



School of Pharmacy
Community Introductory to Pharmacy Practice Experience
 Semester: P2 Summer/Wintermester
 Course# PHAR 6280 (2 credit hours) / Track: Experiential Education
 Course Dates: Summer 2022 and Wintermester 2023

<p>Course Coordinator Cristina Ortega, PharmD Office Phone: (915) 747-8183 Email: caortega2@utep.edu Office hours: by appointment</p>
<p>Preceptor and Site Information Located in CORE ELMS or as provided by the preceptor</p>

Course Description

Through this supervised experience, the student will be able to apply concepts from didactic course work to situations in community pharmacy practice settings to ensure competencies in direct patient care, management and use of resources and promotion of wellness, disease prevention, and patient safety. In addition to gaining proficiency in roles related to assessing patient data and reviewing and evaluating medications orders, students will also be involved in processes related to product delivery and operations management.



Source: <http://www.aacp.org/news/academicip>

The Pharmacist's Patient Care Process (PPCP)

Students will use the Pharmacist's Patient Care Process throughout class to **collect, assess, plan, implement, and follow-up** with patients. **Collaboration and communication** between students during team based learning exercises using PPCP will be applied. Students are expected to understand and apply the APhA PPCP Resource guide for pharmacists.

Course Meetings & Location

IPPE Block	Begin Date	End Date
1	May 30, 2022	June 10, 2022
2	June 13, 2022	June 24, 2022
3	June 27, 2022	July 8, 2022
4	July 11, 2022	July 22, 2022
5	July 25, 2022	August 5, 2022
6	August 8, 2022	August 19, 2022
Wintermester	January 2, 2023	January 13, 2023

Site Specific Hours

The preceptor should expect to be contacted by the student(s) 2 weeks before to the first day of rotation to discuss where to park, where to meet the first day and any site or rotation specific information, if applicable.

Students will be assigned to a partner community pharmacy in the area. Exact hours may vary based on site; however, students will be on site for 45 hours per week for two weeks (total of 90 hours). Students will not be able to report more than 50 hours per week. Students will need to check with the site preceptor for additional information and requirements.

Preceptor will provide a rotation schedule to the student.

Online Assessment Requirements

This course requires the use of CORE ELMS® and Blackboard. Students are responsible for ensuring they have access to CORE ELMS® and the appropriate Blackboard course before the beginning of the IPPE. If you have issues with CORE ELMS®, please contact the course coordinator to resolve the issue. If you are having technical issues with Blackboard, please contact Adrian Enriquez (aealonso@utep.edu). Assessments (e.g., assignments, quizzes, and exams) may be disseminated before the due date. This requires students to download the assessment using an internet connection. It is the student's responsibility to maintain access to a reliable internet connection (with the rare exception of when UTEP's systems are down).

Course Learning Objectives

At the conclusion of this course, students shall be expected to:

EPA 1: Collect information to identify a patient's medication-related problem and health-related needs.

EPA 6: Provide culturally and linguistically appropriate care to patients and/or clientele (UTEP specific).

EPA 9: Minimize adverse drug events and medication errors.

EPA 11: Ensure that patients have been immunized against vaccine-preventable diseases.

EPA 12: Educate patients and professional colleagues regarding the appropriate use of medications.

EPA 15: Fulfill a medication order.

Professionalism:

EPA 16: Displays characteristics of professionalism and engages in continuous professional development.

EPA	CAPE Outcomes	PCOA	CAPE Level of Assessment	EPA Minimum Level of Expectancy*
Required				
EPA 1: Collect information to identify a patient's medication-related problem and health-related needs.	2.1, 2.2, 2.3, 3.1, 3.5, 3.6	3.8, 4.6	Introduction	2
EPA 6: Provide culturally and linguistically appropriate care to patients and/or clientele (UTEP specific).	1.1, 3.5, 3.6	3.8, 3.9	Introduction	1
EPA 9: Minimize adverse drug events and medication errors	2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6	2.2, 3.10, 4.7	Introduction	1
EPA 11: Ensure that patients have been immunized against vaccine-preventable diseases.	2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6	3.1, 4.5, 4.6, 4.7	Introduction	1
EPA 12: Educate patients and professional colleagues regarding the appropriate use of medications.	1.1, 2.3, 3.2, 3.3, 3.5, 3.6, 4.2, 4.4	3.8, 3.9	Introduction	1
EPA 15: Fulfill a medication order.	2.2, 3.1, 3.6	3.5, 3.8, 3.10	Introduction	2
EPA 16: Displays characteristics of professionalism and engages in continuous professional development	4.1, 4.4	N/A	Introduction	Yes

