

Introductory Pharmacy Practice Experiences 3 (IPPE-3)
PHAR 7283 (Community)
Fall 2021

Course Description

This course focuses on the development and application of pharmacy practice skills and basic drug knowledge through the completion of experiential hours in a community pharmacy practice setting and at patient care events.

Additional Course Information

This course focuses on the application of pharmacy practice skills and knowledge in a community pharmacy setting. This includes but is not limited to prescription processing, pharmacy site procedures, immunization screening and administration, prescription counseling, non-prescription or self-care counseling, and other community pharmacy practice skills.

Course Credit

2 credit hours

Pre-Requisites

PHAR 7281 or equivalent

Co-Requisites

None

Class Meeting Days, Time & Location

1. **Class (weeks 1-3):** Thursdays, 10:00 a.m. – 12:00 p.m.; W.T. Brookshire Hall 136
2. **Rotation (weeks 4-14):** 75 IPPE hours
3. **Team Building:** TBD

Course Team

Pamella Ochoa, Pharm.D. (Course Coordinator)

W.T. Brookshire Hall Room 329

Phone number: 903.565.5596

Email: POchoa@uttyler.edu

Office hours: By appointment

Preferred method of contact: Email

Stacy Reid, Pharm.D., BCPS

W.T. Brookshire Hall Room 347

Phone number: 903.565.6154

Email: stacyreid@uttyler.edu

Office hours: By appointment

Preferred method of contact: Email

Frank Yu, Pharm.D.

W.T. Brookshire Hall Room 348

Phone number: 903.566.6147

Email: FYu@uttyler.edu

Office hours: By appointment

Preferred method of contact: Email

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: 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.

- 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.

Disability/Accessibility Services:

The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student Application. For more information, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> or call 903.566.7079.

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

1. Independent study
2. READINESS modules and assessments
3. Individual applications and projects
4. Individual readiness assurance tests (iRATs)
5. Written exams
6. Skills assessments

7. Lectures
8. Case studies
9. Assessment tools (TCEP rubrics to assess skills and competencies; American Pharmacist's Association (APhA) rubrics and examinations to assess knowledge and skills)

Course Learning Outcomes (CLOs)

¹ 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. Demonstrate skills of processing prescriptions and participating in the community workflow as a pharmacy intern.	3	5.2	4	- Competency Evaluation	1, 2	11.3 12.2
2. Evaluate a patient's profile and prescriptions to perform a drug utilization review determining drug-related problems, and verify for accuracy.	2, 6	1.1, 1.2	1, 3, 4	- Competency Evaluation	2, 3, 4	12.2 12.4
3. Utilize effective patient counseling skills to provide patient education about prescription and nonprescription drugs.	4, 6, 7	3.2, 3.3, 4.1	4	- Competency Evaluation	1, 2, 3, 4, 5	12.2 12.3
4. Demonstrate effective patient interview skills to determine patient concerns, elicit information, and build rapport with patients.	10, 11	1.1, 1.2	3, 4	- Competency Evaluation - Rotation grading forms	1, 2, 3, 4, 5	12.2 12.3
5. Develop and apply general knowledge, skills, behaviors, and attitudes required for rotations.	1, 12, 15	-	1, 2, 3, 4	- CORE READINESS Assessments - Observation - Competency Evaluation	-	11.3, 12.2, 12.3
6. Maintain a professional, electronic-based portfolio.	12	-	2	- Rubric	-	12.2, 12.3

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	Individual Applications	Students will be assessed on their knowledge and ability to apply gained knowledge through individual applications, including, but not limited to iRATs and/or quizzes.
2	Individual Projects	Students will be assessed on their development of a professional, electronic portfolio in MyCred. A rubric will be used to assess the project.

3	Observation	Students will be observed on their engagement in professionalism and readiness activities for experiential education through their participation, attendance (including timeliness), dress, and completion of READINESS modules in CORE ELMS.
4	Internship (Rotation Assessments)	<p>Competency Evaluation</p> <ul style="list-style-type: none"> - Application of knowledge and skills for providing immunizations will be assessed using the rotation Competency Evaluation (final) Rotation Assignment - Students will be evaluated on their patient interviewing skills using rotation grading forms.

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.

