Community IPPE Objectives & Competencies 2015

Medication Knowledge

Objective: Demonstrate knowledge of and accept responsibility for that knowledge of commonly used medications, formulations and drug products.

MK Competency 1:

Accurately provide brand and generic names, therapeutic class, mechanism of action, dosage forms, physical appearance, auxiliary labels, and important counseling points for commonly dispensed medications at the IPPE site.

Competency Expectation: Either by written or verbal means, the student must provide the information outlined below for any of the top fifty oral medications dispensed at the Community IPPE site. The preceptor should indicate in advance the medications for which the student will be responsible. Additionally, the student should identify the information outlined below for commonly dispensed medications that are not taken by the oral route.

Medication Information:

• brand name
• generic name
• therapeutic class
• basic mechanism of action
• dosage forms available
• physical appearance (size, shape, color) [if applicable]
• Up to 3 auxiliary labels
• 3 important counseling points (in patient friendly-terminology)

Competency Evaluation: The student must be able to provide in written or verbal form any of the basic medication information listed above in the competency expectation for any ten medications randomly chosen by the preceptor from the top fifty medications dispensed at the IPPE site.

Additionally the student must be able to identify the medication information for commonly dispensed medications that are not administered by the oral route. This should include at least 1 otic medication, 1 ophthalmic medication, 1 respiratory medication, and 1 topical medication.

Required Reflection: Which three of the most commonly prescribed medications at your site were the most difficult to remember (i.e., you had to look up repeatedly)? Why do you think they were they difficult to remember?
Gather & Document Patient Information

Objective: Collect and record subjective and objective patient data to define health and medication-related problems. Patient information must be collected in a manner demonstrating knowledge of patient educational level, the unique cultural and socioeconomic situations of patients, and comply with requirements for patient privacy.

GDPI Competency 1:

Either through interview or by means of a questionnaire, obtain new information about a patient in a manner demonstrating consideration for that patient’s educational background, socioeconomic status, and cultural values.

Competency Expectation: Either through interview or by means of a questionnaire, obtain new information about a patient in a manner demonstrating consideration for that patient’s educational background, socioeconomic status, and cultural values. This information should include, but is not limited to: full patient name, complete address, phone number, allergy and adverse drug reaction history, medical conditions, other regularly-prescribed prescriptions (including where they are obtained by the patient), OTC medications and herbal (“natural”) remedies, regular physician and other prescribers, and third-party payer information (insurer name, necessary subscriber numbers, name of family member coverage is under).

For practice sites that offer medication therapy management (MTM), the student can assist by interviewing patients as part of this service.

Competency Evaluation: For at least 3 patients chosen by the preceptor, the student will politely and accurately obtain all of the above information within five minutes.

Required Reflection: Describe a situation where you had difficulty obtaining the patient information required to establish a medication profile. How did you overcome this situation? What tools and strategies did you use to acquire the information needed?
GDPI Competency 2:

**Accurately and efficiently retrieve, review, and update the electronic patient profile.**

**Competency Expectation:** Create, locate, retrieve, and update required information on an electronic patient profile. This information usually includes, but is not limited to: patient name, address, birth date and phone number; insurance or other third-party payer information (e.g. name of insurer &/or BIN number, subscriber number, person code, rx group number, PCN number, etc.); allergies and other adverse drug reactions that the patient has experienced, and chronic medical conditions; the last refill date for any medications; and dates of several refills for the same medication which may indicate a pattern of adherence or non-adherence. As a standard, the student should quickly scan every patient’s profile prior to filling or refilling any medication.

**Competency Evaluation:** The student will accurately create or update new information on the profile of at least 10 patients. To be considered accurate, the preceptor must not have to update the file with any missed information. Additionally, for any patient selected by the preceptor, the student will quickly retrieve information from the patient profile and communicate to the preceptor the patient’s allergies, medical conditions, regularly-used medications, and apparent medication adherence pattern.
Pharmaceutical Calculations

Objective: Utilize pharmaceutical and pharmacokinetics mathematics to perform accurate medication calculations. Value the importance of total accuracy in performing and applying these calculations.

