ADVANCED PHARMACY PRACTICE EXPERIENCE MANUAL (APPE)
Advanced Pharmacy Practice Experience (APPE) Manual

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DISCLAIMER
This manual is not a contract. The School of Pharmacy reserves the right to modify the policies and procedures described in this syllabus at any time. Students and preceptors will be notified of any changes. The information contained in this manual is complementary to that in the Student Handbook. Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to the Director of Experiential Education.

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I. INTRODUCTION

A. Advanced Pharmacy Practice Experience

Nearly 50 percent of the Doctor of Pharmacy curriculum consists of pharmacy practice experiences. The practice experiences play a vital role by integrating didactic knowledge into skill-based practice and allow students to practice in a wide variety of the many career opportunities available to them. These experiences allow the student to interact with diverse patient populations as well as a variety of other health care professionals.

The Accreditation Council for Pharmacy Education (ACPE) Standards advocate diverse advanced pharmacy practice experiences (APPEs) that provide: experience in prescription processing; compounding and preparation of dosage forms, including parenteral products; drug distribution systems; documentation of services; taking drug histories; participation in drug therapy decisions; monitoring, educating, and counseling patients; solving problems; and systematically evaluating drug use. Advanced practice experiences should include application of clinical pharmacokinetic principles in the development and management of dosing and should incorporate knowledge and skills in the searching, analysis, and interpretation of drug information. During the advanced pharmacy practice experiences, students should be under the close supervision of pharmacist/preceptor role models.

The Advanced Pharmacy Practice Experience (APPE) Program at University of Saint Joseph School of Pharmacy provides this environment for students in their third and final year, in which they further integrate their didactic knowledge and pharmaceutical care skills into diverse pharmacy practice experiences, with an emphasis on self-learning and increased responsibility. The APPE rotations provide students with an opportunity to apply and expand their knowledge and skills, while developing professional attitudes and behaviors in a variety of pharmacy practice settings. The student will experience a total of 1440 hours in practice areas including primary, acute, chronic and preventive care settings where pharmacists are delivering patient care services to diverse populations.

The University of Saint Joseph School of Pharmacy APPE program begins in the summer following the P2 year and continues through the end of April of the P3 year. The APPE series consists of six required 6-week rotations plus one optional rotation.

Students may request out of state placements through the Office of Experiential Education. Advanced planning demands early decision. All student-acquired rotations will be exempt from the E*Value® optimization plan (“the spin”) which will determine all student rotation placements. The maximum number of out of state rotations is capped at three rotations to ensure a sufficient number of rotations spent with faculty members. All out of state rotations must be in place by February 1st of the year APPE rotations begin. If no student-secured out of state rotations are in place on the day of the “spin”, all rotations will be selected by E*Value® and will be binding.
The optional rotation will be ranked by the student in a similar fashion to all other rotations and will be chosen by the E*Value® software and will be binding.

Four rotations are required in the following areas of concentration:

PHCY 901: Advanced Pharmacy Practice Experience in Ambulatory Care
PHCY 902: Advanced Pharmacy Practice Experience in Acute Care
PHCY 903: Advanced Pharmacy Practice Experience in Advanced Community Practice
PHCY 904: Advanced Pharmacy Practice Experience in Advanced Institutional Practice

Two are Elective Experiences:

PHCY 9XY: Patient Care Elective (One patient care elective is mandatory)
PHCY 9XY: Non Patient Care or Patient Care Elective

Required Advanced Pharmacy Practice Experience guidelines:

Pharm 901 Advanced Ambulatory Care: Clinical experience in providing pharmaceutical care in outpatient clinic settings such as clinics and medical offices. This rotation focuses on case management in the outpatient population. The rotation includes patient data gathering and organization; collection and assessment; care plan development; monitoring; patient counseling; patient data assessment; outreach education and preventative health initiatives.

Pharm 902 Advanced Acute Care Medicine: Clinical experience applying therapeutic skills for the pharmacotherapeutic management of patients on general medicine or specialty inpatient areas. This rotation resembles a General Medical rotation in pharmacy. Areas may include transplant, cardiac care, general medicine, CCU, ICU, hematology/oncology, psychiatric health, infectious disease, or pediatrics. This experience emphasizes primary patient care using a case-management approach to include: patient data collection, organization and assessment; development of plans that respond to desired therapeutic objectives; patient monitoring to include physical and laboratory assessment; communication with patients (and care givers) to acquire patient data, assess target outcomes, and provide education; communication with prescribers, and other health care providers, to seek clarification and provide observations and recommendations consistent with the care plan; and provision of drug information to health care professionals in the hospital.

Pharm 903 Advanced Community Pharmaceutical Care: Clinical experience in the community setting emphasizing the delivery of pharmacist care. This experience emphasizes a wide range of exposures to include: prescription dispensing and OTC selection; patient communication and education; communication with prescribers and other health care providers; and pertinent management activities. Building upon previous internship experiences, assignments will be made to facilities that can provide the greatest degree of new and unique exposure for a particular student.
Pharm 904 Advanced Institutional Practice: Instruction and practical experience in various components of hospital pharmacy with an emphasis in hospital organization, inpatient and outpatient services, IV admixtures, unit dose and clinical services. It also includes drug distribution; DUE; ADR reporting; formulary review and amendment; cost containment outcome assessment; quality assurance; inventory control; and maintenance of mandated pharmacy records. Building upon previous internship experiences, assignments will be made to facilities that can provide the greatest degree of new and unique exposure for a particular student.

B. Elective Advanced Pharmacy Practice Experience guidelines:

Students complete two elective APPE rotations. Mandatory rotation types can be repeated as elective rotations but must not be repetitive. For example, if a student completes an acute care rotation at Hospital X, the student may complete an elective rotation at Hospital X in ambulatory care or one of the suggested areas listed below. The student may not repeat an acute care rotation at Hospital X. The Office of Experiential Education maintains the right to approve all choices and placements.

Electives are selected from but not limited to:

- Academic
  Experience various aspects of life as a School of Pharmacy faculty member. Requires permission/approval from Faculty member and pre-booking for appropriate teaching opportunity
- Community Pharmacy Management
- Compounding/Complimentary Alternative Medicine
- Connecticut Pharmacists Association
- Critical Care Medicine
- Drug Information
- Emergency Medicine
- Family Medicine
- Hematology/Oncology
- HIV Clinic
- Home Health Care
- Hospice
- Hospital Management/Administration
- Infectious Disease
- Information Technology
- Long Term Care Consulting
- Mail Order Pharmacy
  Prescription order entry, drug utilization review, doctor calls, quality briefings, managed care and management overview
- Managed Care
- Medication Use Evaluation
• Natural Standards Nutritional
• Neurology
• Nuclear Pharmacy
• Pediatrics
• Pharmacy Benefits Management
• Pharmaceutical Industry
• Pharmacy Practice- Underserved Population
• Pharmacy Regulatory
• Poison Control
• Professional Association
• Public Policy-Department of Public Health (State and local)
  Experience assisting with research and drafting of potential legislation dealing with
  issues related to pharmacy and public health, health care, etc. Effective communication
  skills are essential.
• Psychiatry
• Research
  The research APPE rotation involves a supervised research project in the laboratory for 6
  weeks, and includes designing, synthesizing and purifying potential medicinal agents
  such as analgesic, anticonvulsant, anti-inflammatory, anti-asthma, antitussive, and anti-
  autism compounds.
• Surgery
• Veterinary Pharmacy

*SEE SYLLABI FOR EACH ROTATION BEGINNING ON PAGE 67
II. EXPERIENTIAL POLICIES AND PROCEDURES

The information contained in the APPE Manual is complementary to that in the University of Saint Joseph School of Pharmacy Student Handbook. Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to the Director of the Office of Experiential Education.

A. Compensation

Students must not receive or request compensation from sites or preceptors for hours, activities, projects or assignments related to any experiential rotation.

B. Attendance

Attendance is mandatory for all APPE visits on the scheduled APPE day unless prior arrangements have been made and approved by both the preceptor and the Director of Experiential Education. You are expected to be present at the practice site eight hours per session. Additional hours beyond those scheduled may be required for you to complete assignments clearly required by the learning outcomes.

If you have a personal emergency or are ill, both the Office of Experiential Education and your Preceptor must be notified as soon as possible on or before the day in question. In addition, you must complete an absence request form (found in the Documents section of this manual or from the Office of Experiential Education) to include a brief description of the injury or illness. Documentation from a physician or relevant third party may be required for these types of absences.

Requests for time off for any reason other than a personal emergency or illness must be made on the Excused Absence Request Form (found in the Documents section of this manual) and approved at least one week in advance by both the Director of Experiential Education and the Preceptor. The University of Saint Joseph School of Pharmacy expects students to modify all other schedules to allow full attendance for each APPE session. Split shifts and early completion of scheduled APPE days are not permitted. Any non-attendance on a day requested for absence that was denied will be considered an unexcused absence.

Any absence must be made up under the direction of the Director of Experiential Education and at the convenience of the Preceptor. An additional APPE day is required and will be assigned by the Director of Experiential Education.

An incomplete (I) will be assigned until all APPE requirements have been completed. Successful completion of all APPE competencies/outcomes is required for you to advance in the University of Saint Joseph School of Pharmacy program.
APPE Rotation Requirement:

MIDPOINT AND FINAL DAY CAMPUS MEETING:

Students are required to attend a meeting at the University of Saint Joseph School of Pharmacy at the completion of the third week and sixth week (Friday) of rotation if the rotation site is within a 50 mile radius of the University of Saint Joseph School of Pharmacy unless the preceptor requires the student be at site. (SEE BELOW) The student is expected to attend their site rotation in the morning and report to the School of Pharmacy at 1PM. It is important that the student coordinate this meeting with their preceptor during orientation to ensure availability. If the student is unsure of distance, please contact the Office of Experiential Education. A mileage map from Google Maps® will be considered by the Office if a distance exception request is made. The decision by the Director of University of Saint Joseph School of Pharmacy Office of Experiential Education Director is final.
C. **Dismissal Policy**

Occurrence of any of the following may result in dismissal of a student from an APPE rotation or clinical experience:

1. Failure to adhere to APPE site policies and procedures
2. Failure to adhere to School of Pharmacy policies and procedures
3. Persistent unacceptable performance, conduct and/or behavior as determined by the preceptor in consultation with the Director of Experiential Education
4. Any action which is detrimental to the care of a patient or to the clinical service provided by the site and/or preceptor
5. Unauthorized removal of any books, charts, references, journals or equipment from a patient area or practice site
6. Violation of State and/or Federal laws

D. **Schedule**

See current curriculum map

E. **Academic Integrity**

Students are required to adhere to all School and University standards regarding academic integrity. Academic integrity is viewed with the utmost respect and adherence. It is the cornerstone of professionalism. Inability to maintain academic integrity will not be tolerated. Please refer to the University of Saint Joseph Catalog and the School of Pharmacy Student Handbook for applicable policies and details.

**Academic Dishonesty will NOT be tolerated and will result in sanctions and possibly dismissal.**


In addition, applicable University policies may also be found on the USJ website at [http://www.usj.edu/files/4314/2480/3587/usj-student-handbook.pdf](http://www.usj.edu/files/4314/2480/3587/usj-student-handbook.pdf)

The Office of Experiential Education retains the right to implement any policies designed to help prevent academic misconduct in courses administered by its staff and faculty.
F. **Student Requirements for Participation in APPE rotations**

Each student must complete the following requirements prior to beginning an Advanced Pharmacy Practice Experience (APPE) rotation:

1. Successful completion of second didactic (P2) year of program

2. Valid Intern License for the state of Connecticut (or state specific to the practice site). Students are responsible for obtaining an intern license in the state where they will complete their experiences. Information regarding intern responsibilities may be obtained on individual state board of pharmacy websites. A listing of State Boards of Pharmacy can be found on the National Associations of State Boards of Pharmacy website: [http://www.nabp.net/boards-of-pharmacy](http://www.nabp.net/boards-of-pharmacy)

3. Health Insurance Portability and Accountability Act (HIPAA) training
4. Blood Borne Pathogens in Healthcare Facilities (OSHA) training
5. Criminal Background Check
6. Required immunizations
7. Immunization training completion
8. Any other site specific requirements such as fingerprinting- see E*Value site descriptions
9. Signed APPE Rotation Notification Form

All students are required to abide by any applicable policy that is listed in the student handbook. Students are responsible for periodically reviewing the Course Syllabus in the APPE Manual located at [http://usj.edu/academics/schools/school-of-pharmacy/experiential-education/manuals.html](http://usj.edu/academics/schools/school-of-pharmacy/experiential-education/manuals.html) and the University of Saint Joseph School of Pharmacy Student Handbook sites for any policy, program and/or course updates.

G. **Transportation**

Students are responsible for the provision of their own reliable means of transportation to travel to and from their APPE sites and for any room and board unless specifically provided by the site.

H. **Medical Insurance/Medical Care**

All students are required to maintain medical insurance for the duration of the academic year. Each student is responsible for his or her medical care and/or treatment in case of illness or injury while on rotation, if necessary, including transportation. In the event that a student no longer has medical insurance they are ineligible to continue their experiential training. The University offers access to adequate health and counseling services for students. Contact the Office of Student Affairs for more information.
I. **Health Status**

Each student must provide certification that they have no health-related condition that would render the student unfit to participate in the clinical experience. Each student must also have proof of required immunizations as outlined in the University of Saint Joseph School of Pharmacy Student Handbook. Also, some site-specific requirements must be completed before the rotation begins. Failure to begin the rotation on time will result in a Failure (F).

