Course Description:
A required three course sequence designed to provide students opportunities to communicate, deliver patient care, and develop drug information skills. Emphasis will be placed on the changing needs of patients and ensuring continuity of care. These courses will not only provide students opportunities to apply didactic knowledge to patients, but will also cultivate their affective attributes necessary to becoming a caring pharmacist.

Class Schedule:

<table>
<thead>
<tr>
<th>Class</th>
<th>Day/Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation/ Lecture</td>
<td>Thursday Nov 29, 2018</td>
<td>1:10pm to 3:00pm (All students)</td>
<td>Cardinal C</td>
</tr>
<tr>
<td>Lecture &amp; workshop</td>
<td>Thursday Dec 6, 2018</td>
<td>1:10pm to 3:00pm (All students)</td>
<td>Cardinal C</td>
</tr>
<tr>
<td>Lecture</td>
<td>Thursday Dec 13, 2018</td>
<td>1:10pm to 3:00pm (all students)</td>
<td>Cardinal C</td>
</tr>
<tr>
<td>Workshop</td>
<td>Thursday Jan 17, 2019</td>
<td>1:10pm to 3:00pm (Students in Group A only)</td>
<td>Cardinal C and E</td>
</tr>
<tr>
<td>Workshop</td>
<td>Thursday Jan 17, 2019</td>
<td>3:10pm to 5:00pm (Students in Group B only)</td>
<td>Cardinal C and E</td>
</tr>
<tr>
<td>Clinical Skills</td>
<td>Tuesday, Jan 29, 2019</td>
<td>10:00am to 2:00pm (1/2 of class) (non-IPPE-2 students)</td>
<td>Cardinal CSC</td>
</tr>
<tr>
<td>Clinical Skills</td>
<td>Thursday, Jan 31, 2019</td>
<td>1:30pm to 5:30pm (1/2 of class) (non-IPPE-2 &amp; IPPE-2 students)</td>
<td>Cardinal CSC</td>
</tr>
<tr>
<td>Preceptor meetings</td>
<td>See Assignment Table. (last page of this syllabus)</td>
<td>To be determined by the preceptor and student</td>
<td>To be determined by the preceptor and student</td>
</tr>
<tr>
<td>Patient meetings</td>
<td>See Assignment Table. (last page of this syllabus)</td>
<td>To be determined by the patient and student</td>
<td>To be determined by the patient and student</td>
</tr>
</tbody>
</table>

Disclaimer:
This syllabus is published for the convenience of students at Midwestern University. It is intended to be effective as of September 6, 2017. Midwestern University reserves the right to make changes in any or all specifications contained herein and to apply to such revision to registered and accepted students as well as to new admissions. No contractual rights between Midwestern University and any student are intended and none may be deemed to be created by issuance of this syllabus.

Midwestern University provides equality of opportunity in is educational programs for all persons, maintains nondiscriminatory admission policies, and considers for admission all qualified students regardless of race, color, sex, sexual orientation, religion, national or ethnic origin, disability, status as a veteran, ages, or marital status.

Midwestern University is not responsible for loss of or damage to a student’s personal property on premises owned or operated by the University, regardless of cause.

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Course Director:
Susan Cornell, BS, PharmD, CDE, FAPhA, FAADE
Associate Director of Experience Education
Associate Professor of Pharmacy Practice
Phone (630) 515-6191
Fax: (630) 515-6103
E-mail: scorne@midwestern.edu
Office: Alumni Hall South, Room 350
Office hours: Thursday’s from 11am to 12pm or by scheduled appointment.

*Please note that email is the best way to contact me. I am not in the office everyday.

Role of the Course Director:
The role of the course director is to handle and organize exam questions, course grading, medical absences, overall format of the class and other related administrative issues.

Administrative Teaching Assistant:
Mrs. Roseann Huddleston
Administrative Teaching Assistant
E-mail: rhuddl@midwestern.edu
Phone: (630) 515-6280. May leave message on voice mail; though email is preferred
Office: Alumni Hall Room 201 (please email to schedule an appointment).

