6/17/2022

PHA5941 Community Introductory Pharmacy Practice Experience

4 Credit Hours – [Satisfactory/Unsatisfactory]

The primary purpose of the Community Pharmacy Introductory Pharmacy Practice Experience (CIPPE) is to facilitate students' continuing professional development in the context of the community pharmacy practice setting. Through structured activities and assignments, students will build upon knowledge and skills developed in the first year of the didactic curriculum. Students will continue to explore the concepts of professionalism and shared accountabilities for health care outcomes; formulate a personal philosophy of and approach to professional practice; expand drug and disease knowledge; and develop practical, critical thinking and life-long learning skills. This experience seeks to provide students with direct exposure to the dynamics of the community pharmacy workplace and to guide them to a realistic assessment of the challenges and opportunities that exist therein.

Teaching Partnership Leader

Stacy L Miller, Pharm.D., M.B.A., BCACP

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- Phone: 352-273-6088
- Office Hours: By appointment only.

Online Course Directory: *https://oep.pharmacy.ufl.edu/program-information/faculty-staff-2/*

Entrustable Professional Activities

This course will prepare you to perform the following activities, which the public entrusts a Pharmacist to perform:

1. EPA A4. Document patient encounters electronically or in writing.
2. EPA A5. Provide counseling about medications and health and wellness.
3. EPA A6. Assess and counsel a patient about health and wellness.
4. EPA E4. Safely and accurately dispense medications within a medication use system including supervision of pharmacy technicians.
5. EPA E5. Solve problems relating to insurance and prescription coverage.

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Course-Level Objectives

Activities of the community IPPE focus on clarifying distinguishing characteristics of community pharmacy practice and developing fundamental skills necessary to practice effectively in the community pharmacy setting. Upon completion of this course, the student will be able to:

1. Describe the roles and responsibilities of each member of the community pharmacy team
2. Relate the characteristics of the patient population of the community pharmacy to the services currently provided
3. Conduct patient interviews necessary for the appropriate dispensing and use of medications
4. Outline the workflow of the community pharmacy practice and its contribution to safe dispensing of medications
5. Explain the process of gathering, storing and managing patient information in the community pharmacy setting
6. Illustrate the process for acquisition, storage and inventory management of prescription and non-prescription medications in the community pharmacy setting
7. Process and fill prescriptions in accordance with legal regulations and policies and procedures of community pharmacy practice
8. Identify and resolve drug-related problems related to the dispensing of medications (e.g., allergies, drug-drug interactions), working with other members of the patient's health care team.
9. Evaluate and respond to drug information inquiries
10. Communicate with patients regarding the selection and/or use of non-prescription or prescription medications and medical devices
11. Recognize the role of community pharmacy practice in promoting public health and disease prevention
12. Demonstrate mature and professional attitudes, habits and behaviors

Course Pre-requisites

Completion of all Year 1 Pharm.D. program coursework, including milestones.

Course Co-requisites

There are no co-requisites for this course.

Required Textbooks/Readings

There are no required textbooks for this course.

Suggested Textbooks/Readings

Suggested readings will be provided in the Canvas course site.

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Other Required Learning Resources

N/A

Materials & Supplies Fees

None

Student Evaluation & Grading

This course is pass/fail. In order to pass the course, you must receive a passing score on all of the Assessment Items below.

Assessment Item	Grade
Workbook Activities (submit required checklist including preceptor signature - upload to Canvas)	Pass / Fail
CIPPE End-of-Experience Quiz [79.5% or higher is a passing score]	Pass / Fail
Preceptor Evaluation [79.5% or higher is a passing score]	Pass / Fail

Grading:

Preceptors will evaluate student performance at the end of the rotation. (See Appendix B for evaluation tool.) Student performance level will be denoted as proficient, developing, deficient, or opportunity unavailable defined as:

- **Proficient:** Performs at a level consistent with expectations during this rotation.
- **Developing:** Displays developing habits, skills, abilities, and/or knowledge but may require significant improvement. Performance level may be sporadic and or slightly below expectations during this rotation.
- **Deficient:** Performs at a level consistently below expectations. Displays developing habits, skills, abilities, and/or knowledge but requires significant improvement during this rotation.
- **Opportunity unavailable:** Not applicable or no opportunity to evaluate during this rotation.