J. **Optimizing the Learning Experience**

1. The advanced experience is not meant for the student to passively watch/shadow the preceptors. The student must engage themselves with actual work as determined by their preceptors.

2. The student should take initiative in finding opportunities to practice communicating in a professional manner with all types of persons encountered at an experience site, including pharmacists, physicians, other health care professionals, and patients. Students should seek advice regarding methods of communication that are appropriate for various types of encounters.

3. The student should gain experience in making professional decisions involved in pharmacy practice (e.g. evaluating prescriptions/medication orders, counseling patients, therapeutic decisions, nonprescription drug advice, etc.). Students are to follow the advice of the preceptor regarding review/oversight of professional judgments.

4. When possible, students should gain experience with written communication in patient’s medical record. Discuss policies regarding written communication with your preceptor. Remember, the patient’s medical record is a legal document. Please treat it as such and document any additions, deletions or changes that you make in the appropriate fashion.

5. Preceptors should provide constructive criticism regarding a student’s professional interactions and performance at the practice site. These discussions are to be viewed as a means of learning.

6. The student should not publicly question advice or directions of the preceptor. Any disagreements should be discussed privately. Disagreements between the student and preceptor should be resolved with discussion between the parties involved. The Director of Experiential Education may be contacted if needed.

7. The student should check the specific syllabus for the APPE rotation that they are experiencing. Each rotation site will have specific requirements that must be met.

8. The student should schedule a mid-rotation meeting with the preceptor to evaluate their progress and identify any areas of weakness. The student and preceptor should also review plans for the remaining portion of the rotation.
K. Health Requirements

The School requires the student to provide verification of the immunization status to their assigned clinical site when requested. Students are expected to adhere to all infection control policies of the clinical site. While enrolled in the program, students exposed to a communicable disease such as tuberculosis or hepatitis, should be evaluated by a physician as soon as possible. The School should be notified if there is any limitation to the student’s ability to participate in clinical activities or if other students need to be evaluated as a result of this exposure to a communicable disease. See the University of Saint Joseph Infectious Disease Policy for further information about enrollment of students known to have Human Immunodeficiency Virus (HIV) or Hepatitis B (HBV) infection.

Students are required to view the “site requirements” documentation on E*VALUE™ and be sure that they meet any site-specific immunizations or proof of such. Failure to do so in the required time may result in not being allowed on the site until proof is provided. This may lead to a FAIL (F) for the APPE rotation if the time requirements cannot be satisfied.

Students may acquire communicable illnesses during the academic calendar year. At the discretion of the preceptor and/or in accordance with site policy, students who acquire a communicable illness may be asked to remain off-site until symptoms have resolved and the student is no longer contagious. Students are required to make up this time at the convenience of the preceptor. University of Saint Joseph School of Pharmacy requires that all students carry medical insurance. If students do not have medical coverage, the University offers an insurance plan to cover medical needs beyond the scope of services provided at the Student Health and Counseling Center. To review the medical coverage offered by the University, visit the Student Health and Counseling Center website at http://www.usj.edu/student-life/campus-safety/health-services/student-health-insurance-requirements/
**Main Campus Health Services Office Contact Information**

Location: Health & Counseling Center/ “The Little Red House” *
Phone: 860.231.5530
Fax: 860.231.6794
Email: healthservices@usj.edu *Please do not use email to request medical treatment or advice*

* Parking usually available right in front of the building/office.

**Fall/Spring Semester Schedule**

Office hours follow the semester calendar for undergraduate classes in the fall and spring semesters. During this time period the office is open:

- Monday through Friday from 8:30 a.m. until 4:30 p.m.
- Lunch daily from 12:00 p.m. until 1:00 p.m.
- Extended hours on Wednesday-open until 6:00 p.m.

*Most services are available on a walk-in basis, although it is recommended that Pharmacy students call ahead, especially during peak periods such as the beginning of the semester so that the staff is aware of the need for assistance.*

**Summer/Semester Break Schedule**

Between semesters and during breaks clinical services are not provided but administrative services are available. The exact dates vary year to year but generally the schedule for administrative services is as follows:

- May 15 to June 15: Monday through Friday 8:30 a.m. until 4:30 p.m.
- June 15 to August 15: Monday, Tuesday and Friday 10:00 a.m. until 3:30 p.m.
- August 15 until fall classes begin: Monday through Friday 8:30 a.m. until 4:30 p.m.

*For the most up to date office schedule please call the Health Services main number 860.231.5530. See below for specific details about needle stick injury/blood exposure response*

To obtain medical care when the Health Services office is closed, please check for notices about local urgent care facilities posted on the School of Pharmacy campus; a list of urgent care facilities is also available in the School of Pharmacy student services office.
Exposure Management

Needle stick injuries and other types of blood or body fluid exposure are significant occurrences requiring a timely medical evaluation of both the injured or exposed student and the source patient. When such an injury occurs the student should immediately inform his or her preceptor for assistance in executing both the facility and the University’s procedures for such an event. During the traditional fall and spring semester time periods, the student should contact the main campus Health Services office at: 860.231.5530.

In most cases the medical evaluation of an injured student will be conducted by a designated Hartford area facility where the University has made arrangements for this purpose. However, some facilities where students perform rotations opt to conduct a medical evaluation of the injured student directly. Either approach is acceptable, although it is imperative that the University’s Health Services office be contacted so that the occurrence and recommendations for subsequent follow-up can be recorded. Additionally, when it is not geographically feasible for the student to visit the University’s designated local facility, an emergency room evaluation will be needed to ensure the necessary medical evaluation of the student occurs.

During the summer and other breaks in the traditional undergraduate semester schedule, injured students should call the Health Services exposure management phone: 860.977.3381 for assistance and further instructions. Please note that this number should not be used for routine service requests or emergencies of any type. The phone is not monitored 24 hours per day but is regularly checked for calls and messages Monday through Friday during daytime and evening hours.
L. Confidentiality

The student is responsible for maintaining confidentiality with regards to all protected health information (PHI) in accordance with HIPAA and the policies of the practice site. Inappropriate disclosure of PHI or other related information could result in a student’s dismissal from the practice site. The Confidentiality Agreement must be signed and dated by the student prior to participating in the experiential program. Students receive HIPAA training prior to IPPE and APPE experiences. Students may be asked to complete additional training specific to each site and will comply with all policies and procedures. The Confidentiality Agreement signed as an IPPE student is in place for the APPE rotations. If you are not sure if you signed a Confidentiality Agreement, please see the staff of Experiential Education.

M. Compliance with Site Policies and Procedures

Students must comply with all policies and procedures of the practice site. Preceptors should advise students of site policies during the orientation process. Discussion should include the following: fire and safety procedures, emergency exits, telephone etiquette, facility parking policies, etc. Students must respect the site property. Damage to site property may result in dismissal from the location and/or the program. Students must return all property to the site at the end of the 6-week experience. Fines assigned by the site for past due items are the responsibility of the student.

N. Dress Code

As a student in the University of Saint Joseph School of Pharmacy, the expectations regarding your behavior and dress require a high professional standard. When in the building during public hours, whether or not attending a class, you are expected to use good judgment in selecting attire which is tasteful, enhances your appearance, and projects a professional image. The dress code guidelines are outlined in the sections below.

In general, business casual dress is preferred for men and women.

Inappropriate and unacceptable dress includes:

- Scrubs
- Spandex
- Low cut/backless shirts/blouses/halters/tank tops
- Exposed midriff
- Body piercings other than earrings worn in the earlobe
- Flip flops
Additional Dress Code Clarifications and Requirements:

- Your USJ Identification Badge provided to you during orientation must be worn at all times and must be visible.
- Laboratory or White Coats, when worn, must be clean and neatly pressed.
- Footwear should be clean and appropriate for the setting.
- Although non-overwhelming perfumes or light colognes may be worn in class, while on rotations keep in mind that many people are offended by, or allergic to, chemical scents or odors and that you may not be able or allowed to wear them.
- Jewelry should be conservative in style and kept to a minimum to prevent loss or injury to self or patients. Dangling earrings and bracelets/bangles should not be worn in the practice setting.
- Organization-branded jerseys (not party/event t-shirts) can be worn, on meeting days only.
- Hair maintenance: hair should be neat and clean, and styled off the face and out of the eyes. Beards and mustaches should be clean and well groomed.
- Nails should be well groomed, manicured and of short to medium length to facilitate patient care activities.
- Any medical condition or religious belief that inhibits adherence to the school Dress Code should be discussed with the Assistant Dean for Admissions and Student Affairs.
- Activities in specific laboratories and patient areas in which instructors or institutional policy requires a specific dress or a standard above this dress code supersedes this policy.
- Students are required to adhere to this dress code while on rotations unless a specific dress or a standard above this dress code specifically supersedes this policy. Please consult the Student Handbook for further information.
- The University Dress Code falls under the Code of Professional Standards and Progression in the School of Pharmacy.
- Students inappropriately dressed or groomed may be dismissed from classes and/or asked to leave the building and requested to comply with the standards outlined in this document.

O. Recording of Pharmacy Student Intern Hours

In the State of Connecticut, interns may earn a maximum of 40 hours per week, which results in a total of 240 pharmacy intern hours per six week APPE rotation. A total of six rotations will result in a total of 1440 intern hours that may be counted toward licensure in Connecticut. States may differ regarding the number of experiential education hours that may be counted toward the total required hours for licensure eligibility. **Students are responsible for maintenance and submission of intern hours to the State Board of Pharmacy of their choice for licensure and documentation.** Students should contact the individual State Board of Pharmacy where they intend to practice upon graduation for specific details. A listing of State Boards of Pharmacy can be found on the National Association of State Boards of Pharmacy web site:

http://www.nabp.net/boards-of-pharmacy
Students will inform and discuss any plans for volunteer or other professional activities (including employment and attendance at professional meetings) with the appropriate experiential faculty and site preceptor. **All scheduling conflicts must be resolved prior to student commitment to said activity (at least two weeks in advance).** Attendance at professional meetings is encouraged but does not preclude experiential requirements. Verification of attendance or written summary of activities may be required upon return by the appropriate experiential faculty and/or site preceptor. In addition, students will be required to make up all missed hours. Students will be allowed to attend the ASHP midyear convention for up to three days during Block 5 without making up the hours.

**P. Background Checks, Drug Screens, Fingerprinting**

Background checks, additional drug screens, fingerprinting etc. may be required by the APPE site. The status of student criminal background checks, drug screens, etc. will be documented in E*Value™ under My Profile, Immuns and Certs. If the student requires an updated criminal background check, drug screen or fingerprinting, they are to contact the Office of Experiential education and provide the necessary information. The cost for these additional requirements are borne by the student. Students cannot begin practical experience until all requirements have been completed and the results have been found to be satisfactory. The appropriate release and disclosure forms provided by the Experiential Team must be fully completed and submitted before beginning APPE rotations.
American Disability Act Statement and Learning Support Services (LSS) for Students with Disabilities

University of Saint Joseph Office of Disability Services

The Office of Disability Services at University of Saint Joseph strives to provide qualified students with documented disabilities equal access to programs, facilities and services in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. By supporting students in becoming successful self-advocates, enhancing disability awareness amongst the University community, and working collaboratively and productively with other departments on campus, the Office of Disability Services works to provide students with a strong foundation for achieving academic and personal success.

It is the student's responsibility to self-identify to the Coordinator of Disability Services. A student must submit a request for accommodations and support services each semester. Accommodations are not retroactive, therefore we advise students to disclose and request accommodations early in the semester.

The Office of Disability Services is located in the Health and Counseling Center.

For more information, please contact Katie Thibault, M.A., Coordinator of Disability Services.
kthibault@usj.edu
phone: 860.231.5428
fax: 860.231.6794

Student Requirements and Responsibilities

The student’s primary goal while at the practice site is to learn all aspects of pharmacy practice that the preceptor and experience has to offer. Students should understand that each experiential learning site is a health care work site and the process of learning will involve working as a pharmacy intern. All experiential rotations are intended to help students integrate didactic skills and knowledge with pharmacy practice. Although the preceptor’s first duty is to their patients, students should remember preceptors are also available to provide guidance, assessment and assistance.

