Experiential Learning Program (ELP)

Course Number & Title
Advanced Pharmacy Practice Experience (APPE) 453: Community Pharmacy Practice

Course Manager
Cherokee Layson-Wolf, PharmD, BCACP, FAPhA
20 North Pine Street, Room N309F
Baltimore, MD 21201
Office: (410) 706-1067
Fax: (410) 706-2158
Email: cwolf@rx.umaryland.edu

Experiential Learning Office e-mail: elp@rx.umaryland.edu
Experiential Learning Program Website: www.pharmacy.umaryland.edu/elp

Credit Hours & Length of Rotation
5 credits; full-time five weeks (200 experiential hours)

Eligible Class Standing
P4

Prerequisites
Students must successfully complete the first three professional years (P1 through P3) and all Introductory Pharmacy Practice Experiences (IPPEs).

Catalog Description
The goal of this rotation is to provide students advanced experience in a community pharmacy setting. Students will be expected to utilize abilities learned previously in the curriculum in order to collect patient-specific information, evaluate and monitor drug therapy, educate patients or caregivers, and respond to drug information inquiries. This will be accomplished through a variety of oral and written communication techniques.

Course Outcomes
Upon completion of this experiential course, the student pharmacist will be able to:

1. Given a community pharmacy setting, conduct practice activities that adhere to state and federal pharmacy laws/regulations and site quality assurance procedures to assure patient safety.

2. Given a prescription, safely and efficiently prepare and deliver drug products to patients. To be successful, students must serve a minimum of 25, but no more than 50, patients.
3. Given a patient or caregiver, conduct an interview to collect subjective information required for professional functions at the practice site.

4. Given a patient or problem, collect from existing patient/medical records or a health care professional patient-specific information that is necessary for the task being performed.

5. Given patient-specific information, identify and assess medical, self-care and drug-related problems.

6. Given a patient, identify disease prevention or detection needs.

7. Given a problem assessment, design evidence-based treatment (pharmacologic and non-pharmacologic) and monitoring plans for specific patients.

8. Given a case encountered on rotation, demonstrate knowledge of the pathophysiology of disease states commonly encountered in the setting and of basic information about the drugs/drug classes used to treat those disease states.

9. Given a patient case, educate patients or caregivers regarding patient-specific treatment and monitoring plans, including expected benefits, risks, administration techniques, and/or adherence strategies. To be successful a student must provide education to at least 10 patients/caregivers.

10. Given a drug information question, formulate an efficient and effective answer using appropriate sources of drug information.

11. Given technologies available at the practice setting, effectively perform professional functions.

12. Demonstrate acceptable qualities and characteristics of professional behavior of altruism, honesty and integrity, respect for others, professional presence, and dedication and commitment to excellence.

**Required and/or Recommended Texts/Readings**
Preceptors may require and/or recommend additional readings for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the rotation start date.

**Required and/or Recommended Equipment**
The School of Pharmacy name badge must be worn during all rotations. Additional equipment may include:
- Lab coat
- Stethoscope and sphygmomanometer
• Watch with second hand
• Calculator

Preceptors may require and/or recommend additional equipment for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the rotation start date.

**ELP Policies**

Students and preceptors are expected to comply with the ELP Policies and Procedures Manual, posted on the website: [http://www.pharmacy.umaryland.edu/preceptors/policies.html](http://www.pharmacy.umaryland.edu/preceptors/policies.html)

**Preceptor and Site Criteria**

The preceptor must have a clinical faculty appointment from the University of Maryland School of Pharmacy. The preceptor is assigned to specific course(s) based upon experiences, credentials, and roles/responsibilities at the site. The site or practice setting must offer sufficient opportunities for students to meet the course outcomes. The preceptor is encouraged to provide face-to-face feedback for the final evaluation and should assure that the course objectives, including the required hours of participation, were accomplished.

Community pharmacy preceptors will provide at least one of the following cognitive services for which they seek compensation, in addition to order fulfillment: Collaborative Drug Therapy Management (CDTM) under protocol, immunizations, the Maryland P3 Program, and/or Medication Therapy Management (MTM) Services. Students must be allowed to play a role in these services while at the practice site. Further, students will educate patients and health care professionals using appropriate drug information resources and a comprehensive approach to thoroughly analyze data, research questions, and provide appropriate answers. Advanced community sites will also provide self-care recommendations, health and wellness information, and/or blood pressure screenings.

**Student Activities and Assignments**

Students will work with preceptors to complete activities and assignments which will enable them to accomplish the course objectives by the end of the rotation. Preceptors may utilize a learning contract and rotation calendar to organize the experience, to clearly communicate expectations, and to account for student requirements such as ambulatory clinic, presentations, patient encounter documentation, and the required abilities checklist.

