



Experiential Learning Program (ELP) Course Syllabus

Course Number & Title

IPPE 400 Community Pharmacy Practice Intensive

Course Managers

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Course Manager Response Time

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Experiential Learning Office Contact Information

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[Experiential Learning Program Website](#)

Credit Hours & Length of Rotation

Variable

Eligible Class Standing

P2, P3

Prerequisites

Successful completion of IPPE 300 Community Pharmacy Practice and Patient Care or by approval of the course manager.

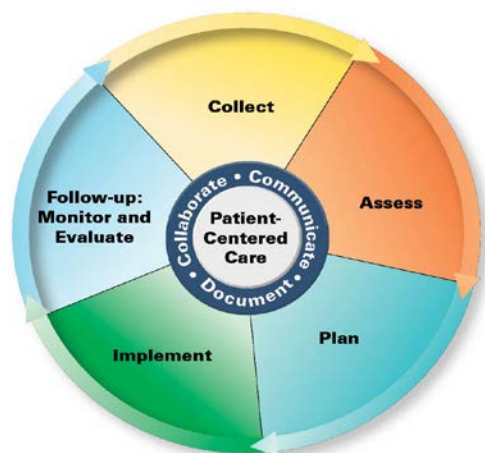
Prior Learning Skills

The student must have successfully completed the first year of the Doctor of Pharmacy curriculum of the University of Maryland School of Pharmacy.

Catalog Description

This Community Pharmacy Practice Intensive course will provide student pharmacists with the opportunity to further assess quality pharmacy operations and safe medication use practices in a community pharmacy environment. Students will participate in pharmacy practice activities and will apply the knowledge and skills from Abilities Labs 1-2 and previous IPPEs to meet the course objectives, which promote patient safety.

This rotation will also introduce student pharmacists to the delivery of direct patient care services in community pharmacy settings. Students will be expected to use skills learned previously in the curriculum in order to participate in 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, and to document this information. This will be accomplished through a series of patient interactions and written SOAP notes.



The Pharmacists' Patient Care Process (PPCP)

Required Readings

- SOAP Note Tutorial, available in CORE ELMS Document Library
- [The Pharmacists' Patient Care Process](#)
- Additional readings as required by preceptors

Required Attire

- Clean, pressed laboratory coat
- The School of Pharmacy name badge must be worn during all rotations.
- Students are expected to comply with the dress code policies outlined in the Experiential Learning Program Policies and Procedures Manual and the Student Honor Code.

Course Objectives

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

1. Demonstrate a commitment to and a valuing of patient safety by assuring accurate preparation, labeling, dispensing, and distribution of prescriptions and medication orders.
2. Demonstrate knowledge of and accept responsibility for that knowledge of commonly used medications, formulations, self-care regimens, and drug products.

3. Use pharmaceutical and pharmacokinetics mathematics to perform accurate medication calculations. Value the importance of total accuracy in performing and applying these calculations.
4. Demonstrate effective communication abilities in interactions with patients, their families, and their care givers, and/or other health care providers. Communication should be consistent with and empathetic to education level, cultural beliefs and practices. Elicit feedback validating understanding of communication. (PPCP – Collect)
5. Assess information needs of patients and health providers and apply knowledge of study design and literature analysis and retrieval to provide accurate, evidence-based drug information. (PPCP – Assess and Plan)
6. Demonstrate proficient use of technology used in the management of patients and the medication distribution process
7. Demonstrate acceptable qualities and characteristics of professional behavior of altruism, honesty and integrity, respect for others, professional presence and dedication and commitment to excellence.
8. Demonstrate proficiency in patient care by documenting patient monitoring data using appropriate medical terminology and in a formalized and organized manner, such as, SOAP notes. (PPCP – Collect and Assess)

