PHM 182P
Nonprescription Pharmacotherapeutics and Self Care II Pre-Lab and Lab
Spring 2017
Unique: 59925, 59930, 59935, 59940

Course Coordinator:
W. Renee’ Acosta, R. Ph., M.S.
Clinical Professor

Email:
renee.acosta@austin.utexas.edu

Phone:
512-471-5183

Office:
PHR 5.112B

Office Hours:
By Appointment

Classroom:
Pre-Lab: PHR 3.106    Lab: PHR 5.214

Class Time:
Pre-Lab: 9:00 - 9:50 AM on Monday
Lab: 1:00 - 4:00 on Monday/Wednesday
Lab: 1:30 - 4:30 on Tuesday/Thursday
IPPE Hourss: assigned Walgreens TBA

Other Faculty:
Lucas Hill, PharmD
Lucas.hill@austin.utexas.edu

Teaching Assistants:
TBA

Community Pharmacy Residents:
Monday: Gretchen Dao (gretchendao@utexas.edu)
Tuesday: Marie Tillema-Murray (marietillema@utexas.edu)
Wednesday: Mikaela DeBarba (mikaelafarrell@utexas.edu)
Thursday: Angelica Cuenco (angenica.cuenco@utexas.edu)
and Ashley Floyd (afloyd525@utexas.edu)

Course Prerequisites: Credit for PHM 282M
Course Corequisite: Credit or coregistration for PHM 182F.
Course Description: Study of nonprescription products and complementary and alternative medicine as it relates to the patient's ability to care for themselves with emphasis on the pharmacist's consultant role in product selection and nonpharmacologic recommendations.

The purpose of the course is to familiarize pharmacy students with available prescription drug products and to train students on proper selection and pharmacotherapeutic use of those products. At the conclusion of the semester, the student will be able to:

- Assess a patient's condition (including risk factors);
- Select appropriate nonprescription products, complementary and alternative medications, and/or non-drug therapies if indicated;
- Determine possible contraindications and drug interactions;
- Counsel the patient on the proper dosage and use of the product; and,
- Monitor the patient's response to the recommended therapy.

Course Success: Chapter readings from the text are suggested prior to each class. The class session format is a review of the topics with interactive Q&A followed by case studies during which students are expected to be able to apply the reading and lecture material.

Course Learning Objectives: (CAPE Objectives):

Upon completion of this course sequence, the student will be able to:

Domain 1 - Foundational Knowledge

1.1 Learner (Learner) - Develop integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

Domain 2 – Essentials for Practice and Care

2.1. Patient-centered care (Caregiver) - Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

Domain 3 - Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.5. Cultural sensitivity (Includer) - Recognize social determinants of health to diminish disparities and inequities in access to quality care.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
**Attendance Pre-Lab:**

It is your responsibility to attend class and conduct yourself in a manner respectful to both faculty and fellow students in the classroom.

It is your responsibility to be on time and remain for the entire class period so as not to be inconsiderate of your colleagues in learning, and to fully participate in large/small group case discussion exercises.

If you miss class for any reason, you will be held responsible for all material covered and announcements made in your absence.

Although lecture attendance is neither required nor checked, it is highly encouraged.

Students in the College of Pharmacy are expected to attend all meetings of this course.

Students who do not attend class are inviting scholastic difficulty.

This class is taped using lecture-capturing technology. Audio and projected material presented in class is made available for you to review in Canvas, if there are no technical difficulties.

Although every effort will be taken to keep the system running, UT does not guarantee the availability of these recordings.

Attending class is the only way to insure your viewing of the lectures.