Adapted from Appendix 1. Mapping of the Core EPAs for New Pharmacy Graduates to the CAPE 2013 Educational Outcomes and the Pharmacists Patient Care Process

<https://www.aacp.org/sites/default/files/2017-12/CAPE-EPA-PPCP-mapping.pdf>

Levels of Expectancy*:

	4 = Student is at APPLY level	3 = Student is at APPE READY level	2 = Student is at REINFORCE Level	1 = Student is at INTRODUCTORY level	N/A Does not apply
Knowledge/Skills/Attitudes	Student has excelled in performing competency-in knowledge Student has met expectations and requires minimal to no intervention from preceptor	Student performed the competency in knowledge at an acceptable level Student has met expectations but requires occasional intervention from preceptor	Student knows how to achieve competency in knowledge, but has not demonstrated it at an acceptable level Student requires significant intervention from preceptor	Student knows how to achieve competency in knowledge, but rarely demonstrates it. Student requires significant intervention from preceptor, and preceptor must often complete for student	Does not apply

*Adapted from the TCEP approved rubric

Students achieving Levels of Expectancy of 1 (for EPAs 6, 9, 11, 12) and Level of Expectancy of 2 (for EPAs 1, 15) are at satisfactory progress and are passing the objectives. Students achieving level 3 and 4 are exceeding expectations and are also passing the objective.

In order to pass this rotation, students must achieve a passing grade (**minimum competency of 1 on EPAs 6,9, 11, 12 and minimum of 2 on EPAs 1, 15**) on 66% (4/6) of the EPAs listed for the Community rotation and receive a **“Yes” for EPA 16 (Professionalism)**.

Activities and Tasks for required EPAs

EPA	Activities/Tasks
EPA 1: Collect information to identify a patient’s medication-related problem and health-related needs.	<ul style="list-style-type: none"> • Collect a medical and medication history from a patient or caregiver to make an appropriate OTC recommendation.
EPA 6: Provide culturally and linguistically appropriate care to patients and/or clientele (UTEP specific).	<ul style="list-style-type: none"> • Communicate with the patient or utilize an interpreter in the patient’s preferred language. • Provide appropriate care based on the patient’s beliefs
EPA 9: Minimize adverse drug events and medication errors.	<ul style="list-style-type: none"> • Report adverse drug events and medication errors to stakeholders. • Determine if medication being dispensed is right drug for the right patient.
EPA 11: Ensure that patients have been immunized against vaccine-preventable diseases.	<ul style="list-style-type: none"> • Determine whether a patient is eligible for and has received CDC-recommended immunizations. • Administer and document CDC-recommended immunizations to an adult patient. • Perform basic life support
EPA 12: Educate patients and professional colleagues regarding the appropriate use of medications.	<ul style="list-style-type: none"> • Counseling patients on how to use their medications appropriately
EPA 15: Fulfill a medication order.	<ul style="list-style-type: none"> • Enter patient-specific information into an electronic health or pharmacy record system. • Determine if a medication is contraindicated for a patient. • Determine the patient co-pay or price for a prescription. • Obtain authorization for a non-preferred medication when clinically appropriate. • Assist a patient to acquire medication(s) through support programs. • Fill medications following all applicable pharmacy laws.
EPA 16: Displays characteristics of professionalism and engages in continuous professional development.	<ul style="list-style-type: none"> • The student displayed accountability, honesty, respect, good communication skills, pride in the profession and commitment to self-improvement throughout the rotation and within preceptors communicated expectations.

Conduct and Attendance Expectations of Students in the course

It is mandatory that students demonstrate their commitment to the profession and respect for faculty, preceptors, and colleagues by attending the experience, arriving on time, and being prepared for the day's activities. Course schedule will be determined and finalized by the preceptor. Attendance will be monitored and assessed under professionalism. Due to the short nature of the experience, any unexcused absences will result in the failure of the IPPE course and the student will be forwarded to the progression committee. For excused absences, the student will need to work with their preceptor to reschedule the missed time and notify the clinical coordinator. If the missed time cannot be rescheduled, it will result in an Incomplete for the course. Please refer to the Student and Office of Experiential Handbooks for more information.

