

***YPHP 515A-C, Introductory Pharmacy Practice Experience (IPPE) I***  
***6 Quarter Hours***  
**2025-26**

**COURSE DESCRIPTION**

The Introductory Pharmacy Practice Experiences (IPPEs) are designed to provide the foundation for the student pharmacists in preparation for their Advanced Pharmacy Practice Experiences (APPEs). This course is a structured introduction to pharmacy practice in a community pharmacy setting. The community IPPE spans the Winter and Spring quarters, during which the students will engage in basic distributive and administrative processes in community pharmacies to gain initial experience interacting directly with patients, preceptors, technicians, other healthcare providers, and pharmacy personnel.

**Quarters Offered:** Winter and Spring of the P1 Year

**Prerequisite(s):**

Documented completion and compliance with the following is required before beginning a practice experience:

1. Pharmacy Technician Registration as a Student Pharmacist with the Illinois Department of Financial & Professional Regulation\*\*, completed annually
2. Online HIPPA training via Desire2Learn (D2L), completed annually
3. OSHA Bloodborne Pathogen training, completed annually.
4. Basic Life Support (BLS) training for Healthcare Providers (live training via the American Heart Association), completed every two years
5. Criminal background check, completed annually
6. Drug test, completed annually
7. Up-to-date vaccination history per the RFUMS Student Pre-Matriculation Immunization Form
8. Annual TB test
9. Annual influenza vaccination
10. Immunization certification program, certificate of completion as determined by the College



\*Some sites may have additional requirements for student pharmacists completing IPPEs.

\*\*A student pharmacist is NOT required to become a Certified Pharmacy Technician as long as the student is in good standing at RFUMS College of Pharmacy.

**Instructional Methods and Learning Experiences:**

Student pharmacists enrolled in YPHP 515 will be engaged in active learning through the use of practice-based activities in community pharmacies, team-based projects, preceptor interaction, and co-curricular activities.

**Course Director(s):**


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**Office Hours:** By appointment

**Contact Hours:**

The Community Pharmacy IPPE is a longitudinal rotation experience, during which the students will complete at least 120 hours in a community pharmacy (Figure 1) plus one additional hour for reflection. For additional details related to the IPPE dates and hours, refer to the IPPE P1 Community schedule.

Figure 1. Experiential Education Structure

 <b>ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCES</b> <b>COLLEGE OF PHARMACY</b> <b>CLINICAL EDUCATION CURRICULUM AT A GLANCE</b>			
IPPE Year			APPE Year
P1	P2	P3	P4
<b>Community</b> <b>YPHP 515 IPPE I</b> <b>(Onsite 120 hours)</b> <b>1 hour evaluation</b>  <b>Fifteen 8-hour visits</b> <b>Winter through Spring</b>	<b>Health-System</b> <b>YPHP 615 IPPE II</b> <b>(Onsite 104 hours)</b> <b>1 hour evaluation</b>  <b>Thirteen 8-hour visits</b> <b>Fall through Spring</b>	<b>Elective</b> <b>YPHP 715 IPPE III</b> <b>(Onsite 80 hours)</b> <b>Two 1-week experiences</b>  <b>Ten 8-hour visits</b> <b>Occurs during Summer and</b> <b>Intercession breaks</b>  <b>Health Outreach Project*</b>  <b>IPPE-APPE Transition Workshop</b>	<b>Required &amp; Elective</b> <b>YPHP 801-806 APPE</b> <b>(Onsite 240 hours each)</b>  <b>Six 6-Week Rotations</b> <b>Summer, Fall, Winter, Spring</b>  <b>Acute Care<sup>†</sup> (YPHP 801)</b> <b>Ambulatory Care<sup>†</sup> (YPHP 802)</b> <b>Community (YPHP 803)</b> <b>Health-System<sup>†</sup> (YPHP 804)</b> <b>Elective I (YPHP 805)</b> <b>Elective II (YPHP 805/6)</b>  <b>Practical Approaches to</b> <b>Professional Development</b> <b>(YPHP 800)**</b>
<b>Co-Curricular C3 Activities*</b>			
<b>121 hours</b>	<b>105 hours</b>	<b>80 hours</b>	<b>Total APPE Hours= 1,440 hours</b>
<b>Total IPPE Hours = 306 hours</b>			
<small>IPPE = Introductory Pharmacy Practice, APPE= Advanced Pharmacy Practice Experience      *Hours dedicated to these items are not counted in experiential hour total  <sup>†</sup>Included in the Longitudinal APPE Experience    **Select on-campus dates</small>			
<small>Updated 5/23/2025</small>			

