



**Department of Clinical and Administrative Sciences
Advanced Pharmacy Practice Experience
Community Pharmacy Syllabus
Site Name**

Course Coordinator:

Format: 6 credit hours

Time: 240 hours on site

Course Faculty:

(Preceptor name), Pharm.D. or Ph.D.

(Title)

Pharmacy/Office location:

Phone:

Email:

Office Hours:

Course Description:

This Advanced Pharmacy Practice Experience will allow students to learn how to provide a high level of pharmaceutical care to patients in a community pharmacy, while allowing the student to develop a strong working relationship with other health care providers and pharmacists. Students will understand how the community pharmacy operates as a business and apply economic principles to patient care and store profitability. Students will build on skills learned in IPPE to develop appropriate and necessary dispensing skills needed to provide integrated pharmaceutical care to patients in a community pharmacy.

Program Outcomes:

- 1.1. Learner (Learner): Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.
- 2.2. Medication use systems management (Manager): Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
- 2.3. Health and wellness (Promoter): Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

- 2.4. Population-based care (Provider): Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.
- 3.1. Problem Solving (Problem Solver)- Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
- 3.2. Educator (Educator)- Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
- 3.3. Patient Advocacy (Advocate)- Assure that patients' best interests are represented
- 3.4. Interprofessional collaboration (Collaborator)- Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- 3.5. Cultural sensitivity (Includer)- Recognize social determinants of health to diminish disparities and inequities in access to quality care.
- 3.6. Communication (Communicator)- Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
- 4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- 4.2. Leadership (Leader) – Demonstrate responsibility for creating and achieving shared goals, regardless of position.
- 4.3. Innovation and Entrepreneurship (Innovator) – Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- 4.4. Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given by the profession by patients, other healthcare providers, and society.

Required Textbooks/Additional References:

Per preceptor recommendation

Assessments:

Mid-point evaluation of student (located in E-value)

Final evaluations (site, preceptor, self, student all located in E-value)

Required Student Activities

Grading Scale:

69.5% -100% = Pass ≤ 69.4% = Fail

The grades in the College of Pharmacy have been rounded to two decimal places. However, the College of Pharmacy uses only one decimal point in determining letter grades.

IT Issues:

If you have problems with Internet connectivity while on campus, you need to submit a ticket to the Sullivan Help desk in order to get the problem resolved. You may do so by calling [\(502\) 413-8800](tel:5024138800) or submitting a ticket to techsupport@sullivan.edu.

If you have problems with Internet connectivity while on site, you need to inform your preceptor and follow the procedures of the site.

Do not let a technology problem go unaddressed. You are responsible for making sure that your device is functional

Tutoring Plan:

If you find that you are struggling with the concepts, material, and/or assessments in the course, please contact the Assistant Dean of Experiential Education and/or your respective preceptor to set up an individual tutoring appointment.

Course Remediation:

Students who fail an APPE will not have the opportunity for remediation. All experiential rotations which are failed must be repeated and passed in order for a student to qualify for graduation from SUCOP.

Course Policies:

Please read the following course policies. These policies and procedures are in place to create an appropriate learning environment for students and to maintain the academic integrity of this course and of the College of Pharmacy. As students in a professional doctoral program, professional behavior is expected at all times.

1. You are expected to be present as scheduled by your preceptor, attend all rotation related activities and to arrive on time. Late arrivals and early departures are disruptive.
2. If you have trouble hearing because of distractions around you, please inform the preceptor.
3. Please let the Assistant Dean of Experiential Education you're your current preceptor know immediately if you have any problem that is preventing you from performing satisfactorily on rotation. .
4. Cell phones may be used as directed by the hosting facility's policy. If there is an emergency reason for which you may receive a phone call please discuss this with the preceptor so arrangements can be made.
5. No assessments will be dropped.

6. Information from lectures, discussions, assigned readings, and handouts may be covered on end of block examinations.
7. You are required to check email and SharePoint regarding announcements about the course throughout the block.
8. The following policies from the College of Pharmacy Student Handbook (see website for most current edition) will be the operative policies in this course:
 - a. Attendance
 - b. Examination
 - c. Honor Code and Academic Dishonesty
 - d. Dress code
9. As a student enrolled in this course, you will have access to electronic and printed materials which are the intellectual property of others and may contain protected health information of patients. The student is NOT permitted to record lectures, make copies of patient records by electronic, tape or other methods while on rotation. The posting, distribution or presentation of these materials, whether or not copyrighted and including both electronic (on the internet, SharePoint, or other medium) and print formats, without express written permission of the Course Coordinator, faculty, publisher or patient will be considered a violation of the Honor Code and an instance of “academic dishonesty”. Such a Code violation will result in appropriate sanctions by the College’s Academic Progression and Ethics Committee.
10. Computer and other technology use on rotation will be determined by the preceptor. Any unauthorized use of the laptops or technology during the rotation for purposes other than for instructional use is inappropriate (ie. checking personal email, using Facebook, instant messaging, etc) and is a violation of the Honor Code and is considered academic dishonesty. Students who fail to comply may be asked to leave the rotation . This may result in course failure.
11. Plagiarism is defined as “the unauthorized use or close imitation of the language and thoughts of another author (including a student author) and the representation of them as one’s own original work.” Appropriate paraphrasing and proper referencing are necessary to avoid plagiarism. Please refer to the [Citation Guide](#), available on Sharepoint for proper referencing/citation formats. Students in SUCOP courses are expected to read these guidelines and to adhere to them in the submission of all written assignments. All instances of plagiarism occurring in this course will be addressed as outlined in the Student Handbook.

