

Introductory Pharmacy Practice Experiences 2 (IPPE-2)

PHAR 7182

Spring Semester 2022

P1 Class of 2025

Course Description

This course provides students with an overview of pharmacy practice sites and provides opportunities to practice basic pharmacy skills under the direct supervision of a preceptor in a community pharmacy.

Additional Course Information

This course combines didactic instruction with experiential education. The didactic component of this course prepares students for introductory pharmacy practice experiences. For the experiential education component of the course, students complete a rotation in the community pharmacy setting. The structure of this course allows application and integration of knowledge and skills gained from the didactic curriculum while developing behaviors and attitudes needed as a pharmacist.

Course Credit

1 credit hour

Pre-Requisites

7281 or equivalent

Co-Requisites

None

Class Meeting Days, Time & Location

1. **Class (weeks 1-5):** Wednesday, 10:00 am - 12:00 pm; WTB 235
2. **Rotation Hours (weeks 6-14):** 50 IPPE hours

Course Coordinators

Stacy Reid, Pharm.D., BCPS

Director of Introductory Pharmacy Practice Experiences

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This is part 1 of the syllabus. Part 2 contains UT Tyler and the FCOP course policies and procedures. These are available as a PDF at <https://www.uttyler.edu/pharmacy/academic-affairs/files/fcop-syllabus-policies.pdf>. Syllabus Part 3 contains specific-policies adapted regarding instruction during COVID. For experiential courses (i.e., IPPE and/or APPE), the Experiential Education Manual contains additional policies and instructions that supplement the Syllabus Part 1 and 2. Please note, the Experiential Education Manual may contain policies with different deadlines and/or instructions. The Manual should be followed in these cases.

Required Professional Dress Code: The experiential dress code for IPPE class and rotations is outlined in the Experiential Education Manual (EEM). Students must adhere to the experiential dress code for all rotation and class days.

Required Materials:

Nemire RE, Kier KL, Assa-Eley M. eds. *Pharmacy Student Survival Guide*. 3rd edition. McGraw-Hill; 2014.

- o Available online (<https://accesspharmacy-mhmedical-com.ezproxy.uttyler.edu/content.aspx?bookid=1593§ionid=99823392>)

Recommended Materials

The course recommended materials will be provided or will be available through the Robert R. Muntz Library.

Course Format

The course may include, but are not limited to, the following activities:

1. Independent study
2. READINESS modules and assessments
3. Individual readiness assurance tests (iRATs)
4. Team-based learning, active learning strategies:
 - a. Team readiness assurance tests (tRATs)
 - b. Team application of content and concepts
 - c. Team presentation of content and concepts
 - d. Team projects
5. Peer evaluations
6. Mini-lectures
7. Case studies
8. Use of assessment tools (rotation rubrics to assess skills and competencies)

Course Learning Outcomes (CLOs)

¹ CLOs	Related PLO(s) (1-15)	EPAs (1.1-6.1)	Assessment Methods	Grading Method	PPCP Skill(s) Assessed (1-5)	ACPE Std. 11 & 12 (1-4)
1. Develop and apply general knowledge, skills, behaviors, and attitudes required for an IPPE Community Rotation.	1, 15	1.1, 1.2	1, 2, 3, 4	- READINESS Assessments - Applications - Competency Evaluation	-	11.1, 11.3, 12.4

2. Demonstrate ability to provide patient counseling in the community pharmacy setting.	7, 11	3.3, 4.1	1, 3, 4	RUB (TCEP)	1, 2,3, 4	-
3. Perform introductory prescription processing tasks in the community pharmacy setting.	3, 6	5.2	4	Competency Evaluation	-	11.3
4. Demonstrate application of effective verbal or written communication skills for patient care.	7, 11	2.1, 4.1	1, 2, 4	Competency Evaluation	4, 5	11.1, 11.3
5. Apply knowledge of immunizations by appropriately recommending, discussing, and administering vaccines.	8	3.4	1, 4	Competency Evaluation	1, 2, 3, 4, 5	12.4

¹ Course Assessment Methods

	Assessment Method	Description <i>Please provide a brief description of each summative assessment that you plan to use in this course to allow us to identify which ACPE standards are being assessed</i>
1	Skills Assessment	Students will use peer-evaluation to assess patient counseling skills.
2	Team Project	Students will be assessed on their contribution to the Class Pledge of Professionalism.
3	Individual Applications	Students will be assessed on their ability to apply gained knowledge.
4	Internship/Observation	Application of knowledge and skills for community pharmacy will be assessed using the rotation Competency Evaluation (midpoint and final) <ul style="list-style-type: none"> ○ Preceptors will evaluate student competency and professionalism using the rotation Competency Evaluation. Students will be evaluated on their ability to provide patient counseling. <ul style="list-style-type: none"> ○ Preceptors will evaluate student counseling skills using the TCEP Rubric for Patient Counseling

