

**PHAR 7186**  
**Introductory Pharmacy Practice Experience (IPPE-6)**  
Spring Semester 2021  
P3 Class

**Course Description**

This course focuses on the development and application of pharmacy practice skills to prepare students for upcoming APPE rotations.

**Additional Course Information**

This course provides the students with activities and assignments to prepare students for APPE rotations and related assignments. Students gain experience in development of presentations, reflections, journal clubs, inservices, patient work ups and patient case presentations. Students will also develop and apply pharmacy practice skills by participating in health and wellness events with various preceptors. Health and wellness events may include but are not limited to medication reconciliation, medication therapy management, immunization administration, prescription and over-the-counter counseling, discharge counseling, patient education, and point of care services.

**Course Credit**

1 credit hour

**Pre-Requisites**

Current P3 Standing

**Co-Requisites**

None

**Class Meeting Days, Time & Location**

1. **Class:** Friday, 12:00 pm – 12:50 pm; W.T. Brookshire Hall 133
2. **Health and Wellness Events: 16 IPPE hours**  
Generally Tuesday, Wednesday, Thursday mornings, Mondays and Fridays after 4pm, weekends, evenings, and holidays, as long as there are no conflicts with FCOP classes or other activities

**Course Coordinator**

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### Fisch College of Pharmacy (FCOP) and UT Tyler Policies

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>. Part 3 contains UT Tyler policies relating to COVID-19 and is available as a PDF at <https://www.uttyler.edu/pharmacy/academic-affairs/files/fcop-syllabus-part-3.pdf>.

For experiential courses (i.e., IPPE and/or APPE), the Experiential Education Manual (<https://www.uttyler.edu/pharmacy/academic-affairs/files/experiential-education-manual.pdf>) contains additional policies and instructions that supplement the Syllabus Part 1 and 2. Please note, the experiential manual may contain policies with different deadlines and/or instructions. The manual should be followed in these cases.

**Required IPPE Professional Dress Code:** See the Experiential Manual and the Course Workbook regarding the required IPPE Dress Code.

### Required Materials

Most course required materials are available through the Robert R. Muntz Library. These materials are available either online\* (<http://library.uttyler.edu/>) or on reserve.

1. Other required materials will be posted on Canvas or CORE ELMS. [www.uttyler.edu/canvas](http://www.uttyler.edu/canvas) or [www.corehighered.com](http://www.corehighered.com)

### Recommended Materials

The course recommended materials are on reserve at the Robert R. Muntz Library.

### Course Format

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

1. Independent study of selected readings or other assigned materials
2. Individual readiness assessment tests (iRATs)
3. Team-based learning, active learning strategies:
  - a. Team readiness assessment tests (tRATs)
  - b. Team application of content and concepts
4. Individual assignments and presentations
5. Class discussions

### Course Learning Outcomes (CLOs)

CLOs	PLO(s) Assessed for this CLO (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 a comprehensive pharmaceutical care plan based on evidence and patient information	1, 2, 6	1.1-1.5	1, 2	RUB	1-5	NA
2 – Evaluate medical literature to present findings in formal presentations	1, 11	4.2	2	RUB	NA	NA
3 – Demonstrate audience-specific, appropriate, and accurate communication of medical information in a written and oral format	7, 11	4.1	1, 2	RUB	NA	NA

4 – Appraise your personal and professional development as a student pharmacist	12	6.1	3	RUB	NA	NA
5 – Collaborate with health care professionals to promote health and wellness to a diverse population in various settings.	4, 15	2.1	4	RUB	NA	11.1, 11.3

### Course Assessment Methods

	Assessment Method	Description
1	Patient Workups	Individual informal and formal patient workups.
2	Oral Presentations	Individual oral presentation and accompanying visuals (slides, handouts, etc.) on a journal club, formal patient case presentation, and inservice presentation. Assessed with the APPE TCEP grading rubrics, using a 4-point competency scale. Presentations will be video recorded and/or live.
3	Reflection Essay	1-2 page written reflection essay on professional development throughout the course
4	Other. Please specify: Health and Wellness Hours Documentation	Preceptors/Supervisors will sign after each event stating that students have met the hours and met professionalism standards and learning outcomes. Hours Documentation forms will be stored with hours reported in CORE ELMS and in the MyCred Portfolio.

### 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 70.0% 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.

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.

### Standard Grade Calculation\*

<b>Individual Components</b>	<b>100%</b>
<b>Individual Activities</b>	
Completion of 16 Health & Wellness hours (Spring) and correct submission of hours	5%
Attendance & Participation	10%
Applications	15%
Informal patient workup	10%
Formal patient workup	15%
Formal case presentation	10%
Inservice presentation	15%
Journal Club	15%
Reflection	5%
<b>Total Percent</b>	<b>100%</b>

***\*The final course letter grade will be determined according to the following grading scheme:***

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

#### *Additional grading information:*

- Completion of 16 Health and Wellness Hours is required to 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 IPPE Hours within the assigned rotation could also affect the final course grade and may delay IPPE rotations or progression.
- If an assignment is submitted late, a 50% deduction in the assignment grade will be applied for each 24 hours after the deadline.

#### *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 listed start time).
- 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.

WEEK	TOPIC	Instructor	CLO <sup>1</sup>	Disease State
<b>Weeks 1-14 (assigned by OEE)</b>	<b>Health and Wellness Hours Required: 16 IPPE hours</b>  Students must attend all scheduled courses, electives, labs, or exams. Students may only attend events that do not interfere with their scheduled courses, electives, labs, or exams.	Yu Preceptors	5	S.20.1
<b>1 (1/15)</b>	Course introduction and overview; Regenstrief introduction and scavenger hunt applications	Yu	1	S.20.1
<b>2 (1/22)</b>	Informal patient workup process	Ochoa/ Khalid	1	S.20.1
<b>3 (1/29)</b>	Informal patient workup applications	Ochoa	1	S.20.1
<b>4 (2/5)</b>	<b>Due (2/3 at 11:59PM): Informal patient workup</b> Formal patient workup process	Ochoa/ Van Dyke	1	S.20.1
<b>5 (2/12)</b>	Formal patient workup applications	Ochoa	1	S.20.1
<b>6 (2/19)</b>	<b>Due (2/17 at 11:59PM): Formal patient workup part 1</b> Presenting formal patient case	Ochoa	1	S.20.1
<b>7 (2/26)</b>	<b>Due (2/24 at 11:59PM): Formal patient workup part 2</b> Preparing inservice and topic discussions	Yu/Moorhouse	2, 3	S.20.1
<b>8 (3/5)</b>	<b>Due (3/2 at 11:59PM): Formal patient case presentation</b> Presenting a Journal Club	Yu/Shrestha	2, 3	S.20.1
<b>(3/12)</b>	<b>SPRING BREAK – NO CLASS</b>			
<b>9 (3/19)</b>	<b>Due (3/17 at 11:59PM): Final version of inservice slides (all students)</b> Inservice presentation – Live		2, 3	S.20.1
<b>10 (3/26)</b>	<b>Due (3/24 at 11:59PM): Journal club presentation</b> Inservice presentation – Live		2, 3	S.20.1
<b>11 (4/2)</b>	Inservice presentation – Live		2, 3	S.20.1
<b>12 (4/9)</b>	Inservice presentation – Live		2, 3	S.20.1
<b>13 (4/16)</b>	Inservice presentation – Live		2, 3	S.20.1
<b>14 (4/23)</b>	Inservice presentation – Live		2, 3	S.20.1
<b>Final Exams Week (4/26/21)</b>	Due (4/26 at 11:59PM): Final reflection		4	S.20.1