INSTITUTIONAL IMMERSION
INTRODUCTORY PHARMACY PRACTICE EXPERIENCE (IPPE) I
PHCY 471

Course Description

An experiential course designed to provide the student with practical experience in the profession of pharmacy. The course consists of interactions with both patients and healthcare workers across multiple disciplines.

Credit Hours: 1  
Prerequisites: PHCY 470  
Meeting times: one-week, 40 contact hours, Monday thru Friday.

Locations: Varied depending on rotation site as assigned by instructor.

Course Resources

Web site: All announcements related to this course will be posted to the Announcements page. Students are responsible for checking this page daily.

Equipment: Lab coat

Staff Information

Laurie W. Fleming, Pharm.D., BC-ADM, BCACP  
Director of Professional Experience Programs and Experiential Affairs  
Clinical Associate Professor of Pharmacy Practice  
Course Director  
Office: UMMC, PH119  
Phone: (601) 984-2622  
e-mail: lwfleming@umc.edu

Students are encouraged to contact the course director to set up individual meetings, if needed.

Course Objectives

- To prepare students for the profession of pharmacy by providing them with supervised practical experience in an institutional environment.
- To introduce students to patient care and related activities in institutional settings.
**Evaluation**

Students will be expected to perform all duties assigned by the course director and their preceptors and will be evaluated based on both performance and professional behavior. A final evaluation will be conducted by the preceptor at the end of the one week period. The students will also be required to complete self-assessments and other activities and document these on the E*value website or as instructed.

**Grading Scale:**

Z scale (Pass/Fail)

A passing score will be determined by the preceptor’s evaluation and the course director’s evaluation of the additional assignments.

**Assignments**

**Cover Letter and Resume/Curriculum Vitae (sent to preceptor two weeks prior to rotation)**

The following assignments will also contribute to the student’s overall grade. They should be submitted via the E*Value website by the end of the semester as instructed. Failure to submit any single item will result in an “incomplete” grade which can then become an “F” per University policy.

Submit via the E*Value website by the last day of your rotation:

1. Student evaluation of the preceptor
2. Observational Report (assigned as Coursework)
3. Assigned activities  
   • Med Distribution Process – QA Practice Model/PAI Report  
   • Intro to IV Fluids  
   • Home Meds and MAR Review

**Pre-APPE Competencies**

1. **Patient Safety - Accurately Dispense Medications (order fulfillment)**  
   Ability Statement: Demonstrate a commitment to and a valuing of patient safety by assuring accurate preparation, labeling, dispensing and distribution of prescriptions and medication orders.

2. **Basic Patient Assessment**  
   Ability Statement: Collect record and assess subjective and objective patient data to define health and medication-related problems. Patient information must be collected in a manner demonstrating knowledge of patient educational level, the unique cultural and socioeconomic situations of patients, and comply with requirements for patient privacy.
3. Medication Information
   Ability Statement: Demonstrate knowledge of and accept responsibility for that knowledge of commonly used medications, formulations and drug products.

4. Identification and Assessment of Drug related Problems
   Ability Statement: Correlate drug related variables and patient related variables to identify and assess drug related problems. Evaluate how the unique characteristics of patients and patient populations impact on manifestations of drug-related problems.

5. Mathematics applied to pharmaceutical calculations, compounded medications, dose calculations, and applications of pharmacokinetic calculations.
   Ability Statement: Utilize pharmaceutical and pharmacokinetics mathematics to perform accurate medication calculations. Value the importance of total accuracy in performing and applying these calculations.

6. Ethical, Professional, and Legal Behavior
   Ability Statement: In all health-care activities, demonstrate knowledge of and sensitivity towards the unique characteristics of each patient. Comply with all federal, state, and local laws related to pharmacy practice. Demonstrate ethical and professional behavior in all practice activities.

7. General Communication Abilities
   Ability Statement: Demonstrate effective communication abilities in interactions with patients, their families and care givers, and other health care providers. Communication should be consistent with education level, cultural issues, and be empathetic. Elicit feedback validating understanding of communication.

8. Counseling Patients
   Ability Statement: Provide effective health and medication information to patients and/or care givers and confirm patient and/or care giver understanding of the information being provided.

9. Drug Information Analysis and Literature Research
   Ability Statement: 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.

10. Health and Wellness – Public Health
    Ability Statement: Know and apply principles of health and wellness in provision of individual and population-based health and wellness information. Integrate unique characteristics of individuals and populations in design of health and wellness information.

11. Insurance /Prescription Drug Coverage
Ability Statement: Utilizing knowledge of a wide array of private and public health insurance options assist patients and caregivers to obtain their medications and related parapharmaceuticals in an affordable manner that meets their health care needs.