1. Students should be knowledgeable of and compliant with the material contained in this manual as well as the University of Saint Joseph School of Pharmacy Student Handbooks and the University of Saint Joseph Catalog.
2. Students are responsible for contacting the Preceptor no less than 45 days prior to the start of each experiential rotation.
3. Students should be knowledgeable of the scope of practice when licensed as a pharmacy intern.
4. All expenses, fees and/or fares incurred during the experience are the responsibility of the student.
5. Students are expected to be present at the practice site a minimum of 8 hours per visit.
6. Students are responsible for adhering to the schedule and deadlines for assignments.
7. Students are expected to behave professionally, respectfully, and courteously at all times.
8. Each student should be proactive with their experiential education, which necessitates active participation, communication, and independently seeking learning opportunities at each site.
9. Students should never be hesitant to admit they do not know something and should seek help when necessary.
10. Advice or direction from the Preceptor should be viewed as a learning experience. Students should never publicly question the advice or directions of the Preceptor; these issues should be discussed in private. The student and the Preceptor are encouraged to discuss differences or conflicts with the Director of Experiential Education.
11. Students should take an active role in communicating with physicians, patients, and other healthcare professionals but only under the direct supervision and authorization of the Preceptor.
12. The student is responsible for registering as a Pharmacy Intern with the Connecticut Commission of Pharmacy or the applicable State Board of Pharmacy for each rotation. The student is responsible for providing a certified copy of his/her Pharmacy Intern License to the Office of Experiential Education and practice site.
13. Students must abide by the laws and regulations that govern pharmacy practice and seek clarification from the Preceptor when necessary.
14. Evidence of substance or alcohol abuse by a student is reason for immediate sanction and possible termination from the program. Please see the University of Saint Joseph School of Pharmacy Student Handbook for policies and procedures regarding abuse of substances or alcohol.
15. Students are required to submit assessment forms no later than the due date.
16. Students are responsible for submitting all assignments into the E*Value™ system by the designated due date.
17. Students are responsible for the maintenance and submission of internship hours to the State Board of Pharmacy of their choice.

S. Preceptor Responsibilities

According to the Connecticut Commission of Pharmacy, students, while on an APPE rotation, are NOT considered volunteering or employed. Therefore, the one to one ratio of preceptor to student does not pertain. There may be certain situations where two or more students will be assigned to a preceptor.

Preceptor Requirements and Responsibilities

Preceptors are a fundamentally crucial element in the educational development of competent and professional pharmacy practitioners. They guide students through educational objectives, instill values and attitudes, and supervise the student’s performance. Their contribution in this manner is meaningful and is an important component of the School’s mission to graduate
exemplary, competent pharmacists prepared to deal with the demands and rewards of contemporary pharmacy practice.

1. Preceptors must be licensed pharmacists and in good standing. Non-pharmacist preceptors will be considered on a case by case basis but must be able to complete all the other preceptor requirements.
2. Preceptors should be knowledgeable of and compliant with the material contained in the APPE manual.
3. Preceptors are expected to instill and demonstrate principles of professionalism and ethics.
4. Preceptors are expected to be respectful of fellow practitioners and allied health professions, in as much as the preceptor is a role model to the student.
5. Preceptors are responsible for communicating student expectations regarding performance, appearance, attitude and method of practice.
6. Preceptors are responsible for scheduling an orientation session with their student(s).
7. Preceptors are responsible for identifying an acceptable replacement to supervise students during absences.
8. Preceptors are responsible for fostering an environment of mutual learning.
9. Preceptors should not assume student competency but determine it by reviewing the student’s performance through discussions and observation.
10. Preceptors are responsible for reviewing student progress at regular intervals during the experience and sharing their observations with the students.
11. Preceptors are expected to provide constructive criticism that is conveyed in private and in an appropriate manner.
12. Preceptors should inform students of any areas requiring improvement as early as possible.
13. Preceptors are responsible for submitting a midpoint and final assessment by the prescribed due date.
14. Preceptors are responsible for verifying the intern hours completed by each student to the University of Saint Joseph School of Pharmacy.
15. Preceptors are responsible for verifying student attainment of required rotation outcomes.
16. Preceptors are required to register with THE PHARMACIST’S LETTER Preceptor program.
17. Preceptors are required to provide the Office of Experiential Education (OEE) a current Curriculum Vitae (CV). This can be supplied through THE PHARMACIST’S LETTER Preceptor page, which is automatically forwarded to the OEE, or it can be sent directly in printed or electronic form to the OEE.

Preceptor Training

All preceptors are required to register with THE PHARMACIST’S LETTER (http://www.pharmacistsletter.com/?referer=USJ/pntr) and also provide the School with a current curriculum vitae. On a regular basis, each preceptor will receive a copy by email of the Office of Experiential Education newsletter dedicated to preceptor development. The newsletter will contain the latest School news, scholarly material on areas of current interest,
and notifications of continuing education opportunities offered by the School or its designated providers. Biannually, a continuing education program is offered at the campus of University of Saint Joseph School of Pharmacy, presented by the Office of Experiential Education, focused on making the rotation experience more rewarding for both student and preceptor.

T. **Orientation**

The student will contact the Preceptor 45 days prior to the beginning of each experience to confirm arrangements. Please see form in the Documents section of this manual for the APPE Checklist and Orientation Checklist.

**U. Required Textbooks / References (subject to change)**

See each APPE rotation for required or recommended requirements.
III. ADVANCED SITE AND PRECEPTOR DEVELOPMENT

Overview:

The School strives to develop and utilize a wide variety of pharmacy practice experiential sites for student education. The following is a brief list of the characteristics the school strives for in an exemplary site:

1. Meets or exceeds legal and professional standards required to provide patient care
2. Serves a diverse patient population, provides sufficient experiences to complete the stated objectives, and provides medical therapy management and patient care services for the population
3. Maintains access to informational resources and technological advances supportive of the experience
4. Committed to enhancing the education of students and University of Saint Joseph School of Pharmacy mission and vision
5. Management team which is supportive of professional staff involvement in the education of pharmacy students
6. Preceptor provides daily contact or has qualified designee to ensure quality student experience, including follow up and assessment
7. Provides superior and supportive professional staff which results in sufficient time for preceptor and student to interact and enhancement of the learning objectives
8. Supportive of patients and other healthcare providers by providing educational workshops
9. When applicable, serves as an accredited site for training of pharmacy residents
10. Involved in the advancement of the profession through collaborative relationships with other health care providers

A. Affiliation Agreements

A written affiliation agreement will be executed between each experiential site/corporation (facility) and the School of Pharmacy. The agreement will define responsibilities, commitments and expectations of each of the parties regarding the education and the experience of the students. In addition, the agreements will include issues such as health services, malpractice provisions, criminal background checks, student disclosures, immunization policies and professional conduct expectations.

Agreements will be renewed annually following successful review and assessment. The Affiliation Agreement prohibits the publication by the students, faculty or staff members of any material relative to their clinical education experience that has not been reviewed by the Facility and the School, in order to assure that infringement of patients’ rights to privacy is avoided. Any article written by a student, which has been based on information acquired through their clinical education experience, must clearly reflect that the School or Facility does not endorse the article, even where a review has been made prior to publication. This is accomplished by requiring the following disclaimer to appear with each such article written:

“The opinion and conclusions presented herein are those of the author and do not necessarily represent the views of the School or Facility.”
IV. ASSESSMENT PROCESS

A. Assessment Overview

The grading for the Advanced Pharmacy Practice Experience (APPE) rotations is a “Pass” / “Fail” system. It is required that each student be evaluated at the midpoint (end of 3rd week) and upon completion of the rotation (end of 6th week). See page 46 for evaluation outline. All evaluations must be completed through E*Value™. An email will be sent to the preceptor at the appropriate time.

B. Appeals of Pharmacy Practice Experience Outcomes.

Resolution Procedure if an Unsatisfactory Grade in a Pharmacy Practice Experience is Received.

If a student believes that a pharmacy practice experience has been evaluated unfairly or in error, the student should submit a written account of their reasons for this belief to the Director of Experiential Education. The Director reserves the right to ask the site for a copy of site specific policies or procedures as appropriate to determine if the student is in violation of such. The student may continue to progress through the experiential curriculum until the appeal is resolved.

The Director of Experiential Education shall determine if the situation merits convening the USJ SOP Student Grievances Committee.

1. Student grievances consigned to the Student Grievances Committee must be specified in writing and given to the Associate Dean for Academic Affairs.
2. A student’s written statement, along with supporting evidence, constitutes a case document which will be submitted to each member of the committee.
3. The second party to the dispute is also requested to provide the Office of the Associate Dean for Academic Affairs with his or her account of the matter in dispute, which becomes part of the case document that is forwarded to the Student Grievance committee.
4. The Student Grievance Committee is then required to set a date for convening a meeting to hear the case(s) as expeditiously as possible.
5. After the date has been set, each party to the dispute is sent a certified letter, or to expedite the process the parties may retrieve the letter of notification directly from the Office of the Associate Dean for Academic Affairs. The letter informs the parties of the charges, date of the meeting, as well as statement requesting the presence of the parties involved.
6. During the hearing, the student presents his/her case; after which the accused party is allowed to present the other side. Each side is permitted to have witnesses to testify on their behalf, but neither side is permitted to be represented or advised by legal counsel.

7. Following the hearing, members of the committee deliberate on their case and reach a judgment on case should be resolved.

8. The committee’s decision is sent to the Dean of the School/College in the form of a recommendation.

9. The Dean then informs the student in writing of the decision, which may be based upon the committee’s recommendation or upon a modification of it. The decision of the Dean is final.

**Appeals of Probation Actions**

If a student feels s/he has been treated unfairly in a matter involving probation, s/he may appeal that decision in writing to the Dean within five (5) business days of notification of the action. The Dean shall consider the appeal and render his/her decision, ordinarily within five (5) business days. The Dean shall communicate this decision in writing to the student and the administrative officers. The decision of the Dean is final.

**Appeals of Dismissal Actions**

If a student feels s/he has not been given due process or has been treated unfairly in a matter involving dismissal, s/he may appeal that decision in writing to the Provost. The decision of the Provost shall be on the question of due process only, not on the academic merits of the case. Should the Provost find that due process has not been followed, s/he may require that the process be redone to assure that due process for the student is assured. The decision of the Provost is final.

**C. Site/Preceptor Assessment**

Students are required to complete the APPE Site/Preceptor Assessment Form at the completion of all APPE experiences. The opinion survey includes an open-ended question section that affords students the opportunity to provide details regarding their experiences throughout the academic calendar. Students are to provide constructive feedback and criticism on the Advanced Experience Assessment Form. Only comments made in the last comment field at the end of this survey will be shared with the Preceptor, and then only after review by the School. All Assessment forms must be received by the School no later than seven (7) days after the completion of the experience.

**D. Assessment Form Submission**

a. Students are responsible for the completion and submission of all assessment forms by the deadline stated in the applicable syllabus. Students will receive an “Incomplete” (I) until all assessment forms have been received. In addition, student progression to the next experience may be prohibited until verification is confirmed.
b. Electronic submission of student assessments will be available via E*Value™. Preceptors and students will be provided with a user ID and password in order to access the assessment forms. All assessments must be submitted no later than the dates noted in this manual. Although electronic submission is preferred, Preceptors without Internet access may fax assessment forms to the School. Preceptors and students are encouraged to contact the Director of Experiential Education if clarification is required regarding the assessment process or a particular learning outcome.

E. Assessment Grading

The following grading scale is to be used in the midpoint and final assessment. The student must receive an average total score of 3.00 or higher by the end of the rotation to receive a passing grade. The score will display on the Evaluation so that the preceptor will be able to see the total score. If the student does not experience the assessment point listed during the rotation, an N/A should be chosen. This will not affect the students score.

We strongly recommend written comments in the “free text” portion of the assessment as well. The midpoint and final assessment should be reviewed with the student at the appropriate times. The midpoint discussion should focus on any areas that need to be addressed to ensure successful completion of the rotation by the student pharmacist.

The following rubric is used to assess the student’s ability to handle the functions within the pharmacy practice. The preceptor will select the appropriate number that corresponds to the students’ performance. An NA should be chosen only if the assessment point is not available at the site. It will not add any negative points to the student’s score.

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Description of Student's Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Requires little or no intervention. Significantly exceeds expectations. Displays ability to work unsupervised. I feel the student is able to perform the listed function with a high degree of competence.</td>
</tr>
<tr>
<td>4</td>
<td>Requires occasional intervention. Consistently performs at or above expectations. Displays ability to work with minimal supervision. I feel the student is able to perform the listed function with a moderate degree of competence.</td>
</tr>
<tr>
<td>3</td>
<td>Requires targeted interventions. Performs within expectations. Can perform some tasks without supervision. I feel the student is able to perform the listed function with acceptable competence.</td>
</tr>
<tr>
<td>2</td>
<td>Needs intervention to complete tasks. Work is incomplete or poorly done. Unable to work unsupervised. I feel the student has limited ability to perform the listed function and is not fully competent.</td>
</tr>
<tr>
<td>1</td>
<td>Unable to perform tasks or complete assignments. Incomplete understanding of basic concepts. Requires extensive remedial training. Displays inappropriate and/or unethical behavior. I feel the student is unable to perform this educational outcome competently.</td>
</tr>
</tbody>
</table>
V. LEARNING OUTCOMES

The overarching goal of these experiences is to assist students in becoming active participants in the pharmaceutical care process. Students, under the supervision of the Preceptor, will learn how to integrate their knowledge of pharmaceutics, pharmacology, pathophysiology, pharmacokinetics, and pharmacotherapeutics when developing individual patient care plans. Each experience will emphasize and encourage outcome-oriented decision-making. Students will formulate recommendations and participate in decisions about drug therapy considering economic, clinical and humanistic factors such as efficacy, toxicity, costs, third party coverage, and delivery methods. Students will interact with patients and other healthcare professionals, monitor assigned patients, attend and participate in daily rounds, conferences and discussions. Students will develop lifelong learning skills through participation in journal clubs, case presentations, answering drug information questions, and attendance at special conferences (such as medical grand rounds and pharmacy department sponsored lectures).

