



**Department of Clinical and Administrative Sciences  
Advanced Pharmacy Practice Experience  
Hospital/Health System 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:**

The Advanced Pharmacy Practice Experience in Hospital/Health System Pharmacy is designed to allow the student to demonstrate didactically acquired knowledge, skills and attitudes in a hospital practice setting. Areas of practice include patient centered care, personnel management, inventory management and control, drug distribution, medication safety, pharmacy administration and leadership.

**Program Competencies:**

- 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.
- 2.4. Population-based care (Provider): Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-base 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.
- 3.4. Interprofessional collaboration (Collaborator)- Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- 3.6. 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](mailto: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 SCUOP.

### **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 reserves 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.

## HOSPITAL/ HEALTH SYSTEM PHARMACY COMPETENCIES

*The following competencies reflect what most students should be able to complete on a Hospital/ Health System Pharmacy Care Experience\**

Competency	Examples
Outline basic functionality and appropriate use of commonly used automated systems related to medication use (e.g., automated dispensing cabinets, computerized prescriber order entry, bar code med admin, programmable infusion devices, robotics).	Participate in medication inventory and ordering process.
	Identifies and communicates problems with medication orders.
	Contact nursing staff to follow up on missing medication/ doses, off schedule administration, patient preferences and other urgent medication issues
	Asks for help when learning to verify/ input medication orders
	Discuss a new service or enhancement of an existing service and review the business plan used to justify the additional expenditure (within pharmacy department or hospital wide)
Participate in processes needed to provide sterile compounded parenteral solutions, including the basic requirements of USP 797.	Determine expiration date, BUD, infusion rates, adequate supply to send for a new and re-ordered medication
Practice supervising pharmacy technicians in their work in medication preparation and delivery.	Accurately verifies medication orders
	Accurately checks the work of technicians in preparing medication (sterile and non-sterile) for dispensing and/ or distribution
Describe the integration and interface of clinical and distributive functions,	Describe strategies for reimbursement of pharmacy services in a health system setting and differentiate the mechanisms of paying for health care

including the synergy that translates into safe and effective medication therapy.	Differentiate between different third party payers including Medicare (Part A, B, and D), Medicaid (traditional and HMO) and private sector health insurance
	Perform calculations as needed to evaluate medication regimens, expiration dates. (ie.creatinine clearance, body weight)
	Participate in the procurement and management of controlled substances
	Be exposed to role of the pharmacist in an inter-disciplinary committee (e.g. P&T)
Effectively reconcile medications for patients transitioning from one service/setting to another and make appropriate communications to involved pharmacy providers.	Obtain and record appropriate information from patients including demographics, medication histories, drug allergies or tolerances and identify medical conditions and drug related problems
	Conducts medication histories and/ or medication reconciliations as appropriate
	Participates in clinical information gathering forums and/ or staff meetings
	Communicates effectively with a patient, pharmacy personnel, other healthcare providers and prescribers
Describe the impact of pharmacist involvement on medication safety.	Evaluate one quality assurance measure (pros and cons)
Summarize current National Patient Safety Goals and articulate those goals that relate to medication use, pharmaceutical care and pharmacy's role in each.	Identify and evaluate the process for dealing with a drug shortage or diversion
Employ performance improvement techniques used in health systems and describe how they are used to improve the medication use process.	Review, evaluate and analyze 5 medication errors or averted errors
	Report, evaluate and analyze 2 ADR's
Contribute to establishing medication use policies/criteria and maintaining the formulary using an evidence-based approach to evaluation of the literature.	Responds to at least 2 drug information questions using computerized resources available in the pharmacy
	Reviews the role of the pharmacy in disaster planning and response
	Complete and give an oral presentation on a new drug/ treatment modality or journal club
	Provides an education session for the pharmacy staff, or and in-service to close an identified gap
	Complete 1 of the following: formulary review, medication use evaluation or drug policy development and implementation

Describe how organizations such as the Joint Commission strive to assure quality of health care through the accreditation process, giving examples of relevant standards related to safe and appropriate medication use	Demonstrate knowledge of regulatory agencies such as OSHA, DEA, JCAHO, EPA and the Board of Pharmacy
	Document or review the documentation of compliance items related to regulatory bodies

\* 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