

Introductory to Pharmacy Practice Experience I and II (IPPE I&II)

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Introduction to the Introductory Pharmacy Practice Experience (IPPE)

During your coursework you will learn how to treat an ear infection. From your service experience you will learn that it is impossible to treat an ear infection if the family doesn't understand your language, if they can't afford the medication, if they don't have transportation, if they don't understand the importance of the medication, or they don't trust their doctor. As pharmacists we must call upon multifaceted experiences to find solutions to basic problems.

Paraphrased from the College of Pharmacy, University of Texas at Austin, Purdue University

The *Introductory Pharmacy Practice Experience* program at Florida A&M University was developed in response to the Accreditation Standards set forth by the Accreditation Council for Pharmacy Education to provide early experiential learning opportunities for pharmacy students throughout the curriculum. Students explore the concept of professionalism, develop practice skills, explore a variety of career opportunities, and gain hands-on experience with patients in the delivery of holistic pharmaceutical care. Multiple opportunities for reflection and group discussion are provided throughout the *Introductory Pharmacy Practice Experience* program.

This manual focuses on the first professional year requirement referred to as the “*Professional Service and Shadowing Experience*” and additional related assignments linked to didactic content in IPPE I & II in the fall and spring semester, respectively.

Goals of the Professional Service Experience

The primary goal of the *Professional Service Experience* is for students to develop professional attitudes and behaviors through interaction with diverse populations and healthcare service providers, while impacting a community healthcare need. The students' individual experiences, when shared among peers, will increase awareness of available community services. The students' service experiences are correlated to IPPE I & II curricular coursework through written assignments, group discussion and reflection. The *Professional Service Experience* will provide opportunity to improve both oral and written communications skills.

Student Objectives

(GOA - General Outcome Abilities)

Upon completion of this experience, the student should have demonstrated the following objectives and should be able to describe personal examples in his/her journal entries and reflection demonstrating the ability to:

(IPPE I, Fall Semester):

- Understanding of services provided by the pharmacist (GOA 1,4,6,8,9)
- Discuss ways to identify a community need (GOA 6,7,8,9)
- Relate the professional service experience to topics discussed in pharmacy coursework (GOA 1,4)
- Observe in educational offerings designed to benefit the health of the general public (GOA 2,5,6,7,8,9)

(IPPE II, Spring Semester):

- Reflect on learning through both oral and written communication assignments (GOA 2,4)
- The ability to build working relationships with providers (GOA 4,6,7,8,9)
- An ability to communicate with patients and other health-care providers (GOA 2,5,6,7,9)
- Recite benefits of a healthy pharmacist-patient relationship (GOA 2,3,5,6,9)
- Recognize and discuss barriers in the workplace (GOA 2,5)
- Conducting patient interviews to obtain patient information (GOA 2,5,6,7,9)

Course Description

First professional year students are required to complete the *Professional Service Experience* involving introduction assignment, completing 64 hours of shadowing experiences, journal entries, a written reflection paper, participation in a Debriefing Day lab, three off-campus assignments associated with didactic coursework and completion of IPPE documentation forms. Students have the didactic school year to complete the first year's requirements. A weekly commitment to the organization is the preferred method of obtaining required service hours.

Student Accountability / Grading

IPPE I and II are two credit-hour courses which reflects its designation as a graduation requirement for the professional Doctor of Pharmacy program. These courses are graded using a point system resulting in a grade of Satisfactory (S), Needs Improvement (NI) or Unsatisfactory (U). Failure to satisfactorily complete each year's IPPE requirements will result in a grade of Incomplete (I) and will prohibit progression to the final year's experiential clerkship rotations. Also, no student will advance with more than two (2) objectives on the Preceptor Evaluation Form graded as Needs Improvement and/or Unsatisfactory. Each year's IPPE requirements should be completed in sequence. A description of required assignments and the point breakdown for each assignment is described below.

Attendance/Tardiness

Please note: The students must complete 32 hours of IPPE experience per semester and the hours will be documented by the preceptor. Failure to miss hours due to tardiness or no show will result in a grade of incompleteness and the student must make up those hours missed at a different time during the same semester permitting space and availability.

Students who fail to make-up the missed hours within the same semester, will NOT proceed to the spring semester (IPPE II).

In case of an emergency: an official excuse must be obtained from the Student Affairs Office and the missing hours must be achieved within the same semester permitting space and availability.

Dress Code:

The dress code is intended to contribute to the overall professional development of the pharmacy student. The purpose of the dress code is to make the student aware that there is a standard of professional dress that should be adhered to, in order to have a more effective transition into the professional world. In addition, the dress code is intended to improve the overall appearance of students enrolled in the College.