A. Professionalism

Professional demeanor and interaction is a lifelong process that begins before entry into pharmacy school and monitoring its continued development in students as they progress through the curriculum is essential. Professionalism encompasses attitude, values and behavior, and of these three, behavior is the most measurable.

1. Empathy – the student demonstrates appreciation of others’ feelings and positions; attempts to identify with others’ perspectives; is considerate of others.
2. Ethical behavior – the student acts in patients’ best interests and acts in accord with the profession’s and/or practice site’s code of ethics.
3. Communication – the student clearly communicates thoughts and uses appropriate terminology and vocabulary for intended audience.
4. Punctuality – the student arrives at practice site early or on time and meets deadlines for completion of tasks and responsibilities.
5. Confidentiality – the student engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities only and maintains confidentiality of patient- and/or site-specific documents.
6. Respectful – the student demonstrates respect for patients, superiors, colleagues, other personnel, and property and acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.
7. Accountability – the student holds oneself liable for tasks/duties/responsibilities for which he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.
8. Student accepts and applies constructive criticism, i.e., responds openly and positively to feedback; modifies behavior if necessary.
9. Student wears appropriate attire, i.e., adheres to dress code (written or unwritten); attire is acceptable to practice setting.
10. Student demonstrates confidence, i.e., acts and communicates in a self-assured manner, yet with modesty and humility.
B. School of Pharmacy Course Competencies Map

Three specific sources have been identified to help outline the competency based curriculum that has been created for the program:

1. School of Pharmacy ability based outcomes
2. The Center for Advancement of Pharmaceutical Education (CAPE) Outcomes
3. The National Association of Boards of Pharmacy (NABP) competencies.

The School of Pharmacy course competencies map identifies each competency with the corresponding course number that addresses it.
VI. DOCUMENTS AND FORMS

A. APPE Rotation Check List
B. Orientation Form
C. Professionalism Agreement
D. Longitudinal Outcome Measures Assessment Form (LOMA)
E. Electronic LOMA® Instructions
F. Community Pharmacy APPE Requirements
G. Suggested Tasks to Reach Mastery Level in Community Pharmacy
H. Absence Request Form
I. Pharmacist Intervention Documentation Form
J. Midpoint and Final Assessment Forms by Course
K. APPE Site/Preceptor Assessment Form
**APPE ROTATION CHECKLIST**

1. **Pre-Rotation**
   a. Update all personal information in E*VALUE™
   b. Review site requirements on E*VALUE™. Be sure you have completed all necessary paperwork, testing, etc. required*
   c. Contact site preceptor at least 45 days prior to rotation start
      i. Find out who
         1. Is there a specific person I need to report to?
      ii. Find out what
         1. What do I need to bring on my first day
            a. Laptop?
            b. Identification?
            c. Documentation? etc.
      iii. Find out where
         1. Where do I park?
         2. Where is the pharmacy located?
         3. Where do I report; directly to the pharmacy; stop at the main desk and ask for the pharmacy; go to HR for badges, etc.?
   d. Review E*VALUE™ Learning Modules and PXDX requirements to determine which assignments may be completed at this rotation.
   e. Document three (3) goals that you have for this rotation and complete the PreAPPE Reflection Learning module in E*VALUE™.

2. **First Day at Site**
   a. Complete all site requirements such as badges, parking passes if available, HR requirements, etc.
   b. Meet with preceptor and discuss:
      i. Orientation checklist *
      ii. 3 goals for the rotation
      iii. E*Value™ requirements and identify skills that can be met during this rotation
iv. Set date for Midpoint evaluation

3. Midpoint
   a. Review midpoint evaluation with preceptor
      i. If any scores are <3, discuss remediation strategies with preceptor
   b. Review progress in attaining your 3 goals for the rotation
   c. Review status of Learning Modules and PXDX
   d. Contact preceptor for next APPE rotation if you have not done so yet
   e. Midpoint meeting at USJ SOP

On the third and sixth Friday of the rotation:

If your site is within 50 miles of 229 Trumbull Street*, you are required to report to USJ SOP for a meeting, from 1PM to 4PM. This will include housekeeping, general discussion of issues, student presentations and guest speakers. You are expected to report to your site on the day of the meeting before reporting to the School. Be sure that you remind your preceptor that you will be away from the pharmacy on these two afternoons.

*See map on website [http://usj.edu/academics/schools/school-of-pharmacy/experiential-education/manuals.html](http://usj.edu/academics/schools/school-of-pharmacy/experiential-education/manuals.html)

4. Final Day of Rotation
   a. Review final assessment with preceptor
      i. Notify OEE if any scores less than 3
   b. Discuss the overall experience with your preceptor
   c. Review and verify all required assignments are entered in E*VALUE™
   d. Complete site and preceptor evaluation
   e. Thank all that you worked with, not just your preceptor
   f. Find out about the employment opportunities and process at the site
   g. RETURN TO CAMPUS FOR MEETING AS ABOVE: 1pm TO 4pm
   h. Complete Post APPE Reflection Learning Module in E*VALUE™ including evaluation of your three goals.

*NOTE: Failure to complete all assignments can result in a failing grade for the APPE rotation.
Orientation: The first day on a “job” is always stressful for both manager and employee. Although the student should never be considered an employee, the orientation period is quite similar. The orientation should clearly outline expectations. The following areas should be considered as discussion points on the first day of the rotation.

<table>
<thead>
<tr>
<th><strong>SUGGESTED ACTIVITY</strong></th>
<th><strong>✓ COMPLETED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Student Initial</strong></td>
</tr>
<tr>
<td>Parking rules</td>
<td></td>
</tr>
<tr>
<td>Rotation hours (max of 8 hours per day) and schedule</td>
<td></td>
</tr>
<tr>
<td>Personal storage area</td>
<td></td>
</tr>
<tr>
<td>Lunch/dinner/food policy</td>
<td></td>
</tr>
<tr>
<td>Cell phone policy</td>
<td></td>
</tr>
<tr>
<td>Computer policy-personal and business</td>
<td></td>
</tr>
<tr>
<td>Preceptor expectations</td>
<td></td>
</tr>
<tr>
<td>Preceptor contact information</td>
<td></td>
</tr>
<tr>
<td>Student expectations</td>
<td></td>
</tr>
<tr>
<td>Student contact information</td>
<td></td>
</tr>
<tr>
<td>Review IPPE workbook</td>
<td></td>
</tr>
<tr>
<td>Absence policy and procedure for site (School policy listed in IPPE Manual)</td>
<td></td>
</tr>
<tr>
<td>Policy for attending professional meetings-allowed?-notice? etc.</td>
<td></td>
</tr>
<tr>
<td>Daily responsibilities of student and preceptor – how often will both meet, how will time be spent, e.g. discussing patient cases, reviewing student activities or performance etc.</td>
<td></td>
</tr>
<tr>
<td>Projects –if any- see workbook</td>
<td></td>
</tr>
<tr>
<td>Assessment procedure-weekly and final assessment</td>
<td></td>
</tr>
<tr>
<td>Tour of facility</td>
<td></td>
</tr>
<tr>
<td>Staff introductions</td>
<td></td>
</tr>
<tr>
<td>Pharmacy department policies and procedures including student responsibilities, documenting in records, counseling, taking verbal prescriptions, etc.</td>
<td></td>
</tr>
<tr>
<td>Reporting structure-who to see about what</td>
<td></td>
</tr>
<tr>
<td>Available clinical resources</td>
<td></td>
</tr>
<tr>
<td>Orientation to site forms; adverse drug reactions, drug utilization, formulary requests, prescription notes, drug inventory, etc.</td>
<td></td>
</tr>
<tr>
<td>Use of site resources: copier, computer, internet access, telephones, library</td>
<td></td>
</tr>
<tr>
<td>Use of pharmacy department equipment and safety requirements such as refrigerators, hoods, microwave, etc.</td>
<td></td>
</tr>
</tbody>
</table>
APPE ROTATION NOTIFICATION

I, __________________________________________, by signing below, accept the following conditions.

1. I will review the site requirements on E*VALUE™ 8 weeks prior to starting the Advanced Pharmacy Practice Experience (APPE) rotation.
   a. Individual sites have specific requirements such as but not limited to:
      i. CORI (background checks) some accept one already completed, some require repeat check
      ii. Drug Screen, (same as above)
      iii. Immunization requirements
          1. Any issues with immunizations, etc. need to be discussed with Health Services. The Office of Experiential Education does not have control over your health records.
          iv. Valid intern license (Indian Health Services usually do not require these but allow sufficient time to acquire the license in all cases. It is best to start this process before APPE year begins as some states take several months to process).
          v. Fingerprinting (see Home page of E*VALUE™ for instructions on local provider. Some require specific locations.)
   b. THE COST OF ALL OF THE ABOVE ARE THE RESPONSIBILITY OF THE STUDENT

2. I will contact my preceptor (email response or actual phone conversation) within 45 days of the start of the rotation to introduce myself and confirm start date, parking, etc.

Failure to comply with site requirements will lead to:

   a. Forfeiture of rotation and sit out the block (no reassignment in that block)
   b. Possible delay in graduation

A make-up Advanced Pharmacy Practice Experience (APPE) will be administratively assigned by the Office of Experiential Education when availability is present. This may mean assignment in the next scholastic year and delayed graduation.

By signing below, you accept all above conditions and understand the consequences of failure to follow these rules.

______________________________
(Name (sign above))

____/_____/20__ (date)

APPE Manual 2015-2016
One of the goals of the experiential component of the curriculum is to provide you with a diverse set of professional experiences and skills. For this reason each of the activities requires you to demonstrate competence by completing the activities listed below. The student will enter these components into the E*Value™ system either via the PXDX system or by completing the appropriate Learning Modules. The number of requirements are a minimum requirement and are not meant to limit your individual site expectations or requirements.

A. Patient Care Activities

<table>
<thead>
<tr>
<th>Patient Care Activity</th>
<th>Number required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and collect appropriate drug-related monitoring parameters for each assigned patient</td>
<td>2</td>
</tr>
<tr>
<td>Maintain adequate patient data for each assigned patient</td>
<td>2</td>
</tr>
<tr>
<td>Identify and prioritize drug-related problems for each assigned patient</td>
<td>2</td>
</tr>
<tr>
<td>Assess the appropriateness of each assigned patient's drug therapy</td>
<td>2</td>
</tr>
<tr>
<td>Write a SOAP note for an assigned patient</td>
<td>2</td>
</tr>
<tr>
<td>Verbally present all patient data in a concise and meaningful fashion</td>
<td>2</td>
</tr>
<tr>
<td>Complete a medication reconciliation</td>
<td>2</td>
</tr>
<tr>
<td>Prepare a complete medication history</td>
<td>2</td>
</tr>
<tr>
<td>Prepare a written pharmacokinetic consultation</td>
<td>2</td>
</tr>
<tr>
<td>Appropriately counsel a patient on their medications</td>
<td>2</td>
</tr>
<tr>
<td>Provide a verbal therapeutic recommendation to another healthcare professional</td>
<td>2</td>
</tr>
<tr>
<td>Take a patient's blood pressure manually</td>
<td>2</td>
</tr>
<tr>
<td>Take a patient's pulse manually</td>
<td>2</td>
</tr>
</tbody>
</table>
B. Physical Assessment Activities (Complete the following Physical Assessment Activities if the opportunity is available during any rotation. No minimum required.)

