

PHAR 7325: Community Pharmacy Introductory Pharmacy Practice Experience (IPPE) Syllabus

Spring 2017

University of Minnesota College of Pharmacy

Introduction

The purpose of the Community IPPE is to introduce you to the fundamentals of pharmacy practice in the community pharmacy setting. The format of the IPPE is a combination of observation, application of current knowledge, and feedback and assessment between you, your preceptor, your course faculty, and others with whom you will encounter at your rotation site. Your success in completing and passing this course is based on your preceptor's evaluation, and completing all assignments appropriately and prior to the deadlines.

The Educational Outcomes for the IPPE address basic skills and knowledge that assist in the integration of classroom instruction and help prepare you for the Advanced Pharmacy Practice Experiences (APPEs) which will occur after successful completion of the third year of the PharmD program. Students completing Community IPPE will have successfully completed their first professional year coursework.

Mandatory Class Meeting Times and Locations

Twin Cities Sessions

Tuesday April 11 3:35-5:30 in Mayo 3-125

Tuesday April 18 3:35-5:30 in Mayo 3-125

Duluth Sessions

Thursday April 13 1:25-3:20 in Griggs Center

Thursday April 20 1:25-3:20 in LSci 165

Rotation Block Dates

IPPE Block	Start	End
1	5/22/17	6/09/17
2	6/12/17	6/30/17
3	7/3/17	7/21/17
4	7/24/17	8/11/17

Students must complete 120 hours regardless of University holidays. Students do not need to be on-site the day of the Holiday.

University Holidays & College Events 2017-2018

Monday, May 29, University Holiday – Memorial Day

Tuesday, July 4, University Holiday – Independence Day

Course Team and Contact Information

Course Directors

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Moodle Site

The Moodle site serves as a central location for the course. It will serve to provide course information, connect students through discussion forums, describe assignments, and be the place to submit certain assignments. If you cannot access a portion of the Moodle site that you believe you should have access to, please contact the course TA's immediately.
Course Web Site: <https://moodle.umn.edu/>

A variety of reference materials are posted on the course Moodle site. You can use these materials to prepare yourself for your IPPE experience by understanding your community pharmacy experiences and knowledge, and reviewing information to help in any areas of knowledge deficit.

Site evaluations and student rotation evaluations are managed through the E*value program.

Course Textbook

Sorie, Mate M. *Maximize Your Rotations: ASHP's Student Guide to IPPEs, APPEs, and Beyond*. Bethesda: American Society of Health-System Pharmacists. 2013.

Note: This textbook is NOT REQUIRED for Community IPPE. However, it will be a required text for Health Systems IPPE after second year. The textbook does have information on community rotations and general information about professionalism, drug information questions, medical terminology, etc. that may be useful if you would like to purchase it for use this year.

Course Goals & Learning Objectives

Your Community IPPE (with the direction of your preceptor) should provide you with practice and exposure to the foundational professional skills and experiences related to community pharmacy. These are organized into six broad domains, as follows:

✓	1. Accurately Process Prescriptions
	Correctly transcribe and interpret medication orders that are obtained in oral, electronic and/or written form, including transferring of prescriptions between pharmacies.
	Determine completeness of prescription orders.
	Demonstrate the prescription verification process per the Minnesota Board of Pharmacy and your practice site's policies and procedures.
	Participate effectively and efficiently in the workflow of processing and preparing prescription orders including: gathering information from patients, processing (including data entry and adjudicating insurance claims), accurate counting/measuring, labeling and dispensing prescription, filing hard copies, and other related functions.
	Demonstrate a working knowledge of procedures and skills/techniques needed for common compounded prescriptions you may encounter in a community pharmacy setting, including referral to a compounding pharmacy when appropriate.

✓	2. Provide Effective Patient Education and Display Appropriate Communication Skills
	Provide patient education at a level appropriate to the patient and/or caregiver including appropriate written/printed support materials.
	Evaluate and understand the patient's comprehension, expectations, and concerns regarding drug therapy and their overall health.
	Identify patient factors, including language, socio-economic, education level, religious beliefs, physical ability and any other barriers that may impede effective communication with the patient.

✓	3. Apply and Demonstrate Knowledge Regarding Over-the-Counter Medications
	Demonstrate and adapt listening and interviewing skills to identify patient's symptoms, medical conditions and current medication if recommending appropriate OTC product as indicated.
	Identify patient factors that will affect product selection.

	Demonstrate knowledge of main counselling points and ability to counsel on the indication, side effects, and appropriate dosage of OTC products. <u>Deliver information directly to the patient only after receiving approval your preceptor.</u>
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✓	4. Demonstrate an Understanding of Patient Safety Principles
	Discuss workflow factors that could introduce potential medication related errors and factors that can mitigate potential errors.
	Discuss procedures necessary to ensure safe medication use, including documentation and reporting of new, unusual, or severe medication events as well as identification of overuse, underuse or misuse of medications.
	Describe policies and procedures for handling medication errors including proper communication around error disclosure with patients and providers.
	Discuss the importance and applicability of transitions of care in community setting (discharge orders, nursing homes, county jail, emergency departments, etc.).
	List Board of Pharmacy rules regarding quality assurance checks.

