

# Al-Baha University

## Faculty of Pharmacy

### Doctor of Pharmacy (Pharm. D) Program

## Introductory Pharmacy Practice Experience-2 Manual (IPPE-2)

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

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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-2 Manual. I understand that the affiliated institution is required to provide site-specific training for me pertaining to their facility. I agree to abide by the rules and regulations of the program at all times.

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Student Name (in Arabic as in passport)

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Student Signature

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Student National and University ID #

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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:

Acquaint trainees with the standards of pharmaceutical care and practice.

Developing the trainees' proficient and individual abilities that help in communicating with patients and the colleagues.

Preparing trainees to work professionally and learn team working attitudes.

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.

Acquire fundamental research and critique skills.

### 2.2 Unit Tasks:

The training unit is responsible for supervising the training of pharmacy students and senior year clerkship (trainees) throughout their training periods. Responsibilities include: Ensuring the availability of suitable vacancies in hospitals, medical centers pharmaceutical companies, and community pharmacies.

Preparing lists of qualified students for the specified training programs.



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.

Developing uniform evaluation forms rubrics and standards, evaluation and grading.

Conducting periodic site visits to improve training quality by monitoring trainees' performance and training sites.

Resolving any problems or issues encountered by trainees and referring them to the appropriate committee if necessary.

Planning and reviewing the training program policies and guidelines on a regular basis to improve skills that will deliver learning outcomes for students.

Reviewing and updating the clinical training manual.

### **3. IPPE-2 Training Program Background**

IPPE-2 is designed to introduce the student to pharmaceutical practice in a hospital setting which will provide them with experience in drug dispensing, distribution, and administration, as well as introductory experience in providing pharmaceutical care.

IPPE-2 also serves as an introduction to specialty areas and provides the opportunity to meet and network with pharmacy residents in those areas. The hospital 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 hospital, including patient-care areas and the hospital pharmacy.

#### **3.1 IPPE-2 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.

### 3.2. IPPE-2 Training Program Learning Objectives

Upon completion of the experiences with the pharmacist practitioner, the student should be able to:

3.2.1 Demonstrate the basic technical functions of prescription processing.

3.2.2 Comprehend various methods and process of drug distribution systems prevailing in the hospital pharmacy.

3.2.3 Understand the principles, advantages and disadvantages of the drug distribution systems used in hospital pharmacy settings.

3.2.4 Describe the responsibilities of a pharmacist when handling controlled substances.

3.2.5 Recognize the role of a third party in the provision of drug therapy.

3.2.6 Demonstrate fundamental drug information skills.

3.2.7 Realize the importance of communication in the provision of patient care.

3.2.8 Understand the role of the pharmacist in the healthcare system.

3.2.9 Demonstrate professionalism in all daily activities.

3.2.10 Identify policies used to improve patient safety.

3.2.11 Demonstrate how culture and language may affect the provision of health care services.

3.2.12 Learn how to work efficiently and accurately in a team within a hospital pharmacy setting.



## 4. Policies and Procedures:

### 4.1 Qualifications for entering IPPE-2:

4.1.1 Students who completed the 4th year of the pharmacy program, successfully completed IPPE-1, and passed the Pharmacotherapeutics 2 course are eligible to proceed with registering for IPPE-2.

Registration for the program, drop, and withdrawal follows the university policy.

4.1.3 Successful completion of IPPE-2 is required to progress through the scheduled curriculum for education.

### 4.2 Selection of program sites

4.2.1 The FP training unit is responsible for surveying and searching for suitable experiential program sites.

4.2.2 The prospective sites are to be visited by members from the training unit to introduce the objectives and activities of the program and get preliminary approval from the site administrator, well before time.

### 4.3 Training Sites requirements

4.3.1 The practice sites must meet all standards set by appropriate governmental, regulatory, and accrediting bodies.

4.3.2 All practice sites must reflect a professional image.

4.3.3 The training sites should have facilities to provide a wide range of pharmaceutical services such as, but not limited to:

4.3.3.1 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 manufacturer and/or from



wholesaler; method of determining most economical turnover of stock for various sections of the pharmacy; etc.).

4.3.3.2 Patient profile review mechanisms: The pharmacy must maintain and utilize patient or family medication record systems for drug therapy monitoring purposes and, in addition, should have an area set aside for patient consultation.

4.3.3.3 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. Recommended computer resources: Access to the Internet, Microsoft Office and Excel, or equivalent, is recommended, as well as access to scientific periodicals.

