Experiential Learning Program (ELP)  
(2020-2021)

Course Number & Title  
Advanced Pharmacy Practice Experience (APPE) 451: Acute Care General Medicine with Condensed Outcomes

Course Manager  
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Experiential Learning Program Website: www.pharmacy.umaryland.edu – click on “Preceptors”

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

Eligible Class Standing  
P4 students

Prerequisites  
Students must successfully complete the first three professional years (P1 through P3) and all Introductory Pharmacy Practice Experiences (IPPEs). Students must successfully complete a minimum of 400 hours in Advanced Pharmacy Patient Care Electives in an acute care setting.
Catalog Description
The goal of this rotation is to provide students with an experience in a team-based acute care environment. Students will be expected to utilize skills learned previously in the curriculum in order to participate in the Pharmacist’s Patient Care Process, which includes collecting and assessing patient-specific information; implementing individualized patient-centered care plans; and monitoring and evaluating the effectiveness of care plans. Additionally, students will function effectively as part of an interprofessional team and formally present patient information. These tasks 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 patient or caregiver, conduct an interview to collect subjective information required for professional functions at the practice site. (PPCP – Collect)
   TPO 24: Maximize patient-specific appropriate medication use behaviors by determining the patient’s level of adherence and self-monitoring.
   TPO 25: Collaborate in the patient monitoring process by interviewing patients and performing targeted physical examinations.

2. Given a patient, identify and assess disease prevention or detection needs. (PPCP – Assess)

3. Given a patient, document practice activities consistent with site-specific documentation practices or by a SOAP note if no documentation system is in place.
   TPO 26: Document findings of patient-specific monitoring data in an organized manner using appropriate medical terminology.

4. Given a patient, provide discharge medication counseling on expected benefits, risks, administration techniques, and/or/adherence strategies. (PPCP – Implement)
   TPO 9: Address medication- and health-related problems of patients during transitions of care and contribute to coordination of care, including referral to another health care professional.
   TPO 19: When appropriate, recommend education and self-management training to optimize the benefit-to-risk ratio of the selected therapies.
   TPO 27: Assure that patients and caregivers understand the importance, nature, scope, and potential benefits and risks of the care plan being recommended.
   TPO 28: Determine if patients and caregivers are able to appropriately use the medication regimen included in their care plan.
   TPO 36: Influence patients to improve adherence to recommended care plans including lifestyle behaviors, medication regimens, and self-monitoring.
   TPO 38: Modify communications to meet the health literacy needs of patients and caregivers.

5. Given a patient case, prepare and deliver a formal case presentation to a preceptor, pharmacy staff, or other professionals within the pharmacy practice setting.
   TPO 30: Prepare and deliver educational programs to lay audiences regarding health promotion and appropriate medication use.

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6. Given a patient case, orally present patient case information to the preceptor or health care team in an organized manner.
   TPO 31: Prepare and deliver educational programs to health professionals regarding medication therapy.

7. Effectively function as a member of the interprofessional health care team. (PPCP – Implement, Follow-up)
   TPO 4: Collaborate with other health care professionals in the development of individualized patient-specific care plans.

8. Given technologies available at the practice setting, effectively perform professional functions.
   TPO12: Use technologies effectively to carry out professional functions including dispensing medications and maintaining patient records.

9. Demonstrate the characteristics of professional behavior, including altruism, honesty and integrity, respect for others, professional presence, and dedication and commitment to excellence.
   TPO 33: Actively participate as an interprofessional healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
   TPO 39: Recognize situations which are beyond one’s own scope of practice or professional competence and refer patients to other health care professionals or institutions for advanced levels of care.
   TPO 43: Carry out responsibilities in accordance with legal, ethical, social, economic, and professional norms.

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 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
   • Watch with second hand
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 start date.

ELP Policies
Students and preceptors are expected to comply with the ELP Policies and Procedures Manual, posted on the website: www.pharmacy.umaryland.edu – click on “Preceptors”

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.
For this acute care general medicine rotation students are required to routinely participate as a member of an interprofessional team. Students will access the patient's medical records, including laboratory data and medication administration records, in order to conduct patient medication history review and provide medication counseling prior to discharge.

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 projects, presentations, and patient encounter documentation.

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 sections 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.

