# Course Title: Acute/General Medicine Advanced Pharmacy Practice Experience

**Site Information:** Site Name

Site Address

**Preceptor Information:** Name & Credentials Phone Number

Email Address

Indicate preferred communication method

**Course Purpose:** The goal of the Acute/General Medicine Advanced Pharmacy Practice Experience is to provide opportunities for students to build upon knowledge and skills acquired through didactic education and Introductory Pharmacy Practice Experiences and apply them in direct patient care activities in the acute medicine inpatient setting. The student will gain experience monitoring drug therapy and will participate in the therapeutic decision making process. Students may participate in the following types of activities: developing a problem list, presenting patients to the preceptor and medical team, developing and implementing a monitoring plan, taking a medication history, responding to drug information requests, and reviewing the policies and procedures of an institution. This course occurs in an internal medicine/general medicine/medicine specialties unit(s) or floor(s) in a hospital setting where patients are managed using a team-based approach. Team members may include pharmacists, physicians, physician assistants, nurse practitioners, nurses, and other healthcare providers. This experience will be directed and evaluated by one or more preceptors.

# Patient Population(s) Exposed To:

Specify patient populations students exposed to regularly (i.e. diverse population of adults aged 18 +)

# Hours Credit: Four

**Pre-Rotation Requirement for Student:** Indicate any information or documentation that the student must provide prior to starting rotation (i.e. On-site orientation, site-specific paperwork, drug test, physical).

# Learning Outcomes:

At the conclusion of this Acute/General Medicine Advanced Pharmacy Practice Experience, students should be:

* Professional: Exhibits behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
* Self-Aware: Examines and reflects on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
* Communicator: Effectively communicates verbally and nonverbally when interacting with an individual, group, or organization.
* Educator: Educates all audiences by determining the most effective and enduring ways to impart information and assess understanding.
* Problem-Solver: Identifies problems, explores and prioritizes potential strategies; and designs, implements and evaluates viable solutions.
* Innovator: Engages in innovative activities by using creative thinking to envision better ways of accomplishing goals.
* Collaborator: Actively participates and engages as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
* Leader: Demonstrates responsibility for creating and achieving shared goals, regardless of position.
* Learner: Develops, integrates, and applies knowledge from the foundational sciences (e.g., pharmaceutical, social/behavioral/
* administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.
* Caregiver: Provides patient-centered care as the medication expert (collects and interprets evidence, prioritizes, formulates assessments and recommendations, implements, monitors and adjusts plans, and documents activities).
* Provider: Describes how population-based care influences patient-centered care and the development of practice guidelines and evidence- based practices.
* Includer: Recognizes social determinants of health to diminish disparities and inequalities in access to quality care.

# Prerequisite Knowledge and Skills:

Students must have successfully completed Introductory Pharmacy Practice Experiences and required didactic courses prior to beginning their Acute/General Medicine Advanced Pharmacy Practice Experience. Students should be familiar with and prepared to apply treatment guidelines for optimal patient care for the following disease states:

* 1. Enter disease states that students should be knowledgeable about prior to starting the rotation.

**Attendance Requirements:** Students are expected to abide by the attendance requirements set forth in the PEEP APPE Experiential Manual.

**Dress Code Requirements:** Students are expected to abide by the dress code requirements found in the PEEP Academic Bulletin and PEEP APPE Experiential Manual. List any site-specific dress code requirements here.

**Academic Integrity:** Students are expected to abide by the academic integrity policies found in the MUSC and USC Academic Bulletins.

**Professionalism and Other Requirements:** Student must obey all laws, rules, policies, and regulations governing the practice of pharmacy and seek clarification from the preceptor regarding any professional, legal, or ethical issues. Students are to follow the professional requirements and policies of the Office of Experiential Education, the site, and their respective College and University throughout their practice experiences. The student will be subject to sanctions or dismissal from the rotation by preceptor and/or the College of Pharmacy for failure to follow the policies and requirements of the site, the program, and/or the college. The preceptor and/or site may dismiss the student for any reason at any time during a rotation. Dismissal from a rotation will result in the student repeating a complete rotation for a minimum of 160 hours at a different site and/or preceptor which will be determined by the Office of Experiential Education and may lead to other sanctions or consequences as determined by the College and/or University. Any additional tuition or associated rotation costs will be the student’s responsibility.

# Site-Specific Requirements:

List any parking requirements or other site-specific hospital rules that students must abide by here.

# Student Schedule:

* State the hours the student is expected to be on site. If applicable, indicate that the hours may not be firm, and describe situations in which a student may need to stay after hours in order to complete tasks.

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* State events or meetings inside or outside those hours that a student should attend.

If possible, provide typical daily schedule indicating when different activities or breaks may take place. Include time to meet with student to discuss student’s performance (at minimum midpoint and final evaluations) and make recommendations for improvement.

* Consider constructing a calendar of dates/times to discuss specific topics, have journal club meetings, or other assignment discussions.

 Determining when these are in advance will allow the student to be prepared.

# Grading Procedures:

Grading will occur via electronic APPE evaluations on CORE ELMS. Students will receive a grade at midpoint that does not count towards the final grade on a transcript. The grade received at midpoint evaluation will be utilized for student self-reflection and to set goals for the second remaining half of the rotation. Students will receive a final grade on the last day of the APPE that will be transferred to the student’s transcript. Grading occurs via an automatic calculation present in electronic evaluations in CORE ELMS.

# MUSC Student Grading Scale:

Honors Pass: Students may be eligible for the Honors designation by their preceptor. The preceptor will need to complete the “performance and professionalism” final evaluation for the student to be eligible.