4.3.3.4 Clinical 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:

4.3.3.4.1 Participating in drug therapy decisions.

4.3.3.4.2 Selecting the drug product dosage form.

4.3.3.4.3 Determining the dose and dosage schedule.

4.3.3.4.4 Monitoring the patient to maximize compliance with therapy instructions.

4.3.3.4.5 Monitoring the patient to detect adverse drug reactions and drug interactions.

4.3.3.4.6 Monitoring the patient to enhance the probability that therapy proceeds with established therapeutic objectives.

4.3.3.4.7 Providing patients with effective transitions of care, thus playing an active role in minimizing adverse drug events from occurring when patients transition from one level of care to another.



4.3.3.5 Where applicable, the pharmacy should have procedures to provide for the appropriate handling of pharmaceutical waste.

4.3.3.6 Where applicable, the site should utilize and actively maintain a formulary system.

#### 4.4 Preceptors' training/orientation

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

4.4.1 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.

4.4.2 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.

4.4.3 For those outside Al-Baha region, an online meeting is held before the beginning of the training program as well.

4.4.4 Moreover, the below documents are sent by e-mail to the assigned training sites:

4.4.4.1 IPPE 2 manual.

4.4.4.2 IPPE 2 course specifications.

4.4.4.3 General instructions.

4.4.4.4 Means of communications.

#### 4.5 Start of Training

4.5.1 At the beginning of the fall semester prior to the training period, students who are eligible for enrolling in the training program will be informed via an announcement to register their names and other required information in a registration form provided via the training unit (Appendix 5.5). (Google form can be used).

4.5.2 The training unit is responsible for verifying the correctness of the students' information included in the registration form.



4.5.3 It is the responsibility of the training unit 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.

4.5.4 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 (Appendix 5.5) (Google form can be used).

4.5.5 The training unit then begins sending training 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 unit.

4.5.6 A workshop will be conducted to the students before the start of their training period to explain various training rules, instructions...etc. and the training manual will be available to guide them through the whole training period.

4.5.7 No student can start training unless he/she obtains a letter from deanship of admission and registration certifying he/she has met all requirements.

4.5.8 No modifications are allowed once distribution lists are issued. If for any reason a student wishes to change the training site, he/she must inform the training unit within a reasonable acceptable time frame (one month), a substitute must be available. Replacements are limited to the lowest possible level.

4.5.9 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.



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

#### **4.6 Attendances & Absences:**

4.6.1 Students are required to log 8 hours (8:00 am – 4:00 pm) daily for 4 weeks (40 hours/week) for a total of 160 hours.

4.6.2 Students are expected to arrive on time and participate fully in all scheduled introductory practice experiences.

4.6.3 Any absences (medical or personal reasons etc....) are to be permitted by the training unit and only if the preceptor is notified and approved. (Details in Appendix 5.6).

4.6.4 All absences (for any reason, except for an approved holiday) must be made up.

4.6.5 Unexcused absences are NOT tolerated and risk the student's successful completion of the program.

4.6.6 It is the responsibility of the training site to inform the training unit at FP in case of student's dropping out for the whole training period via the provided official email.

#### **4.7 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.

4.7.1 It is the responsibility of the student to report any problems that arise during the practice experiences to the training unit as soon as the problem occurs. DO NOT wait until the end of the practice experience.

4.7.2 The student should attempt to resolve the issue with the preceptor directly.

4.7.3 If the complaint is not resolved quickly, the student should submit a written complaint to the training unit. The complaint should explain the problem as clearly and completely as possible.



4.7.4 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.

4.7.5 If the complaint is still not resolved, the complaint will be finally submitted to the Dean office.

4.7.6 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 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.

#### **4.8 Preceptor's Qualifications and Responsibilities:**

##### **4.8.1. Preceptor's Qualifications:**

4.4.1.1 Preceptor must possess a Bachelor of Pharmacy degree (or equivalent qualification).

4.4.1.2 Preceptor must be a licensed pharmacist in Saudi Arabia.

4.8.1.3 Preceptor should have a minimum of two years of experience in their field.

4.8.1.4 Preceptor should serve as a positive role model for students.

##### **4.8.2 Preceptor's Responsibilities:**

4.8.2.1 Expose student(s) to all aspects of professional practice and serve to facilitate learning experiences.

4.8.2.2 The preceptor should give the student the mutual respect and patience needed to ensure an optimal learning experience.

