PHR 172P
Nonprescription Pharmacotherapeutics and Self-Care II
Pre-Lab and Lab
Spring 2016
Unique: 58520, 58525, 58530, 58535

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

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Phone: (512) 471-5183
Office: PHR 5.112
Office Hours: Monday: 11:30 AM – 12:30 PM
Tuesday/Thursday: 12:00 – 1:00 PM
Other times by appointment.

Classroom: PreLab: PHR 3.106
Lab: PHR 5.214

Class Time:
PreLab: 9:00 – 9:50 AM on Mondays
Labs: 1:00 – 4:00 PM on Mondays and Wednesdays
1:30 – 4:30 PM on Tuesdays and Thursdays
IPPE hours at Walgreens TBD

Other Faculty: Lucas Hill, PharmD
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512-232-7832

Nathan Pope, PharmD
n pope@utexas.edu
512-471-5657

Community Pharmacy Residents:
Monday - Kelsey Bailey baileykd@utexas.edu
Tuesday - Katie Steele ksteele@utexas.edu
Wednesday – Omaida Hernandez-Ray oh ray@utexas.edu
Thursday - Amanda Kernodle akernodle@utexas.edu

Teaching Assistants:
Poojee Sudhapalli poojee.s@utexas.edu
Ashkan Yazdi ashkan.k.yazdi@utexas.edu
Advanced Academic Assistants:

Course Prerequisites: Credit for PHR 262D. Credit or co-registration for PHR 172P or 172E.

Course Description: The purpose of this course is to familiarize pharmacy students with available nonprescription 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 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. Chapter readings from the text are suggested prior to each class period. 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.

Laboratory sessions will require the students to apply the knowledge obtained in lecture, including lectures from PHR 262D during the previous fall semester, and pre-lab. Laboratory sessions will involve both on campus hands-on practice and off campus hands-on counseling.

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

1. Formulate a patient-centered pharmaceutical care plan in collaboration with other health care professionals, patients, and/or their caregivers.
   a. Given a patient-specific situation, make an appropriate OTC recommendation, non-drug recommendation, and/or refer to another health care professional.
   b. Develop a counseling strategy appropriate for the recommendation.
   c. Identify appropriate follow-up and/or monitoring for the recommendation.

2. Communicate and collaborate with prescribers, patients, caregivers, and other health care providers to engender a team approach to patient care.
   a. Effectively counsel the patient on the recommendation and the follow-up and/or monitoring parameters.

3. Maintain professional competency in providing pharmaceutical care by committing to being an independent, self-initiated life-long learner.
a. Identify and analyze new products and devices available without a prescription.

Each topic will have specific, detailed learning objectives which will be provided as introduction to the topic and included in the PowerPoint slide presentation handouts.

**Attendance:** It is your responsibility to attend pre-lab and conduct yourself in a manner respectful to both faculty and fellow students in the classroom. If you miss a pre-lab for any reason, you will be held responsible for all material covered and announcements made in your absence. Although pre-lab attendance is neither required nor checked, it is highly encouraged. 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. Students in the College of Pharmacy are expected to attend all meetings of this course; those who do not are inviting scholastic difficulty. All classes will be recorded and streamed in Blackboard, if there are no technical difficulties.

You must bring your Turning Point® clicker to all pre-lab sessions.

Attendance will be taken at the beginning of laboratory sessions. Any student who is 5 minutes late to lab will be marked tardy and will be penalized 5 points for lab attendance that day. 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 day 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, but will be held responsible for the material covered in the lab. If a student misses a laboratory session, it is their responsibility to make it up. Unexcused absences will result in a zero for the laboratory session. If a student needs to reschedule an on campus laboratory session, the student must submit the request in writing and it must be approved prior to the laboratory 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.

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. Students will receive a zero for any weeks that are missed. 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.

By UT Austin policy, you must notify the course coordinator of your pending absence at least fourteen 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.

Professionalism (along with attendance) will constitute part of your final grade and will be distributed at the end of the course. Professionalism comprises several important traits, particularly collegiality and participation.

1. Collegiality refers to:
   a. Collaborative interaction with you instructor and peers,
   b. Constructive conversation with your peers, and
   c. Mature, respectful attitude and behavior overall.

2. Participation refers to:
   a. consistent involvement in all aspects of class,
   b. meaningful oral and written contributions to examination of course concepts, and
   c. insightful investigation, asking questions as necessary for clarification and edification.

