

PHRM 370
IPPE I Community
Pharmacy Practice
3 Credit Hours



Spring 2021
Course Description and Rationale

This introductory community pharmacy practice experience (IPPE I) course will help you develop basic knowledge, professional identity and self-confidence in the area of community pharmacy. Under the supervision and guidance of pharmacy professionals, you will gain familiarity with all aspects of pharmacy practice in the community setting. You are expected to build on knowledge and skills gained during your first professional year of college, achieving standard competencies for the practice of pharmacy in the community setting.

The course is structured so that you will complete a two week focused learning experience in January, at an assigned community pharmacy and under the direction and supervision of an assigned preceptor. During the spring semester, you will conduct a 4-hour longitudinal experience at the same community pharmacy where your focused learning experience occurred.

Class Meeting Times

	Rotation Date
Two Week Focus Experience	January 4 – 15, 2021 OR January 18 – 29, 2021
Spring Longitudinal Experience	Tuesdays, February 2 – May 11, 2021 1:00 p.m. – 5:00 p.m. OR Thursdays, February 4 – May 13, 2021 1:00 p.m. – 5:00 p.m.

Faculty

Ryan S. Ades, PharmD, RPh

Director of Experiential Education

Assistant Professor of Pharmacy Practice

Office Hours: Tuesday 1:00pm – 2:00pm (<https://manchester-edu.zoom.us/j/94485521195>), Thursday 1:00pm – 2:00pm (<https://manchester-edu.zoom.us/j/96544030281>) and by appointment

Tel: 260-470-4075

Fax: 260-470-4460

rades@manchester.edu

Preferred Communication: e-mail

Note to students:

The primary purpose of the IPPE curricular component is to facilitate your transition from a didactic learner to a competent, caring professional, who provides patient-centered care and assures optimal patient outcomes. During this transition, you will be expected to acquire the knowledge, skills, attitudes, and values that are important to your pharmacy profession.

While taking part in the IPPE course you will work under the direct supervision of selected preceptors. These preceptors are expected to guide and mentor you in applying knowledge learned in the classroom, techniques learned in the laboratory, and compassion learned through life experiences, with the ultimate goal of improving the health of their patients. The ideal preceptor is one who mentors you in finding a pathway within the profession for achieving your personal and professional goals, while exposing you to all available aspects of community pharmacy practice.

Textbooks and Other Required and Recommended Learning Resources

- IPPE I Community Workbook
- Access to drug information resources

Course Outcomes

Outcomes are specific, measurable objectives that must be attained in order to accomplish the identified ability based outcome. These outcomes are developed in accordance with AACP entrustable professional activities and CAPE proposed outcomes and are geared towards achieving standard competencies for the practice of pharmacy in the community setting. Complete competence in all areas is not to be expected at this stage of your education. Professionalism and ethical behavior, however, are expected in all aspects and are grounds for grading and possible removal from your site if not upheld.

Outcomes	EPAs	CAPE Outcome(s)	ACPE Appendix 1
1. Demonstrate effective use of pharmacy systems and technology that improve patient	3B, 5A, 5B	1.1, 2.2	19, 24, 30, 31

safety, pharmacy inventory management, drug/product storage, and medication distribution			
2. Collect and analyze information to establish patient-centered goals to create and implement a patient care plan utilizing nonprescription medications, prescription medications, and immunizations as appropriate	1A, 1B, 1C, 1D, 3A, 3C, 3D, 4A, 4B	1.1, 2.1, 2.3, 2.4, 3.1	15, 21, 31, 33, 34, 35, 37
3. Display professional, ethical and responsible behavior and show concern for patient welfare at all times while complying with all state and federal legal requirements	3A, 3B, 3C	3.3, 3.5, 4.4	18, 23, 25, 26
4. Investigate the roles of pharmacists and technicians in providing community pharmacy services	5A, 5B	2.2, 3.4, 4.1	19, 23, 24, 26
5. Employ effective verbal and non-verbal skills while speaking with patients, caregivers, preceptors, and other professional colleagues	2A, 4A	3.2, 3.4, 3.6	25, 26, 30
6. Provide, under the direct supervision of a pharmacist, medication counseling to patients or caregivers regarding self-care, prescription and non-prescription therapies	1D, 4A	2.1, 2.3, 3.2, 3.6	15, 24, 25, 31, 32, 35