4.8.2.3 Supervise the students' activities at all times; however, the preceptor may delegate this responsibility to another pharmacist or health care professional.

4.8.2.4 Evaluation of student progress.



## 4.9 General Rules for Students:

### 4.9.1 Code of Conduct:

4.9.1.1 Students are expected to dress in appropriate professional attire (Shoes – No open-toed shoes will be permitted in patient care areas, etc.).

4.9.1.2 Students must wear their white coats, which should be clean in appearance, along with their Faculty of Pharmacy-issued name badge for all introductory experience activities unless otherwise directed by the preceptor.

4.9.1.3 Make-up – Should be natural and inconspicuous.

4.9.1.4 Jewelry – Excessively large jewelry is unacceptable.

4.9.1.5 Students are guests at each site; if inappropriate behavior or lack of professionalism is noted by the preceptor (or other individuals at the site), the experience may be terminated, and the student may be asked to leave the site.

### 4.9.2 Communications

4.9.2.1 University emails are the official mechanism for communications.

4.9.2.2 Students must reply and respond to any emails in a timely manner.

### 4.9.3 Students expected daily activities

#### 4.9.3.1 Evaluate drug orders:

4.9.3.1.1 Determine completeness.

4.9.3.1.2 Determine accuracy.

4.9.3.1.3 Verify proper dosage.

4.9.3.1.4 Assess appropriateness of medication for the diagnosis.

4.9.3.1.5 Check for therapeutic duplication

4.9.3.1.6 Check for potential allergic reactions

4.9.3.1.7 Check for drug/disease, drug/drug, drug/food interactions

4.9.3.1.8 Detect possible errors made by the prescriber.



#### 4.9.3.2 *Prepare/Compound/Package drug products*

4.9.3.2.1 Perform and document any necessary calculations.

4.9.3.2.2 Select accurate dosage forms.

4.9.3.2.3 Demonstrate professional procedures for preparing/compounding.

4.9.3.2.4 Select appropriate equipment and containers.

4.9.3.2.5 Select appropriate labeling.

#### 4.9.3.3 *Manage Intravenous (IV) Drug Admixtures*

4.9.3.3.1 Understand the various components of an intravenous administration set.

4.9.3.3.2 Understand and learn the handling, preparation, and administration procedures for IV drug products in an aseptic environment.

4.9.3.3.3 Know the information that must be provided on labels for IV admixtures and to prepare them.

4.9.3.3.4 Perform calculations for estimating intravenous rates of infusion.

#### 4.9.3.4 *Understand and gain experience in managing systems for storage*

4.9.3.4.1 Understand the role of technical personnel.

4.9.3.4.2 Understand how and where controlled substances and refrigerated medications are stored.

4.9.3.4.3 Understand the use of investigational drugs.

#### 4.9.3.5 *Identify and participate in key areas of drug distribution and administration*

4.9.3.5.1 Understand and participate in floor stock replenishment and control.

4.9.3.5.2 Understand and demonstrate process and record-keeping for unit dose medications.

4.9.3.5.3 Understand and demonstrate emergency medications replenishment and control.



4.9.3.5.4 Understand non-formulary medication protocol.

4.9.3.5.5 Participate in first doses and understand dosing schedules.

*4.9.3.6 Understanding of Professional and Ethical Conduct*

4.9.3.6.1 Demonstrate personal responsibility in maintaining confidentiality in all aspects of patient care, observing legal and ethical concerns.

4.9.3.6.2 Demonstrate personal responsibility in exhibiting honesty and integrity.

*4.9.3.7 Understanding drug inventory, security, and procedures*

4.9.3.7.1 Describes drug inventory controls methods.

4.9.3.7.2 Floor stock medications areas outside the pharmacy.

4.9.3.7.3 Nursing units' inspections.

4.9.3.7.4 Understandings of drug use evaluation procedure.

*4.9.3.8 Demonstrate ability to provide pharmaceutical care*

4.9.3.8.1 Counsel/ educate patients regarding drugs, devices, or other therapeutics regimens in a clear, understandable manner.

4.9.3.9 Familiar with the top 200 prescribed medication (Appendix 5.4)

4.9.3.9.1 To know the essential information related to the drugs (e.g., indication, side effects, drug interaction, dosage forms. etc...).

#### **4.9.4 Student Assignments and Evaluations**

4.9.4.1 Students must achieve a pass score of 75/100 from both:

Evaluation form provided by the training unit to site preceptors (Appendix 5.3).

Training booklet activities.

