

COURSE SYLLABUS

Introductory Pharmacy Practice Experience Introductory Community Rotation PHAR 818 (PHAR 714)

I. IPPE Director and Course Coordinator

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II. Primary Preceptor

Please refer to RxPreceptor for this information.

III. Reporting Information

The student should contact the preceptor 4 weeks prior to the start of rotation to confirm a meeting place and time for the first day of rotation.

IV. Catalog Description

Four-week experience to introduce students to community pharmacy practice that allows them to apply knowledge and skills learned in the didactic setting.

V. Course Philosophy

The Introductory Pharmacy Practice Experiences (IPPE) program at the WVU SOP provides hands-on experiences throughout the first three years of the Pharm.D. curriculum. Students are able to apply knowledge and skills learned in the classroom to various practice settings.

The introductory community rotation is completed during the summer semester of the P1 year. Students are introduced to community pharmacy concepts during Pharmacy Practice and Management 1 and 2 and Foundational Pharmacy Skills courses.

VI. Rotation Description

This rotation is designed to provide students an introduction to community pharmacy practice and an opportunity to develop basic behaviors, knowledge, and skills necessary to function as a student pharmacist in the community practice setting.

Discussion topics and activities were designed to build upon concepts learned during the didactic portion of the P1 year and allow students to gain an understanding of the role of a pharmacist in the community pharmacy setting.

VII. Required Course Text or Other Required Materials

Students must have access to RxPreceptor to submit course materials. Preceptors may assign readings as applicable.

VIII. School Education Outcomes (EOs)

See Appendix A

IX. Course Ability-Based Outcomes (ABOs) (Learning Outcomes)

Professionalism Competency Domain

- 1. Display professional demeanor and behavior
 - a. Maintain a high standard for personal and professional demeanor, accepting responsibility and accountability for words and actions
 - b. Demonstrate respect for everyone encountered during the rotation, including site employees, patients/families, and the general public
- 2. Manage time well and demonstrate an appropriate level of preparedness
 - a. Prepare appropriately for all assignments and daily tasks
 - b. Manage time well, arriving in time to begin required activities promptly and completing tasks in the required timeframe
- 3. Display self-awareness and self-improvement
 - a. Recognize and reflect upon personal strengths and limitations and actively work to correct deficiencies, seeking assistance when needed
 - b. Demonstrate active, self-directed pursuit of new knowledge and skills
 - c. Demonstrate the ability to accept constructive feedback and a willingness to correct and learn from errors
- 4. Practice in an ethically responsible manner and in compliance with all applicable legal requirements
 - a. Comply with all applicable local, state, and national laws
 - b. Apply professional ethics as they relate to the practice of pharmacy
 - c. Maintain patient confidentiality and privacy rights, as legally and ethically required
- 5. Practice in patient-centered manner and advocate for patients
 - a. Demonstrate patient and caregiver compassion and empathy
 - b. Honor the autonomy, value, and dignity of each patient
 - c. Keep patient and caregiver needs at the forefront when providing care and other services in the practice setting

Communication and Cultural Competence Domain

6. Display effective verbal and non-verbal communication skills, consistent with the student's current level of professional training

- a. Identify needed differences in communication, depending on the intended audience (e.g. patient, healthcare provider, colleague, etc.)
- b. Speak clearly and appropriately, using proper grammar and vocabulary
- c. Ask clarifying questions to ensure accurate understanding from other parties
- d. Respond to questions with an adequate level of detail necessary to ensure proper communication with other relevant parties
- e. Maintain appropriate eye contact and body posture, without using distracting behaviors or mannerisms
- 7. Provide appropriate patient education, consistent with the student's current level of professional training
 - a. Provide patient counseling and education with the assistance of the preceptor or other pharmacist at the site
 - b. Articulate approaches to adjust patient education/counseling delivery based on health literacy level or sensory impairment
 - c. Ask questions to ensure understanding of information presented
- 8. Display effective written communication skills, consistent with the student's current level of professional training
 - a. Communicate clearly in writing when completing drug information questions and other rotation activities
- 9. Demonstrate cultural competence
 - a. Acknowledge the attitudes, opinions, and needs of persons from different cultures or backgrounds
 - b. Avoid behaviors and communication that judges or classifies others based on stereotypes
 - c. Appropriately interact with persons from backgrounds or cultures different than one's own