The following code will be in place on a daily basis for professional students in years 3, 4, 5, and 6.

Male: A tie with appropriate shirt. Jeans, tennis shoes are not acceptable. Socks are required.

Female: A dress, skirt/blouse or dress pants are required. Tennis shoes, jeans, low cut blouses are not allowed.

At no time will the following items of clothing be allowed.

(hats, flip flops, sweat suits, shorts, tank tops or athletic T-shirts, holes/cuts in clothing, suggestive or inappropriate slogans on clothing, sandals.)

Academic Dishonesty Policy

It is the policy of the College of Pharmacy that academic dishonesty is inconsistent with good professional behavior. The College of Pharmacy has the responsibility of preparing students to enter a profession in which honesty is of the utmost importance. The pharmacist is viewed as one of the most trusted of professionals and

students must understand the importance of being honest and trustworthy in all aspects of the profession. Accordingly, the penalty for academic dishonesty is severe and may include permanent dismissal from the College of Pharmacy.

Description of Student Requirements

1. IPPE Introduction

A formal introduction to IPPE requirements will be held the week of August 25 – August 29th in IPPE3000C.

2. IPPE Introductory Assignment

Instructions for the assignment will be provided the week of August 25 – August 29th in IPPE3000C.

3. Preceptor's Evaluation Form

This form must be given to the organization's supervisor. Request that it be completed and mailed back to the Director of IPPE within one week of completion of the *Professional Service Experience*.

4. Journal Entries

The purpose of the journal entries is to keep a vivid, chronological log of student's experiences, insights, and feelings. The entries will provide the information needed to complete the written reflection. The student will make an entry each time after visiting the site. The student should include a summary of what was done that day and plans for the next visit. Students must make the entries immediately following the visit.

- Entries may be handwritten or typed
- Entries should be descriptive
- The number of entries should correspond to the number of service visits
- Begin by recording the date and the number of hours spent at the site.
- Preceptor must initial each experience at the end of the day
- Entries must be written neatly and in an organized fashion

5. Typed Reflection

A reflection is a thought-provoking, imaginative piece of original work. Reflections are often kept in a personal portfolio because they demonstrate attitudes, behaviors, and abilities. Checklist for the reflection:

- The reflection must be at least **400 words** in length, typed.
- Include a cover sheet with student's name, lab section, date, and title it *Professional Service Experience*.
- Students will be assessed on the ability to provide insight and clear thoughts using proper spelling, grammar, and punctuation.
- The typewritten reflection should **follow the format provided below**. Students may, of course, add additional information and insight to the reflection.
- Students must bring the reflection and journal entries to his/her scheduled "Debriefing Day" lab.
- The typed reflection will be graded based on the criteria listed in the DEBRIEFING DAY EVALUATION EXERCISE form included in the back of this manual.

Instructions for writing the reflection:

1. Begin the reflection with a brief description of the organization with which you served.
2. Describe the leadership at this organization (i.e. who was your supervisor and what is his/her role?).
3. Describe the clientele at the organization. Was it a diverse group? Did you encounter individual(s) who may have had "different" beliefs/ideas about health care issues than your own?
4. Describe the service needs which you identified at this site, your role in meeting these needs within the organization, and any other tasks or activities you performed.

5. Describe any barriers to communication you encountered during your service. How did you or your coworkers resolve any communication difficulties?
6. List any barriers to the provision of care within this organization (e.g. building too small, not enough staff, staff not empathic to needs of clients, not enough funds to support the organization's needs, etc.) and discuss why you think these are barriers. What method(s) did you or your coworkers use to adapt to the barrier(s)?
7. Give an example that demonstrates your ability to work effectively with others (e.g. with the staff or with clients).
8. Relate one aspect of your service experience to a lecture topic discussed in pharmacy coursework (e.g. professionalism, communication, ethics, diversity, career exploration, etc.).
9. Describe your insights about the value of the service provided by this organization to the public.
10. Describe your insights about the personal value of this type of learning experience to you and provide an example of something that you have learned about yourself through participation in this experience.
11. Describe your insights about the value of this type of service experience to our profession.

7. IPPE Debriefing Day (Reflections)

Students enrolled in the *Professional Service Experience* must attend and actively participate in the Debriefing Day Lab (Reflections) which will be held on the fourth Thursday at the end of each one month experience visit. The purpose of this lab is to share experiences and learn from one another, in addition to reinforcement of didactic curricula from IPPE I and IPPE II (spring). Students are encouraged to ask questions and engage in comparisons of experiences.

