

Cover Sheet: Request 12125

PHA5941 Community Introductory Pharmacy Practice Experience

Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Karen Whalen whalen@cop.ufl.edu
Created	11/24/2017 3:21:36 PM
Updated	11/24/2017 4:30:03 PM
Description of request	The College of Pharmacy requests a change in the Community Introductory Pharmacy Practice Experience (CIPPE) from a 3-week (3 credit) experience to a 4-week (4 credit) experience. The change is recommended to bring this practice experience in line with the CIPPE requirements at other peer public institutions and other colleges of pharmacy within the state of Florida. In addition, changing the community introductory practice experience to a 4-week rotation (160 hours) will balance the amount of time students spend in early community and hospital practice experience, since the current hospital introductory pharmacy practice experience (HIPPE) is also a four-week experience with 160 hours of practice time. Having students complete 160 hours on both the CIPPE and HIPPE rotations ensures that students achieve the minimum 300 hours of early practice experience, which is required by pharmacy accreditation standards.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Karen Whalen		11/24/2017
PHA5941 CIPPE Syllabus 4-credit Final draft 112217.pdf					11/24/2017
PHA5941 CIPPE Workbook Final 112217.pdf					11/24/2017
College	Approved	COP - College of Pharmacy	Karen Whalen		11/24/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/24/2017
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|Modify for request 12125

Info

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Description of request: The College of Pharmacy requests a change in the Community Introductory Pharmacy Practice Experience (CIPPE) from a 3-week (3 credit) experience to a 4-week (4 credit) experience. The change is recommended to bring this practice experience in line with the CIPPE requirements at other peer public institutions and other colleges of pharmacy within the state of Florida. In addition, changing the community introductory practice experience to a 4-week rotation (160 hours) will balance the amount of time students spend in early community and hospital practice experience, since the current hospital introductory pharmacy practice experience (HIPPE) is also a four-week experience with 160 hours of practice time. Having students complete 160 hours on both the CIPPE and HIPPE rotations ensures that students achieve the minimum 300 hours of early practice experience, which is required by pharmacy accreditation standards.

Submitter: Karen Whalen whalen@cop.ufl.edu

Created: 11/24/2017 3:15:43 PM

Form version: 1

Responses

Current PrefixPHA

Course Level5

Number 941

Lab Code None

Course Title Community Introductory Pharmacy Practice Experience

Effective Term Summer

Effective Year 2018

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix?No

Change Course Level?No

Change Course Number?No

Change Lab Code?No

Change Course Title?No

Change Transcript Title?No

Change Credit Hours?Yes

Current Credit Hours3

Proposed Credit Hours4

Change Variable Credit?No

Change S/U Only?No

Change Contact Type?Yes

Current Contact TypeRegularly Scheduled

Proposed Contact TypeSupervision of Student Interns

Change Rotating Topic Designation?No

Change Repeatable Credit?Yes

Repeatable CreditFrom Non-repeatable to Repeatable

Maximum Repeatable Credits4

Change Course Description?Yes

Current Course DescriptionThis 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.

Proposed Course Description (50 words max)The purpose of the Community Pharmacy Introductory Pharmacy Practice Experience (CIPPE) is to provide students with real-world practice in a community pharmacy setting. This experience seeks to provide students with direct exposure to the dynamics of the community pharmacy workplace and the challenges and opportunities that exist therein.

Change Prerequisites?Yes

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

Proposed Prerequisites1. Completion of all Year 1 Pharm.D. program coursework including milestones.

2. Satisfactory completion of Blocks 3 and 4.

Change Co-requisites?No

RationaleN/A

PHA5941 Community Introductory Pharmacy Practice Experience

Summer Semester

4 Credit Hours – [Pass/Fail Grading]

The purpose of the Community Pharmacy Introductory Pharmacy Practice Experience (CIPPE) is to provide students with real-world practice in a community pharmacy 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 community pharmacy and to guide them to a realistic assessment of the challenges and opportunities that exist therein.