PC Competency 1:

Demonstrate accuracy and timeliness in mathematical computation of ingredient amounts, doses, how long the medication will last (days supply), cost, or any relevant calculation encountered at the IPPE site.

Competency Expectation: The student will be able to calculate doses, ingredient amounts, total days supply, price, etc. for any given drug product.

Examples:

• Cost
• Drug amounts for individual doses
• Total quantity of dispensed product
• Conversion between dosage forms
• Dosing frequency
• Total days supply
• Adjustment for decreased renal function
• Confirmation of appropriateness of weight-based dosing for pediatric patients

Competency Evaluation: The student will accurately and quickly perform calculations that are frequently needed at the IPPE site. The student must perform at least 2 different calculations for different products that the preceptor assigns. Two calculations must be documented on the calculations template and submitted for this competency.
Medication Use

Objective: Identify proper procurement, inventory management, and storage procedures and assure accurate preparation, labeling, dispensing, and distribution of prescriptions and medication orders

MU Competency 1:

Practice appropriate acquisition, inventory management, and storage and of prescription and non-prescription medications that are carried behind the counter in the pharmacy.

Competency Expectation:

1. The student will model the process of ordering prescription and/or non-prescription medications from a wholesaler or other supplier. Where possible, this will include completion of forms necessary to acquire controlled substances, such as a DEA 222 form.
2. The student must apply the principles of effective inventory management by checking in products delivered to the IPPE site, verifying the inventory accuracy of specific products, and being able to describe when to order medications.
3. The student will demonstrate proper storage procedures.
4. The site’s protocol must be followed by the student in performing inventory on CII substances. Where possible, this should include a review of how to document discrepancies in controlled substances.

Competency Evaluation: The preceptor should note evidence of the ability to effectively and safely procure, manage inventory, and store medications. The student verbally outlines the effective and safe management of the components of the medication use system outlined above.

MU Competency 2:

Completely, accurately, and efficiently perform all steps involved in obtaining and transcribing all information that is legally required to fill an outpatient prescription.

Competency Expectation: The student will accurately transcribe and document all required information for prescriptions called in from a prescriber’s office in a reasonable timeframe. Additionally, the student must be able to ask for all required information for the prescription, if talking to a live person. For those prescriptions where the student is talking to someone from the provider’s office, the student will repeat back the verbal order and document that he or she has done so on the hardcopy.
The student will also be able to obtain all the information legally required and accurately document that information on the prescription hardcopy for any transferred prescriptions. For those prescriptions transferred over the phone, the student will repeat back the verbal order and document that he or she has done so on the hardcopy.

**Competency Evaluation:** The student will accurately obtain, transcribe, document, and verify all required information in a reasonable timeframe. Students will complete this process for at least two prescriptions when someone from the prescriber’s office left a message with the new prescription and at least two prescriptions when the student spoke with someone at the prescriber’s office. Additionally, students will complete this process for at least two transferred prescriptions.

**MU Competency 3:**

**Completely, accurately, and efficiently perform all steps involved in processing an outpatient prescription.**

**Competency Expectation:** Upon receipt of a prescription, the student will choose the correct product (including proper selection of generic vs. brand), enter all necessary prescription information into the computer, generate a label, place the correct amount of medication in the container that the patient will use, where possible scan the product dispensed for verification of accuracy, place any appropriate auxiliary labels on the container alongside (but not obscuring the label), and fill out all necessary information on the face of the prescription. This will be done in a timely manner (five minutes or less). All materials used for this filling process (drug package, prescription vial with medication inside, label and auxiliary labels, and prescription [if appropriate]) will be placed neatly, and in close proximity to each other, for the preceptor to check. The dispensing process will be customized to the IPPE site’s workflow.

The student will dispense a written prescription, an electronic or faxed prescription, a phoned in prescription from a prescriber’s office, a transferred prescription, a prescription that required clarification from a prescriber’s office, a refill prescription, and two different controlled substance prescriptions (one C-II and one C-III or C-IV).

