



IPSA Diversity Service Learning Experience
Drake University College of Pharmacy and Health Sciences
Spring 2012
40 Hours Experience - Assigned Days and Times Vary

Course Description

The Pharmacy Skills and Applications series of courses will incorporate skills from seven basic areas: professionalism, communications, clinical reasoning, cultural competence, drug information, distribution systems and processes, and systems management. Intermediate skills in each of these areas will be introduced in the second year. The IPSA course will be comprised of a one-hour lecture, a two-hour lab, and an introductory practice experience (IPE) component described in this syllabus.

Office of Experiential Education

Primary Contact for this IPE:

Cheryl Clarke, R.Ph.,CHC, Coordinator, Introductory Practice Experiences

E-mail: cheryl.clarke@drake.edu

Phone: (515) 271-3899

Office: Olin 426

Office Hours: By Appointment

Additional Contacts:

Denise Soltis, R.Ph., Director of Experiential Education

Trudi Holst, Academic Support Specialist

E-Mail: exp.pharmacy@drake.edu

Phone: (515) 271-3898

Office: Olin 452

Office Hours: 8-4:30

Objectives Applicable to Diversity Service Learning IPE

1. Demonstrate skills in Drug Therapy Problem-Solving, Communication, Product and Service Management, and Professionalism.
2. Maintain medication closets in clinics: organize medications, re-order medications, shelf orders.
3. Interview patients to obtain chief complaint, social history, medication history, and family health history.
4. Demonstrate ability to accurately take vitals for patient assessment: blood pressure, pulse, respirations and temperature.
5. Demonstrate empathy toward the patient and remain non-judgmental toward the patient's socioeconomic challenges.

Requirements Prior to IPE Attendance

Health insurance statement, confidentiality statement, Iowa Pharmacy Intern license, current immunization record, HIPAA training completion, and Schedule V pseudoephedrine training record are on file in the Experiential Education Office.

Mandatory training sessions may be required for individual sites. Check requirements in E*Value.

Experiential Module Description: Diversity Service Learning

This IPE consists of at least 40-42 hours of practical experience in a clinic environment with diverse patient populations. Students have been assigned to a site with consideration given to current schedule, past work history, site availability and student site preference. Some students will work with a number of sites and preceptors to obtain the 40-42 hours.

Students should speak with the preceptor to understand the activities that the preceptor wants the student to perform. Medication activities could include re-organizing, ordering, and shelving orders, and pulling outdated medications. Students should work with their preceptor to complete patient intake information. The student may take a complete history from the patient including chief complaint, social history, medication history, and family health history. Students should coordinate with site staff to measure vitals: blood pressure, pulse, respiration, and temperature. Students may research drug information questions from health care providers. Clinics may assign other tasks that help with the workload at the site.

Preceptor Grading Requirements

Preceptors should complete student evaluations in the E*Value experiential education documentation system. As the end of the experience approaches, the E*Value system will send the preceptor an email with a direct link to all assigned student evaluations. Preceptors may click on this link to complete these evaluations. If a preceptor receives an email with an evaluation request for a student who should be evaluated by a different preceptor, please notify the Experiential Education office. Student evaluations may also be accessed by logging into the E*Value system and clicking on Pending Evaluations. Preceptors may enter a midpoint evaluation in the E*Value system under Evaluations using the On-The-Fly option. All other grading requirements associated with this IPE will be completed by a Drake faculty member or teaching assistant.

Professionalism

Students must act in a professional manner as they are representing Drake University and the College of Pharmacy and Health Sciences during this experience. Dress code must be followed unless given site-specific instructions. Business casual dress is appropriate including white coat and name tag. Socks and shoes are required at all times. Adherence to assigned schedule is required. Unless otherwise directed, students should contact preceptors at least two weeks prior to beginning the IPE to obtain any preparatory instructions.

Attendance

Students are required to report to the IPE site on time and adhere to the schedule established by the IPE site. The student must spend the required number of hours at their site during the course of the semester. If for any reason a student cannot attend their scheduled session, the preceptor **MUST** be contacted in **ADVANCE** of the missed day. In the event that the preceptor cannot be reached directly, it is important

to leave a message on the preceptor's voice mail and contact Cheryl Clarke, IPE Coordinator at 271-3899. If a student fails to contact the site, the absence is unexcused.

