



## COURSE SYLLABUS

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PHAR 717: IPPE 3  
Fall, 2015 (1 credit hour)  
Thursday 11:00-11:50AM, Room 1901

### I. Coordinator

Name: Gina M. Baugh, Pharm.D.  
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### II. Supporting Faculty

Ms. Amy Newton, M.S.J., 1124 HSCN, 304-293-7192, [adnewton@hsc.wvu.edu](mailto:adnewton@hsc.wvu.edu)

Mrs. Alexis McMillen, 3<sup>rd</sup> Floor Student Services Center, 304-293-8761,  
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### III. Catalog Description

PR: Second professional year standing or consent. This course is the first in a 2-semester series that introduces students to the basic principles of service learning through on-site healthcare-related service projects.

### IV. Course Philosophy

Service learning is an integral part of the introductory pharmacy practice experiences, as students learn about the mutual relationship that exists between service and learning. By completing hands-on service learning activities in various settings in the community, students gain valuable skills that can only be reinforced outside of the classroom. Students will have the opportunity develop verbal and written communication skills as well as the opportunity to interact with diverse populations in the community. All students will also be required to partner with another discipline for their project planning and implementation, so interprofessional education is a key

component of the activities, as well as relating the project to the goals and objectives of Healthy People 2020.

The Top Prescription Drugs will be a longitudinal theme throughout the second year of the IPPE curriculum in this course. Students will build upon the knowledge gained about the drugs in the first professional year and be expected to know the indications of the medications as well as the brand/ generic names, classification, and available dosage forms.

## V. Required Course Text or Other Required Materials

Sigler's 31<sup>st</sup> Edition Prescription Drug Card Update is recommended to keep up-to-date on current drugs for class quizzes and the examination.

## VI. School Education Outcomes (EOs)

School Educational Outcome (EO) – List each EO (include number and actual EO) that the course addresses	Place an "X" in the box to which EO is addressed in the course: <b>B - Background</b> (EO only indirectly addressed; at least part of course provides background knowledge or skills needed to achieve final EO that is covered by other courses) <b>I – Introduction/Initial Exposure</b> (at least part of course provides introductory knowledge or skills directly related to EO; outcome mastery NOT expected at this level) <b>R – Reinforced</b> (at least part of course directly builds upon knowledge or skills needed to achieve final EO; partial mastery might be demonstrated but complete mastery not expected) <b>E – Emphasized</b> (most or all of EO is important component of course; EO mastery largely or completely should be demonstrated and assessed)			
	B	I	R	E
2.1 Use appropriate verbal and nonverbal communication skills with individuals or groups, including patients, health professionals, and others			X	
2.2 Use effective written communication skills with patients, health professional or organizational needs			X	
2.3 Educate target audiences by using the most effective method to deliver information, in coordination with other health care professionals as appropriate			X	
2.4 Use technology to facilitate or enhance professional communications and presentations		X		
3.9 Accept accountability and responsibility for one's words and actions			X	
4.3 Approach tasks and situations with flexibility			X	

and a desire to learn				
5.1 Collaborate with health care professionals, patients, and/ or caregivers to ensure that desired patient-specific or population- based health outcomes are achieved		X		
6.3 Evaluate pharmaceutical products, including information about the drug, dosage form, delivery system and cost/ benefit, when conducting a medication review or preparing a care plan			X	
7.4 Promote public health awareness of health promotion and disease prevention strategies		X		

## VII. Course Ability-Based Outcomes (ABOs) and Objectives

By the end of this course series, the student should be able to:

1. Identify the clientele served, environment, and services provided by a community agency or school
2. Develop an action plan for a healthcare- related project for a community agency based on Healthy People 2020
3. Develop and improve communication and leadership skills through interactions with members of the community
4. Develop written communication through weekly reports, reflections, and final project summary submissions
5. Understand the value of partnering with another discipline to increase the outreach to the community
6. Reflect upon the service learning experiences and assess the impact on your future community service endeavors and career as a healthcare professional
7. Demonstrate self- awareness of professional behaviors and conduct
8. Identify the most commonly prescribed prescription drugs and list common characteristics of the drugs

## VIII. Evaluation of Learning and Grading

Assignments for the course will include weekly reports and a final project abstract and presentation that will be completed as a group.