**Attendance Lab:**

- Lab sessions will start on time.
- Attendance will be taken at the beginning of laboratory sessions.
- Students who are not in their chair with their lab coat on and ready to go at the start of lab will be counted tardy.
- Any student who is 10 minutes or more late to lab will not be allowed to attend that day and must make-up the lab during another of the lab block.
- Make-up labs must be approved by the course coordinator.
- If the lab that is missed is the last lab of the block, then the student will receive a zero for the lab.
- Regardless, the student is responsible for anything covered in lab and that material will be applicable for the OSCE.
- If a student misses a lab session, it is their responsibility to make it up.
- Unexcused absences will result in a zero for the lab session.
- If a student needs to reschedule an on campus lab session, the student must submit the request in writing to the course coordinator. The request must be approved prior to the lab session that will be missed, otherwise the student will be considered to have an unexcused absence.
- Each unexcused absence from an on campus lab will result in a letter grade deduction of the final course grade.

**Attendance IPPE:**

- Laboratory sessions that are scheduled off campus must be completed during the assigned week.
- No make-up sessions are allowed unless there are extenuating circumstances and the make-up session is approved by both the course coordinator and the preceptor.
- Since the schedule is coordinated between the student, the student’s lab partner and the preceptor, any schedule changes must be agreed upon by all parties involved.
- Failure to attend IPPE sessions with your lab partner will result in a letter grade reduction to the final course grade.
Course and Grading Policies:
The course grade will be calculated as follows:

- On Campus Labs = 30% of lab grade
  - Weekly Attendance
  - Weekly Assignments
- IPPE = 30% of Grade
  - Weekly Reflections
  - Peer Review and Comments on Weekly Reflections
  - Timesheets
- Other Assignments = 40% of lab grade
  - Final IPPE Reflection
  - OSCE
  - Professionalism, including final preceptor evaluation =

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

On Campus Labs:
- Attendance = 10 points/lab
- Assignment = 90 points/lab
- Total Labs = 6

IPPE:
- Weekly Reflections = 2
- Peer Review and Comments on Weekly Reflections = 2
- Timesheets = 6
  - Must total 24 hours.
  - Minimum 3 hours per timesheet
  - Maximum 5 hours per timesheet
  - Due Date = 5 PM on May 5

Other Assignments:
- Final IPPE Reflection = 10% of final lab grade
- OSCE = 20% of final lab grade
- Professionalism, including the final preceptor evaluation = 10% of final lab grade

Laboratories:
- Students will be assigned to a laboratory section on one of the following days: Monday, Tuesday, Wednesday or Thursday.
- Each laboratory section will be broken into two groups: Orange Group and White Group.
- The first week of the semester, all students will meet for lab orientation.
- Beginning the following week, one group will be on campus for a hands-on laboratory session and the other group will be at an assigned Walgreens for field experience with over-the-counter products.
- It is the student's responsibility to keep track of their group and where they should be for each week of lab.
Walgreens Dress Code:

- Clean, white lab jacket with your name clearly identified
- Men: full length slacks, dress shirt or polo shirt
- Women: pants or skirts with blouses or dresses
- No shorts (pant length must remain below the knee at all times)
- No denim clothing or jeans of any color
- No backless or muscle shirts
- Inappropriately short skirts, exposed midriffs, excessively low necklines, and open-toed shoes are not acceptable.
- No athletic shoes
- No flip-flops
- Not all possibilities can be included in any set of rules.
- Inappropriate dress, based on the above criteria, will result in a warning, dismissal from Walgreens, no credit for that day's work, and/or a letter grade reduction for the overall lab grade.
- If there is any doubt, as to the correct dress for Walgreens, do not wear the item without asking your preceptor first.

On-site Laboratory Dress Code:

Students who do not meet dress code will not be allowed to complete lab. They will be sent home and asked to make up the lab on a different day within that lab block with the approval of the course coordinator.

Clean, white lab jacket with your name clearly identified

Business Casual:

- Jeans are allowed as long as they are hole and tear free
- No short-shorts. Shorts must be longer in length than your white coat when standing.
- Capris and short pants are acceptable as long as they are longer than your white coat.
- Skirt length must be longer than your white coat
- No backless or muscle shirts.
- Inappropriately short skirts, exposed midriffs, excessively low necklines, and open-toed shoes are not acceptable.
- No yoga pants or other work-out attire is allowed.
- T-shirts should be either a College of Pharmacy (approved by Pharmacy Council) or plain color t-shirt. No offensive language or images.