Conduct

1. Students are expected to abide by all site-specific requirements, state and federal laws and School of Pharmacy regulations during the rotation.
2. Students must wear required name badge(s) at all times that distinguishes them as a Pharmacist Intern.
3. Students must carry at all times a pharmacist-intern card and have a copy uploaded into CORE ELMS®.
4. Students must maintain the professional^a and ethical^b standards. Failure of professional and ethical standards may result in rotation failure or referral to OEE, Progression Committee, and/or UTEP Office of Student Conflict and Conflict Resolution (OSCCR).

a. Refer to Professional Expectations Contract in the OEE Handbook

b. Professional Technical Standards in the UTEP SOP Student Handbook

Attendance

1. Any rotation absence by a student of less than one day should be managed by the student and the preceptor. The preceptor is responsible for a specific plan for the make-up of the missed hours.
2. Students should try to provide no less than 24-hour notice to preceptors of schedule disruptions.
3. Any absence of one day or more, the student will be required to complete the Student Absence Form as outlined in the Student Handbook Attendance Policy for any absence. It is the responsibility of the course coordinator, working with the preceptor, to determine if the student can successfully complete the rotation. A plan for the make-up of the missed days will be completed if it is possible to make up the missed days.
4. Extended absences may result in failure of the rotation and/or delay in completion of the rotation and/or graduation.

Procedure for resolving rotation concerns

1. The student should try to resolve the issue/concern directly with the primary preceptor.
2. If the issue/concern is not resolved, the student should contact the Course Coordinator.
3. If the issue/concern is not resolved, the student should contact the Assistant Dean of the Office of Experiential Education (OEE).
4. If the issue/concern is not resolved, the student may contact the Associate Dean for Academic Affairs.

5. If the issue/concern is not resolved, the student may contact the Dean of the School of Pharmacy.

Questions related to the IPPE course in general should be directed to the Course Coordinator, whereas content/topic-specific questions should be directed to the preceptor. If there is any question of who to contact, please contact the preceptor first. For issues related to the preceptor contact the Course Coordinator.

Methods of Instruction/Learning

The learning outcomes in this course **may** be achieved via:

1. **Outside Preparation** – this will include outside topic review from class lecture, tertiary and primary literature material
2. **Preceptor and learner lead discussions** – allows learners to review and reinforce topics
3. **Case Discussions/SOAP Notes/Documentation** – provides practice opportunities for course ability outcomes and allows students to practice evaluating and assessing patient cases, make therapeutic recommendations and document patient interactions
4. **Live Patient Interview**- provides practice in interview skills and practice integrating clinical information
5. **Applicable pharmacy-practice activities**- provides practice opportunities to apply practice skills in real-word scenarios
6. **Exams/Quizzes** – allows students to demonstrate the course ability outcomes and instructors to provide necessary feedback

Topics that the learner may encounter during this learning experience include, but not limited to:

- Medication Therapy Management
- Patient, caregiver, interprofessional communication
- Community Pharmacy medication dispensing systems
- Law pertaining to community pharmacy

*Not all learning methods are required and should be discussed with the preceptor at the beginning of the rotation.

Evaluation and Grading Policy

The Community IPPE is graded on a pass/fail scale. There will be one formal summative assessment conducted by the preceptor during the IPPE –a final evaluation. A midpoint evaluation is optional if any problems are identified that may interfere with the student’s ability to pass the rotation. All assessments will be administered via CORE ELMS®, unless noted otherwise. Grades will be based on student’s pharmacy practice skills, values, knowledge, and attitudes. Skills are assessed by direct observation of Entrustable Professional Activities (EPAs) and required assignments. The preceptor will also provide feedback on student performance on an informal on-going basis. All assessments will be administered via CORE ELMS®, unless noted otherwise.