Terminal Performance Outcomes

TPO 7	Assess an existing patient's therapy and recommend modifications to optimize patient care
TPO 10	Utilize drug formularies to optimize drug therapy recommendations and improve access to medications.
TPO 11	Oversee a drug delivery system that provides medication to patients in a timely, safe, and efficient manner
TPO 12	Use technologies effectively to carry out professional functions including dispensing medications and maintaining patient records
TPO 13	Ensure the security, integrity, and proper storage of medication
TPO 14	Ensure that medications are labeled appropriately
TPO 16	Use electronic payment systems effectively to receive payment for professional services and products
TPO 17	Supervise pharmacy technician activities.
TPO 19	When appropriate, recommend education and self-management training to optimize the benefit-to-risk ratio of the selected therapies.
TPO 25	Collaborate in the patient monitoring process by interviewing patients and performing targeted physical examinations
TPO 26	Document findings of patient-specific monitoring data in an organized manner using appropriate medical terminology
TPO 34	Incorporate patients' cultural beliefs and practices into patient care

	activities while maintaining patient safety.
TPO 43	Carry out responsibilities in accordance with legal, ethical, social, economic, and professional norms

Activities and Assignments

- The student pharmacist will be assigned to an approved preceptor, who will provide an orientation to the site and will organize, facilitate, and assess the student's activities.
- Medication error reporting and drug information requests may be required when applicable.
- Preceptors may assign additional activities in support of the course outcomes.
- Through observation, demonstration (skills), discussion, role-playing (behaviors), reflection, question and answer session(s), and self-directed learning, the student will be expected to have completed all course outcomes.
- Students will work with preceptors to identify at least three (3) patients to interview and perform patient interaction, such as:
 - Medication therapy management
 - Comprehensive medication review
 - Responding to patient medication questions
 - OTC consults/questions
 - New medication education
- Students will utilize available records (prescription refill data) and information collected from patients or caregivers to obtain relevant subjective and objective information
- Students will review medication regimens and identify existing or potential medication related problems
- Students will develop an assessment and plan including patient directed education and monitoring plans
- Students will present their patient case to the preceptor in the following format: demographics, chief complaint, subjective information including past medical history and relevant review of systems, objective information, assessment including any medication related problems identified and plan including resolution to identified medication related problems and monitoring plan.
- Preceptors will review the student's assessment and plan, provide feedback, and approve education to be provided to the patient.
- Students will complete SOAP notes for each patient, documenting their encounters and submit to their preceptors (see *SOAP Notes Expectations* at pg. 11 of Syllabus for additional information on creating SOAP Notes).
- Preceptors will review at least one (1) SOAP note and provide written feedback to the student

Student Assessment and Grading

A weekly review of the evaluation form is encouraged to assure successful course completion.

The student will be assessed by the preceptor on performance and professionalism at the **midpoint** and **at the end of the rotation**. Midpoint evaluations are required to be completed in CORE ELMS for each rotation to document student performance and allow for areas of focus and improvement

during the latter half of the rotation. The midpoint evaluation will NOT be used in the calculation of the student's final grade. Within one week of completion of the rotation, the Preceptor Evaluation of Student must be submitted to the Experiential Learning Office. Failure to do so may result in an "Incomplete." Evaluations are to be completed online in CORE ELMS.

Final Grade:

The final grade (Pass/Fail) will be assigned based on the ratings assigned for all evaluation items. Students must "Pass" all evaluation items to obtain a passing grade for the rotation. The professionalism/behavioral items do not contribute toward the final grade. However, an "Unacceptable" rating on any professionalism/ behavioral item at the end of the rotation will result in automatic course failure.

A red box indicates a professionalism failure.

Students who wish to appeal a rotation grade must do so within one week of the date the preceptor's completed evaluation is posted to CORE ELMS. Please refer to the Academic Affairs policy regarding grade appeals.

Remediation Policy

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

Preceptor Criteria

The preceptor must have a clinical faculty appointment from the University of Maryland School of Pharmacy and practice in community or health-system setting, which offers sufficient opportunities for students to meet the course outcomes. The preceptor will assure effective student learning based on the following 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 of prior learning- questions
- Present learning stimulus- assignments, demonstrations, role-playing
- Provide learner guidance
- Elicit performance- outcomes-based
- Provide feedback- constructive, frequent
- Assess performance- midpoint, final
- Enhance retention and transfer- summation, wrap-up

The preceptor is responsible for the guidance, supervision, and assessment of the student in the day-to-day conduct of the course. The preceptor may assign students to other site personnel, if applicable for the objectives, as long as those individuals provide input for the student's assessment. The preceptor is encouraged to develop a learning contract(see example provided in ELP policy and procedures) to include site-specific requirements, such as expectations, the rotation schedule, policies, and assignments; and he or she may require additional projects and/or exercises to ensure the student's successful completion of the course objectives. The preceptor should provide face-to-face feedback

for the final evaluation and assure that the course objectives, including the required hours of participation, were accomplished.

