Introductory Pharmacy Practice Experience 1

*Note: Some of learning activities during PHA 5941C are evaluated as a component of the PHA 5942C course. Please see the syllabus for PHA 5942C.*

Course Purpose:
To introduce the student to pharmacy as a profession. To help the student understand the role the pharmacist plays in the health of the patient, the public, and in the health care team. To help the student apply the knowledge that they are acquiring in their didactic coursework by allowing them to use that knowledge for the benefit of real patients and the population as a whole.

There are two components of this course. The Introductory Pharmacy Practice Experience (IPPE) component provides students with actual patient and pharmacy practice experiences. The Integrated Case Studies (ICS) component of the course provides small group learning activities that help the student integrate what has been learned in all courses.

Course Faculty and Office Hours

Course Coordinator:

Dr. Randell Doty  
Email doty@cop.ufl.edu  
Work Phone 273-6228  
Office Location HPNP 3302  
Office Hours by appointment  
Note: I would prefer to answer questions via email. Questions sent via email to me that would be valuable to the entire class will be either sent to the entire class or posted to the discussion boards with identification removed.

Co-Coordinators:

Dr. Carey Mobley  
*Integrated Case Studies*  
Email mobley@cop.ufl.edu  
Office Location HPNP 3115  
Office Hours By Appointment

Dr. Erin St. Onge  
Orlando Campus Coordinator  
Email stonge@cop.ufl.edu  
Work Phone 407-884-2034 ext 159  
Office Hours By appointment

Dr. Carol Anne Motycka  
Jacksonville Campus Coordinator  
Email motycka@cop.ufl.edu  
Work Phone 904-244-9590  
Office Hours By Appointment

Jennifer Williams, Pharm.D.  
St Petersburg Campus Coordinator  
Email: williams@cop.ufl.edu  
Office (727) 394-6213  
Office Hours By Appointment
Place and Time of Class Sessions
Class lecture times are 8:30 Tuesday mornings during the Fall Semester, 3:00pm Monday afternoons for the spring semester. Experiential portions of the class will happen at various times during fall semester individually or in small groups.

How This Course Relates to the Learning Outcomes You Will Achieve in the Pharm.D. Program:
This course prepares the Pharm.D. student to accomplish the following abilities and the related Student Learning Outcomes (SLOs) upon graduation:

1. Provide patient-centered care. Specifically, Specifically: Design, implement, monitor, evaluate, and adjust pharmacy care plans that are patient-specific; address health literacy, cultural diversity, and behavioral psychosocial issues; are evidence-based and accomplished in collaboration with other health professionals. (SLO 1.1)
2. Provide population health by promoting effective drug use and disease prevention/wellness. (SLO 2.3)
3. Communicate effectively with patients, caregivers, peer pharmacists, other pharmacy staff, and other health professionals. (SLOs 4.3, 4.5 and 4.6)
4. Collaborate as a member of an interprofessional team when providing patient-centered care. (SLOs 5.1 - 5.4)
5. Use pharmacy knowledge in the care of patients and resolution of practice problems. (SLO 6.2)
6. Solve complex practice problems (both patient-specific and general practice) using an evidence-based approach, other aspects of good clinical science, and informatics. (SLO 8.1)
7. Demonstrate professional behaviors (i.e., UF PharmD CORES), appropriate personal traits, self-directed and lifelong learning abilities, and leadership. (SLO 9.1)

Course Objectives
Upon completion of the IPPE component of this course, the student will be able to:

- Conduct a screening program and/or an educational program for the community including documentation of their activities in one or more of the following areas
  - Diabetes risk
  - Nutritional status
  - Cardiac risk
  - Osteoporosis risk
  - Knowledge of household poisoning risks
  - Medication taking behaviors
  - Need for preventative vaccinations
  - School health preventative screenings
- Communicate the major points necessary to educate a patient concerning the results of a community-screening program including when to refer for further assessment.
- Interview a volunteer family using basic communication techniques to gather information concerning that patient/volunteer’s health status and medications. The documentation resulting
from the interviews will include the following information:

- Genogram
- Family Health Belief Assessment
- Medical history,
- Medication profile
- Social history
- Drug taking behaviors
- Goals of therapy