Role of Administrative Teaching Assistant:
The administrative teaching assistant will be in charge of scheduling times for students to review their exams, checking attendance and student IDs at orientation, workshop and examinations, management of Canvas™ documents for this course, and other organizational tasks.

Instructors:
Several different instructors teach in this course. Students are encouraged to speak directly with the instructors for clarification of lecture material. Please keep in mind that your instructors have numerous obligations during the quarter in addition to teaching courses. While everyone will do their best to respond to your questions in a timely manner, please understand that there may be times when it may take up to 1-3 days to respond to your question (particularly if you ask on an evening or weekend).

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Office#/Phone #</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kelly Lempicki</td>
<td>CAR 428/ 630-515-6407</td>
<td><a href="mailto:klempi@midwestern.edu">klempi@midwestern.edu</a></td>
</tr>
<tr>
<td>Dr. Jennifer Phillips</td>
<td>AH 350/ 630-515-7167</td>
<td><a href="mailto:jphillips@midwestern.edu">jphillips@midwestern.edu</a></td>
</tr>
</tbody>
</table>

**Please use your MWU email when contacting faculty/staff. Faculty/staff WILL NOT reply to personal email accounts.

Required Workbook:
Introductory Pharmacy Practice Experience – Longitudinal. 2nd Edition
(Available on Canvas)

Required Readings:
Required readings will be assigned throughout the course. These readings will enhance material presented during lecture and should be read prior to topic discussion and patient visits. Booklet(s) and articles required for IPPE-L2 will be posted on Canvas under the assigned topic title.
Course Objectives and Curricular outcomes

The Chicago College of Pharmacy PharmD curriculum provides students with a variety of opportunities to gain knowledge, skills, and attitudes associated with the successful practice of pharmacy, as described by our learning objectives listed below. Specifically the student will be able to:

1. Maintain meaningful relationships with patients and/or their caregivers.
2. Demonstrate effective communication skills when interacting with patients and/or their caregivers.
3. Retrieve appropriate patient and medication data to identify potential medication therapy problems.
4. Accurately and completely reconcile medications across the continuum of care.
5. Evaluate health and medication related events found in a SOAP note.
6. Display professional behavior when interacting with patients and/or their caregivers.
7. Discuss safe medication use.
8. Given a clinical query, prepare an accurate yet concise introduction and primary literature critique for a drug information consult.

The course activities (lectures, workshops, assignments, pharmacy visits, etc.) are designed to contribute to the student’s progressive achievement of a number of curricular outcomes. The activities in this course contribute to the following CCP curricular global outcomes:

I. Demonstrate professionalism
   A. Maintain professional responsibility and advocate such action in others
   B. Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals
   C. Represent and advance the profession of pharmacy

II. Demonstrate critical thinking and problem solving skills
   A. Examine problems systematically and completely
   B. Demonstrate rational and reflective consideration of current knowledge, skills, attitudes, and beliefs necessary to formulate an informed decision
   C. Develop strategies to solve problems
   D. Create and implement the recommendation or solution appropriate for a given patient or situation

III. Communicate effectively
   A. Obtain relevant information necessary to facilitate healthcare decision-making
   B. Convey appropriate information by verbal and/or non-verbal means to the target audience
   C. Develop professionally written communication strategies to meet the target audience’s needs
   D. Evaluate the effectiveness of any communication encounter, modifying as necessary.

IV. Practice evidence-based decision-making
   A. Retrieve and evaluate drug information and literature
   B. Apply information to patient-specific decisions

V. Practice patient-centered care
   A. Establish relationships with patients, healthcare professionals, and other individuals
   B. Design a patient care plan to address therapeutic issues and promote health and wellness
   D. Evaluate patient adherence and response to therapeutic recommendations and adjust the care plan as needed
   E. Document all types of patient care encounters by appropriate means

VI. Promote health and wellness
   A. Contribute to interventions designed to prevent disease and promote health and wellness in individuals
   B. Contribute to interventions designed to prevent disease and promote health and wellness in communities or populations
   C. Identify health disparities and inequities in access to quality care, as well as reduction strategies
Onboarding and Site Requirements for IPPE Rotations
The following requirements must be met prior to starting and throughout your IPPE rotations:

1. **State of Illinois Pharmacy (Student) Technician License**
   - All students MUST have a valid (in date) State of Illinois Pharmacy technician (Student) license.
     - A copy of this license MUST be kept on file with the Office of Experiential Education.
     - A copy of this license MUST be kept in your rotation binder and the binder MUST be with you at all pharmacy or preceptor meetings.
     - The wallet size copy of your technician license MUST be with you at all times while at your pharmacy or preceptor meetings.