Points will be awarded for each assessment question based on performance level attained: Proficient = 4 points, Developing = 3 points, Deficient = 2 points. A total of 100 points may be earned if all 25 competencies are completed. Each "Opportunity unavailable" will reduce the total calculated by 4 points (e.g. If a student receives one "Opportunity unavailable" their final grade will be calculated out of 96 total points instead of 100 total points). Students must earn at least an 80% to pass the course and receive an S.

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Rounding of grades:

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student's grade is "close."

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. Canvas™ Learning Management System
2. CORE™

For technical support, navigate to Educational Technology and IT Support Contact Information at this URL: http://curriculum.pharmacy.ufl.edu/current-students/technical-help/

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the General Pharm.D. Course Policies carefully, at this URL: http://curriculum.pharmacy.ufl.edu/current-students/course-policies/

Respect for Diversity

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. We intend that students from all diverse backgrounds and perspectives be well served by this course/rotation, that students' learning needs be addressed both in and out of course/rotation, and that the diversity that students bring to this course/rotation be viewed as a resource, strength, and benefit.

We intend to present materials and activities respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course/rotation effectiveness for you personally or for other students or student groups.

Regarding special consideration for any religious events, please review the standard UF COP process as detailed in the UF COP Course policies for classroom requests. For experiential requests, please review the Experiential Time and Attendance Policy.

If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through either the UF COP *Student Mistreatment Report* (for classroom concerns) or the *Experiential Confidential Preceptor Evaluation Form* (for rotation concerns).

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Course Specific Policies

Incomplete Grade Policy

If a student is unable to complete the CIPPE assignments due to extenuating circumstances (i.e., prolonged illness, unexpected medical procedure required, family emergencies, etc.), then an incomplete grade will be assigned with the approval of the course coordinator. The competencies must be completed and the incomplete grade must be resolved within the first 8 weeks of the Fall semester, or the student will receive a failing grade and be required to repeat the rotation.

If a student is unable to complete the CIPPE required competencies due to Opportunity Not Available, then an incomplete grade will be assigned with the approval of the course coordinator. The student is required to contact their Regional Coordinator as soon as possible but no later than the end of their rotation to schedule an opportunity to complete the required competencies to receive a passing grade. **The student will have 7 days from the last day of their rotation to complete the required competencies and submit the coordinating assignments in Canvas**. Students must acknowledge the following statement when cosigning their IPPE final evaluation with their preceptor prior to receiving their final grade:

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"By clicking the Cosign button below, I am indicating I have reviewed this assessment and have discussed any questions or concerns regarding my performance with my preceptor. I acknowledge I must complete the workbook activities and assignments in Canvas to receive a passing grade for this course. I am also indicating I have contacted my Regional Coordinator to make-up any opportunities listed as unavailable. I acknowledge I have 7 days from the end of my rotation to complete the required competences to receive a passing grade, if applicable."

Course Failure

The student will receive a U - Unsatisfactory grade if he/she receives a "Deficient" marking for any activity listed on the CIPPE Grading Rubric (see Appendix B) or does not earn at least an 80% as described in the grading section. The non-passing rotation grade will require the student to repeat the rotation and associated experiential hours and assignments. The failing grade will not be removed from the student's transcript.

Attendance Policy

Students must complete at least 160 hours to receive credit. Therefore, all time missed (e.g., absences, arriving late, leaving early) must be made up. Review the Experiential Rotation Manual carefully for details: https://oep.pharmacy.ufl.edu/student-resources/experiential-policies-and-procedures/

Rotation Demeanor

Please refer to the Office of Experiential Programs manual which can be found on the course website.