SPECIAL NOTES:

If a rotation has been cancelled for any reason, the preceptor reserve the right to make up that day at another assigned time. Students will be notified in advance if a special session is scheduled.

The provisions of this syllabus, including the schedule of lectures, may be added to, deleted from, or changed if, in the opinion of the course coordinator(s), it becomes necessary to do so to achieve course objectives. The students will be notified in advance of any such changes.

American Disability Act (ADA) Statement: Sullivan University is committed to providing an educational environment that is accessible to all students. See the following link for more information on the ADA: <http://www.usdoj.gov/crt/ada/adahom1.htm>.

Schedule:

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat	Sun
1	Orientation						
2							
3					Midpoint Evaluation		
4							
5							
6					Final Evaluation		

Student Activities:

The following activities are those activities for which every student should be competent upon graduation.

“Draft Core Entrustable Professional Activities for New Pharmacy Graduates: American Association of Colleges of Pharmacy. <http://www.aacp.org/searchcenter/pages/results.aspx?k=epa>. Accessed February 26, 2017.”

Collect information to identify a patient’s medication-related problems and health-related needs.

- Collect a medical history from a patient or caregiver.
- Collect a medication history from a patient or caregiver.
- Determine a patient’s medication adherence and other medication use behaviors.
- Use health records to determine a patient’s health-related needs relevant to setting of care and the purpose of the encounter.

Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.

- Assess a patient’s signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral.
- Measure an adult patient’s vital signs and interpret the results (eg, body temperature, pulse rate, respiration rate, and blood pressure).
- Select laboratory tests and interpret the results.
- Identify drug interactions.
- Perform a comprehensive medication review (CMR) for a patient.
- Assess a patient’s health literacy using a validated screening tool.
- Compile a prioritized health-related problem list for a patient.
- Evaluate an existing drug therapy regimen.

Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.

- Follow an evidence-based disease management protocol.
- Develop a treatment plan with a patient.
- Manage drug interactions.
- Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
- Determine the appropriate time interval(s) to collect monitoring data.
- Create a patient-specific education plan

Implement a care plan in collaboration with the patient, caregivers, and other health professionals.

- Write a note that documents the findings, recommendations, and plan from a patient encounter.
- Educate a patient regarding the appropriate use a new medication, device to administer a medication, or self-monitoring test.
- Educate a patient on the use of medication adherence aids.
- Assist a patient with behavior change (eg. Use shared decision making and motivational strategies).

Follow-up and monitor a care plan.

- Collect monitoring data at the appropriate time interval(s).
- Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
- Modify/adjust an existing medication therapy regimen based on patient response.
- Communicate a patient case to a colleague to ensure an effective handoff or during a transition of care.

Collaborate as a member of an interprofessional team.

- Contribute medication-related expertise to the team's work.
- Explain to a patient, caregiver, or professional colleague each team member's role and responsibilities.
- Communicate a patient's medication-related problem(s) to another health professional.
- Communicate with respect.
- Use attentive listening skills when communicating with team members.
- Use consensus building strategies to develop a shared plan of action.

Identify patients at risk for prevalent diseases in a population.

- Perform a screening assessment to identify patients at risk for prevalent diseases in a population (e.g. hypertension, diabetes, depression).

Minimize adverse drug events and medication errors.

- Assist in the identification of underlying system-associated causes of errors.
- Report adverse drug events and medication errors to stakeholders.

Maximize the appropriate use of medications in a population.

- Perform a medication use evaluation.

Ensure that patients have been immunized against vaccine-preventable diseases.

- Determine whether a patient is eligible for and has received CDC recommended immunizations.
- Administer and document CDC recommended immunizations to an adult patient.

Educate patients and professional colleagues regarding the appropriate use of medications.

- Lead a discussion regarding a recently published research manuscript and its application to patient care.
- Develop and deliver a brief (less than 1 hour) educational program regarding medication therapy to health professional or lay audience.

Use evidence-based information to advance patient care.

- Retrieve and analyze scientific literature to make a patient-specific recommendation.
- Retrieve and analyze scientific literature to answer a drug information question.

Oversee the pharmacy operations for an assigned work shift.