Diabetes Lab:

- No open-toed shoes.
- Separates are preferred - pant/skirt and top as opposed to a dress.
- No one-piece outfits, such as a dress or romper.
**Laboratory Exercises:** While on campus, students will complete a variety of laboratory exercises. Students will role-play patient counseling scenarios in small groups. Students will receive hands-on training with home testing and monitoring devices, durable medical equipment, and actual over-the-counter products. Students will be provided the voluntary opportunity to taste test some over-the-counter medications.

The laboratory exercises will be broken into two-week blocks. On any given week, half of the students assigned to a laboratory section will be on campus while the other half will be completing IPPE hours at an assigned Walgreens.

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**OSCE:**

The final OTC Recommendation evaluation will be conducted during the final weeks of lab. Students will receive the specific information and grading rubric during prelab or lab at least two weeks prior to the OSCE.
Course Website and Communications:

- Accessible only to students registered in the course via Canvas at canvas.utexas.edu.
- UTid and password required.
- Canvas will contain copies of PowerPoint slide presentations, learning objectives, case studies, readings, the course syllabus, and other course materials.
- Canvas will be used to distribute course materials, communicate and collaborate online, and to post grades.
- Course announcements may be posted in Canvas as an announcement or sent via the Canvas listserv as an email.
- Please keep your email address on the UT computer mainframe current at all times.

Use of Email for Official Correspondence to Students:

- Email is recognized as an official mode of university and course-related information and announcements.
- You are responsible to keep the university informed about changes to your email address.
- You should check your email regularly and frequently to stay current with university-, college- and course-related communications, some of which may be time critical.
- You can find UT Austin's policies and instructions for updating your email address at http://www.utexas.edu/its/help/utmail/1564.

Religious Holy Days:

By UT Austin policy, you must notify the instructor of your pending absence at least fourteen (14) days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Permission to Miss Class for Attendance at Professional Meetings:

It is the student's responsibility to ASK permission IN ADVANCE if they plan to attend a professional meeting that would necessitate missing an exam, assignment, etc.

It is at the discretion of the instructor as to whether to grant permission and allow the student to make up any missed work.

University of Texas Honor Code:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. The University’s Honor Code can be found at: http://deanofstudents.utexas.edu/sjs/spot_honorcode.php

College of Pharmacy Honor Code:

Students are also expected to uphold the University of Texas College of Pharmacy Honor Code, which is found in the student handbook. Students are expected to uphold the principles of the honor code.

Oath of a Pharmacist: "I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct. I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public."
Scholastic Dishonesty:

- Students are expected to work independently on examinations.
- Any student engaging in academic dishonesty will be given an appropriate penalty, including possible failure of the course.
- Any case of academic dishonesty will be reported to the Dean's Office of the College of Pharmacy and to the University Dean of Students, as per University regulations.
- Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.
- Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.
- Also, you should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ to assess the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Common examples of scholastic dishonesty include, but are not limited to, the following:

1. Looking at and copying answers from another student’s exam or quiz paper.
2. The use of crib notes or crib sheets.
3. Writing information for testing purposes on concealed paper, desks, skin, clothing or other material.
4. Stealing copies of the exam.
5. Changing answers after the exam period is completed. Use of programmable calculators of computers for concealing information.
6. Talking to another student during an exam or quiz.
7. Any other act which gives a student an unfair advantage on an exam or quiz as compared with classmates.

Redistribution of Class Recordings:

Our classroom is equipped with the Echo360 lecture recording system. These recordings are made available by the University of Texas, and are intended solely for the purpose of review by students currently enrolled in this class. Students utilizing class recordings should be careful to not compromise the privacy of either themselves or other users (http://registrar.utexas.edu/students/records/ferpa). Any additional distribution of University- or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and all students identifiable on the recording.

To watch a recording, find the date for the lecture you want to review in Canvas click on the link and select the version of the recording you want to watch.