- Create a health history for a specific patient/volunteer in preparation to the provision of pharmaceutical care.
- Communicate the major points of a specific patient/volunteer's health history to other health care professionals as well as the patient/volunteer in an understandable manner in both oral and written form.
- Examine a patient/volunteer using basic physical assessment techniques to gather information concerning that patient/volunteer's:
  - Blood pressure
  - Body temperature
  - Pulse and respiration
- Demonstrate in written form an understanding of the roles and responsibilities of the senior pharmacy student in the provision of pharmaceutical care.
- Demonstrate the professional demeanor necessary to practice as a professional pharmacist.
- Understand and demonstrate concern for the patient's privacy and anxieties during interactions with patients.
- Interact with persons seeking care and/or guidance in an open and empathic fashion.
- Work collaboratively with other team members and a patient/volunteer in promoting health/wellness. The following is also accomplished on some campuses:
  - Work collaboratively other health professional students who are members of an interprofessional team.
  - Communicate the student pharmacist’s roles and responsibilities to the patient/volunteer and other interprofessional student team members.
  - Reflect on individual and team performance and identify how to improve performance of the interprofessional team.

**Upon completion of the ICS component of this course, the student will be able to:**

- Understand clinical reasoning (including induction and deduction) and how they relate to the patient care process.
- Use a medmap for comprehensive understanding of how a disease affects a patient (from a basic sciences perspective).
- Give a verbal presentation and contribute to patient case discussions that integrate curricular concepts.
  - During the presentation, the individual student must demonstrate:
    - Subject knowledge
    - Effective presentation skills
    - Use appropriate references
    - Use audiovisual materials appropriately
  - Develop an understanding of how insights from the different curricular disciplines, including the natural and social sciences, can illuminate and inform an integrated understanding of the
patient and patient care.

- Develop an appreciation of how an integrated understanding of the patient – forged with relevant disciplinary insights – can lead to a more accurate and comprehensive understanding of patients and their problems, and can thus make more effective action possible.
- Discover how insights from different health-related professions can integrate with pharmaceutical care to produce a more holistic understanding of patient care.
- Demonstrate some of the skills and traits important to collaborative practice and/or to achieve an interdisciplinary understanding.
- Understand the basic skills of patient care planning, including those common to medication therapy management and the pharmacotherapy workup. (e.g., how to gather patient information and identify basic medication-related problems)

**Pre-Requisite Knowledge and Skills**

As these courses are first year courses, students will need a good base from their pre-pharmacy coursework, specifically Public Speaking, Anatomy and Physiology, and their Chemistry sequence.

**Course Structure & Outline**

**Course Structure.**

PHA 5941 is the first experiential course in the curriculum and is a hybrid lecture/lab course sequence.

Class meetings will be conducted to prepare students for the experiential activities that are the heart of the course. Class meetings that are necessary for training for all campuses will be video captured and made available via Sakai. Learning activities are video lectures, required small group sessions for the course where the students will meet on their individual campus and experiential events that will require the student to be off campus where the patient activities are occurring.

**Course Outline/Activities.**

The components of this course are:

**Course Lectures.**

Lectures for the course will be posted on the course Calendar and approximate dates are listed in appendix B

**Community Health Screenings.**

*Students must participate in four, 2-hour programs in the community during PHA 5941C and/or 5942C. (Students have some flexibility in how they schedule these anytime during the year, depending on the logistical limitations of their specific campus, but 2 should be done by April 15 and the other 2 done by August 1st.)* Students are given an orientation to the screening type as well as training for any necessary skills to be used at the screenings as part of the course. They are supervised by one of their clinical faculty preceptors during the program. The types of programs that will be offered are:

- Osteoporosis
Hypertension
Diabetes
Poison information
Heartburn awareness
Brown bag medication reviews
Others as opportunity presents

Interdisciplinary Family Health / Keeping Families Healthy.

Students must participate in 4 visits with a volunteer family. (The times of these visits vary depending on the campus.) Each campus will have their own variation on this component of IPPE 1 based on the opportunities available. Depending on the campus they are assigned to students are divided into teams and matched to a volunteer family. Volunteer families are recruited by the faculty specifically for this program to allow the students a "safe" environment. Each visit has very specific and clearly defined objectives. After each visit, the student teams will meet with their clinical faculty preceptors to review what happened at the visit. Students will turn in reports and assignments from each visit that will be reviewed.

Advanced Pharmacy Practice Experience Shadowing.

Students must complete 1 8-hour shadowing experience during PHA 5941C and/or 5942C. (Students will be assigned this experience during either the fall or the spring semester.) Each semester students are matched up with senior students currently on APPE rotations in the area by their campus coordinator. Students will set up an appointment to spend time with the senior students on their rotation to see what it is like. Please see the specific documentation on the Sakai site for more details.

Integrated Case Studies.

Students, in groups, research and present topics from case studies designed to bring the knowledge they are learning from all of their courses together. These will be on-campus classroom activities.

