug counseling.
- Discuss drug formulary and inventory management in community pharmacy settings.
- Promote the quality of life of patients and public health.

Learning experiences for each objective of IPPE 1

- a. Define the role of the pharmacist in community pharmacy practice settings:
 - Discuss the roles and responsibilities of the pharmacist and pharmacy technician in the community pharmacy environment.
- b. Acquire enough understanding of the laws, regulations, and ethical responsibilities in pharmacy:
 - Students should demonstrate caring, ethical, and professional behavior in community pharmacy practice when interacting with patients, caregivers, and healthcare professionals in all practice activities.
 - Briefly introduce students to the Ministry of Health and Saudi Food and Drug Authority's laws and regulations applicable to community settings.
- c. Understand the formulary system and pharmacy inventory management.
- d. Demonstrate appropriate procedures for processing and dispensing prescribed pharmaceutical products:
 - Demonstrate to students how to accurately evaluate, assess, prepare, label, dispense, and distribute medications by correctly interpreting prescription orders.
 - Explain the importance of identifying common medication errors and omissions that may occur during the prescription dispensing process.
 - Demonstrate knowledge of commonly used over-the-counter drugs, including their class, trade and generic names, formulations, and the legal and professional requirements for dispensing them.
 - Demonstrate accuracy and efficiency in performing pharmaceutical calculations of dosage, quantity, or any other relevant calculations encountered in a community pharmacy setting.
- e. Perform effective clinical communication skills and drug counseling:
 - Demonstrate effective clinical communication skills through verbal and non-verbal interactions with patients from diverse social, economic, and ethnic backgrounds.
 - Provide appropriate drug-related patient counseling, including instructions for use, duration and frequency, potential adverse effects, drug interactions, proper storage, and actions for missed doses.
 - Offer potential solutions for actual and potential drug-related problems and prepare appropriate follow-up plans to ensure problem resolution.
 - Describe inter-professional relationships that occur in the community setting.
 - Apply motivational interviewing principles and strategies to improve patient compliance.
- f. Advocate for patient's rights to safe and effective medication use in community pharmacy practice settings.

- g. Evaluate personal learning and performance, make decisions for self-development, and engage in reflective and independent thinking to adeptly manage routine situations.
- h. Recognize the importance of promoting patients' quality of life and public health.
 - Observe the arrangement of pharmacist-oriented clinics in community pharmacy settings to promote disease awareness, patient well-being, healthy living, and disease prevention.

Degree of contact with patients in IPPE-1

Students are required to spend 8 hours daily at the training site. Of those hours, at least two should be dedicated to direct interaction with patients, and one hour should be spent with the preceptor.

Student activities, roles and responsibilities in IPPE-1

- Focus on understanding the roles and responsibilities of individual pharmacy staff members.
- Identify the trade names and generic names of drugs.
- Recognize specific pharmaceutical products, their dosage, dosage form, and route of administration.
- Discuss dispensing methods with the pharmacist.
- Obtain necessary information when handling prescriptions at the counter.
- Observe the pharmacist and participate in counseling patients about new prescriptions, including proper use, storage, and potential adverse effects.
- Discuss methods with the pharmacist for resolving commonly identified drug-related problems.
- Document and reflect on their experiences related to drugs and interventions during training through written forms such as reflective papers and daily journals.
- Discuss inventory control and ordering procedures with the pharmacist and/or technician and assist in restocking pharmacy shelves.
- Focus on medication inventory management processes, including narcotics, covering tasks such as ordering, receiving, checking in, securing, and recording medication stock utilization.

Responsibilities of (Experiential Office) in supervising students IPPE-1

- Motivate students to engage in active learning throughout the program.
- Ensure the proper distribution of students to their assigned training sites.
- Coordinate with preceptors to ensure that training is conducted effectively and that students meet learning objectives.

IPPE-2 (Institutional Pharmacy)

Description of IPPE-2

IPPE-2 is an essential step in the professional development of pharmacy practice, building on the foundation established in IPPE-1.