Individually, students will compose three reflections throughout the semester based on their experiences completing this community outreach project. Reflective writing is an important component of service learning and allows students to understand the connection of the community outreach project to their coursework and future careers.

Students will also receive grades based on the aggregate scores that they receive from their peer group members on a peer evaluation and also from the scores received from their group advisor based on individual student performance.

The Top Prescription Drugs will be an independent study assignment throughout the semester with assigned due dates for specific chapter quizzes to be completed. A comprehensive exam of all drugs covered during the semester will be scheduled at the end of the semester.

<b>Evaluation Method</b>	<b>Mark if rubric used to grade</b>	<b>School EO(s) Addressed by Evaluation Method</b>	<b>Course ABO(s) and Related Objective(s) Addressed</b>	<b>Points</b>
Weekly Reports (1 point each)		2.2, 4.3	2	15
Reflections (10 points each)	X	2.2, 4.3, 5.1	1, 4, 5, 6	30
Final project abstract and presentation		2.3, 2.4, 7.4	1, 2	30
Faculty and Advisor Evaluation		2.1, 2.2, 2.3, 2.4, 4.3, 7.4	1, 3, 7	15
Peer Evaluation		2.1, 4.3, 3.9	3, 7	15
Class Attendance		3.9	7	10
Top Rx Quizzes (5 points each)		6.3	8	20
Top Rx Exam			8	50

Total = 185 points

## **IX. Rubric(s)**

Rubrics for community outreach reflections will be posted on SOLE. Reflections will be evaluated by the group advisor or course coordinator as applicable.

## **X. Course Grading Scale**

### Passing Grade

79.5%- 100% = 147 points

### Failing Grade

≤ 79.49% = 146 points

The course will be graded as pass/ fail. A student must: 1. Achieve an overall semester average of 80% based on point value listed above, 2) receive a grade of satisfactory from their group advisor, 3) submit all course assignments, and 4) achieve a score of ≥70% on the Top Rx Exam.

If a student does not receive a score  $\geq 70\%$  on the Top Rx Exam, the student will be required to take a make-up exam until a passing score of 70% or higher is achieved. The score received on the first attempt will be utilized in the final point total for the class to determine if a passing grade is earned.

#### Remediation

If a student receives a score of 1 (defined as needs improvement) or 0 (defined as deficient) in any area of the evaluations completed by the group advisor, remediation will be required. If a student receives a score of 0 or 1 on a majority of peer evaluations, then remediation may also be required.

The Director of IPPE and/ or the course coordinator will develop a remediation plan. The requirements of the remediation plan must be completed satisfactorily and within the specified amount of time or the student will be referred to the Committee on Academic and Professional Standards and may receive a failing grade for the course.

#### Professionalism

Students are expected to conduct themselves and participate as directed in a professional manner. During class, talking, reading extraneous material, or any behavior considered distracting or disrespectful to presenters will be grounds for grade reduction and/or referred to the Office of Student Services.

Students must also conduct themselves in a professional manner during service learning outreach activities. If a student behaves unprofessionally, as reported by the group advisor, peers, community partner, or teacher present at a site, the student will meet with the course coordinator and/or the Associate Dean for Student Services. This behavior may result in grade reduction or failure to receive a passing grade for the course.

## **XI. Attendance and Class Participation**

### **General**

Attendance at all IPPE 3 class sessions and service learning visits is mandatory. The faculty understands that extenuating circumstances (illness, death in the immediate family, pre-approved professional activities) may occur that would prevent attendance. These will be considered as excused absences. Appointments, such as routine physician office visits, will not be considered an excused absence and should be scheduled around class time.

