

# Cover Sheet: Request 10705

## PHA 5941 Community Pharmacy Introductory Pharmacy Practice Experience

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	1/29/2016 2:17:45 AM
Updated	2/12/2016 12:28:34 AM
Description	This experience provides students with direct exposure to the dynamics of the community pharmacy workplace and to guide them to a realistic assessment of the challenges and opportunities that exist therein.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		1/29/2016
No document changes					
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		1/29/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/29/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 10705

## Info

**Request:** PHA 5941 Community Pharmacy Introductory Pharmacy Practice Experience

**Submitter:** Beck,Diane Elizabeth beck@cop.ufl.edu

**Created:** 1/29/2016 2:17:45 AM

**Form version:** 1

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, in rare cases SCNS will assign a different prefix.*

Response:

PHA

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

5

### Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

941

### Lab Code

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:

None

### Course Title

*Enter the title of the course as it should appear in the Academic Catalog.*

Response:

Community Introductory Pharmacy Practice Experience

### Transcript Title

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).*

Response:  
Community IPPE

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:  
Summer

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:  
2016

**Rotating Topic?**

*Select "Yes" if the course will have rotating (varying) topics in different terms. For rotating topics courses, the course title in the Schedule of Courses and the transcript can vary with the topic.*

Response:  
No

**Amount of Credit**

*Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.*

Response:  
3

**Repeatable Credit?**

*Select "Yes" if the course may be repeated for credit. Some courses, such as independent study courses, will have rotating (variable) topics. Students may be allowed to repeat these courses provided the content is different.*

Response:

No

### **S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

Yes

### **Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

### **Degree Type**

Select the type of degree program for which this course is intended.

Response:

Professional

### **Weekly Contact Hours**

Indicate the number of hours faculty will have contact with students each week on average throughout the duration of the course.

Response:

40

### **Category of Instruction**

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some

*prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:  
Introductory

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

*4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)*

### **Delivery Method(s)**

*Indicate all platforms through which the course is currently planned to be delivered.*

Response:  
Off-Campus

### **Course Description**

*Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.*

Response:  
This experience provides students with direct exposure to the dynamics of the community pharmacy workplace and to guide them to a realistic assessment of the challenges and opportunities that exist therein.

### **Prerequisites**

*Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.*

Response:  
Students must have successfully completed the first two semesters of coursework in the Pharm.D. program and passed the year 1 milestones.

*Completing Prerequisites on UCC forms:*

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.

- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PPHP should be written as follows:  
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))*

### **Co-requisites**

*Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.*

Response:  
None

### **Rationale and Placement in Curriculum**

*Explain the rationale for offering the course and its place in the curriculum.*

Response:  
The first two semesters of course work provide the foundation for this introductory pharmacy practice experience in the community setting.

Coursework that follows this experience provides more advanced knowledge, skills and attitudes about community pharmacy practice.

### **Course Objectives**

*Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.*

Response:  
Activities of the community IPPE focus on clarifying distinguishing characteristics of community pharmacy practice and developing fundamental skills necessary to practice effectively in the community pharmacy setting. Upon completion of this course, the student will be able to:

- Describe the roles and responsibilities of each member of the community pharmacy team
- Explain the process of gathering, storing and managing patient information in the community pharmacy setting
- Relate the characteristics of the patient population of the community pharmacy to the services currently provided
- Outline the workflow of the community pharmacy practice and its contribution to safe dispensing of medications
- Illustrate the process for acquisition, storage and inventory management of prescription and non-prescription medications in the community pharmacy setting
- Process and fill prescriptions in accordance with legal regulations and policies and procedures of community pharmacy practice
- Identify and resolve drug-related problems related to the dispensing of medications (e.g., allergies, drug-drug interactions, adherence issues)
- Evaluate and respond to drug information inquiries
- Conduct patient interviews necessary for the appropriate dispensing and use of medications
- Communicate with patients regarding the selection and/or use of non-prescription

or prescription medications and medical devices

- Consult with other members of the healthcare team regarding the selection and/or use of non-prescription or prescription medications
- Compare and contrast the advanced patient care services offered by the pharmacy to those offered by other pharmacies in the surrounding area
- Recognize the role of community pharmacy practice in promoting public health and disease prevention
- Demonstrate mature and professional attitudes, habits and behaviors

### **Course Textbook(s) and/or Other Assigned Reading**

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned, or a representative list of readings.*

Response:

None

### **Weekly Schedule of Topics**

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

The CIPPE Rotation is a 3-week experiential rotation located at a community pharmacy practice site. The experience requires a minimum of 120 hours. The calendar of activities may vary depending on the site and the preceptor.

