West Virginia University
School of Pharmacy
Spring 2014

Pharmacy 746: IPPE 6
1 credit hour

Tuesday, 9:00 – 9:50AM
HSC Room 2116

Course Coordinators:

Acute Care:
Lena Maynor, PharmD, BCPS
Office: 1120 B HSCN
Phone: 304-293-1457
Email: lmaynor@hsc.wvu.edu

Ambulatory Care:
Travis White, PharmD, BCACP
Office: 8501 HSCS
Phone: 304-293-0681
E-mail: twhite12@hsc.wvu.edu

Required Texts

Sigler’s 29th Edition Prescription Drug Card Update is recommended to keep up-to-date on current drugs and for class quizzes and the exam.

Other Required Items

Professional attire is required when students are at experiential sites. The student is expected to adhere to the WVU School of Pharmacy Dress Code Policy and Procedures for Doctor of Pharmacy Clinical Rotations. This includes a white laboratory coat with an identification badge.
Catalog Description

PR: Third professional year standing or consent. Gain hands-on experience in the acute and ambulatory care settings. The course also introduces students to advanced pharmacy practice experiences.

Course Overview

IPPE 5 and IPPE 6 have several components. One component will introduce students to their advanced pharmacy practice experiences (APPE) through in-class meetings and discussions. All students enrolled in the course MUST participate in these activities throughout the fall and spring semesters.

Another component of the course is an acute care experience. Half of the class will participate in this activity in the fall semester (BLUE TEAM) and the other half will participate in the spring semester (GOLD TEAM). For this component, students will gain experiences in an acute care environment (West Virginia University Hospitals) through simulation acute care rounds, attendance during one morning of acute care rounds, chart review, development of pharmaceutical care plans, and patient presentations. Over the course of the semester, students will work in small groups with medical and nursing students in an interdisciplinary acute care rounds experience. Additionally, pharmacy student pairs will be assigned two different patients admitted to West Virginia University Hospitals. Students will be guided in these experiences by hospital mentors (usually pharmacy residents) while at West Virginia University Hospitals. Faculty facilitators will oversee the small-group presentations and discussion sessions.

The third component of the course is an ambulatory care experience. Half of the class will complete this activity in the fall semester (GOLD TEAM) and half will complete it in the spring semester (BLUE TEAM). For this component, students will gain experience in ambulatory care settings. Activities will include ambulatory patient assessment, medication regimen evaluation, patient presentations, direct patient education, and targeted group education. The major experiences included in the Ambulatory Care section are the My First Patient and Health Right MTM activities, OTC Tours, and the MTM Certificate Training program. Many of the activities will occur outside of normal class hours.

The Top 200 Drugs will again be emphasized during the IPPE 5 and IPPE 6 to build on the material covered in the previous 2 years of IPPE. This material will be enforced through the use of on-line quizzes and one in-class exam each semester.
Course Ability Based Outcomes
Upon completion of IPPE 5 and IPPE 6, the student will be able to:

1. Collect information from the patient’s medical record, patient interviews, and basic physical assessment.

2. Develop a patient care plan through the interpretation of patient data and medical literature.

3. Utilize didactic knowledge of self-care products to develop and implement an over-the-counter medication tour.

4. Effectively educate patients and health professional students on pharmacological and non-pharmacological therapies.

5. Communicate effectively verbally and in writing.

6. Independently pursue new knowledge and skills and remedy any deficiencies in light of feedback and new information obtained.

7. Illustrate knowledge of the Top 200 drugs and continue to build on this knowledge while applying it to practice experiences.


9. Define and discuss the competencies on the APPE student assessment form.

10. Provide direct patient care services to patients in an ambulatory care setting.

11. Demonstrate professional and ethical conduct in the patient care area.

12. Understand how to create a portfolio representative of their work during APPE rotations.

Educational Outcomes (from the WVU School of Pharmacy Educational Outcomes)

This course is designed to help students achieve part/all of the following educational outcomes (EOs) and General Abilities (Gas) from the Doctor of Pharmacy Program Educational Outcomes.
EO 1  Provide Pharmaceutical Care to Patients

20. Individual Patient Care
   A. Obtain, organize, interpret, and evaluate patient-specific information needed to prepare a pharmaceutical care plan or to identify, prevent, and resolve drug product or pharmacotherapy problems.