**Competency Evaluation:** The student will be able to correctly process and dispense at least five prescriptions (new or refill) in a 30-minute period. In addition the student will dispense at least one of each of the specific types of prescriptions listed in the paragraph directly above. The student will be able to articulate a process of steps that he or she will follow from the time he or she is presented with a prescription until the time the prescription is presented for a final check by the preceptor.
Perform & Document Patient Assessment
(Including Identification & Assessment of Drug-Related Problems)

Objective: Assess subjective and objective patient data to define health and medication-related problems. Correlate drug related variables and patient related variables to identify and assess drug related problems.

PDPA Competency 1:

Use the prospective drug utilization review process and/or medication alerts (DUR messages, conflict codes) to potential drug-related problems and appropriately assess if the problem warrants clarification from the prescriber.

Competency Expectation: For the current drug therapy, assess the appropriateness of the medication, strength/frequency, route, duration of therapy, and drug interactions for the diagnosis, patient, and medication in the context of the patient’s medical history and medication history. Identify any potential drug-related problems.

Remember, drug-related problems include: Indications (needs therapy or unnecessary therapy), Efficacy (suboptimal drug selection, insufficient dose/duration), Safety (allergy, adverse drug reaction, drug interaction [drug-drug, drug-condition or drug-lifestyle], excessive dose/duration), cost-efficacy management, Adherence (over-use, under-use, or administration/technique) [Categorization adapted from OutcomesMTM™]

It would be ideal for a student to identify potential drug-related problems on their own, but DUR (drug-utilization review) alerts generated in the pharmacy computer system may also be used as a tool to identify drug-related problems.

The student needs to consult appropriate references to interpret the message and review his or her interpretation and plan for next steps with the preceptor. If appropriate, the student then needs to interview the patient to determine whether the problem is of sufficient magnitude to consult with the physician about adjusting the therapy or finding alternative therapies.

Competency Evaluation: The student needs to describe the drug-related problem and suggest a logical and reasonable interpretation and course of action for at least three potential drug-related problems.

Required Reflection: Describe a potential drug therapy problem you found. What additional information did you then need to gather to assess the situation?
PDPA Competency 2:

Design potential solutions for actual drug-related problems and follow up to determine whether the problems were resolved.

**Competency Expectations:** Upon detection of a drug-related problem that requires clarification from the prescriber, the student will develop a potential assessment and recommendation to solve the drug-related problem. The student should then present the situation, background, assessment, and recommendation (SBAR) to the preceptor. With the preceptor’s suggestions, guidance, and approval, the student will then work with the prescriber or someone at the prescriber’s office to verbally recommend a change to a patient’s medication therapy using the SBAR format to guide the conversation.

Document the problem and intervention/response using a SOAP note or follow the procedures used by your preceptor and practice site. (**Hint:** The student can use these patient situations when generating the SOAP notes as stated in competency PDPA3). The student should work through several medication therapy problems and should be able to generate a recommendation to design or modify medication therapy without coaching in order to achieve competency. Changes do not have to be complex, comprehensive medication reviews. They can be simple changes that have an impact on patient adherence or outcomes. The student will communicate the resolution to the drug-related problem with the patient when appropriate. If appropriate, the student will follow up with the patient to monitor the efficacy of the solution to the drug-related problem.

**Competency Evaluation:** For at least two patients for whom a medication-related problem has been identified, the student will need to complete the process listed above.

**Required Reflection:** Describe a clinically significant and/or worrisome drug-related problem you had to address while on this experience that required clarification from the prescriber (please don’t include any confidential information outlined in the PDPA competency 3). What was your assessment and recommendation for this drug-related problem? In communicating with someone at the provider’s office how did you ensure that the conversation was collaborative and fostered a team approach to the patient’s care? Was your recommendation accepted, modified, or declined? What did you learn from this situation?
PDPA Competency 3:

Generate logical and timely written requests (e.g., SOAP note) to prescribers about optimization of a patient’s drug therapy.