All of the following course requirements must be met by student to receive a final grade of Pass:

Course/Rotation Requirements (All items completed in CORE ELMS® unless otherwise noted)	Final Outcome^a
Upload and receive preceptor confirmation for 5 Quest/SCHOLARMAC OTC recommendations	Completed
Upload and receive preceptor confirmation for 5 counseling sessions	Completed
Upload and receive preceptor confirmation for 5 immunization recommendations	Completed

Complete and upload Community IPPE workbook into Field Encounters in CORE ELMS (student)	Completed
Record and receive preceptor approved experience minimum hours (90 hours) ^c	Completed
Receive a final EPA assessment that meets minimum level of expectancy of >66% of required EPAs (preceptor)	Completed at a passing level
Receive a passing final professional assessment (EPA 16) (preceptor) ^b	Completed at a passing level
Complete preceptor evaluation (student)	Completed
Final Grade	Pass/Fail

a. Failure to complete and turn in all assignments will result in failure of the IPPE.

b. A passing level on the professional assessment is a “yes” on EPA 16 on the final evaluation.

c. All experiential hours are to be entered on a weekly or daily basis. Check with your preceptor for their preference. Time taken for lunch, which will not count for hours unless worked during that time.

Requirement Due Dates

All requirements must be submitted through CORE ELMS by the end of the last day of the rotation unless noted elsewhere. **Students are responsible for following up with preceptor on any outstanding items.** If the student has difficulty working with the preceptor, the student should reach out to the course coordinator. **Any outstanding requirements, either on the student or preceptor end, not completed one week after the end of the rotation will result in course/rotation failure.**

It is the responsibility of the **student** to monitor his/her progress during the course and see that he/she is maintaining the required competency level. Students should seek advice and assistance from the preceptor and/or course coordinator as soon as he/she encounters any difficulty in the course. If student does not pass, they may be eligible for remediation.

Other Assignments: While each site/preceptor may have their own assignments (e.g, presentations, written assignments, patient counseling exercises) students are expected to complete the following minimum activities and will be evaluated for progress towards **Entrustable Professional Activities Level 1: Student is at INTRODUCTORY level:**

1. Complete the Community IPPE workbook
2. Complete 5 QuEST/SCHOLARMAC OTC recommendations
3. Complete 5 counseling sessions
4. Complete 5 immunization recommendations.

Required Course Technology/Tools/Needs

Drug Information Resource:

- Students must have a drug information resource (e.g. Lexi-Comp®, Micromedex®, etc) of the student’s choice and preceptor’s preferred reference(s) with them at all times

Recommended Resources:

- CDC Adult Immunization Schedule
- CDC Child and Adolescent Immunization Schedule
- Recommended Textbooks (available via APhA Library):
 - APhA’s Immunization Handbook by Lauren Angelo
 - Community Pharmacy Practice Case Studies by Jeane-Venable Goode

- How to Conduct a Comprehensive Medication Review by Lauren Angelo
- Communication Skills for Pharmacists by Bruce Berger

Writing Utensils:

- Students must always have an indelible black pen and permanent black marker (i.e. fine-tip Sharpie® with them)
 - There may be other site-specific needs. It is the responsibility of the student to check with the assigned site/preceptor to verify any other needs.
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Missed Requirements for the IPPE

1. It is up to the preceptor to determine how to handle late assignments/missed deadlines within the rotation (e.g. failure on professionalism [EPA 16]).
 2. ***All course requirements must be completed by the end of the course/rotation.*** Late assignments will result in an Incomplete for the course. After one (1) week if there is still outstanding course work, the Incomplete will convert to a Fail.
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Remediation Policies

Student must participate in all assignments to be eligible for remediation. Other important factors are also considered. ***See Student Handbook for details.***

Technical Assistance

If you are off campus, you may need to set up a Virtual Private Network (VPN) in your computer to access UTEP resources for this class (i.e. Library). The link below provides information for you to set up a VPN connection depending on your operating system. You can contact the Help Desk for assistance (See Technical Assistance information).

<https://libanswers.utep.edu/faq/246292>

If you are experiencing technical problems with the course, please contact the UTEP Helpdesk during: M - F: 8AM – 5PM. Calling within UTEP: 915.747.4357. Calling outside UTEP: 915.747.5257. For more information, please visit

<http://helpdesk.utep.edu>.