The following topics are accomplished and signed-off by the preceptor as satisfactory during the 3 weeks:

Professional Work Habits  
Communication  
Community Pharmacy Systems  
Medication Safety

### **Grading Scheme**

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity.*

Response:

The student must satisfactorily pass the following Activities/Assignments:

Complete all required activities as indicated by preceptor signature  
Complete all CIPPE workbook practice exercises  
Complete the descriptive essay (Workbook objective 1.1)  
Identify 5 medications stored in the refrigerator or the freezer and list the storage requirements of each (Workbook objective 2.1)  
Identify 5 medications given by a non-oral route of administration; list the route of administration, and the reason why the medication is administered by such route.  
Explain how you would counsel a patient on these medications. (Workbook objective

2.1)

Conduct and document a minimum of 2 patient interviews (Workbook objective 3.1)

Conduct and document a minimum of 2 drug information responses (Workbook objective 3.3)

Identify and document a minimum of 5 actual or potential drug-related problems identified through review of patient medication records and any corrective actions if taken (Workbook objective 5.0)

Conduct and document a minimum of 2 self-care communications/interventions/recommendations (Workbook objective 5.0)

Identify and document a minimum of 5 community resources/agencies in your region where pharmacists might interact (Workbook objective 6.0)

In addition, a grade is assigned using the CIPPE Grading Rubric in Appendix B. (The rubric evaluates the students performance as "proficient," "developing," "deficient," or "opportunity unavailable.") The following criteria are applied for determining the final grade:

S+ No more than 2 Developing ratings and 0 Deficient ratings on final evaluation and successful completion of CIPPE workbook activities/assignments by due date

S More than 2 Developing ratings and 0 Deficient ratings on final evaluation and successful completion of CIPPE workbook activities/assignments by due date

U At least one Deficient rating on final evaluation\*

**Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:

Stacey D. Curtis, Pharm.D.

Denise M. Klinker, Pharm.D., M.B.A.

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## PHA 5941

### Community Pharmacy Introductory Pharmacy Practice Experience

Summer 2016 3 Semester Credit Hours

#### Course Purpose:

The purpose of the Community Pharmacy Introductory Pharmacy Practice Experience (CIPPE) is to facilitate continuing professional development of students in the community pharmacy practice setting. Through structured activities and assignments, students will build upon knowledge and skills developed in the first year of the didactic curriculum. Students will continue to explore the concepts of professionalism and shared accountabilities for health care outcomes; formulate a personal philosophy of and approach to professional practice; expand drug and disease knowledge; and develop practical, critical thinking and life-long learning skills. This experience seeks to provide students with direct exposure to the dynamics of the community pharmacy workplace and to guide them to a realistic assessment of the challenges and opportunities that exist therein.

#### Course Faculty and Office Hours

(See Appendix A for Who to Contact)

**Teaching Partnership Leader:** Stacey D. Curtis, Pharm.D.  
Lead Regional Coordinator, Office of Experiential Programs  
Email: [scurtis@cop.ufl.edu](mailto:scurtis@cop.ufl.edu)  
Office: HPNP 3302  
Phone: (352) 273-6088  
Office Hours: by appointment only

**Teaching Partner:** Denise M. Klinker, Pharm.D., M.B.A.  
Director of Experiential Programs  
Email: [dklinker@cop.ufl.edu](mailto:dklinker@cop.ufl.edu)  
Office: HPNP 3302  
Phone: (352) 273-6088  
Office Hours: by appointment only

