

# YPHP 715A-D, Introductory Pharmacy Practice Experience III Electives Syllabus

## 3.5 Quarter Hours

### 2023-2024


#### COURSE DESCRIPTION

The P3 Introductory Pharmacy Practice Experiences (IPPEs) are designed to provide the foundation for the student pharmacists in preparation for their Advanced Pharmacy Practice Experiences (APPEs). Students are required to participate in an IPPE elective during the third year of the program. Elective opportunities are offered in a variety of pharmacy practice settings.

The IPPE III is designed to provide elective opportunities to the student over the course of two weeks. Students will be scheduled during two of four allocated blocks of time during the P3 year, either prior to the start of the P3 year or during an intersession break. Students will also complete service learning experience (also known as a Health Outreach Project) during their P3 year. During the spring quarter (Q3) of the P3 year, students will participate in the IPPE-APPE transition workshop that will serve to transition students from introductory to advanced pharmacy practice experiences.

**Quarter Offered:** Fall, Winter, and Spring and Summer of P3 year

Figure 1. Experiential Education Structure

 <b>ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCES</b> <b>COLLEGE OF PHARMACY</b> <b>EXPERIENTIAL EDUCATION CURRICULUM AT A GLANCE</b> Starting Class of 2024 to Present			
IPPE Year			APPE Year
P1	P2	P3	P4
Community YPHP 515 IPPE I (Onsite 120 hours) 1 hour reflection <u>Fifteen 8-hour visits</u> Fall through Spring	Health-System YPHP 615 IPPE II (Onsite 104 hours) 1 hour reflection <u>Thirteen 8-hour visits</u> Fall through Spring	Elective YPHP 715 IPPE III (Onsite 80 hours) Two 1-week experiences <u>Ten 8-hour visits</u> Breaks: Summer, Fall/Winter, Spring	Required & Elective YPHP 801-806 APPE (Onsite 240 hours each) <u>Six 6-Week Rotations</u> Summer, Fall, Winter, Spring  <i>Acute Care*</i> (YPHP 801) <i>Ambulatory Care*</i> (YPHP 802) <i>Community</i> (YPHP 803) <i>Health-System*</i> (YPHP 804) <i>Elective I*</i> (YPHP 805/6) <i>Elective II</i> (YPHP 805/6)
Co-Curricular C3 Activities*		Service Learning* IPPE-APPE Transition Workshop*	YPHP 800**
121 hours	105 hours	80 hours	
Total IPPE Hours = 306 hours			Total APPE Hours = 1,440 hours
IPPE = Introductory Pharmacy Practice, APPE= Advanced Pharmacy Practice Experience			*Hours dedicated to these items are not counted in experiential hour total included in the Longitudinal APPE Experience **Select on-campus dates
updated 6/17/2021			

#### Access to Course Material and Information

In addition to what will be provided during experiential class meetings, materials and information will be distributed using the University email system, CORE ELMS, and Desire2Learn (D2L). These systems are *mandatory* communication modalities among faculty, preceptors, and students involved with this course.

**Prerequisite(s):**

Successful completion of the first three professional years and all Introductory Pharmacy Practice Experiences (IPPEs) is required before beginning the P4 year. Documented completion and compliance with the following is required before beginning a practice experience:

- a. Licensure
- b. Criminal Background Check
- c. Drug Screen
- d. Health Record-Immunizations (including annual TB and Influenza)
- e. Health Insurance Portability and Accountability Act (HIPAA) Training
- f. OSHA Blood borne Pathogens Training
- g. Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR) Certification
- h. APhA Immunization Certification (Certificate of Completion)
- i. Other site-specific administrative requirements

For additional information, refer to the Experiential Education Manual.

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

**Instructional Methods and Learning Experiences:** Student pharmacists participating in the P3 IPPE will be engaged in active learning with practice-based activities in various settings which may include team-based projects, preceptor interaction and activities.

**Course Director(s):**

<b>Faculty Name</b>	Bradley Cannon, PharmD	Lisa Michener, PharmD, MS,
<b>Title</b>	Director of Experiential Education	Associate Director of Experiential Education
<b>Phone</b>	847-578-3433	847-578-8762
<b>Email</b>	<a href="mailto:copexperientialed@rosalindfranklin.edu">copexperientialed@rosalindfranklin.edu</a>	<a href="mailto:copexperientialed@rosalindfranklin.edu">copexperientialed@rosalindfranklin.edu</a>
<b>Office location</b>	IPEC 2.808	IPEC 2.816

**Office Hours:** By appointment

**Contact Hours:**

Students in IPPE P3 Elective experience students complete 80 hours in various settings.

