**PHA 5942c**

Introductory Pharmacy Practice Experience 2

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

**Course Purpose:**
This course is the second of a four course sequence that introduces the student to pharmacy as a profession. There are two major components of this course. The Introductory Pharmacy Practice Experience (IPPE) component continues the health screenings, shadowing, and other professional experiences. In addition, it introduces students to the community pharmacy practice setting. 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. Carol Anne Motycka**  
Jacksonville Campus Coordinator  
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**Dr. Erin St. Onge**  
Orlando Campus Coordinator  
Email stonge@cop.ufl.edu  
Work Phone 407-884-2034 ext 159  
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
There are no lecture times for IPPE 2. Students are expected to have be present or viewed all the videos for IPPE 1. Experiential portions of the class will happen at various times during fall spring or summer semesters 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. Perform pharmacist responsibilities within the medication use system and relate to the larger health care systems to assure safe and quality patient care (SLOs 3.1-3.4)
4. Communicate effectively with patients, caregivers, peer pharmacists, other pharmacy staff, and other health professionals. (SLOs 4.3, 4.5 and 4.6)
5. Use pharmacy knowledge in the care of patients and resolution of practice problems. (SLO 6.2)
6. Demonstrate ethical behaviors and adhere to legal requirements in pharmacy practice. (SLO 7.2)
7. 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)
8. 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 and 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.
Demonstrate the professional demeanor necessary to practice as a professional pharmacist.
Understand the role of the Florida Board of Pharmacy and the purpose of regulations and laws by attending an actual board of pharmacy session.
Participate in completing pharmacist responsibilities in the community pharmacy practice setting. Specifically:
- Participate in all areas of the medication use system (prescription receipt, order processing, dispensing, administration, and patient monitoring) and understands the importance of safe, accurate, and time-sensitive delivery of medications.
- Assist in the preparation of medications for patients (i.e., performs basic calculations, establishes a patient profile, evaluates dosing appropriateness using basic dosing).
- Understand how the responsibilities of a staff pharmacist differ from those of the pharmacy manager and technicians.
- Understand the physical resources and computer technologies needed to operate a community pharmacy practice and how drug products are acquired.
- Understand how to prevent, identify, report, and analyze medication errors and adverse reactions.
- Interview patients to gather basic health/medication information.
- Counsel patients about only the most common nonprescription and prescription medications.
- Assess health literacy and adherence/compliance.
- Communicate with health professionals to clarify prescriptions.
- How third parties are billed and can assist in resolving billing problems.
- Display ethical and moral values when dealing with colleagues and patients.
- Comply with federal and state statutes and regulations affecting community practice.

Upon completion of the ICS component of this course, the student will be able to:
- Apply general reasoning skills (including induction and deduction) to the patient care planning 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 is expected to 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 illuminated 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.
  - Demonstrate basic skills of patient care planning, including those common to medication
therapy management and the pharmacotherapy workup. (eg, 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 5942C is the second experiential course in the curriculum and is a hybrid lecture/lab course sequence.

Class meetings will be conducted in IPPE 1 to prepare students for the experiential activities that are the heart of the course. Class meetings for IPPE1 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 in the IPPE 1 syllabus

*Community Health Screenings.*

*Students must participate in four, 2-hour programs in the community during PHA 5941C and/or 5942C. (Students have the flexibility to schedule these anytime during the year, depending on the logistical limitations of their specific campus.) 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
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 a Florida Board of Pharmacy Meeting once during the year

Community Service Requirement.

Students must participate in 8 hours of community service during 5942C. (Students have the flexibility to schedule these anytime during the year, so long as it is completed before the end of PHA5942c.) The type of community service is up to the student. It does not have to be health focused although there may be increased value in that. The only requirements are that it is Service (meaning you are not paid and it provides value) and that it is for the Community at large (meaning that the benefit of the service is not primarily for yourself, family organization or our College). Please see the specific documentation on the Sakai site for more details.