   **NOTE:** Students with an expired or no license while at the pharmacy will be asked to leave the site until resolved. This will be considered an unexcused absence resulting in the loss of 10% of total course points.

2. **Immunizations:**
   Compliance and documentation of immunizations are requirements of the University, the Office of Experiential Education, and the sites assigned to you for IPPE and advanced rotations.
   - **Flu Shot:** Yearly seasonal influenza vaccine is required by MWU.
   - **TB Test:** The University requires that you submit documented laboratory proof of the absence of tuberculosis (updated yearly) by having a 2-step TB test.
     - This must be a Mantoux test.
     - Prescriber MUST report:
       1. Date placed
       2. Date read
       3. Results must be reported in millimeters (mm)
     - If you experience a positive skin test, absence of disease via chest x-ray is required and must be updated every 2 years. Some sites may require a yearly chest x-ray.
   - **Proof of immunization against measles, mumps, rubella, varicella (chicken pox), diphtheria/tetanus/pertussis (Tdap) (updated every 10 years), and hepatitis is required prior to matriculation.**
   - **Quantitative Titers** are required to assess immunity for measles, mumps, rubella, varicella, and hepatitis B.

   There may be some immunization exceptions depending on the student’s particular health status and some site requirements may be more stringent. Any immunization exceptions must be documented by a primary healthcare prescriber. Please refer to the University Certificate of Immunity for exact details. This can be found on the Wellness Center website. You will be notified via MWU email of missing immunization documentation.

3. **Special Site Requirements**
   Some sites also may require the following:
   - Signature on a confidentiality agreement
   - Drug screen
   - Additional background check

   You will be notified via MWU email if you need to complete any special requirements prior to going to your pharmacy site visits.

4. **LawRoom Course Certificates**
   Student must have completed the following self-study LawRoom courses and have a copy of their certificate of completion for each course in their rotation binder. (You can locate your certificates of completion for LawRoom courses on the portal). These include:
   - Certificate of HIPAA orientation
   - Universal Precautions:
   - Occupational Safety and Health Administration (OSHA)

**Students not in compliance with the above onboarding requirements will not be allowed to go their rotation site and will result in the loss of 10% of total course points.**
Dress Code for Rotations:
Mandatory professional dress includes wearing a clean, pressed, white lab coat and a properly displayed MWU/CCP name badge. Appropriate dress for a man includes dress slacks, shirt and tie, or sweater. For women, skirt or dress (professional length), dress slacks, and a blouse or sweater. Business casual khakis are acceptable for men and women. Scrubs are NOT acceptable. Acceptable footwear: appropriate closed-toed, closed-heeled shoes. Socks and hosiery must be worn. Some sites may have a special identification badge or mandatory dress code that must be followed. Inappropriate dress includes: blue jeans, spandex, shorts, tee-shirts, sweat pants, sweat shirts, halter or tank tops, midriffs, back-less tops, short skirts or dresses and fatigues. Details on the appropriate dress code are at: http://mwunet.midwestern.edu/administrative/SS/ssSH_policy.htm#43. In addition, CCP requires students on rotation to remove any visible piercing (e.g. tongue, nose, lip, eyebrow) and discreetly cover any visible tattoos. Pierced earrings are acceptable as long as the site dress code is followed.

