

PHRM 370
IPPE I Community
Pharmacy Practice
3 Credit Hours



Manchester
University

COLLEGE of PHARMACY,
NATURAL & HEALTH SCIENCES

Spring 2018

Course Description and Rationale

This introductory community pharmacy practice experience (IPPE1) 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 various community settings. 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 pre-requisite two week focused learning experience in either December or January, at an assigned Community Pharmacy and under the direction and supervision of an assigned Preceptor. During the spring semester, you will combine 1 hour of interactive weekly lecture with a 4 hour longitudinal experience at the same Community Pharmacy where your focused learning experience occurred.

Class Meeting Times and Locations

	Rotation Date
Two Week Focus Experience	December 4-15, 2017 OR January 1-12, 2018
Spring Longitudinal Experience	Tuesdays January 16-May 1 From 1300-1700 OR Thursdays January 18-May 3 From 1300-1700
Class meeting	Mondays 3:30 – 4:30 Room 132

Faculty

Ahmed Abdelmageed, Pharm.D.
Assistant Dean of Experiential Education
and Community Engagement
Associate Professor of Pharmacy Practice
Office Hours: Tue and Fri 8:00am – 9am;
T u e : 1:00pm – 2:00pm and By Appointment
Tel. 260-470-2676
aabdelmageed@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.

Textbooks and Other Required and Recommended Learning Resources

- IPPE I Community Work Book
- 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 ACPE and CAPE proposed outcomes and are geared towards achieving standard competencies for the practice of pharmacy in the community setting bearing in mind that 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

NEW OUTCOMES:

1. Demonstrate effective use of pharmacy systems and technology that improve patient safety, pharmacy inventory management, drug / product storage, and medication distribution [EPA F1, G1]
2. Demonstrate professionalism, ethical and responsible behavior and show concern for patient welfare at all times while complying with all state and federal legal requirements [EPA E2]

3. Investigate the roles of pharmacists and technicians in providing community pharmacy services [EPA C3]
4. Demonstrate effective verbal and non-verbal skills while speaking with patients, caregivers and preceptors [EPA A3, E2]
5. Provide, under the direct supervision of a pharmacist, basic medication counseling to patient or caregiver, regarding self-care, prescription and non-prescription therapies [EPA A2, G2]
6. Evaluate presentations and provide constructive feedback, highlighting areas of excellence and proposing solutions to areas of concern, in a professional manner [EPA F2]

Daily Course Schedule

Two Week Focused IPPE I Community Experience			
Topic	Section 1	Section 2	Assignments and Workbook Activities
- Focused training in all aspects of <u>Community Pharmacy operations</u>	December 4-15, 2017	January 1-12, 2018	- Complete and submit Part I of IPPE I Community Workbook - Two Week Focused IPPE Evaluations

Spring Semester		
Week	Monday	Tuesday or Thursday
	Class Topic and presentation schedule	IPPE Topic Focus
Jan 15	- Course Overview - General review and class discussion of students' focused experience and section1 of the workbook	OTC cough and cold product focus <i>Course Outcome 7</i> The goal of this exercise is to become aware of available over-the-counter (OTC) medications commonly used to treat cough and cold symptoms. This exercise will help you develop skills that you can apply routinely when patients request assistance with OTC medications