   B. Interpret and evaluate pharmaceutical and related information needed to prepare the care plan.

   C. Prepare and implement an individualized pharmaceutical care plan.

   D. Perform ongoing patient monitoring and evaluation to identify drug product or pharmacotherapy related problems, patient concerns, or adherence issues, and assess the care plan’s success.

   H. Educate and enable patients to take an active role in their health and self-care.

EO3  Apply an Evidence-Based Approach to Care Provision and Pharmacy Practice

A. Formulate clear, specific questions that address patient or other health care needs, concerns, or problems.

B. Retrieve, analyze, and interpret scientific and other information to prepare answers, responses, or conclusions that address specific needs or problems.

C. Integrate the best evidence from the scientific literature and other resources with clinical expertise and patient values to address specific needs, concerns, or problems.
EO 6  Conduct Pharmacy Practice Duties and Care Responsibilities in Accordance with Professional Guidelines and Laws

A. Comply with federal, state, and local statutes and regulations and current practice standards.

C. Exhibit professionalism and ethical behavior in all responsibilities.

EO 7  Utilize Health Care Informatics

A. Work with and abide by security procedures for controlling and securing electronic patient data and information, including ethical and legal issues.

B. Use e-mail, word processing and presentation software for professional communications such as papers, reports, assignments, and presentations.

C. Access needed information (e.g., patient data, scientific literature) from electronic databases or records.

20. Use technology to maintain knowledge and employ information system applications to enhance the safe and effective use of medications, e.g., electronic medical records, prescription order entry, computer-generated reminders, decision support systems, etc.

General Abilities (Gas)

GA 1  Decision Making and Problem-Solving (Make informed and rational decisions based on a thorough and critical analysis of available information and use principles of scientific reasoning when solving problems)

GA 2  Verbal and Non-Verbal Communication (Communicate effectively, verbally and non-verbally, with audiences of different types and sizes)

GA 3  Written Communication. (Write and use a variety of written formats to communicate effectively with audiences of different types and sizes)
GA 4 Values and Ethics (Discuss the influence of values on ideas and actions and demonstrate ethical conduct in personal and professional settings)

GA 5 Self-Learning (Demonstrate the interest and ability to independently pursue new knowledge and skills, conduct self-assessments, and respond appropriately to remedy any deficiencies in light of feedback and new information obtained)

GA 6 Social Responsibility and Citizenship (Demonstrate an appreciation for cultural diversity and differences of opinion, an understanding of how societal issues affect human behavior, events, and professional practice, and effective interpersonal and intergroup behaviors)

GA 7 Information Retrieval/Literature Assessment (Identify, retrieve, analyze, and evaluate information from resources and published literature, formulate conclusions, and apply the knowledge gained to decision making, problem solving, and patient care)

Required Activities Outside the Classroom

Each semester of IPPE 5 and 6 will involve participating in on-site acute and ambulatory patient care activities which will occur outside of normal class time. This may include required training and orientation to satisfy WVU Hospitals HR requirements for students. In addition, patient presentations in both semesters will occur outside of regularly scheduled classes. All materials must be included in the student’s IPPE portfolio.

Required APPE Preparation

There will be several group lectures regarding APPE preparation in IPPE 5 and 6. Participation in these sessions, including completion of any related assignments, is mandatory prior to the beginning of APPE rotations. Attendance will be taken during these classes. Any absence of the sessions will require a make-up session to be scheduled at the discretion of the Director of APPE. Students will also be required to complete CPR and first aid certification in order to successfully meet the requirements of this course.
# Evaluation and Grading Policies

**Course Evaluation Methods**

**Gold Team – Acute Care**

<table>
<thead>
<tr>
<th>Activity</th>
<th>ABOs</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Care Experience Reflection</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Pharmaceutical Care Plan #1/Patient Presentation #1</td>
<td>1,2,6,7</td>
<td>60</td>
</tr>
<tr>
<td>Pharmaceutical Care Plan #2/ Patient Presentation #2</td>
<td>1,2,6,7</td>
<td>60</td>
</tr>
<tr>
<td>Peer Evaluation for WVUH Activities #1 and #2</td>
<td>6, 9</td>
<td>10</td>
</tr>
<tr>
<td>Interprofessional Simulation Rounds</td>
<td>5,6</td>
<td>10</td>
</tr>
<tr>
<td><strong>Top 200 Quiz 1</strong></td>
<td></td>
<td>20 (5 points per quiz)</td>
</tr>
<tr>
<td><strong>Top 200 Quiz 2</strong></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Top 200 Quiz 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Top 200 Quiz 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Top 200 Exam</strong></td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>220</td>
</tr>
</tbody>
</table>

*The grade of the peer evaluation is for completion of your evaluation of your partner.

