**Department of Clinical and Administrative Sciences
Advanced Pharmacy Practice Experience
Inpatient General Medicine Patient Care 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 Inpatient General Medicine Patient Care experience provides the pharmacy student the opportunity to round with a treatment team and to participate in the care of patients with a variety of acute and chronic conditions.  The application of therapeutic principles and pharmacokinetics, as well as problem identification and solving, documentation, communication skills, and drug information skills are emphasized on a daily basis through interaction with patients and other health care professionals

**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.

2.1. Patient-centered care (Caregiver):  Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

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.

3.3. 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


**Required Technolgy**

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** or submitting a ticket to t**echsupport@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 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.

**Inpatient General Medicine Patient Care Competencies**

*The following competencies reflect what most students should be able to complete on an Inpatient General Medicine Patient Care Experience\**

| Competency | Examples |
|---|---|
| Demonstrate appropriate depth and breadth of pharmacotherapeutics and disease-related knowledge for a variety of common conditions seen in adult acute care patients. | Participate in and/or lead topic discussions |
| | Apply the PPCP to every patient assigned by preceptor, essentially independently, and present to preceptor |
| Optimize patient-specific outcomes for acute care patients using the Pharmacist-provided Patient Care Process (PPCP), in collaboration with other healthcare providers. | Systematically collect information sufficient to identify drug related problems and to support decisions regarding drug therapy. |
| | Assess collected information to evaluate/identify drug related problems. |
| | Comprehensive assessment and care of the patient (the student must also be able to recognize, assess, and respond to underlying disease states, need for vaccinations, etc. that are not quite as acute) |

| | Make decisions about a care plan for treatment; prevention; and wellness to optimize patient outcomes that includes, but not limited to, strategies that overcome patient-specific barriers to care including patient centered goals of care |
|---|---|
| | Implement a care plan in collaboration with health care team and patient that includes monitoring and continuity of care, and considerations for triage, patient referral, and follow-up. |
| | Monitor and evaluate care plan, make needed adjustments. |
| Accurately prioritize multiple patient care responsibilities/needs in times of high activity and workload. | Determine which patient's needs should be addressed first |
| | Address patient needs within an appropriate time, based on priority/acuity. |
| | Communicate clearly and appropriately regarding patient status and work that is unable to be completed during assigned work shifts (i.e. hand-off) |
| Apply pharmacokinetic dosing principles for commonly used drugs that rely on serum levels for dosing, determine the correct dose. | Renal dosing of commonly used drugs that rely on serum levels for dosing |
| Actively contribute as a member of an interprofessional healthcare team. | Independently communicate medication therapy recommendations to members of the healthcare team |
| | Share accountability for patient care decisions with the team |
| | Demonstrate effective teamwork/collaboration skills |
| | Participate in rounds with other health care professionals |
| Apply evidence-based medicine practices to demonstrate knowledge of information applicable to acute care medicine. | Retrieve, interpret, and apply biomedical literature applicable to the patients seen on this rotation. |
| | Respond to questions with the appropriate level of detail necessary to ensure proper patient care and communication with other relevant parties. |
| | Analyze a clinical study |
| | Prepare and lead a Journal club |
| | Develop and justify patient care recommendations with published evidence in support of a clinical situation |
| Document patient care activities clearly and concisely to reflect the PPCP in the appropriate site-specific health record system(s). | Write SOAP notes for inclusion in the patient's medical record |
| | Document pharmacist activities as part of a clinical intervention tracking system (where appropriate) |
| | Document treatment plans under protocol (e.g. Vanocmycin, anticoag) |
| | Document medication histories/reconciliation in EMR |
| | Document patient education encounters |
| Educate healthcare team members on pharmacy | Provide a formal education presentation, for example: |
| | ☐      Patient case presentation |

| topics relevant to their roles and practice. | ☐         Medication information in-service presentations |
| | Lead informal topic discussions/presentations with/for the interprofessional team |
| Use institutional procedures and best practices to ensure continuity of care for patients transitioning across healthcare settings. | Provide medication reconciliation as appropriate |
| | Provide discharge counseling as appropriate |
| | Participate in communications regarding transitions of patients between different levels of care in the same institution (ICU to ward) |
| | Communicate with community pharmacist and other community providers to facilitate successful transition to home upon discharge |

\* 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