Course Schedule

Two Week Focused IPPE I Community Experience			
Topic	Section 1	Section 2	Assignments and Workbook Activities
Focused training in all aspects of community pharmacy operations	January 4-15, 2021	January 18-29, 2021	<ul style="list-style-type: none"> • Part I of IPPE I Community Workbook • IPPE I Community: Preceptor Midpoint Evaluation of Student • IPPE I Community: Student Midpoint Self Evaluation

Week	Tuesday <u>OR</u> Thursday
	IPPE Topic Focus
Week 1 February 2 or 4	<p>OTC Cough and Cold Product Focus and Pharmacist Counseling Shadow Course Outcome 4</p> <p>The goal of this exercise is to become aware of available over-the-counter (OTC) medications commonly used to treat cough and cold symptoms, and to witness the consultation provided by a licensed pharmacist. This exercise will help you develop skills that you can apply routinely when patients request assistance with OTC medications.</p>
Week 2 February 9 or 11	<p>Patient Counseling on OTC – Supervised by Pharmacist (Cough and Cold) Course Outcome 2, 5, 6</p> <p>The goal of this exercise is to practice counseling on an over-the-counter (OTC) medication commonly used to treat cough and cold symptoms. Your preceptor will supervise your counseling session, assess your technique and provide feedback.</p>
Week 3 February 16 or 18	<p>Home Diagnostics Course Outcome 4</p> <p>The goal of this exercise is to review the many different home diagnostic devices available for pregnancy testing, and to identify other diagnostic tests and familiarize yourself with their role in treatment.</p>
Week 4 February 23 or 25	<p>Oral/Ophthalmic/Otic Health Course Outcome 4</p> <p>The goal of this exercise is to review the role of oral care in overall patient health. The American Dental Association indicates that a clean mouth prevents pneumonia, gum disease, and helps prevent heart disease.</p>
Week 5 March 2 or 4	No Attendance to IPPE Site

<p>Week 6 March 9 or 11</p>	<p>Patient Immunization Review Course Outcome 1, 2, 5, 6</p> <p>The goal of this exercise is conduct a full patient immunization review and provide recommendations with rationale for immunizations the patient should receive, both on the date of the review and in the future as appropriate.</p>
<p>Week 7 March 16 or 18</p>	<p>Patient Interview- Medication History Course Outcome 2, 5</p> <p>The goal of this exercise is to apply effective communication techniques to a patient interview, acquiring a thorough medication history.</p>
<p>Week 8 March 23 or 25</p>	<p>OTC Constipation and Diarrhea Treatments Course Outcome 1</p> <p>The goal of this exercise is to identify available over-the-counter (OTC) medications commonly used to treat constipation and diarrhea. This exercise will help you develop skills that you can apply routinely when patients request assistance with OTC medications</p>
<p>Week 9 March 30 or April 1</p>	<p>Difficult Situations Course Outcome 1, 3</p> <p>The goal of this exercise is to review examples of difficult situations with your preceptor to determine the best means to address conflict within a community pharmacy setting.</p>
<p>Week 10 April 6 or 8</p>	<p>Review Article Summary About a Disease Course Outcome 1, 2, 5</p> <p>The goal of this exercise is to practice searching for articles using PubMed® and to improve skills in interpreting and condensing scientific information. Through this exercise, students will demonstrate skills developed in Drug Information.</p>

