Introductory Pharmacy Practice Experiences in Inpatient Clinical Skills (IPPE 5)
SYLLABUS
PHAR 816
Fall 2015 and Spring 2016

Course meeting days and time	Monday and Wednesdays – Mornings (4 hours); Tuesday and Thursdays – Mornings (4 hours)
Credit Hours	1 Hour
Location	Various Health System Clinical Sites
Team Leader / Instructor	Robert B. Stanton, MBA, Pharm.D., BCPS
Office	144
Phone	(304) 696-7350
Email	rstanton@marshall.edu
Office hours	TBA Appointments accepted.

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Aaron Sizemore	SizemoreJ@Marshall.edu	shared	304-696-7399	By Appointment
Abigail Hay	HayA@marshall.edu	Shared	304-696-7399	By Appointment

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: Introduces pharmacist student to the clinical skills need in an institutional care setting. Student will demonstrate the ability to develop a therapeutic plan that includes the selection of appropriate drug therapy based on patient characteristics.

Prerequisites: *P3-Standing*

Text Books:
    Required: *None*
    Recommended: Pocket-size Drug Information book or a PDA or smartphone version of a drug information program, such as, Lexicomp, ePocrates, Clinical Pharmacology, or similar program.

Course Objectives:

Number	Objective	Linkage to MUSOP Abilities (list ability numbers)	How Assessed
1	Demonstrate appropriate communication skills to relate to patients and other health care providers	51: Actively listens 52: Communicates through the use of professional written media	Preceptor Evaluation using a rubric scoring aid.
2	Create and conduct a Comprehensive Medication Review (CMR) that includes an accurate medication history and documentation.	1: Critical thinking and problem solving 5: Individualize patient therapy (Perform therapeutic dose adjustment) 6: Assess laboratory data acquired during the course of care provision 7: Select appropriate drug therapy based upon patient and pharmaceutical parameters 8: Develop and initiate a therapeutic plan 9: Document professional practice activities 20: Develops care plans that are sensitive to and incorporates a patient's cultural differences 48: Counsels patients 52: Communicates through use of professional written media 65: Is empathetic during provision of patient care 66: Adheres to tenets of patient safety 67: Identifies, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk 69: Reports incidences that threaten patient safety	Preceptor Evaluation using a rubric scoring aid.
3	Demonstrate the ability to evaluate potential drug-related problems and address medication issues in an appropriate manner with the patient and other healthcare team members.	1: Critical thinking and problem solving 6: Assess laboratory data acquired during the course of care provision 9: Document professional practice activities 16: Builds consensus during team interactions	Preceptor Evaluation using a rubric scoring aid.

		47: Provides and receives feedback in the educational and professional environments 52: Communicates through use of professional written media 54: Performs efficient medical literature searches 55: Evaluates medical literature for the purpose of validity assessment 66: Adheres to tenets of patient safety 67: Identifies, assesses, and avoids potential medication misadventures	
4	Utilize drug information resources to educate patients, staff, and caregivers.	1: Critical thinking and problem solving 12: Resolve conflicts in such a way that everyone involved wins 14: Integrates himself/herself into the healthcare team in a positive manner 16: Builds consensus during team interactions 17: Debates and negotiates effectively for the betterment of the team 46: Applies education theory to the continued develop of one's self, patients, health practitioners, researchers, and future pharmacists 47: Provides and receives feedback in the educational and professional environments 52: Communicates through use of professional written media 54: Performs efficient medical literature searches 55: Evaluates medical literature for the purpose of validity assessment 56: Interprets research findings within the context of current practice. 59: Adapts to new practice challenges and environments in a positive manner	Preceptor Evaluation using a rubric scoring aid.

5	Create an optimal therapeutic medication regimen using evidence-based for a patient	1: Critical thinking and problem solving 5: Individualize patient therapy (Perform therapeutic dose adjustment) 8: Develop and initiate a therapeutic plan 45: Integrates cost, risk, and benefit considerations into care plans 54: Performs efficient medical literature searches 55: Evaluates medical literature for the purpose of validity assessment 67: Identifies, assesses, and avoids potential medication misadventures	Preceptor Evaluation using a rubric scoring aid.
6	Demonstrate the ability to recognize medication indications, adverse events and appropriate dosages	5: Individualize patient therapy (Perform therapeutic dose adjustment)	Preceptor Evaluation using a rubric scoring aid.
7	Demonstrate the ability to effectively document all patient related activities appropriately	9: Document professional practice activities 52: Communicates through use of professional written media 70: Performs continuous quality assurance practices	Preceptor Evaluation using a rubric scoring aid.
8	Exhibit professional attitude, behavior, dress, communication, and collaboration	14: Integrates himself/herself into the healthcare team in a positive manner 39: Assumes responsible for actions, success, and failures 57: Dresses appropriately for each practice setting 65: Is empathetic during provision of patient care	Preceptor Evaluation using a rubric scoring aid.
9	Demonstrate skills in recognizing economic sociologic and cultural differences of others and adapting educational strategies specific to these differences as needed.	39: Assumes responsibility for actions, success, and failures 46: Applies education theory to the continued development of one's self, patients, health practitioners, researchers and future pharmacists 61: Self evaluates for the purpose of personal continuous quality improvement 62: Commits to lifelong learning	Preceptor Evaluation using a rubric scoring aid.