## COURSE OBJECTIVES

Upon completion of the entire experiential course series, the student pharmacist will have met the following terminal performance outcomes:

### TERMINAL PERFORMANCE OUTCOMES<sup>1</sup>

1. Learner—Develop, integrate, and apply knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population and patient-centered care.
2. Patient-centered care—Provide patient-centered care as the medication expert
3. Medication use systems management—Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use
4. Health and wellness—Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness
5. Problem solving—Identify problems, explore and prioritize potential strategies, and design, implement, and evaluate viable solutions

<sup>1</sup> Based on the Center for the Advancement of Pharmacy Education's Educational Outcomes 2013.

6. Educator—Educate respective audiences by determining the most effective and enduring ways to impart information and assess understanding
7. Patient advocacy—Assure that patients' best interests are represented
8. Interprofessional collaboration—Actively participate and engage as a health care team member by demonstrating mutual respect, understanding, and values to meet patient care needs
9. Cultural sensitivity—Recognize social determinants of health to diminish disparities and inequities in access to quality care
10. Communication—Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization
11. Self-awareness—Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth
12. Leadership—Demonstrate responsibility for creating and achieving shared goals, regardless of position
13. Innovation and entrepreneurship—Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals
14. Professionalism—Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other health care providers, and society

Upon completion of YPHP 515, the student pharmacist will be able to:

Learner
<ul style="list-style-type: none"> <li>Summarize key information, including brand and generic names, dosage forms, usual dosing ranges, and counseling points related to the use of selected prescription and nonprescription medications</li> <li>When responding to drug information requests from patients or health care providers, identify appropriate sources of information and evaluate primary literature to synthesize answers</li> <li>Perform accurate pharmaceutical calculations, including preparation of compounded medications, weight-based pediatric dosing, and dose adjustments based on body weight and renal function</li> </ul>
Patient-Centered Care
<ul style="list-style-type: none"> <li>Collect subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment) from chart/electronic health records, pharmacist records, and patient/family interviews.</li> <li>Collect patient histories in an organized fashion, appropriate to the situation and inclusive of cultural, social, educational, economic, and other patient- specific factors affecting self- care behaviors, medication use and adherence to determine the presence of a disease, medical condition, or medication-related problem(s).</li> <li>Document all patient information accurately, legally, and succinctly</li> <li>Effectively communicate recommendations to other health care providers</li> </ul>
Medication Use Systems Management

<ul style="list-style-type: none"> <li>• Distribute medications in a safe, accurate, and timely manner</li> <li>• Compound drug products using accurate calculations, pharmaceutical components, and techniques</li> <li>• Accurately evaluate, process, label, and dispense medications and devices pursuant to a new prescription, prescription refill, or drug order in accordance with legal requirements</li> <li>• Determine appropriate storage and beyond-use dating of compounded and reconstituted medications before and after dispensing</li> <li>• Incorporate continuous quality improvement techniques when processing prescriptions for patients to reduce and prevent errors</li> </ul>
Health and Wellness
<ul style="list-style-type: none"> <li>• Provide preventive health and wellness services (e.g., immunizations, tobacco cessation counseling, wellness screenings)</li> </ul>
Problem Solving
<ul style="list-style-type: none"> <li>• Identify potential source of a patient's medication-related problems</li> </ul>
Educator
<ul style="list-style-type: none"> <li>• Use effective written, visual, verbal, and nonverbal communication skills to educate patients and/or caregivers on medication use, self-management, and preventive care</li> <li>• Assess the ability of patients and their agents to obtain, process, understand and use health- and medication-related information</li> <li>• Use appropriate methods of patient education to review indications, adverse effects, dosage, storage, and administration techniques</li> </ul>
Educator
<ul style="list-style-type: none"> <li>• Demonstrate and/or describe proper use of various drug delivery and monitoring systems (e.g., inhalers, eye drops, glucometers, etc.)</li> <li>• Use effective written, visual, verbal, and nonverbal communication skills to accurately respond to drug information questions</li> <li>• Educate health care providers, pharmacy staff, and student pharmacists regarding a patient case or other pharmacy-specific information</li> <li>• Given a condition that can be treated with self-care interventions, recommend appropriate nonprescription and nondrug therapy</li> </ul>
Patient Advocacy
<ul style="list-style-type: none"> <li>• Assist a patient or caregiver with problems related to prescription medication coverage, health insurance, or government health care programs</li> <li>• Encourage patients to set priorities and goals to better meet their health care needs</li> </ul>
Interprofessional Collaboration