Community Practice Requirement.

ALL students must complete the Community Practice IPPE requirement before they can register for their IPPE 3 & 4 experiences in the fall of their 2nd year. Documentation regarding the details of the requirement and how to document it can be found on the IPPE 1& 2 Sakai site via the Community Practice Requirement Manual. You have until Mid August prior to your 2nd year of coursework to complete this requirement. The exact deadline will be set via the Sakai site. Please see the specific documentation on the Sakai site for more details.

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. 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 these 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 5942C requirements should be completed by end of Spring Semester.</td>
<td>30%</td>
</tr>
<tr>
<td>Community Practice Req.</td>
<td>May be completed during either PHA 5941C or 5942C. (Students have the flexibility to schedule these anytime during Fall/Spring/Summer Semesters.)</td>
<td>30%</td>
</tr>
<tr>
<td>Community Service</td>
<td>May be completed during either PHA 5941C or 5942C. (Students have the flexibility to schedule these anytime during Fall/Spring/Summer Semesters.)</td>
<td>8%</td>
</tr>
<tr>
<td>Community Screenings x2</td>
<td>PHA 5942C requirements must be completed by end of Summer Semester. (Most students will complete these screenings in the Spring semester. They are a part of IPPE2 to allow for an extended time only if deemed necessary by the local course coordinator)</td>
<td>16%</td>
</tr>
<tr>
<td>Class participation:</td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>• FBOP meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Portfolio Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

*Note: Some of learning activities for PHA 5942C can be completed during the time frame for PHA5941c. Please see the syllabus for PHA 5941c.*
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>B-</td>
<td>≥80</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>
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<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.

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

- Community Health Screenings
- Attendance at a FBOP meeting
- Community Service Requirement
- Community Practice Requirement

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 ELS 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

<table>
<thead>
<tr>
<th>Summer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Continue year long activities</td>
</tr>
<tr>
<td>16</td>
<td>Year-long activities due</td>
</tr>
</tbody>
</table>

Appendix C. Portfolio Requirements for IPPE 2

<table>
<thead>
<tr>
<th></th>
<th>Due Mid August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Care SOAP/progress note</td>
<td>X</td>
</tr>
<tr>
<td>Post-Rotation Reflection</td>
<td>X</td>
</tr>
<tr>
<td>CPD Activity</td>
<td>X</td>
</tr>
<tr>
<td>Community Service Reflection</td>
<td>X</td>
</tr>
</tbody>
</table>

Self-Care SOAP/Progress Report

1. Prepare a brief (1/2-3/4 page) note that documents a patient for whom you provided a self-care consultation.
2. Make sure the patient data are de-identified.

IPPE II Post-Rotation Reflection

1. What I learned during this experience.
2. How what I learned reinforced or built upon what I have learned in other Pharm.D. courses.
3. Reflect on the assessment completed by your mentor. What areas did you exhibit strength? What areas do you need to improve? For those areas needing improvement, outline how you can accomplish this or what you need to do to accomplish this.
CPD Activity

1. Reflect on your personal career plans/need to establish career path and areas where you need to improve (eg. areas identified during your performance assessments). Select one goal that you want to accomplish by the end of July.
2. Outline learning activities that you will accomplish to achieve the personal career goal.
3. Provide evidence of you achievement of the learning activities/goals.
4. Reflect on what you have learned. Did you accomplish what you intended? If so, outline a new learning goal that builds on what you learned. If you did not accomplish what you intended, what do you still need to do to achieve this learning goal?

Community Service Reflection

1. What did I observe/do during my community service experience?
2. How did this experience apply/reinforce what you learned in the Introduction to Pharmacy, Pharmacists, Pharmaceuticals, and the Health Care System Course?
3. How am I different after completing this experience compared to before the experience?
4. Why is it important that I provide community service when I become a registered pharmacist?
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