You can also visit an on-campus lab such as the ATLAS lab located within the Undergraduate Learning Center (UGLC building) for additional technical assistance. So that UTEP can continue to provide a stable learning environment, 12:00-6:00am Mountain time on Thursdays is reserved for minor preventive maintenance. This maintenance window is scheduled during the lowest usage time for the system. Blackboard may or may not be available during this time, depending on whether maintenance is necessary. Whenever possible, this time will be utilized to perform all minor maintenance. Unscheduled outages occur rarely, but they do happen. In the event of an unscheduled outage, Course Development and Technology Support will confer with Student and Faculty Services to provide appropriate notifications to those affected including faculty, staff and students.

Cell Phone Policy

All cell phones must be turned on to silent while at the education site unless otherwise instructed by the preceptor. If a student forgets to turn the ringer off, he/she may be subject to disciplinary action. Any unauthorized use of electronic devices (e.g. social media, sports, excessive texting) while engaged in rotational activities will be automatically removed

from the site for the day and the Director of OEE will be notified. This will result in an unexcused absence and professional misconduct. Refer to unexcused absence language.

Food/Beverage Policy

Students must not eat or drink in the pharmacy area unless allowed to do so by the site preceptor.

Dress Policy

Students are expected to dress professionally *at all times* (e.g. tie [male], no excessive jewelry, closed toed shoes, skirts/dresses below the knee, no excessive perfume or cologne, well-groomed). Additionally, some sites may have specific dress requirements the student must follow (e.g. scrubs). It is the student's responsibility to contact the preceptor in advance to verify any site-specific requirements. Pharmacy student/intern name badge must be *worn at all times* during IPPE/APPE rotations.

Credentials: Students are expected to *carry with them at all times* their Texas State Board of Pharmacy (TSBP) Trainee Letter/Intern Card. Students must have readily available electronically on CORE ELMS® the following: Unexpired BLS CPR Card, HIPAA Training Certificate, Bloodborne Pathogen, etc. Refer to OEE Handbook for a complete list. Failure to exhibit credentials will result in the student being asked to leave the site. Return to site is determined by the preceptor and the Experiential Programs Director.

UTEP and SOP Policy for Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty members insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the UTEP Office of Student Life and the homepage of the Office of Student Life, can result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (See "Dismissal for Reasons of Misconduct").

Professionalism and Professional Conduct

Students must present themselves in a professional and courteous manner. This behavior includes, but is not limited to, not engaging in disruptive behavior, being appropriately dressed, and using professional language and behavior. The student must uphold the UTEP policies and procedures that are outlined in the UTEP HOP, including, but not limited to: academic misconduct, substance abuse, and sexual misconduct. Additionally, the student must meet the requirements of the Professional Expectations and contract, as laid out in the OEE handbook.

Professionalism will be assessed during rotations. If professionalism issues occur during Experiential Education, the Preceptor Faculty (PF) will discuss the issue(s) with the student first. If the PF is unable to successfully mediate the situation, the PF will document the issue and the mediation attempt. This information is then directed to the Director of

Experiential Education who will work with Associate Dean of Academic Affairs. If the issue can still not be mediated, the issue is presented to the Progression Subcommittee for final review, decision, and plan.

UTEP and SOP Policy for Special Accommodations (ADA)

“If you have or suspect a disability and need classroom accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148.” You can also e-mail the office at cass@utep.edu or go by their office in Union Building East (Room 106). For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

General Statement About Course Policy

The syllabus is subject to change to meet course needs, especially if there are unexpected disruptions or changes in class size, resources, etc. The most updated syllabus can be found on CORE ELMS®. It is your responsibility to review the syllabus periodically for updates.

Additional Information

Campus Concealed Carry:

Effective August 1, 2016.

<https://www.utep.edu/campuscarry/>

Student Support:

UTEP provides a variety of resources for those in need (e.g., if you feel overwhelmed, stressed or dealing with a crisis):

- UTEP’s Counseling Center (free counseling to all students): 747-5302, which after-hours goes to a crisis line
- Mental Health Crisis Line: 779-1800
- National Suicide Prevention Hotline: 1-800-273-8255
- Veterans Crisis Line: 1-800-273-8255
- NAMI (National Alliance Against Mental Illness) of El Paso: 534-5478
- <http://caringeducators.tumblr.com/survival>

Title IX:

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Several different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <https://www.utep.edu/titleix/>]