**Course Evaluation Methods**

**Blue Team – Ambulatory Care**

<table>
<thead>
<tr>
<th>Activity</th>
<th>ABOs</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulatory Care Experience Reflection</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>My First Patient Care Plan #1</td>
<td>1,2,4,5,6</td>
<td>15</td>
</tr>
<tr>
<td>My First Patient Care Plan #2</td>
<td>1,2,4,5,6</td>
<td>15</td>
</tr>
<tr>
<td>My First Patient Presentation</td>
<td>5,6</td>
<td>25</td>
</tr>
<tr>
<td>My First Patient Follow-up #1</td>
<td>4,5,6,10,11</td>
<td>15</td>
</tr>
<tr>
<td>My First Patient Follow-up #2</td>
<td>4,5,6,10,11</td>
<td>15</td>
</tr>
<tr>
<td>OTC Tour</td>
<td>4,5,6,10,11</td>
<td>15</td>
</tr>
<tr>
<td>MTM Care Plan #1</td>
<td>1,2,4,5,6,10,11</td>
<td>15</td>
</tr>
<tr>
<td>MTM Care Plan #2</td>
<td>1,2,4,5,6,10,11</td>
<td>15</td>
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<tr>
<td>Professionalism Evaluation</td>
<td>5,6,7</td>
<td>10</td>
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<tr>
<td><strong>Top 200 Quiz 1</strong></td>
<td></td>
<td>20 (5 points per quiz)</td>
</tr>
<tr>
<td><strong>Top 200 Quiz 2</strong></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Top 200 Quiz 3</strong></td>
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<td></td>
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<tr>
<td><strong>Top 200 Quiz 4</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>220</td>
</tr>
</tbody>
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**Grading Scale**

The course will be graded as pass/fail. A student must achieve a semester average of 80% (i.e. 176 points) and complete ALL required acute or ambulatory care activities in order to receive a passing grade for the course. Failure to do so will result in a grade of fail.

Students are expected to conduct themselves and participate as directed in a professional manner. Talking, reading of extraneous material, or any behavior considered distracting or disrespectful of presenters will be grounds for grade reduction and/or disciplinary action.

**Remediation**

If a student does not satisfactorily complete an activity for the acute or ambulatory care experiences, remediation may be required.

For acute care, a grade of less than 80% on any single pharmaceutical care plan assignment or patient presentation will require remediation. Additionally, any individual score of 0 or 1 on the peer evaluation form may require remediation if deemed appropriate by the Director of IPPE and/or the course coordinator.

For ambulatory care, SOAP notes must be revised until they are suitable for inclusion in the patient’s chart. A grade of less than 80% on any single case presentation will require remediation.

The Director of IPPE and/or the course coordinator will develop a remediation plan. The requirements of the remediation plan must be completed satisfactorily and within the specified amount of time or the student will be referred to the Committee on Academic and Professional Standards.

**HIPAA**

Throughout IPPE 5 and 6 students will be viewing patient information. **ANY health related information that you may come into contact with regardless of whether your patient is a hospital inpatient or ambulatory patient is PRIVATE.** Breach of patient privacy or confidentiality will not be tolerated and will result in grade penalties deemed appropriate by the course coordinators, up to and including course
failure. Any student found to have violated patient privacy or confidentiality will be referred to the Office of Student Services. In addition, any student found to have violated patient privacy or confidentiality may also be subject to applicable legal ramifications.

Please note: All patient information MUST be de-identified before leaving any patient care area.

Attendance

Attendance at all APPE preparation class sessions, scheduled acute and ambulatory care visits, and small group discussions is mandatory.

Absences from any APPE preparation class session must be excused by the instructor prior to the start of class. An unexcused absence for one of these sessions will result in a 5% reduction in the overall course grade. Two or more unexcused absences will result in an fail grade for the course.