Class Participation

Students are required to participate in class preparations for the other events of the course as well as in class events to broaden their exposure to health care and pharmacy. The required events are:

- Attendance at Guest Panel events where guest pharmacists discuss their practice environment
- Participation in the Attac-IT tobacco awareness program and training.
- Quizzes and reflection papers covering events and topics presented by guest speakers

PharmPortfolio Entries

Students are required to submit items to their portfolio in PharmPortfolio to document and reflect on their participation in their IPPE 1 activities. A Mentor will be assigned to each student who will review
each of their entries and provide the student with feedback. This mentor will be assigned to the student for their entire career in the PharmD program. Details of these entries and helpful resources to complete them can be found via the Sakai site and appendix C at the end of this document.

Textbooks


Active Learning Requirements

All lab, small group and all experiential requirements of this course require active learning. Attendance and participation is mandatory for all events.
Student Evaluation & Grading

Professionalism *(See Appendix D)*

We anticipate and expect all of our students to always conduct themselves in a professional manner. Professionalism will be monitored throughout the year for IPPE courses. In addition to the potential grade penalties associated with poor professional performance via the course, additional points may be deducted secondary to breaches in professionalism as deemed appropriate by the course coordinator for the IPPE courses.

Grade determination will be made by the following criteria:

- Completion of the required assignments for each semester (family encounter assignments, community programs, shadowing experiences)
- Submission of reports of listed assignments for each semester
- Faculty satisfaction with performance and level of professional conduct exhibited during the events and activities
- Attendance (certain classroom sessions and all discussion sessions are mandatory and proof of attendance will be collected)

Specific Grading Criteria:

<table>
<thead>
<tr>
<th>Item/Activity</th>
<th>Timeframe for Completion</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Case Studies</td>
<td>PHA 5941C requirements must be completed by end of Fall Semester.</td>
<td>30%</td>
</tr>
<tr>
<td>IFH/KFH</td>
<td>PHA 5941C requirements must be completed by end of Spring Semester.</td>
<td>40%</td>
</tr>
<tr>
<td>Vital Signs and Com labs</td>
<td>PHA 5941C requirements must be completed during Fall Semester.</td>
<td>4%</td>
</tr>
<tr>
<td>Community Screenings x2</td>
<td>PHA 5941C requirements must be completed by end of Spring Semester. (Students will be assigned this experience during Fall or Spring Semesters. depending on the logistical limitations of their specific campus.)</td>
<td>12%</td>
</tr>
<tr>
<td>APPE Shadowing x1</td>
<td>PHA 5941C requirements must be completed by end of Spring Semester. (Students have the flexibility to schedule these anytime during Fall/Spring Semesters. depending on the logistical limitations of their specific campus.)</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation/Attendance:</td>
<td>See Class Attendance Policy</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td><em>Note: Some of learning activities during PHA 5941C are evaluated as a component of the PHA 5942C course. Please see the syllabus for PHA 5942C.</em></td>
<td></td>
</tr>
</tbody>
</table>
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥93</td>
</tr>
<tr>
<td>A-</td>
<td>≥90</td>
</tr>
<tr>
<td>B+</td>
<td>≥88</td>
</tr>
<tr>
<td>B</td>
<td>≥83</td>
</tr>
<tr>
<td>C+</td>
<td>≥78</td>
</tr>
<tr>
<td>C</td>
<td>≥73</td>
</tr>
<tr>
<td>C-</td>
<td>≥70</td>
</tr>
<tr>
<td>D+</td>
<td>≥68</td>
</tr>
<tr>
<td>D</td>
<td>≥63</td>
</tr>
<tr>
<td>D-</td>
<td>≥60</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Class Attendance Policy

Lecture classes that are necessary for training for the experiential activities will be video captured. All students are expected to watch and understand these videos in preparation for their experiential activities.

Non experiential small groups sessions are mandatory and will be clearly marked on the course calendar. Such activities include:

- Vital signs and communication labs
- Guest Panels
- Professionalism small group sessions
- Attak-It Training.
- Integrated Case Studies

Attendance is required for all experiential events that the student is assigned to participate.

- Community Health Screenings
- Advanced Pharmacy Practice Experience Shadowing
- Interdisciplinary Family Health/Keeping Families Healthy

Quiz/Exam Policy

There are very few quizzes and no exams for this course. The focus is on participation. The quizzes assigned will be available via the Sakai and the students will have as many attempts as they wish to complete it.

Make-up Quiz/Exam Policy

N/A

Policy on Old Quizzes and Assignments

No restrictions are placed on student’s study materials.
Assignment Deadlines
Deadlines will be set for all assignments. Late penalties may be assessed depending on the reasons for the delay. Missed assigned experiential events should be made up if logistically feasible. If the event cannot be made up secondary to logistics the student will lose all points associated with that event.

