



**Experiential Learning Program  
Advanced Practice Electives (APEX) 402-432  
Electives 2022- 2023**

**Course Numbers, Titles, and Managers**

<b>APEX</b>	<b>Course Title</b>	<b>Course Manager</b>	<b>Phone</b>	<b>@rx.umaryland.edu</b>
402	Compounding	James E. Polli	410-706-8292	Jpolli
403	Practice Based Research	Agnes Ann Feemster	410-706-7150	afeemster
404	Contemporary Pharmacy Practice-Administrative	Agnes Ann Feemster	410-706-7150	afeemster
406	Clinical Pharmacology/Drug Development	James Trovato	410-706-2751	jtrovato
408	Drug Information	Agnes Ann Feemster	410-706-7150	afeemster
410	Food and Drug Administration	Agnes Ann Feemster	410-706-7150	afeemster
411	Informatics	Agnes Ann Feemster	410-706-7150	afeemster
412	Investigational Drugs	Agnes Ann Feemster	410-706-7150	afeemster
414	Legislative Experience	Agnes Ann Feemster	410-706-7150	afeemster
416	Managed Pharmacy Care	Agnes Ann Feemster	410-706-7150	afeemster
417	Medication Safety	Agnes Ann Feemster	410-706-7150	afeemster
418	Leadership and Management	James Trovato	410-706-2751	afeemster
420	Public Health	Agnes Ann Feemster	410-706-7150	afeemster
421	Radio/Nuclear Pharmacy	Agnes Ann Feemster	410-706-7150	afeemster
425	Integrative Therapies - Administrative	Agnes Ann Feemster	410-706-7150	afeemster
426	Teaching Experience	Deanna Tran	410-706-5821	afeemster
430	Association Management	Agnes Ann Feemster	410-706-7150	afeemster
432	Pharmaceutical Industry	Agnes Ann Feemster	410-706-7150	afeemster
434	Mail Order/Central Fill Pharmacy	Agnes Ann Feemster	410-706-7150	afeemster

Students may contact individual course managers by appointment for course-related questions. For general questions, please contact the Experiential Learning Office.

Experiential Learning Office e-mail: [elp@rx.umaryland.edu](mailto:elp@rx.umaryland.edu)

Experiential Learning Program Website: [www.pharmacy.umaryland.edu/elp](http://www.pharmacy.umaryland.edu/elp)

**Credit Hours:**

5 credits, full-time five weeks (200 experiential hours)

**Eligible Class Standing:**

P4

**Prerequisite Courses:**

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

**Course Catalog Description:**

The goal of this rotation is to provide students experience in diverse areas where individual patient care is not the focus. Students are expected to use abilities learned previously in the curriculum in order to meet general course objectives and site-specific objectives developed by the preceptor, with input from the student, in areas such as systems management, administration, population-based services, and government affairs.

## Course Outcomes

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

1. **Demonstrate collaboration and effective verbal and written communication skills with team members.**
2. **Demonstrate an understanding of practice management skills and leadership principles**
3. **Identify opportunities for practice advancement and service enhancement.**
4. **Demonstrate acceptable qualities and characteristics of professional behavior.**

### Required Textbooks/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 Equipment:

The School of Pharmacy name badge must be worn during all rotations. Additional equipment may include:

- Lab coat

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

### Preceptor and Site Criteria:

The preceptor must have an 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, are accomplished.

### Course Activities and Delivery Method(s):

Students work with preceptors to complete activities and assignments which enable the students to accomplish the course objectives by the end of the rotation. Preceptors may use a learning contract and rotation calendar to organize the experience, to clearly communicate expectations, and to account for student requirements such as presentations, projects, and other assignments. Additionally, students should follow up with preceptors if they do not receive a written midpoint evaluations.

### Student Assessment and Grading

The student will be assessed by the preceptor on performance and professionalism at the midpoint and at the end 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 Core Elms.

### Final Letter Grade

The final grade will be assigned based on the ratings assigned for all evaluation items according to the following criteria. All domains are weighted equally. 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.**

Level 1	Unsatisfactory Performance with Low to Minimal Trust
Level 2	Needs Improvement with Moderate Trust
Level 3	Progressing Satisfactorily with High Trust
Level 4	Practices Independently with Distant Supervision and Complete Trust

**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: 1, 2, 3, 4, 5). 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.

