

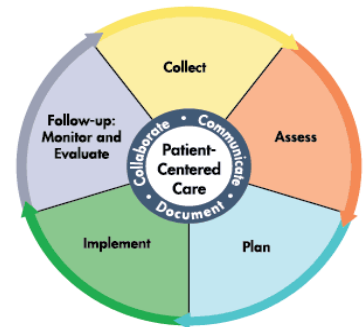


School of Pharmacy
Introductory to Pharmacy Practice Experience Community
 Semester: P2 Summer
 Course# PHAR 6280/Track: Experiential Education
 Course Dates (June 1, 2019-August 21, 2020)

Course Coordinator Sara Smith, PharmD Office Phone: (915) 747-8270 Email: scrico@utep.edu	Course Co-Coordinator Jacquelyn Navarrete, PharmD, BCACP Office Phone: (915) 747-8520 Email: jpnavarrete@utep.edu
Preceptor and Site Information Located in CORE ELMS or as provided by the preceptor	

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/academicp>

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

Block	Start	End
1	June 1, 2020	June 12, 2020
2	June 15, 2020	June 26, 2020
3	June 29, 2020	July 10, 2020

4	July 13, 2020	July 24, 2020
5	July 27, 2020	August 7, 2020
6 plus remediation	August 10, 2020	August 21, 2020

Site Specific Hours

The preceptor should expect a call from 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 Platform:

This course requires the use of CORE ELMS and BlackBoard. Students are responsible for ensuring they have access to CORE ELMS before the beginning of the APPE. If you cannot access your online accounts, please contact Alma Dominguez (arsaldana2@utep.edu) to resolve this issue. 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:

Required

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

EPA 2: Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.

EPA 3: Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s) and other health professionals that is evidence-based and cost-effective.

EPA 4: Implement a care plan in collaboration with the patient, caregivers, and other healthcare professionals.

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

EPA 7: Collaborate as a member of an interprofessional team.

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.

Optional

1. Follow-up and monitor a care plan (EPA 5)
2. Identify patients at risk for prevalent diseases in a population. (EPA 8)
3. Maximize the appropriate use of a medication in a population (EPA 10)
4. Use evidence-based information to advance patient care. (EPA 13)
5. Oversee the pharmacy operation for an assigned work shift (EPA 14)

EPA	CAPE Outcomes	PCOA	CAPE Level of Assessment	EPA Minimum Level of Expectancy*
Required				
EPA 1: Collect information to identify a patients medication-related problem and health-related needs.	2.1, 2.2, 2.3, 3.1, 3.5, 3.6	3.8, 4.6	Introduction	1
EPA 2: Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs	1.1, 2.1, 3.1, 3.6	4.1, 4.6, 4.7	Introduction	1
EPA 3: Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s) and other health professionals that is evidence-based and cost-effective.	1.1, 2.1, 2.2, 3.3, 3.5, 3.6	3.8, 4.1, 4.2, 4.5, 4.6, 4.7	Introduction	1
EPA 4: Implement a care plan in collaboration with the patient, caregivers, and other healthcare professionals	2.1, 2.2, 3.1, 3.2, 3.4, 3.6	3.8, 4.7	Introduction	1
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 7: Collaborate as a member of an interprofessional team.	1.1, 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.4	3.7, 3.8, 4.7	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	1
EPA 16: Create a written plan for continuous professional development.	4.1, 4.4	N/A	Introduction	Yes
Optional				
EPA 5: Follow-up and monitor a care plan	2.1, 2.2, 3.1, 3.4, 3.6	4.7	Introduction	1
EPA 8: Identify patients at risk for prevalent diseases in a population.	2.3, 2.4, 3.2, 3.4, 3.5, 3.6	3.1, 4.5, 4.6	Introduction	1
EPA 10: Maximize the appropriate use of a medication in a population	2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6	3.2, 4.5	Introduction	1
EPA 13: Use evidence-based information to advance patient care.	1.1, 2.1, 3.5, 3.6, 4.3	4.1, 4.7	Introduction	1