Students who are employed will need to work with their employers to accommodate the student's IPE schedule. Missing IPE due to employment will be considered an unexcused absence. Excused absences include sanctioned College events, legitimate illness or family emergencies. Written documentation may be requested for illness and family emergencies. In the event of inclement weather conditions, the student should contact their preceptor to determine the need for reporting to the site. All other reasons for not reporting to the IPE site as scheduled will be considered an unexcused absence unless prior approval is obtained and arrangements made with the preceptor. Leaving the IPE site early without permission is also considered an unexcused absence. More than one unexcused absence in an IPE contributing to an IPSA semester grade (including sterile training absences) will result in immediate removal from the site and a failing grade for that IPE, which will also mean a failing grade for IPSA.

To fulfill curricular requirements, students must make-up all absences, excused or unexcused. Students should work with the preceptor to schedule a make-up time. Absence forms are required to be filled out for all IPE absences including a plan for making up the time, signed by the preceptor and turned in to the Experiential Education Office.

Grading Information

IPE constitutes a portion of the student's IPSA course grade. The IPE component of the IPSA I grade will consist of the student's grade in either their diversity service learning or their patient care services electives, whichever of these IPEs was completed first. The remaining IPE (either diversity service learning or patient care electives) will provide the IPE component of the IPSA 2 grade, even if this IPE was completed prior to spring semester. Sterile training IPE must be satisfactorily completed to pass IPSA 2. To pass IPSA 2, a minimum of 40 hours of diversity service learning, a minimum of 40 hours of patient care elective hours, and an additional 2 hours of either diversity service learning and/or patient care elective hours must have been earned over the two semester IPSA series.

The College of Pharmacy and Health Sciences will assign credit for this IPE. Credit will be assigned upon the successful completion of the following:

1. Activity Log Scoring 20% of total grade
2. Hours Documentation including: 20% of total grade
 - a. Preceptor scores of 3 or more
 - b. 40 hours completed plus 2 additional hours in either diversity service learning or patient care electives over the IPSA series
3. Diversity Reflection Paper 20% of total grade
4. Completion of S/O portion of two SOAP notes 20% of total grade
5. All preceptor, site, and self evaluations completed 20% of total grade

Failure to complete any portion of this experience will result in failure of this IPE. Students must pass their IPE to pass the IPSA course. The diversity service reflection paper and SOAP notes are due by April 6, 2012, or the last day of the experience, whichever is earlier. Final activity logs and hours documentation should be completed within 24 hours of the last day of the experience. Required evaluations are generated by the E*Value system and should be completed within 72 hours of receipt.

10% of an assignment's points will be deducted for late assignments. After one reminder, no points will be given but completion will be required to receive an IPE grade.

Activity Logs

During the experience, students will keep a log of activities that address their proficiency in completing the competencies required for course completion. The activity log must be completed within one day (24 hours) following each visit to the site. Entries need to be detailed enough that a preceptor could evaluate an activity even if they were not present. Students should NOT use any patient protected health information (name, initials, medical record numbers, birthdate, etc.) in activity logs.

Activity Logs must include the following:

- 1) A description of the student's activities that day and how those activities applied to achieving the competencies for this IPE.
- 2) A personal reflection of the student's experience that day at the site, which may include how a particular patient interaction impacted the student, how the student helped a patient, general observations at the site, and/or how the day's activities may contribute to the student's future pharmacy practice.

When entering the grader for activity logs under Coursework in E*Value, enter your assigned preceptor. Each day at a site is likely to result in multiple log entries for different activity categories. For each log entry, the student should use Coursework to create an on-the-fly entry for each activity log by entering the following:

- Date
- Applicable activity category (choose this carefully as it ties to the competencies)
- Percent of time spent on the activity
- Self-assessment of your proficiency by selecting a score
- Daily log

Competencies - Preceptor Evaluation of Student

At the end of the experience, preceptors will complete an evaluation based on the student's level of proficiency on each competency. Students should attain at minimum a score of 3 on each competency in their final evaluation. Not Applicable (NA) can be given if an activity is not routinely a part of the practice site.