Interprofessional Teamwork Domain

- 10. Describe ways to effectively interact with members of the healthcare team
 - a. Identify strategies to develop positive professional relationships with other healthcare providers
 - b. Discuss the importance of respecting the values and abilities of fellow healthcare providers
- 11. Explain the role of a pharmacist as a contributing member of the healthcare team
 - a. Describe benefits of collaboration among pharmacists and other health care professionals, patients, and/or caregivers with respect to desired health outcomes
 - b. Outline common interactions with third-party payers to optimize individual drug therapy

Knowledge and Skills Domain

- 12. Demonstrate basic pharmacy knowledge to function as a student pharmacist in the community pharmacy setting
 - a. Demonstrate a baseline understanding of common indications/ classifications, brand/ generic names, and available dosage forms of the top

prescription drugs, consistent with the student's level of professional training and over-the-counter drugs

- 13. Demonstrate basic pharmacy skills to function as a student pharmacist in the community pharmacy setting, consistent with the student's level of professional training
 - a. Describe the generic substitution process
 - b. Summarize the process utilized to verify prescriptions for legitimate medical use, completeness, legality, dosage, route of administration, frequency and duration of therapy
 - c. Identify the process to troubleshoot denied claims
 - d. Perform calculations appropriately
 - e. Give examples of the appropriate administration technique for dosage forms commonly dispensed in community pharmacy
 - f. Describe the role of the pharmacist in assisting with patient self-care

Evidence Based Practice Domain

- 14. Identify the relevant background information needed to clarify a drug information question
 - a. Obtain and assess all relevant background information needed to clarify the question or information need, with an appropriate level of assistance
- 15. Provide applicable, concise, and timely responses to requests for drug information that fully address the actual information need, with an appropriate level of assistance
 - a. Use appropriate drug information resources to develop responses to drug information requests

Safety and Systems Domain

- 16. Identify national standards, guidelines, and best practices relevant to community pharmacy practice
 - a. Describe patient safety procedures in filling and dispensing prescriptions
 - b. Explain inventory management and purchasing processes

X. Requirements for Successful Completion

Requirements:	
Community Pharmacy Practice Experience Workbook	Completed, submitted via RxPreceptor, and signed off by preceptor
Hours Log	160 hours must be completed and logged for rotation on RxPreceptor
Student assessment form (SAF) completed by preceptor	Completed and submitted via RxPreceptor. Must receive an average score of 3.0 to meet rotation requirements
Student self- assessment	Completed by student on RxPreceptor and shared

	with preceptor at time of evaluation
Site and Preceptor Evaluation form	Completed by student and submitted via RxPreceptor. Summary sent to preceptor at rotation conclusion
Patient Population and Interprofessional Teamwork Survey	Completed by the student and submitted via RxPreceptor.
Continuing Professional Development Assignment	Completed by the student and submitted via RxOutcomes, and signed off by preceptor

All items must be submitted within 5 business days following completion of the rotation. Failure to submit any required assignment or evaluation in the required timeframe will result in a grade of incomplete (I) until the assignments and/or evaluations are received.

XI. Evaluation of Learning and Grading

This course is graded as Pass "P" or Fail "F". Students will be evaluated on the basis of the competencies outlined in the Student Assessment Form. The Student Assessment Form consists of six competency domains: professionalism; communication; interprofessional teamwork; knowledge and skills; evidence based practice; and safety and systems.

Students will be evaluated at two weeks and at four weeks using the Student Assessment Form. Two and four week evaluations will be submitted using RXpreceptor. Scores from the four week evaluation will be used to determine the final grade.

To receive a grade of "P," the student must receive an average score of at least 3 on the overall student assessment form.

