

PHAR 7185  
Introductory Pharmacy Practice Experience 5 (IPPE-5)  
Fall 2022

**Course Description**

This course focuses on the development and application of advanced pharmacy practice skills and drug knowledge through the completion of experiential hours in an institutional practice setting and at health and wellness events in East Texas.

**Additional Course Information**

The course provides experiences to advance pharmacy practice knowledge and skills in institutional pharmacy while also focusing on professional development. The didactic component of this course prepares students for an institutional pharmacy practice experience. For the experiential education component of the course, students complete a rotation in the institutional pharmacy setting. Additionally, students will complete Health and Wellness hours. 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**

PHAR 7281 or equivalent

**Co-Requisites**

None

**Class Meeting Days, Time & Location**

1. **Class (weeks 1-2):** Tuesdays, 10:00 a.m. – 12:00 p.m.; W.T. Brookshire Hall 133
2. **Rotation (weeks 8-14):** 75 IPPE hours
3. **Health and Wellness:** 5 total hours
4. **Team Building:** TBD

**Course Team**

Pamella Ochoa, Pharm.D.

W.T. Brookshire Hall Room 329

Phone number: 903.565.5596

Email: [POchoa@uttyler.edu](mailto:POchoa@uttyler.edu)

Office hours: By appointment

Preferred method of contact: Email

Stacy Reid, Pharm.D., BCPS (Course Coordinator)

W.T. Brookshire Hall Room 347

Phone number: 903.566.6154

Email: [stacyreid@uttyler.edu](mailto: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](mailto: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>. For experiential courses (i.e., IPPE and/or APPE), the Experiential Manual 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.

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*. 3<sup>rd</sup> edition. McGraw-Hill; 2014.

- Available online (<https://accesspharmacy-mhmedical-com.ezproxy.uttyler.edu/content.aspx?bookid=1593&sectionid=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. CORE 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. Peer evaluation
10. Assessment tools (rubrics to assess skills and competencies)

### Course Learning Outcomes (CLOs)

<sup>1</sup> CLOs	PLO(s) Assessed for this CLO (1-15)	EPAs 1.1-6.1	Assessment Methods	Grading Method	ACPE Std. 11 & 12 (1-4)
1. Practice Management Domain: Demonstrate advanced abilities to process medication orders while applying professional standards and following legal guidelines.	3	1.1, 5.2	4	- Competency Evaluation	12.4
2. Foundational Domain and PPCP Domain: Evaluate patient information to assess counseling needs, immunization needs, drug related problems, or to make recommendations.	1, 6	1.1, 1.2, 3.4	4	- Competency Evaluation	12.4
3. Foundational Domain and PPCP Domain: Demonstrate skills providing patient centered care in each phase of the pharmacists' patient care process.	1, 7, 12	1.1	4	- Competency Evaluation	12.4
4. Information Master Domain: Analyze and apply scientific literature to make recommendations and answer questions from health care providers.	1, 6, 12	2.1, 4.1	4	- Competency Evaluation - Rotation grading form	11.3, 12.4
5. Population Health Promoter Domain: Collaborate with health care professionals to promote health and wellness to a diverse population in various settings.	8	2.1, 3.4	4	- Competency Evaluation	11.1, 11.3
6. 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
7. Develop a professional, electronic-based curriculum vitae.	12	-	2	- Peer evaluation - Rubric	12.2, 12.3
8. Maintain a professional, electronic-based portfolio.	12	-	2	- Rubric	12.2, 12.3

### <sup>1</sup> 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	<ul style="list-style-type: none"> <li>- Students will be assessed on their maintenance of a professional, electronic portfolio in MyCred. A rubric will be used to assess the project.</li> <li>- Students will be assessed on their development of a professional curriculum vitae. A rubric will be used to assess the project.</li> </ul>
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)	Competency Evaluation <ul style="list-style-type: none"> <li>- Application of knowledge and skills for providing immunizations will be assessed using the rotation Competency Evaluation (final) Rotation Assignment</li> <li>- Students will be evaluated on drug information skills using rotation grading forms.</li> </ul>

### 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.

<b>Individual Components</b>	<b>100 %</b>
Individual Activities and Assessments	
Individual Applications	5%

Individual Project – Curriculum Vitae	15%
Portfolio	10%
READINESS Modules	10%
Individual Rotation Assessments	
Competency Evaluation	30%
Rotation Assignment (Drug Information)	10%
Learning Issues	20%
<b>Total</b>	<b>100%</b>

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.
- Submission of the Quantifi intervention report with hours log in CORE ELMS is required for each shift/day at rotation site. Failure to submit report with each hour log may result in course grade deductions. An Incomplete course grade may be awarded until the reports are completed and submitted at the discretion of the course coordinator.

