

**Experiential Learning Program (ELP)
Course Syllabus
Spring 2022**

Course Number & Title

IPPE 100 – Introduction to Pharmacy

Course Manager

Mark Brueckl, RPh, MBA

Assistant Director, ELP

20 N. Pine Street, 730D

Baltimore, MD 21201

Office: (410) 706-8347

Fax: (410) 706-0988

Email: mbrueckl@rx.umaryland.edu

Experiential Learning Program (ELP) Office E-mail: elp@rx.umaryland.edu

[Experiential Learning Program Website](#)

Credit Hours & Length of Rotation

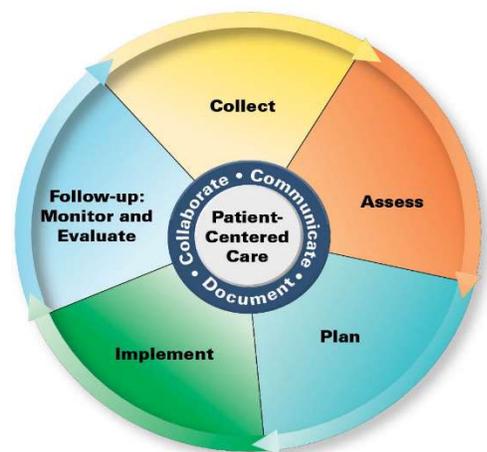
1 credit/course; 40 experiential hours for a one-week rotation (spring)

Eligible Class Standing

P1

Course Catalog Description

The course introduces student pharmacists to the professional practice of pharmacy through an experiential learning activity and assignment. Career options are explored in traditional community or institutional pharmacy practices. The course also facilitates the initial integration of information and skills learned at School with pharmacy practice at an experiential learning site and sets the expectations for professionalism throughout experiential learning courses/rotations. Students will learn about the Pharmacists' Patient Care Process, which includes collecting and assessing patient-specific information; developing and implementing individualized patient-centered care plans; and monitoring and evaluating the effectiveness of care plans.



The Pharmacists' Patient Care Process (PPCP)

Expanded Course Description

The IPPE 100 experience is based on the School's terminal performance outcomes and accreditation standards for introductory pharmacy practice experiences. In the first year of the Experiential Learning Program curriculum, the student will examine and participate in, to the extent permitted by the student's background and experience, the cognitive, distributive, and professional aspects of pharmacy in an actual practice setting. At the conclusion of IPPE 100, the student will have gained experience in evaluating medication orders (decision points), serving patients, and exploring pharmacy careers.

Required Texts/Readings/Training

- Health Insurance Portability and Accountability Act (HIPAA) Training (UMSOP Portal – to be completed once, in addition to site-specific training on rotations)
- Blood Borne Pathogens Training (UMSOP Portal – to be completed annually)
- Confidentiality Statement (UMSOP Portal – to be completed annually)
- [AACP Center for the Advancement of Pharmaceutical Education \(CAPE\) educational Outcome 2004](#)
- Additional readings/training as required by the preceptor

Required Equipment

Students will meet professional attire expectations by complying with the Abilities Laboratory (Fred Lab) dress policy at rotation sites:

Men:	Dress shirt, tie, and slacks
Women:	Dress or blouse with skirt or slacks
Men and Women:	Clean, pressed laboratory coat (consultation coat; hip length) with School of Pharmacy name badge.
The School of Pharmacy name badge must be worn during all rotations.	

Course Outcomes

Upon completion of this experiential course, the student pharmacist will be able to:

1. Identify and use appropriate drug reference sources (electronic and printed) to retrieve drug-related information and apply that information to respond to drug information questions.
2. Given a set of basic written or verbal prescription/drug orders in the practice setting, correctly interpret the orders.
3. Given participation in practice activities with a preceptor or his/her designee, identify decision points encountered by pharmacists in the dispensing of prescriptions and processing of medication orders. (PPCP – Collect and Assess)
4. Demonstrate acceptable qualities and characteristics of professional behavior.