All required assignments and evaluations must be completed in order to have a grade of "P" submitted to the Office of the University Registrar.

Students receiving an average score of < 3 for the overall Student Assessment Form at four weeks will receive a grade of "F."

Students may be removed from rotation prior to completion of 4 weeks at the request of the preceptor or rotation site. **Removal from a rotation prior to the completion of the rotation will result in a grade of "F" if the removal is due to poor student performance in any of the competency domains as determined by the preceptor, student insubordination or behavior which is unacceptable to the preceptor, or if the student has violated rotation site policies or procedures.** Rotation sites have sole discretion in determining if students have violated their policies or procedures. For grades of "F", the student will be referred to the Academic Standards Committee.

Incomplete grades are issued according to WVU guidelines as identified by the Office of the University Registrar.

Grades of Not Reported, "NR," are rarely issued and are issued only in circumstances in which the student could not complete the rotation but does not meet the guidelines for a grade of Incomplete, "I."

The final grade for the rotation cannot be submitted to the Office of the University Registrar until the 4 week (final) Student Assessment Form has been received from the preceptor.

Student obligations for reporting performance to the Director of IPPE:

The student is to notify the Director at the 2 week evaluation if the student is performing unsatisfactorily, i.e. has score < 3 on any competency domain graded on the 2 week evaluation. The student is to notify the Director immediately if a grade of "Fail" is received at the 4 week evaluation.

Pass	Average score of ≥ 3
Fail	Average score of < 3 or early removal from rotation due to poor student performance in
	any of the competency domains as determined by the preceptor, student insubordination or behavior which is unacceptable to the preceptor, or if the student has violated rotation site policies or procedures

XII. Course Grading Scale

XIII. Remediation

Remediation will be required for any student that receives a grade of "2" or lower on any individual competency on the Student Assessment Form (SAF) completed by the preceptor for the rotation. In addition to a score of 2 or less requiring remediation, narrative comments that note poor performance issues can also result in remediation being required. The four steps in the Continuing Professional Development (CPD) assignment must each be successfully completed in order to pass the assignment or remediation of individual steps or the entire CPD assignment will be required. The remediation plan will be developed by the Director of IPPE and reviewed and approved by the Experiential Learning Committee. The Director of IPPE will work directly with the student to complete the requirements of the plan. If the student fails to meet the requirements of the remediation plan, the information will be presented to the Academic and Professional Standards Committee for review.

XIV. Attendance

Attendance

Students must be mindful at all times that the primary objective of experiential rotations is learning by doing. Therefore, attendance is mandatory to fulfill the required number of hours for the IPPE rotation.

Students will typically attend rotation Monday-Friday for at least 40 hours per week. Certain rotation sites may allow the student to attend four days per week for at least 40 hours per week (e.g. four (10-hour) shifts), at the discretion of the preceptor. Students may be asked to work evening shifts or on weekends depending on required activities and the preceptor's work schedule.

It is the responsibility of the student to contact the preceptor at least 4 weeks in advance of the first day of the rotation to ask for permission for any anticipated missed days (e.g., previously scheduled medical/dental appointment, legal appointment, job/residency interviews, etc.). Preceptors reserve the right to decline requests that would significantly impair the student's rotation activities. Any missed time must be made up in order to successfully complete the rotation.

The student must report to the IPPE Director any time a scheduled rotation day is missed.

Students will record all hours on site using the hours log on RXpreceptor. Each student must account for 160 hours for the Introductory Community Rotation.

Failure to Complete a Rotation for Non-Academic Reasons

If a student must leave a rotation early or cannot begin a rotation for a non-academic reason (e.g. illness, injury, family emergency, or preceptor illness or injury), he or she will receive an incomplete (I) for the rotation. A make-up rotation will be scheduled by the Director of IPPE. In the event that a student can't complete the rotation prior to the start of the next academic year, the student will be referred to the Academic Standards Committee.

Inclement Weather

Since severe weather conditions may often be a local phenomenon, closure of WVU in Morgantown does not necessitate the day(s) off for students on rotations elsewhere.