Hours Documentation

Students must complete the documentation of the 40 or more hours required of this IPE in the E*Value system. The student must record how many hours they attended the site each scheduled day at the site within 24 hours of each site visit. A detailed description of activity is not needed in the Hours Documentation.

Diversity Reflection Paper

The diversity reflection paper should be a short paper, double spaced, 12 font, and a minimum of two pages. The paper should be submitted as Coursework, uploaded to MyFolio in E*Value, and turned in as hard copy to the Experiential Education Office by April 6, 2012, or the last day of the experience, whichever is earlier.

The paper should be a reflection of a particular patient interaction or of the overall experience at the site. The student should describe how the patient interaction and overall experience affected them, how they were able to help patients, and how patient differences impacted the care provided by health providers or the student. Student should also reflect on how the experience will affect their future practice.

Reflection papers will be graded as follows:

- Mechanics – There were no grammatical errors. Punctuation is correct. Paragraphs are well written utilizing professional vocabulary. (20% of grade)
- Organization - Paper is organized, clear, and easy to comprehend. Paper is formatted as instructed in syllabus. (20% of grade)
- Content - Content describes a particular patient interaction or your overall experience at the site while thoughtfully and thoroughly reflecting upon all items listed in the syllabus. (50% of grade)
- Analysis - Student states how this diversity opportunity could impact their future experiences as a health care professional. (10% of grade)

S/O Portion of SOAP Note

Students should submit the S/O portion of two SOAP notes during the experience. Do NOT use any patient protected health information (name, initials, medical record numbers, birth date, etc.) in the note. Refer to the patient using a numerical designation (patient 001). SOAP notes will be graded by a faculty member or teaching assistant at the College of Pharmacy and Health Sciences. The S/O portion of two SOAP notes must be submitted in the E*Value system as Coursework by April 6, 2012, or the last day of the experience, whichever is earlier. Students are encouraged to complete the AP portions of the SOAP note but these portions will not be graded. SOAP notes will be graded as follows:

- Note includes a title, date and time written, and name, title, and contact information of the writer
- Note is free from grammatical and spelling errors.
- Documentation is clear and all sections of the Intervention Tracking form are complete. Appropriate medical terminology is used. No unapproved abbreviations or patient identifiable information are used. Succinct phrases are used presenting only pertinent information. For this exercise, complete documentation includes at least two statements in the P section of the SOAP note describing how diversity impacted this particular case.
- Proper documentation of Subjective Information: Information is subjective with no objective information. Information is stated by patient and not measurable. Examples include when pertinent: Family history, social history, chief complaint, hobbies, etc.
- Proper documentation of Objective Information: Information is objective only and pertinent. If included, medication list is complete. Labs or vitals are listed appropriately with correct units and date measured. If no information is available, it is listed as “No objective information available at this time.”

Site Assessment, Student Assessment of Preceptor, Student Self Evaluation

Students must also complete a self evaluation, assessment of the site, and an assessment of the preceptor at the site. If the preceptor evaluation in E*Value does not match the preceptor you are working with at the site, contact the Experiential Education Office prior to completing any assigned evaluations. Please be as descriptive as possible for all evaluations. Required evaluations are generated by the E*Value system and should be completed within 72 hours of receipt. Students are encouraged to complete mid-point self-evaluations for experiences of over 30 hours. Students may use the on-the-fly evaluations to access mid-point self-evaluations.

Multiple Sites

If multiple sites are utilized to complete the experience, activity log and hours documentation, must be completed for each site. All assigned assessments must be completed. A preceptor from each site must submit a preceptor evaluation of competencies. Some required assignments may be waived for short experiences. Regardless of the number of sites, one diversity reflection paper and two SOAP notes are required for the 40 hours of IPE, with the student determining which site(s) to utilize for these assignments.