EPA 14: Oversee the pharmacy operations for an assigned work shift.	2.2, 3.1, 3.6, 4.1, 4.2, 4.3, 4.4	3.4	Introduction	1
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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 performed the competency in knowledge at an acceptable level	Student knows how to achieve competency in knowledge, but has not demonstrated it at an acceptable level	Student knows how to achieve competency in knowledge, but rarely demonstrates it	Does not apply
	Student has met expectations and requires minimal to no intervention from preceptor	Student has met expectations but requires occasional intervention from preceptor	Student requires significant intervention from preceptor	Student requires significant intervention from preceptor, and preceptor must often complete for student	
Notes:					

***Adapted from the TCEP approved rubric**

Students achieving a level of 1 making satisfactory progress. Students at a level of 2,3 and 4 are at satisfactory progress and are passing the objectives.

In order to pass this rotation, students must achieve a passing grade (minimum competency of 1) on 70% (8/11) of the EPAs listed for the Community rotation and receive a "Yes" for EPA 16 (Professionalism).

Expectations of Students During Course

The student is expected to come prepared and ready to learn and participate every day. The student is expected to seek out assistance if the student feels that learning objectives are not being met.

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
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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 Office of Experiential Education (OEE) Director.
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 APPE 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-world scenarios
6. **Exams/Quizzes** – allows students to demonstrate the course ability outcomes and instructors to provide necessary feedback

*Not all 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 two formal summative assessments conducted by the preceptor during the IPPE – a midpoint and a final evaluation. 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 requirements	Grade
Complete midpoint evaluation	Completed
Complete and upload Community IPPE workbook into Blackboard	Completed
Record and receive preceptor approved experience minimum hours	Completed
Receive a final EPA assessment that meets minimum level of expectancy of >70% of required EPAs	Completed at a passing level
Receive a passing final professional assessment (EPA 16)	Completed at a passing level
Complete preceptor evaluation	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.

Requirement Due Dates

All requirements must be submitted through Blackboard by the end of the last day of the rotation unless noted elsewhere. Requirements 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

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:

- APhA Pharmacist’s Patient Care Process Immunization Services Resource guide for pharmacists:
<http://www.pharmacist.com/sites/default/files/Pharmacists%20Patient%20Care%20Process%20Module%20for%20Immunizations%20Services%20-%20FINAL.pdf>
- 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.

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.

Attendance and Classroom Behavior

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 an incomplete and/or a failing grade and the student will be reported to the Director of Experiential Education for unprofessional behavior. For excused absences, the student will need to work with the course coordinator and site preceptor to make up the missed time and may result in an incomplete. Please refer to the Student and Office of Experiential Handbooks for more information.

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 24-hour notice to preceptors of schedule disruptions.
 3. Any absence of one day or more will require completion of an "Absence" form in CORE ELMS®. If possible, this form should be submitted to the preceptor and the Office of Experiential Education (OEE) (in CORE ELMS®) at least one month prior to the scheduled absence. In the event the absence is not scheduled, the Absence Request form should be submitted to the preceptor and OEE within three days of the student's return. It is the responsibility of the course coordinator, working with the preceptor, to determine if the student can successfully complete the rotation. A detailed plan for the make-up of the missed days will be completed if it is possible to make up the missed days.
 4. Days missed due to interviews for professional meetings (e.g., ASHP Midyear Meeting) are considered absences and the guidelines outlined must be followed. Students must discuss interview schedules/ professional meetings one month before the meeting. Refer to guidance outlined in the Student Handbook on student travel and absences and in the OEE Handbook.
 5. Extended absences may result in failure of the rotation and/or delay in completion of the rotation and/or graduation.
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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 make contact with 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.

<http://sa.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. A number of 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/>]