Individual Components	100 %
Individual Activities and Assessments	
Individual Applications	5%
Professionalism (participation, timeliness, attendance, dress, etc.)	10%
Portfolio	15%
READINESS Modules	10%
Individual Rotation Assessments	
Competency Evaluation	30%
Rotation Assignment (Patient Interview)	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 all assigned IPPE hours and Health and Wellness hours are mandatory to successfully complete the course. Any unexcused absence and/or failure to complete the required IPPE or health and wellness hours may result in failure of the course, course grade deductions, delayed in being assigned future rotations, and/or delays in academic progression which may affected expected graduation date. Excused absences may require additional assignments to ensure participation in all required class activities.
- Students must meet deadlines for all FCOP experiential requirements and must not allow any FCOP experiential requirements to expire. Submitting FCOP experiential requirements past the deadline and/or having expired FCOP experiential requirements may result in failure of the course, removal from experiential education, course grade deductions, delay in being assigned future rotations, and/or delays in academic progression which may affect expected graduation date.

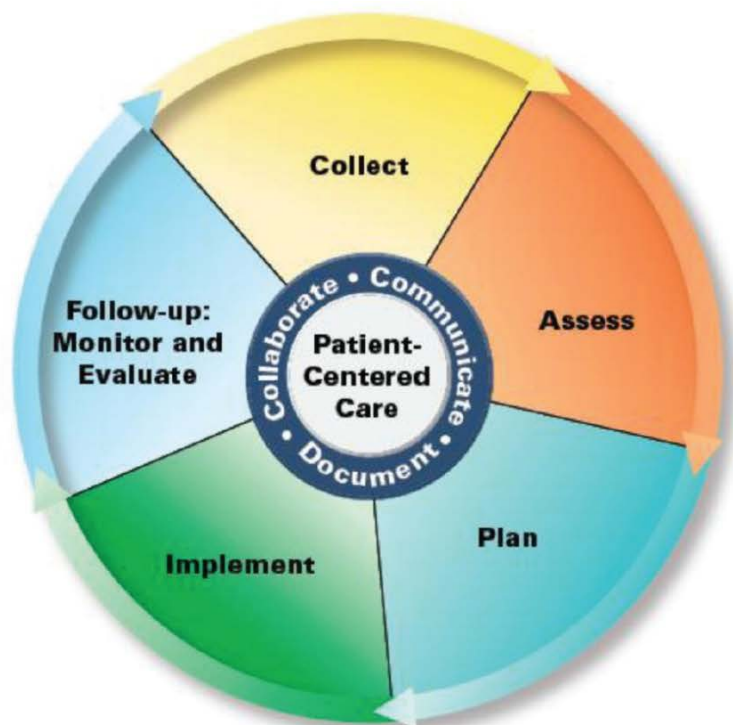
Classroom expectations:

- 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.

Pharmacists' Patient Care Process (PPCP)



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.