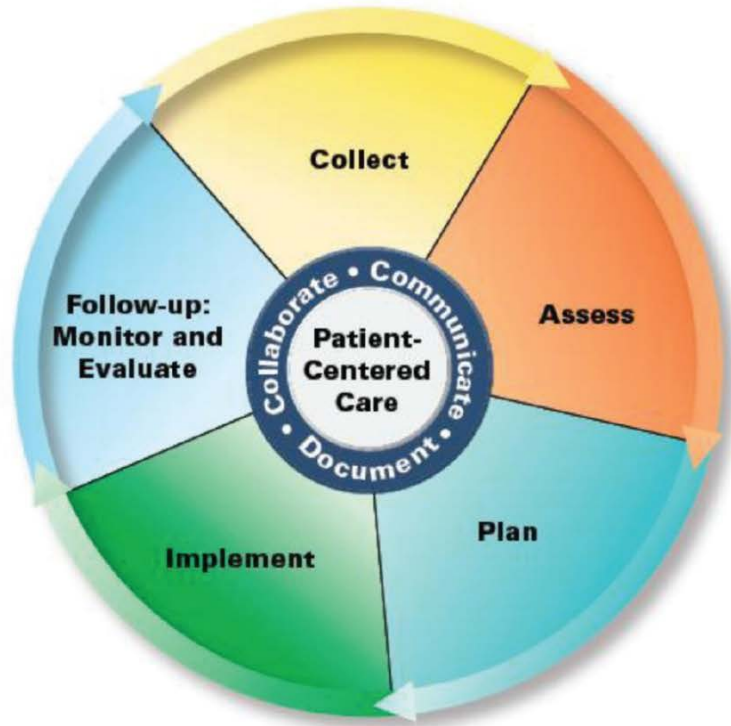
*Classroom expectations:*

- 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.

