

## PHAR 7283 – IPPE 3: Intro Pharmacy Practice Experience 3 (Community)

Spring Semester 2023

P2 Class of 2025

### 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 1-3):** Tuesdays; 10:00 AM – 11:50 AM; WTB 235
2. **Rotation Hours (weeks 4-15):** 75 IPPE hours

### Course Coordinators

Pamella Ochoa, Pharm.D. (Course Coordinator)

Associate Dean for Experiential Education and Clinical Professor

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Office hours: Monday 1:00-4:00PM

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

- o Available online (<https://accesspharmacy-mhmedical-com.ezproxy.utt Tyler.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)

<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. Demonstrate skills of processing prescriptions and participating in the community pharmacy workflow as a pharmacy intern.	3	5.2	3	Competency Evaluation	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, 4	Competency Evaluation	12.4
3. Conduct patient interviews.	4, 6, 7	4.1	1, 3	Rubric (TCEP)	12.4
4. Demonstrate effective patient interview skills to determine patient concerns, elicit	10, 11	1.1, 1.2	3	- Competency Evaluation	12.2, 12.3

information, and build rapport with patients.				- Rubric (TCEP)	
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, 4	Competency Evaluation	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	11.1, 11.3
7. Demonstrate general knowledge, skills, behaviors, and attitudes required for an IPPE Community Rotation.	1, 7	-	1, 2, 3, 4	-READINESS Assessments -Applications -Competency Evaluation	11.1, 11.2, 11.3

### <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	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"> <li>○ Preceptors will evaluate student competency and professionalism using the rotation Competency Evaluation.</li> </ul> Students will be evaluated on their ability to interview patients. <ul style="list-style-type: none"> <li>○ Students will be evaluated on patient interview skills using a rotation grading form (TCEP rubric).</li> </ul>
4	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.

### 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 or Team Component</b>	<b>100%</b>
Individual Class Activities and Assessments	
Individual Applications	10%
Individual Assignments	10%
Participation/Attendance	10%
READINESS Modules	10%
Individual Rotation Assessments	
Competency Evaluation	30%
Rotation Assignment (Patient Interview)	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%

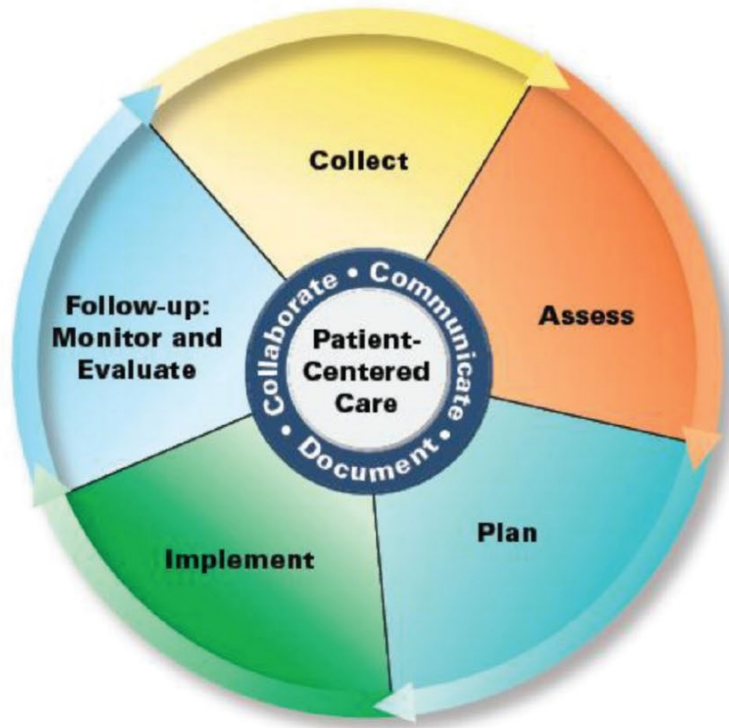
*Additional grading information:*

- 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.



