

PHAR 7284 – IPPE 4: Intro Pharmacy Practice Experience 4 (Institution)

Spring Semester 2022

P2 Class of 2024

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 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

2 credit hours

Pre-Requisites

PHAR 7281 or equivalent

Co-Requisites

None

Class Meeting Days, Time & Location

1. **Class (weeks 1-5):** Thursdays; 10:00 AM – 11:50 AM; WTB 137
2. **Rotation Hours (weeks 6-14):** 75 IPPE hours

Course Coordinators

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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: Students reporting for class are required to follow the professional dress code described in the Experiential Education. Professional dress, with white coat, is required for every class and every rotation day.

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/book.aspx?bookid=1593>)

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 (TCEP rubrics to assess skills and competencies)

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 pharmacy workflow as a pharmacy intern.	3	5.2	3	Competency Evaluation	1, 2	11.3, 12.4
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	3	Competency Evaluation	2, 3, 4	12.4

3. Demonstrate ability to conduct a patient interview.	4, 6, 7	4.1	1, 3	RUB (TCEP)	1, 2, 3, 4, 5	12.4
4. Assess patient's immunization needs, identify counseling pearls on appropriate vaccines, and administer appropriate vaccines.	1, 4, 11	3.4	3	Competency Evaluation	1, 2, 3, 4	12.4
5. Demonstrate drug information skills by utilizing appropriate resources to answer questions from patients, pharmacists, and other health care providers in an inter-professional team.	1, 7, 9	2.1, 4.1	3	Competency Evaluation	1, 2, 3	11.1, 11.2, 11.3
6. Demonstrate application of effective verbal or written communication skills for patient care.	7, 11	2.1, 4.1	1, 3	Competency Evaluation	4, 5	11.1, 11.3
7. Demonstrate general knowledge, skills, behaviors, and attitudes required for an IPPE Community Rotation.	1, 7	-	1, 2, 3	-READINESS Assessments -Applications -Competency Evaluation	-	11.1, 11.2, 11.3

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	Skills Assessment	Students will use peer-evaluation to assess patient interviewing skills.
2	Individual Project	Students will be assessed on their MyCred Portfolio.
3	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"> o Preceptors will evaluate student competency and professionalism using the rotation Competency Evaluation. Students will be evaluated on their ability to interview patients. <ul style="list-style-type: none"> o Preceptors will evaluate student counseling skills using the TCEP Rubric for Patient Interviews

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 or Team Component	100%
Individual 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 (Medication 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:

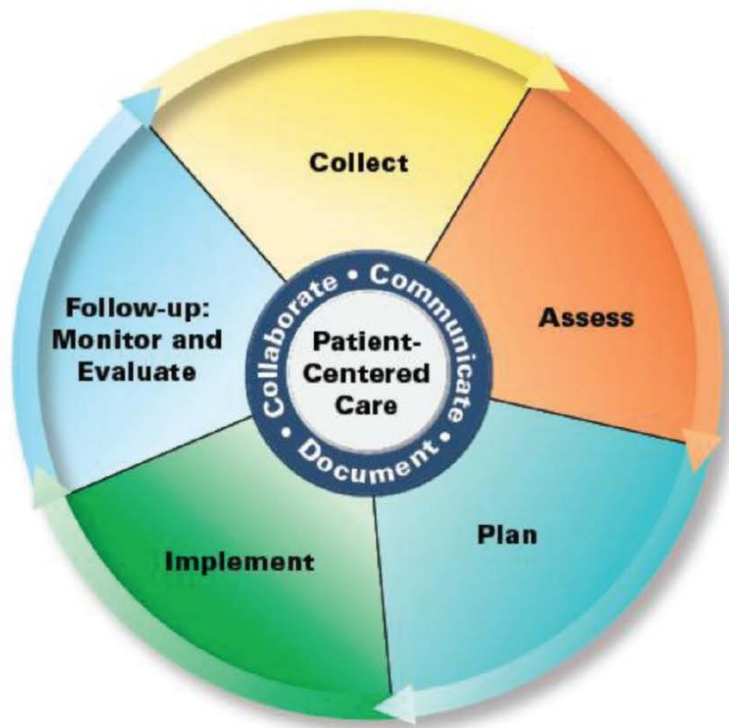
- Completion of 75 rotation hours and 5 health and wellness hours are required to successfully complete the course and receive a final grade in the course. Failure to complete the required hours may result in an Incomplete until the hours are completed at the discretion of the course coordinator. Failure 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.

