



**SKAGGS SCHOOL OF PHARMACY
AND PHARMACEUTICAL SCIENCES**

Introductory Pharmacy Practice Experience

Health-Related Service Learning

SPPS 200C

Office of Experiential Education

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Introductory Pharmacy Practice Experiences Overview

- Students are required to engage in Introductory Pharmacy Practice Experiences (IPPEs) in the areas of community pharmacy, hospital/health system pharmacy, and health-related service learning during the first three years of the Doctor of Pharmacy (PharmD) curriculum.
- IPPEs serve as a bridge between didactic courses and Advanced Pharmacy Practice Experiences (APPEs) in the fourth year of the curriculum.
- Students must complete 300 total IPPE hours by the end of the Winter Quarter of the P3 year to be eligible to progress to APPEs.
- Students must attend all assigned activities and submit required evaluations within 5 business days of completion to receive IPPE credit. Exceptions may be granted for recurrent clinical events, which should be logged in at least quarterly (i.e. UC San Diego Student-Run Free Clinic)
- Students are responsible for maintaining competencies required for pharmacy practice (e.g. immunizations, CPR, OSHA, and background checks). The Offices of Student Affairs (OSA) and Experiential Education (OEE) will coordinate documentation and record keeping.
- Questions related to IPPEs should be directed to the appropriate OEE faculty and/or staff.

General Description

IPPEs are required components of the PharmD curriculum designed to introduce students to contemporary pharmacy practice while reinforcing and applying knowledge gained through didactic coursework. Through IPPEs, students begin to engage in direct patient care and foundational pharmacy activities in a supervised practice setting.

Across IPPE settings, students are introduced to core elements of pharmacy practice, which may include patient safety, basic patient assessment, medication information and counseling, identification of medication-related problems, and pharmacy operations and workflow. IPPEs also provide early exposure to professional behaviors, ethical standards, and interprofessional, team-based care.

IPPEs are intentionally structured and sequenced across the first three professional years to support progressive skill development and to prepare students for the advanced responsibilities of APPEs. Specific activities and competencies for each IPPE type are aligned with accreditation standards and are outlined in subsequent sections of this syllabus.

SPPS 200C - HEALTH-RELATED SERVICE LEARNING IPPE (SL-IPPEs) (1 unit)

I. Course Description:

SL-IPPEs provide students with opportunities to engage with communities and organizations that address health-related needs. These experiences foster professional responsibility while developing an understanding of the social and systemic factors that influence health and healthcare access.

SL-IPPEs are structured learning experiences performed by students often in collaboration with community partners. These experiences require defined objectives, careful preparation, purposeful reflection, and engaged discussion with fellow students, faculty members, and—if possible—members of the community served. The experiences help students establish professional relationships with patients and communities, promote patient welfare, collaborate with other healthcare professionals, and/or provide exposure to drug distribution systems.

II. Prerequisites

- A. California pharmacist intern license.
- B. Up-to-date immunization records.
- C. HIPAA training.
- D. Meet course eligibility requirements per SSPPS Progression Policy.
- E. Adhere to the SSPPS Guidelines on the Evaluation of Professionalism.
- F. Other specific requisite training/certifications as necessary.
- G. Student pharmacist professional liability insurance (provided by school).

III. Course Goals

Health-related service-learning activities are intended to engage the student in helping the community while reinforcing knowledge and skills learned in the didactic curriculum. Students will participate in approved events with oversight by a licensed pharmacy preceptor(s). **A minimum of 20 hours of SL-IPPEs must be completed by the end of Winter Quarter of the P3 year.**

IV. Course Objectives

By the end of the health-related service-learning activity, the student will be able to:

- A. Demonstrate ethical, professional, and respectful behavior when interacting with community members, peers, faculty, preceptors, and other healthcare professionals.
- B. Provide accurate health-related and/or medication information appropriate to the needs of community members and within the student's level of training and responsibility.
- C. Communicate effectively, professionally, and appropriately with community members and healthcare professionals in a variety of service-learning settings.
- D. Reflect on the impact of service-learning experiences on personal and professional development, including the role of pharmacists in promoting the health and well-being of individuals and communities.

V. Activities

Students will be expected to participate in activities that promote community engagement, service, and learning throughout their pharmacy academic career. Health-related service learning IPPEs are activities involving patient care and/or consumer education (not health provider education). A list of approved activities that qualify for course credit are posted in the [OEE page on Canvas](#). Events are also posted on Canvas student calendars.

VI. Evaluations

- A. Completion of a self-reflection must be submitted by the student in CORE ELMS and be approved by the on-site preceptor.
- B. Students must submit completed reflections within 5 business days of the activity to count hours towards the SL-IPPE hour requirement. Exceptions may be made for recurrent clinical events, which should be logged in at least quarterly (i.e., UCSD Student-Run Free Clinic) or at the direction of the preceptor.
- C. Students must complete the required number of hours dedicated to service learning per the policies of OEE.

VII. Additional Course Resources

- a. Students should refer to the OEE Canvas course site for the most current information regarding SL-IPPE requirements, policies, forms, training materials, approved activities, and other resources.

Appendix 1: Guidelines on the Evaluation of Professionalism

Student pharmacists are expected to demonstrate professional attributes throughout their training (preclinical and clinical years) both within and outside the boundaries of a course, professional learning experience, or clinical activity.

[Students should follow the Guidelines on the Evaluation of Professionalism found here:](https://pharmacy.ucsd.edu/current/guidelines-evaluation-professionalism)

<https://pharmacy.ucsd.edu/current/guidelines-evaluation-professionalism>

Appendix 2: SSPPS Rotation Equity, Diversity and Inclusion Statement:

Each rotation is a place to expand knowledge and experiences safely, while being respected and valued. We support the values of UC San Diego to “create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive.” It is our intent that students from all diverse backgrounds and perspectives be well served by this rotation, that students' learning needs be addressed, and that the diversity that students bring to this rotation be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. We ask that everyone engage in interactions with patients, caregivers, and other members of the healthcare team with similar respect and courtesy.

All people have the right to be addressed and referred to in accordance with their personal identity.

We encourage everyone to share the name that they prefer to be called and, if they choose, to identify pronouns with which they would like to be addressed. We will do our best to address and refer to all students accordingly and support colleagues in doing so as well. We hope you will join us in creating a learning experience that upholds these values to further enhance our learning as a community.

Appendix 3: Use of Generative Artificial Intelligence (AI)

The use of generative AI tools in clinical or experiential settings is strictly regulated, and misuse can lead to serious consequences, including but not limited to violations of the Health Insurance Portability and Accountability Act (HIPAA) and causing harm to patients. Generative AI is to be used as an assistive tool and should never be used as a substitute for clinical or professional judgment.

SSPPS students are responsible for staying informed about and adhering to the guidelines for using approved generative AI tools at their practice sites. Students are advised to ask preceptors and/or site coordinators about each site's generative AI use policy during orientation to the practice site. In the absence of a generative AI use policy at the practice site, the use of such tools should be assumed to be prohibited.