Terminal Performance Outcomes

TPO 12	Use technologies effectively to carry out professional functions including dispensing medications and maintaining patient records.
TPO 16	Use electronic payment systems effectively to receive payment for professional services and products.
TPO 23	Understand the process for developing drug formularies at an organization/health system.
TPO 29	Respond to general drug information requests from patients, health professionals, and lay media.
TPO 43	Carry out responsibilities in accordance with legal, ethical, social, economic, and professional norms.

Activities and Assignments

IPPE 100 includes an orientation session (required) and a one-week experiential learning rotation in a community or institutional pharmacy setting. This rotation is to be completed following the spring semester as designated on the school calendar.

Orientation

Students will be oriented to basic concepts in experiential education and ELP policies and procedures necessary for success in the course. Students must complete the Health Insurance Portability and Accountability Act (HIPAA) assessment, blood borne pathogen training and the confidentiality statement in the UMSOP portal prior to October 1st in order to participate in the required one-week experiential learning rotation.

Students will be oriented to the spring rotation and requirements for satisfactory completion of the course.

Experiential Learning Rotation

Students will submit rotation preferences and will be assigned to a clinical faculty preceptor for the one-week rotation in a community or institutional site. (Note: All students will be assigned to one course only. Rotation assignment will be based on availability and the student's indication of prior experience in community or institutional setting as obtained from the admission questionnaire or orientation survey on arrival at the school.) The students will work toward achieving the course objectives with their assigned preceptor.

Student Assessment and Grading

The preceptor will complete, review with the student, and submit the *Preceptor's Evaluation of Student* in CORE ELMS within seven days following the completion of the rotation.

Grading for the rotation will be Pass/Fail. Students must attain a score of Level 2 or higher on all evaluation items to obtain a passing grade for the rotation.

Level 1	Level 2	Level 3	Level 4
<u>Unsatisfactory Performance with Low Trust:</u>	<u>Needs Improvement with Moderate Trust:</u>	<u>Progressing Satisfactorily with High Trust:</u>	<u>Achieved (Independent) with Complete Trust:</u>
Student does not meet outcomes when completing basic or routine tasks, AND student requires complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student meets outcomes when completing basic or routine tasks, AND student performs some tasks but requires repeated directions. "Preceptor talked student through it."	Student meets outcomes when completing basic and complex tasks, AND student demonstrates some independence, only requiring intermittent prompting. "Preceptor directed student from time to time."	Student meets outcomes when completing basic and complex tasks, AND student functions independently with distant supervision, only needing assistance with nuances or complex situations. "Preceptor was available just in case."

The professionalism/behavioral items do not contribute toward the final grade. However, an "Unsatisfactory" rating on the professionalism/behavioral metric at the end of the rotation will result in automatic course failure.

Remediation Policy

This course follows academic policies for remediation established by the School of Pharmacy. Please refer to this course's Blackboard site course information page for School policies or the [School's website](#) (view "Remediation policy")

Preceptor Assessment

The student will submit the Student Evaluation of Self/Preceptor/Site in CORE ELMS no later than seven days following the completion of the rotation. It is imperative that students provide constructive, professional feedback. Preceptors will be provided access to anonymized summaries (no student names included) of their evaluations through CORE ELMS in order for them to improve rotations. If a preceptor has had only one student during the previous year, access to the summary report will not be granted. This evaluation is a professional expectation of the course.