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b><i>Unsatisfactory Performance with Low Trust</i></b>	<b><i>Needs Improvement with Moderate Trust</i></b>	<b><i>Progressing Satisfactorily with High Trust</i></b>	<b><i>Independent with Complete Trust</i></b>
Student does not meet outcomes when completing basic or routine tasks, AND student requires complete guidance or was unprepared; preceptor had to do most of the tasks. “Preceptor did it.”	Student meets outcomes when completing basic or routine tasks, AND student performs some tasks but requires repeated directions. “Preceptor talked student through it.”	Student meets outcomes when completing basic and complex tasks, AND student demonstrates some independence, only requiring intermittent prompting. “Preceptor directed student from time to time.”	Student meets outcomes when completing basic and complex tasks, AND student functions independently with distant supervision, only needing assistance with nuances or complex situations. “Preceptor was available just in case.”

**Final Letter Grade:** A **red box** indicates a professionalism failure. Letter grades will be based on final scores as follows:

**A ≥ 3.5**

**B 3.0-3.49**

**C 2.5-2.99**

**F <2.5**

Please refer to the Academic Affairs policy regarding grade challenges.

### **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 for them to improve rotations. If a preceptor has had only one student during the previous year, no summary will be sent.

The following are the course outcomes and skills that the preceptor will assess on the midpoint and final evaluations:

<b><u>DOMAINS</u></b>	<b><u>EVALUATION</u></b>	<b><u>EXAMPLE SKILLS</u></b>
<b>Communication and Collaboration as an Team Member</b>	<ol style="list-style-type: none"> <li>1. Communicates verbally with the team, appropriately demonstrates a willingness to form an opinion, expresses observations and/or asks questions, demonstrates assertiveness and confidence when making recommendations, and responds to questions in a clear and concise manner.</li> <li>2. Communicates in writing.</li> <li>3. Collaborates with the team.</li> </ol>	<ol style="list-style-type: none"> <li>1. Presenting in standard format.</li> <li>2. Verbally presenting only the information relevant to the problem(s) at hand.</li> <li>3. Exhibit command of verbal expression (e.g. fluency, grammar, vocabulary, tone, volume, modulation of voice, rate of speech, and pronunciation).</li> <li>4. Exhibit command of written expression (e.g. complete information, logically and effectively organized, accurate and effective word use, grammatically correct).</li> </ol>
<b>Practice Management</b>	<ol style="list-style-type: none"> <li>1. Discusses use of management principles (e.g. planning, organizing, directing and controlling) for tasks and activities.</li> <li>2. Discusses and/ or participates in resource management related to time, people, finances, and technology/ informatics.</li> <li>3. Assists in identification of quality improvement initiatives to enhance service delivery.</li> <li>4. Identifies methods to enhance pharmacy services</li> <li>5. Demonstrates an understanding of leadership needs and opportunities in pharmacy practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates in administrative tasks, pertinent to the site, in managing time, people, finances, technology, or informatics.</li> <li>2. Assists with identifying and resolving medication safety to improve drug use issues.</li> <li>3. Identifies methods to enhance and improve workflow and pharmacy services</li> <li>4. Engages in innovative activities by using creative thinking to envision better ways of accomplishing optimal patient outcomes.</li> </ol>
<b>Professionalism</b>	<ol style="list-style-type: none"> <li>1. Demonstrates acceptable qualities and characteristics of professional behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates in the process of self-assessment and displays an interest in lifelong learning and continuous professional development</li> <li>2. Maintains a professional manner in both</li> </ol>

		<p>appearance and behavior at all times</p> <ol style="list-style-type: none"><li>3. Demonstrates courtesy, respect, cultural sensitivity and tolerance towards others and exhibits self- control in all interactions</li><li>4. Maintains confidentiality</li><li>5. Arrives on time and prepared for all rotation activities, remains engaged in patient care, and completes all duties until permission to leave</li><li>6. Demonstrates appropriate time-management skills and the ability to prioritize</li><li>7. Demonstrates initiative and responsibility for providing patient care</li><li>8. Demonstrates an ability to receive, process, and respond appropriately to constructive feedback</li></ol> <p>Demonstrates active listening and empathy</p>
--	--	---