<p>Week 11 April 13 or 15</p>	<p>Medication Safety Course Outcome 1, 3</p> <p>The goal of this exercise is to apply principles of medication safety to a patient care setting.</p>
<p>Week 12 April 20 or 22</p>	<p>Patient Counseling (Smoking Cessation) Course Outcome 2, 5, 6</p> <p>The goal of this exercise is to review available prescription and nonprescription smoking cessation products, and accurately counsel a patient about smoking cessation, including appropriate use, possible adverse effects, and titration off medication.</p>
<p>Week 13 April 27 or 29</p>	<p>OTC Heartburn and Nausea/Vomiting Treatments Course Outcome 1</p> <p>The goal of this exercise is to identify available over-the-counter (OTC) medications commonly used to treat heartburn and nausea/vomiting. This exercise will help you develop skills that you can apply routinely when patients request assistance with OTC medications</p>
<p>Week 14 May 4 or 6</p>	<p>Drug Diversion Course Outcome 1, 4</p> <p>The goal of this exercise is to apply principles of drug diversion prevention to a patient care setting.</p>
<p>Week 15 May 11 or 13</p>	<p>Patient Interview – Health Literacy Course Outcome 3, 5</p> <p>The goal of this exercise is to interview a patient to assess their health literacy through the use of a screening tool, reflecting on the role of community pharmacists in addressing health literacy concerns in patient care.</p>

Description of Teaching/Learning Methods

This course combines weekly assignments corresponding to your longitudinal experience with online discussions and an experiential on-site practice component. The practice component is comprised of a two week focused experiential education (80 hours) at a Community Pharmacy followed by a four hour weekly longitudinal practice at the same site during the spring semester.

You will actively participate with the community pharmacy team as well as complete targeted assignments designed to maximize learning and achieve the basic course ability based outcomes.

This course will meet once in person during the week of February 1st to discuss the first two weeks of the experience and to set expectations for the longitudinal portion of the class. All subsequent meetings, content, and discussions will take place virtually for the duration of the spring semester.

Attendance, Assessment and Grading

This course is a Pass/No Pass course. You must achieve a minimum of 80% overall grade in the course to attain a Pass. Students who fail to achieve an 80% overall grade in the course will be required to conduct a remedial experience at a community pharmacy site from June 7th through July 2nd.

Pass: 80% or more overall grade

No Pass: Below 80% overall grade

Assessment	Point Value (%)
Part I of the workbook	200 (20%)
Preceptor Two-Weeks Focused IPPE Evaluation of Student	100 (10%)
Part II of the workbook	280 (28%)
Preceptor Final Evaluation of student	300 (30%)
Class participation	120 (12%)
Total	1000 (100%)

The Workbook (38% of final grade)

The workbook is divided into two parts

- **Part I (20%)** is to be completed during the two week focused experience. The workbook will be available electronically and **must be fully submitted, in Canvas, by the Monday following completion of your two week focused rotation.** Failure to do so will result in a 25% loss of grade for every day the workbook is late.
- **Part II (28%)** is broken into weekly assignments that reflect the topic of the week. Each assignment **must be completed and submitted, in Canvas, by the day following the day of your experience.** Failure to do so will result in loss of grade for that assignment.

Class Participation (12% of final grade)

Participation will be assessed by the evaluation of contributions to class discussion through online discussion boards. Discussion boards will be moderated and will be open for all pharmacy faculty to join if they desire. Discussion board grading will follow this general rubric:

Criteria	Excellent – 10 pt	Good – 8 pt	Fair – 6 pt	Poor/Omitted – 0 pt
Ability of postings to move discussion forward	All postings (initial and reply) add significantly to the discussions (e.g. identify important relationships, offer a fresh perspective or critique of a point; offer supporting evidence)	At least one posting adds significantly to the discussion	Postings supplement or add moderately to the discussion	Postings are omitted or do little to move the discussion forward

Students will be responsible for responding to the initial question, and then responding to at least one of their classmates’ posts for each question. Failure to submit two postings will result in a 0 for the discussion.