Teaching Partnership Leader

Stacey D. Curtis, Pharm.D.

- Email: scurtis@cop.ufl.edu
- Office: HPNP 3302
- Phone: (352) 273-6088
- Office Hours: By appointment ONLY.

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities, which the public entrusts a Pharmacist to perform:

1. Collect information to identify a patient's medication-related problems and health-related needs
2. Collaborate as a member of an interprofessional team.
3. Minimize adverse drug events and medication errors.
4. Ensure that patients have been immunized against vaccine-preventable diseases.
5. Educate patients and professional colleagues regarding the appropriate use of medications.
6. Oversee the pharmacy operations for an assigned work shift.
7. Fulfill a medication order.

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Course-Level 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:

1. Describe the roles and responsibilities of each member of the community pharmacy team
2. Relate the characteristics of the patient population of the community pharmacy to the services currently provided
3. Conduct patient interviews necessary for the appropriate dispensing and use of medications
4. Outline the workflow of the community pharmacy practice and its contribution to safe dispensing of medications
5. Explain the process of gathering, storing and managing patient information in the community pharmacy setting
6. Illustrate the process for acquisition, storage and inventory management of prescription and non-prescription medications in the community pharmacy setting
7. Process and fill prescriptions in accordance with legal regulations and policies and procedures of community pharmacy practice
8. Identify and resolve drug-related problems related to the dispensing of medications (e.g., allergies, drug-drug interactions, adherence issues)
9. Evaluate and respond to drug information inquiries
10. Communicate with patients regarding the selection and/or use of non-prescription or prescription medications and medical devices
11. Recognize the role of community pharmacy practice in promoting public health and disease prevention
12. Demonstrate professional behaviors and attitudes expected of a pharmacist.
13. Demonstrate cultural sensitivity during interactions with patients, families, providers, and staff.
14. Demonstrate ethical behaviors that are essential to the practice of pharmacy.
15. Adhere to legal requirements in pharmacy practice.

Course Pre-requisites

1. Completion of all Year 1 Pharm.D. program coursework including milestones.
2. Satisfactory completion of Blocks 3 and 4.

Course Outline

The CIPPE Rotation is a 4-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. Please refer to the CIPPE Workbook for a sample calendar.

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Required Textbooks/Readings

There are no required textbooks for this course. Individual preceptors may require additional readings such as clinical guidelines, review articles, book chapters, or websites. Please contact your preceptor regarding required or recommended readings for this course.

- Use [UF VPN to access UF Libraries Resources](#) when off-campus.
- The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this URL: <http://www.library.health.ufl.edu/>

Suggested Textbooks/Readings

Individual preceptors may suggest additional readings such as clinical guidelines, review articles, book chapters, or websites. Please contact your preceptor regarding suggested readings for this course.

Materials & Supplies Fees

None

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

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).

Grading

This course is a pass/fail course; students will receive either an S – Satisfactory or U – Unsatisfactory based on performance during the rotation.

Preceptors will evaluate student performance at the end of the rotation. (See Appendix B for evaluation tool.) Student performance level will be denoted as proficient, developing, deficient, or opportunity unavailable defined as:

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

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Points will be awarded for each assessment question based on performance level attained: Proficient = 4 points, Developing = 3 points, Deficient = 2 points. A total of 104 points may be earned if all 26 competencies are completed. Each "Opportunity unavailable" will reduce the total calculated by 4 points (e.g. If a student receives one "Opportunity unavailable" their final grade will be calculated out of 96 total points instead of 100 total points). Students must earn at least an 80% to pass the course and receive an S.

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 CIPPE workbook practice exercises	Pass / Fail
Conduct and document a minimum of 2 patient interviews	Pass / Fail
Conduct and document a minimum of 2 drug information responses	Pass / Fail
Conduct and document a minimum of 2 self-care communications/interventions/recommendations	Pass / Fail
Complete an ADR report or summary of the institution's ADR reporting process	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, etc.), then an incomplete grade will be assigned with the approval of the course coordinator. The competencies 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.