The primary goal of IPPE-2 is to prepare students for the Advanced Pharmacy Practice Experience (APPE) by providing an overview of the pharmacist's role in institutional settings. It aims to deepen students' understanding of pharmacy practice in healthcare and the responsibilities of hospital pharmacists. The educational outcomes of IPPE-2 focus on developing the skills and knowledge necessary for institutional pharmacy practice, particularly emphasizing the role of hospital pharmacists.

Students enrolled in IPPE-2 are required to complete 150 hours as part of their overall IPPE experience before proceeding to APPEs. The IPPE-2 experience is typically undertaken between the 8th and 10th levels of study after completing IPPE-1. This experience immerses students in a real hospital environment, exposing students to clinical patient management and outpatient and inpatient healthcare services. The goals of IPPE-2 are to enhance students' ability to work in a hospital setting and to observe hospital pharmacy practitioners in action.

Objectives of IPPE-2

- a. Define the activities of pharmacy practice in outpatient and inpatient hospital pharmacy settings.
- b. Observe intravenous (I.V.) medication admixture services

Learning experiences for each objective of IPPE-2

- a. Define the role of the pharmacist in hospital pharmacy practice settings.
 - Discuss the roles and responsibilities of the pharmacist and pharmacy technician in the hospital pharmacy environment, including medication management, clinical decision-making, and participation in multidisciplinary healthcare teams.
- b. Acquire enough understanding of the laws, regulations, and ethical responsibilities in pharmacy.
 - Students should demonstrate caring, ethical, and professional behavior in hospital pharmacy practice when interacting with patients, caregivers, and healthcare professionals in all practice activities.
- c. Understand the formulary system and pharmacy inventory management.
 - Explain the role of the formulary system in managing drug utilization, ensuring cost-effectiveness, and maintaining medication safety in the hospital.
 - Describe inventory management procedures, including procurement, storage, and handling of high-risk and restricted medications.
- d. Demonstrate appropriate procedures for processing and dispensing prescribed pharmaceutical products.
 - Demonstrate to students how to accurately evaluate, assess, prepare, label, dispense, and distribute medications by correctly interpreting medication orders and addressing special requirements (e.g., sterile preparations and IV compounding).

- Explain the importance of identifying common medication errors and omissions that may occur during the medication dispensing process, with an emphasis on patient safety.
 - Demonstrate knowledge of the hospital formulary, including therapeutic class, trade and generic names, indications, dosing considerations, and the legal and professional requirements for dispensing medications in the hospital.
 - Demonstrate accuracy and efficiency in performing pharmaceutical calculations of dosage, IV drip rates, or any other relevant calculations encountered in a hospital pharmacy setting.
- e. Perform effective communication skills and drug counseling.
- Demonstrate effective clinical communication skills through verbal and non-verbal interactions with patients, caregivers, and other healthcare professionals within the hospital.
 - Provide appropriate drug-related patient education, including medication administration, monitoring, potential adverse effects, drug interactions, and patient-specific considerations (e.g., renal or hepatic impairment).
 - Offer potential solutions for actual and potential drug-related problems, collaborate with the healthcare team, and develop follow-up plans to ensure optimal patient outcomes.
 - Describe inter-professional relationships that occur in the hospital setting and the pharmacist's role in rounds and clinical consultations.
 - Apply motivational interviewing principles and strategies to improve patient adherence and engagement in their own care.
- f. Advocate for patients' rights to safe and effective medication use in hospital pharmacy practice settings.
- Promote patient safety by identifying and addressing medication-related issues, participating in hospital quality improvement initiatives, and ensuring compliance with hospital policies and procedures.
 - Support patient rights by advocating for safe medication use practices, accurate medication reconciliation, and clear communication regarding their treatment plans.

Degree of Contact with Patients and Other Health Professionals in IPPE-2

Students should spend 8 hours daily at the training site. Of those, at least two hours should be spent with patients, and one hour should be spent with the preceptor.

Student activities, roles and responsibilities in IPPE- 2

Students should actively participate in various pharmacy practice activities within outpatient and inpatient hospital pharmacy settings. Under the supervision of the preceptor, the student should be able to:

- Demonstrate knowledge of the different sections of the hospital pharmacy.
- Demonstrate understanding of various types of medications, including drug names, indications, dosage forms, and available alternatives.