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

<table>
<thead>
<tr>
<th>Absent</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>3.5</td>
</tr>
<tr>
<td>Developing</td>
<td>5.5</td>
</tr>
<tr>
<td>Intermediate</td>
<td>6.3</td>
</tr>
<tr>
<td>Proficient</td>
<td>7.1</td>
</tr>
<tr>
<td>Highly Proficient</td>
<td>7.6</td>
</tr>
</tbody>
</table>

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

- A ≥90-100%
- B ≥80-89.999%
- C ≥70-79.999%
- F 0-69.999%

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

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Preceptor's Evaluation of Student
APPE 451: Acute Care General Medicine with a Telehealth Focus

Evaluating/Rating Student Performance (Enter in Core Elms):
Select the appropriate rating (AB, BG, DV, IN, P, HP, which correspond to Absent, Beginning, Developing, Intermediate, Proficient, and Highly Proficient, respectively) in each column for each item and add comments as needed. Please see the table on the next page for descriptions of each rating.

• 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.
<table>
<thead>
<tr>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Intermediate</th>
<th>Proficient</th>
<th>Highly proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not aware of how to approach the skill</td>
<td>Aware of the deficiency in the skill and attempts to determine effort required to become competent</td>
<td>Initiates practice of the skill</td>
<td>Familiarity with skill develops through practice</td>
<td>Consistently demonstrates accurate performance of the skill</td>
<td>Demonstrates skill to a less experienced learner</td>
</tr>
<tr>
<td><strong>Ability</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lacks ability to independently complete the skill</td>
<td>Sporadically, but rarely able to perform the skill</td>
<td>Sometimes able to complete this skill</td>
<td>Ability to complete this skill is adequate, but not independent</td>
<td>Able to complete the skill independently</td>
<td>Student is consistently confident and able to complete the skill</td>
</tr>
<tr>
<td><strong>Supervision</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requires major supervision to complete the skill</td>
<td>Constant supervision and feedback are required to completed the skill</td>
<td>Supervision and feedback are required but need is decreasing</td>
<td>Supervision needed to master major concepts</td>
<td>Supervision is minimal</td>
<td>Rarely needs intervention</td>
</tr>
<tr>
<td><strong>Mistakes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major mistakes are many when student attempts to complete the skill. Patient Safety is at risk.</td>
<td>Major mistakes are common when student attempts to complete the skill</td>
<td>Major mistakes are limited</td>
<td>No major mistakes</td>
<td>Occasionally minor mistakes</td>
<td>Incorporates feedback</td>
</tr>
<tr>
<td>Unable to self-correct.</td>
<td>Unable to self-correct most errors.</td>
<td>Minor mistakes occur.</td>
<td>Able to self-correct</td>
<td>Rare minor mistakes</td>
<td></td>
</tr>
</tbody>
</table>
Below are the course outcomes and skills that the preceptor will assess on the midpoint and final evaluations:

**Outcome 1: Given a patient or caregiver, conduct an interview to collect subjective information required for professional functions at the practice site.**

*Skill 1 – Subjective History*
Given a patient/caregiver, the student is able to:
- Conduct a review of systems as pertinent to the encounter.
- Collect a complete and accurate medication history (e.g. prescriptions, OTCs, herbals, dietary supplements).
- Elicit information regarding patient adherence to the medication regimen and/or treatment plan.

*Skill 2 – Interviewing Techniques*
During patient/caregiver interviews, the student is able to:
- Exhibit command of verbal expression (e.g. fluency, grammar, vocabulary, tone, volume, modulation of voice, rate of speech, and pronunciation).
- Effectively engage the patient/caregiver with non-verbal expression (e.g. eye contact, gesture, posture, use of silence/active listening).
- Appropriately respond to patient/caregiver’s needs and feelings.
- Demonstrate an organized, but flexible, approach to the interview.
- Adapt to literacy and cultural needs.

**Outcome 2: Given a patient, identify and assess disease prevention or detection needs.**

Given a patient the student is able to:
- Utilize treatment-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.
- Identify vaccinations that should be administered.
- Recommend drug and non-drug therapy to prevent disease and promote health (e.g. calcium and vitamin D for bone health, ASA for primary prevention).
- Recommend appropriate health screenings.

**Outcome 3: Given a patient, document practice activities consistent with site-specific documentation practices or by a SOAP note if no documentation system is in place.**

Given a patient’s final assessment and plan, the student is able to:
- Record patient encounters in a manner that conforms to the practice site’s standards.
- Provide complete, accurate, organized, and concise written communication regarding the patient encounter.
- Use appropriate terminology and abbreviations (e.g. avoid “do not use” abbreviations, use lay-terms for patient’s Personal Medication Record [PMR]).

Revised 8/7/2020
Outcome 4: Given a patient, provide discharge medication counseling on expected benefits, risks, administration techniques, and/or adherence strategies.