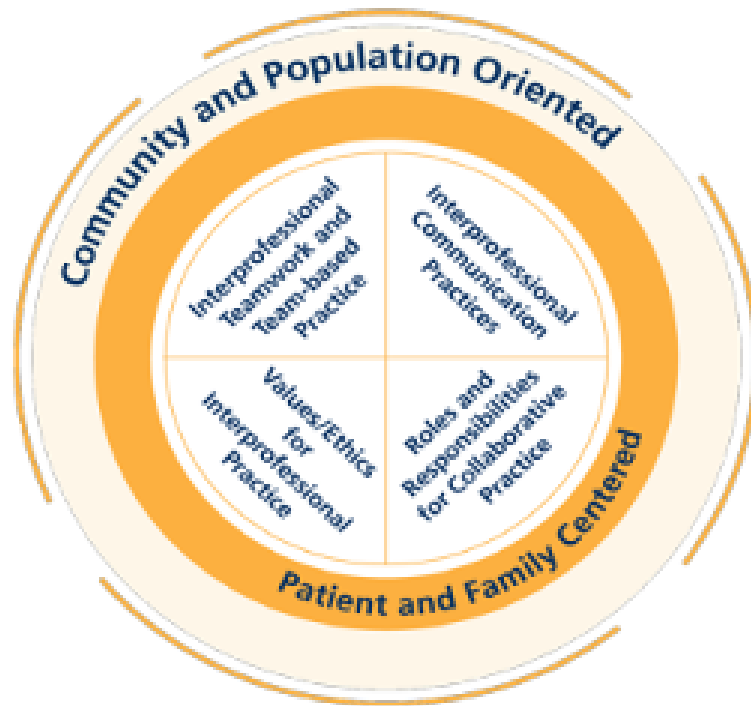
Pharmacists' Patient Care Process (PPCP)

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

Joint Commission of Pharmacy Practitioners

Interprofessional Education (IPE)

Interprofessional Collaboration Competency Domain




The Learning Continuum pre-licensure through practice trajectory

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

PHAR 7284 Course Schedule

Week	Date	TOPIC	Instructor	CLO	Disease States
1	1/13 /22	<p>Pre-Class Reading: Chapter 11 - Interpretation of Clinical Laboratory Data (<i>Sections: Introduction, Clinical Pearls When Interpreting Lab Data</i>)</p> <p>iRAT: Pre-Class Reading: Chapter 11 - Interpretation of Clinical Laboratory Data (<i>Sections: Introduction, Clinical Pearls When Interpreting Lab Data</i>)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Introduction to Course and P2 IPPE • IPPE Rotation Preparation • Health and Wellness Review • Overview of Reference Sources for Institutional and Community Pharmacy IPPE <p>READINESS Modules</p> <p>Reading: Chapter 11- Interpretation of Clinical Laboratory Data (<i>Sections: Urinalysis, Electrolytes and Blood Chemistry, Cardiac Tests, Lipoprotein Panel</i>)</p>	Reid	1, 5, 7	-
2	1/20 /22	<p>iRAT: Reading: Chapter 11- Interpretation of Clinical Laboratory Data (<i>Sections: Urinalysis, Electrolytes and Blood Chemistry, Cardiac Tests, Lipoprotein Panel</i>)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Handling Questions and Learning Issues during Rotations • Review of Regenstrief <p>READINESS Modules</p> <p>Reading: Chapter 15 – Institutional Pharmacy Practice (<i>Sections: General Hospital Overview, Educational Experiences in an Institutional Setting</i>)</p>	Ochoa	2, 4, 6, 7	-
3	1/27 /22	<p>iRAT: Reading: Chapter 15 – Institutional Pharmacy Practice (<i>Sections: General Hospital Overview, Educational Experiences in an Institutional Setting</i>)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Overview of Hospital Pharmacy for P2 IPPE • Communicating and Interacting with Patients in Hospital IPPE <p>READINESS Modules</p>	Reid	3, 4, 6, 7	S15.19

		<p>DUE 1/27 at 8:00 AM: Learning Issue #1 Reading: Chapter 5 – Rounding, Documentation, and Patient Education (<i>Section: Advanced Practice Experiences</i>)</p> <p>Reading: Chapter 11: Interpretation of Clinical Laboratory Data (<i>Sections: Endocrine Tests: Thyroid Function, Diabetes Mellitus, Adrenal Gland</i>)</p>			
4	2/3/22	<p>iRAT: Chapter 5 – Rounding, Documentation, and Patient Education (<i>Section: Advanced Practice Experiences</i>) & Chapter 11: Interpretation of Clinical Laboratory Data (<i>Sections: Endocrine Tests: Thyroid Function, Diabetes Mellitus, Adrenal Gland</i>)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Conducting Inpatient Education: A Review • Inpatient Education Practice <p>READINESS Modules DUE 2/3 at 11:59 PM: Inpatient Education (Peer Review #1) DUE 2/3 at 8:00 AM: Learning Issue #2 Reading: Chapter 11: Interpretation of Clinical Laboratory Data (<i>Sections: Gastrointestinal Tests, Hematologic Tests</i>)</p>	Ochoa	3, 6, 7	-
5	2/10/22	<p>iRAT: Chapter 11: Interpretation of Clinical Laboratory Data (<i>Sections: Gastrointestinal Tests, Hematologic Tests</i>)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Giving and Receiving Effective Feedback in Experiential Settings • Inpatient Education – Incorporating Feedback • Learning Issues – Tips Moving Forward <p>READINESS Modules DUE 2/10 at 11:59 PM: Inpatient Education (Peer Review #2)</p>	Ochoa/Reid	3, 7	S20.01
	2/14/22	DUE 2/14 at 8:00 AM: READINESS MODULES			
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"> - 75 IPPE hours must be completed between Feb. 14 – April 22 - Learning Issues due each Friday from Feb. 19 - 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) 	FCOP Preceptors	1, 2, 3,4, 5, 6, 7	

		<ul style="list-style-type: none"> - CORE: Preceptor/Site Evaluation - CORE: Longitudinal Checklist <li style="color: #C0504D;">DUE 4/23 at 11:59 PM - Canvas: Last 3 Learning Issues due 			
Final Exams	4/25/22-4/29/22	No Final Exam			