Preceptor Assessment

The student will submit the Student Evaluation of Self/Preceptor/Site through CORE ELMS no later than seven days following the completion of the rotation. Each summer, preceptors will be provided summaries of their evaluations from the previous year in order for them to improve rotations. Preceptors should solicit student input for site and preceptor feedback during face-to-face evaluation.

Policies

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

Preceptor's Evaluation of Student

IPPE 300 Introduction to Community Pharmacy Practice and Patient Care

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

- Preceptors are encouraged to provide at least weekly formative feedback for students.
- Comments are strongly encouraged.
- The midpoint evaluation tracks student progress, provides formative feedback for students to improve performance, and guides activities for the remainder of the rotation
- The Pass/Fail grade will be assigned based on the final evaluation of the student's performance.

Performance Outcomes Criteria

The preceptor should evaluate the student at both the midpoint and at the conclusion of the rotation.

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

Outcome 1: Demonstrate a commitment to and a valuing of patient safety by assuring accurate preparation, labeling, dispensing, and distribution of prescriptions and medication 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.
Given practice activities, the student is able to: <ul style="list-style-type: none">• Articulate the decision points (e.g., safety, 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.
Given a patient, the student is able to: <ul style="list-style-type: none">• Systematically review patient medications.• Reconcile discrepancies.• Correctly document findings for PMR or medication reconciliation.
Given practice activities, the student is able to: <ul style="list-style-type: none">• Describe quality and safety concerns (e.g., dangerous abbreviations, high alert medications, etc.) relative to the practice site using ISMP recommendations.• Identify appropriate resources to address concerns.• Discuss potential actions to prevent medication errors and promote quality processes.
Outcome 2: Demonstrate knowledge of and accept responsibility for that knowledge of commonly used medications, formulations, self-care regimens, and drug products.
<ul style="list-style-type: none">• Summarize key information related to the use of common (Top 200) medications• Identify brand and generic names, dosage forms and usual dosing ranges for common (Top 200) medications• When appropriate recommend self-care regimens that optimize the benefit to risk ratio of the selected product

<p>Outcome 3: Use pharmaceutical and pharmacokinetics mathematics to perform accurate medication calculations. Value the importance of total accuracy in performing and applying these calculations.</p>
<p>Given a problem, the student is able to:</p> <ul style="list-style-type: none"> • Accurately calculate the appropriate quantity of medication/ingredient/additive for at least 5 prescription orders. • Document calculation for preceptor verification.
<p>Outcome 4: Demonstrate effective communication abilities in interactions with patients, their families, and their care givers, and/or other health care providers. Communication should be consistent with education level, cultural issues, and be empathetic. Elicit feedback validating understanding of communication.</p>
<p>Given a device or drug delivery system, the student is able to:</p> <ul style="list-style-type: none"> • Accurately show appropriate steps. • Confirm ability to perform technique • Correct technique if needed. • Relate the importance of proper technique to the therapeutic outcome.
<p>Outcome 5: Assess information needs of patients and health providers and apply knowledge of study design and literature analysis and retrieval to provide accurate, evidence-based drug information</p>
<p>Given a question and resources, the student is able to:</p> <ul style="list-style-type: none"> • Re-state the basic drug information query. • Collect pertinent background information with preceptor input. • Respond to the query in a timely manner as directed by the preceptor using available resources.
<p>Outcome 6: Demonstrate proficient use of technology used in the management of patients and the medication distribution process</p>
<p>Given a medication record system, the student is able to</p> <ul style="list-style-type: none"> • Demonstrate proficient use of the system • Identify basic flags for medication errors or problems • Take steps to resolve potential errors or problems
<p>Outcome 7: Perform a patient interview to gather subjective information</p>
<p>Given a patient encounter, the student is able to:</p> <ul style="list-style-type: none"> • Establish rapport with the patient • Gather relevant subjective information including review of systems, as available. • Student must complete a minimum of four (4) patient interviews during the rotation
<p>Outcome 8: Document direct patient care activities in a SOAP note format</p>
<p>Given a patient encounter, the student is able to:</p> <ul style="list-style-type: none"> • Accurately, concisely, thoroughly and comprehensively write a SOAP note documenting direct patient care activities utilizing appropriate grammar, spelling and terminology. • Clearly and concisely includes all relevant subjective information necessary to define and assess the problem(s) present. • Accurately identifies all actual and potential medication related problems present, defines therapeutic objectives for each problem. Assessments are consistent with national treatment guidelines and/or primary literature. • Includes specific drug and non-drug related recommendations and monitoring indices for efficacy and toxicity with stated timeframe for each parameter. Summarizes patient education provided. • Student must complete at least three (3) SOAP notes, and submit one (1) SOAP note for preceptor review during the rotation.