Elective will satisfy 80 hours of the total hours in the Experiential Education curriculum. For additional details related to the IPPE dates and hours, refer to the IPPE P3 Elective schedule.

**COURSE OBJECTIVES**

**TERMINAL PERFORMANCE DOMAINS<sup>1</sup>:** Upon completion of this experiential course, the student pharmacist will have met the following performance domains and abilities:

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
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

Based on the Center for the Advancement of Pharmacy Education's Educational Outcomes 2013 and the Accreditation Council for Pharmacy Education's Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (Guidelines 2.0, Appendix D).

Based on the Center for the Advancement of Pharmacy Education's Educational Outcomes 2013 and the Accreditation Council for Pharmacy Education's Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (Guidelines 2.0, Appendix D).

Upon completion of this introductory pharmacy practice elective experience, the student pharmacist will be able to meet the specific educational outcomes for each specific experience as outlined in the documents linked below.

Academia-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/academia.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/academia.pdf</a>
Administration, Academia-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/administration-academia.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/administration-academia.pdf</a>
Administration, Community-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/administration-community.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/administration-community.pdf</a>
Administration, Health-Systems-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/administration-health-system.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/administration-health-system.pdf</a>
Ambulatory Care-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/ambulatory-care.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/ambulatory-care.pdf</a>
Association Management-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/association-management.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/association-management.pdf</a>
Compounding-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/compounding.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/compounding.pdf</a>
Drug Information-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/drug-information.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/drug-information.pdf</a>
General Medicine	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/general-medicine.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/general-medicine.pdf</a>
Emergency Department-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/emergency-department.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/emergency-department.pdf</a>
Intensive Care Unit-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/intensive-care-unit.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/intensive-care-unit.pdf</a>
Infectious Disease-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/infectious-disease.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/infectious-disease.pdf</a>
International Medicine-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/international-medicine.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/international-medicine.pdf</a>
Introduction to Residency Training-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/introduction-to-residency-training.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/introduction-to-residency-training.pdf</a>
Oncology-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/oncology.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/oncology.pdf</a>
Patient Safety Community-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/patient-safety-community.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/patient-safety-community.pdf</a>
Patient Safety Health-Systems-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/patient-safety-health-systems.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/patient-safety-health-systems.pdf</a>
Pharmaceutical Industry-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/pharmaceutical-industry.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/pharmaceutical-industry.pdf</a>
Poison Center-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/poison-center.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/poison-center.pdf</a>
Research-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/research.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/research.pdf</a>
Specialty Pharmacy-	<a href="https://s3.amazonaws.com/rfums-bigtreetree/files/resources/specialty-pharmacy.pdf">https://s3.amazonaws.com/rfums-bigtreetree/files/resources/specialty-pharmacy.pdf</a>

## RECOMMENDED COURSE MATERIALS

1. Ansel HC. *Pharmaceutical Calculations*. 13<sup>th</sup> ed. Philadelphia PA: Lippincott Williams & Wilkins; 2009. ISBN-978-0781739221
2. Anton K. **Drug Information:** , Formulating effective response and recommendations: A structured approach. In: Malone PM, Malone MJ, Park SK. eds. *Drug Information: A Guide for Pharmacists*, 6e. McGraw Hill; 2018. Accessed June 29, 2022. <https://accesspharmacy-mhmedical-com.rosalindfranklin.idm.oclc.org/content.aspx?bookid=2275&sectionid=177196990>

3. Berger BA. *Communication Skills for Pharmacists: Building Relationships*. 3<sup>rd</sup> ed. Washington, DC: American Pharmacists Association; 2009. ISBN 9781582121321
4. Clinical Pharmacology [database online]. Available via RFUMS Boxer University Library Electronic Resources.
5. Drug Enforcement Administration. Pharmacist's Manual. Revised 2020.  
[https://www.deadiversion.usdoj.gov/GDP/\(DEA-DC-046\)\(EO-DEA154\)\\_Pharmacist\\_Manual.pdf](https://www.deadiversion.usdoj.gov/GDP/(DEA-DC-046)(EO-DEA154)_Pharmacist_Manual.pdf)
6. *Drug Information: A Guide for Pharmacists 5e*. New York, NY: McGraw-Hill; 2013.
7. *Drug Information Handbook*. 22<sup>nd</sup> ed. Hudson, OH: Lexi-Comp, Inc; 2013.
8. Illinois Controlled Substance Act and Controlled Substance Rules.  
<https://www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=1941&ChapterID=53>
9. Illinois Pharmacy Practice Act:  
<https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1318&ChapterID=24>
10. Institute for Safe Medication Practices. Available at: [www.ismp.org](http://www.ismp.org)
11. Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes 2013.  
<https://www.aacp.org/sites/default/files/2017-10/CAPEoutcomes2013%20%281%29.pdf> (accessed June 29, 2022).