General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

University Grading Policies

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Concerns, Appeals, and Complaints

Students who have concerns with their final grade/evaluation of performance are encouraged to review their evaluation in CORE™ and discuss their concerns with the Preceptor and/or Regional Coordinator. Students should submit all grade appeals following the instructions on the official Grade Appeal form found on the course website. The Director of Experiential Programs will approve/deny submitted appeals. The student may further appeal to the Assistant Dean of Clinical Education if he/she is not satisfied with the initial decision. A final appeal may be submitted to the Pharmacotherapy and Translational Research Department Chair should the student remain unsatisfied with the Assistant Dean's decision. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Clinical Affairs who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this

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decision is unsatisfactory, the student may appeal to the Ombudsman office. (https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

Complaints

Please contact your Regional Coordinator should you have any unresolved complaints or issues with your rotation experience after speaking with your preceptor and/or site coordinator. You can determine who the assigned Regional Coordinator is for the site by looking at the site's information in CORE™. Please contact the Director of Experiential Programs should your complaint or issue remain unresolved.

Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on academic integrity (http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor*
Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards.

How to Request Learning Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered with the Disability Resource Center (DRC), students will receive an accommodation letter which must be presented to both the preceptor and Director of Experiential Programs at least 30 days in advance of start date to utilize rotation accommodations. Students registered with the Disability Resource Center who are requesting clinical accommodations for rotations or clinical experiences should contact their Learning Specialist in the Disability Resource Center. Students with disabilities

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should follow this procedure as early as possible in the semester. Accommodations must be requested each semester from the DRC office.

Additionally, students at all College of Pharmacy campuses are expected to provide a copy of the accommodation letter of the Office of Student Affairs by email (pharmdsa@cop.ufl.edu), fax (352-273-6219) or in person at G235 (Student Services Suite) of the Health Professions, Nursing and Pharmacy Building since some learning activities, exams, and assessments require additional assistance. The College of Pharmacy highly encourages that this procedure be completed before each course begins. Being proactive in this process will ensure that accommodations are in place for each student's learning activities, exams, and assessments because grades cannot be retroactively changed.

Preceptor and Course Evaluations

Students are expected to provide feedback on the quality of instruction during this rotation. This evaluation is completed in CORE™ and is made available on the last day of the rotation. A blinded summary of the assessment result is sent to the preceptor after all IPPE rotations are completed. Students also have the opportunity to provide optional, confidential feedback on their preceptor in CORE regarding their rotation experience that will only be reviewed by the Office of Experiential Affairs.

Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements:
http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/

Expectations on Rotation and Other Learning Activities

Please refer to the Office of Experiential Programs manual located on the course website.

Communications

Faculty Member Response Time:

The course faculty will work to respond to discussion board postings and email communications within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

Email Communications:

1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Discussion Board Policy

The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

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Such interaction on the discussion boards with the instructors will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

Student Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the Regional Coordinator via email. This allows the primary Regional Coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: http://www.albion.com/netiquette/corerules.html. If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.

Religious Holidays

Please see the University policy on attendance and religious holidays:
http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious.
Please also refer to the Office of Experiential Programs manual located on the Canvas website.

Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the Teaching Partnership Leader or Associate Dean for Student Affairs for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; http://www.counseling.ufl.edu). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies

Call the appropriate local authorities or 9-1-1.

Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students who are experiencing issues and events are also encouraged to contact their local crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval

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County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando 407-425-2624. The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact the Teaching Partnership Leader or Regional Coordinator. In addition, students are encouraged to contact their advisor or Campus Director/Associate Dean for Student Affairs for assistance.

Faculty Lectures/Presentations Download Policy

Photography, Audio-visual recording, and transmission/distribution of classroom lectures and discussions are prohibited unless there is expressed written permission. Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web environments. Students who do not adhere to this policy will be considered to be breaching COP copyrights and/or FERPA law.

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Appendix B. CIPPE Grading Rubric

STUDENT FINAL EVALUATION

To be completed and submitted in CORE™ by the Preceptor.

Please complete this evaluation when the student has completed their experience with you. **Please confirm that the student completed a minimum of 160 hours of experience.**

- ☐ 160 hours confirmed
- ☐ The student did not complete a minimum of 160 hours. Please provide an explanation and plan to make up remaining hours.

Student Performance Evaluation

Please select the appropriate performance level for each item listed below. The performance levels are defined as:

- **Proficient:** Performs at a level consistent with expectations during this rotation.
- **Developing:** Displays developing habits, skills, abilities, and/or knowledge but may require significant improvement. Performance level may be sporadic and or slightly below expectations during this rotation.
- **Deficient:** Performs at a level consistently below expectations. Displays developing habits, skills, abilities, and/or knowledge but requires significant improvement during this rotation.
- **Opportunity unavailable:** Not applicable or no opportunity to evaluate during this rotation.

