P3

Direct Patient Care

Introductory Pharmacy Practice (IPPE) Experience

2018-2019

Paul C. Walker, PharmD, FASHP, FMPA
Course Director
Course Information

See “IPPE P3 Overall Syllabus” for general course overview and information

Course

Introductory Pharmacy Practice Experience (IPPE): Direct Patient Care

- 52 IPPE hours over 13 weeks

Course Director

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Course Description

The goal of this introductory practice experience is to give students hands-on experience in patient care activities, including counseling patients, taking medication histories, solving medication problems in consultation with other health care providers, etc.

Core elements of the DPC-IPPE include:

1. Direct communication with patients in the form of medication histories.
2. Data collection from the medical record.
4. Written and interpersonal communication with pharmacists and other health professionals regarding actual and/or potential medication discrepancies, including medical record documentation.
5. Patient education/counseling.
# P3 Introductory Pharmacy Practice Experience (IPPE) Calendar 2018-2019

## FALL TERM 2018:

### Pre-Semester (Aug 27 - 31)
- Mandatory Orientation and CPR Re-Certification

### September 4
- First day of P3 IPPEs; students report on assigned day for 13 weeks:
  
<table>
<thead>
<tr>
<th>DAY OF WEEK</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>9/10/18</td>
<td>12/10/18</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9/4/18</td>
<td>12/4/18</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/5/18</td>
<td>12/5/18</td>
</tr>
<tr>
<td>Thursday</td>
<td>9/6/18</td>
<td>12/6/18</td>
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</table>

### October 2*
- Pharmacy Day at the Capitol (9:30 am - 2:00 pm)
  * Students are allowed to attend with Preceptor approval and missed rotation time needs to be made up.

### October 3
- White Coat Ceremony
  (mandatory student attendance – no students at sites)

### October 15 – 16
- Fall Study Break for Monday and Tuesday ONLY, students attend rotations on Wednesday and Thursday.

### October 22 – 25
- Midpoint Evaluation (due in RXpreceptor by October 26, 2018)

### November 22 – 23
- Thanksgiving Break (no students on Thursday ONLY)

### December 4 – 10
- Final evaluation (due in RXpreceptor by December 10, 2018)

### December 10
- Last day of Fall Term P3 IPPEs

## WINTER TERM 2019:

### Pre-Semester
- P3 Orientation Attendance in August 2018 or Video Review

### January 9
- First day of P3 IPPEs; students report on assigned day for 13 weeks:
  
<table>
<thead>
<tr>
<th>DAY OF WEEK</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1/14/19</td>
<td>4/22/19</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1/15/19</td>
<td>4/23/19</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1/9/19</td>
<td>4/17/19</td>
</tr>
<tr>
<td>Thursday</td>
<td>1/10/19</td>
<td>4/18/19</td>
</tr>
</tbody>
</table>

### Early to mid-January TBD
- PCOA Exam Week (no students on rotation all week)

### January 21*
- Martin Luther King Jr. Day
  * Students are allowed to attend events with Preceptor approval and missed rotation time needs to be made up.

### February 25 – 28
- Midpoint evaluation (due in RXpreceptor by March 1, 2019)

### March 2 – March 10
- Spring Break (no students on rotation all week)

### April 17 – 23
- Final evaluation (due in RXpreceptor by April 23, 2019)

### April 23
- Last day of Winter Term P3 IPPEs
Ability-Based Outcomes Specifically Applicable to the DPC-IPPE:

Curriculum mapping is a method used by the College of Pharmacy to align instruction with desired goals and educational outcomes. The College of Pharmacy has established overall ability-based outcomes (ABO) for the curriculum. These ABOs are mapped to courses to identify where each ABO is addressed and how each ABO is threaded through the curriculum. This facilitates curricular assessment. The following ABOS are applicable to this experience.