#### Regional Coordinators:

##### Gainesville/Panhandle/Out of State

Stacey Curtis, Pharm.D. [scurtis@cop.ufl.edu](mailto:scurtis@cop.ufl.edu) 352-273-6088

##### Jacksonville

Amber Chaki, Pharm.D. [achaki@cop.ufl.edu](mailto:achaki@cop.ufl.edu) 352-294-8122

Kerry Stiegler, Pharm.D. [kstiegler@cop.ufl.edu](mailto:kstiegler@cop.ufl.edu) 352-294-8123

##### Orlando

Stacey Baggett, Pharm.D., BCPS [sbaggett@cop.ufl.edu](mailto:sbaggett@cop.ufl.edu) 352-294-8141

Lisa Vandervoort, Pharm.D. [lvandervoort@cop.ufl.edu](mailto:lvandervoort@cop.ufl.edu) 352-294-8142

##### St. Petersburg/Tampa

Carinda Feild, Pharm.D. [cfeild@cop.ufl.edu](mailto:cfeild@cop.ufl.edu) 727-394-6213

Patty Taddei-Allen, Pharm.D., BCACP [ptaddei-allen@cop.ufl.edu](mailto:ptaddei-allen@cop.ufl.edu) 352-294-8139

##### South Florida

Chris Pantouris, Pharm.D. [jpantouris@cop.ufl.edu](mailto:jpantouris@cop.ufl.edu) 352-294-8143

**Administrative Coordinators:**

<u>Program Scheduling and Database Coordinator</u>		
Melissa Willingham	<a href="mailto:Rotation-schedule@cop.ufl.edu">Rotation-schedule@cop.ufl.edu</a>	352-273-6228
<u>Program Compliance Coordinator</u>		
Vacant	<a href="mailto:Pre-clinical@cop.ufl.edu">Pre-clinical@cop.ufl.edu</a>	352-273-6227
<u>Program Quality Coordinator</u>		
Laurie Albury, EdD (ABD) MBA	<a href="mailto:Rotation-grades@cop.ufl.edu">Rotation-grades@cop.ufl.edu</a>	352-273-6633

**This Course Will Prepare You to Perform the Following Activities, Which the Public Entrusts a Pharmacist to Perform:**

- EPA A4. Document patient encounters electronically or in writing.
- EPA A5. Provide counseling about medications and health and wellness.
- EPA A6. Assess and counsel a patient about health and wellness.
- EPA E4. Safely and accurately dispense medications within a medication use system including supervision of pharmacy technicians.
- EPA E5. Solve problems relating to insurance and prescription coverage

**Course Objectives**

Activities of the community IPPE focus on clarifying distinguishing characteristics of community pharmacy practice and developing fundamental skills necessary to practice effectively in the community pharmacy setting. Upon completion of this course, the student will be able to:

- Describe the roles and responsibilities of each member of the community pharmacy team
- Explain the process of gathering, storing and managing patient information in the community pharmacy setting
- Relate the characteristics of the patient population of the community pharmacy to the services currently provided
- Outline the workflow of the community pharmacy practice and its contribution to safe dispensing of medications
- Illustrate the process for acquisition, storage and inventory management of prescription and non-prescription medications in the community pharmacy setting
- Process and fill prescriptions in accordance with legal regulations and policies and procedures of community pharmacy practice
- Identify and resolve drug-related problems related to the dispensing of medications (e.g., allergies, drug-drug interactions, adherence issues)
- Evaluate and respond to drug information inquiries
- Conduct patient interviews necessary for the appropriate dispensing and use of medications
- Communicate with patients regarding the selection and/or use of non-prescription or prescription medications and medical devices
- Consult with other members of the healthcare team regarding the selection and/or use of non-prescription or prescription medications
- Compare and contrast the advanced patient care services offered by the pharmacy to those offered by other pharmacies in the surrounding area
- Recognize the role of community pharmacy practice in promoting public health and disease prevention
- Demonstrate mature and professional attitudes, habits and behaviors

## Pre-Requisite Knowledge and Skills

Students must have successfully completed the first two semesters of coursework in the Pharm.D. program and passed the year 1 milestones.

