



**Department of Clinical and Administrative Sciences  
Introductory Pharmacy Practice Experience  
Community  
Site Name  
Spring Group 1**

Course Coordinator:

Format: 1 credit hour per quarter

Time: May 27<sup>th</sup>- June 17<sup>th</sup> Friday 9:30-5:00PM,  
30 hours on site, 7.5 hours at site each week

**Course Faculty:**

(Preceptor name), Pharm.D.

(Title)

Pharmacy/Office location:

Phone:

Email:

Office Hours:

**Course Description:**

Community Introductory Pharmacy Practice Experiences are a four course sequence requiring a minimum of 160 contact hours, divided and completed by quarter; 40 hours during the summer quarter, 45 hours during the fall and winter quarters and 30 hours during the spring quarter. These courses introduce the student to the philosophy, socialization, and practice of the profession of pharmacy through a longitudinal experience in a community pharmacy practice environment. The student will practice the technical skills necessary to be a successful pharmacist while exploring the concepts of professionalism and shared accountabilities for health care outcomes.

**Program Competencies:**

- 1.1. Learner (Learner): Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

- 2.1. Patient-centered care (Caregiver): Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
  - 2.2. Medication use systems management (Manager): Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
  - 2.3. Health and wellness (Promoter): Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
  - 2.4. Population-based care (Provider): Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.
- 3.1. Problem Solving (Problem Solver)- Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
  - 3.2. Educator (Educator)- Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
  - 3.3. Patient Advocacy (Advocate)- Assure that patients' best interests are represented.
  - 3.4. Interprofessional collaboration (Collaborator)- Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
  - 3.5. Cultural sensitivity (Includer)- Recognize social determinants of health to diminish disparities and inequities in access to quality care.
  - 3.6. Communication (Communicator)- Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
- 4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
  - 4.2. Leadership (Leader) – Demonstrate responsibility for creating and achieving shared goals, regardless of position.
  - 4.3. Innovation and entrepreneurship (Innovator)- Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

4.4. Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given by the profession by patients, other healthcare providers, and society.

**Required Textbooks/Additional References:**

Per preceptor recommendation

**IPE:**

IPE can be defined as “occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care.”

Students on community IPPE can expect to learn by working alongside pharmacists, allied health practitioners, pharmacy technicians, and other key pharmacy staff to execute daily operations.

**Assessments:**

Midpoint evaluation of student (located in E-value)

Final evaluations (site, preceptor, self, student all located in E-value)

Time tracking sign off in E-value

Required experience checklist and assignments from Patient Care Lab

**Grading Scale:**

Meet Standard on all Primary Learning Objectives = PASS

Partially or Not Meet Standard on any Primary Learning Objectives = FAIL

Primary learning objectives which are listed on the checklists make up the final evaluation tool preceptors will use to evaluate the student at the end of the experience. In order to pass the experience students must complete each item at the appropriate level for a PharmD candidate with one year of didactic coursework.

**IT Issues:**

If you have problems with Internet connectivity while on campus, you need to submit a ticket to the Sullivan Help desk in order to get the problem resolved. You may do so by calling [\(502\) 413-8800](tel:5024138800) or submitting a ticket to [techsupport@sullivan.edu](mailto:techsupport@sullivan.edu).

If you have problems with Internet connectivity while on site, you need to inform your preceptor and follow the procedures of the site.

Do not let a technology problem go unaddressed. You are responsible for making sure that your device is functional

**Tutoring Plan:**

If you find that you are struggling with the concepts, material, and/or assessments in the course, please contact the Assistant Dean of Experiential Education and/or your respective preceptor to set up an individual tutoring appointment.

### **Course Remediation Policy:**

IPPE rotations are completed on a Pass/Fail basis. All students must achieve a “meets standard” in all Required Learning objectives and as a minimum “partially meets standard” in Additional objectives. Students who receive “do not meet competency” for a Required Learning Objective or an Additional Learning Objective will be asked to develop an Individualize Education Plan (IEP) which will be approved by the OEE. Students will not be allowed to continue on to APPE rotations unless these deficiencies are removed or successful remediated as determined by the OEE. Failures in IPPE can potentially delay graduation. Students who fail two IPPE experiences will be dismissed from the College of Pharmacy.

### **Course Policies:**

Please read the following course policies. These policies and procedures are in place to create an appropriate learning environment for students and to maintain the academic integrity of this course and of the College of Pharmacy. As students in a professional doctoral program, professional behavior is expected at all times.