3. Both of the above aspects require regular discussion and attendance.

**Religious Holy Days:** By UT Austin policy, you must notify the instructor of your pending absence at least fourteen 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.

**Cell Phones and Laptops:** Cell phones should be turned off or muted during class. Cell phones must be turned off or muted and stored in a backpack or purse during all exams and exam reviews. If a cell phone is not stored in a backpack or purse during an exam or an exam review, the exam will be taken up and a grade of zero will be assigned for that exam.

Laptops may be used in class during pre-lab and lab for note-taking or class-related activities. If a student is found to be using their laptop during pre-lab for other activities, they will be asked to leave and not allowed to bring their laptop to future classes. If a student is found to be using their laptop during lab for other activities, they will be asked to leave, marked absent, given partial credit for the lab assignment and not allowed to bring their laptop to future classes or labs. Such activities are distractive not only to the student using their computer but also to those around them.

**Recordings:** If videorecordings of a class are made available by the College of Pharmacy, they are intended solely for the purpose of review by student currently
enrolled in the class. Faculty and students utilizing class videorecordings should be careful to not compromise the privacy of either themselves or other users (http://registrar.utexas.edu/students/records/ferpa), or the rights of the presenter. Any additional distribution of these recordings (regardless of format) is prohibited without the written and signed permission of the presenter. In addition, students who wish to make their own personal recordings (audio and/or video) during class must first secure permission from the presenter.

**Course Website and Communications:** Accessible only to students registered in the course via Canvas at canvas.utexas.edu. UTEID and password required. Canvas will contain copies of PowerPoint slide presentations, learning objectives, case studies, readings, the course syllabus, and other course materials. Canvas email is the official method for the faculty to communicate with students in this course; please keep your email address on the UT computer mainframe current at all times. Canvas will be used to distribute course materials, to communicate and collaborate online, and to post grades. You can find support in using Canvas at the ITS Help Desk at 475-9400.

**Use of E-Mail for Official Correspondence to Students:** E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently. I recommend you set your notifications in Canvas such that you are informed of any course changes or postings in Canvas in a timely manner. You can find UT Austin’s policies and instructions for updating your e-mail address at http://www.utexas.edu/its/help/utmail/1564.

**Course and Grading Policies:** The course grade will be calculated as follows:

- **On Campus Labs:** 30% of lab grade
  - Attendance: 10 points
  - Weekly Assignments: 90 points

- **IPPE Labs:** 30% of lab grade
  - Reflections – 2 weekly reflections (90 points each)
  - Peer Review and Comments – 2 weekly reflections (10 points each)
  - Timesheets – 6 timesheets turned in every 2 weeks (10% of IPPE grade based on timeliness and completeness of timesheet)

  **NOTE:** In order to receive credit for the IPPE Lab portion of the course, all timesheets must be turned in, and the total number of hours worked must be at least 18 hours. Failure to turn in time sheets or complete the entire 18 hours will result in a grade of zero for the ENTIRE 30% of the IPPE Lab portion of the course.

- **Other Assignments:** 40% of lab grade
  - Final IPPE Reflection: 10%
  - OSCE: 20%
Professionalism, including final preceptor evaluation: 10%

Course Grade:

\[
\begin{array}{ll}
90 - 100\% &= A \\
80 - 89\% &= B \\
70 - 79\% &= C \\
60 - 69\% &= D \\
<60\% &= F
\end{array}
\]

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.

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 lab. 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:
- 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.

For diabetes lab:
No open-toed shoes.
Separates are preferred – pants/skirt and top
No one-piece outfits, such as dresses

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 to the final lab grade. If there is any doubt, as to the correct dress for Walgreens, do not wear the item without asking your preceptor first.

See Appendix A for additional requirements while completing IPPE hours at Walgreens.

**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.

For the on-site laboratory sessions, the learning objectives include:

1. Formulate a patient-centered pharmaceutical care plan.
   a. Given a patient-specific situation, make appropriate OTC recommendation, non-drug recommendation and/or referral to another health care professional.
   b. Develop a counseling strategy appropriate for the recommendation.
   c. Identify appropriate follow-up and/or monitoring for the recommendation.
2. Effectively counsel the patient on the recommendation and the follow-up and/or monitoring parameters.
3. Practice hands-on counseling with OTC drug products and devices.
4. Self-assess their own performance as well as assess the performance of other students in their group.
In addition, each lab will have detailed learning objectives specific for that two-week block.