## METHODS OF EVALUATION

### **Assessment Policy**

Students will receive a **PASS** or **FAIL** grade for their completion of the P3 Elective IPPEs (YPHP 715A-D). A final grade will be issued at the end of the spring quarter.

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

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

1. **IPPE/APPE Transition Orientation**
2. **Service Learning (also known as a Health Outreach Project)**
3. **Student and Preceptor Evaluations**
4. **Additional coursework as assigned by the preceptor**

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

**To pass YPHP 715A-D (Q1 – Q4), students must meet the following requirements:**

1. Complete the final self and rotation evaluations by the posted deadline
2. Meet or exceed all competencies including Ethical, Professional, and Legal Behavior.
3. Attend IPPE/APPE Transition Orientation
4. Complete all required service learning /Health Outreach Projects

Preceptors may assign additional coursework at their discretion.

1. *IPPE/APPE Transition Orientation*

Students will attend an orientation designed to prepare them for P4 APPE readiness. This orientation will lay out the expectations from the preceptor, course director and provide student perspectives on P4 APPEs.

2. *Service Learning / Health Outreach Project*

Students will complete a service learning / health outreach project prior to the conclusion of the P3 year. Additional details will be provided by the project coordinator.

### **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/login-elms> at the end 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

#### 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 the final evaluation.

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

Students 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:

Final evaluations of the student factor into the student's grade as noted in the grading policy.

#### Performance Improvement Plans

The course director(s) and/or preceptor(s) may assign a performance improvement plan to any student who does not meet these standards

### **COURSE GRADE APPEAL**

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

### **COURSE FEEDBACK**

Students will have the opportunity to provide the course director(s) and other faculty/instructor(s) with feedback in several ways as detailed in Methods of Evaluation including:

- Scheduled appointment with the course director (s) or preceptor (s)
- Formal course evaluation process

Student feedback will be provided in aggregate to preceptors and sites *after* the student successfully completes the course. Student's names will not be identified.

### **ATTENDANCE POLICY**

1. Hours are to be completed on-site and must be accurately documented in the CORE ELMS system.
2. Please refer to the Experiential Attendance Policy in the *Experiential Manual* for full description and details.

#### **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, activities etc.
2. A site visit is defined as 8 hours (excluding lunch) for Summer, Fall, Winter, and Spring quarters.
3. Students are **NOT** authorized to modify their schedule without the expressed emailed joint consent from the course director and preceptor.
4. Refer to the Attendance Policy for details on rescheduling or IPPE absences in the Experiential Manual.

### **PARTICIPATION AND PROFESSIONALISM**

#### **Experiential Education Professionalism Policy**

Per the Office of Experiential Education Professionalism Policy detailed in the Experiential Manual, students will begin with 100 professionalism points. Each professionalism infraction will result in the loss of either 5 or more points, depending on the infraction. A student's professionalism points will be tracked throughout the first 3 years of the program. Professionalism points will be used during the rotation selection process. The order of rotation selection will be based on the number of points. Students in each class will be ranked according to their allotment of points at the time of rotation selection. Students with the most professionalism points will be given the first opportunity to select rotations. For additional detail, refer to the Experiential Manual.

### **Participation**

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

- Demonstrating active listening skills (i.e., making eye contact with lecturers, asking appropriate questions, giving the preceptors their undivided attention, responding to questions when appropriate.)
- Actively participating in 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 preceptors 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.

### **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 avoid absences when possible.
- Notify the 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.

### ***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.

## **COURSE REMEDIATION POLICY**

Students eligible for remediation of this course as outlined in the course policies must apply to the SPEAC for final approval of the remediation opportunity. Remediation, if approved, will occur during the summer quarter on a date to be arranged by the Course Director and the Office of Academic Affairs. Remediation must be completed 30 days prior to the start of fall quarter, unless otherwise approved. Refer to the Guidelines and Procedures for Student Progression, Evaluation, Assessment, and Recognition for additional remediation information.

