Experiential Learning Program (ELP)

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

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

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 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; developing and implementing individualized patient-centered care plans; and monitoring and evaluating the effectiveness of care plans. Additionally, students will respond to drug information inquiries and function effectively as part of an interprofessional team. 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.

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

4. Given a patient, identify and assess disease prevention or detection needs.

5. Given a patient, design and implement evidence-based treatment (pharmacologic and non-pharmacologic) and monitoring plans.

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

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

8. Given a patient, provide discharge medication counseling on expected benefits, risks, administration techniques, and or/adherence strategies.

9. Given a drug information question, formulate an effective answer using appropriate sources of drug information.

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

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

12. Effectively function as a member of the interprofessional health care team.

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

14. Demonstrate the characteristics of professional behavior, including 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 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](http://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 acute care general medicine rotations, students are required to routinely participate in rounds* and the preceptor should participate in rounds most days of the week. The area in which students will participate in rounds is limited to caring for adult patients in the following areas: family medicine, internal medicine, cardiology (not including cardiothoracic surgery), endocrinology, geriatrics (not geropsychiatry or dementia service), infectious diseases, internal medicine, nephrology and pulmonology. 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.

*Rounding is considered by the University of Maryland School of Pharmacy to be a routine meeting of members of the interprofessional health care team for the purposes of reviewing patients’ medical needs and determining the goals and interventions for the patient. The rounding pharmacist is a regular member of that health care team rather than a consultant who is utilized on an as-needed basis. The rounding team minimally includes an attending physician and a pharmacist. Rounds may occur in any hospital setting (both community and academic) and can also take place either at the patient bedside or in a centralized location (e.g., a conference room). On a rounding service, the pharmacist actively participates in reviewing and discussing all patients on the service, not selected patients.

**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**

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 RXPreceptor.
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, a “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 or incomplete abilities checklist. 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 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.

Please refer to the Academic Affairs policy regarding grade challenges.

Abilities Checklist
Specific activities must be completed on each APPE 451 rotation. These items will be included in the APPE 451 evaluation on E-value and the preceptor must indicate whether the activity was completed.

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.

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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 451: Acute Care General Medicine

Evaluating/Rating Student Performance (Enter in RxPreceptor):
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.