**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.

**Lab Rules:**
- Lab will start on time. Students who are not in their chair with their lab coat on and ready to go at the start of lab (1:00 PM on M/W or 1:30 PM on T/TH) will be counted tardy.
- If a student is 10 minutes or more late to lab, they will not be allowed to complete the lab that day and will be required to make the lab up on a different day within the lab block with the approval of the course coordinator.
- The student may make up the lab on a different day within that lab block with the approval of the course coordinator.
- If the student is unable to make up the lab, they will receive a zero for that lab.
- Regardless, the student is responsible for anything covered in lab and that material will be applicable for the OSCE.
- 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.

**Introductory Pharmacy Practice Experience (IPPE):** See Appendices A, B and C.

For the community pharmacy visits, the specific objectives include:

The learning objectives for the community pharmacy visits (IPPEs) are:

1. Formulate a patient-centered pharmaceutical care plan in collaboration with a fellow student partner, patients and/or their caregivers under the supervision of a preceptor.
   a. Make an appropriate OTC recommendation, non-drug recommendation, and/or refer to another health care professional for patients who present to the OTC aisle at the assigned Walgreens pharmacy.
   b. Develop a counseling strategy appropriate for the recommendation.
   c. Identify appropriate follow-up and/or monitoring for the recommendation.
   d. Effectively counsel the patient on the recommendation and the follow-up and/or monitoring for the recommendation.

2. Document the counseling experience.
3. Self-assess their own performance as well as assess the performance of their student partner.
4. Prepare a written reflection of at least one patient interaction per each assigned community pharmacy visit at Walgreens.

Reflections: See Appendix D.

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.

College of Pharmacy Honor Code: Students are also expected to uphold the University of Texas College of Pharmacy Honor Code, which may be located for your review at http://www.utexas.edu/pharmacy/students/handbook98/3code.html. Students are expected to uphold the principles of the honor code.

Scholastic Dishonesty: Students are expected to uphold the University Policy of Scholastic Dishonesty. The University’s Honor Code can be found at: http://www.utexas.edu/about-ut/mission-core-purpose-honor-code. Students are also expected to uphold the University of Texas College of Pharmacy Honor Code, which may be located for your review at http://www.utexas.edu/pharmacy/students/handbook98/3code.html#honorcode. 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 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. Also includes, using a cell phone or other device to take pictures or otherwise capture exam questions during the exam period or the exam review.
5. Changing answers after the exam period is completed.
6. Use of programmable calculators of computers for concealing information.
7. Talking to another student during an exam or quiz.
Any other act which gives a student an unfair advantage on an exam or quiz as compared with classmates.

Qualified Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, ddc.e.utexas.edu/disability/. It is the student's responsibility to inform faculty at the beginning of each semester to arrange for appropriate accommodations when necessary.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors aof the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal

Required Text: Up to 10% of exam material will come from textbook. Textbook should be brought to laboratory sessions.

Handbook of Nonprescription Drugs: An Interactive Approach to Self-Care, 16th ed., 2009, edited by Rosemary Berardi et al., published by the American Pharmacists Association, 2215 Constitution Avenue NW, Washington, DC 20037. The textbook may be purchased directly from APhA or at the University Co-op or accessed online through ClinIC.
**Lecture Notes:** Course materials will be posted in Canvas at least 24 hours before each lecture. It is the student's responsibility to print out the notes if a hard copy is desired.
# Draft Pre-Lab Schedule