<table>
<thead>
<tr>
<th>CAPE Domain: FOUNDATIONAL KNOWLEDGE</th>
<th>COP ABO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Retrieve, analyze, and interpret scientific literature to provide drug information to patients, caregivers, and other healthcare providers</td>
<td>1.1.6</td>
</tr>
<tr>
<td>• Apply the tenets of professionalism and ethical behavior.</td>
<td>1.1.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPE Domain: ESSENTIALS FOR PRACTICE AND CARE</th>
<th>COP ABO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 2.1: Provide patient-centered care as the medication expert across the continuum of care (caregiver)</td>
<td>2</td>
</tr>
<tr>
<td>• Gather, organize, and interpret relevant patient specific data</td>
<td>2.1.1</td>
</tr>
<tr>
<td>• Identify pharmacotherapy problems</td>
<td>2.1.2</td>
</tr>
<tr>
<td>• Formulate and implement focused evidence-guided care plans, assessments, and recommendations based on individualized data</td>
<td>2.1.3</td>
</tr>
<tr>
<td>Domain 2.2: Manage patient health care needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems (manager)</td>
<td>2.2.1.4</td>
</tr>
<tr>
<td>• Comply with all legal, ethical, and professional standards</td>
<td>2.2.3.2</td>
</tr>
<tr>
<td>• Apply standards, guidelines, best practices, established processes and quality improvement strategies to optimize outcomes.</td>
<td>2.2.3.3</td>
</tr>
<tr>
<td>• Utilize medication-use criteria, medication use review and risk reduction strategies to minimize medication misadventures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPE Domain: APPROACH TO PRACTICE AND CARE</th>
<th>COP ABO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 3.1: Identify problems in practice or care; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution (problem solver)</td>
<td>3</td>
</tr>
<tr>
<td>• Identify problems related to practice or care, and systematically gather, analyze, and synthesize information using available methods and research tools to explore possible solutions</td>
<td>3.1.1</td>
</tr>
<tr>
<td>Domain 3.4: Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs (collaborator)</td>
<td>3.4.1</td>
</tr>
<tr>
<td>• Communicate and collaborate effectively with patients/caregivers and other healthcare professionals to engender a team approach (interprofessional education)</td>
<td>3.4.2</td>
</tr>
<tr>
<td>• Use active listening, gather input/feedback, value diverse opinions, and foster collaboration to help build consensus and enhance team functioning.</td>
<td>3.4.3</td>
</tr>
<tr>
<td>• Demonstrate professional skills, attitudes, and values and a sense of personal responsibility to patients, patient’s agents, and other health care providers.</td>
<td></td>
</tr>
<tr>
<td>Domain 3.5: Recognize social determinants of health to diminish disparities and inequities in access to quality care (includer)</td>
<td>3.5.1</td>
</tr>
<tr>
<td>• Demonstrate an attitude that is respectful of different cultures (cultural sensitivity) and consider cultural beliefs and practices when developing health and wellness care plans</td>
<td>3.5.2</td>
</tr>
<tr>
<td>• Assess the health literacy of patients and modify communication strategies to meet their needs</td>
<td></td>
</tr>
<tr>
<td>Domain 3.6: Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization (communicator, oral and written)</td>
<td>3.6.1</td>
</tr>
<tr>
<td>• Interview patients using an organized, structured, specific question technique (e.g. motivational interviewing) with medical terminology adapted for the audience</td>
<td>3.6.2</td>
</tr>
<tr>
<td>• Use effective interpersonal skills (verbal and nonverbal communication) to establish rapport and demonstrate empathy</td>
<td>3.6.3</td>
</tr>
<tr>
<td>• Communicate assertively, persuasively, confidently, and clearly</td>
<td>3.6.4</td>
</tr>
<tr>
<td>• Document pharmaceutical care activities and associated outcomes</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>CAPE Domain: DEMONSTRATE PERSONAL AND PROFESSIONAL DEVELOPMENT</th>
<th>COP ABO</th>
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<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
**Domain 4.1:** Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth (self-aware)

- Identify and reflect on personal knowledge, skills, abilities, beliefs, biases, motivations, and emotions 4.1.1
- Approach tasks with a desire to learn and demonstrate a willingness to recognize, correct, and learn from errors 4.1.2
- Create, implement, evaluate, and modify plans for personal and professional development for the purpose of individual growth 4.1.3

**Domain 4.4:** Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society (professionalism)

- Adopt personal and professional ethical principles that place the health and safety of patients above personal gain 4.4.1
- Display preparation, initiative, and accountability consistent with a commitment to excellence 4.4.2

**Specific Rotation Activities:**

- Collect patient medication histories.
- Review medication profiles.
- Identify medication-related problems.
- Formulate recommendations to solve the medication-related problems.
- Implement recommendations to solve medication-related problems.
- Document the recommendations made and/or interventions implemented.

Each site will have its own process for conducting medication reconciliation and patient education.

**Interprofessional Education (IPE):**
In this early practice experience, students work with other healthcare providers and/or their students to reinforce IPE competencies in the hospital/health system practice setting as they perform medication reconciliation. The focus is on roles/responsibilities, teams/teamwork, and interprofessional communication.

**Evaluation of Student**

**JCPP Pharmacists’ Patient Care Process**
Our curriculum is designed to prepare student pharmacists to provide patient-centered collaborative care as described in the Pharmacists’ Patient Care Process model endorsed by the Joint Commission of Pharmacy Practitioners (JCPP). In this model, pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes using principles of evidence-based practice.