If a student is unable to complete the CIPPE required competencies due to Opportunity Not Available, then an incomplete grade will be assigned with the approval of the course coordinator. The student is required to contact their Regional Coordinator by the end of the rotation to schedule an opportunity to complete the required competencies. The student will have 14 days from the last day of rotation to complete the required competencies. Students must acknowledge the following statement when cosigning their IPPE final evaluation with their preceptor prior to receiving the final grade: "I am indicating I have contacted my Regional Coordinator to make-up any opportunities listed as unavailable. I acknowledge I have 14 days from the end of my rotation to complete the required competences to receive a passing grade. I also acknowledge I must complete the workbook activities and assignments to receive a passing grade for this course."

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Course Failure

The student will receive an E grade if he/she receives a “Deficient” marking for any three competencies listed on the CIPPE Grading Rubric (see Appendix B) or does not earn at least an 80% as described in the grading section. The non-passing rotation grade will require the student to repeat the rotation and associated experiential hours and assignments.

Attendance Policy

General Philosophy:

The quality of the learning experience is directly related to the time spent in the practice environment, and therefore attendance is mandatory. Each CIPPE rotation should be treated like a job experience, and like any job, regular attendance is critical to successful performance. **Students must complete at least 160 hours to receive full credit for this experience.** Therefore, all time missed (e.g., absences, arriving late, leaving early) must be made up.

Schedule:

Students are required to participate in practice activities at the site an average of at least 40 hours each week of the rotation. It is suggested that the preceptor divide the time into five 8-hour days, although alternative structures are acceptable (e.g., four 10-hour days). Students are expected to be present at the site during the times established by the preceptor. Although the majority of experiences have scheduled hours between 8am and 6pm, some experiences may have earlier or later starting times, or may be primarily evening shift experiences. Regardless of the general hours, the preceptor may require the student to be present at the site during a day, evening, night, or weekend to experience the difference in workload and pace. Should practice responsibilities extend beyond the set hours of the rotation, students are expected to remain onsite until all activities are completed.

Rotation hours may occur on a holiday. The UF holiday calendar does not apply to IPPEs. If the site is open on a holiday, the student is expected to be onsite unless otherwise informed by the preceptor.

IPPE requirements come first over any outside commitments related to employment. Students who leave the experience site during established hours for outside activities (either employment or personal matters) may be withdrawn from the site immediately and may receive a failing grade for the practice experience. If a student needs to leave the site to go to the library or another learning site, they must first have permission from the preceptor.

Absences:

In case of illness or other emergency necessitating absence from the IPPE, the student should notify the preceptor by phone (or other preferred method of contact as designated by the preceptor) as early as possible. Additional follow-up should be attempted if a voicemail message is left for the preceptor. When multiple days are missed, the student must contact the preceptor as early as possible each day the student is unable to be present at the site, unless both the student and preceptor have agreed on the day of return.

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If the absence is due to illness which causes the student to miss more than two consecutive days of the experience, the student must provide the preceptor a letter from his / her physician confirming the illness. This letter must be provided to the preceptor the first day the student returns to the site.

If the absence is due to an emergency situation, and the situation causes the student to miss more than two consecutive days of the experience, the student must provide the preceptor appropriate documentation of the emergency. This documentation must be provided to the preceptor the first day the student returns to the site.

Excused absences – Absences secondary to health issues (e.g., personal illness, illness of dependent, medical appointment, etc.), professional issues (job interview, professional meeting, etc.), family emergencies, and religious holidays may be excused. Absences related to other reasons not listed here may also be excused at the discretion of the preceptor. Students should provide notice 7 days prior to a planned absence (e.g., job interview) when possible.

Unexcused absences - This includes, but is not limited to absences for which the student fails to notify the preceptor at the time of an absence, are not for an accepted reason, or absences of 2 or more days which are not supported by appropriate documentation.