**Competency Expectation:** For patients needing changes to their medication therapy, compose a succinct written SOAP note that could be sent to the patient’s primary care provider to propose a therapy change. Templates for a SOAP note are provided in the pink SOAP note documentation tabs of this objective.

The student will outline the situation (with adequate but not extraneous patient data), an assessment of the problem detected, and a proposed solution. The student should NOT INCLUDE ANY OF THE FOLLOWING CONFIDENTIAL INFORMATION in the copies of the SOAP notes submitted to the School: name or initials of patients, record numbers, calendar dates, physician names, business or institution names, geographic names, or patient contact information. This information can only be communicated to another person who is providing direct patient care to that patient.

**Competency Measure:** The student will document a recommendation made about some aspect of a patient’s medication regimen using the SOAP note template, for TWO different patients. (These could be the same patients referenced in competency PDPA Competency 2.)
Counseling Patients

Objective: Demonstrate effective communication abilities in interactions with patients, their families and caregivers. Communication should be consistent with education level, cultural issues, and be empathetic. Elicit feedback validating understanding of communication.

CP Competency 1:

Adequately counsel a patient about basic drug-related information after ascertaining what the patient already knows about the medication. Validate patient understanding of key aspects of the counseling session.

Competency Expectation: The student will introduce himself or herself by name and role to initiate the counseling session. The student must then adequately counsel a patient about basic medication-related information [name of medication, indication (what it is used for), directions (how to use it), length of use, special administration instructions, missed dose instructions, how long it takes to work, how the patient will know if it is working, what the patient should do if it doesn’t work, possible side effects/cautions/warnings, how to prevent/manage those side effects, refill information, special storage instructions (if applicable)] after ascertaining what the patient already knows about the medication. The student will employ open-ended counseling techniques and use vocabulary that is appropriate for the patient whenever possible to ensure patient comprehension of information about their medications. Additionally, the student will use the teach-back method to elicit feedback from the patient to validate understanding of key information covered during the counseling session. Demonstrate the ability to adjust communication based on factors, such as cultural beliefs, health literacy, visual challenges, cognitive impairment, etc.

Competency Evaluation: The student should be able to accurately and efficiently counsel at least four patients in a 30-minute period using counseling techniques outlined above.

Required Reflection: Describe a time when you had to adjust your communication based on factors unique to the patient, such as cultural beliefs, health literacy, visual challenges, cognitive impairment, etc. How did these adjustments help to create more effective communication in your opinion? How were you able to verify the patient’s understanding of the information covered in the counseling session?
**CP Competency 2:**

Communicate with patients about non-prescription drug products, devices, and diagnostics.

**Competency Expectation:** Whenever consulting about non-prescription drug products, devices, and diagnostics, the student needs to do three things:

1. Gather information from the patient. At a minimum, this information should include:
   - A description of the symptoms and the time course of those symptoms. If the symptoms can be visualized (e.g. a rash) and are located in a place on the body that is not difficult or inappropriate to examine in a public setting, then the student should physically examine the patient.
   - What the patient has already tried, the time course of that trial, and the result
   - A list of all concomitant disease states, conditions, or medications (prescription, OTC, or health supplement) which might affect either the patient’s complaint or the product recommendation.

2. Decide to either refer the patient to a prescriber or to recommend OTC therapy. If the patient needs referral, the student should explain to the patient clearly and in lay language why expert diagnostic help and not self-therapy would be in the patient’s best interest.

3. If OTC therapy is warranted, design a plan with the patient, including:
   - What product would probably fit the patient’s needs most closely
   - What time frame the patient could reasonably expect to pass before they see evidence of the OTC product working or not
   - What to do if the OTC product doesn’t work or if it produces unacceptable side effects.