Students with a Disability:
It is the policy of Midwestern University to ensure that no qualified student with a disability is excluded from participation in or subjected to discrimination in any University program, activity, or event. Student Services coordinates accommodations for all eligible students. If you need accommodations for a disability, please contact Student Services. It is the student’s responsibility to identify themselves in a timely manner as an individual with a disability when seeking an accommodation. More information regarding available services can be found at https://www.midwestern.edu/downers_grove-campus/student_services/disability_services.html.

Attendance Policy:
Attendance is mandatory at all orientations, lectures, workshops and simulation activities
Attendance will be taken before the start of each class.
To receive an approved absence from orientation/lecture/workshop/simulation activity the student must:
• notify (via email) the course director, Dr. Cornell, prior to the orientation/lecture/workshop/simulation activity.

The student will be required to provide documentation for claims of personal illness (e.g. a note from the primary healthcare prescriber). Other forms of documentation may be requested for other extenuating claims, at the Course Director’s discretion. Required documentation is due to the course director within 72 hours of the scheduled class.

• Unexcused tardiness or absence will result in the loss of 10% of total course points (90 points deduction) for the orientation/lecture/workshop/simulation activity missed and possible failure of the course.
• Unexcused absence for more than 1 orientation/lecture/workshop/simulation activity will result in failure of the course.

Students that are tardy or do not attend the orientation session may not be allowed to start or continue on rotation and may need to withdraw from the course. This may result in delay of graduation.

A student who is requested by the preceptor or site administrator to permanently leave the IPPE site for unprofessional behavior or patient safety issues may be issued a failing grade.

Personal illness, personal emergency, personal incapacitation, or other exceptional problems are the only legitimate excuses for missing a required experiential class activity (orientation/lecture/workshop/simulation activity). Oversleeping, traffic delays, returning back to campus late from summer/fall/winter/spring break, forgetting to add IPPE-L2 dates to your calendar and not thoroughly reading the syllabus are NOT considered valid excuses.

Preceptor and Patient Meetings:
Since preceptor and patient meetings are to be scheduled at your and their convenience; it will be the student’s responsibility to reschedule any missed meetings and complete the required hours within the quarter. All hours MUST be completed within the 2018-19 Winter quarter.
Course Requirements: In order to pass this course the student MUST:

1. Work with a preceptor approved by OEE
   If at anytime over the 3 course sequence the preceptor needs to step down, the student should promptly complete the preceptor change request form with current preceptor’s signature and submit to OEE; then the student can search for a new preceptor and complete the approval process for the new preceptor. Preceptor changes are preceptor driven; unless extenuating circumstances exist.

2. Work with four patients which meet the criteria and are approved by the Course Director.
   If at anytime over the 3 course sequence a patient is unable or no longer willing to participate, the student should promptly notify OEE, search for a new patient and complete the approval process for the new patient.

3. Complete an accumulative of four 1-hour visits with each patient and four 1-hour meetings with the preceptor each quarter.
   → ALL Winter meetings are to be completed between Nov 29, 2018 and Feb 11, 2019 for IPPE-L2
   → Have preceptor verify time spent between student and preceptor through use of a time log. On the time log the preceptor documents that the student has proof (via documentation in the patient charts) of meetings with their patients
   → This must be submitted to OEE by Monday, February 11, 2019 for IPPE-L2
   → Students that do not submit a time log may fail the course, since the required rotation hours cannot be verified.

4. Receive a passing score from the preceptor
   → The preceptor is responsible for reviewing and evaluating the patient charts and workbook activities and assigning a score at the end of the quarter.

5. Attend, arrive on time and participate in all course lectures, workshops and simulation activities.
   → Any IPPE-L class missed without a prior approved absence given by Dr. Cornell will result in failure of the course.
   → Any tardy arrival without a prior approval given by Dr. Cornell will result in zero points for the class activities and a 10% reduction in total course points.

   → Students will be able to access the (online) lawroom courses on the COEE dashboard. An email will be sent to you from COEE regarding access. Please print and retain all 3 certificates, as you will need them for your IPPE-2 hospital and IPPE-3 clinical rotations in the PS2 and PS3 year.
   → Any late submission of the lawroom course completion without a prior approval given by Dr. Cornell will result in a 10% reduction in total course points.