The "Evaluation of Student" form has been revised to incorporate the terms used in the JCPP Pharmacists’ Patient Care Process model and to reflect this approach to pharmacist-provided care.

The model is described in the following publication: *Joint Commission of Pharmacy Practitioners, Pharmacists’ Patient Care Process*, Which can be found at [https://www.accp.com/docs/positions/misc/JCPP_Pharmacists_Patient_Care_Process.pdf](https://www.accp.com/docs/positions/misc/JCPP_Pharmacists_Patient_Care_Process.pdf). A copy of this
Each student is required to document **ALL ENCOUNTERS BY FRIDAY OF EACH WEEK OF THE ROTATION** using the Field Encounters module of RXpreceptor. To do this, log in to RXpreceptor and complete the following steps:

1. Click on **Field Encounters**. When the module opens, you will see the following screen that displays a list of disease state categories:
2. Click on **Add** in the **Add New** Column beside the disease state category corresponding to the patient’s primary diagnosis. This should be the diagnosis that prompted the hospital admission, the most significant diagnosis being managed by you, or the condition for which the patient is being seen by you in the ambulatory care setting. The following table should help you categorize the patient’s primary diagnosis; please note that the table is not all-inclusive.

<table>
<thead>
<tr>
<th>Disease State Category</th>
<th>Examples of Diseases Within the Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral/Psychiatric Disorders</td>
<td>Depression, Anxiety Disorder, Bipolar Disorder, Schizophrenia, Dementia, Attention Deficit Disorder, Substance Abuse</td>
</tr>
<tr>
<td>Cardiovascular</td>
<td>Heart Failure, Ischemic Heart Disease, Arrhythmia, Hypertension, Acute Myocardial Infarction, Dyslipidemia, Stroke/Transient Ischemic Attack, DVT/PE, CABG, Valve Disease/Replacement</td>
</tr>
<tr>
<td>Dermatologic Disorders</td>
<td>Acne, Psoriasis, Atopic Dermatitis, Pemphigus, Pyotasis Rosacea, Stevens-Johnson Syndrome</td>
</tr>
<tr>
<td>Endocrine</td>
<td>Diabetes Mellitus, Thyroid Disease</td>
</tr>
<tr>
<td>Eye Diseases</td>
<td>Glaucoma, Retinal Disease</td>
</tr>
<tr>
<td>Gastrointestinal,</td>
<td>Nutrition, Inflammatory Bowel Disease, GERD,</td>
</tr>
<tr>
<td>Category</td>
<td>Conditions</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Liver Disease</td>
</tr>
<tr>
<td>Hematology, Oncology</td>
<td>Anemia, Malignancy/Cancer, Hematologic Disorder</td>
</tr>
<tr>
<td>Immune Disorders</td>
<td>Transplant, Immunocompromised Patient, Autoimmune Disorders</td>
</tr>
<tr>
<td>Infectious Diseases</td>
<td>Skin/Soft Tissue Infection, Antimicrobial Prophylaxis, Sexually Transmitted Disease, Tuberculosis, Urinary Tract Infection, Pneumonia, Osteomyelitis, Sepsis, Endocarditis, Diabetic Foot, HIV/AIDS, Systemic Fungal Infections</td>
</tr>
<tr>
<td>Musculoskeletal Disorders</td>
<td>Arthritis</td>
</tr>
<tr>
<td>Neurology Disorders</td>
<td>Epilepsy, Movement Disorders, Parkinson's Disease</td>
</tr>
<tr>
<td>Pain Management</td>
<td>Pain Management</td>
</tr>
<tr>
<td>Renal Diseases</td>
<td>Acute Kidney Injury, Chronic Kidney Disease, Nephrotic Syndrome, Drug Induced Kidney Injury</td>
</tr>
<tr>
<td>Respiratory</td>
<td>Asthma, COPD, Severe Allergic Rhinitis</td>
</tr>
<tr>
<td>Toxicology/Overdose</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Specify</td>
</tr>
</tbody>
</table>

1. When the following screen opens, use the drop-down menus or free text fields, enter the Preceptor/Site, Age of the Patient, Patient Gender, Patient Ethnicity, and date of the entry.
2. In the Comments box, type in the following information:
   a. The primary diagnosis (e.g., anemia; diabetes; etc.)
   b. The type of Intervention you made in providing care to the patient. Interventions may include:

   - Medication added
   - Agent Changed
   - Dosage Changed
   - Route Changed
   - Medication Discontinued
   - ADR Identified Treated/Minimized
   - Drug Interaction Identified/Minimized
   - Noncompliance Resolved
   - Medication Counseling
   - Self-Care Counseling
   - Medication History
   - Drug Information Provided
   - Medication Reconciliation
   - Other (specify)
## Evaluation of Student

Evaluation Ranking Definitions:

**Satisfactory:** The student meets expectations consistently; requires minimal to moderate guidance from the preceptor; displays developing knowledge, skills and/or attitudes that require further improvement.

