

YPHP 715A-D, Introductory Pharmacy Practice Experience III Electives Syllabus
3.5 Quarter Hours
2025-2026

COURSE DESCRIPTION

The Introductory Pharmacy Practice Experiences (IPPEs) are designed to provide the foundation for student pharmacists in preparation for their Advanced Pharmacy Practice Experiences (APPEs). This course provides two elective opportunities in a variety of pharmacy practice settings occurring throughout the P3 year. Students will engage in distributive and administrative processes in a variety of pharmacy settings to gain experience interacting directly with patients, preceptors, technicians, other healthcare providers, and pharmacy personnel. Students will complete a service learning project as a part of this course. Students will also participate in a transition workshop to ensure students prepare for the advanced pharmacy practice experiences.

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

Figure 1. Experiential Education Structure

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. Immunization certification program, certificate of completion as determined by the College
- 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.

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.


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.

Course Director(s):

Kathleen Cunningham, PharmD, BCPS Director Of Clinical Education Kathleen.cunningham@rosalindfranklin.edu IPEC 2.814	847-578-7682	
Lisa Michener, PharmD, MS Director of Clinical Development lisa.michener@rosalindfranklin.edu IPEC 2.816	847-578-8762	
Paul Fina, PharmD Assistant Dean for Clinical Education Paul.fina@rosalindfranklin.edu IPEC 2.808	847-578-3433	

Office Hours: By appointment

 ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCES COLLEGE OF PHARMACY CLINICAL EDUCATION CURRICULUM AT A GLANCE			
IPPE Year			APPE Year
P1	P2	P3	P4
Community YPHP 515 IPPE I (Onsite 120 hours) 1 hour evaluation <u>Fifteen 8-hour visits</u> Winter through Spring	Health-System YPHP 615 IPPE II (Onsite 104 hours) 1 hour evaluation <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> Occurs during Summer and Intersession breaks Health Outreach Project* IPPE-APPE Transition Workshop	Required & Elective YPHP 801-806 APPE (Onsite 240 hours each) <u>Six 6-Week Rotations</u> Summer, Fall, Winter, Spring Acute Care[†] (YPHP 801) Ambulatory Care[†] (YPHP 802) Community (YPHP 803) Health-System[†] (YPHP 804) Elective I (YPHP 805) Elective II (YPHP 805/6) Practical Approaches to Professional Development (YPHP 800)**
Co-Curricular C3 Activities*			
121 hours	105 hours	80 hours	Total APPE Hours= 1,440 hours
Total IPPE Hours = 306 hours			
<small>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</small>			
<small>Updated 5/23/2025</small>			

COURSE OBJECTIVES

TERMINAL PERFORMANCE DOMAINS¹: 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).

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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- https://s3.amazonaws.com/rfums-bigtreetree/files/resources/academia.pdf
Administration, Academia- https://s3.amazonaws.com/rfums-bigtreetree/files/resources/administration-academia.pdf
Administration, Community- https://s3.amazonaws.com/rfums-bigtreetree/files/resources/administration-community.pdf
Administration, Health-Systems- https://s3.amazonaws.com/rfums-bigtreetree/files/resources/administration-health-system.pdf
Ambulatory Care- https://s3.amazonaws.com/rfums-bigtreetree/files/resources/ambulatory-care.pdf
Association Management- https://s3.amazonaws.com/rfums-bigtreetree/files/resources/association-management.pdf
Compounding- https://s3.amazonaws.com/rfums-bigtreetree/files/resources/compounding.pdf

Drug Information-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/drug-information.pdf
General Medicine	https://rfums-bigtreetree.s3.amazonaws.com/files/resources/general-medicine.pdf
Emergency Department-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/emergency-department.pdf
Intensive Care Unit-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/intensive-care-unit.pdf
Infectious Disease-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/infectious-disease.pdf
International Medicine-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/international-medicine.pdf
Introduction to Residency Training-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/introduction-to-residency-training.pdf
Oncology-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/oncology.pdf
Patient Safety Community-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/patient-safety-community.pdf
Patient Safety Health-Systems-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/patient-safety-health-systems.pdf
Pharmaceutical Industry-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/pharmaceutical-industry.pdf
Poison Center-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/poison-center.pdf
Research-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/research.pdf
Specialty Pharmacy-	https://s3.amazonaws.com/rfums-bigtreetree/files/resources/specialty-pharmacy.pdf

RECOMMENDED COURSE MATERIALS

1. Ansel HC. *Pharmaceutical Calculations*. 13th 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§ionid=177196990>
3. Berger BA. *Communication Skills for Pharmacists: Building Relationships*. 3rd 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*. 22nd 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
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.

Students are evaluated on a Likert Scale where:

- Strongly Agree = 4 points
- Agree = 3 points
- Disagree = 2 points
- Strongly Disagree = 1 point

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

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. **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
5. Preceptors may assign additional coursework at their discretion.

Activity Descriptions:

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

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:

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

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 the following:
 - a. All scheduled site visits.
 - b. All IPPE orientation meetings, activities etc.
2. A site visit is defined as not less than 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. Any hours missed must be made up.
5. The following steps must be completed for all late arrivals or full day absences:
 - a. Contact your preceptor prior to the expected start time and notify them of the delay, as well as expected time of arrival (when possible).
 - b. Email the Office of Experiential Education (copexperientialed@rosalindfranklin.edu) and your preceptor at the earliest possible opportunity to notify the College of your absence.
 - c. Determine the make-up date and time with your preceptor no later than your next schedule site visit.
 - d. Complete the absence reporting on CORE ELMS. In the Comments section, document the specific make-up date and specific hours the make-up date will be completed. For example, to be complete the student should document the following "Make-up scheduled Saturday #/##/## from #-#pm." Make-up must include day, date and time to be complete.

For additional information refer to the Experiential Education Manual Attendance 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.

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 P3 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*.

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