In the event of an absence, the student is required to contact the Office of Student Services before the scheduled class session, by telephone or email. If circumstances prevent the student from notifying the School, he/she should have someone act on his/her behalf. The Office of Student Services will in turn contact all course

coordinators. If the student or his/her designee fails to notify the School of the absence prior to the missed class session, it will be considered an unexcused absence and will be handled in the manner described below.

In the event of an absence, the student must arrange to meet with the course coordinator and instructor within two (2) academic business days following the student's return to arrange make-up work. If a service learning implementation is missed, a make-up assignment or project will be required.

Excused Absence:

If a student misses an exam, quiz or graded assignment, he/she will be allowed to complete a make-up as scheduled by the course coordinator/instructor. For sessions missed without a graded component, the course coordinator/instructor will assign an appropriate reading or make-up assignment as applicable. The nature and time of the make-up quiz/exam will be up to the discretion of the course coordinator.

Unexcused Absence:

Each unexcused absence will result in an immediate five percent (5%) deduction from the final course grade regardless of the content of the missed session. In the event of an unexcused absence for a quiz or exam, the student will receive a grade of zero (0).

Students must meet with their faculty advisor a minimum of twice during the semester and should also attend all scheduled group meetings with their peers. Failure to meet with their faculty advisor or attend service learning visits may lead to remediation or failure of the course.

**Inclement Weather or Other Emergencies**

Class will not be held if the University officially closes due to inclement weather. In the event that class needs to be cancelled for any reason, students will be notified as soon as possible via SOLE and/or Email. Cancelled classes due to inclement weather will be rescheduled by the instructor as needed.

**Days of Special Concern**

WVU recognizes the diversity of its students and the needs of those who wish to be absent from class to participate in Days of Special Concern, which are listed in the Schedule of Courses. Students should notify their instructors by the end of the second week of classes or prior to the first Day of Special Concern, whichever is earlier, regarding Day of Special Concern observances that will affect their attendance. Further, students must abide by the attendance policy of their instructors as stated on their syllabi. Faculty will make reasonable accommodation for exams or activities that a student misses as a result of observing a Day of Special Concern.

## **XII. Academic Integrity**

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at

<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

## **XIII. Cheating and Plagiarism**

Cheating and Plagiarism: Any use of resources other than your own recollection and reasoning ability on an exam, paper, or assignment is cheating. Plagiarism, a form of cheating, occurs when another person's work is used without attribution or when it is copied without attribution. If a student cheats or plagiarizes she or he will fail the course. All incidents will be reported in writing to (1) Clinical Department Chairman and (2) the Associate Dean for Student Services. WVU procedures regarding academic dishonesty will be enforced.

Note: This includes cutting/pasting information from Clinical Pharmacology and similar resources to prepare a drug monograph or respond to written drug information questions.

## **XIV. HIPAA**

Throughout IPPE 3 and 4, students may be viewing or working with patient information. Any health related information that you may come into contact with is PRIVATE. Breach of patient confidentiality or privacy will not be tolerated and will result in grade penalties deemed appropriate by course coordinators, up to and including course failure. Any student found to have violated patient privacy or confidentiality will be referred to the Office of Student Services. In addition, any student found to have violated patient privacy or confidentiality may also be subject to applicable legal ramifications.

## **XV. Inclusivity Statement**

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700).

For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

## **XVI. Classroom Evacuation Procedure**

- You may not know if an alarm is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know the evacuation route and the location of the post-evacuation assembly area for every building in which you have classes or other activities.
- Wait for instructions to be provided by the P.A. system. Remain in the assembly area until given an all-clear announcement.
- Leave the campus only if instructed.

## **XVII. Course Schedule**

Refer to the Course Schedule for a listing of class activities for the semester.

## **Appendix – School Educational Outcomes**

**All the information contained herein is subject to modification by the instructor or course coordinator. Also refer to specific changes that the instructor or coordinator provides during the semester.**