Professionalism Criteria

By the end of the rotation, a student must earn “Acceptable” for all five professionalism criteria in order to pass the rotation. These criteria do not count toward the evaluation points for a grade. An

“Unacceptable” rating on any professionalism metric at the final evaluation will result in a failure in the course.

- **Altruism:** Student makes an unselfish commitment to serve the best interests of the patient and rotation *via* prioritizing rotation requirements, demonstrating effective listening skills, interacting with others in a compassionate manner, and developing trusting relationships.
- **Honesty and Integrity:** Student displays honesty and integrity *via* abiding by patient (HIPAA) and student (FERPA) confidentiality requirements, and maintaining academic honesty.
- **Respect for Others:** Student treats others as he/she would want to be treated *via* arriving on time for rotation activities, respecting the feelings, needs, thoughts, and opinions of the preceptor/faculty /colleagues, demonstrating ability to receive constructive feedback, and providing constructive feedback in a respectful and educational manner.
- **Professional Presence:** Student instills trust *via* attending and participating in rotation requirements, dressing appropriately for the rotation, and accepting responsibility for one’s own actions.
- **Dedication and Commitment to Excellence:** Student strives for excellence and assume responsibility for his/her learning and professional development *via* adequately preparing for all rotation sessions, embracing responsibility for one’s own learning, and actively seeking guidance and mentoring as needed.

SOAP Note Expectations

Assignment Completion

- Note style is appropriate for setting
- Entire note is clear, concise, and demonstrates logical thought progression
- Grammar is appropriate throughout note (including verb tense)
- Writing is directed to other healthcare providers including appropriate medical terminology
- Spelling is correct throughout note
- No unapproved abbreviations throughout note (as per JACHO unapproved abbreviations list)
- All information is contained within the correct note section

Subjective Section

- Includes all pertinent subjective information necessary to define and assess medication related problem(s) and make appropriate decisions in the case
- Clear and concise
- Includes chief complaint (or reason for visit)
- Includes history of present illness
- Includes relevant review of systems
- Includes relevant family history, social history and/or past medical history
- Includes medications taken by the patient

Objective Section

- Clear and concise
- Includes vital signs
- Includes all pertinent objective information necessary to make appropriate decisions in the case

Assessment Section

- Identifies all actual and potential medication related problem(s) present in the case
- Defines therapeutic objectives or goals for each identified problem
- States if therapeutic objectives or goals have been met (e.g. is the problem stable and controlled?)
- Includes description of why the problem exists (e.g. etiology, risk factors, etc)
- Is based on data presented in S/O sections
- Does not repeat subjective data
- Accurately describes (in sufficient detail) information that allows the reader to understand the basis for the plan
- Is consistent with or makes reasonable patient-specific judgments in consideration of national treatment guidelines and/or primary literature (if applicable)
- References national treatment guidelines and/or primary literature if used (if applicable)

Plan Section

- Includes specific drug therapy recommendations that are consistent with standards of care, patient specific factors, and national treatment guidelines and/or primary literature (start, stop, continue and dosing)
- Includes specific non-drug recommendations that are appropriate based upon standards of care, patient specific factors, and national treatment guidelines and/or primary literature
- Includes specific monitoring indices for efficacy
- Includes specific monitoring indices for toxicity
- Includes stated timeframe for each monitoring parameter
- Summarizes patient education provided