Consistent with the University Remediation Policy, “Needs Remediation (NR) will appear on the transcript until a final grade is submitted to replace it, up to one calendar year. After that year, or at the time of graduation, a Needs Remediation (NR) will change to F and the F grade will affect the GPA.”

## **ACCOMMODATIONS FOR DISABILITIES**

Rosalind Franklin University of Medicine and Science is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure access to this class and your program, please contact the ADA Coordinator at 847.578.8354 or [ada.coordinator@rosalindfranklin.edu](mailto:ada.coordinator@rosalindfranklin.edu) to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively. Students are encouraged to register with the ADA Coordinator as soon as they begin their program. Rosalind Franklin University of Medicine and Science encourages students to access all resources available. More information can be found on the Academic Support InSite page or by contacting the ADA Coordinator.

## **DIGITAL TECHNOLOGY**

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.



## COURSE MAPPING TO NATIONAL STANDARDS AND OUTCOMES

This course includes the following components from nationally recognized standards and expected outcomes for accredited pharmacy programs. [List of CAPE, EPA, IP, and PPCP \(link\)](#)

### ACPE Standards-Appendix 1

B01 Biochemistry	S01 Cultural Awareness	C01 Clinical Pharmacokinetics
B02 Biostatistics	S02 Ethics	<b>X</b> C02 Health Informatics
B03 Human Anatomy	S03 Healthcare Systems	<b>X</b> C03 Health Info Retrieval and Eval
B04 Human Physiology	S04 History of Pharmacy	C04 Med Dispense, Distrib and Admin
B05 Immunology	S05 Pharmacoeconomics	C05 Nat Prod and Alt & Comp Therapies
B06 Medical Microbiology	S06 Pharmacoepidemiology	C06 Patient Assessment
B07 Pathology/Pathophysiology	S07 Pharm Law and Reg Affairs	C07 Patient Safety
P01 Clinical Chemistry	S08 Practice Management	C08 Pharmacotherapy
P02 Extemporaneous Compounding	S09 Professional Communication	C09 Public Health
P03 Medicinal Chemistry	S10 PD/Social and Behavioral Aspect of Pract	C10 Self-Care Pharmacotherapy
P04 Pharmaceutical Calculations	S11 Research Design	
P05 Pharmaceutics/Biopharmaceutics		
P06 Pharmacogenomics/genetics		
P07 Pharmacokinetics		
P08 Pharmacology		
P09 Toxicology		

CAPE	EPA	PPCP
<b>X</b> 1.1 Learner (Learner)	EPA1 Patient Provider	<b>X</b> Collect
2.1 Patient-centered care (Caregiver)	EPA2 Patient Provider	Assess
<b>X</b> 2.2 Medicine use systems management (Manager)	EPA3 Patient Provider	Plan
2.3 Health and wellness (Promoter)	EPA4 Patient Provider	Implement
2.4 Population-based care (Provider)	EPA5 Patient Provider	Follow-Up: Monitor & Evaluate
<b>X</b> 3.1 Problem Solving (Problem Solver)	<b>X</b> EPA6 Interprofessional Team Member	
3.2 Educator (Educator)	EPA7 Population Health Promoter	
3.3 Patient Advocacy (Advocate)	EPA8 Population Health Promoter	<b>X</b> Domain 1: Values/Ethics for IP Practice
<b>X</b> 3.4 Interprofessional Collaboration (Collaborator)	EPA9 Population Health Promoter	<b>X</b> Domain 2: Roles/Responsibilities
3.5 Cultural Sensitivity (Includer)	EPA10 Population Health Promoter	<b>X</b> Domain 3: IP Communication
<b>X</b> 3.6 Communication (Communicator)	EPA11 Population Health Promoter (RFU only)	<b>X</b> Domain 4: Teams and Teamwork
4.1 Self-Awareness (Self-aware)	<b>X</b> EPA12 Information Master	
4.2 Leadership (Leader)	EPA13 Information Master	
4.3 Innovation and Entrepreneurship (Innovator)	EPA14 Practice Manager	
<b>X</b> 4.4 Professionalism (Professional)	EPA15 Practice Manager	
	<b>X</b> EPA16 Self-developer	

Abbreviations: ACPE=Accreditation Council for Pharmacy Education, CAPE=Center for the Advancement of Pharmacy Education, EPA=Entrustable Professional Activities, PPCP=Pharmacist Patient Care Process, IP= Interprofessional

## COURSE SCHEDULE

See CORE ELMS