   **All of these tasks should be performed under the guidance of the preceptor.**

**Competency Evaluation:** The student will spend a minimum of 1–2 hours in the OTC section of the pharmacy, and will provide recommendations to at least 4 people about OTC drugs, devices, or diagnostics. **The student must document these 4 interactions under the pink OTC tabs.**
General Communication Abilities

Objective: Demonstrate effective and collaborative communication abilities with healthcare providers, pharmacy staff members, patients, their families and caregivers

GCA Competency 1:

The student is able to demonstrate collaborative and professional written and verbal communication in the situations outlined above in the objective.

Competency Expectation: The preceptor will define at the beginning of the student's experience what is expected in terms of how to communicate effectively, such as how to meet/greet patients, interact with a healthcare provider, etc. The student will demonstrate collaborative and professional communication with patients, caregivers, pharmacy staff members, and other healthcare providers at all times. (Note: Communication skills specifically applied during counseling should be addressed under the Counseling Patients Objective.)

Competency Evaluation: The student will be observed communicating appropriately with health care providers when recommending alternative therapeutic strategies to the prescriber to correct or prevent drug-related problems. Additionally, the student will be observed interacting effectively and collaboratively with patients, their families, and caregivers when answering the phone, answering patient questions, etc.

The preceptor should not document more than a few instances where communication is not collaborative or effective. Any inability to communicate with others in a collaborative or effective manner should be discussed with the student. The student will recognize when his or her behavior is unacceptable and work with the preceptor to identify suggestions regarding how communication could be improved and implement these solutions to prevent future occurrences.
**Drug Information**

Objective: Assess information needs of patients and health providers and apply knowledge of study design and literature analysis and retrieval to provide accurate, evidence-based drug information.

**DI Competency 1:**

Identify drug information and other information resources available to pharmacy personnel at the site.

**Competency Expectation:** Through interview or observation, determine resources pharmacists use to look up needed information for direct patient care or to answer requests from other health care providers. The student will spend time using these resources to see how they apply to pharmacy practice activities at the site.

To do this, a preceptor could have the student look up something he recently had to use drug information resources to find. Once the student looks it up, compare notes on what resources each used to locate the needed information. How did each find the answer? Did each come to the same answer? How could the student have searched more efficiently or accurately?

**Competency Evaluation:** A short discussion between preceptor and student where the student accurately verbally summarizes the points outlined in his/her written reflection is sufficient to merit competency attainment.

**Required Reflection:** List all of the drug, medical, and other patient care-related resources available to pharmacists at your IPPE site. Which resource is your favorite and why?

**DI Competency 2:**

Accurately respond to a drug information request from a patient or health care colleague using language appropriate to the person requesting the information.

**Competency Expectation:** The student will answer drug information questions that can be answered using tertiary drug information resources and appropriately document their response.

**Competency Evaluation:** The student must use the pink DI Response tabs as a template for responding to drug information questions and submit a written response to two drug information questions using language appropriate to the person requesting the information.
Insurance/Prescription Drug Coverage

Objective: Utilizing knowledge of a wide array of private and public health insurance options assist patients and caregivers to obtain their medications and pharmacy services in an affordable manner that meets their health care needs.

**IPDC Competency 1:**

**Demonstrate familiarity with private or public health insurance coverage.**

**Competency Expectation:** The student will successfully adjudicate third-party payment claims based on insurance information that the student entered into the pharmacy computer system.

**Competency Evaluation:** The student must successfully adjudicate a minimum of two third-party payment claims for prescriptions or patient care services.

**IPDC Competency 2:**

**Respond to third-party reimbursement difficulties commonly encountered in community pharmacy practice.**

**Competency Expectation:** When a denial for prescription medication coverage is encountered, the student will work with a pharmacy staff member to resolve the issue and develop a response. The student will help to contact the PBM or insurance company to investigate reasons for the denial. The situation may involve contacting the prescriber to make changes to the order in order to gain approval, to explain to the patient the process of a prior authorization, or to explain to the patient what their costs will be when insurance will not cover a medication. If a denial for payment is not encountered, the student will assist with a patient situation in which a co-pay or co-insurance payment is considerable for the patient. The student will help to research lower cost alternatives and work with the patient to understand their choices and make informed decisions about their care.