10	Engage in activities in a self-directed manner.	18: Assesses patient health literacy 19: Uses educational techniques or tools to facilitate patient understanding of care 20: Develops care plans that are sensitive to and incorporates a patient's cultural differences 44: Applies epidemiology and pharmacoepidemiology in practice 45: Integrates cost, risk, and benefit considerations into care plans	Preceptor Evaluation using a rubric scoring aid.
11	Protect patient privacy and abide by HIPAA	63. Practices lawfully and ethically	Preceptor Evaluation using a rubric scoring aid.

Course Evaluation (grading):

Assessment	Percent Final Grade
Critical reflection paper completed	10

Professionalism
  Present on Days Assigned
  At work station and ready to work at assigned time
  No negative posting or texting via social media regarding site or preceptor (any texting or posting that contains foul language is grounds for dismissal from the School)
  Show initiative and eagerness to learn
  Demonstrate a positive attitude
  Exhibit Professional Behavior and Comments to all
	25

Communication
  Overall Communication Skills
  Appropriate Cell Phone, tablet, computer use and behavior
  Ability to present a Presentation or discuss an article (Journal Club)
  Ability to communicate at an appropriate level to the listener
	20

Ability to conduct a Comprehensive Medication Review
  Ability to evaluate potential drug-related problems
  Ability to utilize drug information resources
  Ability to create an optimal therapeutic medication regimen
  Ability to use the most appropriate information resource to answer questions
	30

Demonstrate the ability to document correctly or describe how to document correctly.	5
HIPAA rules and regulations followed **Public dissemination of protected patient information is grounds for dismissal from the School.**	10

Letter grades distribution: A = 89.50 to 100%
B = 79.50 to less than 89.49%
C = 69.50 to less than 79.49%
F = Less than 69.49%

Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.

Attendance policy:

All students are expected to adhere to the rotation attendance policy and are required to spend a minimum of 8 hours per week at the site.

Tardiness is defined as greater than 10 minutes after expected time of arrival. If greater than 1 tardy then this will be classified as an unexcused absence. On time is defined at work and in place to start tasks.

Unexcused absences are prohibited and may result in failure of course. Each unexcused absence will result in a minimum reduction of 5 percentage points per occurrence; **two unexcused absences will result in automatic failure of the course**. For excused absences refer to the student handbook.

Absences with Advanced Notice: A student may make a request to be excused from rotation for a qualifying school sponsored or other educational event (e.g. career day).

Absences for Illness/Emergency: In the event that the student may be unexpectedly absent from rotation (e.g. illness, emergency), the student **must immediately notify BOTH the preceptor (by phone) and the Office of Experiential Education (304-696-7350).**

Please treat your preceptor as you would an employer and provide notice as soon as possible. In the event that the student must leave a message, (s)he should provide a contact phone number where (s)he may be reached and follow up with an e-mail (if possible) to ensure that the message was received.

Each failure to notify the preceptor AND the school properly will result in (5%) deduction from the rotation grade.

All missed time (for any reason, with the exception of an approved holiday) must be made up.

NOTE: The student is required to attend <u>ALL</u> case study classes. Missing a case study is the same as missing a rotation.

UNIVERSITY POLICIES

University policies regarding **Academic Dishonesty, Students with Disabilities, University Computing Services' Acceptable Use**, **Affirmative Action, and Sexual Harassment** can be found at **http://www.marshall.edu/wpmu/academic-affairs/policies/.**

School of Pharmacy Policies

SOCIAL JUSTICE POLICY STATEMENT

Marshall University is committed to bringing about mutual understanding and respect among all individuals and groups at the University. As part of Marshall University, School of Pharmacy has made a commitment to social justice. Therefore, no one will be discriminated against on the basis of race, gender, ethnicity, age, sexual orientation, religion, social class, or differing viewpoints. Each student will be viewed as a valuable member of this class and as the faculty for the course, I will strive to facilitate an atmosphere/learning environment where mutual understanding and respect are actualized.

ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT

Student expectorations for academic, ethical, and professional conduct are defined within the school's Ethical and Professional Conduct Policy and the university's Academic Dishonesty Policy.

Second Chance and Remediation Policy

Second chance and remediation are mechanisms designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. These processes are described in sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy.

Test Security Policy
In order to ensure the security of all examinations, please refer to the MUSOP Secure Testing Policy. The policy can be found on the Marshall University School of Pharmacy website in section 400.003 Secure Testing Environment Standards.