<table>
<thead>
<tr>
<th>Physical Assessment Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a patient’s respiratory rate manually</td>
</tr>
<tr>
<td>Assess a patient's peripheral edema</td>
</tr>
<tr>
<td>Perform a diabetic foot exam</td>
</tr>
<tr>
<td>Observe a physical assessment and discuss findings</td>
</tr>
</tbody>
</table>

C. Assessment/Intervention Activities (Each outcome must be completed TWICE during the six rotation sequence)

<table>
<thead>
<tr>
<th>Assessment Activities</th>
<th>Number required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculate by hand and assess a creatinine clearance for an adult/child/infant</td>
<td>2</td>
</tr>
<tr>
<td>Calculate by hand and assess a creatinine clearance for a patient with renal insufficiency</td>
<td>2</td>
</tr>
<tr>
<td>Calculate by hand and assess a body mass index (BMI) for an adult</td>
<td>2</td>
</tr>
<tr>
<td>Calculate by hand and assess an ideal body weight (IBW) for an adult</td>
<td>2</td>
</tr>
<tr>
<td>Make a warfarin dosage adjustment based on patient parameters (e.g. INR)</td>
<td>2</td>
</tr>
<tr>
<td>Assess the significance of a drug-drug interaction</td>
<td>2</td>
</tr>
<tr>
<td>Assess a significant drug-food interaction</td>
<td>2</td>
</tr>
<tr>
<td>Assess a significant drug-disease interaction</td>
<td>2</td>
</tr>
<tr>
<td>Assess and adjust medications in a patient with hepatic insufficiency</td>
<td>2</td>
</tr>
<tr>
<td>Make a medication dosage adjustment based on patient specific lab values</td>
<td>2</td>
</tr>
<tr>
<td>Task</td>
<td>Score</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Design an initial insulin dosing regimen</td>
<td>2</td>
</tr>
<tr>
<td>Evaluate insulin therapy and make appropriate adjustments</td>
<td>2</td>
</tr>
<tr>
<td>Assess and recommend appropriate DVT prophylaxis</td>
<td>2</td>
</tr>
<tr>
<td>Evaluate a blood glucose log and make appropriate recommendations</td>
<td>2</td>
</tr>
<tr>
<td>Assess a lipid panel and make appropriate recommendations</td>
<td>2</td>
</tr>
<tr>
<td>Educate on correct technique for using a glucometer</td>
<td>2</td>
</tr>
</tbody>
</table>
### D. Required

<table>
<thead>
<tr>
<th>Required learning modules:</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive pharmaceutical care plans</td>
<td>2</td>
</tr>
<tr>
<td>Formal presentation</td>
<td>1</td>
</tr>
<tr>
<td>Drug monographs</td>
<td>2</td>
</tr>
<tr>
<td>Drug information (DI) responses</td>
<td>5</td>
</tr>
<tr>
<td>Journal critiques</td>
<td>2</td>
</tr>
<tr>
<td>Reflection on a student/patient counseling session</td>
<td>2</td>
</tr>
<tr>
<td>Reflection on an ethical or cultural dilemma</td>
<td>1</td>
</tr>
<tr>
<td>Activity write-up on Drug Use Evaluation (DUE), Medication Safety, Operational Continuous Quality Improvement (CQI)</td>
<td>1</td>
</tr>
<tr>
<td>Adverse drug reactions (ADR)</td>
<td>2</td>
</tr>
<tr>
<td>Therapeutic interventions</td>
<td>2</td>
</tr>
<tr>
<td>Patient Education Handout or resource</td>
<td>1</td>
</tr>
<tr>
<td>Develop a business plan to implement a new service</td>
<td>1</td>
</tr>
<tr>
<td>Interprofessional Education (IPE) experience including reflection</td>
<td>5</td>
</tr>
<tr>
<td>Antibiotic stewardship</td>
<td>1</td>
</tr>
</tbody>
</table>

### PHARMACY 903 COMMUNITY PHARMACY REQUIREMENTS:

*See pg. 51-52 for specifics on each area*

<table>
<thead>
<tr>
<th><strong>ACTIVITY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Share 3 goals of rotation with preceptor</td>
</tr>
<tr>
<td>Create 2 patient assessments and 2 pharmacist interventions per week*</td>
</tr>
<tr>
<td>(in addition, enter into PXDX as well as community learning module E<em>VALUE™)</em></td>
</tr>
<tr>
<td>Counsel Patient in OTC therapy (minimum of 2 per rotation)</td>
</tr>
<tr>
<td>Provide Inhaler instruction (minimum of 2 per rotation)</td>
</tr>
<tr>
<td>Develop a pharmacy outreach project*</td>
</tr>
<tr>
<td>Patient management project*</td>
</tr>
<tr>
<td>Document inventory management *</td>
</tr>
</tbody>
</table>

*Documentation is required to be uploaded to E*VALUE™ via Community Learning Module
COMMUNITY PHARMACY APPE REQUIREMENTS:

1. Patient Care
   a. Create two (2) patient assessments each week
      i. The intern will identify, with the assistance of the preceptor, patients who visit the pharmacy regularly. After reviewing the patient profile, the intern will do the following:
         1. List all current medications
         2. Identify any possible drug interactions
         3. Identify a differential diagnosis
         4. Examine profile for any medication related problems (MRP)
         5. Take action on MRP
         6. List OTC recommendations, if appropriate
         7. List laboratory tests that would aid in management of drug usage, if applicable
         8. Analyze insurance ramifications of drug choice and possible less costly choices
         9. Perform any necessary telephone follow-up (i.e. antibiotic stewardship)
   b. Create two (2) pharmacist interventions each week
      1. Upload USJ form (found in documents section) to Community Activities learning module E*VALUE™

EXAMPLES:

The assessment MAY lead to an intervention. You may have discovered something in the assessment that requires you to contact the prescriber or make some sort of recommendation to the patient. This is documented on the intervention form.

Other examples that have nothing to do with the full assessment, is that you find that a new prescription from an office is an increase in the dosage (or decrease) and after discussing with the patient that nothing should have changed, you contact the prescriber and correct the prescribing error. This happens all the time.

You find out that the patient is taking one drug from one prescriber and something similar or interacting drug is ordered. You need to intervene and protect the patient.

You find out a patient is doctor shopping and you need to contact ....

Post all required work on E*VALUE™ by 6PM Friday of each rotation week

2. Service to pharmacy location
   a. Provide service in the OTC section of the pharmacy
i. Counsel patients as needed including nutritionals
ii. Review patient labeling and determine differences in formulations within product line (i.e. Robitussin, Robitussin DM, PE, CF, etc.)
iii. Provide smoking cessation information including proper use of nicotine replacement products if appropriate

3. Screenings
   a. Provide blood pressure, blood sugar, cholesterol etc. screenings as required by pharmacy
   b. Provide inhaler technique training
   c. Provide blood glucose monitor training
   d. Provide blood pressure monitor training

4. Prescription dispensing
   Prescription dispensing should include all the areas listed on Document entitled “Community Pharmacy Rotation Check List”. The prescription dispensing portion of the rotation is expected to encompass a minimum of 50% of the experience with adequate time available to the intern to complete the other requirements listed in this document. Dispensing includes the face to face counseling of all new prescriptions when possible and on refills when appropriate (i.e. patient compliance issues, insurance limitations, etc.)

5. Patient Education
   a. The student will develop a pharmacy “outreach” project. The project could be one of the following:
      i. Display with appropriate signage and handout of seasonal allergies or cough/cold products, etc.
      ii. Newsletter for senior center or for handout in the pharmacy
      iii. Presentation at senior center, service club or in-service
      iv. Promotion of health advocacy such as Great American Smoke Out, National Poison Prevention week, etc.
   b. Student will provide evidence of project completion by posting newsletter, photo of display, description of presentation with copies of material to E*VALUE™ by last day of rotation.

6. Pharmacy Management
   a. Patient management
      i. Workflow is a key to efficient delivery of pharmacist care. Student will develop a system to ensure that all patients receiving new prescriptions will, when appropriate, receive face to face counseling
         a. This may require finding a HIPAA compliant area, management of technicians to ensure adequate time for pharmacist to be available, etc.
ii. Even if the pharmacy is unable or unwilling to incorporate the system, the student will provide documentation of the system to E*VALUE™ by last day of rotation.

b. Inventory management

i. The key to a profitable pharmacy is inventory management. The student will become familiar with the system utilized by the pharmacy and document the procedure. This is to be posted to E*VALUE™ by the conclusion of the rotation.

c. Profitability

i. The student will review the policies and procedures of the pharmacy and determine how they affect profitability. If the pharmacy has policies that the student believes conflicts with the ability to provide quality pharmacist care, s/he will identify those policies and discuss in writing the pros and cons of the policies.
### SUGGESTED TASKS TO REACH MASTERY LEVEL IN COMMUNITY PHARMACY

#### 1. Processing Prescriptions

- **a.** Describes requirements for receiving prescriptions
  - Written
  - Electronic
  - Facsimile
  - Verbal
  - Transfers
  - Any other means used at rotation site
- **b.** Evaluated new and refill prescriptions
  - Completeness
  - Legal requirements
  - Appropriate indication
  - Appropriate dosing and route of administration
  - Allergies
  - Drug-drug interactions
  - Drug-disease interactions
- **c.** Collects missing information efficiently from appropriate sources (See section 2 below for details)
- **d.** Prescription data entry into computer system
  - Creates profile or adds information to existing profile
  - Makes appropriate product selections according to established laws and protocols
  - Generates accurate labeling for dispensing product to patient

#### 2. Medication Therapy Management

- **a.** Identifies prescription problems relating to Section 1b
  - Interview patients/care givers to obtain information needed to evaluate prescriptions as described in section 1 above
  - Evaluates new prescription, refill prescription, or other patient encounter in context of an individual patient’s profile
- **b.** Resolves prescription problems
  - Effectively communicates problem and suggested resolution with physician or other health care provider
  - Effectively communicates problem and intended course of action to patient
- **c.** Demonstrates communication skills needed for effectively interviewing/counseling patients
  - Speaks clearly
  - Uses appropriate terminology
  - Asks open ended questions
  - Prioritizes counseling points
  - Listens to patient, verifies patient understanding
  - Displays caring attitude
Provides complete and accurate information
Uses printed or other patient information media appropriately
Identifies patients who have/may have medication compliance problems and explores potential solutions
Describes resources available at practice site for communication with non-English speaking patients, and uses them appropriately
d. Drug Information- Responses to questions from patients or prescribers
Clarifies question/specific request
Uses appropriate references to gather information
Formulates appropriate (complete, concise, accurate) response
Effectively communicates response to person that requested it
e. Appropriately documents interventions, communications with other health care providers, and significant patient interactions according to established procedures
f. Describes procedures for reporting significant adverse drug events to MedWatch or other agencies

<table>
<thead>
<tr>
<th>3. Preparation/Dispensing of prescription products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Finished dosage forms</strong></td>
</tr>
<tr>
<td>Selects correct products from inventory</td>
</tr>
<tr>
<td>Counts or measures products accurately, including reconstitution of oral suspension products</td>
</tr>
<tr>
<td>Selects appropriate container for dispensing to patient</td>
</tr>
<tr>
<td><strong>b. Compounding</strong></td>
</tr>
<tr>
<td>Uses appropriate ingredients</td>
</tr>
<tr>
<td>Makes accurate calculations</td>
</tr>
<tr>
<td>Makes accurate measurements</td>
</tr>
<tr>
<td>Uses correct procedures and techniques to make the product</td>
</tr>
<tr>
<td>Follows procedures for documentation of compounding products for immediate or anticipated use</td>
</tr>
<tr>
<td><strong>c. Cytotoxic or hazardous products</strong></td>
</tr>
<tr>
<td>Identifies products that have safe-handling precautions</td>
</tr>
<tr>
<td>Uses appropriate precautions when preparing these products for compounding or other preparation for dispensing</td>
</tr>
<tr>
<td>Describes and uses appropriate disposal methods for cytotoxic or hazardous materials</td>
</tr>
<tr>
<td><strong>d. Dispensing prescription products and devices</strong></td>
</tr>
<tr>
<td>Delivers correct products to correct patient or patient representative</td>
</tr>
<tr>
<td>Documents dispensing of prescription medications and controlled substances according to established procedures</td>
</tr>
<tr>
<td>Appropriately counsels patients regarding use of medication or medical device (more detail under Medication Management Therapy section of checklist)</td>
</tr>
<tr>
<td><strong>e. Efficiently fills prescriptions</strong></td>
</tr>
<tr>
<td><strong>f. Effectively supervises work of technicians and supportive personnel</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Controlled Substances- Describes and complies with established procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Procurement and inventory/storage requirements</strong></td>
</tr>
<tr>
<td><strong>b. Prevention of theft/diversion</strong></td>
</tr>
<tr>
<td><strong>c. Filling prescriptions</strong></td>
</tr>
<tr>
<td><strong>d. Disposal or other procedures for handling expired or partially used products</strong></td>
</tr>
</tbody>
</table>
5. Over the Counter Products
   a. Obtains information from patient to assess chief complaint
   b. Refers patient to physician when appropriate
   c. Advises selection of appropriate OTC products in categories including but not limited to:
      - Analgesics/antipyretics
      - Cough/cold/allergy
      - Topical anti-infectious and anti-inflammatories, including those for intravaginal use
      - First aid/medical supplies
      - Ophthalmic and otic products
      - Vitamins/nutritional supplements
      - Contraceptives/fertility aids
      - Other products categories commonly sold at pharmacy practice sites
   d. Effectively communicates to patients appropriate use of selected OTC product

6. Therapy Monitoring Devices
   a. Explains importance of monitoring drug therapy to patient or other health care provider
   b. Demonstrates skill in use of devices with ability to counsel patients
      - Blood glucose monitoring
      - Cholesterol screening
      - Blood pressure monitoring

7. Pharmacy/Personnel Management
   a. Workflow/staff relationships
      - Understands functions of all pharmacy personnel
      - Effectively communicates with pharmacy staff to accomplish tasks, delegating tasks appropriately
      - Prioritizes tasks appropriately
   b. Describes procedures for billing for pharmacy services
      - Defines common terminology such as deductible and copay
      - Resolves third party payment rejections when possible
      - Communicates with patient reasons for third party rejections
      - Communicates with prescribers to facilitate therapy changes mandated by third party payers
   c. Procurement and storage
      - Describes procedures for determining inventory needs
      - Describes procedure for obtaining inventory from suppliers, including related documentation
      - Describes handling of product recalls and returning products to suppliers
      - Describes disposal of expired materials, including special requirements for hazardous substances
      - Describes theft/diversion precaution
   d. Describes procedures for procurement and maintenance of supplies and equipment in the pharmacy
   e. Describes procedures for assuring compliance with federal, state, and company regulations regarding pharmacy practice
   f. Attends meetings relevant to pharmacy practice/management (i.e. Staff meetings, Interdepartmental, Promotional, etc.)
Electronic LOMA Instructions

The LOMA assignments will be completed in the E*Value ™ system. Assignments will be generated at the beginning of the APPE rotation. Complete instructions for utilizing the E*Value ™ modules can be found on the home page of E*Value ™ and on the USJ website under Manuals in the Experiential Education section.