Please remember that this service is offered to supplement (not replace) lecture attendance. An issue might arise that could prevent material from being made available in a timely fashion or at all. Although every effort will be taken to keep the system running, UT does not guarantee the availability of these recordings. Attending class is the only way to insure your viewing of the professor’s presentation.

You can find additional information about the lecture capture system as well as report technical issues at: http://sites.la.utexas.edu/lecturecapture/.

Campus Carry: Students should familiarize themselves with the information provided by the University regarding the implementation of “Campus Carry” legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at http://campuscarry.utexas.edu/info-sheets.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>Jan 23</td>
<td>Diabetes</td>
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<tr>
<td>Jan 30</td>
<td>Nutrition and Nutritional Supplements</td>
<td>Chapters 22-25</td>
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<td>Feb 6</td>
<td>Prevention of Pregnancy and Sexually Transmitted Infections</td>
<td>Chapter 10</td>
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<td>Feb 13</td>
<td>Otic Disorders</td>
<td>Chapter 29</td>
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<tr>
<td>Feb 20</td>
<td>Prevention of Sun-Induced Skin Disorders</td>
<td>Chapter 38</td>
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<td>Feb 27</td>
<td>Home Testing and Monitoring</td>
<td>Chapter 48</td>
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<td>March 6</td>
<td>Ophthalmic Disorders; Prevention of Contact Lens-Related Disorders</td>
<td>Chapters 27 &amp; 28</td>
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<tr>
<td>March 13</td>
<td>Spring Break</td>
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<td>March 20</td>
<td>Prevention of Hygiene-Related Oral Disorders; Oral Pain and Discomfort</td>
<td>Chapters 30 &amp; 31</td>
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<td>March 27</td>
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<tr>
<td>April 3</td>
<td>Durable Medical Equipment</td>
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<tr>
<td>April 10</td>
<td>Atopic Dermatitis and Dry Skin</td>
<td>Chapter 32</td>
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<tr>
<td>April 17</td>
<td>Smoking Cessation</td>
<td>Chapter 47</td>
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<tr>
<td>April 24</td>
<td>First Aid and Wound Care</td>
<td>Chapter 40</td>
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<tr>
<td>May 1</td>
<td>Minor Burns and Sunburn</td>
<td>Chapter 40</td>
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<tr>
<td>Date</td>
<td>Lab</td>
<td>Group Assignment</td>
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<td>Jan 23 - 26</td>
<td><strong>Introduction to Lab</strong></td>
<td><strong>All Groups: Campus</strong></td>
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<td></td>
<td><strong>Lab Block 1</strong></td>
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<td>Jan 30 - Feb</td>
<td>Diabetes</td>
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<td>June 2</td>
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<td>White Group: Walgreens</td>
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<tr>
<td>Feb 6 - 9</td>
<td>Diabetes</td>
<td>Orange Group: Walgreens</td>
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<td><strong>Lab Block 2</strong></td>
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<tr>
<td>Feb 13-16</td>
<td>Vaginal Disorders; Prevention of Pregnancy and Sexually-Transmitted Diseases; Cough, Cold and Allergy</td>
<td>Orange Group: Campus</td>
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<td>White Group: Walgreens</td>
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<tr>
<td>Feb 20-23</td>
<td>Vaginal Disorders; Prevention of Pregnancy and Sexually-Transmitted Diseases; Cough, Cold and Allergy</td>
<td>Orange Group: Walgreens</td>
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<td><strong>Lab Block 3</strong></td>
<td>Orange Group: Walgreens</td>
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<tr>
<td>Feb 27 - March 2</td>
<td>Home Testing and Monitoring; Ophthalmics; Headache, Pain and Fever</td>
<td>Orange Group: Campus</td>
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<td>March 6 - 9</td>
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<td>White Group: Walgreens</td>
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<tr>
<td>March 13-16</td>
<td><strong>Spring Break</strong> - Walgreens IPPE Hours MAY be complete, but not required</td>
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<td><strong>Lab Block 4</strong></td>
<td>Orange Group: Walgreens</td>
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<tr>
<td>March 20 - 23</td>
<td>Otic Disorders; Oral Disorders; Constipation; Diarrhea</td>
<td>Orange Group: Walgreens</td>
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<td>March 27 - 30</td>
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<td>Orange Group: Campus</td>
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<td><strong>Lab Block 5</strong></td>
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<td>April 3 - 6</td>
<td>Heartburn; Dyspepsia; Gas; DME</td>
<td>Orange Group: Walgreens</td>
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<td><strong>Lab Block 6</strong></td>
<td>Orange Group: Walgreens</td>
</tr>
<tr>
<td>April 10 - 13</td>
<td>Heartburn; Dyspepsia; Gas; DME</td>
<td>Orange Group: Walgreens</td>
</tr>
<tr>
<td>April 17 - 20</td>
<td><strong>OSCE</strong></td>
<td><strong>All Groups: Campus</strong></td>
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<tr>
<td></td>
<td><strong>Lab Block 6</strong></td>
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<tr>
<td>April 24 - 27</td>
<td>Smoking Cessation</td>
<td>Orange Group: Campus</td>
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<td>White Group: Walgreens</td>
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<tr>
<td>May 1 - 4</td>
<td>Smoking Cessation</td>
<td>Orange Group: Campus</td>
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<tr>
<td></td>
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<td>White Group: Walgreens</td>
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Appendix A: Introductory Pharmacy Practice Experience (IPPE)