4.9.4.2 Each student will be responsible for:

4.9.4.2.1 Coordinating with the site preceptor for submitting evaluation form (Appendix 5.3) to the training unit during the last week of the training period.



4.9.4.2.2 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.

4.9.4.3 Students must also complete and submit the site/preceptor evaluation form (Appendix 5.2)



## 5. Appendices:

### Appendix 5.1

#### 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 5.2

### Student Evaluation of Site

Student Name: .....

Preceptor: .....

Site Name: .....

Date of Experience: .....

**Please evaluate the site according to the following scale:**

5 = Strongly Agree 4= Agree 3=Neutral 2 =Disagree 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 5.3

### Assessment Form for IPPE-2 Training (Pharmacies of Medical Centers and Hospitals)

<b>Student name</b>		<b>Student ID</b>	
<b>Site name</b>			
<b>Start date</b>		<b>End date</b>	

- 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](mailto: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	Grading	RATING	COMMENTS
1. Professionalism & Attendance <ul style="list-style-type: none"> <li>○ Always maintained a professional look and behavior.</li> <li>○ Showed courtesy, respect, and self-control during interactions.</li> <li>○ Maintains confidentiality.</li> </ul>	20		



<ul style="list-style-type: none"> <li>○ Demonstrates cultural sensitivity and tolerance.</li> <li>○ Attended 40 hours every week for a total of 160 hours of instruction.</li> <li>○ Reported to the site on time and without excuses.</li> <li>○ Prepared for daily activities and completed assignments on time.</li> <li>○ Respects healthcare professionals and all patients.</li> </ul>			
<p>2. MEDICATION DISPENSING METHOD &amp; PROCESS</p> <ul style="list-style-type: none"> <li>○ Familiar with medicine distribution/dispensing processes at the location.</li> <li>○ Experienced with technology such as computers and barcodes used for medication dispensing.</li> <li>○ Understands site-specific legislation and requirements for drug dispensing.</li> <li>○ Recognizes the site's medication error detection and minimization systems and processes.</li> </ul>	15		
<p>3. PRESCRIPTION/MEDICATION ORDER PROCESSING, FILLING, &amp; DISPENSING</p> <ul style="list-style-type: none"> <li>○ Gather necessary patient information (allergies, medical history, medication, insurance, etc.) to process prescriptions.</li> <li>○ Helped enter prescription details.</li> <li>○ Can clarify prescriptions when missing or incorrect information is identified.</li> <li>○ Select appropriate drug, dosage form, and amount to fill a prescription.</li> </ul>	30		



<ul style="list-style-type: none"> <li>○ Accurately execute pharmaceutical calculations for filling or compounding prescriptions or medicine orders.</li> <li>○ Properly label prescriptions, including auxiliary and warning labels.</li> <li>○ Describe the pharmacist's procedures for checking a filled prescription before dispensing to patients.</li> <li>○ Provided medication instruction and counseling to patients, as directed by the preceptor.</li> <li>○ Administered prescriptions and vaccines to patients.</li> </ul>			
<p>4. ROLE OF OTHER HEALTHCARE PRACTITIONERS</p> <ul style="list-style-type: none"> <li>○ Indicate the individuals who are permitted to order and prescribe drugs under site restrictions.</li> <li>○ Describe any constraints or requirements for their prescriptive authority.</li> <li>○ Recognizes the involvement of diverse healthcare practitioners, including pharmacists, in drug ordering, procurement, distribution, and administration.</li> <li>○ Recognizes pharmacists and other healthcare professionals' roles and duties as members of an interprofessional team that provides patient care.</li> </ul>	15		
<p>5. MEDICATION NEEDS FOR THE UNDERSERVED</p> <ul style="list-style-type: none"> <li>○ Exposed to the different services available to help an underrepresented patient receive drugs.</li> <li>○ Assisted a patient in applying for a prescription assistance program.</li> </ul>	20		



<ul style="list-style-type: none"> <li>○ Resolved third-party issues over drug reimbursement.</li> <li>○ Assist with medicine inventory and procurement.</li> </ul>			
Total			

**Does the student pass the training program?**

<b>Yes:</b>	<b>/100</b>
<b>No:</b>	<b>/100</b>
<b>Comment</b>	

<b>Preceptor Name</b>		<b>Email</b>	
<b>Signature</b>		<b>Date</b>	



## Appendix 5.4

### Registration form

Student's Information	
Full Name	
ID	
GPA	

Training Sites	
Option # 1	
Option # 2	
Option # 3	



