Experiential Learning Program (ELP)

Course Number & Title
IPPE 100 – Introduction to Pharmacy

Course Manager
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Experiential Learning Program Website: www.pharmacy.umaryland.edu/elp

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.

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)
- 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. Given a prescription/medication order, correctly perform pharmaceutical calculations.
2. Given a set of basic written or verbal prescription/drug orders in the practice setting, correctly transcribe (if applicable), interpret, process, label, and verify 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.
4. Demonstrate acceptable qualities and characteristics of professional behavior of altruism, honesty and integrity, respect for others, professional presence and dedication and commitment to excellence.

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 in 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 assignment 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 a 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 and completing an active learning assignment/reflective paper as designated by the course manager.

**Assignment**

For the rotation, the student will write a reflective paper titled: “The Critical Link between Classes and Rotations” this will entail a 2 page single-spaced word document reflection on how the information acquired during classes so far impacted the rotation experience. More information about this assignment, including the grading rubric, will be posted on RXpreceptor.

**Topic: How will Pharmacist Provider Status Impact the Practice of Pharmacy?**

Write a two (2) page single-spaced document reflection on how passage of pharmacist provider status could change the profession, your studies while in school and your practice after you graduate. Please use a font size of at least 11 pts, but no more than 12 pts. References are not required, but must be cited, if used. One (1) additional page may be included for references.

Please address each of the questions below:

- **If provider status is granted, what will pharmacists be able to do that they cannot do now?**
- **How will that positively affect the practice of pharmacy?**
- **What are the potential risks/negative effects?**
- **How will this affect your studies while in school and your practice after you graduate?**

Please submit to RXpreceptor through the “Field Encounters” module. The paper must be submitted no later than close of business (5:00 PM Eastern Time) two (2) weeks after completion of the rotation (Rotation completion date: May 20th) to be eligible for full points (30 points). Papers submitted after the due date (June 3rd) will incur a five (5) point deduction. Each additional week, or portion thereof, will incur an additional five (5) point deduction.

**Student Assessment and Grading**
The preceptor will complete, review with the student, and submit the Preceptor’s Evaluation of Student in RXpreceptor using the standardized assessment criteria (Absent, Beginning, Developing, Intermediate, Proficient) within seven days following the completion of the rotation. For assignments/reflective papers, assessment tools will also be posted in RXpreceptor. Students are assessed on performance and therefore grades will be assigned on points earned without a curve.

The final grade will be assigned based on the percentage of total points earned for the combined objectives in RXpreceptor (total possible = 70 points) plus up to 30 points for completion of the reflective paper. The professionalism/behavioral items do not contribute toward the letter grade. However, an “Unsatisfactory” rating on any professionalism/behavioral item at the end of the rotation will result in automatic course failure.

The following rubric will be used to assign a letter grade for the rotation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>0.0</td>
</tr>
<tr>
<td>Beginning</td>
<td>16.0</td>
</tr>
<tr>
<td>Developing</td>
<td>19.0</td>
</tr>
<tr>
<td>Intermediate</td>
<td>21.0</td>
</tr>
<tr>
<td>Proficient</td>
<td>23.3</td>
</tr>
</tbody>
</table>

Grade Determination
The grade for this course will be based on 100 points as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Week Community or Institutional Experience (Preceptor Evaluation)</td>
<td>70</td>
</tr>
<tr>
<td>Reflective Paper (up to)</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Final Letter Grade
A red box indicates a professionalism failure or incomplete abilities checklist. Letter grades will be based on final scores as follows:

- A  ≥90-100%
- B  ≥80-89.999%
- C  ≥70-79.999%
- F  0-69.999%

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 at: http://www.pharmacy.umaryland.edu/preceptors/policies.html (view “Remediation policy”)

**Preceptor Assessment**
The student will submit the Student Evaluation of Self/Preceptor/Site in RXpreceptor no later than seven days following the completion of the rotation. It is imperative that students provide constructive, professional feedback. Each summer, preceptors will be provided anonymized summaries (no student names included) of their evaluations in order for them to improve rotations. If a preceptor has had only one student during the previous year, no summary will be sent. 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 RXpreceptor

**Schedule**
The schedule for IPPE 100 is posted on the University of Maryland School of Pharmacy website/schedules. Individual rotation assignments are posted in RXpreceptor.
General:
Students must attend orientation and complete the rotation and assignments/projects. 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 RXpreceptor):

- Select appropriate rating (AB, BG, DV, IN, P) in each column for each item and add comments as needed.
- Comments are strongly encouraged and must be included for any rating of “AB” for any item.
- The midpoint evaluation tracks student progress, provides formative feedback for students to improve performance, and guides activities for the remainder of rotation.
- If the student’s overall performance at midpoint is deficient (i.e. numerous “AB” and/or “BG” ratings), contact the course manager and/or ELP office.
- Grades will be assigned based on the final evaluation.