- Students in laboratory sections will be broken into two groups: Orange Group and White Group. Each of the groups will be further broken down into pairs of students. In the event of an odd number of students in a group, one pair of students will gain an additional team member. Each pair of students will be assigned to a local Walgreens pharmacy and a preceptor at that store.
- Students are required to attend their assigned community pharmacy practice site once for 5 hours every other week, which is once per their assigned off-campus week in the Laboratory Block. Laboratory “weeks” will run Monday through Sunday. Student pairs are required to complete their IPPE hours during the week they are assigned to Walgreens between Monday and Sunday on their assigned week.
- Students are expected to complete ALL IPPE hours WITH their assigned partner(s).
- After receiving their site/preceptor assignment, each student pair is expected to telephone their preceptor, introduce themselves, and discuss a time to complete their first Walgreens visit.
- Students are required to complete a minimum of 3 hours at one time. Students may complete a maximum of 5 hours at one time. Students must visit their Walgreens a minimum of 6 times. Students can visit their Walgreens a maximum of 7 times. Any deviation from the hour and visit rule will result in an Unprofessional conduct disciplinary violation.
- IPPE hours can be scheduled outside of scheduled laboratory hours. Students and preceptors are expected to agree upon mutually convenient times when patient volumes are expected to be sufficient to support the courses’ learning objectives. Because of this, students should expect to complete their hours during early evening, evening and week-end hours.
- Please note: the entire P2 class is going to be completing their IPPE hours during the same semester which means that multiple pairs of students will be assigned to the same preceptor. Each preceptor will work with their students to schedule visits such that only one pair of students is present at the site at any given time.
- On the first day, the student will complete a “Pharmacy Visitor Agreement” and Walgreens’ HIPAA training. The preceptor will then introduce the students to the store and assign the students a locker, if needed.
- Students are expected to adhere to the dress code of the site. In addition, students must wear their white lab coats and UT nametags at all times.
- Students must realize that the preceptor has the responsibility to ensure patient safety and that they may not always hear the counseling provided to patients by students. Therefore, the preceptor will establish conditions for counseling patients to which the students MUST adhere. As a minimum condition, if the preceptor is not within hearing distance to listen to the students’ counseling activities, the student should present the preceptor with a case presentation before the patient leaves the site.
- Students are expected to spend a significant amount of time counseling patients in the nonprescription medication aisles. However, independent decision-making is encouraged as part of the overall course goals and objectives. Accordingly, when appropriate, a student may ask a patient if they would prefer counseling in a more private area of the store instead of the nonprescription medication aisle.
- Students are expected to counsel patients about the safe, effective and economical use of nonprescription medications, non-pharmacological strategies to treat medical problems, and disease-prevention.
- Students should recognize that many patients are surprised to encounter pharmacy personnel in the non-prescription medication aisles. Students are expected to take advantage of such opportunities to educate patients about the roles and responsibilities of pharmacists in today’s society.
- Students should not have cell phones with them during their IPPE hours. If the student must have their cell phone with them, the preceptor must be made aware. The cell phone must be on silent or vibrate. If the student must take a call during their IPPE hours, they must leave the OTC aisle and go to the break room. Any student found texting or talking on their cell phone on the OTC aisle during their IPPE hours will be subject to Unprofessional Conduct disciplinary action.