Grading Policy & Grade Calculation

Grades will be determined based on evaluation of individual and team readiness assessment tests (iRATs, tRATs), individual and team cumulative assessment tests (iCATs, tCATs), midterm examinations, final written examinations, skills assessments, graded application assignments, participation in team-based projects, peer evaluations and other assessment methods that may include, but not limited to, Objective Structured Clinical Examinations (OSCE). Examinations, RATs and CATs may consist of, but not limited to, multiple-choice, true/false, fill in the blank, short-answer, essay, and problem-based questions.

During the time the course is in progress, students whose cumulative course percentage falls below 70% may receive an academic alert and be subject to periodic course content review in special sessions with the course instructor(s). The student's faculty advisor may receive an academic alert to act upon on the student's behalf. Throughout the rotation, students may receive experiential alerts and may be asked to meet with the Director of Introductory Pharmacy Practice Experiences.

All examinations, tests, and assignments, including the final examination, may be **cumulative**. Students are responsible for material presented during the prior courses. The grading scale for all graded material is below. The final course

grade will be assigned according to the calculated percentage and the percentages will not be rounded upward or downward. For additional information, see examination/assessment policy below.

Individual and Team Components	
Individual and Team Class Activities and Assessments	
Individual Applications	10%
Individual Assignment(s)	10%
Participation/Attendance	10%
READINESS Modules	10%
Individual Rotation Assessments	
Competency Evaluation	30%
Rotation Assignment (Patient Counseling)	10%
Learning Issues	20%
Total	100%

A	90 - 100%
B	80 - 89.999%
C	70 - 79.999%
D	65.0 - 69.999%
F	< 65.0%

Additional grading information:

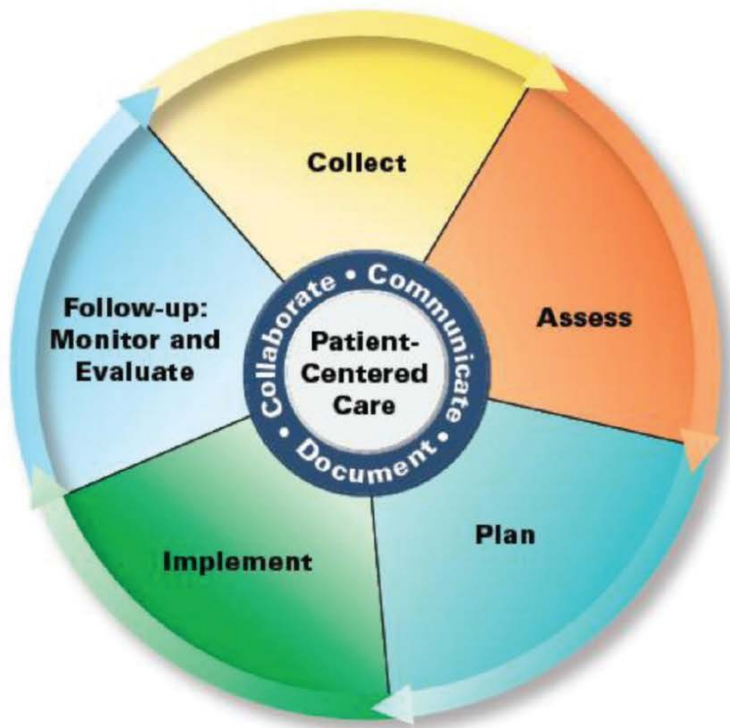
- Completion of 50 rotation hours and 4 health and wellness hours are required to successfully complete the course and receive a final grade in the course. Failure to complete the required hours may result in an Incomplete until the hours are completed at the discretion of the course coordinator. Failure to complete the required hours within the assigned period could also affect the final course grade, result in failure, and may delay IPPE rotations or progression.
- No late assignments will be accepted. Any assignment submitted past the deadline will receive a zero.
- There will be no make-up applications offered.
- All assignments for the course, both classroom and rotation components, must be submitted to receive a final grade in the course, unless the assignment is excused by the course coordinators. An Incomplete for the course may be assigned until the required assignments are submitted. Failure to submit all assignments for this course, by the deadline assigned by the course coordinators, could result in failure of the course and may delay IPPE rotation and/or academic progression.