✓	5. Describe Professional Services and Activities
	Describe the development and marketing of current pharmacy services offered at your pharmacy.
	Identify and discuss additional potential opportunities for pharmacy services at your pharmacy.
	Discuss immunization administration procedures including patient assessment, indications, and patient education. Demonstrate ability to administer vaccine(s) upon preceptor approval.
	Demonstrate appropriate professional, ethical, and legal conduct.

✓	6. Demonstrate Knowledge and Skill of Administrative Activities (Purchasing, Inventory Control, and Personnel Management, etc.)
	Describe drug-purchasing procedures (procurement) at your pharmacy.
	Explain documentation requirements and inventory control practices for each medication class (C-V to C-II).
	Discuss and explain pharmacy financial terminology: AWP, AAC, MAC, net profit, gross profit, year-over-year/month-over-month trending, contract pricing, volume rebates/discounts, and EBIT/EBITDA.
	Identify pharmacy personnel/staff management issues and tasks.
	Discuss the complexity of third party reimbursement systems including the meaning of copay, coinsurance,

	deductible, donut-hole, prior authorization and other insurance terminologies.
	Discuss and demonstrate ability to determine and explain insurance problems to the patient/caregiver/provider in an appropriate manner.
	List legal regulations (local/state/federal) for scheduled medications (such as use of DEA 222 forms).
	Describe the role of third party formularies in drug product selection.

Please note: Some of these skills and experiences will occur naturally through participating in community pharmacy workflow and others, through intentional activities required.

Overview of Assignments and Activities

Week	Activity	Final Due Date By 11:59 pm on:	Possible points
Pre	Fresno Exam	May 2 nd , 8:00-9:55 (Lab Recitation)	N/A
Pre	Preceptor Introduction Letter and Learning Intention Activity	Monday two weeks before rotation begins	S, S-, U
Pre	Complete four assigned IHI modules	Monday one week before rotation begins	S, S-, U
Pre	Complete assigned MyDispense modules	Monday one week before rotation begins	S, S-, U
1	Week 1 Moodle Post	Sunday of week 1	S, S-, U
2	Week 2 Moodle Post	Sunday of week 2	S, S-, U
3	Week 3 Moodle Post	Sunday of week 3	S, S-, U
3	Learning Reflection	Sunday of week 3	S, S-, U
3	IPPE Preceptor Evaluation (due in E*Value)	Sunday of week 3	S, U
Post	IPPE Exam	Friday the week after scheduled end of rotation	must earn 75% to receive "S"

Ratings will be S, S-, or U unless stated otherwise. S will be awarded for complete and on time submitted work. S- will be awarded for properly completed work submitted less than 72 hours late. U will be awarded if a student fails to complete and submit a required course component entirely or later than 72 hours.

Statement on Penalties for Late Work

Assignments that are turned in via Moodle will be subject to late penalties. Late assignments will be accepted only within 72 hours and students may earn a maximum grade of S- for that assignment. If a student fails to turn in an

assignment within 72 hours, then he/she will receive a “U” for that assignment. Late assignment penalties will be imposed by review of the assignments in Moodle. The submission form will be closed 72 hours after deadline.

Grading

Grade	
S	0-3 S-; No U grades
N	4+ S-; OR 1 or more U grades

Ratings will be S, S-, or U unless stated otherwise. S will be awarded for complete and on time submitted work. S- will be awarded for properly completed work submitted less than 72 hours late. U will be awarded if a student fails to complete and submit a required course component entirely or later than 72 hours.

Exam Policy

The IPPE exam will be administered via Moodle. It will be an online, multiple choice, closed book exam. Each student must achieve 75% to successfully pass the IPPE course. It will be available to students for one week upon conclusion of their experiential rotation. *The exam has been developed to include content across the first year curriculum related to community pharmacy practice, including but not limited to Community IPPE.*

Academic Performance

Each IPPE counts as one course for the purposes of academic standing. Students who earn an N will be placed on probation.

Procedures for students who receive an Incomplete (I) or Failing Grade (N):

The student receiving an incomplete for any reason a) will be provided with written instructions as well as a timetable from their preceptor as to how the incomplete may be changed to a passing grade. This plan must be developed with and approved by the Office of Experiential Education (OEE) and the Course Directors. The preceptor will inform the OEE when the introductory pharmacy practice experience has been completed. The student receiving an incomplete (I) for any reason b) will receive a grade as soon as possible after the completed evaluation is turned in to the OEE.

Students who fail to pass IPPE experiences will be (1) referred to the Academic Standing Committee for a review of records and (2) will be required to repeat the IPPE course.

Students receiving an N grade are required to meet with the Experiential Director and will be responsible for completing remediation by submitting and completing a plan for remediation of the components not successfully passed, prior to completing additional pharmacy practice experiences.

[University of Minnesota and College of Pharmacy Policy Reference \(Centralized Syllabus\)](#)

[This page includes all required UMN and CoP policies, e.g., Academic Freedom; Copyright; Course Evaluations; Disability Accommodations; FERPA, etc.]