Preceptor Criteria

The preceptor must have a clinical faculty appointment from the University of Maryland School of Pharmacy and practice in a site or setting which offers sufficient opportunities for students to meet the course outcomes. He or she will participate in preceptor development activities and is required to be a member of a professional organization. The preceptor will assure effective student learning based on Gagne's Nine Events of Instruction:

- Gain attention – orient student to site, personnel, policies/procedures, expectations, schedule, facility tour
- Inform learner of objectives – review course syllabus
- Stimulate recall or prior learning – questions
- Present learning stimulus – assignments, demonstrations, role-playing
- Provide learner guidance
- Elicit performance – objectives-based
- Provide feedback – constructive, frequent
- Assess performance – final
- Enhance retention and transfer – summation, wrap-up

Site Selection Criteria

For the one-week rotation, a community site is one in which the student is exposed to direct patient dispensing and patient counseling. An institutional site is an interdisciplinary setting where patients are being treated and at which pharmacists are responsible for roles such as unit dose drug distribution and IV admixture preparation.

Policies

Students and preceptors are expected to comply with the ELP Policies and Procedures Manual, posted in the Document Library of CORE ELMS

Schedule:

The schedule for IPPE 100 is posted on the University of Maryland School of Pharmacy website/schedules. Individual rotation assignments are posted in CORE ELMS.

General:

Students must attend orientation and complete the rotation. The designated class liaison will facilitate communications with the course manager for questions or issues relative to the entire class.

Preceptor's Evaluation of Student

IPPE 100: Introduction to Pharmacy

Evaluating/Rating Student Performance (Enter in CORE ELMS):

- Preceptors are to assign a grade of Level 1, 2, 3, or 4 for each outcome based on the final evaluation of the student's performance.
- Comments are strongly encouraged.
- Students must attain a score of Level 2 or higher all evaluation items (except professionalism) to obtain a passing grade for the rotation.

Performance Outcomes Criteria

Performance Outcomes Criteria

The preceptor should evaluate the student at the conclusion of the rotation.

Following are the course outcomes and skills that the preceptor will assess on the final evaluation:

Outcome 1: Identify and use appropriate drug reference sources (electronic and printed) to retrieve drug-related information and apply that information to respond to drug information questions.
The student is able to: <ul style="list-style-type: none">• Collect pertinent background information for each question to be answered.• Use primary and tertiary references, as appropriate, in formulating responses.• Respond to questions in a clear and concise manner.• If a written answer is submitted, appropriately reference the document.
Outcome 2: Given a set of basic written or verbal prescription/drug orders in the practice setting, correctly interpret the orders.
Given a set of basic written or verbal prescription/medication orders, the student is able to: <ul style="list-style-type: none">• Follow preceptor guidance for site-specific processes.• Review and interpret basic prescriptions/medication orders for patients.• Prepare, label, and verify prescriptions/medication orders for patients under preceptor supervision (as allowed in the practice setting).
Outcome 3: Given participation in practice activities with a preceptor or his/her designee, identify decision points encountered by pharmacists in the dispensing of prescriptions and processing of medication orders. (PPCP - Collect and Assess)
Given practice activities, the student is able to: <ul style="list-style-type: none">• Articulate the decision points (e.g., legitimacy of order, drug strength, prior authorization, non-formulary prescription order, ethical dilemma) observed during prescription/medication order processing at least once daily during the rotation.• Reflect on alternatives (if applicable).• Discuss appropriate actions relative to the decision.

Professionalism Criteria

By the end of the rotation, a student must earn "Acceptable" for professionalism criteria in order to pass the rotation. These criteria do not count toward the Pass/Fail rotation grade. However, an "Unacceptable" rating on the professionalism metric at the final evaluation will result in a failure in the course.

The student:

1. Participates in the process of self-assessment and displays an interest in lifelong learning and continuous professional development.
2. Maintains a professional manner in both appearance and behavior at all times.
3. Demonstrates courtesy, respect, cultural sensitivity and tolerance towards others and exhibits self-control in all interactions.
4. Maintains confidentiality.
5. Arrives on time and prepared for all rotation activities, remains engaged in patient care, and completes all duties until permission to leave.
6. Demonstrates appropriate time-management skills and the ability to prioritize.
7. Demonstrates initiative and responsibility for providing patient care.
8. Demonstrates an ability to receive, process, and respond appropriately to constructive feedback.
9. Demonstrates active listening and empathy.