8. Submit (via Canvas) all 4 patient charts, inclusive of all completed assignments from the previous quarter (Fall) and the current quarter (Winter) on Monday, February 11, 2019 for IPPE-L2
   → Patient charts (inclusive of quarterly assignments) will be reviewed each quarter after the submission date.
   → Minor corrections to the chart will be noted and student will be required to complete these and resubmit the chart for another review. Major corrections to the chart or failure to resubmit the chart on time will result in the loss of 10% of total course points (90 points deduction).

9. Submit (via RMS) a complete experience summary on Monday, February 11, 2019 for IPPE-L2
Grading:
Evaluation in this course will come from your preceptor, required course assignments and activities.

**(PLEASE NOTE: PASSING THIS COURSE IS CONTINGENT UPON RECEIVING A PASSING SCORE FOR YOUR IPPE-L PRECEPTOR.**

A SCORE OF “1” IN THE PROFESSIONALISM SECTION OF THE FINAL EVALUATION WILL RESULT IN FAILURE OF THE PPRAD 1652 COURSE.

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Possible points</th>
<th>% of total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor evaluation</td>
<td>400</td>
<td>45 %</td>
</tr>
<tr>
<td>IPPE-L Rotation Evaluation</td>
<td>400-280</td>
<td></td>
</tr>
<tr>
<td>NOTE: a score of ≤ 279.9 or a score of “1” in the professionalism section of the evaluation will result in failure of the PPRAD 1652 course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IPPE-L1 time log &amp; Charts submission</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>Drug Information paper assignment</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>Grand rounds: patient presentations</td>
<td>115</td>
<td>20%</td>
</tr>
<tr>
<td>Workshop assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Experience summary</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>CSC Activity</td>
<td>180</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>Total Points Possible/Final Grade</strong></td>
<td><strong>900</strong></td>
<td><strong>A 900-810 B 809.9-720 C 719.9-630 F &lt;630</strong></td>
</tr>
</tbody>
</table>

Final Grades will be calculated using the above scale and grades will NOT be rounded (for example, a score of 809.9% will be a “B”).

Late assignments:
Assignments and IPPE-L documentation (e.g. D.I. paper assignment, patient chart submission, experience summary, time log, student self-evaluation, etc.) is due on the date stated in this syllabus, lecture handout and/or your workbook. Assignments or documentation received after the due date and time will be subject to a 10% loss of points for each day that it is late. As an example, the experience summary assignment is worth 50 points, so each day the assignment is late will result in a loss of 5 points.

Algorithm for Handling Course-Related Issues:
Questions or complaints about content, organization, grading, due dates for assignments and faculty (preceptors) should follow the algorithm listed below. If the issue is not resolved by the preceptor or the course director the student should proceed with successive steps in the algorithm as appropriate.

Student --> Preceptor --> Course Director --> Director of Experiential Education --> Deans Office

Academic dishonesty:
Academic dishonesty is intentional cheating, fabrication, or plagiarism. It is also knowingly helping or attempting to help others be dishonest. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on your knowledge and integrity. Academic dishonesty is defined in the MWU Student Handbook as: 1) Cheating: Intentionally copying from another student’s work, using or attempting to use unauthorized materials, information, or study aids during any academic exercise. 2) Fabrication: Intentionally falsifying or inventing any information or citation in any academic exercise. 3) Plagiarism: Intentionally or knowingly representing the words or ideas of another person as one’s own in any academic exercise. 4) Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help
Acts of academic dishonesty are absolutely forbidden in this course. Academic dishonesty by students should be discouraged by peers as not being appropriate professional conduct. Every effort is made to prevent occurrences of academic dishonesty. Actions that will be taken in the event that a student is caught in a dishonest act include, but are not limited to: a failing grade for the work involved; suspension from the course which may result in a failing grade for the course; automatic failure in the course; and/or expulsion from the program or University.

