

West Virginia University
School of Pharmacy
Fall 2016/Spring 2017

Pharmacy 742/746: IPPE 5/6
1 credit hour

Tuesday, 9:00 – 9:50AM
HSC Room 2094 & 4080

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Required Texts

Title: Top 300 Pharmacy Drug Cards
Edition: 2016-2017

Author: Jill Kolesar and Lee Vermeulen

Publisher: McGraw Hill Education

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. Interprofessional education is a component of this course.

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 (acute care group) and the other half will participate in the spring semester. For this component, students will gain experiences in an acute care environment (West Virginia University Hospitals) through simulation 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 (ambulatory care group) and half will complete it in the spring semester. 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 MTM activities, OTC Tours, and the MTM Certificate Training program. The My First Patient program will provide pharmacy students the opportunity to work with dental and medical students to complete screening activities. Many of the activities will occur outside of normal class hours.

This course is intended to allow students to develop their patient care skills through practical application. The Pharmacist's Patient Care Process (PPCP) will be utilized as a framework for the course, and the activities will introduce students to ambulatory and acute care pharmacy and help to prepare them for their APPE rotations.

The Top Prescription 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.
8. Provide direct patient care services to patients in ambulatory care and acute care settings.
9. Demonstrate professional and ethical conduct in the patient care area.

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

EO 1 Foundational Knowledge and Skills

- 1.1. Acquire and demonstrate depth and breadth of knowledge of foundational scientific, clinical, socioeconomic, and humanistic concepts and skills.
- 1.4. Apply foundational concepts and skills to practice.
- 1.5. Use scientific reasoning and critical thinking skills in practice to address problems, issues, or concerns.
- 1.6. Develop and apply creative and innovative approaches to effectively resolve problems and improve patient outcomes.
- 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 evidence, formulating sound conclusions, and integrating the best published evidence with expertise and individual patient values/needs.
- 1.10. Use information technology where appropriate to enhance individual knowledge and skills.

EO 2 Communication Skills

- 2.1. Use appropriate verbal and nonverbal communication skills with individuals or groups, including patients, health professionals and others.
- 2.2. Use effective written communication skills with patients, health professionals, and others, including the development of documents pertinent to professional or organizational needs (e.g., monographs, reports).
- 2.3. Educate target audiences by using the most effective method to deliver information, in coordination with other health care professionals as appropriate.

EO 3 Professionalism, Advocacy, and Leadership

- 3.1. Conduct pharmacy practice duties and patient care responsibilities in accordance with applicable federal, state, and local laws, statutes, and regulations, as well as professional guidelines and standards.
- 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 demeanor and ethical conduct.
- 3.5. Respect all points of view in professional interactions while placing patients' needs and desires at the forefront.
- 3.6. Demonstrate compassion, empathy, honesty, integrity, ethical behavior and altruism in all actions and communications with patients, families, and care providers.
- 3.9. Accept accountability and responsibility for one's words and actions.

EO 4 Self-Awareness

- 4.3 Approach tasks and situations with flexibility and a desire to learn.
- 4.4 Accept constructive criticism and display a willingness to correct and learn from errors

EO 5 Interprofessional Collaboration

- 5.2. Facilitate team building among health care professionals by developing and maintaining an atmosphere of mutual respect and shared values that place the patient at the forefront.
- 5.4. Serve as the medication expert on a collaborative care team by managing the pharmacotherapy for patients' medical conditions and by proactively providing drug product and other medication related information to team members.

EO 6 Patient Care

- 6.2. Obtain necessary patient-specific data (e.g., consulting patient records, taking medication histories, performing basic physical assessments, ordering/interpreting lab tests), and evaluate and use these data when performing patient care related responsibilities.
- 6.3. Evaluate pharmaceutical products, including information about the drug, dosage form, delivery system and cost/benefit, when conducting a medication review or preparing a care plan.
- 6.4. Conduct comprehensive medication reviews and prepare individualized care plans to optimize patient outcomes, with emphasis on commonly encountered chronic or high risk conditions amenable to pharmacotherapy and patients at greater risk for adverse events.
- 6.6. Educate and empower patients to take an active role in their health and incorporate recommendations for healthy living and self-care into care plans.
- 6.7. Monitor and evaluate patients during therapy for drug product or pharmacotherapy problems, patient concerns, or adherence issues and recommend or implement solutions.
- 6.9. Document patient-care services in charts/medical records and on forms needed for reimbursement.
- 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.

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 of 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.

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	ABOs	Points
<i>(Acute Care Group)</i>		
Acute Care Experience Reflection	6	10
Pharmaceutical Care Plan #1/Patient Presentation #1	1,2,6,7	40
Pharmaceutical Care Plan #2/ Patient Presentation #2	1,2,6,7	40
Peer Evaluation for WVUH Activities #1 and #2	6, 9	10
Interprofessional Simulation Rounds	5,6	10
Top Rx Quiz 1	8	20 (5 points per quiz)
Top Rx Quiz 2		
Top Rx Quiz 3		
Top Rx Quiz 4		
Top Rx Exam	8	50
Total Points		180

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

Course Evaluation Methods	ABOs	Points
<i>(Ambulatory Care Group)</i>		
Ambulatory Care Experience Reflection	5	10
My First Patient Mentor Assignments	1,2,4,5,6	45
My First Patient Follow-up #1	4,5,6,10,11	15
My First Patient Follow-up #2	4,5,6,10,11	15
OTC Tour	4,5,6,10,11	15
MTM Care Plan #1	1,2,4,5,6,10, 11	20
MTM Care Plan #2	1,2,4,5,6,10, 11	20
Professionalism Evaluation	5,6,7	10
Top Rx Quiz 1	8	20 (5 points per quiz)
Top Rx Quiz 2		
Top Rx Quiz 3		
Top Rx Quiz 4		
Top Rx Exam	8	50
Total Points		220

Grading Scale

The course will be graded as pass/fail. A student must achieve a semester average of 80.00% 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.

Top Rx Drugs

Students must achieve at least a 70.00% on both the Top Rx midterm and final examination in order to meet the course requirements. Students not meeting this minimum requirement will be required to complete a remediation plan as assigned by the course coordinator.

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 of the ambulatory care experiences, remediation may be required.

SOAP notes must be revised until they are suitable for inclusion in the patient's chart. A grade of less than 80.00% 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.

Students in the acute care portion of the class must achieve an 80.00% or better on the hospital visits/patient presentations to successfully complete the class. A grade of less than 80% will require remediation. The course coordinator will develop a remediation plan based on the specific deficiencies identified. 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.

Top Rx Drugs

Students must achieve at least a 70.00% on the Top Rx final examination in order to meet the course requirements. Students not meeting this minimum requirement will be required to complete a remediation plan as assigned by the course coordinator. This will include a retake of an exam of equal caliber for a maximum of two repeated attempts. The original grade will stand, but the student needs to obtain at least a 70% on the retake in order to meet the requirements for the course. If the student does not obtain a minimum score of 70.00% after the third attempt, a failing grade will be assigned for the course.

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 a failing 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.

Academic Integrity Statement: 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 Student Conduct Code

http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code

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 a course coordinator **before the assignment is due** to discuss the matter.

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.

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>

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.