1. You are expected to be present as scheduled by your preceptor, attend all rotation related activities and to arrive on time. Late arrivals and early departures are disruptive.
2. If you have trouble hearing because of distractions around you, please inform the preceptor.
3. Please let the Assistant Dean of Experiential Education you're your current preceptor know immediately if you have any problem that is preventing you from performing satisfactorily on rotation. .
4. Cell phones may be used as directed by the hosting facility's policy. If there is an emergency reason for which you may receive a phone call please discuss this with the preceptor so arrangements can be made.
5. No assessments will be dropped.
6. Information from lectures, discussions, assigned readings, and handouts may be covered on end of block examinations.
7. You are required to check email and SharePoint regarding announcements about the course throughout the block.
8. The following policies from the College of Pharmacy Student Handbook (see website for most current edition) will be the operative policies in this course:
  - a. Attendance
  - b. Examination
  - c. Honor Code and Academic Dishonesty
  - d. Dress code

9. As a student enrolled in this course, you will have access to electronic and printed materials which are the intellectual property of others and may contain protected health information of patients. The student is NOT permitted to record lectures, make copies of patient records by electronic, tape or other methods while on rotation. The posting, distribution or presentation of these materials, whether or not copyrighted and including both electronic (on the internet, SharePoint, or other medium) and print formats, without express written permission of the Course Coordinator, faculty, publisher or patient will be considered a violation of the Honor Code and an instance of “academic dishonesty”. Such a Code violation will result in appropriate sanctions by the College’s Academic Progression and Ethics Committee.
  
10. Computer and other technology use on rotation will be determined by the preceptor. Any unauthorized use of the laptops or technology during the rotation for purposes other than for instructional use is inappropriate (ie. checking personal email, using Facebook, instant messaging, etc) and is a violation of the Honor Code and is considered academic dishonesty. Students who fail to comply may be asked to leave the rotation . This may result in course failure.
  
11. Plagiarism is defined as “the unauthorized use or close imitation of the language and thoughts of another author (including a student author) and the representation of them as one’s own original work.” Appropriate paraphrasing and proper referencing are necessary to avoid plagiarism. Please refer to the Citation Guide, available on Sharepoint for proper referencing/citation formats. Students in SUCOP courses are expected to read these guidelines and to adhere to them in the submission of all written assignments. All instances of plagiarism occurring in this course will be addressed as outlined in the Student Handbook.

**Special Notes:**

If a rotation has been cancelled for any reason, the preceptor reserve the right to make up that day at another assigned time. Students will be notified in advance if a special session is scheduled.

The provisions of this syllabus, including the schedule of lectures, may be added to, deleted from, or changed if, in the opinion of the course coordinator(s), it becomes necessary to do so to achieve course objectives. The students will be notified in advance of any such changes.

American Disability Act (ADA) Statement: Sullivan University is committed to providing an educational environment that is accessible to all students. See the following link for more information on the ADA: <http://www.usdoj.gov/crt/ada/adahom1.htm>.

**Schedule:**

<b>Week</b>	<b>Dates</b>	<b>Topics</b> <i>(discussed in patient care lab to be reinforced on IPPE)</i>	<b>Instructor</b>	<b>Special Instructions for IPPE</b>
1-3	4/04-4/22	<i>Sterile Dosages with Lab</i>		

3 Tuesday	4/19	Orientation to Institutional IPPE	Smith Nguyen	
4-7	4/25-5/20	<i>Institutional IPPE Practice Experience</i>		
8	5/27	Immunization Certification	Preceptor	Day 1 Community IPPE IV Review Checklist
9	6/03	Introduction to MTM and TIPS	Preceptor	<b>Midpoint Evaluation-</b> <i>completed in E-value</i> Review Checklist
10	6/10	Medication Reconciliation, skills review, drug information data bases, Calculations Exam	Preceptor	
11	6/17	Final	Preceptor	<b>Final Evaluation-</b> <i>completed in E-value</i> Complete checklist –upload into Portfolio

### Required Student Activities:

Students are to keep track of the skills accomplished while on IPPE using the Experience Checklist for IPPE III. Once this checklist is completed the student will upload the document into their Portfolio.

If student is new to the site

- a. Orientation to the type of services provided by the pharmacy, number of prescriptions filled daily, and any other descriptor of the pharmacy.
- b. Discuss pharmacy services including how many pharmacists, technicians, and additional staff, the location of services.
- c. Describe the role of each position in the pharmacy.

### New Activities:

1. Promotes the importance of patient health, wellness, disease prevention (e.g. immunizations, tobacco cessation counseling), and management of patient diseases and medication therapies to optimize outcomes

### Activities from previous IPPE:

Checklists for subsequent IPPE quarters will build on the previous checklists. Students are to continuing practicing skills from previous quarters throughout the IPPE year.