- Implement pharmacy policies and procedures.
- Supervise and coordinate the activities of pharmacy technicians and other support staff.
- Assist in training pharmacy technicians and other support staff.
- Assist in the evaluation of pharmacy technicians and other support staff.
- Identify pharmacy service problems and/or medication safety issues.
- Maintain the pharmacy inventory.
- Assist in the management of a pharmacy budget.

Measure pharmacy quality and productivity indicators

- Assist in the preparation for regulatory visits and inspections.

Fulfill a medication order.

- Enter patient-specific information into an electronic health or pharmacy record system.
- Prepare commonly prescribed medications that require basic sterile compounding or basic non-sterile compounding prior to patient use.
- Determine if a medication is contraindicated for a patient.

- Identify and manage drug interactions.
- Determine the acquisition cost and patient co-pay or price for a prescription.
- Ensure that formulary preferred medications are used when clinically appropriate.
- Obtain authorization for a non-preferred medication when clinically appropriate.
- Assist a patient to acquire medication(s) through support programs

Create a written plan for continuous professional development.

- Create and update a curriculum vitae, resume, and/or professional portfolio.
- Perform a self-evaluation to identify professional strengths and weaknesses.

COMMUNITY PHARMACY COMPETENCIES

*The following competencies reflect what most students should be able to complete on a Community Pharmacy Experience**

Competency	Examples
Optimize patient-specific outcomes using the Pharmacist-Provided Patient Care Process (PPCP) as it applies in the community pharmacy setting.	Collect patient information and interpret it based on results of monitoring parameters to support improved patient outcomes.
	Perform disease state management services such as BP monitoring, Adherence Calls, MTM, drug therapy changes per collaborative care, etc.
	Conduct formal MTM process
	Assess and resolve DUR's
	Make recommendations and/or modify care plans to address patient specific needs
	When possible, initiate/change drug therapy to address patient specific needs
	Perform CMR when appropriate and make recommendations/changes accordingly
	Prepare a patient case presentation
Proactively identify and resolve patient-specific barriers to medication adherence.	Could be part of MTM, Late-to-refill calls, New-to-Therapy Calls
	Prepare a patient case presentation
Assist patients with their self-care and medication self-administration including making recommendations regarding medications (prescription and OTC) and non-drug therapy alternatives.	OTC counseling/consulting
	Self-care consults
	Could be included in MTM

Triage and refer patients to other members of the health care team when appropriate to meet a specific patient's health needs.	Through general consulting following patient questions or following physical assessment services i.e., blood pressure. We refer to poison control, urgent care, ER, PCP, specialist, etc.
Instruct patients on health and wellness strategies including provision of screening and education services when indicated.	Deliver preventative disease screening services
	Participate in immunization services
	Participate in point-of-care testing services
	OTC counseling/consulting
	Participate in health fairs
Proactively perform patient tailored counseling and medication education using the most current and relevant information.	Medication education on all new prescriptions
	Medication education on refills when appropriate
	Proactively perform patient tailored counseling and medication education using the most current and relevant information.
Adjust communication styles and techniques (e.g. motivational interviewing, coaching, counseling/education) in response to patient specific needs and individual social determinants of health (e.g. culture, religion, health literacy, literacy, disabilities, and cognitive impairment).	Could be included in MTM, prescription filling, OTC consults
	Could include communicating with other health care providers
Accurately apply the prescription verification process (e.g. legitimate prescription, appropriate dose, interactions, DUR).	Engage in prescription fill process i.e., ensure proper all legal aspects are met
Use a computerized pharmacy management system for best practices related to safe medication use and distribution.	Engage in prescription fill process
Demonstrate the role of a pharmacist in managing legal, human, financial, technological and/or physical resources for day-to-day operations in the pharmacy.	Identifies situations requiring the intervention and management of the pharmacist in the community pharmacy setting.
	Identifies strengths and areas for improvement within the practice or business model, considering alternatives and potential strategies.
	Discusses site's budget and financial projections.
	Identifies opportunities for staff training and creates a training plan.

	Provides an in-service to pharmacy staff.
	Given a human resources conflict, describes perspectives of all involved.
	Completes a needs assessment regarding technology at the site.
	Examines the pros and cons of the site's physical layout and develops an improvement plan.
	Conducts an inventory analysis and creates a plan to increase turnover.
	Writes a report about strategies to manage drug shortages.
	Contrasts pharmacist and pharmacy technician activities at the site and makes recommendations to improve workflow.
	Reviews the drug storage policies to ensure proper drug storage.
Use continuous quality improvement techniques to optimize the medication use process.	Participates in site's CQI process.
	Reviews CQI data to determine improvement opportunities.
	Creates a report recommending potential improvements based on site data.
	Participates in the reporting of quality-related events.

* Common Competencies for Core APPEs AACP Experiential Education (EE) Section Task Force April 2017

Site Specific Student Activities:

Update this section with your experience specific activities