The student is required to complete the assignments by the due date. The preceptor will be required to sign off on assignments and will be notified by an email generated from E*Value ™ that will provide a link to the assignments. Instructions for preceptors on this process will be found on the home page of E*Value ™.

Preceptors will have access to the students completed assignments via the MY Folio section of E*Value ™. Instructions for accessing the My Folio will be found on the home page of E*Value ™.

Technical issues can be directed to the Office of Experiential Education.
Absence Request Form

I am requesting to be absent from my APPE rotation on ____________________ for the following reason(s):

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

I will make arrangements with my preceptor to complete the missed hours at a time outside of scheduled class or assessment.

Submitting this form does not guarantee approval of the absence from the APPE rotation. Students should not proceed with plans for requested absence until written approval has been provided by the Director of Experiential Education. You must complete this form, obtain preceptor signature and then fax or email scanned copy to Director of Experiential Education.

I. Student Information

_____________________________________________________________________
Last Name          First Name          Telephone          Email

II. APPE Preceptor Information

_____________________________________________________________________
Site Name          Preceptor (Print)

___________________________________________  ____________
Signature of Preceptor          Date

III. Reason for Unplanned Absence

___ Medical Emergency  
___ Family Emergency  
___ Other

Forward completed form to: Office of Experiential Education

Department Use Only
Action Taken:   _____ Request Approved   _____ Request Denied

___________________________________________  ____________
Signature- Director of Experiential Education          Date
PHARMACIST INTERVENTION DOCUMENTATION FORM

Pharmacy Intervention
Advanced Community Pharmacy Rotation

Student: ____________________________ Date: ________________

Site: ____________________________ Date: ________________

Patient Sex: ___ Male ___ Female

Patient Age: ___ < 2 ___ 2-5 ___ 6-12 ___ 12-17 ___ Adult 18-64 ___ Senior 65+

Intervention Description:

Intervention Category (assign one or more):

- Dose adjustment
- Drug allergy
- Interaction
- Contraindication
- Formulary Intervention
- Patient demonstration
- OTC recommendation
- Inter-professional education
- ADR
- Insurance review (MedID)
- Dosage error
- Directions error
- Therapy duration error
- Other (describe)

Recommendation:

- Discontinue therapy
- Modify therapy
- Initiate new therapy
- Initiate alternative therapy
- Provide drug information/education

Outcome:

- Accepted by prescriber
- Denied by prescriber
- Accepted by patient
- Refused by patient

Impact (therapeutic outcome, financial etc.):
### PATIENT ASSESSMENT FORM FOR COMMUNITY PHARMACY APPE

**PATIENT ASSESSMENT NUMBER:**
(do not use name or any identifier)

**DATE OF ASSESSMENT:**

**LIST ALL CURRENT MEDS including OTC/herbals**

<table>
<thead>
<tr>
<th>Meds</th>
<th>Meds</th>
<th>Meds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**ID any possible drug-drug, drug-disease, drug food etc interactions**

<table>
<thead>
<tr>
<th>Interactions</th>
<th>Interactions</th>
<th>Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
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</tr>
</tbody>
</table>

**ID a differential diagnosis:**

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Diagnosis</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**ID any medication related problems (MRP)**

<table>
<thead>
<tr>
<th>MRP</th>
<th>MRP</th>
<th>MRP</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

**Take action on MRP and document on intervention form***

**List any OTC recommendations and document on intervention form***

**List any laboratory tests that would aid in the management of drug therapy where appropriate**

<table>
<thead>
<tr>
<th>Tests</th>
<th>Tests</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Analyze insurance ramifications of therapeutic changes and possible less costly alternatives. This does not require intervention but if it does, document on intervention form.***

***intervention form is found in APPE Manual***
ASSESSMENT FORMS
(To be completed by Preceptor online via E*Value)
These assessments are in part based on the specific activities in each rotation. See each specific rotation for additional information.

The following grading scale is to be used in the mid-point and final assessments. To successfully complete the rotation, the student must receive a 70% grade from the hosting preceptor and complete all material required for the specific rotation. The grade is determined by the average of the assessment scores as calculated by E*VALUE™. Midpoint evaluations are to be used to inform the student of any areas that do not meet the passing grade and do not count toward the final grade. At the midpoint, a plan to ensure successful completion is essential.

Successful completion of all areas on the Longitudinal Outcomes Measurement form (LOMA) are required to pass PHCY 995 at the end of the P3 scholastic year.

The following rubric is used to assess the student's ability to handle the functions within the pharmacy practice. The preceptor will select the appropriate number that corresponds to the students' performance. An NA should be chosen only if the assessment point is not available at the site. It will not add any negative points to the student’s score.

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Description of Student's Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Requires little or no intervention. Significantly exceeds expectations. Displays ability to work unsupervised. I feel the student is able to perform the listed function with a high degree of competence.</td>
</tr>
<tr>
<td>4</td>
<td>Requires occasional intervention. Consistently performs at or above expectations. Displays ability to work with minimal supervision. I feel the student is able to perform the listed function with a moderate degree of competence.</td>
</tr>
<tr>
<td>3</td>
<td>Requires targeted interventions. Performs within expectations. Can perform some tasks without supervision. I feel the student is able to perform the listed function with acceptable competence.</td>
</tr>
<tr>
<td>2</td>
<td>Needs intervention to complete tasks. Work is incomplete or poorly done. Unable to work unsupervised. I feel the student has limited ability to perform the listed function and is not fully competent.</td>
</tr>
<tr>
<td>1</td>
<td>Unable to perform tasks or complete assignments. Incomplete understanding of basic concepts. Requires extensive remedial training. Displays inappropriate and/or unethical behavior. I feel the student is unable to perform this educational outcome competently.</td>
</tr>
</tbody>
</table>
# AMBULATORY CARE APPE ASSESSMENT FORM

## PHCY 901

<table>
<thead>
<tr>
<th>Assessment PHCY 901</th>
<th>Assessment</th>
<th>Midpoint Achievement</th>
<th>Final Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student is able to properly communicate with pharmacy staff and interact appropriately with colleagues at this site</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>2</td>
<td>The student adheres to dress code required by site</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>3</td>
<td>The student demonstrates the ability to undertake tasks and to complete assignments in a timely manner</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>4</td>
<td>The student responds accurately and in a timely manner to drug information requests from other health care professionals</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>5</td>
<td>The student maintains patient confidentiality and adheres to HIPAA regulations</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>6</td>
<td>The student demonstrates ethical behavior</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>7</td>
<td>The student exhibits consideration of other’s perspective and feelings (empathy)</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>8</td>
<td>The student is punctual and communicates tardiness/absence effectively</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Score 1</td>
<td>Score 2</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>9</td>
<td>The student reviews and interprets medication orders/prescriptions for accuracy and completeness</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>10</td>
<td>The student recognizes names and indications of commonly prescribed medications</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>11</td>
<td>The student shows proficiency filling orders by selecting correct medication and dosage form</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>12</td>
<td>The student accepts and responds appropriately to constructive criticism</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>13</td>
<td>The student appropriately substitutes generic products and demonstrates familiarity with the formulary system</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>14</td>
<td>The student interprets laboratory values and adjusts medication dosage accordingly</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>15</td>
<td>The student demonstrates proficiency in conducting a drug usage evaluation</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>16</td>
<td>The student demonstrates knowledge and application of both state and federal laws and regulations pertaining to the practice of pharmacy</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>17</td>
<td>The student identifies and efficiently utilizes appropriate drug information resources</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>18</td>
<td>The student demonstrates confidence</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>The student gathers all pertinent information in an appropriate and professional manner from the patient</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>20</td>
<td>The student speaks to patients in a professional manner and always treats them with courtesy and empathy</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>21</td>
<td>The student demonstrates sensitivity to and respect for each individual’s needs, values, and beliefs, including cultural factors, religious beliefs, language barriers, cognitive abilities, and socioeconomic status</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>22</td>
<td>The student appropriately counsels a patient under the supervision of the pharmacist.</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>23</td>
<td>The student demonstrates knowledge of brand/generic names and indications of the top 100 medications</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>24</td>
<td>The student demonstrates basic understanding of resource management and financial principles of pharmacy practice (example: managing non-formulary requests)</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>25</td>
<td>Completed all required activities pertaining to this APPE rotation</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>Assessment PHCY 902</td>
<td>Assessment</td>
<td>Midpoint Achievement</td>
<td>Final Achievement</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1</td>
<td>The student is able to properly communicate with pharmacy staff and interact appropriately with colleagues at this site</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>2</td>
<td>The student adheres to dress code required by site</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>3</td>
<td>The student demonstrates the ability to undertake tasks and to complete assignments in a timely manner</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>4</td>
<td>The student responds accurately and in a timely manner to drug information requests from other health care professionals</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>5</td>
<td>The student maintains patient confidentiality and adheres to HIPAA regulations</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>6</td>
<td>The student demonstrates ethical behavior</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>7</td>
<td>The student exhibits consideration of other’s perspective and feelings (empathy)</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>8</td>
<td>The student is punctual and communicates tardiness/absence effectively</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Score</td>
<td>Comments</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>9</td>
<td>The student reviews and interprets medication orders/prescriptions</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>for accuracy and completeness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The student recognizes names and indications of commonly prescribed</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>medications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The student shows proficiency in filling orders by selecting correct</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>medication and dosage form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The student accepts and responds appropriately to constructive criticism</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>13</td>
<td>The student appropriately substitutes generic products and demonstrates</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>familiarity with the formulary system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The student interprets laboratory values and adjusts medication dosage</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>accordingly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The student demonstrates proficiency in conducting a drug usage evaluation</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>16</td>
<td>The student demonstrates knowledge and application of both state and federal</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>laws and regulations pertaining to the practice of pharmacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>The student identifies and efficiently utilizes appropriate drug information</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>The student demonstrates confidence</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>The student correctly identifies components used for TPN solution and/or IV admixtures</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>20</td>
<td>The student can make recommendations on drug/drug IV line compatibility</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>21</td>
<td>The student correctly calculates dose and infusion rate of IV medications</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>22</td>
<td>The student appropriately counsels a patient under the supervision of the pharmacist.</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>23</td>
<td>The student communicates effectively in institutional-based activities (such as P&amp;T committees and drug information requests)</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>24</td>
<td>The student demonstrates basic understanding of resource management and financial principles of pharmacy practice (example: managing non-formulary requests)</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>25</td>
<td>Completed all required activities pertaining to this APPE rotation</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
</tbody>
</table>
## COMMUNITY APPE ASSESSMENT FORM

### PHCY 903

<table>
<thead>
<tr>
<th>Assessment PHCY 903</th>
<th>Assessment</th>
<th>Midpoint Achievement</th>
<th>Final Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student gathers all pertinent information in an appropriate and professional manner from the patient when presented with new prescriptions</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>2</td>
<td>The student obtains refill authorization for an existing prescription by calling or faxing the prescriber’s office</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>3</td>
<td>The student speaks to patients in a professional manner and always treats them with courtesy and empathy</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>4</td>
<td>The student adheres to the dress code required by the site</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>5</td>
<td>The student demonstrates the ability to undertake tasks and complete assignments in a timely manner</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>6</td>
<td>The student interacts appropriately with other healthcare professionals</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>7</td>
<td>The student maintains patient confidentiality and adheres to HIPAA regulations</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td>Rating</td>
<td>Rating</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>8</td>
<td>The student properly communicates with pharmacy staff and interacts appropriately with colleagues at this site</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>9</td>
<td>The student is punctual and communicates tardiness/absence effectively</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>10</td>
<td>The student is well groomed; maintains good personal hygiene</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>11</td>
<td>The student correctly enters a new/refilled prescription into the computer with little or no help from the pharmacy staff</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>12</td>
<td>The student correctly interprets/translations prescription abbreviations</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>13</td>
<td>The student demonstrates appropriate DAW codes</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>14</td>
<td>The student calculates dose, day's supply, and total quantity with minimal help from the pharmacy staff</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>15</td>
<td>The student correctly adjudicates third party insurance submissions</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>16</td>
<td>The student selects the correct drug product, manufacturer, dose and dosage form and prepares it for dispensing</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>17</td>
<td>The student demonstrates knowledge of brand/generic names and indications of the top 100 medications</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Category</td>
<td>Category</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>18</td>
<td>The student provides appropriate self-care (OTC) recommendations under the supervision of a pharmacist</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>19</td>
<td>The student appropriately counsels a patient under the supervision of the pharmacist.</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>20</td>
<td>The student describes the importance of adhering to controlled substance inventory and ordering procedures</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>21</td>
<td>The student demonstrates knowledge and application of both state and federal laws and regulations pertaining to the practice of pharmacy</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>22</td>
<td>The student identifies and efficiently utilizes appropriate drug information resources</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>23</td>
<td>The student correctly compounds/reconstitutes products prior to dispensing</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>24</td>
<td>The student demonstrates sensitivity to and respect for each individual's needs, values, and beliefs, including cultural factors, religious beliefs, language barriers, cognitive abilities, and socioeconomic status</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>25</td>
<td>The student demonstrates an understanding of the principles of inventory management during filling and ordering process</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>The student demonstrates a basic understanding of resource management and financial principles of pharmacy practice</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>26</td>
<td>Completed all required activities of the Advanced Community Pharmacy Practice Experience as noted in the APPE workbook.</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
</tbody>
</table>
### INSTITUTIONAL APPE ASSESSMENT FORM