**Unsatisfactory:** The student does not meet expectations consistently; performs sporadically; requires extensive guidance from the preceptor; displays developing knowledge, skills and/or attitudes that require significant improvement.

### Collect
The student pharmacist assures the collection of necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient. Information may be gathered and verified from multiple sources including existing patient records, the patient, and other health care professionals. This process includes collecting:

- A current medication list and medication use history for prescription and nonprescription medications, herbal products, and other dietary supplements
- Relevant health data that may include medical history, health and wellness information, biometric test results, and physical assessment findings
- Patient lifestyle habits, preferences and beliefs, health and functional goals, and socioeconomic factors that affect access to medications and other aspects of care

| Locates and gathers accurate, relevant information from the patient’s medical record |
| Solicits accurate, relevant information from the patient or caregiver through a medication history |
| Retrieves appropriate scientific literature to provide drug information to patients, caregivers, and other healthcare providers |

### Assess
The student pharmacist assesses the information collected and analyzes the clinical effects of the patient’s therapy in the context of the patient’s overall health goals in order to identify and prioritize problems and achieve optimal care. This process includes assessing:

- Each medication for appropriateness, effectiveness, safety, and patient adherence to identify pharmacotherapy problems
- Health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care
- Immunization status and the need for preventive care and other health care services, where appropriate

| Critically evaluates and assesses patient-relevant data to identify and resolve medication-related problems |
| Analyzes and interpret scientific literature to provide drug information to patients, caregivers, and other healthcare providers |
| Assesses the health literacy of patients |

### Plan
The student pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective. This process includes establishing a care plan that:

- Addresses medication-related problems and optimizes medication therapy
- Sets goals of therapy for achieving clinical outcomes in the context of the patient’s overall health care goals and access to care
- Engages the patient through education, empowerment, and self-management
- Supports care continuity, including follow-up and transitions of care as appropriate
  Assesses therapy and formulates appropriate recommendations to resolve the medication-related problems.
  Applies standards, guidelines, best practices, established processes and quality improvement strategies to optimize outcomes.
  Utilizes medication-use criteria, medication use review and/or risk reduction strategies to minimize medication misadventures
  Provides accurate, relevant information or medication counseling to patients and/or caregivers.

**Implement**
The student pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.
  Implements evidence-guided care plans, assessments, and/or recommendations based on individualized data to resolve the medication-related problems

**Written Communication**
Communicates effectively in writing with patients/caregivers and other healthcare professionals.
  Constructs a concise, accurate note (SOAP or other) to document medication-related problems and recommendations
  Construct a concise, accurate note to document patient counseling
  Writing is well organized, and free of grammar and spelling errors
  Use appropriate medical terminology

**Interprofessional Communication / Teamwork**
Communicates and collaborates effectively with patients/caregivers and other healthcare professionals to engender a team (interprofessional) approach:
  Summarizes pertinent information for preceptor/health care provider in an accurate, clear and concise manner.
  Effectively communicates with patients with attention to nonverbal cues to establish rapport and obtain complete medication histories, demonstrating empathy and compassion.
  Uses active listening, gathers input/feedback, values diverse opinions, and fosters collaboration to help build consensus and enhance team functioning
  Demonstrates an attitude that is respectful of different cultures (cultural sensitivity) and consider cultural beliefs and practices when developing health and wellness care plans
  Interviews patients using an organized, structured, specific question technique (e.g. motivational interviewing) with medical terminology adapted for the audience
  Modifies communication strategies to meet the health literacy needs of patients

**Work Ethic**
- Self-directed learner and takes ownership of work
- Identifies and engages in learning opportunities
- Reliable, conscientious, and responsible
- Completes assigned work efficiently

**Absences**
- Number of days student was absent
  Were the absences adequately made up? Please explain.

**Professionalism Assessment**
- Arrive at practice site on time prepared and ready for work.
- Behave ethically and compassionately.
- Daily work/assignments/projects are completed on time.
- Daily work/assignments reflect the student's best quality of work.
- Adhere to policies/regulations for patient confidentiality.
- Convey a professional image through dress and behavior.
- Accept constructive feedback.

### Overall Performance
- What strengths has this student displayed?
- What skills, knowledge, or attitudes require improvement?
- What specific actions could the student take to improve his or her performance during future rotations?

### Final Grade
The student's final grade for this introductory practice experience is: Pass/Fail

### Overall Evaluation Comments