Student Deadlines

Assignment	Due Date
Diversity Reflection Paper	April 6, 2012 or Last Day of Experience, whichever is earlier Hard copy paper must be turned into the Experiential Education Office. Electronic copy must be uploaded as Coursework in E*Value and uploaded into MyFolio in E*Value.
S/O Portion of two SOAP Notes	April 6, 2012 or Last Day of Experience, whichever is earlier Notes must be entered into E*Value system as Coursework. No hard copy is needed.
Activity Logs Hours Documentation	Within 24 hours of Site Attendance All must be entered in the E*Value system.
Student Assessment of Preceptor Student Site Assessment Student Self-Assessment	Within 72 hours of Receipt All must be entered into the E*Value system.

Competencies

The following competencies are utilized throughout the experiential program. P2 students will build competency in these areas during this experience to achieve a minimum score of 3.

- 1.0 Drug Therapy Problem-Solving
 - 1.1-2 compiles patient-specific information, including drug history, laboratory and medical information
 - 1.2-3 monitors patient compliance
- 2.0 Communication
 - 2.1-2 ensures that patients agree to participate in the implementation of the plans
 - 2.2-2 asks pertinent and relevant questions for obtaining unknown information from colleagues, health professionals, and patients
 - 2.2-3 uses appropriate formal writing techniques when preparing reports or documents
 - 2.2-4 demonstrates appropriate professional communication when interacting with patients, pharmacists, staff, and other health professionals
 - 2.3-2 organizes material so that it is understood by target audience

- 3.0 Product and Service Management
 - 3.1-1 understands and evaluates management systems to ensure that adequate supplies of drug products are available to meet patient care needs
 - 3.1-2 selects the drug product source of supply based on biopharmaceutical, economic, and quality control information
 - 3.1-3 ensures that drug products are stored under appropriate conditions
 - 3.1-4 ensures that drug products are delivered in a timely, safe, and efficient manner
 - 3.1-5 ensures the security of drug inventory
 - 3.2-7 labels the medication in a complete and legal manner
 - 3.4-1 assists in planning, implementation or evaluation of pharmacy services and programs
- 4.0 Professionalism
 - 4.1-1 comprehends and uses appropriate methods for discovering new knowledge
 - 4.1-2 uses initiative in achieving learning goals as identified in the IPE experience
 - 4.2-1 incorporates a holistic view of the patient care
 - 4.2-2 accepts responsibility for patient care
 - 4.2-4 work habits demonstrate punctuality, the ability to prioritize work and manage time efficiently

Electronic Communication Requirement

Keeping informed of college and program information is a shared responsibility between the college and the student. The college will communicate additional information throughout the year using available technology. It is a requirement of the experiential education program that all students have a Drake e-mail account and Internet access. Students will be expected to access information electronically by e-mail and to utilize the E*Value experiential education documentation system and the experiential website at www.drake.edu/cphs/experiential.

Confidentiality

Students will have access to personal information about patients, staff and business operations of the IPE site. This information must remain at the site and be held in strictest confidence. Confidential information, including clinical matters, should not be communicated to other students, patients, laypersons, or other health professionals in public areas or outside the site. Students are expected to follow the policies regarding confidentiality for each IPE site. Prior to beginning IPE, students are required to sign a Statement of Confidentiality. Violation of the confidentiality policy may result in a loss of credit or a failing grade in the course. In addition, preceptors are to maintain student confidentiality. Information pertaining to the student's progress is to only be shared with the college faculty as outlined in the assessment process. Legal ramifications are an ever-present possibility for breached confidentiality. Violation of the confidentiality policy may result in a failing grade in the course and will be considered an Honor Code violation.

Academic Honesty

College of Pharmacy and Health Sciences Honor Code regarding student and teacher conduct and academic integrity apply to this experience. Failure to comply with the Honor Code could result in failure of the experience.

Special Accommodations

Reasonable accommodations will be provided for students with documented physical or learning disabilities. Make your needs known within the first week of class, or within one week of diagnosis. Accommodations are coordinated through Student Disability Services. Please contact Michelle Laughlin, Coordinator of Student Disability Services at 271-1835 or michelle.laughlin@drake.edu.