Midterm Preceptor Evaluation (10% of final grade)

At the completion of your two week focused experience you will complete an *IPPE I Community: Student Self Evaluation, Midpoint* and the preceptor will separately complete an *IPPE I Community: Preceptor Evaluation of Student, Midpoint*. These evaluations contain the same questions. You are to meet with your preceptor and discuss your evaluation. Compare your self-evaluation with the preceptor’s to identify areas in need of improvement.

Final Preceptor Evaluation (30% of final grade)

At the completion of your longitudinal experience the preceptor will complete the *IPPE I Community: Preceptor Evaluation of Student, Final* on your performance while at their site. The final evaluation should focus on improvement in areas identified in the midterm evaluation to reflect your progression in the

learning process.

Attendance and Hours

Attendance is a grading criterion as well as a requirement for certification of experiential hours to the Indiana State Board of Pharmacy. Experiential hours are to be granted only for time spent at the experiential site or for assignments/projects scheduled by the preceptor and are **not** awarded for travel to and from the site, study time, or class time.

You are required to contact your preceptor **at least two weeks** prior to the start of the rotation to determine the time and place to report. You are expected to be punctual and adhere to the rotation schedule agreed upon with the preceptor and must check-in and check-out with your preceptor, or an identified designee, every experiential day.

You must complete all hours assigned to you at your practice site as scheduled. In the event that you are unable to complete a certain number of hours as scheduled you must work with your preceptor on identifying a suitable time to remedy those hours. You must notify the office of experiential education of the hours missed and your plan of action.

Rotation Policies

Please refer to the Pharmacy Practice Experience Rotations Manual for a complete discussion of policies that pertain to your IPPE I Community rotation.

Professional Appearance

You will be recognized by professionals and patients as representatives of the Manchester University College of Pharmacy and the profession of pharmacy at the practice site. Therefore, each student **MUST** conform to the following dress code in addition to any dress codes required by the practice site:

- You must maintain good hygiene; wear a bright white, clean and freshly ironed white coat, and a Manchester University College of Pharmacy student nametag. White coats and name tags will be worn for all rotation activities. If the rotation site requires its own student nametag, you will be expected to wear both nametags unless otherwise instructed by the office of Experiential Education.
- Please refrain from wearing perfume, cologne or strong smelling creams and lotions while at your practice site.
- Female students may wear skirts, dresses, or dress slacks with appropriate hosiery and/or socks and shoes. Leggings worn as pants are not permissible. Leggings under skirts or dresses are allowed. Skirts and dresses must be knee length.
- Male students must wear dress slacks, collared shirts, ties, socks and appropriate shoes.
- Jeans, capris, shorts, mini-skirts, T-shirts, jogging suits, hats, caps, etc., are considered

- inappropriate dress and are not allowed.
- Open toed shoes are inappropriate and not permitted.
 - Tattoos, any body piercing other than the ears, and other forms of body art, are to be covered while at experiential sites.
 - Revealing clothes, such as low-cut, sheer, see-through, or tight/form fitting attire (e.g. tank tops, tube tops and halter-tops) are not allowed.
 - Specific sites may vary from this policy. It is expected that the student will adhere to the dress code at that site.

Class Responsibilities

Responsibilities of the Student:

Professionalism

Students are expected to act as professionals and treat all students, preceptors, patients, and instructors with respect. Any non-professional activity observed will be considered inappropriate.

Each individual has a right to voice opinions and comments respectfully during discussions. Abusive language, in person, via email, or through any other forum, directed toward a classmate or instructor will not be tolerated. Such behavior is not in keeping with the expectations for an aspiring professional. Concerns about this course should be discussed with the course coordinator at a mutually agreeable time and place.

Timeliness

Students are expected to complete all classwork in a timely fashion, submitting completed assignments prior to assigned due dates. Students should show up to their practice site ready to engage in practice five minutes prior to their scheduled start time. Notification of lateness or absence from a practice site should be communicated both to the preceptor and to the course coordinator prior to the scheduled experience. All required documentation for conducting an experience at a practice site must be completed prior to attending that site.