	Proficient	Developing	Deficient	Opportunity unavailable
Professional Work Habits				
2. The student is consistently punctual, reliable, and dependable.				
3. The student is professional, mature, and ethical in attitude, and behavior.				
4. The student consistently exhibits a professional appearance.				
5. The student is self-motivated and eager to learn.				
6. The student appropriately prioritizes and balances assigned tasks.				
7. The student accepts constructive criticism and appropriately modifies behavior.				

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	Proficient	Developing	Deficient	Opportunity unavailable
8. The student follows up on questions, tasks, and assignments in an accurate and timely manner.				
9. The student collaborates and interacts effectively with the staff and/or employees at the site.				
10. The student asks appropriate questions of preceptor and other health care providers.				
11. Comments:				
Communication				
12. The student communicates effectively with other healthcare professionals.				
13. The student communicates effectively with patients.				
14. Comments:				
Community Pharmacy Systems				
15. The student is able to describe the medication use process, including how pharmacy impacts the safety of storage, prescribing, transcription, dispensing, administration and monitoring steps.				
16. The student is able to describe the basic drug procurement process including drug selection, inventory management, backorders, recalls, drug waste, handling of drug shortages and their relationship to safe, effective patient care.				
17. The student is able to effectively use pharmacy technology including automated filling and prescription processing systems with contemporary features.				
18. The student is able to describe safety features of automated filing and prescription				

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	Proficient	Developing	Deficient	Opportunity unavailable
processing systems as well as unintended consequences of their use.				
19. The student is able to describe the roles of pharmacy technicians, pharmacists and pharmacy leadership within a typical community pharmacy practice.				
20. The student is able to receive, interpret, and clarify prescriptions appropriately.				
21. The student successfully troubleshoots insurance denials.				
22. The student is able to evaluate the appropriateness of medication dosing for common medications.				
23. The student is able to dispense prescriptions following state and federal rules and regulations.				
24. The student is able to describe the state and federal authorities which regulate legal operations of the pharmacy.				
25. The student is able to assist patients with selection of appropriate self-care products.				
26. The student is able to describe the requirements for procurement, storage, inventory, dispensing, and disposal of controlled substances.				
27. The student is able to use appropriate references to answer questions asked by health professionals.				
28. Comments:				
Medication Safety				
29. The student is able to describe those national standards, guidelines, best practices and established principles and process related to quality and safe medication use (e.g. storage				

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	Proficient	Developing	Deficient	Opportunity unavailable
of look-alike/sound-alike medications, high alert medications, dangerous abbreviations, leading decimal points and trailing zeros, quality measure related to medications).				
30. The student is able to describe the impact of pharmacist involvement on medication safety and quality.				
31. Comments:				

32. Please list at least three specific behaviors, skills or knowledge areas needing improvement, which future preceptors should focus on during subsequent rotations.

33. Please list at least three excellent behaviors, skills, or knowledge areas the student displayed during the rotation to be reinforced during subsequent rotations.

34. Total number of scheduled days absent (with prior approval of preceptor):

35. Total number of unscheduled days absent (without prior approval of preceptor):

36. Number of days made up due to absences (with and without prior approval):

37. If applicable, the student followed appropriate protocol/procedure for any tardies/absences:
    - ☐ Yes
    - ☐ No (if No, please describe expectations and the student's actions in the comment box)

38. At this point, the student is_____the level I would expect.
    - ☐ At
    - ☐ Above
    - ☐ Below

39. After reviewing this student's overall performance, it is my recommendation the student:
    - ☐ Pass (S)
    - ☐ Not Pass (U)

40. I attest that the student completed all workbook checklist activities and that I have reviewed the following documents prior to them uploading to Canvas:
    - ☐ All activities listed in the workbook
    - ☐ 2 drug utilization reviews (DURs)
    - ☐ 2 drug information responses (DIs)
    - ☐ 2 self-care documentation forms

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