Jan 22	Group 1 and 2 presentation Topic: OTC Product	OTC Patient Counseling-Shadow (Cough and Cold) <i>Course Outcomes 3 and 7</i>
		<i>The goal of this exercise is</i> to observe a pharmacist counsel a patient on an over-the-counter (OTC) medication commonly used to treat cough and cold symptoms
Jan 29	Group 3 and 4 Presentation Topic: OTC patient counseling-shadow	Patient counseling on OTC-supervised by pharmacist (cough and cold) <i>Course outcome 7 and 18</i> <i>The goal of this exercise is</i> 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 positive feedback
Feb 5	Group 5 and 6 presentation Topic: Patient counseling OTC	Prescription Drug Information <i>Course Outcome 9</i> <i>The goal of this exercise is</i> to practice answering drug information questions. Through this assignment, you will apply the skills introduced in Drug Information and continue to develop your approach to responding to drug information requests
Feb 12	Group 7, 8 and 9 presentation Topic: Drug Information-Prescription	Patient interview-Health Literacy <i>Course Outcome 6 and 16</i>
Feb 19	Group 10, 11 and 12 presentation Topic: Patient interview	Adverse Drug Reactions and Drug-Drug Interaction <i>Course outcome 3 and 17</i> The goal of this exercise is to develop skills and strategies for addressing electronic alerts that fire during prescription processing. Through this assignment, students will apply the skills introduced in Drug Information to commonly-encountered challenges for pharmacists
Feb 26	Group 13 and 14 presentation Topic: ADR and DDI	Patient interview- Medication History <i>Course outcome- 8 and 14</i>

March 5	Group 15 and 16 presentation Topic: Patient Interview-Medication History	Home Diagnostics (Other than a Diabetic testing machine) <i>Course Outcome 15</i>
March 12	Group 1 and 2 Presentation Topic: Home diagnostics	Review Article summary about a disease <i>Course Outcome 6</i> 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
Spring Break March 19-23		
March 26	Group 3 and 4 Presentation Topic: Article Summary	Smoking cessation product focus <i>Course Outcome 9</i>
April 2	Group 5 and 6 Topic: Product focus	Patient Counseling (smoking cessation) <i>Course outcome 16, 14, 18</i>
April 9	Group 7 and 8 Topic discussion: Patient counseling	Medication safety <i>Course outcome 10</i> The goal of this exercise is to apply principles of medication safety to a patient care setting. This exercise builds on content learned in Introduction to Pharmacy II
April 16	Group 9, 10 and 11 Topic discussion: Medication safety	Drug Diversion <i>Course outcome 5</i> The goal of this exercise is to apply principles of drug diversion prevention to a patient care setting. This exercise builds on content learned in Introduction to Pharmacy II
April 23	Group 12, 13 and 14 Topic discussion: Drug Diversion	Interventions <i>Course outcome 3</i>
April 30	Group 15 and 16 Topic: Interventions	Student's topic of choice

Description of Teaching/Learning Methods

This course combines didactic, interactive classroom sessions (e.g. group discussions / projects, self-reflections) and an experiential on-site practice component. The practice component is comprised of a two weeks focused experiential education at a Community Pharmacy followed by a four hour weekly longitudinal practice at the same site in 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.

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.

Pass: 80% or more overall grade

No Pass: Below 80% overall grade

Assessment	Point Value (%)
Part I of the workbook	100 (10%)
Preceptor Two-Weeks Focused IPPE Evaluation of student	100 (10%)
Part II of the workbook	200 (20%)
Preceptor Final Evaluation of student	300 (30%)
First Presentation	50 (5%)
Second Presentation	150 (15%)
Class participation	100 (10%)
Total	1000 points

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The Workbook (30% of final grade)

The workbook is divided into two parts

- **Part I (10%)** is to be completed during the two week focused experience. The workbook will be available electronically and must be fully submitted, via Canvas, no later than the Monday following completion of your two weeks focused rotation. Failure to do so will result in a 10% loss of grade for every day the workbook is late.
- **Part II (20%)** is broken into weekly assignments that reflect the topic of the week being discussed in class. Each assignment must be completed and submitted, via Canvas Drop Box, the following day. Failure to do so will result in loss of grade for that assignment.

Presentations (20% of final grade)

Each group will have the opportunity to present twice during the spring semester. The presentation will focus on the assigned topic of the week and should summarize the group members' experience at their site. This should not take you more than a couple of hours of teamwork. Get together, discuss your answers to the assignment of the week then break up the work. You don't all have to present. You can elect one or two team members to do so. Draw upon what you have learned in class, compare and reflect on your topic of focus.