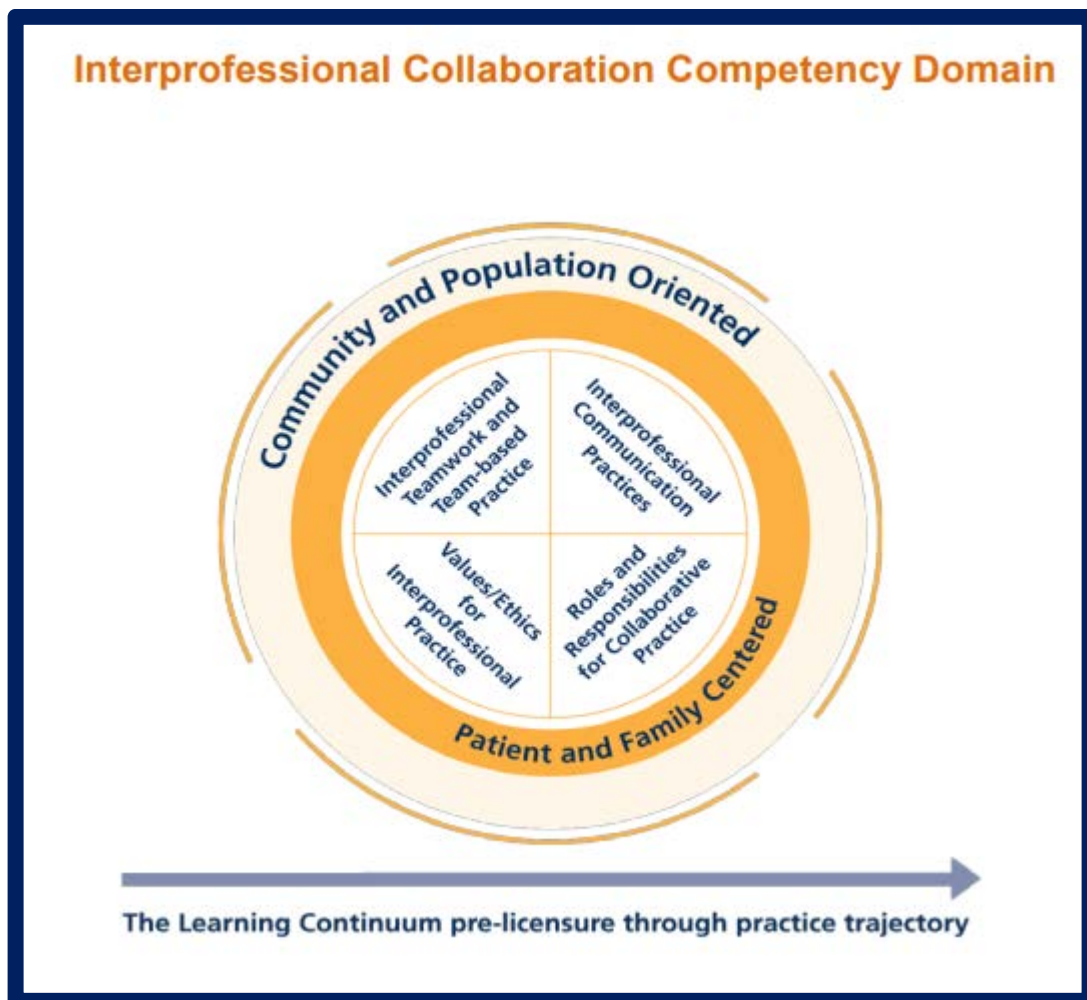
Follow-up: Monitor and Evaluate

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.

<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 7283 Course Schedule

WEEK	Date	TOPIC	Instructor	CLO ¹	Disease States
		Introduction to Course Annual requirements MyCred Portfolio Individual Project – Modules Reading Assignment: Chapter 8: A Brief Look at the Construction of Medical Terminology and Common Definitions That are Part of the Pharmacy Vernacular	Ochoa	-	-
1	8/26/21	iRAT: Chapter 8: A Brief Look at the Construction of Medical Terminology and Common Definitions That are Part of the Pharmacy Vernacular Introduction to Course Portfolio Peer Review #1 IPPE Rotation Preparation READINESS Modules DUE 8/26 at 8:00AM: MyCred Portfolio updates #1 Reading Assignment: Chapter 9: Pharmacy Calculations	Ochoa	5, 6	-
2	9/2/21	iRAT: Chapter 9: Pharmacy Calculations Portfolio Peer Review #2 (incorporation of feedback) Patient Medication Adherence READINESS Modules DUE 9/2 at 10:00AM: MyCred Portfolio updates #2 Reading Assignment: Chapter 10: Physical Assessment Skills	Ochoa Beall Felton	2, 3, 5, 6	-
3	9/9/21	iRAT: Chapter 10: Physical Assessment Skills Practice Session – Patient Medication Adherence DUE 9/9 at 8:00AM: All READINESS Modules DUE 9/9 at 8:00AM: MyCred Portfolio final version (due to preceptor and submit link in Canvas)	Beall Felton	2, 3, 4	-
4-15	9/13/21 - 12/4/21	Team Building Workshop (Required; Date TBD) <u>Rotations</u> - 75 IPPE hours must be completed between Sept. 13 – Dec. 4 - Three learning issues due each Monday at 8:00AM from Sept. 27 – Nov. 29 <ul style="list-style-type: none"> o 10 total weeks; 3 Learning Issues/week; 30 total Learning Issues DUE 10/23 at 8:00AM: - CORE ELMS: Preceptor evaluations of student (midpoint) - CORE ELMS: Student self-evaluations (midpoint) DUE 11/29 at 8:00AM - Canvas: Last 3 Learning Issues due DUE 12/4 at 8:00AM: - CORE ELMS: Rotation assignment (preceptor evaluation of student formal Drug Information Question) - CORE ELMS: Preceptor evaluations of student (final) - CORE ELMS: Student self-evaluations (final) - CORE ELMS: Preceptor/Site Evaluation - CORE ELMS: Longitudinal Checklist	FCOP Preceptors	1, 2, 3, 4, 5	
Final Exams	12/6/21- 12/10/21	No Class			