(Updates or changes to be provided in class and Canvas)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 25</td>
<td>Diabetes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lucas Hill, PharmD</td>
<td></td>
</tr>
<tr>
<td>Feb 1</td>
<td>Nutrition and Nutritional Supplements</td>
<td>Chapters 22-25</td>
</tr>
<tr>
<td></td>
<td>Nathan Pope, PharmD</td>
<td></td>
</tr>
<tr>
<td>Feb 8</td>
<td>Prevention of Pregnancy and Sexually Transmitted Infections</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Otic Disorders</td>
<td>Chapter 29</td>
</tr>
<tr>
<td></td>
<td>Amy Frederick, Pharm.D.</td>
<td></td>
</tr>
<tr>
<td>Feb 22</td>
<td>Prevention of Sun-induced Skin disorders</td>
<td>Chapter 38</td>
</tr>
<tr>
<td></td>
<td>Brendon Hogan, PharmD</td>
<td></td>
</tr>
<tr>
<td>Feb 29</td>
<td>Home Testing and Monitoring</td>
<td>Chapter 48</td>
</tr>
<tr>
<td>March 7</td>
<td>Ophthalmic Disorders</td>
<td>Chapter 27</td>
</tr>
<tr>
<td></td>
<td>Prevention of Contact Lens-related Disorders</td>
<td>Chapter 28</td>
</tr>
<tr>
<td>March 14</td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>March 21</td>
<td>Prevention of Hygiene-related Oral Disorders</td>
<td>Chapter 30</td>
</tr>
<tr>
<td></td>
<td>Oral Pain and Discomfort</td>
<td>Chapter 31</td>
</tr>
<tr>
<td>March 28</td>
<td>Prevention of Hygiene-related Oral Disorders</td>
<td>Chapter 30</td>
</tr>
<tr>
<td></td>
<td>Oral Pain and Discomfort</td>
<td>Chapter 31</td>
</tr>
<tr>
<td>April 4</td>
<td>Durable Medical Equipment</td>
<td></td>
</tr>
<tr>
<td>April 11</td>
<td>Atopic Dermatitis and Dry Skin</td>
<td>Chapter 32</td>
</tr>
<tr>
<td>April 18</td>
<td>Smoking Cessation</td>
<td>Chapter 47</td>
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<td></td>
<td>Lucas Hill, PharmD</td>
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</tr>
<tr>
<td>April 25</td>
<td>First Aid and Wound Care</td>
<td>Chapter 40</td>
</tr>
</tbody>
</table>
Draft Lab Schedule
(Updates or changes to be provided in class)

Campus Activities: Counseling Practice, Physical Product Comparison, Hands-on Training, Group Discussion

Walgreens Activities: Counseling, Reflection

<table>
<thead>
<tr>
<th>Date</th>
<th>Lab</th>
<th>Group Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 25</td>
<td>Lab Introduction</td>
<td>Orange Group: Campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White Group: Campus</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Diabetes</td>
<td>Orange Group: Campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White Group: Walgreens</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Diabetes</td>
<td>Orange Group: Walgreens</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White Group: Campus</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Vaginal Disorders</td>
<td>Orange Group: Campus</td>
</tr>
<tr>
<td></td>
<td>Headache, Pain and Fever</td>
<td>White Group: Walgreens</td>
</tr>
<tr>
<td></td>
<td>Cough, Cold and Allergy</td>
<td></td>
</tr>
<tr>
<td>Feb 22</td>
<td>Vaginal Disorders</td>
<td>Orange Group: Walgreens</td>
</tr>
<tr>
<td></td>
<td>Headache, Pain and Fever</td>
<td>White Group: Campus</td>
</tr>
<tr>
<td></td>
<td>Cough, Cold and Allergy</td>
<td></td>
</tr>
<tr>
<td>Feb 29</td>
<td>Home Testing and Monitoring</td>
<td>Orange Group: Campus</td>
</tr>
<tr>
<td></td>
<td>Ophthalmics</td>
<td>White Group: Walgreens</td>
</tr>
<tr>
<td>March 7</td>
<td>Home Testing and Monitoring</td>
<td>Orange Group: Walgreens</td>
</tr>
<tr>
<td></td>
<td>Ophthalmics</td>
<td>White Group: Campus</td>
</tr>
<tr>
<td>March 14</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE: ORANGE AND WHITE GROUPS SWITCH AFTER SPRING BREAK WITH ORANGE AT WALGREENS AND WHITE ON CAMPUS THE FIRST WEEK OF THE BLOCK.**
**Lab Block 4**
*IPPE Reflection due by 5 PM on assigned lab day during week in which the student is “On Campus” during Lab Block 4.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Group Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 21</td>
<td>Otic Disorders, Oral Disorders, Constipation, Diarrhea</td>
<td>Orange Group: Walgreens, White Group: Campus</td>
</tr>
<tr>
<td>March 28</td>
<td>Otic Disorders, Oral Disorders, Constipation, Diarrhea</td>
<td>Orange Group: Campus, White Group: Walgreens</td>
</tr>
</tbody>
</table>