You will be equally graded on your presentation and teamwork. Your team members will evaluate your contribution to the team and course faculty will evaluate your presentation. Please refer to Appendix A and B for the evaluations criteria.

Presentation Requirements

- 1- Time: 15 minutes each
- 2- Format: PowerPoint
- 3- Objectives:
 - a. Background/Introduction on the topic of focus
 - b. Findings/reflections/analysis of topic of focus
 - c. Conclusion/Reflections/what did you learn?

Class Participation (10% of final grade)

Participation will be assessed throughout the semester in two ways

- Contribution to class discussion and small group exercises using clicker technology (5%)
- Team Evaluations of your performance in group presentations (2X2.5%)

Preceptor Evaluations (40% of final grade) Midterm

(10%)

At the completion of your two weeks focused experience you will complete a self-evaluation and the preceptor will separately complete the same evaluation. 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 (30%)

At the completion of your spring, longitudinal, experience the preceptor will complete a final evaluation 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.

Rotation Policies

Please refer to the student 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 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:

- (i) 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.
- (ii) Please refrain from wearing perfume, cologne or strong smelling creams and lotions while at your practice site.
- (iii) Female students may wear skirts, dresses, or dress slacks with appropriate hosiery and/or socks and shoes. Leggings are not permissible.
- (iv) Male students must wear dress slacks, collared shirts, ties, socks and appropriate shoes.
- (v) Jeans, shorts, mini-skirts, T-shirts, jogging suits, hats, caps, etc., are considered inappropriate dress and are not allowed.
- (vi) Open toed shoes are inappropriate and not permitted.
- (vii) Tattoos, any body piercing other than the ears, and other forms of body art, are to be covered while at experiential sites.

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.

Classroom Policies and Responsibilities

Attendance

Attendance is mandatory and it is expected that you will attend every class prepared, having completed all pre-class work and readings as assigned. In order to achieve full points in this course, you are expected to arrive to class on time, stay for the entire period, and participate in classroom discussion. However, if there are extenuating circumstances, make sure you contact either Dr. Abdelmageed or Dr. Trovinger via e-mail or phone. Make-up work may be arranged in situations deemed allowable but this will be determined on a case by case basis and the course of action will be determined by the coordinators of this course.

Professionalism

You are expected to act as a professional and treat all other students and instructors with respect. The use of electronic devices, including laptop computers and smart phones, is permitted as long as the content viewed is directly related to the topic being discussed (e.g., accessing Micromedex® to access drug information to assist in a case scenario). Any non-professional activity observed will be considered inappropriate.

Each individual has a right to voice opinions and comments respectfully during class 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 (in person, not via e-mail).

Mandatory Dress Code

The IPPE I class provides students with an introduction to many of the professional skills required to become a successful pharmacist. Therefore, it is expected that students will dress in a professional manner in accordance with the professional appearance policy except that a white coat is not necessary for the classroom.

ePortfolio

All students are expected to maintain an ePortfolio with items demonstrating their continued learning and professional development as they progress through the curriculum. These items include, among other things, certain course assignments, self-evaluations, assessments, and reflections.

For this course, you will need to upload the following to your ePortfolio:

- All evaluations
- Both sections of the workbook
- Both PowerPoint presentations

Responsibilities of the faculty:

Attendance / Class preparation

Faculty teaching this course will show up and begin all scheduled classes on time. If a class needs to be cancelled for any reason, we will notify students via Desire2Learn at least 24 hours prior to the class unless due to an emergency. Faculty teaching this course will prepare in advance for all lectures and use 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 we 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’ constructive feedback of faculty and

preceptors will help us make adjustments to teaching styles and course content to better suit student needs. All students are required to complete course, instructor and preceptor evaluations. Evaluations for the course will be available two weeks before the course ends. Students will be notified via e-mail when course evaluations become available.