## Weekly Course Outline

The CIPPE Rotation is a 3-week experiential rotation located at a community pharmacy prCoactice site. The experience requires a minimum of 120 hours. The calendar of activities may vary depending on the site and the preceptor. Please refer to the CIPPE Workbook for a sample calendar.

## Textbooks

Textbooks are not required for this course.

## Student Evaluation & Grading

### Evaluation Methods and how grades are determined

The student will be assessed by the preceptor on performance and professionalism using the CIPPE Grading Rubric (see Appendix B). In addition, the student must submit the CIPPE workbook and complete the associated required activities in order to receive a passing grade (see Course Grade Breakdown for details).

### Course Grade Breakdown:

**Completion of the following workbook activities and assignments are required to receive a passing grade for this course.** Please refer to the Community Pharmacy Introductory Pharmacy Practice Experience Workbook for complete assignment details.

Activity/Assignment	Grade
Complete all required activities as indicated by preceptor signature	Pass / Fail
Complete all CIPPE workbook practice exercises	Pass / Fail
Complete the descriptive essay (Workbook objective 1.1)	Pass / Fail
Identify 5 medications stored in the refrigerator or the freezer and list the storage requirements of each (Workbook objective 2.1)	Pass / Fail
Identify 5 medications given by a non-oral route of administration; list the route of administration, and the reason why the medication is administered by such route. Explain how you would counsel a patient on these medications. (Workbook objective 2.1)	Pass / Fail
Conduct and document a minimum of 2 patient interviews (Workbook objective 3.1)	Pass / Fail
Conduct and document a minimum of 2 drug information responses (Workbook objective 3.3)	Pass / Fail

Identify and document a minimum of 5 actual or potential drug-related problems identified through review of patient medication records and any corrective actions if taken (Workbook objective 5.0)	Pass / Fail
Conduct and document a minimum of 2 self-care communications/interventions/recommendations (Workbook objective 5.0)	Pass / Fail
Identify and document a minimum of 5 community resources/agencies in your region where pharmacists might interact (Workbook objective 6.0)	Pass / Fail

### Incomplete Grade Policy

If a student is unable to complete the CIPPE assignments due to extenuating circumstances (i.e., prolonged illness, unexpected medical procedure required, family emergencies, and other situations outlined in the attendance policy), then an incomplete grade will be assigned with the approval of the course coordinator. Assignments must be completed and the incomplete grade must be resolved within the first 8 weeks of the following semester, or the student will receive a failing grade and will be required to repeat the rotation.

### Grading

Grade	Criteria
S	All ratings are either Proficient or Developing; Successful completion of CIPPE workbook activities/assignments by due date
U	At least one Deficient rating on final evaluation*

\* If a student receives a "Deficient" marking for any activity listed on the CIPPE Grading Rubric (see Appendix B), the student will receive a U grade. The U grade is considered a failing rotation grade and will require the student to repeat the rotation and associated experiential hours.

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## Educational Technology Use

The following technology will be used during the course and the student must have the appropriate technology and software. **Appendix A** outlines whom to contact if you have questions about technology.

- Canvas Learning Management System

## Class Attendance Policy

Please refer to the Office of Experiential Programs manual which can be found on the course website.

Acceptable reasons for absence or failure to participate in practice experience activities include: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. See the Office of Experiential Programs manual about participation in special curricular requirements (e.g., professional meetings). Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Conflict with work schedules is an unexcused absence.

See: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

## Rotation Demeanor

Please refer to the Office of Experiential Programs manual which can be found on the course website.

## General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

### *Attendance & Other Work in this Course*

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."

### *University Grading Policies*

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### *Concerns, Appeals, and Complaints*

Students who have concerns with their final grade/evaluation of performance are encouraged to review their evaluation in PharmAcademic™ and discuss their concerns with the Preceptor and/or Regional Coordinator. Students wishing to submit an official appeal must use the course grade appeal form located on the course website. The official grade appeal form should be submitted to the Director of Experiential Programs for review. The student may further appeal to the Pharmacotherapy and Translational Research Department Chair if he/she is not satisfied with the initial decision. A final appeal may be submitted to the Associate Dean for Clinical Affairs should the student remain unsatisfied with the Department Chair's decision.