**Student Assessment and Grading (see below for actual form)**

The student will be assessed by the preceptor on performance and professionalism at the midpoint and at the end of the rotation. Midpoint evaluations are required to be completed in RXPRECEPTOR for each rotation to document student performance and allow for areas of focus and improvement during the latter half of the rotation. The midpoint evaluation will NOT be used in the calculation of the student’s grade. Within one week of completion of the rotation, the Preceptor Evaluation of Student must be submitted to the Experiential Learning Office. Failure to do so may result in an “Incomplete.” Evaluations should be completed online in RXPRECEPTOR.
Final Letter Grade
The final grade will be assigned based on the ratings assigned for all evaluation items according to the following criteria. The professionalism/behavioral items do not contribute toward the letter grade. However, an “UNACCEPTABLE” rating on any professionalism/behavioral item at the end of the rotation will result in automatic course failure.

The following rubric will be used to assign a letter grade for the rotation**:

<table>
<thead>
<tr>
<th>Performance</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>0</td>
</tr>
<tr>
<td>Beginning</td>
<td>4.1</td>
</tr>
<tr>
<td>Developing</td>
<td>6.5</td>
</tr>
<tr>
<td>Intermediate</td>
<td>7.4</td>
</tr>
<tr>
<td>Proficient</td>
<td>8.4</td>
</tr>
<tr>
<td>Highly Proficient</td>
<td>9</td>
</tr>
</tbody>
</table>

All performance outcome sections are weighted equally.

A red box indicates a professionalism failure or incomplete abilities checklist. Letter grades will be based on final scores as follows:

- **A** \( \geq 90-100\% \)
- **B** \( \geq 80-89.999\% \)
- **C** \( \geq 70-79.999\% \)
- **F** \( 0-69.999\% \)

**Please note: if the abilities items are not completed as defined by the section below, the student will receive an “Incomplete” as their grade for the rotation until the activity is completed.

Students who wish to appeal a rotation grade must do so within 5 business days of the date of the preceptor’s completed evaluation. It is the student’s responsibility to view the preceptor’s evaluations on RXPRECEPTOR. Please refer to the Academic Affairs policy regarding grade appeals.

**Abilities Checklist**
There have been specific activities that are required to be completed during each APPE 453 rotation. These items will be included in the APPE 453 evaluation on RXPRECEPTOR and the preceptor must indicate whether the activity was completed.

**Remediation Policy**
This course follows academic policies for remediation established by the School of Pharmacy. Please refer to this course’s Blackboard site course information page for School policies or the School’s website at: [http://www.pharmacy.umaryland.edu/preceptors/policies.html](http://www.pharmacy.umaryland.edu/preceptors/policies.html) (view “Remediation policy”)

APPE 453: Longitudinal Ambulatory Care
© 2016 University of Maryland School of Pharmacy. All rights reserved.
Portfolio
Each student will maintain a portfolio throughout APPE, APPC, and APEX rotations. It should be professional in appearance and organized into sections to include patient encounter documentations (i.e. SOAP notes), drug information questions, presentation handouts, special projects, the updated abilities checklist, and evaluations. **Portfolio contents must be void of any patient identifiers such as date of birth, name, contact information, and prescription numbers.** It is a course manager’s responsibility to determine rotation grades. In addition to the preceptor’s evaluation, the course manager may review any student’s portfolio at any time for quality assurance. Any changes in the preceptor’s evaluation will be communicated in writing to the student and will be accompanied by a written explanation justifying the change. When requested, student portfolios MUST be submitted for review within 7 days following the request. Failure to do so will result in a one letter grade reduction.

Preceptor Assessment
The student will submit the Student Evaluation of Self/Preceptor/Site on-line no later than one week following the completion of the rotation. Each summer, preceptors will be provided summaries (no student names included) of their evaluations in order for them to improve rotations. If a preceptor has had only one student during the previous year, no summary will be sent.

Preceptor's Evaluation of Student
APPE 453: Community Pharmacy Practice

Evaluating/Rating Student Performance (Enter in RxPreceptor):

- Select appropriate rating (AB, BG, DV, IN, P, HP) in each column for each item and add comments as needed.
- Comments are strongly encouraged and must be included for any rating of “AB” for any item.
- The midpoint evaluation tracks student progress, provides formative feedback for students to improve performance, and guides activities for the remainder of rotation.
- If the student’s overall performance at midpoint is deficient (i.e. numerous “AB” and/or “BG” ratings), contact the course manager and/or ELP office.
- Grades will be assigned based on the final evaluation.

Performance Outcomes Criteria
The preceptor should evaluate the student at both the mid-point and at the conclusion of the rotation, using the following competency levels and descriptors. Each performance item on the assessment tool, with the exception of professionalism items will be rated using the competency levels of Absent, Beginning, Developing, Intermediate, Proficient, or Highly Proficient. The student may fit into more than one category; please select the competency level using the corresponding examples that best describe the student’s performance at the point of assessment.