ALL absences are required to be made up at the discretion of the preceptor, except those due to attendance at a state or national professional pharmacy meeting (see below). Acceptable options for making up missed time include coming in on extra days, staying later on other days, working weekends, or performing extra assignments. If a student misses more than 3 days of a 4-week IPPE rotation without making up the time, he/she will be required to repeat the entire course. If a preceptor and/or site requests that a student be withdrawn from the site due to attendance issues (e.g., frequent unexcused absences), the student will be assigned a failing grade.

Attendance at Professional Meetings:

Students who wish to attend a professional meeting during IPPEs must first obtain permission from the preceptor. Preceptors must approve all such requests and may require that the missed time be made up. Proper documentation of attendance at the meeting is required, and the preceptor may also require the student to provide a brief written reflection or oral presentation on material learned at the meeting.

Tardiness:

Students are expected to make necessary allowances (traffic, parking, etc.) to arrive at a time that allows them to begin the workday at the scheduled time. If a situation occurs that will result in the student arriving late (either at the beginning of work or returning from a scheduled break), the preceptor should be contacted by phone immediately (or other preferred method of contact as designated by the preceptor). If the preceptor cannot be contacted, the student must discuss the situation with the preceptor as soon as he/she arrives at the experience site. If a student arrives late on three or more occasions, the Office of Experiential Programs may report the student for a violation of the professional conduct standards. If a preceptor and/or site requests that a student be withdrawn from the site due to punctuality issues, the student will be assigned a failing grade.

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Rotation Demeanor

All information discussed in patient care areas and at meetings during rotations is completely confidential. Student learning is predicated not only the above activities, but also on the acceptance of personal responsibility, dedication, and professionalism. The student is also expected to be flexible as the learning experience may change based on patient care and staffing needs. If a preceptor and/or site requests that a student be withdrawn from the site due to issues with professionalism or violation of confidentiality, the student will be assigned a failing grade.

Student Dress Code

The following is a basic checklist for professional dress during IPPEs. Additional requirements or guidelines may be instituted at the discretion of the site or preceptor.

- All students must wear neat, clean, white laboratory coats unless otherwise directed by the preceptors.
- Students should wear their College of Pharmacy ID and nametag or badge issued by the rotation site. Nametags from places of employment should not be worn at a rotation site.
- Female students may wear skirts, dresses, or dress slacks with appropriate hosiery and shoes. Closed-toe shoes are preferred in any practice site and required in patient care areas.
- Male students must wear dress slacks, collared shirts, socks and appropriate closed-toe shoes.
- Jeans/denim, shorts, mini-skirts, thong sandals, T-shirts, spaghetti straps, leggings, stretch pants, etc., are inappropriate dress and are NOT allowed.
- All students must maintain good personal hygiene.
- Strong perfumes or colognes should be avoided.
- Nails must be clean with no chipped nail polish. Artificial nails are not allowed in patient care areas.

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to [Educational Technology and IT Support Contact Information](#) at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

Pharm.D. Course Policies

The [Pharm.D. Course Policies](#) in the following link apply to this course: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>
Please review these policies carefully before the course starts.

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Stacey D. Curtis, Pharm.D. Email: scurtis@cop.ufl.edu

1. Office: HPNP 3302
2. Phone: (352) 273-6088
3. Office Hours: by appointment only
- 4.

Regional Coordinators:

Gainesville

Vickie Wilt, Pharm.D. vwilt@cop.ufl.edu 352-294-8769

Jacksonville/Panhandle

Amber Chaki, Pharm.D. achaki@cop.ufl.edu 352-294-8122

Jacksonville

Robyn Paglio, Pharm.D. r.paglio@cop.ufl.edu 352-294-8123

Orlando

Janel Soucie, Pharm.D. jsoucie@cop.ufl.edu 352-294-8141

Lisa Vandervoort, Pharm.D. lvandervoort@cop.ufl.edu 352-294-8142

St. Petersburg/Tampa

Carinda Feild, Pharm.D. cfeild@cop.ufl.edu 727-394-6213

Patty Taddei-Allen, Pharm.D., BCACP ptaddei-allen@cop.ufl.edu 352-294-8139

South Florida

Chris Pantouris, Pharm.D. jpantouris@cop.ufl.edu 352-294-8143

Administrative Coordinators:

Program Scheduling and Database Coordinator

Melissa Willingham, BS Rotation-schedule@cop.ufl.edu 352-273-6228

Program Compliance Coordinator

Gregg Campbell, BS Pre-clinical@cop.ufl.edu 352-273-6227

Program Quality Coordinator

TBA Rotation-grades@cop.ufl.edu 352-273-6633

Questions to Ask:

- Questions about grades
- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

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 160 hours of experience.**

1. Hours

- 160 hours confirmed
- The student did not complete a minimum of 160 hours. Please provide an explanation and plan to make up remaining 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 during this rotation.
- **Developing:** Displays developing habits, skills, abilities, and/or knowledge but may require significant improvement. Performance level may be sporadic and or slightly below expectations during this rotation.
- **Deficient:** Performs at a level consistently below expectations. Displays developing habits, skills, abilities, and/or knowledge but requires significant improvement during this rotation.
- **Opportunity unavailable:** Not applicable or no opportunity to evaluate during this rotation.

	Proficient	Developing	Deficient	Opportunity unavailable
Professional Work Habits				
2. The student is consistently punctual, reliable, and dependable.				
3. The student is professional, mature, and ethical in attitude, and behavior.				
4. The student consistently exhibits a professional appearance.				
5. The student is self-motivated and eager to learn.				
6. The student appropriately prioritizes and balances assigned tasks.				
7. The student accepts constructive criticism and appropriately modifies behavior.				
8. The student follows up on questions, tasks, and assignments in an accurate and timely manner.				
9. The student collaborates and interacts effectively with the staff and/or employees at the site.				
10. The student asks appropriate questions of preceptor and other health care providers.				
11. Comments:				

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	Proficient	Developing	Deficient	Opportunity unavailable
Communication				
12. The student communicates effectively with other healthcare professionals.				
13. The student communicates effectively with patients.				
14. Comments:				
Community Pharmacy Systems				
15. 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.				
16. 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.				
17. The student is able to effectively use pharmacy technology including automated filling and prescription processing systems with contemporary features.				
18. The student is able to describe safety features of automated filing and prescription processing systems as well as unintended consequences of their use.				
19. The student is able to describe the roles of pharmacy technicians, pharmacists and pharmacy leadership within a typical community pharmacy practice.				
20. The student is able to receive, interpret, and clarify prescriptions appropriately.				

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	Proficient	Developing	Deficient	Opportunity unavailable
21. The student successfully troubleshoots insurance denials.				
22. The student is able to evaluate the appropriateness of medication dosing for common medications.				
23. The student is able to dispense prescriptions following state and federal rules and regulations.				
24. The student is able to describe the state and federal authorities, which regulate legal operations of the pharmacy.				
25. The student is able to assist patients with selection of appropriate self-care products.				
26. The student is able to describe the requirements for procurement, storage, inventory, dispensing, and disposal of controlled substances.				
27. The student is able to use appropriate references to answer questions asked by health professionals.				
28. Comments:				
Medication Safety				
29. 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 decimal points and trailing zeros, quality measure related to medications).				
30. The student is able to describe the impact of pharmacist involvement on medication safety and quality.				
31. Comments:				

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

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

34. Total number of scheduled days absent (with prior approval of preceptor):

35. Total number of unscheduled days absent (without prior approval of preceptor):

36. Number of days made up due to absences (with and without prior approval):

37. If applicable, the student followed appropriate protocol/procedure for any tardies/absences:

- Yes
 No (if No, please describe expectations and the student's actions in the comment box)

38. At this point, the student is _____ the level I would expect.

- At
 Above
 Below

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

- Pass (S)
 Not Pass (U)

40. I attest that the student completed all workbook checklist activities and that I have reviewed the following documents prior to them uploading to Canvas:

- 2 completed drug information responses
 2 completed pharmacy notes in the SOAP format for self-care recommendations made by the student