Classroom Etiquette:
In order to maintain an appropriate classroom/exam environment that is most conducive to teaching, learning and performing one’s best on exams, students are expected to behave in a manner that is not disruptive or disrespectful to any person and that does not adversely affect teaching, learning or examination performance of any person. Students arriving late to lectures are asked to sit in the back of the room so as to provide minimal disruption. If cell phones need to be turned on during classroom time, then they must be set to the vibrate mode. All calls must be made/received outside of the classroom as this type of activity is disruptive to the teaching/learning environment and is disrespectful to others in the classroom. Students who do not abide by this policy may be asked to leave the classroom and continued abuse of this policy will result in disciplinary procedures. Any concerns or questions regarding this policy, please discuss with the course director.

Students are expected to bring their laptops to all class sessions on campus to access materials for in-class activities and related references. Use of laptops for purposes unrelated to the course during class sessions is considered unprofessional and will not be tolerated.

Children are not allowed in the classroom. Students who have an unforeseen temporary need to bring a child into the lecture must receive prior approval from the lecturer AND the course director.

In keeping with MWU policy, all students are required to wear their ID badge at all lectures, training and exams. The ID should be worn above the waist in clear view to instructors and teaching assistants.

Communication:
It is the responsibility of the student to check their e-mail and CanvasTM daily for class announcements. Since students will be working independently for this course, e-mail is often used to communicate information from the course director or teaching assistant to the students in a timely manner. Students are responsible for information contained in these e-mails or on Canvas™. Not checking your e-mail or Canvas™ will not be accepted as an excuse for having missed important class information.

CanvasTM
All orientation handouts, assignments, required reading, and other course related documents will be posted on the site.

E-Mail:
Students missing any documentation required for IPPE will be notified via email.

Student Evaluations:
Midwestern University recognizes the value of faculty and course evaluations by students. Voluntary and confidential feedback from students regarding courses and faculty provide critical information to faculty for course and self-improvement. These data also play an essential role in the annual faculty evaluation process. The ability to provide constructive feedback is an essential skill for professionals. Midwestern University views that one of your responsibilities as a student is to complete faculty and course evaluations and this is a step in your development as a professional. Midwestern University is constantly striving to improve its educational experiences for students. Please complete the faculty and course evaluations as directed.
Recap of Course Assignment Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Submission format</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resubmission of patient chart(s)</td>
<td>Online: Canvas</td>
<td>Friday, November 30, 2018</td>
</tr>
<tr>
<td>(only for students that received email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>notification from Dr. Cornell)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lawroom courses</td>
<td>Online: COEE</td>
<td>Monday, December 10, 2018</td>
</tr>
<tr>
<td>Drug Information paper assignment</td>
<td>Online: Canvas</td>
<td>Monday, January 14, 2019</td>
</tr>
<tr>
<td>Handout for grand rounds patient presentation</td>
<td>Paper copy for facilitator</td>
<td>Thursday, January 17, 2019</td>
</tr>
<tr>
<td>Patient charts</td>
<td>Online: Canvas</td>
<td>Monday, February 11, 2019</td>
</tr>
<tr>
<td>Experience Summary</td>
<td>Online: RMS</td>
<td>Monday, February 11, 2019</td>
</tr>
<tr>
<td>Time Log</td>
<td>Paper copy</td>
<td>Monday, February 11, 2019</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>Online: RMS</td>
<td>Monday, February 11, 2019</td>
</tr>
<tr>
<td>Final evaluation (from preceptor)</td>
<td>Online: RMS or paper</td>
<td>Monday, February 11, 2019</td>
</tr>
</tbody>
</table>
# Course Assignments and Schedule Overview for IPPE-L2 Winter 2018-19