Responsibilities of the Faculty:

Class preparation

Faculty teaching this course will notify students if an experience or assignment needs to be cancelled for any reason at least 24 hours prior to the class unless due to an emergency. Faculty teaching this course will prepare all materials in advance using teaching methods that will facilitate your learning. Please recognize that “facilitating your learning” does not always mean giving you the answers, but might instead involve challenging you to think more deeply on issues or helping you identify other sources that can provide information.

Availability

All faculty members will be available to assist students and answer questions related to this course. Office hours are listed with the contact information provided in this syllabus.

Professionalism

All faculty members will act professionally and treat all students with respect. This includes notifying students in advance of changes to syllabus involving tests, quizzes, or assignment due dates. In addition, not only will faculty be open to your authentic inquiries, but will encourage you to come to us with any questions or concerns.

Course Evaluation

The College of Pharmacy depends on feedback from all students to improve the educational experience and to meet the requirements for our accreditation. Students' professional, constructive feedback of faculty will help us make adjustments to teaching styles and course content to better suit student needs. Student confidentiality to course faculty will be assured; however, the assistant/associate dean for academic affairs & assessment has access to student authorship if necessary. Students who make inappropriate comments that contain intimidating, threatening, unprofessional, and/or abusive language will be identified and may be referred to the Honor Council. All students are required to complete assigned course and instructor evaluations; course and instructor evaluations are available during the last seven days of instruction of a course. Students will be notified via e-mail when course and instructor evaluations become available.

Students who have not completed all assigned evaluations (course and all faculty) by the deadline will lose the opportunity to complete such evaluations and will be reported to Honor Council.

Academic Integrity

It is the goal of the Manchester University Pharmacy Program to uphold the highest levels of academic honesty and integrity. The Pharmacy Program has a firm policy concerning academic dishonesty that includes, but is not limited to, cheating, plagiarism, or any other action that misrepresents academic work as being one's own. Students are expected to demonstrate academic honesty in all coursework, whether completed in-class or not, individually, or as part of a group project. All students are expected to be familiar with the Program' policies on Academic Integrity and the Student Honor Code, which are found in the current Student Handbook and the Pharmacy Bulletin.

Plagiarism is the presentation of information (either written or oral) as one's own when some or all of the information was derived from some other source. Specific types of plagiarism encountered in written and oral assignments include the following:

- Sources have been properly identified, but excerpts have been quoted without proper use of quotation marks; or the material has been slightly modified or rephrased rather than restated in the student's own words.
- Key ideas or items of information derived from specific sources that present material that is not common knowledge have been presented without proper identification of the source or sources.
- Unidentified excerpts from other sources have been woven into the student's own presentation.

- A paper or speech may be a mosaic of excerpts from several sources and presented as the student's own.
- An entire paper or speech has been obtained from some other source and presented as the student's own.
- Texts in another language are translated into English and presented as the student's own.

Cheating consists of any unpermitted use of notes, texts or other sources so as to give an unfair advantage to a student in completing a class assignment or an examination. Intentionally aiding another student engaged in academic dishonesty is also considered cheating.

Violations of academic integrity may result in academic sanctions, including failure of an assignment, course failure, or disqualification from the College.

Student Disability and Reasonable Accommodation Policy

Manchester University, in compliance with federal guidelines, is committed to assuring students with disabilities equal access to programs and activities however, it is the student's responsibility to self-disclose the disability. Students who feel they may need an accommodation based on the impact of a disability should contact Mia Miller, the Disability Support Coordinator, to establish eligibility and to coordinate reasonable accommodations. Students whose accommodation requests are approved will be provided with confidential letters to deliver to their professors. Each letter verifies the disability and documents the need for auxiliary aids and services and/or academic adjustments/accommodations. Students are encouraged to meet with each professor early in the semester to discuss academic implications as they relate to each specific course and to request appropriate accommodation. The Disability Support Services office is in the Success Center (second floor of the Jo Young Switzer Center) and can be reached by phone at 260-982-5888 or 260-982-5499 to schedule an appointment.