- Participate in the processing of medication orders.
- Demonstrate knowledge of different drug distribution systems, including unit dose systems and cart filling.
- Exhibit appropriate professional behavior, communication skills, and work ethics.
- Demonstrate knowledge of medication supply management and inventory control.
- Describe the system of controlled/narcotic medication management.
- Recognize and report potential drug interactions.
- Accurately fill prescriptions.
- Participate in compounding prescriptions, if applicable.
- Participate in and practice patient counseling.
- Participate in preparing IV admixtures, including total parenteral nutrition for adults and pediatrics.
- Use appropriate aseptic techniques when preparing IV admixtures.
- Understand how to check for the compatibility of admixtures.

Selection criteria for practice sites IPPEs

- A team of experts in institutional and community pharmacy for daily shifts.
- Unrestricted access to patient prescriptions and medications.
- Unrestricted access to patients for interviews and counseling.
- Encouragement to participate in discussions regarding patient care.
- Assigning topics for preparation and discussion about medications.
- Unrestricted access to learning resources such as libraries, medical books, academic articles, electronic resources, and the internet.
- Preceptors at the practice site must be sufficiently accessible.
- Preceptors at the practice site must spend adequate time with students to provide guidance.
- Preceptor/site selection will occur via an optimization ranking process.
- Students may NOT have a first-degree relative as a preceptor.
- Students may NOT receive academic credit for working at a site where they are currently employed.
- Students will NOT accept any financial compensation from the site while on rotation.
- Students who feel that they may not meet the guidelines should contact the Director of the Experiential Office and the prospective preceptor before ranking the site.

Code of Conduct

The Disciplinary Committee is a subcommittee of the Experiential Office responsible for addressing administrative and disciplinary issues arising during the experiential program. The committee handles any such issues that emerge during the implementation of the program. Students are required to read and understand the Code of Conduct handbook available on the College of Pharmacy website.

Tasks and function of the Committee:

- Formulate and implement policies and procedures for administering the IPPE Experiential Program.
- Monitor students' punctuality, attendance, and professional behavior.
- Oversee the achievement of training-specific objectives as designed by the relevant academic department in collaboration with the preceptor.
- The Disciplinary Committee may take disciplinary actions in accordance with QU regulations if a student displays misconduct or unethical behavior, thereby violating the Pharmacists' Code of Conduct.

Investigation and Resolution Procedures

- The Disciplinary Committee will notify the student of the alleged misconduct within five university business days of receiving the report.
- The Disciplinary Committee will meet with the accused student as soon as possible after the notice of the alleged misconduct has been sent, but no later than ten university business days. In this meeting, the committee will:
 - a. Inform the student of the nature of the allegations
 - b. Explain the hearing process
 - c. Explain the student's options

Upon investigation of the incident, the student may be dismissed from the rotation, receive a failing grade ("F") in the course, and/or be dismissed from the IPPE Experiential Program.

The student has the right to appeal this decision. The appeal must be submitted in writing to the Experiential Office. If the Committee under the Experiential Office denies the appeal, the student retains the right to further appeal. If a student violates any of the rules, regulations, and guidelines (set by the university or training sites) in any rotation required for the internship year, the incident must be reported to the Disciplinary Committee.

Appendices

Undertaking Form

I, _____ I.D No. _____,
an Intern Pharmacist at the College of Pharmacy, Qassim University, hereby undertake to abide by all the rules, regulations, and instructions outlined in this IPPE manual as established by the College of Pharmacy and as may be amended from time to time. I understand that I will be held accountable for any actions taken by the authorities should I fail to comply with the rules and instructions stated in the IPPE manual.

Intern Name: _____

Signature _____ Date: _____

Appeals

Students who wish to appeal the outcome of an experiential rotation may do so by completing the attached appeal form. The form must be fully completed, signed, and dated, and submitted to the IPPE Subcommittee secretary for review by the IPPE Subcommittee. Depending on the circumstances, students may be allowed to continue progressing in their rotation until the appeal has been resolved. The IPPE Subcommittee will review and decide on the appeal within 15 days of receiving the appeal.