**Honor Code**

Students are expected to adhere to the University of Mississippi Creed and the Standards of Honesty as described in Policy Code ACA.AR.600.001 and written in the *University of Mississippi M Book*. If you violate the Standards of Honesty, you will be reported and subject to the appropriate sanction, which may include expulsion from the University. Consequences of violating the Code of Conduct are outlined in the School of Pharmacy Student Handbook (Section 3). Academic dishonesty at any level will not be tolerated.

**Disability Access and Inclusion**

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are approved through SDS, you must log in to your Rebel Access portal at [https://sds.olemiss.edu](https://sds.olemiss.edu) to request approved accommodations. If you are NOT approved through SDS, you must contact Student Disability Services at 662-915-7128 so the office can: 1. determine your eligibility for accommodations, 2. disseminate to your instructors a Faculty Notification Letter, 3. facilitate the removal of barriers, and 4. ensure you have equal access to the same opportunities for success that are available to all students.

**Educational Outcomes**

This course fosters development in several of the general education abilities and professional education abilities that have been defined as desired outcomes of the School of Pharmacy curriculum. Throughout the two weeks students will be provided with opportunities to practice these abilities. Please keep in mind these outcome goals as you monitor your progress in this course.

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<tr>
<th>Educational Outcomes for PHCY 470</th>
<th>Anticipated Proficiency Level*</th>
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<tbody>
<tr>
<td></td>
<td>General Education Abilities</td>
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<td>Critical Thinking, Analysis and Decision-Making</td>
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<td>“The student can find, understand, analyze, evaluate, and synthesize information and make informed, rational, and responsible decisions.”</td>
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### Communication Skills

“The student can communicate with various audiences by written, verbal, and electronic media for a variety of purposes.”

### Mathematical Competence

“The student is proficient in the expression of quantitative relationships and can perform the needed mathematical operations to infer their consequences.”

### Professional Education Abilities

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<th>Novice</th>
<th>Intermediate</th>
<th>Competent</th>
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1. **Demonstrate medication expertise by developing, integrating, and applying knowledge from foundational and clinical sciences**

   1A. Demonstrate depth and breadth of foundational knowledge in biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences

   1B. Articulate how knowledge in foundational sciences is integral to clinical reasoning, evaluation of future advances in medicine, supporting health and wellness initiatives, and delivery of contemporary pharmacy services

   1C. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work and evaluate their potential value in individuals and populations

   1D. Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care

   1E. Analyze scientific literature related to drugs and disease to enhance clinical decision making

   1F. Evaluate emerging theories, information, and technologies that may impact patient-centered and population based care

2. **Communicate effectively with individuals from varying educational, socioeconomic, and cultural backgrounds including patients, other health care professionals, and the public**

   2A. Communicate assertively, persuasively, confidently, and clearly

   2B. Ensure accuracy, efficiency and relevancy of communication for intended audience

   2C. Demonstrate empathy when interacting with others

   2D. Use active listening and appropriate feedback methods to evaluate audience understanding
| 2E. Employ effective interpersonal skills to establish rapport and build trusting relationships |   | X |
| 2F. Utilize available technology and other media to assist with communication as appropriate |   | X |
| 2G. Assess a patient’s health literacy and modify communication strategies to meet the patient’s needs |   | |
| 2H. Demonstrate cultural competence and an attitude that is respectful of different cultures | X |   |
| 2I. Ensure pharmacist-delivered education content and strategies are appropriate for the intended audience | X |   |

3. **Provide patient care by ensuring safe dispensing of medications, performing accurate individualized calculations, appropriately making pharmacotherapy decisions, and properly documenting patient encounters**

| 3A. Collect subjective and objective patient information from a variety of sources |   | X |
| 3B. Interpret patient-specific data and other evidence |   | X |
| 3C. Prioritize patient needs and care goals |   | X |
| 3D. Formulate, monitor and adjust evidence based care plans | X |   |
| 3E. Document pharmacy services and patient care related activities | X |   |
| 3F. Ensure safe dispensing of medications | X |   |
| 3G. Advocate for patients to ensure efficiency, efficacy, and cost-effectiveness of required resources and care | X |   |

4. **Develop reflective practices and take personal responsibility for professional development**

| 4A. Demonstrate metacognition to maintain motivation, attention, and interest during learning, work and profession-related activities |   | X |
| 4B. Describe plans for personal and professional development that incorporate individual growth, help-seeking behavior, integrity and response to correction from errors | X |   |
| 4C. Exhibit constructive coping skills to manage stress, address personal limitations, and display positive self esteem and confidence | X |   |
| 4D. Demonstrate knowledge of various levels of leadership and incorporate understanding of goal achievement based on the dynamic of a team | X |   |
4E. Develop relationships that allow for effective communication that helps build team consensus and empowers team members