Classroom expectations:

- Students are expected to be in attendance for each class period. Each unexcused absence will result in 10-point deduction from the final course grade.
- A deduction of 2 points from the final course grade will be deducted for each tardy (tardy is defined as any time past the start time of class).
- Students who are disruptive to the class learning environment may be asked to leave. This includes, but is not limited to, use of unapproved electronic devices. Each dismissal from class for this purpose will result in an unexcused absence and result in a 10 -point deduction in the final course grade.

Rotation expectations:

- Policies outlined in the Experiential Education Manual apply to all rotation-based activities.



Collect

The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/ medication history and clinical status of the patient.

Assess

The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care.

Plan

The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective.

Implement

The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

Follow-up: Monitor and Evaluate

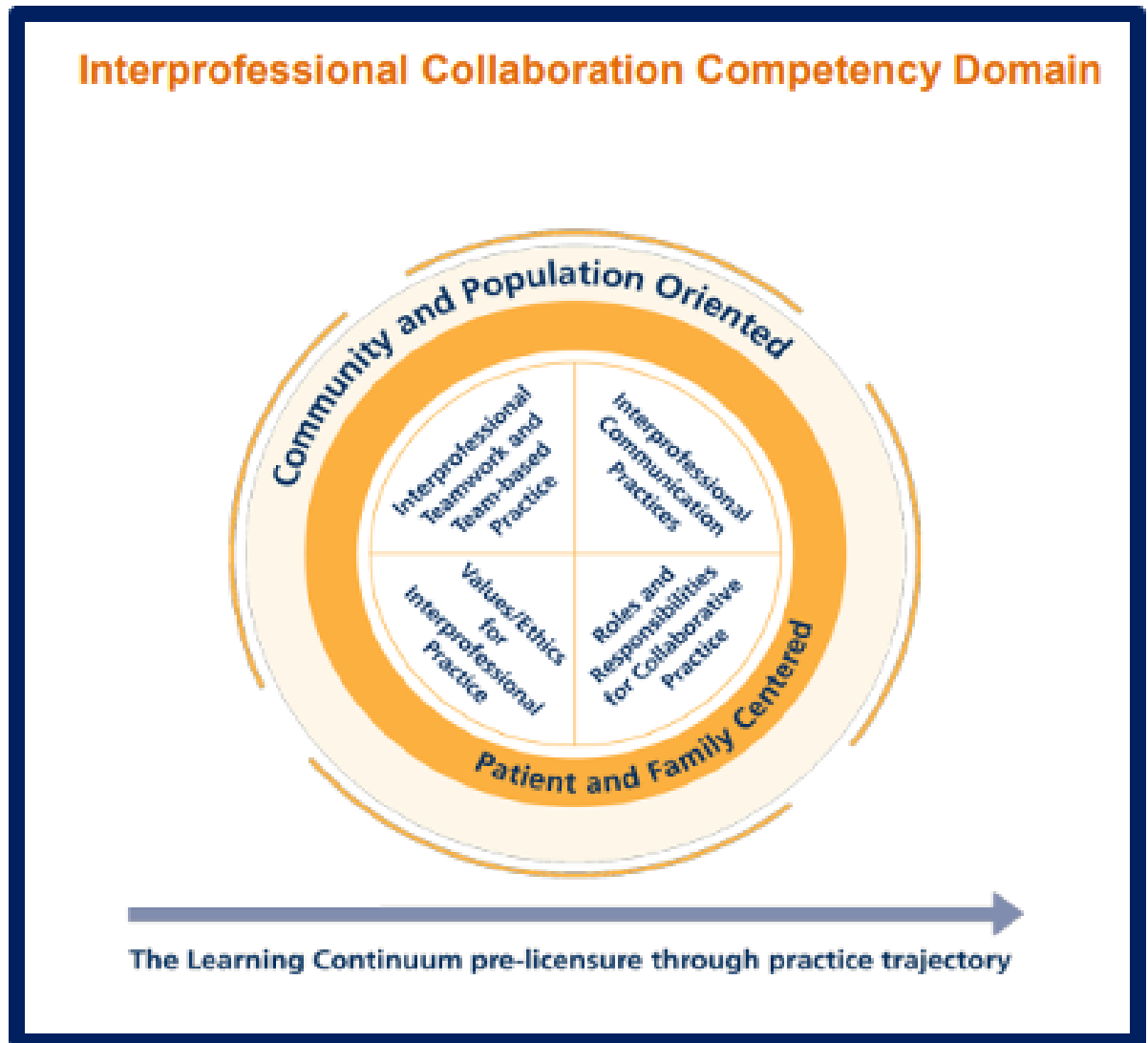
The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.