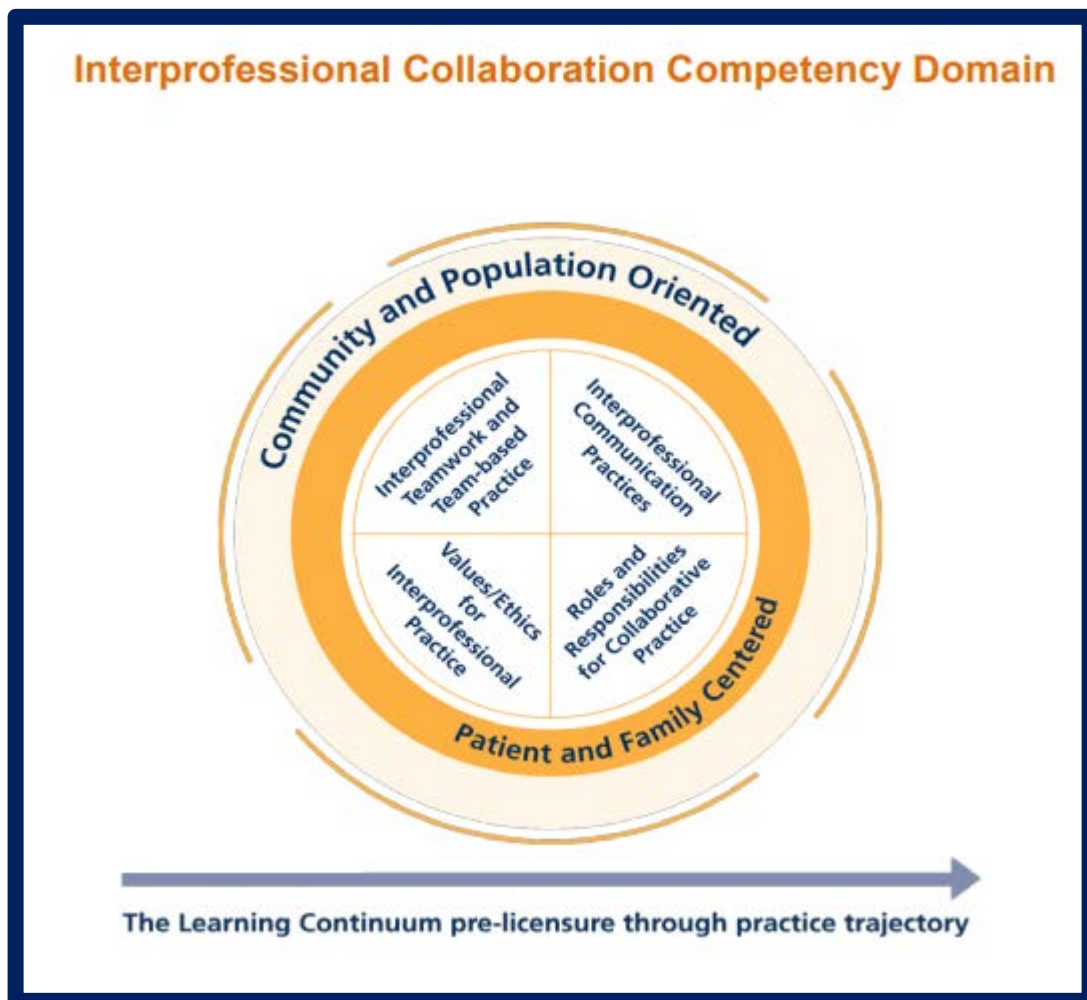
### Follow-up: Monitor and Evaluate

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 7185 Course Schedule

WEEK	Date	TOPIC	Instructor	CLO <sup>1</sup>	Disease States
Orientation		Annual requirements MyCred Portfolio Experiential Updates <i>Reading: Chapter 11: Interpretation of Clinical Laboratory Data (Sections: Gastrointestinal Tests, Hematologic Tests)</i>	Ochoa	-	-
1	8/23/22	<i>iRAT: Chapter 11: Interpretation of Clinical Laboratory Data (Sections: Gastrointestinal Tests, Hematologic Tests)</i> Introduction to Course Individual Project: Curriculum Vitae (CV) Quantifi Training READINESS Modules – P3 Professionalism; Hospital Pharmacy <b>DUE 8/23 at 8:00AM: MyCred Portfolio updates #1</b> <i>Reading: Chapter 13 - Intro, Drug Information Skills, Standard References</i>	Ochoa/Reid	6, 7, 8	-
2	8/30/22	<i>iRAT: Chapter 13 - Intro, Drug Information Skills, Standard References</i> CV Peer Review #1 Review of drug information resources READINESS Modules – P3 Professionalism; Hospital Pharmacy <b>DUE 8/30 at 8:00AM: CV draft #1 due in Canvas</b> <i>Reading: Chapter 13 - Drug Literature Evaluation, Professional Writing, Summary</i>	Ochoa/Reid	6, 7	-
3	9/6/22	<i>iRAT: Chapter 13 - Drug Literature Evaluation, Professional Writing, Summary</i> CV Peer Review #2 (incorporation of feedback) IPPE Rotation Preparation  <b>DUE 9/6 at 10:00AM: CV draft #2 and Portfolio (link) in Canvas</b>  <b>DUE 9/12 at 8:00AM: All READINESS Modules (submit certificates in Canvas)</b> <b>DUE 9/12 at 8:00AM: CV draft #3 (due to faculty advisor; due in MyCred; due in Canvas)</b> <b>DUE 9/12 at 8:00AM: MyCred Portfolio final version (due to preceptor) and in Canvas</b>	Ochoa/Reid	6, 7, 8	-
4-15	9/12/22 - 12/3/22	Team Building Workshop (Required if offered; Date/Time TBD)  <u>Rotation</u> 75 IPPE hours must be completed between Sept. 12 – Dec. 3 Three learning issues due each Monday at 8:00AM from Sept. 26 – Nov. 28 10 total weeks; 3 Learning Issues/week; 30 total Learning Issues <u>Health and Wellness</u> Five (5) Health and Wellness hours must be completed between Sept. 12 – Dec. 3  <b>DUE 10/31 at 8:00AM: CV draft #4 due to faculty advisor (incorporate feedback), upload draft #4 in MyCred, upload to Canvas</b>  <b>DUE 10/21 at 8:00AM:</b> - CORE ELMS: Preceptor evaluations of student (midpoint) - CORE ELMS: Student self-evaluations (midpoint)  <b>DUE 11/28 at 8:00AM</b> - Canvas: Last 3 Learning Issues due  <b>DUE 12/3 at 8:00AM:</b> - CORE ELMS: Rotation assignment (preceptor evaluation of student completing a formal	FCOP Preceptors	1, 2, 3, 4, 5, 6	



		drug information question) - CORE ELMS: Preceptor evaluations of student (final) - CORE ELMS: Student self-evaluations (final) - CORE ELMS: Preceptor/Site Evaluation			
<b>Final Exams</b>	12/5/22 -12/9/22	No Class			