**Competency Evaluation:** The student needs to describe at least one situation where third-party payment for prescription medication was a problem, including detailing the denial or payment issue encountered, actions taken to research and resolve the problem, and course of action taken to help the patient get his or her needed medication, such as starting the prior authorization process.

**Required Reflection:**

1. Describe a situation where third-party payment for prescription medication was denied or coverage involved significant cost to the patient.
2. How did you manage it?
3. What did you learn from this situation?
Legal Behavior

Objective: Comply with all federal, state, and local laws related to pharmacy practice. Understand the purpose and role of regulatory agencies in relation to pharmacies and pharmacists.

LB Competency 1:

Protect patient confidentiality and follow HIPAA regulations in day-to-day practice. Define and describe how the Food and Drug Administration (FDA), Washington State Pharmacy Quality Assurance Commission (WSPQAC), and Drug Enforcement Agency (DEA) influence pharmacy and pharmacy personnel functions.

Competency Expectation:

1. The student will demonstrate familiarity and follow HIPAA regulations in order to protect patient confidentiality.

2. Define and describe each of the regulatory agencies outlined in the competency above including the following information:
   - Purpose of the agency (in 1–2 sentences)
   - The likely frequency or situation(s) in which the agency and the pharmacy will interact.
   - At least one scenario where the pharmacy could lose its licensing or accreditation by the agency and what impact that loss would have on the pharmacy.

Competency Evaluation: A short discussion between preceptor and student where the student accurately verbally summarizes the points outlined in his/her written reflection is sufficient to merit competency attainment.

Required Reflection:

What were two methods you used to protect patient confidentiality?

Define and describe each of the regulatory agencies including the following information:

- Purpose of the agency (in 1–2 sentences)

- The likely frequency or situation(s) in which the agency and the pharmacy will interact.

- At least one scenario where the pharmacy could lose its licensing or accreditation by the agency and what impact that loss would have on the pharmacy.
LB Competency 2:

Accurately process prescriptions for controlled substances and legend drugs with regard to legal requirements for recordkeeping, inventory management, dispensing, storage, and disposal at the IPPE site.

**Competency Expectation:** The student will be able to accurately process and dispense legend & controlled substance prescriptions with regard to the legal requirements outlined in the competency. This includes being able to state the unique requirements for processing and dispensing of prescriptions for controlled substances compared to legend drugs.

**Competency Evaluation:** The student must be able to describe and perform the legal requirements when possible for ordering, processing, dispensing, storing, performing periodic inventory, and disposing of controlled substances and legend drugs at the IPPE site.
**Patient Safety**

Objective: Demonstrate a commitment to and a valuing of patient safety.

**PS Competency 1:**

**Review a pharmacy’s workflow to identify systems in place to prevent errors.**

**Competency Expectation:** Observe the workflow to determine current methods the pharmacy uses to prevent medication errors from occurring. Think about the checks/balances in place for the following:

1. **Prescribing:** How does the site help to ensure appropriate prescribing of vaccines or other medications prescribed under a collaborative drug therapy agreement (CDTA)? [if applicable to the IPPE site]

2. **Receiving and processing medication orders:** How/where does the pharmacy receive its orders? What information, if any, is gathered in this process? Who enters orders into the computer and at what time in proximity to their receipt? How are orders prioritized for processing?

3. **Dispensing and verifying orders:** Who fills the orders and at what time in proximity to their receipt? Are orders prioritized for dispensing? Who dispenses the filled orders and at what time in proximity to their receipt? How are orders prioritized and organized for verification?

4. **Administering:** What information was used to verify the identity of the person picking up the medication? What information is given to the person receiving the medication?

5. **Monitoring:** What processes are in place to follow up with patients when necessary?

6. **Storing orders and medication:** Where/how are prescription hard copies that have been filled organized and stored? What is done with medications that are not picked up? Where/how are medications organized and stored?

**Competency Evaluation:** The student will verbally outline each of the points indicated above accurately in a discussion with the preceptor and document the required reflection elements outlined below.

