

## **Introductory Pharmacy Practice Experiences 2 (IPPE-2)**

### **PHAR 7182**

Spring Semester 2021

(Optional Summer Institutional Rotations Completed during Block 1 or Block 2: PHAR 7001)

P1 Class of 2024

#### **Course Description**

This course provides students with an overview of pharmacy practice sites and provides opportunities to practice basic pharmacy skills under the direct supervision of a preceptor in a community pharmacy.

#### **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**

1 credit hour

#### **Pre-Requisites**

7281 or equivalent

#### **Co-Requisites**

None

#### **Class Meeting Days, Time & Location**

1. **Class (weeks 1-5):** Wednesday, 2:00 pm – 4:00 pm; W.T. Brookshire Hall 2<sup>nd</sup> Floor Rooms
2. **Rotation Hours (weeks 6-14):** 50 IPPE hours

#### **Course Coordinators**

Pamella Ochoa, Pharm.D.

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

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

**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)

Course Learning Outcomes (CLOs)

<sup>1</sup> CLOs	Related PLO(s) (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 and apply general knowledge, skills, behaviors, and attitudes required for an IPPE Community Rotation.	1, 15	1.1, 1.2	1, 2, 3, 4	- READINESS Assessments - Applications - Competency Evaluation	-	11.1, 11.3, 12.4
2. Demonstrate ability to provide patient counseling in the community pharmacy setting.	7, 11	3.3, 4.1	1, 3, 4	RUB (TCEP)	1, 2,3, 4	-

3. Develop a class Pledge of Professionalism	11	-	2	RUB	-	-
4. Perform introductory prescription processing tasks in the community pharmacy setting.	3, 6	5.2	4	Competency Evaluation	-	11.3
5. Demonstrate application of effective verbal or written communication skills for patient care.	7, 11	2.1, 4.1	1, 2, 4	Competency Evaluation	4, 5	11.1, 11.3
6. Apply knowledge of immunizations by appropriately recommending, discussing, and administering vaccines.	8	3.4	1, 4	Competency Evaluation	1, 2, 3, 4, 5	12.4

### <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 counseling skills.
2	Team Project	Students will be assessed on their contribution to the Class Pledge of Professionalism.
3	Individual Applications	Students will be assessed on their ability to apply gained knowledge.
4	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 provide patient counseling. <ul style="list-style-type: none"> <li>○ Preceptors will evaluate student counseling skills using the TCEP Rubric for Patient Counseling</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.

**Individual and Team Components**

Individual and Team Class Activities and Assessments	
Individual Applications	15%
Team Assignment – Pledge of Professionalism	15%
Participation/Attendance	10%
READINESS Modules	10%
Individual Rotation Assessments	
Competency Evaluation	30%
Rotation Assignment (Patient Counseling)	10%
Learning Issues	10%
<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:*

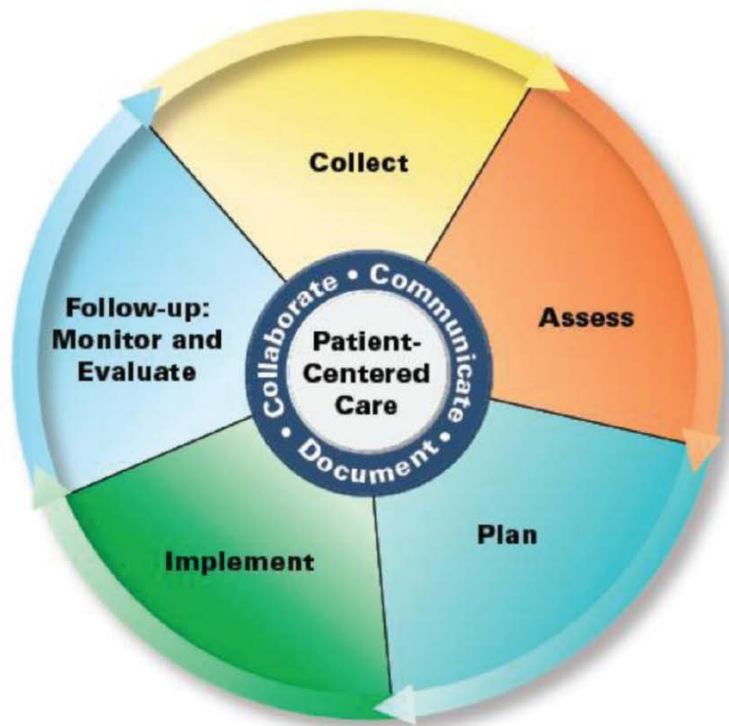
- Completion of 50 rotation hours and 8 health and wellness hours are required to successfully complete the course and receive a final grade in the course. Failure to complete the required hours may result in an Incomplete until the hours are completed at the discretion of the course coordinator. Failure to complete the required hours within the assigned rotation 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.

*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

PHAR 7182 Course Schedule

Week	Date	TOPIC	Instructor	CLO	Disease States
1	1/13/21	Introduction to Course Professionalism and Experiential Education READINESS Modules	Ochoa	1, 4	-
2	1/20/21	Overview of Community Pharmacy IPPE Communicating and Interacting in Community IPPEs READINESS Modules <b>DUE 1/20 at 8:00AM: Pledge of Professionalism (Draft)</b>	Ochoa	1, 6	-
3	1/27/21	Providing Patient Counseling: A Review READINESS Modules <b>DUE 1/27 at 8:00AM: Pledge of Professionalism (Peer Review)</b>	Ochoa	1, 2, 6	S15.19
4	2/3/21	Patient Counseling READINESS Modules <b>DUE 2/3 at 8:00AM: Pledge of Professionalism (Final)</b>	Ochoa	1, 2, 6	-
5	2/10/21	Handling Questions and Learning Issues during IPPEs IPPE Rotation Preparation READINESS Modules <b>DUE 2/10 at 8:00AM: Vote for Pledge – Deadline Extended TBD</b> <b>DUE 2/10 at 8:00AM: READINESS MODULES</b>	Ochoa	1, 6	S20.01
6-14	2/14/21- 4/22/21	Team Building Workshop (Required; Date TBD)  Rotations - 50 IPPE hours must be completed between Feb. 14 – April 22 - Three learning Issues due each Friday from Feb. 19 - April 23 <b>DUE 4/5 at 8:00 AM:</b> - CORE: Preceptor evaluation of counseling assignment - CORE: Preceptor evaluations of student (midpoint) - CORE: Student self-evaluations (midpoint) <b>DUE 4/22 at 8AM:</b> - CORE: Preceptor evaluations of student (final) - CORE: Student self-evaluations (final) - CORE: Preceptor/Site Evaluation - CORE: Longitudinal Checklist <b>DUE 4/23 at 11:59PM</b> - Canvas: Last 3 Learning Issues due	FCOP Preceptors	1, 2, 5, 6, 7	
<b>Final Exams</b>	4/26/21- 4/30/21	No Final Exam			