Complete your meetings with your preceptor and patients between Nov 29, 2018 and Feb 11, 2019.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date/Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation/lecture&lt;br&gt;Dr. Cornell</td>
<td>Thursday, Nov 29, 2018</td>
<td>Orientation to IPPE-L2&lt;br&gt;Medication and lifestyle therapy adherence (2 hours)</td>
</tr>
<tr>
<td>Lecture/workshop&lt;br&gt;Dr. Lempicki</td>
<td>Thursday, Dec 6, 2018</td>
<td>Patient Care Plan (S and O) (2 hours)</td>
</tr>
<tr>
<td>Lecture/Workshop&lt;br&gt;Dr. Phillips&lt;br&gt;Dr. Cornell</td>
<td>Thursday, Dec 13, 2018</td>
<td>DI assignment: Part 2, (1 hour)&lt;br&gt;IPPE-L progress check-in, grand rounds and CSC preparation (1 hour)</td>
</tr>
<tr>
<td>Workshop&lt;br&gt;Dr. Cornell</td>
<td>Thursday, Jan 17, 2019</td>
<td>Grand rounds – patient presentations (2 hours)</td>
</tr>
<tr>
<td>Clinical Skills Center&lt;br&gt;Dr. Cornell</td>
<td>Tuesday&lt;br&gt;Jan 29, 2019</td>
<td>Patient simulation activity – Medication adherence assessment (1/2 of class)&lt;br&gt;30 minutes (non-IPPE-2 students)</td>
</tr>
<tr>
<td>Clinical Skills Center&lt;br&gt;Dr. Cornell</td>
<td>Thursday&lt;br&gt;Jan 31, 2019</td>
<td>Patient simulation activity – Medication adherence assessment (1/2 of class)&lt;br&gt;30 minutes (non-IPPE-2 students &amp; IPPE-2 students)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment/Approx time needed</th>
<th>Suggested Schedule</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting one with preceptor</td>
<td>Week of 12-3-18</td>
<td>Review course assignments, set dates for meetings 2, 3 &amp; 4&lt;br&gt;Have time log signed</td>
</tr>
<tr>
<td>Meeting one with patients</td>
<td>Week of 12-3 and/or 12-10-18</td>
<td>Complete adherence assignment and the progress note&lt;br&gt;Make any updates to the patient chart, including missed information from previous visit.</td>
</tr>
<tr>
<td>Meeting two with preceptor</td>
<td>Week of 1-7-19</td>
<td>Review any new information/data&lt;br&gt;Review the adherence assignment&lt;br&gt;Have time log signed</td>
</tr>
<tr>
<td>Meeting two with patients</td>
<td>Week of 1-14-19</td>
<td>Make any updates to the patient chart, including missed information from previous visit.&lt;br&gt;Complete generational views assignment &amp; progress note</td>
</tr>
<tr>
<td>Meeting three with preceptor</td>
<td>Week of 1-21-19</td>
<td>Review any new information/data&lt;br&gt;Review the generational views assignment&lt;br&gt;Have time log signed</td>
</tr>
<tr>
<td>Meeting three with patients</td>
<td>Week of 1-28-19</td>
<td>Make any updates to the patient chart, including missed information from previous visit.&lt;br&gt;Complete health beliefs assignment and the progress note</td>
</tr>
<tr>
<td>Meeting four with preceptor</td>
<td>Week of 2-4-19</td>
<td>Review any new information/data&lt;br&gt;Review the health beliefs assignment&lt;br&gt;Have time log signed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time log</td>
<td>Monday&lt;br&gt;Feb 11, 2019</td>
<td>Student to submit to OEE (Paper Copy)</td>
</tr>
<tr>
<td>Patient Charts</td>
<td>Monday&lt;br&gt;Feb 11, 2019</td>
<td>Student to submit online (on Canvas)</td>
</tr>
<tr>
<td>Experience summary</td>
<td>Monday&lt;br&gt;Feb 11, 2019</td>
<td>TO BE DONE BY STUDENT (online via RMS)</td>
</tr>
<tr>
<td>Final Self Evaluation</td>
<td>Monday&lt;br&gt;Feb 11, 2019</td>
<td>TO BE DONE BY STUDENT (online via RMS)</td>
</tr>
<tr>
<td>Final Preceptor Evaluation</td>
<td>Monday&lt;br&gt;Feb 11, 2019</td>
<td>Preceptor can submit online via RMS or a paper copy either by giving a copy to the student, or email (<a href="mailto:CCPOEE@midwestern.edu">CCPOEE@midwestern.edu</a>) or fax to OEE at 630-515-6103.</td>
</tr>
</tbody>
</table>