Students are also required to evaluate the faculty and preceptors who participate in the delivery of each course. Students will be notified via e-mail when evaluations become available.

Students who have not completed all evaluations by the official college grade submission date (usually several days after finals) will receive a grade of NR (Not Recorded) for the course. The NR grade will revert to the earned grade in the course only when all evaluations are completed.

Academic Integrity

It is the goal of the Manchester University College of Pharmacy to uphold the highest levels of academic honesty and integrity. The College 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 College's 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 that are provided to students without disabilities.

Any student who feels she or he may need an accommodation based on the impact of a disability should contact support services for students with disabilities, to establish eligibility and to coordinate reasonable accommodations. It is the student's responsibility to self-disclose the disability. Students whose accommodation requests are approved will be provided with confidential letters to deliver to their professors which verify the nature of the student's disability and document 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 the academic implications of the disability as they relate to the specific course and to request appropriate accommodations. The Disabilities Office is located in the Success Center (second floor of the Switzer Center). Students may call 982-5076 or 982-5888 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 support services for students with disabilities as early as possible in the semester to help facilitate the provision of needed emergency assistance.

Title IX Student Conduct Reporting Requirement

While students should feel comfortable approaching the professor with issues they may be struggling with or concerns they may be having, students should be aware that faculty members have some reporting requirements that are part of their job duties at Manchester University.

For example, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member will keep the information as private as possible, but the faculty member

is required to bring it to the attention of the institution's Title IX Coordinator (x. 5052 ajmachielson@manchester.edu) or the Human Resources office (ext. 5038). Additionally, students can report incidents or complaints to Campus Safety (ext. 5999 or in Fort Wayne: 260-266-1800). Students can also obtain support from the University Counseling Services (260-982-5306).

Finally, students should know that if, for some reason, the interaction between a student and faculty member involves a disruptive behavior or potential violation of policy, the faculty member will inform the appropriate student experience staff, even when the student and faculty member may have reached an informal resolution to the incident. The purpose of this is to keep University leaders apprised of any behaviors and what was done to resolve them.

Campus resources

Health services

260-982-5306

<http://www.manchester.edu/OSD/Health/Index.htm>

Counseling center

260-982-5306

<http://www.manchester.edu/OSD/Counseling/Index.htm>

Safety

NM: 260-982-5999; FW: 260-266-1800

<http://www.manchester.edu/OSD/Security/index.shtml>

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

Appendix A

	1	2	3	4
Contribution to group goals	Works towards group goals only when prompted	Works towards group goals with occasional prompting	Works toward group goals without occasional prompting; accepts and fulfills individual role within group	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within group
Consideration of others	Needs occasional reminders to be mindful of others learning needs, values, opinions and skills.	Shows sensitivity to others learning needs, values, opinions and skills.	Shows and expresses sensitivity to and understanding of others learning needs, values, opinions and skills.	Shows sensitivity to the feelings of and learning needs of others; values the knowledge, opinion, and skills of all group members and encourages their contribution
Contribution of knowledge	Contributes information to the group only when prompted	Contributes information to the group with occasional prompting or reminding	Contributes knowledge, opinions, and skills without prompting or reminding	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding
Working and sharing with others	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding	Helps the group identify necessary changes and encourages group action for change; always does the assigned work without having to be reminded
Comments:				

Appendix B

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Content: is appropriate and information is presented in a logical order. Appropriate literature resources included with proper citations.			
Slide Creation: Presentation flows well and logically. Graphics used to illustrate topic of slide in an effective manner			
Presentation Style: Looks at audience while talking, doesn't read from slides. Speaks loudly and clearly. Presentation reflects lots of practice and segues from one slide to the next			
Mechanics: No spelling errors. No grammar errors. Text is in authors' own words			
Timing: Used allotted time effectively and delivered material within time allotted			