<ul style="list-style-type: none"> <li>Engage as a member of a health care team by collaborating with and demonstrating respect for other areas of expertise</li> </ul>
Cultural Sensitivity
<ul style="list-style-type: none"> <li>Incorporate patients' cultural beliefs and practices into health and wellness education</li> </ul>
Communication
<ul style="list-style-type: none"> <li>Document patient care activities clearly, concisely, and accurately using appropriate medical terminology</li> <li>Comply with the communication expectations of the Office of Experiential Education</li> </ul>
Self-Awareness
<ul style="list-style-type: none"> <li>Approach tasks with a desire to learn</li> <li>Display positive self-esteem and confidence with interacting with others</li> <li>Accepts constructive criticism and strives for excellence</li> <li>Demonstrate the ability to be a self-directed, life-long learner</li> </ul>
Leadership
<ul style="list-style-type: none"> <li>Foster collaboration among the pharmacy team to achieve a common goal</li> </ul>
Innovation and Entrepreneurship
<ul style="list-style-type: none"> <li>Demonstrate creative decision-making when dealing with unique problems or challenges</li> <li>Develop new ideas or strategies to improve patient care services at the pharmacy</li> </ul>
Professionalism
<ul style="list-style-type: none"> <li>Demonstrate a commitment to the advancement of pharmacy practice</li> <li>Comply with the professionalism expectations of the Office of Experiential Education</li> </ul>

## REQUIRED AND RECOMMENDED COURSE MATERIALS

1. Abood RR, Burns KA. Pharmacy Practice and the Law. 9th ed. Burlington, MA: Jones & Bartlett Learning; 2019.
2. Ansel H.C. & Stockton, S.J. *Pharmaceutical Calculations*. (15th edition). Philadelphia: Wolters Kluwer. 2017.
3. Berger BA. *Communication Skills for Pharmacists: Building Relationships*. 3<sup>rd</sup> ed. Washington, DC: American Pharmacists Association; 2009.
4. *Drug Information Handbook*. 28<sup>th</sup> ed. Lexicomp. Hudson, OH: Wolters Kluwer Clinical Drug Information Inc 2019.
5. *Illinois Pharmacy Practice Act*.  
<https://www.ilga.gov/LEGISLATION/ILCS/ilcs3.asp?ActID=1318&ChapterID=24> Accessed on October 16, 2023.
6. American Pharmacists Association, National Association of Chain Drug Stores Foundation. *Medication Therapy Management in Pharmacy Practice: Core Elements of an MTM Service Model*. Version 2.0. March 2008. Available at:  
[https://aphanet.pharmacist.com/sites/default/files/files/core\\_elements\\_of\\_an\\_mtm\\_practice.pdf](https://aphanet.pharmacist.com/sites/default/files/files/core_elements_of_an_mtm_practice.pdf). Accessed on October 16, 2023.

## METHODS OF EVALUATION

### ***Assessment Policy***

Students will receive a PASS or FAIL grade for their completion of YPHP 515. The final grade will be issued at the end of the spring quarter.

Students are evaluated on a Likert Scale where:

- Exceeds Competency (4 points) - Consistently performs above expected level. Performance can be described as impressive or exceptional.
- Meets Competency (3 points) - Consistently performs at expected level. Performance possesses strengths with room for improvement in a few areas.
- Needs Improvement (2 points) Meets expectations and performs consistently at expected level in only some areas. Several performance areas have room for improvement)
- Significant Deficiency (1 point) - Performs well below baseline expectations. Performance demonstrates worrisome deficits.

### Performance Improvement Plans

The course director(s) and/or preceptor(s) must assign a performance improvement plan to a student that is not passing the course at the midpoint of the course.

### Final Grade

**The following activities will comprise the final course grade.**

This introductory pharmacy practice experience will include the following activities and assignments:

- 1. Community IPPE Workbook**
- 2. Student and Preceptor Evaluations**
- 3. Additional coursework as assigned by the preceptor**

\*Any events and/or activities listed in this syllabus are subject to change.

**To pass YPHP 515, students must meet the following requirements:**

1. Complete all workbook assignments as applicable
2. Complete all C3 activities
3. Complete the mid-point and final self and rotation evaluations by the posted deadline
4. Meet or exceed all competencies including Ethical, Professional, and Legal Behavior.

### **Evaluations:**

A variety of evaluations are used in this course. These serve to provide feedback to the students, preceptors, and course director regarding student progress and course activities.