If a student's site is open, the student is expected to come to the site. However, students should use their own judgment in determining whether or not they are able to travel in adverse weather conditions. The student MUST call the preceptor if they are going to be late or are unable to attend. The student must make plans with the preceptor to account for any hours missed, as all students must complete 160 hours at the site.

Requests to Change Rotation Days/Hours

Students are to be in attendance on the day/shift assigned by the preceptor. If a student wishes to be in attendance on a day/shift other than that scheduled by the preceptor (i.e., exchange a day/shift) the student must first obtain preceptor consent. Preceptors reserve the right to decline such requests.

XV. Dress Code

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, unless specifically directed to adhere to site specific dress code policies. This includes a white laboratory coat with an identification badge.

XVI. Procedures for Reporting in the Preceptor's Absence

Student will be given specific instructions for reporting on days that the preceptor will be absent. In the event of an unforeseen absence by the preceptor, the student should follow instructions given by the preceptor during first day orientation.

XVII. Special Policies

Behaviors or Circumstances Resulting in Removal from Rotation

Violation of any site policy is grounds for immediate removal from rotation.

Throughout the capstone community rotation, students will have access to patient information. <u>ANY health related information that you may come into contact</u> <u>with is PRIVATE</u>. Breach of patient privacy or confidentiality will not be tolerated and will result in a <u>Failing (F) course grade</u>. 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: No materials with patient information should ever leave the pharmacy department.

XVIII. Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification/#academicintegritytext. Should you have any questions about possibly improper

research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

XIX. 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. If a student cheats or plagiarizes she or he will fail the course. All incidents will be reported in writing to the Associate Dean for Student Services. WVU procedures regarding academic dishonesty will be enforced.

Note: This includes cutting/pasting information from Clinical Pharmacology and similar resources to prepare a drug monograph or respond to written drug information questions.

XX. Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. 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 arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu.

XXI. Statement on Sexual Misconduct

West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Policy 44]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the **Carruth Center**, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the **Rape and Domestic Violence Information Center** (**RDVIC**), 304-292-5100 or 304-292-4431 (24-hour hotline).

For more information please consult WVU policies at http://titleix.wvu.edu

XXII. Additional Course Information

Rotation Site Change Requests

Once student-preceptor assignments are announced, changes are made only in circumstances when the preceptor or site become unavailable or if there is a substantial problem that prevents the student from participating as scheduled. With preceptor-driven changes, OEL provides reassignment options, when possible, to the student for review and submission of preferences. OEL then works in order of the

student's preferences to confirm preceptor availability and approval. When a student wants to change a rotation, the student must submit in writing a Rotation Change Request form describing the substantial problem that prevents the student from participating as scheduled. The request is subject to review and approval or denial by the OEL. All decisions are final, and all parties are notified as appropriate. It is inappropriate for the student to contact a preceptor directly at an affiliated practice site to attempt to arrange or change a rotation. Due to the complexity of rotation placements, all rotation scheduling must go through OEL.

Housing

The student must arrange his or her own housing for all rotations. Some free housing is available in various sites. Students are encouraged to utilize free living arrangements with family and friends for rotations.

Transportation

The student must arrange transportation to and parking at rotation sites. Typically, students may need to travel up to 1 hour to rotation assignments within the student's assigned region; however, students may need to travel > 1 hour to rotation assignments if an acceptable rotation is not available closer to the student's housing. Therefore, the student must be prepared to commute if necessary. The student must obtain information about parking from the preceptor prior to the start of the rotation. Transportation and parking expenses are the student's responsibility.

Site Specific Requirements

The student must be attentive to any special requirements imposed by some sites on students before the start of the rotation. Specific site requirements, if provided by the site, are listed on SOLE. Students are expected to make inquiries about special site requirements when contacting the preceptor 4 weeks in advance of the rotation. The site may decline to accept the student if he or she has not fulfilled the site-specific requirements by the due date imposed by the site. Consequently, the rotation may need to be rescheduled for the next available rotation block, and if applicable, may result in a delay in graduation. Any expenses associated with the site's special requirements are the student's responsibility.