The dates for Debriefing Lab/Reflections are as follows:

- Reflection Session 1: Sept. 18th, 2008 (2 PM – 5 PM)
- Reflection Session 2: Oct. 9th, 2008 (2 PM – 5 PM)
- Reflection Session 3: Oct. 30th, 2008 (2 PM – 5 PM)
- Reflection Session 4: Nov. 20th, 2008 (2 PM – 5 PM)

This is a required lab for graduation. No unexcused absences from lab will be accepted. Students with an excused absence who miss the group discussion in Integrated Lab will be required to provide an oral presentation to complete the *Professional Service Experience*.

Students must come to lab **prepared to give a brief summary of their experience** and discuss:

- Brief description of the site
- Synopsis of your experience
- Original expectations contrasted with the reality of the experience
- Positive outcomes from the experience
- Barriers or challenges at the site
- Any future plans for continued service

8. IPPE Assignments

Assignments will be given at the discretion of the preceptors/instructors. Students will be asked to discuss their specific assignments during class period and/or IPPE Debriefing day.

Assignments (to be completed on site and turned in on the day of reflection lab):

1. Pharmacist’s interview
2. Observe pharmacist’s interview a patient – pick one of patient’s medications, research it and provide information on it:
 - Name of drug (generic, brand)
 - Indications
 - Mechanism of action
 - Side effects
 - Drug interactions
3. Research “The Role of a Pharmacist in Preventing Medication Errors in Different Settings” – Include references.

Point Distribution for *Professional Service Experience* activities and assignments

In order to satisfactorily complete the *Professional Service Experience* graduation requirement, **all components and activities described above must be completed in full AND a minimum of 70% must be achieved out of a maximum of 200 points.**

Any late assignments or forms will result in half of the total assigned points deducted and an additional 10% of total possible points deducted each day late thereafter. Points will be distributed as follows:

IPPE Introductory assignment	40
Preceptor Evaluation Form	60
Journal entries	50
Typed reflection (Debriefing Day)	100
Assignments	100

350 Total Points

Breakdown of grades:

- 315-350 A
- 280-314 B
- 245-279 C

Student Name _____
 Date _____

Preceptor's Evaluation Form

Thank you for your assistance in providing our pharmacy student with a *Professional Service Experience*. The Florida A&M University College of Pharmacy is committed to integrating clinical, behavioral, emotional, and economic dimensions within the student's curriculum. We hope this experience was mutually rewarding for all of those involved.

Please provide feedback to the student by assessing the following areas as **Satisfactory (S)** or **Needs Improvement (NI)** or **Unsatisfactory (U)**. Place any additional comments or suggestions you have for the pharmacy student or the *Professional Service Experience Program* at the bottom of this form. Also, provide comments if student is graded as Unsatisfactory. Your suggestions will be discussed with the student.

1.	The student was personally involved with <u>pharmacy-oriented</u> activities.	S	NI	U
2.	The student displayed effective communication skills when working with the organization's clients.	S	NI	U
3.	The student displayed a professional attitude, including ethical and moral values, sensitivity and tactfulness when dealing with clients.	S	NI	U
4.	The student's appearance (dress) was appropriate for the setting.	S	NI	U
5.	The student was punctual and dependable.	S	NI	U
6.	The student was able to communicate and collaborate effectively with the organization's personnel/staff/supervisor(s).	S	NI	U
7.	The student was able to discuss the roles of a pharmacist	S	NI	U

Date(s)	# of Hours	Date(s)	# of Hours	Date(s)	# of Hours

Total hours completed at this site _____

DEBRIEFING DAY EVALUATION EXERCISE

The following evaluation form is used to grade the students' Reflection Papers.

Total Points: 100 points

Reflection is well written in complete sentences and free from grammatical errors. (<i>Circle errors</i>).	4 or less errors 15	5-9 errors 10	10 or more errors 0
Written reflection is 2-3 pages in length, typed and double-spaced.	All criteria met 10	One criteria met 5	Incomplete; >1 criteria not met 0
The student provides a brief description of the organization and its leadership.	Both criteria met 10	One criteria met 5	No descriptions 0
The student provides a brief description of the types of clients served.	Criteria met 10	No description found 0	
The student provides a brief description of his/her role or activities performed at the site.	Criteria met 10	No description provided 0	
The student provides an example of how he/she was able to work effectively (collaborate) with others (e.g. with the staff).	Provides example 15	No example provided 0	
The student <u>clearly</u> relates an aspect of their experience to a topic discussed in coursework (e.g. professionalism, ethics, diversity, etc.)	Provides example 10	No example provided 0	
The student provides insight into the value of the organization to its clients or the public.	Provides example 10	Provides no insight 0	
The student provides insight into the value of students serving with this organization.	Provides example 10	Provides no insight 0	