Medical Emergency/Evacuation Assistance Statement

Students should speak to the instructor immediately if (1) they may require medical attention during class, or (2) they have a disability, chronic condition, or a temporary injury that may limit or affect their ability to evacuate the classroom/building in an emergency. The student and the instructor should discuss the student's specific needs and the types of precautions that should be made in advance of such an event. In the event of a fire or other situation requiring emergency evacuation, students with ambulatory disabilities are to go with or without assistance to the nearest stairwell area. Faculty and staff will assist with evacuation management efforts until such time as the Campus Safety and/or Police and Fire Departments arrive on the scene to assist in student evacuation from the building. Elevators are not to be used for evacuation by any persons.

Students who need special arrangements in the event of an evacuation should also register with Mia Miller in the Success Center as early as possible in the semester to help facilitate the provision of needed emergency assistance.

Title IX Student Conduct Reporting Requirement

Manchester University is committed to fostering a safe community where the infinite worth of all individuals is respected. Title IX and institutional policy prohibit discrimination on the basis of sex and gender identity. Consequently, sexual misconduct— including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at Manchester. Faculty, staff and administrators encourage anyone experiencing sexual misconduct, dating/domestic violence, or stalking to talk to someone about what happened, so they can get the support they need and Manchester University can respond appropriately.

To speak confidentially with a Manchester employee/on-campus representative about an incident of sexual misconduct, please contact:

MU Counseling Services (260-982-5306)

MU Health Services (260-982-5306)

MU Campus Pastor (260-982-5243)

North Manchester Campus Victim Advocate (260-563-4407)

CARE Initiative (260-982-5027)

Off-campus resources include the following:

Hands of Hope (Service to North Manchester Campus-24/7 Hotline 260-563-4407)

Fort Wayne Sexual Violence Treatment Center (Service to both Fort Wayne & North Manchester Campuses-24/7 Hotline 260-423-2222)

YWCA of Northeast Indiana (Domestic Violence & Sexual Violence: 260-447-7233)

Individuals who wish to file a report of sexual misconduct should contact the Title IX Coordinator (260-470-5721) or/and Manchester University Campus Safety (260-982-5999).

For questions about institutional policies and procedures regarding sexual misconduct, please contact the Title IX Coordinator. To make a police report, contact the North Manchester Police Department (260-982-8555) or Fort Wayne Police Department (260-472-1222).

Learn more about Title IX and survivor support at the following websites:
<https://www.manchester.edu/about-manchester/university-priorities/title-ix> &
<https://www.manchester.edu/student-life/care-initiative/care-intitiative-home>.

Manchester University strives to uphold privacy and confidentiality as much as possible and only shares information received with those who have a need to know in order to respond. Individuals who desire anonymity in discussing and seeking assistance about sexual misconduct should contact and/or be referred to a **confidential employee**.

Spartan Success: Student Success and Intervention Coordination System

This course participates in Spartan Success Early-Alert, which is designed to support students' academic success, persistence and graduation. When a concern arises that the Instructor believes

may impede or disrupt a student's academic success, the instructor will raise an alert flag that notifies the student about the concern and/or refer the student to key individuals within the student's success network. If a student receives an email notification of an early alert, it is that student's responsibility to contact the instructor as soon as possible to discuss the issue. The purpose of the contact should be to determine the severity of the issue and develop an action plan to be successful in the course. The Spartan Success program is coordinated through Success Advising. For more information or questions, contact spartansuccesssupport@manchester.edu or the Success Advisors directly by phone at 260-982-5250.

Issues not addressed here or in other official course documents will be resolved at the discretion of the course coordinator.