**Lab Block 5**
*Peer review of IPPE Reflection due April 14.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Group Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 4</td>
<td>Heartburn, Dyspepsia, Gas, Crutch Fitting</td>
<td>Orange Group: Walgreens, White Group: Campus</td>
</tr>
<tr>
<td>April 11</td>
<td>Heartburn, Dyspepsia, Gas, Crutch Fitting</td>
<td>Orange Group: Campus, White Group: Walgreens</td>
</tr>
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</table>

**Lab Block 6**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Group Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 18</td>
<td>Smoking Cessation</td>
<td>Orange Group: Walgreens, White Group: Campus</td>
</tr>
<tr>
<td>April 25</td>
<td>Smoking Cessation</td>
<td>Orange Group: Campus, White Group: Walgreens</td>
</tr>
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</table>

**OSCE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Group Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2</td>
<td>OSCE</td>
<td>Orange and White Groups</td>
</tr>
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</table>

**Final Reflections**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 6</td>
<td>Final Reflections Due, ALL TIMESHEETS Due</td>
<td>By 5 PM in Canvas, By 5 PM in PHR 2.222</td>
</tr>
</tbody>
</table>

Any timesheets turned in after 5 PM on Friday, May 6 will result in a letter grade reduction in the FINAL COURSE GRADE for PHR 172P.
Appendix A: Introductory Pharmacy Practice Experience (IPPE)

1. 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.

2. Students are required to attend their assigned community pharmacy practice site once for 3 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.

3. Students are expected to complete ALL IPPE hours WITH their assigned partner(s).

4. 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 3-hour laboratory assignment.

5. Students are required to complete 3 hours at one time. Any deviation from the 3-hour rule MUST be approved by the course coordinator PRIOR to the IPPE hours being completed. If not approved, only 3 hours will be accepted towards the final IPPE hour total.

6. 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.

7. 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.

8. 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.
9. 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.

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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 forms.

16. 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.

17. 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.

18. 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 May 6.

19. Any timesheets or evaluations turned in after 5 PM on May 6 will receive an academic penalty of an overall letter grade deduction in the course. Failure to turn in time sheets or complete the entire 18 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):

________________________

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>

Interpersonal/Social Skills

<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>
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<tr>
<td>• Acted in a manner that showed recognition that the student was a guest at the site</td>
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<tr>
<td>Student maintained confidentiality:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Used confidential material only to fulfill professional responsibility</td>
<td></td>
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<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>
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<td></td>
</tr>
<tr>
<td>• Did not blame others for mistakes</td>
<td></td>
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<td></td>
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<tr>
<td>• Did not avoid responsibility</td>
<td></td>
<td></td>
<td></td>
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<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>
</tbody>
</table>
| Student accepted and applied constructive criticism:  
| • Responded openly and positively to feedback  
| • Modified behavior when necessary |

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

| Student demonstrated confidence:  
| • Acted/communicated in a self-assured manner, yet with modesty and humility |

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

| Student was self-directed in undertaking tasks:  
| • Self-motivated  
| • After initial instruction, completed tasks independently |

| Student demonstrated a desired to exceed expectations  
| • Attempted to exceed minimal standards and requirements |

| Student was an active learner:  
| • Sought knowledge  
| • Asked questions  
| • Took responsibility for own learning |

| Student was an active member of the team:  
| • Student worked with student partner to solve problems  
| • Student did not let student partner do all of the work  
| • Student did not prevent student partner from actively and equally participating |

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

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>Circle One:</th>
<th>Exceeded Expectations (A)</th>
<th>Met Expectations (B/C)</th>
<th>Did Not Meet Expectations (D/F)</th>
</tr>
</thead>
</table>

Preceptor Comments:

Student Comments:

Student Signature: ____________________________________________

Preceptor Signature: ____________________________________________
Rubric for the Preceptor’s Evaluation of the Student

<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 healthcare 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:** Due during lab Block 2 and 4.
  - 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

- **Weekly Peer Review with Comments:** Due during lab Block 3 and 5.
  - Points: 10
  - Late assignments: no credit given
  - Missing comments: no credit given
  - Insufficient or inappropriate content: no credit given

- **Final Reflection:** Due on assigned lab day during the final week of lab (the week of May 3)
  - Points: 100
  - Word count: 700 minimum
  - Late assignments: -10 points
  - Spelling and grammatical errors: -10 points
  - Insufficient or inappropriate content: -10 points
  - No rewrites.