Expectations and Code of Professional Responsibility

Appropriate professional behavior, work ethic, and demonstrated cultural and social competency* during your IPPE rotation is a requirement to pass this course. (*see Appendix).

- A. Contact the preceptor directly, two to three weeks prior to the start of the experience to confirm the rotation, schedule, parking, and other logistical details. It is recommended that you contact your preceptor in advance to schedule a time to discuss your rotation.
- B. Understand the schedule will average at least 40 hours per week. You will complete at least 120 hours at your IPPE rotation site(s) between on-site activities and project time. Your schedule may include some evenings and weekends and shifts may extend beyond 8 hours, based on the needs/availability of the site/preceptor. Replacement hours for time off, regardless of the reason, must be coordinated with and approved by your preceptor.
- C. Arrive promptly at practice site and meetings (on or off-site) and be prepared to participate at time expected.
- D. Do not ask to leave early unless medically or otherwise necessary. If extenuating circumstances arise, you must make arrangements with your preceptor ahead of time and/or immediately upon circumstance arising.
- E. Meet deadlines for completion of tasks, projects, and required course assignments.
- F. Seek knowledge, ask questions, search for information, and take responsibility for your own path of learning. You are encouraged to engage your preceptor and staff in questions and discussion around issues that arise during the rotation.
- G. Respond openly and positively to constructive feedback and adjust actions and behavior as appropriate.
- H. Interact and communicate respectfully, empathically and professionally with patients, preceptors, other providers, technicians, supervisors, support staff, colleagues, and other personnel. Respect and help maintain the site's property and physical environment.
- I. Embrace assigned tasks and responsibilities, no matter the level of importance or skill involved. Become familiar with procedural tasks performed in the pharmacy.
- J. Make decisions and perform duties in accordance with legal, ethical, social, cultural, economic, and professional guidelines, including HIPAA regulations.
- K. Always consult with and verify with the preceptor any information and/or health related advice provided to patients/caregivers including prescription and OTC products and medical devices. Discuss with your preceptor how they would like this process to occur prior to providing health related information to anyone.
- L. Never be hesitant to admit lack of knowledge! Seek help and ask questions whenever necessary. Do not make decisions or provide health related advice without the knowledge of the preceptor.
- M. Adhere to the dress codes the College's Experiential Education Manual and the practice site. Maintain personal health and good grooming habits as per professional standards and as required at your experiential site.
- N. Be open-minded, and provide the same respect and care for ALL patients regardless of socioeconomic status, cultural identity, ethnicity, religious affiliation, sexual orientation, gender, age, or payment mechanism.
- O. Understand the patients' perspective regarding their own health conditions and their observation of the health care system as it relates to their care.
- P. Understand and discuss the importance of public awareness of pharmacy's role on the health care team.
- Q. Understand and discuss the importance of professional advocacy – what are the benefits for the pharmacist, the profession and the public?

Blood Borne Pathogen Exposure Program

In case of needle stick or other blood borne pathogen (BBP) exposure, immediately notify your preceptor or directing pharmacist. You should adhere to the Academic Health Center's policies for reporting and treatment, in addition to the practice site's policy for handling a BBP exposure. Please review the U of MN Blood Borne Pathogen Exposure Program below:

UNIVERSITY OF MINNESOTA	
Blood Borne Pathogen Exposure Program	
<p>1 Clean it. </p> <p>2 Report it. Contact your supervisor or preceptor.</p> <p>3 Call for help. 24-hour help line: 612-625-7900</p> <p>4 Get treated. Follow instructions given by help line.</p> <p>5 ID source patient.</p> <p>6 Get follow-up exam. Contact Boynton Health Service at 612-625-3222.</p>	<p>Protect yourself from needlestick injuries.</p> <ul style="list-style-type: none">• Plan for safe handling and disposal before using needles.• Dispose of used needles promptly in sharps disposal containers.• Complete annual blood borne pathogen training.• Get your hepatitis B vaccines.• Report all sharps-related injuries to your supervisor to ensure appropriate follow-up. <p>For BBPE Program information, contact the Office of Occupational Health and Safety at uohs@umn.edu.</p> <p>www.ohs.umn.edu</p>

Appendix

Cultural and Social Competency

Many factors influence how people perceive their health and the care that is available to them. These factors may include ethnicity, gender, level of education, faith, age, and economic status and are factors that contribute to an individual's culture. Some of these factors may be obvious to a health-care provider, while many are not. In the course of your three weeks at your site, think about how a person's culture could make the delivery of healthcare challenging for the patient and/or the health care provider.

Some examples include patients who:

- Can't afford their medication
- Have low literacy levels
- Have a belief system that views certain kinds of medications as "interfering with the body"
- Have a primary language other than English
- Have a belief system that certain diseases are inevitable and must be endured
- Don't believe they have a condition that must be treated

- Educated themselves' on a condition by consulting Aunt Hazel.

These are just a few examples. Remember, if the issue is important to the patient, then it needs to be important to you. There is no "right or wrong" answer to the question of what constitutes a person's culture or belief system. Understanding of these patient attributes is important only as a means to help optimize the patient's care.