Experiential Learning Program (ELP)
2020-2021

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/skills and knowledge learned previously in the curriculum in order to participate in the Pharmacists’ Patient Care Process, which includes collecting and assessing patient-specific information; developing and implementing individualized patient-centered care plans; and monitoring and evaluating the effectiveness of care plans. Students will also 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

APPE 453: Longitudinal Ambulatory Care
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Upon completion of this experiential course, in the community pharmacy setting, the student pharmacist will be able to:

1. Conduct practice activities that adhere to state and federal laws/regulations and site quality and safety procedures.
2. Safely and efficiently manage the dispensing process.
3. Provide pharmacist-delivered patient care to a patient and/or caregiver.
4. Optimize public health outcomes.
5. Effectively communicate with patients and health-care team members.
6. Manage the business operations of the pharmacy.
7. 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 CORE ELMS 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 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. 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 Level</th>
<th>Score</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 CORE ELMS. Please refer to the Academic Affairs policy regarding grade appeals.

**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”)

**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 CORE ELMS):**
- 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.
<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>
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</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></td>
<td></td>
<td>Not able to consistently perform the skill.</td>
<td>Mostly consistent in identifying or solving problems related to the skill</td>
<td>Can identify and solve problems related to the skill</td>
<td>Takes initiative to identify and solve problems related to the skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rarely able to identify or solve problems related to the skill</td>
<td></td>
<td></td>
<td>Performance is above graduate level</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 independently complete the skill</td>
<td>Student is consistently confident and able to complete the skill</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>Demonstrates excellent depth and breadth of understanding of key content and knowledge and applies consistently</td>
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<tr>
<td><strong>Supervision</strong></td>
<td></td>
<td></td>
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</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>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Functions independently</td>
</tr>
<tr>
<td><strong>Mistakes</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Major mistakes are many when student attempts to complete the skill</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>Occasional minor mistakes</td>
<td>Rare minor mistakes</td>
</tr>
<tr>
<td>Patient safety is at risk</td>
<td>Unable to self-correct</td>
<td>Minor mistakes occur</td>
<td>Minor mistakes occur</td>
<td>Able to self-correct</td>
<td></td>
</tr>
</tbody>
</table>
Following are the course outcomes and skills that the preceptor will assess on the midpoint and final evaluations:

**Outcome 1: Conduct practice activities that adhere to state and federal laws/ regulations and site quality and safety procedures.**

The students is able to:

- Describe the concepts of quality measurement and improvement
- Apply national safety and quality standards, guidelines, and best practices
- Recognize and adhere to laws and regulations that impact pharmacy practice and affect the legal operation of a pharmacy
- Apply knowledge and understanding of all legal and ethical aspects of pharmacy practice required to evaluate a patient care decision

**Outcome 2: Safely and efficiently manage the dispensing process.**

The student is able to:

- Dispense prescriptions using technology-assisted workflow
- Perform basic, non-sterile compounding
- Oversee and effectively manage the drug procurement process
- Outline a typical dispensing workflow
- Adhere to the pharmacy’s operating procedures
- Evaluate a prescription for legitimate medical use and appropriateness
- Describe the roles and responsibilities of each pharmacy staff member
- Describe dispensing processes when pharmacy automation is used

**Outcome 3: Provide pharmacist delivered patient care to a patient and/or caregiver**

The student is able to:

- Demonstrate and routinely apply strong clinical skills and provide direct patient care services
- Conduct a patient interview (PPCP- Collect)
- Conduct a comprehensive medication review (PPCP- Assess)
- Identify and resolve medication therapy problems, manage drug interactions, and resolve gaps in care (PPCP- Plan and Implement)
- Recommend therapeutic alternatives and generic substitutions (PPCP- Implement)
- Document services and follow-up with other health- professionals (PPCP- Follow-up)
- Proactively perform counseling and medication education which complies with OBRA-90 (PPCP- Implement)
- Apply clinical practice guidelines to patient care (PPCP- Assess)
- Facilitate patient self- administration of medications and disease monitoring (PPCP- Implement)
- Demonstrate knowledge of appropriate administration technique for dosage forms commonly dispensed in community pharmacy
- Identify common drugs that require monitoring and their monitoring parameters
Outcome 4: The student is able to optimize public health outcomes.

Skill 1: Clinical Application of Public Health Policy
The student is able to:
- Contribute to health education, disease prevention, health promotion, public health advocacy and health quality
- Collect, interpret, and make recommendations based on results from health and wellness screenings and diagnostic tests. (PPCP- Collect, Assess, and Plan)
- Assist with patient self-care, including appropriate selection of over-the-counter medications and dietary supplements (PPCP- Implement)
- Promote healthy lifestyle and nutrition and describe the impact on drug therapy and overall health

Skill 2: Immunization
The student is able to:
- Identify vaccinations that should be administered given patient related factors
- Describe the use of the Vaccine Information Sheet (VIS) and the Vaccine Adverse Events Reporting System (VAERS)
- Provide and document vaccine administration consistent with national and state requirements (PPCP- Implement)

Outcome 5: The student is able to effectively communicate with patients and health-care team members.

Skill 1: Health Literacy and Patient Communication
The student is able to:
- Determine patient health literacy, appropriately adjust counseling delivery, and communicate at all levels of health literacy
- Support patient behavior change and self-efficacy through skills such as motivational interviewing
- Demonstrate patient compassion and empathy
- Demonstrate respect for patient confidentiality and privacy

Skill 2: Communication within the health-care team
- Identify and manage conflict all levels
- Supervise and motivate employees
- Effectively articulate team objectives and performance related to them

Outcome 6: The student is able to manage the business operations of the pharmacy.

Skill 1: Leads the operations of a community practice site
The student is able to:
- Manage inventory costs and inventory levels
- Describe basic finance terms
- Apply healthcare economics and pharmaco economics
Skill 2: Describe and communicate managed care/ drug coverage policies
The student is able to:

- Explain the general concept of managed care and the function of a Pharmacy Benefit Management (PBM) Program
- Discuss concepts associated with the benefit structure of a health plan, including co-pay versus co-insurance, premium versus deductible, and maximum out of pocket costs
- Outline general provisions of Medicare Parts A, B, C, D and Medicaid and the application in community practice
- Troubleshoot denied claims

Outcome 7: Demonstrate acceptable qualities and characteristics of professional behavior of 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.

- **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.