**PHCY 904**

<table>
<thead>
<tr>
<th>Assessment PHCY 904</th>
<th>Assessment</th>
<th>Midpoint Achievement</th>
<th>Final Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student is able to properly communicate with pharmacy staff and interact appropriately with colleagues at this site</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>2</td>
<td>The student adheres to dress code required by site</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>3</td>
<td>The student demonstrates the ability to undertake tasks and to complete assignments in a timely manner</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>4</td>
<td>The student demonstrates respect for other health care professionals and patients</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>5</td>
<td>The student maintains patient confidentiality and adheres to HIPAA regulations</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>6</td>
<td>The student demonstrates ethical behavior</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>7</td>
<td>The student exhibits consideration of other’s perspective and feelings (empathy)</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>8</td>
<td>The student is punctual and communicates tardiness/absence effectively</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>9</td>
<td>The student reviews and interprets medication orders/prescriptions for accuracy and completeness</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10</td>
<td>The student recognizes names and indications of commonly prescribed medications</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>11</td>
<td>The student shows proficiency filling orders by selecting correct medication and dosage form</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>12</td>
<td>The student accepts and responds appropriately to constructive criticism</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>13</td>
<td>The student appropriately substitutes generic products and demonstrates familiarity with the formulary system</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>14</td>
<td>The student demonstrates an understanding of the principals of inventory management during filling and ordering procedures</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>15</td>
<td>The student describes the importance of adhering to controlled substance inventory and ordering procedures</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>16</td>
<td>The student demonstrates knowledge and application of both state and federal laws and regulations pertaining to the practice of pharmacy</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>17</td>
<td>The student identifies and efficiently utilizes appropriate drug information resources</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>18</td>
<td>The student demonstrates confidence</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>19</td>
<td>The student correctly identifies components used for TPN solution and/or IV admixtures</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>20</td>
<td>The student observes and/or demonstrates proper technique for IV preparation or compounding of a sterile product</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>21</td>
<td>The student correctly calculates dose, total quantity, and/or infusion rate needed</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>22</td>
<td>The student demonstrates familiarity and basic understanding of USP &lt;797&gt; standards</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>23</td>
<td>The student communicates effectively in institutional-based activities (such as P&amp;T committees and drug information requests)</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>24</td>
<td>The student demonstrates basic understanding of resource management and financial principles of pharmacy practice (example: managing non-formulary requests)</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>25</td>
<td>Completed all required activities pertaining to this APPE rotation</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
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</table>
### ELECTIVE APPE ASSESSMENT FORM

**PHCY 9XY**

<table>
<thead>
<tr>
<th>Assessment PHCY 9XX ELECTIVE</th>
<th>Assessment</th>
<th>Midpoint Achievement</th>
<th>Final Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Please circle achieved level of performance 5 being highest</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The student is able to properly communicate with pharmacy staff and interact appropriately with colleagues at this site</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>2</td>
<td>The student adheres to dress code required by site</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>3</td>
<td>The student demonstrates the ability to undertake tasks and to complete assignments in a timely manner</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>4</td>
<td>The student responds accurately and in a timely manner to drug information requests from other health care professionals</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>5</td>
<td>The student maintains patient confidentiality and adheres to HIPAA regulations</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>6</td>
<td>The student demonstrates ethical behavior</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>7</td>
<td>The student exhibits consideration of other’s perspective and feelings (empathy)</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>8</td>
<td>The student is punctual and communicates tardiness/absence effectively</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td></td>
<td>The student recognizes names and indications of commonly prescribed medications</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>10</td>
<td>The student accepts and responds appropriately to constructive criticism</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>11</td>
<td>The student demonstrates proficiency in conducting a drug usage evaluation</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>12</td>
<td>The student demonstrates knowledge and application of both state and federal laws and regulations pertaining to the practice of pharmacy</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>13</td>
<td>The student identifies and efficiently utilizes appropriate drug information resources</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>14</td>
<td>The student demonstrates confidence</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>15</td>
<td>The student gathers all pertinent information in an appropriate and professional manner</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>16</td>
<td>The student speaks to patients in a professional manner and always treats them with courtesy and empathy</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>17</td>
<td>The student demonstrates sensitivity to and respect for each individual’s needs, values, and beliefs, including cultural factors, religious beliefs, language barriers, cognitive abilities, and socioeconomic status</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>18</td>
<td>The student demonstrates knowledge of brand/generic names and indications of the top 100 medications</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
<tr>
<td>19</td>
<td>Completed all required activities pertaining to this APPE rotation</td>
<td>5 4 3 2 1 N/A</td>
<td>5 4 3 2 1 N/A</td>
</tr>
</tbody>
</table>
**APPE SITE AND PRECEPTOR ASSESSMENT FORM (to be completed in E*VALUE™)**

Student: ___________________________ Preceptor: ___________________________

Site: ______________________________________________________________________

**Instructions**: Students are to complete this form along with the Student Self-Assessment at the end of the rotation. This form was developed to provide students with the opportunity to assess the entire APPE experience. Student comments may be shared with the preceptor after review by the Director of Experiential Education. All assessment forms must be posted on E*VALUE™ no later than seven (7) days after the completion of the experience. Failure to do so will result in an Incomplete (“I”). The student will be required to contact the Office of Experiential Education to obtain re-access to the form after the 7-day period expires.

**KEY**: 5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree; 0 = Non-Applicable

<table>
<thead>
<tr>
<th>Rotation organization and management</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation to the site was comprehensive.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Educational outcomes and expectations were clearly explained.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. The Preceptor was prepared for the rotation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. The rotation was well organized.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Student assessment criteria were reviewed.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Assessment methods for rotation-specific outcomes were clear and consistent with stated outcomes and expectations described during orientation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. Appropriate time was provided for the completion of projects and/or assignments.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Sufficient time for questions was provided to ensure rotation outcomes and expectations were clear.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site resources</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Access to reference materials was adequate.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>10. Opportunities for interactions with other healthcare professionals were provided.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>11. The site offered a variety of learning experiences.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
12. The staff was receptive and willing to interact with students.  | 5 4 3 2 1 0
13. The rotation experience provided adequate demonstration of the use of computers in daily practice. | 5 4 3 2 1 0
14. Site accommodations were appropriate for student learning (i.e. adequate space for personal belongings, meeting areas, resources, etc.). | 5 4 3 2 1 0
15. The setting provided opportunity for applying knowledge gained from classroom learning. | 5 4 3 2 1 0

<table>
<thead>
<tr>
<th>Preceptor</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. The Preceptor demonstrated an interest in teaching.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>17. The Preceptor explained and clarified information.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>18. The Preceptor was accessible and willing to help students.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>19. The Preceptor spent adequate time with students.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>20. The Preceptor encouraged students to make comments and ask questions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>21. The Preceptor was enthusiastic and interested in their practice.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>22. The Preceptor was a good role model.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>23. The Preceptor provided on-going constructive criticism when appropriate (strengths/proficiency and weakness/deficits).</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>24. The Preceptor provided adequate supervision.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>25. The Preceptor encouraged students to solve problems and make professional decisions with supervision.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>26. The Preceptor demonstrated effective and appropriate interpersonal skills with staff, patients, and students.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>27. The Preceptor showed respect towards different points of view.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student opinions</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. The University of Saint Joseph School of Pharmacy curriculum prepared me for this rotation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>29. I was informed of my performance at the midpoint and end of the rotation experience.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>30. I was judged fairly regarding my level of knowledge and skills.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
31. The educational experience provided during this rotation was of high quality.  & 5 & 4 & 3 & 2 & 1 & 0  
32. The rotation properly balanced service and education.  & 5 & 4 & 3 & 2 & 1 & 0  
33. The rotation prepared me for practicing pharmacy after graduation.  & 5 & 4 & 3 & 2 & 1 & 0  
34. I would recommend this rotation to others.  & 5 & 4 & 3 & 2 & 1 & 0  

<table>
<thead>
<tr>
<th>Rotation-specific Clinical opportunities</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. The rotation offers opportunities for students to perform patient interviews and/or consultations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>36. The rotation offers opportunities for students to provide patient education and assess medication compliance.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>37. The rotation offers opportunities for students to use physical assessment skills.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>38. The rotation offers opportunities for students to utilize pharmacokinetic dosing strategies, dosing protocols or other evidence-based medicine treatment algorithms.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>39. The rotation offers opportunities for students to make therapeutic recommendations to Preceptors and/or other healthcare professionals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>40. The rotation offers opportunities for students to monitor medication safety, tolerance and efficacy.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>41. The rotation offers opportunities for students to provide medical information to healthcare professionals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

1. What aspect of the practice site or preceptor did you find most useful or instructive?  
   ____________

2. On average, how many hours were spent per visit completing IPPE assignments?  
   ____________

3. On average, how many hours were spent per visit with your assigned preceptor?  
   ____________

4. On average, how many hours were spent per visit with a pharmacist or other healthcare provider who offered supervision either in conjunction or in place of your preceptor?  
   ________________
5. List one positive attribute of the IPPE site visit experiences (site and/or preceptor), which you feel would be of interest to other students.

6. List one negative attribute of the IPPE site visit experiences (site and/or preceptor), which you feel would be of interest to other students.

7. Did you feel prepared for the IPPE site visits? What aspects of the University of Saint Joseph School of Pharmacy curriculum affected your preparedness?

8. Would you recommend this site to other students?  □ Yes □ No

   Why or why not?

9. Would you recommend this preceptor for a Preceptor Award?  □ Yes  □ No

   Why or why not?

Please provide additional comments with particular emphasis on those aspects of the rotation that exceeded or failed your expectations (i.e. those which you marked either SA or SD). Your comments assist the University of Saint Joseph School of Pharmacy and Preceptor in identifying strengths and weaknesses. Thank you!

Student Signature  
Date
SYLLABI
Course Number and Title:
PHCY 901, Ambulatory Care Advanced Pharmacy Practice Experience. Six Credits.

Rotation Description:
This APPE rotation provides advanced practical experience in of the ambulatory care pharmacist in the medical management of chronic disease states at a primary care facility or outpatient clinic. Travel; to other patient care sites (e.g. skilled nursing facilities and inpatient hospital units) may be required.

Site:
Specific Sites

Preceptor:
Preceptor: Determined by individual site
Contact Information: E-mail: jparisi@usj.edu
Phone: 860-231-5874
Office Location & Hours: Pharmacy, Room 305
TBD and by appointment

Meeting Times:
First Day of Rotation: TBD
Last Day of Rotation: TBD
Total Instructional Days: 30 (6 weeks)
Meeting Times: 7-3pm (unless otherwise specified)

Requirements/Expectations:
- Please refer to the University of Saint Joseph School of Pharmacy APPE Manual for general requirements and expectations for experiential rotations.
- A drug information resource (electronic or text) is required. Access to computers may be limited.
- Due to limited access to computers/work space, please bring your laptop with you to clinic.

Course Ability-Based Outcomes:
This course addresses the following SJC-SOP Ability-Based Outcomes:
PC 1.0.0.0 Establish professional relationships with patients and all members of the interprofessional health care team.
PC 1.1.0.0  Demonstrate effective patient interviewing and counseling techniques.

PC 1.2.0.0  Demonstrate effective and appropriate written, verbal and nonverbal communication.

PC 1.3.0.0  Develop and communicate an education plan for patients, including safe and appropriate use of medications, devices and adherence aids to promote adherence to plans of care and to improve outcomes.

PC 1.4.0.0  Document patient-pharmacist interactions in the patient care record, including: patient assessment, recommendations, education, care plans, and other planned or implemented actions.

PC 1.5.0.0  Encourage active involvement of the patient in their health care.

PC 1.6.0.0  Triage patients as appropriate to health status.

PC 1.7.0.0  Advocate for the patient.

PC 2.0.0.0  Design, implement, monitor, evaluate, and modify patient-specific, outcomes-based care plans in cooperation with patients and other health care providers in accordance with established, evidence-based standards of practice.

PC 2.1.0.0  Gather and organize all appropriate patient or medication-related information from the patient and health record(s).

PC 2.2.0.0  Identify therapeutic successes or potential drug therapy problems.

PC 2.3.0.0  Formulate and implement a care plan in cooperation with patients and other health care providers based on established, evidence-based standards of practice; provide medication therapy management services for patients with acute & chronic health problems.

PC 2.3.1.4  Apply pharmacogenomic principles in drug selection and drug dosing when designing patient-specific care plans.

PC 2.3.1.5  Consider psychosocial aspects of illness and health when designing patient-specific care plans.

PC 2.3.2.0  Administer medications in keeping with the current scope of practice.

PC 2.3.3.0  Identify pharmacotherapeutic endpoints.

PC 2.3.4.0  Initiate and modify prescription and non-prescription therapy as part of the care plan, in keeping with the current scope of practice.

PC 2.3.4.1  Add, delete or change therapies based on patient-specific concerns, pharmacokinetics, pharmacodynamic and pharmacoeconomic parameters.
PC 2.3.4.2  Recommend non-prescription therapies and provide consultation on self-care as appropriate.