Given a patient, the student is able to:

- Counsel the patient and/or caregiver on his/her treatment plan (drug and non-drug), including therapy benefits/risks.
  Respond appropriately to questions posed by the patient and/or caregiver.
- Use appropriate terminology for the patient/caregiver.
- Incorporate patients’ cultural beliefs and practices into patient care activities while maintaining patient safety.
- Manage the medication-related healthcare needs of patients during transitions of care.

Outcome 5: Given a patient case, prepare and deliver a formal case presentation to a preceptor, pharmacy staff, or other professionals within the pharmacy practice setting.

The student is able to:

- Present CC, HPI, PMH, FH/SH, ROS, Physical exam, and laboratory data is sufficient detail to assess patient and develop a therapeutic plan
- State specific drug therapy recommendations that is likely to have a positive effect on patient’s health and well-being for identified problems
- List specific and measurable parameters (subjective and objective) that enable the practitioner to assess for efficacy and toxicity of the recommendation
- State treatment-related variables (comparative efficacy, safety, cost, and convenience) present in the case that impact choice of the drugs and/or drug classes being considered for at least the problem presented
- Include a frequency of monitoring for each parameter that is consistent with product labeling, standards of care, and/or the severity of the problem
- Support conclusions and/or recommendations with evidence based information when applicable.
- If required for the presentation, supply a handout that supports the presentation.
- Correctly provide citations/references for all materials.

Outcome 6: Given a patient case, orally present patient case information to the preceptor or health care team in an organized manner.

The student is able to:

- Present only the information relevant to the problem(s) at hand.
- Exhibit command of verbal expression (e.g. fluency, grammar, vocabulary, tone, volume, modulation of voice, rate of speech, and pronunciation).
- Effectively engage the patient/caregiver with non-verbal expression (e.g. eye contact, gesture, posture, use of silence/active listening).
- Use appropriate terminology and abbreviations (e.g. avoid “do not use” abbreviations, use lay-terms for patient’s Personal Medication Record [PMR]).

Revised 8/7/2020
Outcome 7: Effectively function as a member of the interprofessional health care team.

During professional activities in which the student interacts with members of the health care team, the student is able to:

• Engage effectively and demonstrate respect during profession interactions (e.g. provide full attention, listen, speak without interrupting.).
• Use interpersonal communication skills to facilitate team interactions.
• Verbally present only the information relevant to the problem(s) at hand.
• Offer own assessment of the problem(s) without prompting.
• Offer own plan for the problem(s) without prompting.
• Actively participate in team activities.
• Educate team members on drug-related topics formally and informally (suggested activities include inservice presentations, journal clubs, and topic discussions)
• Respond effectively to drug information questions
• Assist team members in establishing therapeutic and/or diagnostic objectives.
• Use documentation, persuasion, and alternative suggestions to resolve therapeutic disagreements.
• Follow up on questions asked by the team in a timely fashion.
• Conduct interactions with the team with an appropriate level of confidence.

Outcome 8: Given technologies available at the practice setting, effectively perform professional functions.

• Completing training in a timely manner.
• Following appropriate procedures, including documentation.
• Utilizing the capabilities of the technology and/or available data to identify and solve problems.

Outcome 9: Demonstrate the characteristics of professional behavior, including altruism, honesty and integrity, respect for others, professional presence, and dedication and commitment to excellence.

Professionalism Criteria

By the end of the rotation, a student must earn “Acceptable” for all five professionalism criteria in order to pass the rotation. These criteria do not count toward the evaluation points for a grade. An “Unacceptable” rating on any professionalism metric at the final evaluation will result in a failure in the course.

• **Altruism:** Student makes an unselfish commitment to serve the best interests of the patient and rotation *via* prioritizing rotation requirements, demonstrating effective listening skills, interacting with others in a compassionate manner, and developing trusting relationships.
• **Honesty and Integrity:** Student displays honesty and integrity *via* abiding by patient (HIPAA) and student (FERPA) confidentiality requirements, and maintaining academic honesty.
• **Respect for Others:** Student treats others as he/she would want to be treated *via* arriving on time for rotation activities, respecting the feelings, needs, thoughts, and opinions of the preceptor/faculty /colleagues, demonstrating ability to receive constructive feedback, and providing constructive feedback in a respectful and educational manner.

Revised 8/7/2020
• **Professional Presence:** Student instills trust *via* attending and participating in rotation requirements, dressing appropriately for the rotation, and accepting responsibility for one’s own actions.

• **Dedication and Commitment to Excellence:** Student strives for excellence and assume responsibility for his/her learning and professional development *via* adequately preparing for all rotation sessions, embracing responsibility for one’s own learning, and actively seeking guidance and mentoring as needed.