General College of Pharmacy Course Policies
Please see the following URL:

Student Appearance:
Students must exhibit a professional appearance both in manner and dress for all activities. At minimum, students should wear their blue or white college polo shirts with khaki or blue slacks (not jeans, or shorts). Comfortable, closed toed shoes are recommended (No flip flops allowed). Students should be appropriately groomed as part of their professional appearance. Students are required to wear their College of Pharmacy ID badge at all times. Jewelry should be limited to a watch, one pair of simple earrings and two rings (No gold or silver chains).

Global Caveat
Secondary to the ongoing curricular changes there may be opportunities for this course to take significant alternative paths to achieving some of the course goals. If and when these occur, due notice, explanation, and credit (bribes) will be given.
Appendix A: Directions for Contacting Faculty & Course Faculty List

Directions for Contacting Course Faculty

For students on the Gainesville campus please use the following contacts

For Integrated Case studies: Dr Mobley
For all other questions: Dr Doty

For students on the Jacksonville, Orlando or St Petersburg campuses, please contact the co-coordinator for your campus.

Appendix B. Schedule of Course Activities/Topics

This schedule typical for a given year but is subject to change please consult the calendar on Sakai for up to date information.

<table>
<thead>
<tr>
<th>Dates or Week</th>
<th>Instructor</th>
<th>Learning Activities/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Doty</td>
<td>Orientation</td>
</tr>
<tr>
<td>2</td>
<td>Doty</td>
<td>Introduction to IFH/KFH</td>
</tr>
<tr>
<td>3</td>
<td>Doty et al</td>
<td>Basic Communication Principles</td>
</tr>
<tr>
<td>4</td>
<td>Doty et al</td>
<td>Introduction to Hypertension Screenings</td>
</tr>
<tr>
<td>5</td>
<td>varies</td>
<td>Approximate date of first IFH/KFH small group meeting</td>
</tr>
<tr>
<td>6</td>
<td>Doty/McKenzie</td>
<td>Professionalism</td>
</tr>
<tr>
<td>7</td>
<td>varies</td>
<td>Approximate date of Guest Panel #1</td>
</tr>
<tr>
<td>8</td>
<td>Doty</td>
<td>Introduction to internships</td>
</tr>
<tr>
<td>9</td>
<td>varies</td>
<td>Approximate date of second IFH/KFH small group meeting</td>
</tr>
<tr>
<td>10</td>
<td>Sando et al</td>
<td>Approximate date of ATTAC-IT event</td>
</tr>
<tr>
<td>11</td>
<td>Doty et al</td>
<td>Introduction to Osteoporosis Screenings</td>
</tr>
<tr>
<td>12</td>
<td>Guest</td>
<td>STD/HIVs in public health</td>
</tr>
<tr>
<td>13</td>
<td>varies</td>
<td>Approximate date of third IFH/KFH small group meeting</td>
</tr>
<tr>
<td>14</td>
<td>Guest</td>
<td>Professional Organizations and involvement</td>
</tr>
<tr>
<td>15</td>
<td>varies</td>
<td>Approximate date of Guest Panel #2</td>
</tr>
<tr>
<td>16</td>
<td>Doty</td>
<td>Fall Semester Wrap up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates or Week</th>
<th>Instructor</th>
<th>Learning Activities/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Doty et al</td>
<td>Introduction to Diabetes Screenings</td>
</tr>
<tr>
<td>2</td>
<td>MLK day</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Millard et al</td>
<td>Research opportunities with the college</td>
</tr>
<tr>
<td>4</td>
<td>Iafrate</td>
<td>Student Research and the IRB</td>
</tr>
<tr>
<td>5</td>
<td>Cornwall</td>
<td>Diabetes Camp presentation</td>
</tr>
<tr>
<td>6</td>
<td>Guest</td>
<td>Overview of poison prevention</td>
</tr>
<tr>
<td>7</td>
<td>Guest</td>
<td>Introduction to Poison Prevention Programs at Elementary schools</td>
</tr>
<tr>
<td>8</td>
<td>Doty et al</td>
<td>Introduction to Poison Prevention Programs at a Publix venue</td>
</tr>
</tbody>
</table>
Appendix C. Portfolio Requirements for IPPE 1

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Fall</th>
<th>Due Spg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up portfolio with personal, education, and employment info</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Prepare a CV</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Semester 1 Career Thoughts</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Reflections on attending Panel Discussions</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Shadowing Reflection Report (may actually complete in Fall or Spg)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Community Screening Reflections (may actually complete in Fall or Spg)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Semester 2 - Personal goals for achieving career plans</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Semester 1 Career Thoughts

1. What do I want to do as a career?
2. How does this career path align with my personal strengths?
3. What do I need to do as a first step to become this type of pharmacist?