Pass: Students must achieve scores of 3 or better (as shown on “Student Evaluation Rubric” provided below) for ≥75% of the EPAs to pass the rotation.

Fail: Students earning scores lower than 3 (as shown on “Student Evaluation Rubric” provided below) for >25% of the EPAs will fail the rotation.

**USC Student Grading Scale:** Students must achieve scores of 3 or better (as shown on “Student Evaluation Rubric” provided below) for ≥75% of the EPAs to pass the rotation. A letter grade is calculated based on the student’s performance.

A: 90 – 100

B+: 85 – 89.99

B: 80 – 84.99

C+: 75 – 79.99

C: 70 – 74.99

D+: 65 – 69.99

D: 60 – 64.99

F: < 59.99

# Student Evaluation Rubric:

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| --- | --- | --- | --- | --- | --- |
| **Evaluation Score** | **1** | **2** | **3** | **4** | **5** |
| **Description/****Level of Autonomy** | Student unable to perform activity, only trusted to observe the activity as performed by the preceptor | Student trusted to perform the activity under direct supervision; preceptor determines when, where and how a task will be performed | Student trusted to execute the activity when prompted by preceptor; trusted to ask for help and recognizes self- limitations | Student trusted to independently perform the activity without prompting; seeks guidance when needed | Student trusted to perform the activity with the proficiency of a new pharmacy graduate; seeks guidance when appropriate |
| **Role of Preceptor** | Directing: Performs the activity while trainee observes | Coaching: Directly and proactively supervises student performing the task(s) | Collaborating: Indirectly supervises student; readily available while student performs task(s) | Delegating: Supervises at a near distance; periodically reviews performance | Facilitating: Serves as a resource and mentor for the student |
| **Role of Student** | Shadowing | Hand-held, step by step | Gaining competence | Beginning independence and taking ownership of patient care | Thinking and acting like a new pharmacy graduate |

**Evaluation Criteria** (The electronic evaluation tool in CORE ELMS will allow you to evaluate student performance across the following Entrustable Professional Activity (EPA) Domains, by assessing the student’s accomplishment of the following EPAs:

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| **Patient Care Provider Domain** |
| **EPAs and Suggested Supporting Tasks** | **Mapped Learning Outcomes** |
| **Collect information to identify a patient’s medication-related problems and health-related needs*** Collect a medical history from a patient or caregiver, collect a medication history from a patient or caregiver, use health records to determine a patient’s health-related needs.
 | Includer |
| **Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs*** Interpret laboratory results, identify/manage drug interactions and take appropriate action, evaluate an existing drug therapy regimen.
 | Caregiver |
| **Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver and other health professionals that is evidence-based and cost-effective*** Follow an evidence-based disease management protocol, develop a treatment plan with the healthcare team, manage drug interactions, select

monitoring parameters to determine the therapeutic and adverse effects related to the plan, determine the correct intervals to collect monitoring data, create a patient-specific plan**.** | Caregiver Innovator |
| **Implement a care plan in collaboration with the patient, caregiver, and other health professionals*** Write a note that documents the findings, recommendations, and plan from a patient encounter, educate patient on appropriate use of new medications or devices, assist a patient with behavior change.
 | Caregiver Problem-Solver |
| **Follow-up and monitor a care plan*** Collect monitoring data at the appropriate intervals, evaluate the selected monitoring parameters to determine the therapeutic and adverse effects

related to the treatment plan, recommend modifications or adjustments to an existing medication therapy regimen based on patient response, present a patient case to a colleague during handoff or transition of care. | Caregiver |

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| **Interprofessional Team Member Domain** |
| **EPAs and Suggested Supporting Tasks** | **Mapped Learning Outcomes** |
| **Collaborate as a member of an Interprofessional Team*** Contribute medication-related expertise to the team’s work, explain to a patient, caregiver or colleague each team member’s role and responsibilities
* Communicate a patient’s medication-related problems to another health professional, use setting-appropriate communication skills when interacting with others, use consensus-building strategies to develop a shared plan of action.
 | Collaborator Communicator Leader Problem-Solver |

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| **Population Health Promoter Domain** |
| **EPAs and Suggested Supporting Tasks** | **Mapped Learning Outcomes** |
| **Minimize adverse drug events and medication errors** | Provider |

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| * Assist in the identification of underlying system-associated causes of errors, report adverse drug events and medication errors to stakeholders.
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| **Maximize the appropriate use of medications in a population*** Perform a medication use evaluation, apply cost-benefit, formulary, epidemiological or evidence-based medicine to medication-related decisions.
 | Provider |

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| **Information Master Domain** |
| **EPAs and Suggested Supporting Tasks** | **Mapped Learning Outcomes** |
| **Educate patient and professional colleagues regarding the appropriate use of medications*** Lead a discussion regarding published literature and its application to patient care, Develop and deliver a brief educational program or journal club regarding medication therapy to health professionals or a lay audience.
 | Educator |
| **Use evidence-based information to advance patient care*** Retrieve and analyze, scientific literature to make a patient-specific recommendation, retrieve and analyze scientific literature to answer drug information questions.
 | Learner |

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| **Self-Developer Domain** |
| **EPAs and Suggested Supporting Tasks** | **Mapped Learning Outcomes** |
| **Engage in Continuous Professional Development*** Discuss pre- and post-rotation reflections, ensure student’s midpoint and final self-evaluations align with preceptor expectations, demonstrate

initiative in asking for challenging assignments and coursework during the rotation. Create a plan for self-development in identified areas of opportunity. | Professional Self-Awareness |