- Students may use their smartphone or tablet for accessing information while in the nonprescription section of the store ONLY after obtaining permission from the preceptor to do so.

- Each student MUST submit a completed copy of their Community Pharmacy Attendance Form (Appendix B) to the course coordinator at the beginning of their next on-campus laboratory section. Preceptors are requested not to sign forms brought to them after the fact. Students cannot share. Students may use their smartphone or tablet for accessing information while in the nonprescription section of the store ONLY after obtaining permission from the preceptor to do so.

- The preceptor will conduct a mid-term evaluation of each student to identify areas of strengths and areas that need improvement. The preceptor will go over the mid-term evaluation with each student individually. Both the preceptor and student must sign the evaluation. The mid-term evaluation does not have to be turned in, but should be discussed between the student and the preceptor.

- Students are expected to complete all IPPE hours with their assigned partner(s). Failure to do so will result in the loss of a letter grade to the final course grade. Any exceptions must be approved in writing by the course coordinator and preceptor.

- The preceptor will conduct a final evaluation of each student during the student’s final community pharmacy visit. The preceptor will go over the final evaluation with each student individually. The final evaluation will count for 10% of the student’s final grade along with overall professionalism in the course. It is the responsibility of the preceptor to fax, mail, email or send with the student the final evaluation to the course coordinator, however, it is the student's responsibility to ensure that it has been provided to the preceptor and the completed form is returned to the course coordinator by 5 PM on the last day of class for the spring semester.

- Any timesheets or evaluations turned in after 5 PM on the last day of class will receive an academic penalty of an overall letter grade deduction in the course. Failure to turn in time sheets or complete the entire 24 hours will result in a grade of zero for the ENTIRE 30% of the IPPE Lab portion of the course. Failure to turn in the final preceptor evaluation will result in a grade of zero for the ENTIRE 10% of the professionalism and final preceptor evaluation grade.
Appendix B: Community Pharmacy Attendance Form

**STUDENT**: please complete this form for each IPPE session and return to the course coordinator at the beginning of lab the following week. Students are STRONGLY encouraged to keep photocopies of the completed and signed forms for their own records.

STUDENT NAME (please print): ________________________________

SIGNATURE: ________________________________________________

UT EID: ________________ DATE: ______________________________

START TIME: ________________ STOP TIME: ____________________

Length of time student present at site counseling patients in the non-prescription medication aisles (must be a minimum of 3 hours and maximum of 5 hours):

________________

**PRECEPTOR VERIFICATION**: This form should be signed the day the student completed the activities described above by the pharmacist preceptor.

I verify that the data provided by the student on this form is an accurate representation of their activity in the pharmacy.

I verify that the student reviewed her/his counseling activities with me or another pharmacist on a patient-by-patient basis before each patient left the site.

PRECEPTOR NAME (please print): ________________________________

SIGNATURE: ________________________________________________

Walgreens Pharmacy # __________

DATE: __________________________
Appendix C: Preceptor Evaluation of Student

Student Name: ____________________________________________________________

Preceptor Name: __________________________ Date: ______________

Evaluation should be completed at the end of the 3rd and 6th IPPE Sessions. Place an “X” in the appropriate column.