Reflections on Panel Discussions

1. What did I learn new?
2. How has this experience contributed to my personal growth? (possible ways include professional development, new career options/goals, intellectual pursuit)
3. How did this experience change my thinking? If it did not change your thinking, explain why it was not relevant to you.

Shadowing Reflection Report

1. What did I learn new during the shadowing experience? (content learned, practical lessons learned about practice, words of wisdom)
2. Reflect on the Pharm.D. coursework you have had so far. What knowledge/skills/attitudes/values did were used by a pharmacy student during the shadowing experience?

3. How did I feel before and/or during the experience?

4. What do I need to do to be prepared for my APPEs? (what skills need to be improved?, what do you need to learn in future courses to prepare you for APPEs?)

Community Screenings Reflection

1. What did I during my community screenings experience?
2. How did this experience apply/reinforce what I learned in other pharmacy coursework?
3. What knowledge/skills/attitudes/values have I gained that I could not do or was not comfortable doing before the experience?
4. Why is it important that I provide community screenings when I become a registered pharmacist?

Personal Goals for Achieving Career Plans

1. What pharmacy career path do I want to pursue? (If there are several you are considering, describe them; If you are unsure, outline your personal strengths and then outline career paths that you believe fit well with these options.)

2. What goals do I need to accomplish during the next 3 months to help me start this career path/narrow my career options/identify a career path? (examples include talk with an individual who has chosen the career path, learn about the pre-requisites that I must accomplish to successfully secure a position in this area, identify elective courses/APPEs that will best prepare me for this career path)
Appendix D. Professionalism Standards

University of Florida College of Pharmacy

Faculty/Staff/Student’s Compact

Exhibiting professional behavior is a never ending necessity which starts at the beginning of pharmacy school and continues throughout one’s career. We are all committed to act as professionals in all situations to protect our patients, our college, and our profession. This compact is an agreement to work in a partnership to promote professionalism within all faculty, staff, and students. One way of achieving this goal is to demonstrate the behaviors listed in the UF PHARMD CORES. If everyone continues to strive to exhibit these behaviors in all situations, this compact will be fulfilled by our team effort. Together, we will be successful in attaining our goal of meeting professional standards within our college.

As a University of Florida student, faculty or staff member, I pledge to follow the

UF PHARMD CORES

Uplifting leadership

- Develop ways to lead fellow pharmacists and other health care professionals to achieve superior patient care
- Accept responsibility to find ways to help lead patients toward better health and quality of life

Functional in all environments

- Maintain professional demeanor
- Demonstrate the ability to control frustration and anger during stressful situations
- Develop new ways to improve stressful situations

Personally responsible and motivated for self-improvement

- Fulfill responsibilities completely and on time with the proper amount of effort
- Independently identify tasks which need to be completed and completes with in a timely manner
- Accept responsibility for actions
- Be aware of his/her limits in pharmacy practice and be willing to ask for help
- Accept and responds appropriately to criticism

Honesty and demonstrates integrity

- Follow all confidentiality guidelines in all aspects of healthcare
- Follow up with all questions from team, patients etc.

Altruistic

- Serve as a patient advocate

Reliable

- Arrive on time as agreed upon and fully participates
- Communicate well with all involved parties
Mature and dependable

Demonstrate personal commitment to tasks, patients, and team
Exhibit acceptable attendance
Demonstrate empathy with patients and family
Develop proper patient rapport
Exhibit creative thinking when solving problems
Identify personal biases and work to ensure these are not affecting patient care

Dedicated to the profession of pharmacy, to the team, and the patients

Function well with the health care team
Promote the practice of pharmacy within the health care team
Build a good rapport with all
Work diligently with team to solve problems

Committed to excellence and collaboration

Advocate for change in pharmacy practice as health care changes occur
Exhibit an inquisitive drive for improvements in patient care and pharmacy practice as a whole
Demonstrate a strong work ethic

Organizational involvement

Participate in professional organizations to promote the practice of pharmacy

Respectful of others

Work with all members of healthcare team in a proper manner
Treat patients and family members with respect at all times
Interact respectfully with patients who might not exhibit respect in return
Demonstrate tolerance and acceptance for people and different situations

Ethical

Strive to behave ethically in all situations
Show the ability to identify any improper procedures and is willing to report these to improve patient care
Understand the principles behind developing proper professional relationships with patients

Service driven

Exhibit dedication to the improvement of the patient and overall community