#### **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.

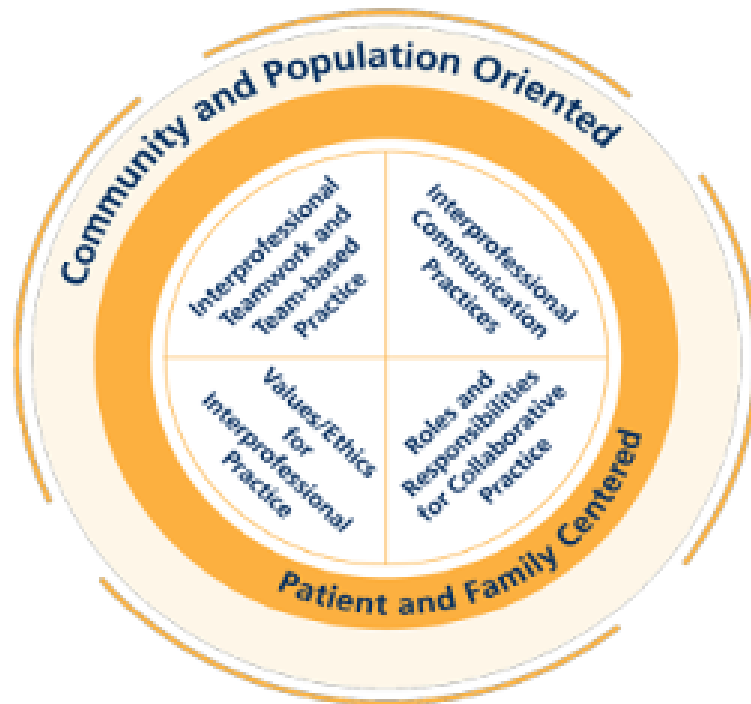
Pharmacists' Patient Care Process (PPCP)

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

Joint Commission of Pharmacy Practitioners

## Interprofessional Education (IPE)

### Interprofessional Collaboration Competency Domain



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The Learning Continuum pre-licensure through practice trajectory

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

PHAR 7283 Course Schedule

WEEK	Date	TOPIC	Instructor	CLO <sup>1</sup>	Disease States
PRE-CLASS		<p><b>PRE-CLASS Reading Assignment:</b> Chapter 8: A Brief Look at the Construction of Medical Terminology and Common Definitions That are Part of the Pharmacy Vernacular</p> <p>Update MyCred Portfolio</p>	-	-	-
1	1/10/2023	<p><b>iRAT: Chapter 8: A Brief Look at the Construction of Medical Terminology and Common Definitions That are Part of the Pharmacy Vernacular</b></p> <p>Introduction to Course Portfolio Peer Review #1 IPPE Rotation Preparation READINESS Modules <b>DUE 1/10/23 at 8:00AM: MyCred Portfolio updates #1</b> Reading Assignment: Chapter 10: Physical Assessment Skills</p>	Ochoa	5, 6	-
2	1/17/2023	<p><b>iRAT: Chapter 10: Physical Assessment Skills</b></p> <p>Patient Medication Adherence Practice Session – Patient Medication Adherence READINESS Modules Reading: Chapter 14 - Community/Ambulatory Care (<i>Sections: Telepharmacy and Telehealth – Upcoming Changes in Medication Order Fulfillment Practice, Community Pharmacy Practice: Patient-Care Issues</i>)</p>	Beall Felton	2, 3, 5, 6	-
3	1/24/2023	<p><b>iRAT: Chapter 14 - Community/Ambulatory Care (<i>Sections: Telepharmacy and Telehealth – Upcoming Changes in Medication Order Fulfillment Practice, Community Pharmacy Practice: Patient-Care Issues</i>)</b></p> <p>Portfolio Peer Review #2 (incorporation of feedback) Patient Interviewing in the Community Setting: A Review Patient Interviewing Practice</p>	Yu	2, 3, 4, 6	-
4-15	1/30/2023 - 4/22/2023	<p>Team Building Workshop (Required; Date TBD)</p> <p><u>Rotation</u> 75 IPPE hours must be completed between Jan. 30 – April 22 Three learning issues due each Monday at 8:00AM from Feb. 13 – April 10 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 Jan. 30 – April 22</p> <p><b>DUE 3/10 at 8:00AM:</b> CORE ELMS: Preceptor evaluations of student (midpoint) CORE ELMS: Student self-evaluations (midpoint)</p> <p><b>DUE 4/10 at 8:00AM</b> Canvas: Last 3 Learning Issues due</p> <p><b>DUE 4/21 at 8:00AM:</b> CORE ELMS: Rotation assignment (preceptor evaluation of student conducting a patient interview) CORE ELMS: Preceptor evaluations of student (final) CORE ELMS: Student self-evaluations (final) CORE ELMS: Preceptor/Site Evaluation</p>	FCOP Preceptors	1, 2, 3, 4, 5, 6, 7	

<b>Final Exams</b>	4/24/23 – 4/29/23	No Class
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