4F. Promote innovative approaches to challenges and barriers to advance the profession

4G. Recognize personal strengths and weaknesses in application of entrepreneurial skills related to practice issues

4H. Demonstrate altruism that incorporates integrity, trustworthiness, and respect in interactions with others

4I. Emphasize patient centered care that is compassionate and consistent with a commitment to established standards of excellence

4J. Adopt a lifestyle of professionalism that demonstrates commitment to the improvement of the profession of pharmacy

5. Engender an engaging, respectful team approach to health care

5A. Establish a climate of shared values and mutual respect necessary to meet patient care needs

5B. Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters

5C. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise

5D. Foster accountability and leverage expertise to form a highly functioning team and promote shared patient-centered problem solving

6. Design preventive, interventional, and educational strategies to promote health and wellness, and to manage acute and chronic disease as a health care provider

6A. Design and implement viable health and wellness solutions through identification of primary problems

6B. Develop goals and action plans for individuals and communities to optimize and improve health and wellness

6C. Participate with interprofessional healthcare team members in the management of, and health promotion for, all patients

6D. Reflect on the solution implemented and its effects to improve future performance

7. Effectively use pharmacy practice technology to enhance the safety and efficacy of medication use systems
7A. Compare and contrast the components of typical medication use systems in different pharmacy practice settings

7B. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use system

7C. Identify and utilize human, financial, and physical technology resources to optimize the medication use system

7D. Manage healthcare needs of patients during transitions of care

7E. Apply standards, guidelines, best practices, continuous quality improvement, and establish processes related to safe and effective medication use

8. Develop and participate in population-based strategies to address risk reduction, health disparities, and safe and effective medication use

8A. Assess the healthcare status and needs of a targeted patient population

8B. Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population

8C. Participate in population health management through promotion of health and wellness, disease prevention, and emergency preparedness

**Core Entrustable Professional Activities**

- Collect information to identify a patient’s medication-related problems and health-related needs.
  - x

- Analyze information to determine the effects of medication-related problems, and prioritize health-related needs.
  - x

- Minimize adverse events and medication errors.
  - x

- Oversee the pharmacy operations for an assigned work shift.
  - x

- Maximize the appropriate use of medications in a population.
  - x

**Expectations**

Students are assigned introductory rotations. The students will be expected to spend forty hours for one week at the practice site. Students will be expected to send their assigned preceptors a cover letter and a copy of their resumes or curriculum vita two weeks before the beginning of the rotations. They should then follow up with their assigned preceptors via phone or email one week
prior to rotation start dates. The phone numbers and email addresses for the preceptors should be listed on the E*Value website. The subsequent meeting times and expectations of the student should be outlined by the preceptors during the first meeting. Students are expected to be punctual. If absences occur for any reason, the students must contact the preceptor. Any one unexcused absence results in course failure. Should a student miss more than 3 days of a given rotation for any reason, the student will have to repeat the rotation before receiving credit for the course.

**Student Attire**

Compliance with the dress code is expected. Various practice sites will have different requirements for dress, and students will be expected to comply with those requirements at the discretion of the preceptor. I.D. badges are required, and during practice rotations, lab coats are as well.

If necessary, the syllabus may be modified at any point during the semester. Students taking the course will be notified in writing of any changes.

**Rotation Week (one of two)**

May 13-17, 2019
May 20-24, 2019

**Assignments**

**Cover Letter and Resume/Curriculum Vitae to Preceptor**

The student will be expected to create and develop a cover letter and curriculum vitae which will be sent to their assigned preceptor **two weeks in advance** of the first day of the rotation. The format is of the student’s choice, but should contain at minimum the student’s prior college experience, work experience, professional activities and memberships, and licensure information.

**Student Evaluation of Preceptor in E*Value**

**Observational Report in E*Value**

The student will be expected to create an observational report pertaining to a patient encounter during his or her rotation. The report is to be a **one page** Microsoft Word document and can be in the format of the student’s choice. The purpose of the report is for the student to relay how the patient encounter reinforced or changed the student’s prior thoughts or ideas of pharmacist-provided patient care. The student shall not include pictures of patients in the report, but may include those of the site or preceptor if permitted by the preceptor. The report should be uploaded to E*Value by the last day of the student’s rotation.
Additional Coursework Assigned in E*Value

- Med Distribution Process – QA Practice Model/PAI Report
- Intro to IV Fluids
- Home Meds and MAR Review