Remuneration

The student must not receive any remuneration from the practice site or preceptor to which he or she is assigned.

Appendix A School of Pharmacy Educational Outcomes

Extent to which each EO is addressed in the course:

B - **Background** (EO only indirectly addressed; at least part of course provides background knowledge or skills needed to achieve final EO that is covered by other courses

I – **Introduction/Initial Exposure** (at least part of course provides introductory knowledge or skills directly related to EO; outcome mastery is NOT expected at this level)

R – **Reinforced** (at least part of course directly builds upon knowledge or skills needed to achieve final EO; partial mastery might be demonstrated but complete mastery is not expected)

E - Emphasized (most or all of EO is important component of course; EO mastery largely or completely should be demonstrated and assessed)

School Educational Outcome (EO) – List each EO (include number and actual EO)	Extent
that the course addresses	Latent
EO 1.4 Apply foundational concepts and skills to practice.	Ι
EO 1.5 Use scientific reasoning and critical thinking skills in practice to address	
problems, issues, or concerns.	Ι
EO 1.7 Apply an evidence-based approach to practice by identifying appropriate	
questions to address, using databases and other resources to retrieve information,	
critically analyzing and interpreting relevant scientific information and other	Ι
evidence, formulating sound conclusions, and integrating the best published evidence	
with expertise and individual patient values/needs.	
EO 2.1 Use appropriate verbal and nonverbal communication skills with individuals	R
or groups, including patients, health professionals and others.	K
EO 2.2 Use effective written communication skills with patients, health professionals,	
and others, including the development of documents pertinent to professional or	Ι
organizational needs (e.g., monographs, reports).	
EO 2.3 Educate target audiences by using the most effective method to deliver	Ι
information, in coordination with other health care professionals as appropriate.	1
EO 3.1 Conduct pharmacy practice duties and patient care responsibilities in	
accordance with applicable federal, state, and local laws, statutes, and regulations, as	Ι
well as professional guidelines and standards.	
EO 3.4 Serve as a positive role model in actions/communications for peers and other	
health care providers by maintaining a high standard for personal and professional	R
demeanor and ethical conduct.	
EO 3.5 Respect all points of view in professional interactions while placing patients'	R
needs and desires at the forefront.	K
EO 3.6 Demonstrate compassion, empathy, honesty, integrity, ethical behavior and	
altruism in all actions and communications with patients, families, and care	R
providers.	
EO 3.7 Develop professional competence through ongoing, active and self-directed	R
pursuit of new knowledge and skills.	K
EO 3.9 Accept accountability and responsibility for one's words and actions.	R
EO 4.1 Conduct self-assessments on a regular basis and create, implement, evaluate,	
and modify as needed plans for personal improvement and continuing professional	Ι
development.	

EO 4.2 Recognize personal strengths and limitations and seek assistance when needed.	Ι
EO 4.3 Approach tasks and situations with flexibility and a desire to learn.	R
EO 4.4 Accept constructive criticism and display a willingness to correct and learn from errors.	R
EO 5.1 Collaborate with health care professionals, patients, and/or caregivers to ensure that desired patient-specific or population-based health outcomes are achieved.	R
EO 6.1 Accurately interpret, prepare and/or compound, handle and dispense prescriptions for patients.	R
EO 6.10 Counsel patients and/or caregivers about the following to help ensure a care plan's success: i) medications, non-drug therapy, dietary supplements and natural products; ii) insurance and other options for obtaining necessary medications; iii) proper use of testing devices and medical goods and equipment; and iv) healthy lifestyle changes.	Ι
EO 8.2 Design, use, and manage systems to prepare, dispense, distribute and administer medications to optimally serve patient's drug-related needs.	Ι
EO 8.5 Demonstrate and apply knowledge of national standards, guidelines, best practices, and established principles and processes for safe medication use to protect patient safety.	Ι
EO 8.11 Actively participate in, and contribute to the development of, strategies to minimize drug misuse/abuse.	Ι