<table>
<thead>
<tr>
<th>Observed</th>
<th>Unable to Observe</th>
<th>Comments related to the student’s performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student was able to approach patients in the non-prescription medication aisles and initiate counseling on non-prescription medications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student was able to clarify patients’ health-related needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student was able to differentiate problems needing referral to another healthcare professional from problems amendable to self-treatment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student was able to present patients with a credible range of options, including pharmacological and non-pharmacological options, to address their health-related needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student was able to counsel patients about the safe and effective use of non-prescription medications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student was able to establish that the patients understood the counseling provided by the student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student treated patients with respect.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: “Appendix C: Community Pharmacy Preceptor Evaluation of Student”. University of Colorado Denver School of Pharmacy, Common Syllabus, PHRD 4300, 4350 and 5300: Experiential Practice III-V, Spring 2009.

<table>
<thead>
<tr>
<th>Interpersonal/Social Skills</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was respectful:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrated regard for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Acted in a manner that showed recognition that the student was a guest at the site</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student maintained confidentiality:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Used confidential material only to fulfill professional responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrated accountability:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Held himself/herself liable for tasks/duties that (s)he was responsible for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Did not blame others for mistakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Did not avoid responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participated equally with student partner in counseling activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student accepted and applied constructive criticism:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responed openly and positively to feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Modified behavior when necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Communication Skills**

<table>
<thead>
<tr>
<th>Student communicated assertively:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actively and appropriately engaged in dialogue/discussion</td>
</tr>
<tr>
<td>• Not afraid to provide his/her point of view</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student demonstrated confidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acted/communicated in a self-assured manner, yet with modesty and humility</td>
</tr>
</tbody>
</table>

**Responsibility**

<table>
<thead>
<tr>
<th>Student was punctual:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Arrived at practice site on time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student was self-directed in undertaking tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-motivated</td>
</tr>
<tr>
<td>• After initial instruction, completed tasks</td>
</tr>
<tr>
<td>independently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student demonstrated a desired to exceed expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attempted to exceed minimal standards and requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student was an active learner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sought knowledge</td>
</tr>
<tr>
<td>• Asked questions</td>
</tr>
<tr>
<td>• Took responsibility for own learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student was an active member of the team:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student worked with student partner to solve problems</td>
</tr>
<tr>
<td>• Student did not let student partner do all of the work</td>
</tr>
<tr>
<td>• Student did not prevent student partner from actively and equally participating</td>
</tr>
</tbody>
</table>

**Appearance**

<table>
<thead>
<tr>
<th>Student wore appropriate attire acceptable to the practice setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acheded to dress code</td>
</tr>
<tr>
<td>• Wore clean, unwrinkled lab coat</td>
</tr>
<tr>
<td>• Wore name tag</td>
</tr>
</tbody>
</table>

Adapted from: “Appendix C: Community Pharmacy Preceptor Evaluation of Student”, University of Colorado Denver School of Pharmacy, Common Syllabus, PHRD 4300, 4350 and 5300: Experiential Practice III-V, Spring 2009.

Circle One:  
- Exceeded Expectations (A)  
- Met Expectations (B/C)  
- Did Not Meet Expectations (D/F)

Preceptor Comments:

Student Comments:

Student Signature: ________________________________

Preceptor Signature: ________________________________
<table>
<thead>
<tr>
<th>The student was able to approach patients in the non-prescription medication aisles and initiate counseling on non-prescription medications.</th>
<th>The student must become proficient and self-confident in initiating conversations with patients. The student must develop the correct approach, which encourages the patient to talk with the student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student was able to clarify patients' health-related needs.</td>
<td>The student must be able to use the information that the patient provides, and interview him/her to obtain the information that they need to determine the exact nature of the problem and make a recommendation. The student should understand that the patient's initial complaint/problem is not enough information on which to base a recommendation.</td>
</tr>
<tr>
<td>The student was able to differentiate problems needing referral to another health care professional from problems amendable to self-treatment.</td>
<td>The student must demonstrate the ability to determine early in the interaction whether the problem can be self-treated or should be referred.</td>
</tr>
<tr>
<td>The student was able to present patients with a credible range of options, including pharmacological and non-pharmacological options, to address their health-related needs.</td>
<td>The student must be able to offer patients a reasonable range of treatment options and include the advantages and disadvantages of their options so that the patient can make an informed choice.</td>
</tr>
<tr>
<td>The student was able to counsel patients about the safe and effective use of non-prescription medications.</td>
<td>The student must be able to counsel the patient on the safe and effective use of the medication that is recommended. The counseling should include: dosage regimen, length of treatment, therapeutic effect, time needed until therapeutic effect, adverse reactions, and what to do if therapy fails or if symptoms continue or worsen.</td>
</tr>
<tr>
<td>The student was able to establish that the patients understood the counseling provided by the student.</td>
<td>The student must be able to establish whether or not the patient understood what was told to them.</td>
</tr>
<tr>
<td>The student treated patients with respect.</td>
<td>The student must be able to interact with a patient population that is culturally diverse and treat all patients with the same respect.</td>
</tr>
</tbody>
</table>
Appendix D: Reflection Assignments

Students will complete a written reflection after completing specific community pharmacy visits. The purpose of the reflection is to allow the student to reflect on a specific patient interaction from that visit and self-evaluate their own performance. In addition, students will conduct peer reviews of other reflections to learn from other students’ patient interactions.

At the end of the semester, each student will complete a written reflection that evaluates their performance over the course of the two-semester OTC sequence towards meeting the learning objectives of the courses.

**Expectations of weekly reflections:** The student will write a reflection about one OTC recommendation experience from that week. The writing should have two components. The first component should be a narrative of the factual account of the event. The narrative can include: description of the patient, how student introduced themselves to the patient, preliminary information presented, additional information through patient interview and the questions asked, diagnosis, treatment, and counseling. The second component should be a reflection. The reflection should include the student’s thoughts and opinions about the interaction. The student should reflect on his/her performance and how it might have been improved. The reflection is not a stream of consciousness written down. The reflection should be well thought out and specific to a recommendation from the IPPE session from the previous week. The reflection will be graded for both grammar and spelling in addition to content.

**Expectations of peer review and comments:** Upon the submission of each weekly reflection, each student will be assigned a peer review of a fellow student’s reflection. Peer reviews will be randomly assigned throughout the semester.

Peer reviews are to be completed within 7 days of the review being assigned. Please note that peer reviews will be sent via Canvas on the Friday following the last Thursday of lab for the block in which the reflections were due. Peer reviews count for 10% of each weekly reflection grade. The peer review should include comments on the reflection itself regarding content, spelling and grammar. In addition, the student must provide comment on the interaction regarding what they learned from reading the reflection or sharing a similar interaction they have had with a patient. Students may also share how their recommendation might have differed or additional questions they might have asked.

A TA will evaluate all peer reviews. Any peer review that is inappropriate in nature will be considered a zero and the student who conducted the peer review will be required to have a conference with the course coordinator. Possible action could include a report being submitted to the Dean of Student Affairs for Unprofessional Conduct. Please conduct peer reviews with the utmost professionalism.

**Expectations of final reflection:** The student will write a reflection regarding the entire Nonprescription Pharmacotherapy experience. The student should reflect on how the experience will help them as a practitioner. The student should also reflect on areas that they feel confident in as well as areas that they feel need improvement.
Requirements and Rubric:

Weekly Reflections:
Points: 90
Word count: 200 minimum
Late assignments: -10 points
Spelling and grammatical errors: Rewrite and -10 points
Insufficient or inappropriate content: Rewrite and -10 points

Due by 5 PM:
February 23
March 30

Weekly Peer Review with Comments:
Points: 10
Late assignments: no credit given
Missing comments: no credit given
Insufficient or inappropriate content: no credit given

Due by 5 PM:
March 2
April 6

Final Reflection:
Points: 100
Word count: 700 minimum
Late assignments: -10 points
Spelling and grammatical errors: -10 points
Insufficient or inappropriate content: -20 points
No rewrites.

Due by 5 PM:
May 4