Attendance will be taken at the beginning of APPE preparation class sessions. Students are required to sign-in and be seated prior to the start of class at 9:00AM. For excused absences for APPE preparation class sessions, the student must meet with the instructor within two (2) academic business days following the student’s return to arrange a make-up assignment or make-up quiz. The due date for the make-up assignment is left up to the discretion of the instructor. If the student does not satisfactorily complete the make-up assignment, or make-up quiz within the designated time, there will be a 5% reduction in the overall course grade.

In the event of an absence from a scheduled site visit, the student or their designee is required to contact the course coordinator AND the pharmacy resident facilitator (acute care experiences) or session facilitator (ambulatory care experiences) before the scheduled time of the visit. The student must meet with the course coordinator within two (2) academic business days following the student’s return to arrange a make-up visit and/or a make-up assignment. The due date for the make-up visit or assignment is left up to the discretion of the course coordinator. If the student does not properly contact the course coordinator and facilitator as outlined above or satisfactorily complete the make-up visit or assignment, there will be a 5% reduction in the overall course grade. If the visit or assignment is not completed by the end of the semester, a grade of fail will be assigned for the course.
Any absence, excused or unexcused, for Interprofessional Simulation Rounds (acute care) must be made-up by completing the rounding activity with an alternate group at a subsequent regularly scheduled simulation session. If a student misses the final rounding simulation of the semester for an excused absence, the student will receive a grade of incomplete (I) for the course until the activity can be made up at the beginning of the next semester offered. Missing the final rounding simulation for an unexcused absence will result in a failing grade (F) for the course as per the Grading Scale section of this syllabus.

In the event of an absence from a scheduled small group discussion, the student or their designee is required to contact the course coordinator AND the small group facilitator before the scheduled time of the session. The student must meet with the course coordinator within two (2) academic business days following the student’s return to arrange a make-up assignment. The due date for the make-up assignment is left up to the discretion of the course coordinator. If the student does not properly contact the course coordinator and small group facilitator as outlined above or satisfactorily complete the make-up visit or assignment, there will be a 5% reduction in the overall course grade. If assignment is not completed by the end of the semester, a grade of fail will be assigned for the course.

Two unexcused absences over the course of the semester will result in a grade of fail for the course. Unexcused absences will be counted in total for both APPE preparatory sessions and either acute care or ambulatory care activities. (i.e. If a student receives one unexcused absence from APPE preparation and one unexcused absence from either acute or ambulatory care, this will count as two unexcused absences for the course, and will automatically result in a grade of fail for the course.

Other Items

Evacuations – A Drill or Real Emergency Event:
- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation route and the post-evacuation assembly area is for every building you are in which you have classes or other activities.
- Wait for instructions to be provided by the P.A. system. Remain in the assembly area until given an all-clear announcement.
- Leave the campus only if instructed.

Cheating and plagiarism: Any use of resources other than your own recollection and reasoning ability on an exam, paper, or assignment is cheating. Plagiarism, a form of
cheating, occurs when another person’s work is used without attribution or when it is copied without attribution. Use of verbatim passages (complete sentences or paragraphs) from another person’s work, even if attributed to the original author, will be considered plagiarism. If a student cheats or plagiarizes she or he will be subject to disciplinary action, up to and including failure of the course. All incidents will be reported in writing to (1) Clinical Department Chairman and (2) the Assistant Dean for Student Services. WVU procedures regarding academic dishonesty will be enforced.

Academic Integrity: “Instructors will enforce rigorous standards of academic integrity in all assignments and examinations of this course. Policies and procedures to be followed in cases of academic dishonesty are contained in the School of Pharmacy Policy on Academic and Professional Standards Governing the Doctor of Pharmacy Degree Program.”

Social Justice Statement: “West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangement with Disability Services (293-6700).”

Days of Special Concern: WVU recognizes the diversity of its students and the needs of those who wish to be absent from class to participate in Days of Special Concern, which are listed in the Schedule of Courses. Students should notify their instructors by the end of the second week of classes or prior to the first Day of Special Concern, whichever is earlier, regarding Day of Special Concern observances that will affect their attendance. Further, students must abide by the attendance policy of their instructors as stated on their syllabi. Faculty will make reasonable accommodation for tests or field trips that a student misses as a result of observing a Day of Special Concern.

All the information contained herein is subject to modification by any course instructor or course coordinator.