Evaluation forms are completed in CORE-ELMS (<https://corehighered.com/>) at midpoint and at the end of the rotation.



### Midpoint Evaluation:

The midpoint evaluation includes:

- the preceptor's evaluation of the student
- the student's self-evaluation
- the student's evaluation of the rotation

### Final Evaluation:

The final evaluation includes the following:

- preceptor's evaluation of the student
- the student's self-evaluation
- the student's evaluation of the preceptor
- the student's evaluation of the site
- the student's evaluation of the entire course

#### 1. Community IPPE Workbook

The IPPE Workbook provides guidance for hands-on activities during each community pharmacy visit. The activities in the workbook reinforce the knowledge and skills taught in the didactic coursework and pharmacy skills education class. Completion of all elements of the workbook is required to pass this course.

#### 2. C3 Activities

C3 activities are based on key element 12.3 as described in the Accreditation Council for Pharmacy Education (ACPE) Standards 2016 document. Completion of all elements of the approved activity, including the reflection, are required to pass this course.

## **ACCESSING EVALUATIONS**

### How Students Access Preceptor Evaluations:

- Students must complete all evaluations (e.g. self, site, preceptor and course) in order to access the evaluation completed in CORE-ELMS by the preceptor.
- It is expected that the preceptor and student meet to discuss both midpoint and final evaluations.

### How Preceptors Access Student Evaluation of Site and Preceptor:

- Student must demonstrate professionalism when documenting all evaluations.
- Student evaluation of site and preceptor will be provided in aggregate to preceptors and sites *after* the student successfully completes the course. Student's names will not be identified.

### How Evaluations Determine Students Grade:

- Both the preceptor's midpoint and final evaluations of the student are factored into the student's grade as noted in the grading policy.

### **USE OF ARTIFICIAL INTELLIGENCE (AI) OR GENERATIVE AI**

While students may use artificial intelligence (AI) to aid in the process of writing or in generating ideas, students are expected to review and modify AI responses such that the final product represents their own work. AI-generated text may be biased, inaccurate, or incomplete; students are ultimately responsible and accountable for the contents of their submission.

Students may use AI-assisted writing only if they (1) disclose the use of AI (including the tool/service used and the reason for its use (e.g. reviewing a draft, generating ideas, etc.), and (2) submit a copy of the AI response to demonstrate that the final product represents their own work.

Failure to disclose the use of AI in situations in which it is not explicitly allowed will result in a failing grade for the assignment and will be treated as a violation of academic integrity.

### **ATTENDANCE POLICY**

1. Hours are to be completed on-site and must be accurately documented in CORE-ELMS system.
2. Key expectations for attendance:
  1. Attendance is MANDATORY for all site visits:
    - a. Attendance for **all** site visits is mandatory.
    - b. Attendance is mandatory at **all** IPPE orientation meetings.
  2. Site visit is defined as
    - a. A minimum of eight hours (excluding lunch) for Q2 (Winter) and Q3 (Spring) quarters.
  3. During the P1 year, students are not authorized to modify their schedule without the expressed emailed joint consent from the course director and preceptor. Should a change be authorized, any excused days will be made up during either of the intercession breaks, or during the summer.
  4. Refer to the Attendance Policy in the Experiential Manual for details on rescheduling or IPPE absences.

### **CLASS RECORDING PRACTICES**

Course content, including class sessions, delivered through the use of digital technology may be audio visually recorded by the University for educational purposes, consistent with the exercise of academic judgment of the faculty. Any such recordings would then be used and maintained in a manner consistent with the university's nonprofit educational mission.

## **PARTICIPATION AND PROFESSIONALISM**

Refer to the Clinical Education Professionalism Policy in the OCE Policy Manual

### **Clinical Education Professionalism Policy**

Per the OCE Professionalism Policy, documentation of Professionalism Forms may impact the IPPE grade, necessitate a change in the IPPE schedule, and/or result in a request to appear before the Student Promotion, Evaluation, and Awards Committee (SPEAC). Documentation of a Professionalism Form prior to the start of rotations may necessitate a change in the IPPE schedule, and/or result in the student appearing before the SPEAC. Documentation of Professionalism Forms related to, or that occur during, a specific rotation will be counted toward the final grade for that rotation. The nature of the consequence for failing to comply with the professionalism expectations during the P1 year will be at the discretion of the course director. Documentation of Professionalism Forms resulting in more than one experiential education course may necessitate a Performance Improvement Plan for the Professionalism issue, a change in the IPPE schedule, and/or result in the student appearing before the SPEAC.