### *Complaints*

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Please contact your Regional Coordinator should you have any unresolved complaints or issues with your rotation experience after speaking with your preceptor and/or site coordinator. You can determine who the assigned Regional Coordinator is for the site by looking at the site's information in PharmAcademic™. Please contact the Director of Experiential Programs should your complaint or issue remain unresolved.

### ***Academic Integrity Policy***

Students are expected to act in accordance with the University of Florida policy on academic integrity (<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.*

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

### ***Psychomotor and Learning Expectations***

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards.

### ***How to Request Learning Accommodations***

Students with disabilities are strongly encouraged to register with Disabled Student Services in the Office for Student Services (P202 Peabody Hall) and it is recommend this be accomplished prior to starting the course.

- Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
- Please visit the following URL for more information: <http://www.dso.ufl.edu/drc>

Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed.

### ***Preceptor and Course Evaluations***

Students are expected to provide feedback on the quality of instruction during this rotation. This evaluation is completed in PharmAcademic™ and is made available on the last day of the rotation. A blinded summary of the assessment result is sent to the preceptor after all CIPPE rotations are completed.

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### ***Computer and Other Technology Requirements***

Students are required to meet the following computer and technology requirements:

<http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

### ***Expectations on Rotation and Other Learning Activities***

Please refer to the Office of Experiential Programs manual located on the course website.

### ***Communications***

#### **Discussion Board Policy**

The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

#### **Students Netiquette on the Discussion Board:**

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.
5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

#### **Faculty Member Response Time:**

1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be

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sporadic. (On weekends when assignments are due, students are advised to post questions before 12Noon on Friday.)

**Email Communications:**

1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

**Religious Holidays**

Please refer to the Office of Experiential Programs manual located on the course website.

**Counseling and Wellness Center**

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; <http://www.counseling.ufl.edu>). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

**Emergencies**

Call the University Police Department for emergencies: 392-1111 or 9-1-1

**Student Crisis**

Students who are experiencing issues and events are also encouraged to contact their local crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; for Orlando 407-425-2624; and, for St. Petersburg 727-344-5555 and Tampa 211 or 813-234-1234. The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

**How to Access Services for Student Success**

Students who need guidance for course success or who are having academic difficulty should contact their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

**Faculty Lectures/Class Activities/Presentations Download Policy**

Photography, Audio-visual recording, and transmission/distribution of classroom lectures and discussions are prohibited unless there is expressed written permission. Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web environments. Students who do not adhere to this policy will be considered to be breaching COP copyrights and/or FERPA law.

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## Appendix A. Faculty and Staff: Who to contact when you have questions

### Teaching Partnership Leader

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Concerns about performance
3. Guidance when there are performance problems (failing grades)
4. General questions about content

### Program Quality Coordinator – Laurie Albury, EdD (ABD), MBA

1. Grades
2. Grade petitions

### Program Scheduling and Database Coordinator – Melissa Willingham, MS

1. PharmAcademic
2. Scheduling

### Program Compliance Coordinator – TBA

1. Affiliations Agreements
2. Pre-clinical Rotation Requirements

### Regional Coordinators

1. Rotation information
2. Site specific information
3. Rotation issues/concerns

### Technical Support:

Contact the College of Pharmacy MediaHelp Desk for assistance with:

1. Course-related technical issues (e.g., Canvas access, video access, printing of documents). The MediaHelp Desk may be reached via the following:

**Phone:** 352-273-6281 (9am-4PM ET)

**Email:** [edu-help@ahc.ufl.edu](mailto:edu-help@ahc.ufl.edu) (response is delayed outside of M-F 9AM-4PM ET)

Contact the University of Florida Computing Help Desk for addresses issues related to:

1. Gatorlink accounts
2. Gatorlink email
3. myUFL
4. ISIS

Computing Help Desk may be reached via the following:

**Phone:** (352)-392-4357 (9am-4PM ET)

## Appendix B: CIPPE Grading Rubric

*Community IPPE*

*STUDENT FINAL EVALUATION*

***To be completed and submitted in PharmAcademic™ by the Preceptor***

Please complete this evaluation when the student has completed their experience with you. **Please confirm that the student completed a minimum of 120 hours of experience.**

- 120 hours confirmed
- No the student did not (Please provide an explanation and plans, if any, for the student to make up the hours)

Comments

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### Student Performance Evaluation

Please select the appropriate performance level for each item listed below. The performance levels are defined as:

- **Proficient:** Performs at a level consistent with expectations.
- **Developing:** Displays developing habits, skills, abilities, and/or knowledge but may require significant improvement. Performance level may be sporadic and or slightly below expectations at this point.
- **Deficient:** Performs at a level consistently below expectations. Displays developing habits, skills, abilities, and/or knowledge but requires significant improvement.
- **Opportunity unavailable:** Not applicable or no opportunity to evaluate during this rotation.

	Proficient	Developing	Deficient	Opportunity unavailable
<b>Professional Work Habits</b>				
The student is consistently punctual, reliable, and dependable.				
The student is professional, mature, and ethical in attitude, and behavior.				
The student consistently exhibits a professional appearance.				

	Proficient	Developing	Deficient	Opportunity unavailable
The student is self-motivated and eager to learn.				
The student appropriately prioritizes and balances assigned tasks.				
The student accepts constructive criticism and appropriately modifies behavior.				
The student follows up on questions, tasks, and assignments in an accurate and timely manner.				
The student collaborates and interacts effectively with the staff and/or employees at the site.				
The student asks appropriate questions of preceptor and other health care providers.				
<b>Communication</b>				
The student communicates effectively with other healthcare professionals.				
The student communicates effectively with patients.				
<b>Community Pharmacy Systems</b>				
The student is able to describe the medication use process, including how pharmacy impacts the safety of storage, prescribing, transcription, dispensing, administration and monitoring steps.				
The student is able to describe the basic drug procurement process including drug selection, inventory management, backorders, recalls, drug waste, handling of drug shortages and their relationship to safe, effective patient care.				
The student is able to effectively use pharmacy technology including automated filling and prescription processing systems with contemporary features.				
The student is able to describe safety features of automated filing and prescription processing				

	Proficient	Developing	Deficient	Opportunity unavailable
systems as well as unintended consequences of their use.				
The student is able to describe the roles of pharmacy technicians, pharmacists and pharmacy leadership within a typical community pharmacy practice.				
The student is able to receive, interpret, and clarify prescriptions appropriately.				
The student successfully troubleshoots insurance denials.				
The student is able to evaluate the appropriateness of medication dosing for common medications.				
The student is able to dispense prescriptions following state and federal rules and regulations.				
The student is able to describe the state and federal authorities which regulate legal operations of the pharmacy.				
The student is able to assist patients with selection of appropriate self-care products.				
The student is able to describe the requirements for procurement, storage, inventory, dispensing, and disposal of controlled substances.				
The student is able to use appropriate references to answer questions asked by health professionals.				
<b>Medication Safety</b>				
The student is able to describe those national standards, guidelines, best practices and established principles and process related to quality and safe medication use (e.g. storage of look-alike/sound-alike medications, high alert medications, dangerous abbreviations, leading				

	Proficient	Developing	Deficient	Opportunity unavailable
decimal points and trailing zeros, quality measure related to medications).				
The student is able to describe the impact of pharmacist involvement on medication safety and quality.				

Please list at least three specific behaviors, skills or knowledge areas needing improvement which future preceptors should focus on during subsequent rotations.

Please list at least three excellent behaviors, skills or knowledge areas the student displayed during the rotation to be reinforced during subsequent rotations.

At this point, the student is \_\_\_\_\_ the level I would expect.

- At
- Above
- Below

After reviewing this student's overall performance, it is my recommendation the student:

- Pass (S)
- Not Pass (U)