1. Accurately processes and transcribes prescriptions, prescription refills or medication orders (including verifying patient information, drug names and directions) Accurately reconstitute a medication or sterile product.
2. Accurately counts/measures finished dosage forms as specified by the medication order and

accompanies dispensed medication with appropriate patient education (auxiliary labels, drug or disease state labeling, instructions for use, etc.) Accurately label and dispense medication.

3. Selects appropriate medication for filling a prescription by utilizing NDC numbers or visual inspection for verification when obtaining medications from automated devices or inventory Obtain appropriate information to accurately fill and/ or refill prescriptions or medication orders.
4. Follows safety policies and procedures in the preparation of all medications, and abides by specific policies and procedures for hazardous, REMS, and chemotherapy drugs.
5. Knows and adheres to policies and procedures for preparation, distribution and recording of controlled substances; describes how CII prescriptions are different from other controlled substances
6. Places a medication order and adds a new shipment to inventory for both scheduled and non-scheduled medications
7. Explains the process of medication acquisition and inventory management
8. Maintains pharmacy facility and equipment, including automated dispensing equipment
9. Performs accurate pharmaceutical calculations, especially those involved in compounded preparations
10. Accurately completes register transactions, including Rx and OTC purchases (if permitted by pharmacy)
11. Demonstrates knowledge of and proficiency in basic computer skills and technologies used in the pharmacy setting
12. Verifies and accurately inputs third party coverage for a medication order
13. Effectively communicates with patients and/or their agents on all third party requirements (non-formulary medication(s), claims rejections, prior authorizations and co-pays)
14. Explains the roles, duties, and responsibilities of the various personnel within the team
15. Demonstrates knowledge of confidentiality and HIPAA
16. Performs all duties and tasks in accordance with all legal and professional pharmacy regulations, standards, and guidelines
17. Demonstrates respect and empathy towards coworkers, patients and families, colleagues

and other medical professionals

18. Demonstrates punctuality, and exhibits professionalism when unforeseen tardiness occurs
19. Works independently to complete student checklist as well as assigned tasks by scheduled deadlines
20. Wears professional attire and practices professional hygiene
21. Demonstrates effective communication skills (verbal, non-verbal, and written) at an appropriate level for patients, caregivers, healthcare providers, and the general public
22. Demonstrates empathy, cultural sensitivity, assertiveness, effective listening skills, self-awareness, and confidence
23. Demonstrates ethical conduct in all job-related activities
24. Demonstrates qualities necessary for active, life-long learning
25. Demonstrates critical thinking and problem solving techniques using real and/or simulated scenarios.
26. Compounds or simulates compounding of non-sterile, sterile, and extemporaneously prepared products using appropriate techniques and beyond use dating
27. Understands product recall and medication shortage processes
28. Follows established policies and procedures for prevention of theft and/or medication diversion
29. Explains the process for handling a medication error (including patient injury/non-injury)
30. Explains the process for handling an adverse event
31. Explains the process of electronic prescription processing and how it maximizes patient safety
32. Explains what quality improvement measures are utilized at the site to improve patient safety
33. Accurately accesses physician information and demonstrates how to contact physician for refill authorization or clarification of prescriptions via phone, fax, or electronic submission
34. Demonstrates knowledge of brand names/generic names including mechanism of action, indication and strength of the top 200 drugs
35. Participates in the administration of a drug **(IPPE ONLY)**



36. Participates in the physical assessment of a patient
37. Demonstrates proficiency in activities that promote health and wellness and the use of preventative care measures, such as point of care testing
38. Demonstrates knowledge of common medical devices or non-drug products used in the treatment of disease
39. Describes the leadership style(s) utilized by managers and supervisors
40. Evaluates a patient's medication profile to identify medication allergies, appropriate doses and sigs, duplicate medications, and clinically relevant drug interactions
41. Participates in patient counseling (or in patient interviews, for technician students), including proper self-care and assessment for need of referral, and takes into account patient's health literacy, cultural diversity, behavioral issues, and economic issues
42. Verbalizes understanding of Pharmacists' Patient Care Process and demonstrates the necessary level of responsibility for patient health outcomes **(IPPE ONLY)**
43. Documents patient interventions in a clear and concise manner **(IPPE ONLY)**
44. Collects accurate and comprehensive drug information from appropriate sources to make informed, evidence-based, patient-specific or population-based decisions (technician students should demonstrate proficiency in obtaining drug information for pharmacists use)

**Site Specific Student Activities:**