Pharmacists' Patient Care Process (PPCP)

<https://www.pharmacist.com/sites/default/files/files/PatientCareProcess.pdf>

Joint Commission of Pharmacy Practitioners

Interprofessional Education (IPE)



<https://nebula.wsimg.com/2f68a39520b03336b41038c370497473?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1>

PHAR 7182 Course Schedule

Week	Date	TOPIC	Instructor	CLO	Disease States
1	1/12/22	<p>Pre-Class Reading: Chapter 3 – Pharmacy as a Community-Based Profession (<i>all sections</i>)</p> <p>iRAT Chapter 3 – Pharmacy as a Community-Based Profession (<i>all sections</i>)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Introduction to Course • Health and Wellness Review • IPPE Rotation Preparation • Overview of Reference Sources for Community IPPE <p>READINESS Modules</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. “Top 5 Things Your Preceptor Doesn’t Want to Have to Tell You (But Will)” https://www.tldrpharmacy.com/content/top-5-things-your-preceptor-doesnt-want-to-have-to-tell-you-but-will 2. “5 tips for success on Pharmacy Rotations from a Former Preceptor” https://www.pharmacytimes.com/view/5-tips-for-success-on-pharmacy-rotations-from-a-former-preceptor 	Reid	1, 3	-
2	1/19/22	<p>iRAT over two articles (<i>see week 1 reading assignment</i>)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Topic: Handling Questions and Learning Issues during IPPEs • Introduction to EMRs and Regenstrief <p>Reading: Chapter 14 - Community/Ambulatory Care (Sections: Community Pharmacy Practice: Pharmacy Business Issues, Managing the Clinical Messages/DUR Messages/Computer Checks)</p>	Ochoa	1, 5	-
3	1/26/22	<p>iRAT Chapter 14 - Community/Ambulatory Care (Sections: Community Pharmacy Practice: Pharmacy Business Issues, Managing the Clinical Messages/DUR Messages/Computer Checks)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Overview of Community Pharmacy for P1 IPPE • Communicating and Interacting with Patients in Community IPPE <p>READINESS Modules</p> <p>Reading: Chapter 4 – Communication: An Overview (Sections: Introduction, Importance of Communication Skills, Model of</p>	Yu	1, 4, 5	

		Communication, Potential Barriers to Pharmacist's Communication)			
4	2/2/22	<p>iRAT Chapter 4 – Communication: An Overview (<i>Sections: Introduction, Importance of Communication Skills, Model of Communication, Potential Barriers to Pharmacist's Communication</i>)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Providing Patient Counseling: A Review • Patient Counseling Practice <p>READINESS Modules DUE 2/2 at 8:00 AM: Learning Issue #1 DUE 2/2 at 11:59 PM: Patient Counseling Peer Review #1 Reading: Chapter 4 - Communication: An Overview (<i>Sections: Oral Communication, Non-Verbal Communication Skills, Putting it all Together – Patient Interviewing</i>)</p>	Yu	1, 2, 4	S15.19
5	2/9/22	<p>iRAT Chapter 4 - Communication: An Overview (<i>Sections: Oral Communication, Non-Verbal Communication Skills, Putting it all Together – Patient Interviewing</i>)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Giving and Receiving Feedback in Experiential Settings • Patient Counseling Practice – Incorporating Feedback • Learning Issues – Tips Moving Forward <p>READINESS Modules DUE 2/9 at 11:59 PM: Patient Counseling Peer Review #2 DUE 2/9 at 8:00 AM: Learning Issue #2</p>	Ochoa/ Reid	1, 2, 5	S20.01
	2/14/22	<p>DUE 2/14 at 8:00 AM: Learning Issue #3 DUE 2/14 at 8:00AM: READINESS MODULES</p>			
6-14	2/14/22- 4/22/22	<p>Team Building Workshop (Required; Date TBD)</p> <p>Rotations</p> <ul style="list-style-type: none"> - 50 IPPE hours must be completed between Feb. 14 – April 22 - Three learning Issues due each Monday from Feb. 28 - April 23 <p>DUE 3/18 at 8:00 AM:</p> <ul style="list-style-type: none"> - CORE: Preceptor evaluations of student (midpoint) - CORE: Student self-evaluations (midpoint) <p>DUE 4/22 at 8:00 AM:</p> <ul style="list-style-type: none"> - CORE: Preceptor evaluation of counseling assignment - CORE: Preceptor evaluations of student (final) - CORE: Student self-evaluations (final) - CORE: Preceptor/Site Evaluation - CORE: Longitudinal Checklist <p>DUE 4/23 at 11:59 PM</p> <ul style="list-style-type: none"> - Canvas: Last 3 Learning Issues due 	FCOP Preceptors	1, 2, 3, 4, 5	
Final Exams	4/25/21- 4/29/21	No Final Exam			