Performance Outcomes Criteria

The preceptor should evaluate the student at both the mid-point and at the conclusion of the rotation, using the following competency levels and descriptors. Each performance item on the assessment tool, with the exception of professionalism items will be rated using the competency levels of Absent, Beginning, Developing, Intermediate, Proficient. The student may fit into more than one category; please select the competency level using the corresponding examples that best describe the student’s performance at the point of assessment.

<table>
<thead>
<tr>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not aware of how to approach the skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of the deficiency in the skill and attempts to determine effort required to become competent</td>
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<td></td>
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<tr>
<td>Initiates practice of the skill</td>
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<td></td>
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<tr>
<td>Not able to consistently perform the skill.</td>
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<td></td>
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<td></td>
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<tr>
<td>Mostly consistent in identifying or solving problems related to the skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequently able to identify or solve problems related to the skill</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely able to identify or solve problems related to the skill</td>
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<tr>
<td>Consistently demonstrates accurate performance of the skill</td>
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<tr>
<td>Can identify and solve problems related to the skill</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks ability to independently complete the skill</td>
</tr>
<tr>
<td>Sporadically, but rarely able to perform the skill</td>
</tr>
<tr>
<td>Sometimes able to complete this skill</td>
</tr>
<tr>
<td>Ability to complete this skill is adequate, but not independent</td>
</tr>
<tr>
<td>Able to independently complete the skill</td>
</tr>
</tbody>
</table>
Supervision

Requires **major supervision** to complete the skill

**Constant supervision** and feedback are required to completed the skill

**Supervision** and feedback are required but need is decreasing

**Supervision** needed to master major concepts

**Supervision is minimal**

May seek feedback from preceptor with specific questions about performance

**Mistakes**

Major mistakes are **many** when student attempts to complete the skill

Major mistakes are **common** when student attempts to complete the skill

Major mistakes are **limited**

No major mistakes

Minor mistakes occur

Minor mistakes occur

Occasional minor mistakes

**Patient safety is at risk**

Unable to self-correct

Unable to self-correct most errors

Able to self-correct

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

**Outcome 1:** Given a prescription/medication order, correctly perform pharmaceutical calculations.

Given a problem, the student is able to:

- Accurately calculate the appropriate quantity of medication/ingredient/additive for at least five (5) prescription orders.
- Document calculations for preceptor verification.

**Outcome 2:** Given a set of basic written or verbal prescription/drug orders in the practice setting, correctly transcribe (if applicable), interpret, process, label, and verify the orders.

Given a set of basic written or verbal prescription/medication orders, the student is able to:

- 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.

**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.

Given practice activities, the student is able to:

- 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 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.
IPPE 100 Reflective Paper Rubric
2-2-2016

Assignment Instructions/Parameters:
Font size: 11-12 point
Spacing: Single-spaced, no more than 2 pages, name included on submission
Total Points: 30 points
Impact on Final Grade: 30% of grade

Submissions more than 2 weeks after rotation completion incur a 5-point deduction. Each additional week, or portion thereof, will incur an additional five (5) point deduction.

Assessment Criteria:

<table>
<thead>
<tr>
<th>Item: Content – Following the instructions for the reflection paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Level</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Outstanding</td>
</tr>
<tr>
<td>Acceptable</td>
</tr>
<tr>
<td>Not acceptable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item: Content – Thoughtful reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Level</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Outstanding</td>
</tr>
<tr>
<td>Acceptable</td>
</tr>
<tr>
<td>Not acceptable</td>
</tr>
</tbody>
</table>
### Item: Content – Describing Effect of Studies/Practice

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Points Value</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>5</td>
<td>As in ACCEPTABLE, plus all of the following elements: Student described actual changes/modifications based on their analyses of their personal strengths and weaknesses.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>4</td>
<td>The student described the changes/modifications but did not describe them clearly; and how it was based on their analyses of their strengths and weaknesses.</td>
</tr>
<tr>
<td>Not acceptable</td>
<td>0</td>
<td>Students did not describe changes/modifications.</td>
</tr>
</tbody>
</table>

### Item: Grammar / Organization/ Writing Style

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Points Value</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>5</td>
<td>As in Acceptable AND writing style is concise and clear.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>4</td>
<td>Entries contain only minor grammatical, spelling, or punctuation mistakes that do not significantly distract from the message.</td>
</tr>
<tr>
<td>Not acceptable</td>
<td>0</td>
<td>Grammar, spelling, or punctuation mistakes significantly detract from appearance or understanding of entries.</td>
</tr>
</tbody>
</table>