The Experiential Education Committee, based on the information it receives, may:

- a. Uphold the appeal.
- b. Deny the appeal.
- c. Make recommendations concerning the appeal that are appropriate given the circumstances and consistent with the College Internship regulations.

The decision of the Experiential Education Committee regarding the appeal is final.

Appeal Form

Section (1) About the Decision You Are Appealing Against

Title of the Appeal

Section (2) About You

Name	ID
Location	
Rotation	

Section (3) About Your Appeal

Grounds for appeal

In this section, we need to know why you are appealing. Please write down in your own words the reasons why you disagree with decision.

If you do not complete this section, this will delay dealing with your appeal and the appeal form may be returned to you.

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Section (4) Your Signature

You must write your name and sign your appeal form for it to be valid

Name	Signature
------	-----------

Date

College of Pharmacy/Qassim University Assessment of learning experiences (outcomes) in IPPE-1

Student's Name: _____ Field Supervisor Name: _____

Site name: _____ Dates: _____

Assessment Scale

- [5] - **Excellent** Consistently exceeds IPPE standards, showing advanced learner attributes.
- [4] - **Very Good** Frequently surpasses the expected competencies for pharmacy students in their IPPE.
- [3] - **Satisfactory** Meets IPPE performance standards and is prepared for further professional growth.
- [2] - **Poor** Often falls short of the expected competencies for pharmacy students in their IPPE.
- [1] - **Deficient** Rarely meets IPPE standards; needs significant improvement.

	Evaluation item	1	2	3	4	5
1	Basic understanding of common medications used in a hospital pharmacy					
2	Demonstrates understanding of the formulary system and effective inventory management practices in a hospital pharmacy setting					
3	Basic ability to perform pharmaceutical calculations					
4	Basic ability to interpret laboratory data					
5	Fundamental assessment of patient data to recognize potential drug-related problems					
6	Basic communication skills (verbal, non-verbal, and written) with patients and healthcare team					
7	Basic ability to counsel patients or answer caregivers on the use of prescriptions and OTC medications					
8	Understanding of ethical conduct, professional behavior, and advocacy for patient rights to promote safe and effective medication use					
9	Demonstrates professionalism in appearance and actions					
10	Demonstrates commitment to assigned tasks and the ability to assess personal learning and performance					

GRADE: $\frac{\text{Total Points Earned}}{50} \times 100 = \%$

Preceptor Signature: Date:.....

IPPE-2 Learning Outcome Mapping

No	Evaluation Item	CLO Code(s)	Description
1	Basic understanding of common medications used in a hospital pharmacy	K.3	Define the role of the pharmacist in hospital pharmacy practice settings
2	Demonstrates understanding of the formulary system and effective inventory management practices in a hospital pharmacy setting	K.2	Understand formulary system and pharmacy inventory management
3	Basic ability to perform pharmaceutical calculations	S.1	Demonstrate appropriate procedures for processing and dispensing prescribed pharmaceutical products
4	Basic ability to interpret laboratory data	K.3	Acquire enough understanding of the laws, regulations, and ethical responsibilities in pharmacy
5	Fundamental assessment of patient data to recognize potential drug-related problems	K.3	Define the role of the pharmacist in hospital pharmacy practice settings
6	Basic communication skills (verbal, non-verbal, and written) with patients and healthcare team	S.8	Perform effective communication skills and drug counseling
7	Basic ability to counsel patients or answer caregivers on the use of prescriptions and OTC medications	S.8	Perform effective communication skills and drug counseling
8	Understanding of ethical conduct, professional behavior, and advocacy for patient rights to promote safe and effective medication use	V.2	Advocate patient rights to safe and effective medication use in hospital pharmacy practice settings
9	Demonstrates professionalism in appearance and actions	V.2	Advocate patient rights to safe and effective medication use in hospital pharmacy practice settings
10	Demonstrates commitment to assigned tasks and the ability to assess personal learning and performance	V.3	Evaluate personal learning and performance, make decisions for self-development, and engage in reflective and independent thinking to adeptly manage routine situations

Students Attendance Sheet

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