### ***Unprofessional Behavior***

#### ***Participation***

It is expected that students will engage in each activity by:

- Demonstrating active listening skills (i.e., making eye contact with preceptors, asking appropriate questions, giving the lecturers their undivided attention, responding to questions when appropriate.)
- Actively participating in class discussions and group activities (i.e., verbally sharing thoughts, opinions, and ideas and functioning as an effective and equally contributory team member.)
- These aspects will be observed and assessed by the course director(s) and faculty on an ongoing basis. Periodic feedback will be given to students when necessary.

#### ***Professionalism***

Students are expected to perform and behave as professionals. They will demonstrate respect for the course director(s), other faculty, their peers, and themselves. Students will participate in all course activities with purpose and a positive attitude.

#### ***Unprofessional Behavior***

Inappropriate or unprofessional comments, remarks, and attitudes will result in dismissal from class. Disruptive activity during class will not be tolerated.

#### ***Academic Integrity***

This course will adhere to the Rosalind Franklin University of Medicine and Science *Standards of Student Conduct*, which can be found in the Rosalind Franklin University of Medicine and Science Student Handbook. Please refer to this document for policies on cheating, plagiarism, academic dishonesty, abuse of academic materials, stealing, and lying.

### ***Professionalism & Communication Expectations***

*To behave professionally, the student must:*

- Demonstrate knowledge of and sensitivity towards the unique characteristics of each patient.
- Comply with all federal, state, and local laws related to pharmacy practice.
- Demonstrate ethical and professional behavior in all practice activities.
- Maintain ethical behavior by being honest, ensuring patient confidentiality, responding to and preventing errors in patient care and avoiding professional misconduct (including plagiarism).
- Make and defend rational and ethical decisions within the context of personal and professional values.
- Maintain a clean, orderly, and safe workspace.
- Display appropriate dress, grooming, and hygiene that is professional in appearance (e.g., defined by site policy and/or procedures, preceptor, instructor and/or professional etiquette or culture).
- Complete assignments on time.
- Arrive on time and avoids absences when possible.
- Call and notify preceptor in advance of any planned absences or when unable to meet a deadline or arrive on time.
- Prepare for assigned activities as designated (e.g., workbook, homework etc.)
- Complete designated activities during allotted rotation hours or class time.
- Accept accountability and responsibility for patient care without repeated reminders.
- Show a sincere desire to learn.
- Demonstrate willingness and flexibility to contribute to the well-being of others.
- Apply knowledge, experience, and skills to the best of his/her ability.
- Seek help from the preceptor or instructor when necessary.
- Never be hesitant to admit that he/she does not know something, but should seek help and ask questions whenever necessary.
- Not make decisions without the knowledge of the preceptor, particularly in regard to prescription dispensing.

*To communicate effectively, the student must:*

- Demonstrate effective communication abilities in interactions with patients, their families and caregivers, and other health care providers.
- Communicate clearly, respectfully, and effectively through active listening using appropriate verbal, non-verbal, and written communication skills at a level appropriate for caregivers, health care providers, and the general public.
- Introduce self at first encounter and make appropriate eye contact.
- Greet patients and/or other health care professionals with a smile and/or positive inflection in voice (e.g., not condescending or sarcastic).
- Demonstrate appropriate self-awareness, assertiveness and confidence (e.g., not meek or overly assertive, even under stress).
- Work as an active team member with patients, peers, and other health care professionals (e.g., contributes relevant information).
- Accept and use constructive feedback to improve performance.
- Not publicly question the advice or directions given by the preceptor or staff, but is encouraged to discuss issues or ask questions in private.

## **COURSE REMEDIATION POLICY**

Remediation is not permitted for this course. If a student fails the course, the student must retake the course. For additional guidance regarding course deficiencies and failures, refer to the *Office of Clinical Education Policy and Procedure Manual*.

## **COURSE GRADE APPEAL**

Please refer to the Student Progression, Evaluation and Awards Committee (SPEAC) guidelines regarding the course grade appeal process.

## **OTHER COURSE INFORMATION**

### **ACCESS TO MATERIAL AND INFORMATION**

In addition to what will be provided in class, materials and information will be distributed using the University email system, CORE-ELMS, and D2L. These systems are *mandatory* communication modalities among faculty, preceptors, and students involved with this course.

### **SITE REQUIREMENTS**

- Students must follow all policies and procedures of the practice site that they are at.

## **COURSE SCHEDULE**

See CORE-ELMS.