**Required Reflection**

1. Describe THREE methods the pharmacy employs to prevent errors.

2. Describe 3 features of the Institute for Safe Medicine Practices website ([http://ismp.org/](http://ismp.org/)) that would be helpful to pharmacists/pharmacies. Relate how these features are currently conducted or could be used in the future at the IPPE site.
PS Competency 2:

Demonstrate an adequate ability to triage problems, ask appropriate questions, get help when necessary, and respond with accurate information.

Competency Expectation: When faced with multiple issues needing immediate attention, the student should choose the issue they feel is most pressing and either delegate the other issues to appropriate individuals or give some indication as to when those issues will be dealt with. The student will reach out for additional help when necessary.

Competency Evaluation: The preceptor must feel confident that the student is always practicing within his or her scope of knowledge and capabilities and that he or she will reach out for additional help when the situation warrants. The preceptor will note evidence of the ability to triage in the student's work, but may also measure this by verbally giving the student a scenario requiring triage and asking the student what he or she would do.

Required Reflection:

1. Discuss a situation (without any confidential information) where you had to seek additional support to resolve an issue.

2. Describe a situation where you had to triage and delegate issues to appropriate individuals during this experience.

3. How would you like to improve your ability to triage and delegate in the future?
**Ethical & Professional Behavior**

Objective: In all health-care activities, demonstrate knowledge of and sensitivity towards the unique characteristics of each patient. Demonstrate ethical and professional behavior in all practice activities.

**EPB Competency 1:**

**Be prompt.** Appear neat and cheerful, display a positive attitude and adjust adequately to new or unexpected situations. Display a willingness to work in a professional fashion with pharmacists, technicians, and other health care practitioners.

**Competency Expectation:** As noted above in the competency. The student and preceptor will set a schedule and the student should appear at the pharmacy at the agreed-upon days and times. The preceptor must define the dress code prior to or at the beginning of the student's experience. Personal problems will be dealt with by the student in such a way that performance at the IPPE site will remain unaffected. The student will demonstrate flexibility, comfort with uncertainty, and a positive attitude.

The student will demonstrate valuing of the information provided by pharmacists, pharmacy technicians, assistants, and other health care professionals. Under no circumstances will the student express condescension or other non-collegial attitudes toward any individuals with whom he or she works or otherwise interacts.

**Competency Evaluation:** The preceptor or co-workers should not need to document more than 1 to 2 instances where behavior is not professional. Any noted behavioral problems will be discussed in a non-confrontational manner with the student. The student must show evidence of acknowledging the problem and working to correct it or prevent future occurrences.

**Required Reflection:** Describe an interaction with another member of the healthcare team that fostered a positive, collegial atmosphere, and illustrated a willingness to problem-solve. What did you learn from this situation?
EPB Competency 2:

Demonstrate ability to gracefully accept direction and criticism from others even during periods of heavy work volume or other stress-inducing circumstances. Direct problems with coworkers, supervisors or other personnel to the person involved, rather than to individuals not involved with the problem when possible.

**Competency Expectation:** The students will follow expectations outlined above in the competency. Because constructive feedback about performance is a natural part of experiential education, the student will understand that feedback regarding areas for improvement often will accompany positive feedback. The student will attempt to avoid defensiveness about his or her conduct, but should instead thank the person offering constructive feedback for their suggestion and attempt thoughtful improvement. If a problem arises, the student will resolve problems with the involved persons and involve his or her preceptor when appropriate.

**Competency Evaluation:** Ideally, the student will exhibit acceptable behavior in all communications, but if any infractions occur, the student must be able to recognize that the behavior is unprofessional and offer solutions to prevent future occurrences. Any inability to accept constructive feedback should be discussed with the student. The student should recognize when his or her behavior is unacceptable and work with the preceptor to identify and implement solutions to prevent future occurrences.

**Required Reflection:** Describe an example from your experience at this site where you observed creativity used to solve a problem. Explain what you learned about effective communication from this interaction.