PC 2.3.4.3  Predict, minimize or prevent drug interactions, adverse effects and contraindications associated with the care plan.

PC 2.4.0.0  Assess efficacy of care plan and revise as necessary.

SM 2.3.0.0  Participate in systems for reporting and managing medication safety initiatives.

SM 2.3.1.0  Identify medication errors and adverse events.

PH 3.0.0.0  Provide health information for the prevention and treatment of diseases and medical conditions.

PH 4.0.0.0  Provide health care information regarding nutrition, lifestyle, and other non-drug measures that promote health or prevent the progression of a disease or medical condition.

PH 8.0.0.0  Investigate health care disparities and identify strategies to improve access to health resources.

EC 1.0.0.0  Model the highest ethical and professional standards.

EC 4.0.0.0  Demonstrate compassion and cultural sensitivity.

Associated NABP Competencies:

This course addresses the following NABP competencies:

1.1.0  Identify, interpret, and evaluate patient information to determine the presence of a disease or medical condition, assess the need for treatment and/or referral, and identify patient-specific factors that affect health, pharmacotherapy, and/or disease management.

1.2.0  Evaluate information about pharmacoeconomic factors, dosing regimen, dosage forms, delivery systems and routes of administration to identify and select optimal pharmacotherapeutic agents, for patients.

1.3.0  Evaluate and manage drug regimens by monitoring and assessing the patient and/or patient information, collaborating with other health care professionals, and providing patient education to enhance safe, effective, and economic patient outcomes.

3.1.0  Identify, evaluate, and apply information to promote optimal health care.

3.2.0  Recommend and provide information to educate the public and healthcare professionals regarding medical conditions, wellness, dietary supplements, and medical devices.
Content/Instructional Objectives SUGGESTIONS:

Upon completion of this APPE rotation, you will be able to:

- Monitor patients in the health care setting.
- Assess patient-specific medical problems.
- Evaluate patient-specific drug therapy and therapeutic problems.
- Design a comprehensive drug therapy plan for patient-specific problems.
- Collaborate with patients, caregivers, and other health-care providers in the health care setting.
- Observe and perform the steps involved in medication therapy management of chronic diseases states.
- Develop a working knowledge of the patient medical record.
- Document interventions in the patient medical record.
- Communicate effectively with patients and health care providers.
- Explain the pharmacotherapy of the following diseases:

<table>
<thead>
<tr>
<th>Disease</th>
<th>Disease</th>
<th>Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osteoporosis</td>
<td>Hypertension</td>
<td>Coronary Artery Disease</td>
</tr>
<tr>
<td>Atrial fibrillation</td>
<td>Dyslipidemias</td>
<td>Diabetes mellitus</td>
</tr>
<tr>
<td>Hypothyroidism</td>
<td>GERD/peptic ulcer disease</td>
<td>Asthma and COPD</td>
</tr>
<tr>
<td>Sexually transmitted diseases</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Apply disease-oriented knowledge of the following areas:
  - Anatomy, physiology, and pathophysiology
  - Epidemiology, etiology, risk factors, and signs/symptoms
  - Natural course and prognosis
  - Laboratory and diagnostic test interpretation
- Answer assigned drug information questions in a complete, succinct, and timely manner.
- Identify self-care opportunities using the SCHOLAR approach.

Instructional Strategies:

Students will be actively involved in the practice of pharmacy under the direct supervision of the assigned pharmacist preceptor. Instructional techniques will include observation, participation in discussions, interaction with pharmacy personnel and assigned oral or written projects.

Assessment Design and Methods:

- Please refer to your APPE workbook/manual for assignment that may be completed on this rotation.
- All assignments are due by 8am on the designated due date.
- All patient care documentation should be in the specified format.
- You are expected to discuss all assigned patients with the faculty preceptor before and after patient follow-up.
- No chart documentation should be done without the consent/sign-off of your preceptor.
- No recommendations (verbal or written) should be given to providers without first discussing the topic with the preceptor.

Continuous Improvement:

The contents of this syllabus may be added to, deleted from, or altered if the faculty believes it is necessary to achieve the course objectives. New material appropriate to contemporary practice
may be added by the instructor during the course. Advance notice will be given to students if such alterations occur.

APPE Schedule:

Direct patient care activities will be scheduled generally on Mondays, Wednesdays, and Fridays during the rotation. The following is the schedule for rotation deliverables for the course:

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation</td>
<td></td>
<td>Topic Discussions</td>
<td></td>
<td>Care Plan #1</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Topic Discussions</td>
<td>Journal Club #1</td>
<td></td>
<td>Care Plan #2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Topic Discussions</td>
<td>Draft of Practice Center Newsletter</td>
<td></td>
<td>Care Plan #3 Midpoint Eval.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Topic Discussions</td>
<td>Journal Club #2</td>
<td></td>
<td>Care Plan #4</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Topic Discussions</td>
<td></td>
<td></td>
<td>Care Plan #5</td>
</tr>
<tr>
<td>6</td>
<td>Final of Practice Center Newsletter</td>
<td></td>
<td>Topic Discussions Patient Case Presentation</td>
<td></td>
<td>Final Eval.</td>
</tr>
</tbody>
</table>

Disclaimer:

Our first priority is patient care, so completion of assignments WILL require time outside the designated rotation hours. Additionally, required assignments represent only the minimum amount of work expected of you. Because we employ written communication in our day-to-day practice, you should expect to write many additional SOAP notes and drug information responses as the patient load and need dictates. Lastly, the preceptor reserves the right to assign a “selective” assignment chosen specifically to meet the strengths or weaknesses of the student. Inability to turn in assignments by their designated deadline will be reflected in a reduced professionalism score.
Course Number and Title:
PHCY 902, Acute Care Advanced Pharmacy Practice Experience. Six Credits.

Rotation Description:
This rotation promotes your knowledge, skills and abilities and allows you to participate effectively in the patient care decision-making process in the inpatient institutional setting. During these experiences you have the opportunity to participate in ongoing clinical activities. You function as an integral part of the health care team and gain experience with patient interviewing techniques, patient monitoring, clinical use of drugs, chemical concentrations in biological fluids, and manual and computerized methods for planning dosing regimens. Emphasis is placed on your demonstration and understanding of common disease states and treatment modalities.

Site:
To be designated

Preceptor:
Preceptor: To be determine by site
Contact Information at USJ: E-mail: jparisi@usj.edu
John Parisi, Director of Experiential Education
Phone: 860-231-5874
Office Location & Hours: Pharmacy, Room 305
TBD and by appointment

Meeting Times:
First Day of Rotation: TBD
Last Day of Rotation: TBD
Total Instructional Days: 30 (6 weeks)
Meeting Times: 7-3pm (unless otherwise specified)

Requirements/Expectations:
- You are required to wear professional dress attire along with your University of Saint Joseph School of Pharmacy lab coats and nametag.
- Due to limited work space/equipment, please bring a laptop with you to this rotation
- Please note that tardiness or unexcused absence, as defined by the student handbook will not be tolerated
Course Ability-Based Outcomes:

This course addresses the following SJC-SOP Ability-Based Outcomes:

- **PC 1.0.0.0** Establish professional relationships with patients and all members of the interprofessional health care team.
- **PC 1.1.0.0** Demonstrate effective patient interviewing and counseling techniques.
- **PC 1.2.0.0** Demonstrate effective and appropriate written, verbal and nonverbal communication.
- **PC 1.3.0.0** Develop and communicate an education plan for patients, including safe and appropriate use of medications, devices and adherence aids to promote adherence to plans of care and to improve outcomes.
- **PC 1.4.0.0** Document patient-pharmacist interactions in the patient care record, including: patient assessment, recommendations, education, care plans, and other planned or implemented actions.
- **PC 1.5.0.0** Encourage active involvement of the patient in their health care.
- **PC 1.6.0.0** Triage patients as appropriate to health status.
- **PC 1.7.0.0** Advocate for the patient.
- **PC 2.0.0.0** Design, implement, monitor, evaluate, and modify patient-specific, outcomes-based care plans in cooperation with patients and other health care providers in accordance with established, evidence-based standards of practice.
- **PC 2.1.0.0** Gather and organize all appropriate patient or medication-related information from the patient and health record(s).
- **PC 2.2.0.0** Identify therapeutic successes or potential drug therapy problems.
- **PC 2.3.0.0** Formulate and implement a care plan in cooperation with patients and other health care providers based on established, evidence-based standards of practice; provide medication therapy management services for patients with acute & chronic health problems.
- **PC 2.3.1.0** Integrate knowledge from foundational sciences, pharmaceutical sciences, and socio-behavioral and administrative sciences when designing patient-specific care plans.
- **PC 2.3.1.1** Apply knowledge of disease pathophysiology when designing patient-specific care plans.
- **PC 2.3.1.2** Utilize current and emerging knowledge in molecular, biomedical and pharmaceutical sciences when designing patient-specific care plans.
PC 2.3.1.5  Consider psychosocial aspects of illness and health when designing patient-specific care plans.

PC 2.3.3.0  Identify pharmacotherapeutic endpoints.

PC 2.3.4.0  Initiate and modify prescription and non-prescription therapy as part of the care plan, in keeping with the current scope of practice.

PC 2.3.4.1  Add, delete or change therapies based on patient-specific concerns, pharmacokinetics, pharmacodynamic and pharmacoeconomic parameters.

PC 2.3.4.3  Predict, minimize or prevent drug interactions, adverse effects and contraindications associated with the care plan.

PC 2.4.0.0  Assess efficacy of care plan and revise as necessary.

PC 3.1.0.0  Review and appropriately interpret medical product orders for patients.

SM 1.3.0.0  Define the role of the pharmacist in providing medication therapy management.

SM 2.1.2.0  Optimize patient care services and improve access to pharmaceutical care.

SM 2.3.3.0  Communicate and collaborate with health care providers to implement actions that provide for the safest systems of care.

SM 3.0.0.0  Apply principles of continuous quality improvement to the evaluation of pharmacy services.

SM 3.4.0.0  Evaluate intervention effectiveness with respect to pharmacy services.

PH 1.0.0.0  Identify the typical content of specific sources of drug and health information for both health care providers and consumers, and recommend appropriate resources to address questions or needs.

PH 3.0.0.0  Provide health information for the prevention and treatment of diseases and medical conditions.

PH 4.0.0.0  Provide health care information regarding nutrition, lifestyle, and other non-drug measures that promote health or prevent the progression of a disease or medical condition.

EC 1.0.0.0  Model the highest ethical and professional standards.

EC 2.0.0.0  Abide by the Pharmacist’s Professional Code of Ethics.

EC 3.0.0.0  Comply with both the letter and intent of the federal and state laws governing pharmacy practice.

EC 4.0.0.0  Demonstrate compassion and cultural sensitivity.
EC 5.0.0.0  Solve problems through application of critical thinking and evidence-based processes.

EC 6.0.0.0  Demonstrate personal commitment to social responsibility and community service.

EC 7.0.0.0  Maintain a personal commitment to continuous professional development, intellectual curiosity, and life-long learning. Foster professionalism among the pharmacy community by participating in and promoting pharmacy-based professional organizations.

**Associated NABP Competencies:**

This course addresses the following NABP competencies:

1.1.0  *Identify, interpret, and evaluate patient information to determine the presence of a disease or medical condition, assess the need for treatment and/or referral, and identify patient-specific factors that affect health, pharmacotherapy, and/or disease management.*

1.1.1  Identify and assess patient information including medication, laboratory, and disease state histories.

1.1.2  Identify patient specific assessment and diagnostic methods, instruments, and techniques and interpret their results.

1.1.3  Identify and define the etiology, terminology, signs, and symptoms associated with diseases and medical conditions and their causes and determine if medical referral is necessary.

1.1.4  Identify and evaluate patient genetic, and biosocial factors, and concurrent drug therapy, relevant to the maintenance of wellness and the prevention or treatment of a disease or medical condition.

1.2.0  *Evaluate information about pharmacoeconomic factors, dosing regimen, dosage forms, delivery systems and routes of administration to identify and select optimal pharmacotherapeutic agents, for patients*

1.2.1  Identify specific uses and indications for drug products and recommend drugs of choice for specific diseases or medical conditions.

1.2.2  Identify the chemical/pharmacologic classes of therapeutic agents and describe their known or postulated sites and mechanisms of action.

1.2.3  Evaluate drug therapy for the presence of pharmacotherapeutic duplications and interactions with other drugs, food, and diagnostic tests.

1.2.4  Identify and evaluate potential contraindications and provide information about warnings and precautions associated with a drug product’s active and inactive ingredients.

1.2.5  Identify physicochemical properties of drug substances that affect their solubility, pharmacodynamic and pharmacokinetic properties, pharmacologic actions, and stability.

1.2.6  Evaluate and interpret pharmacodynamic and pharmacokinetic principles to calculate and determine appropriate drug dosing regimens.

1.2.7  Identify appropriate routes of administration, dosage forms, and pharmaceutical characteristics of drug dosage forms and delivery systems, to assure bioavailability and enhance therapeutic efficacy.
1.3.0 Evaluate and manage drug regimens by monitoring and assessing the patient and/or patient information, collaborating with other health care professionals, and providing patient education to enhance safe, effective, and economic patient outcomes.

1.3.1 Identify pharmacotherapeutic outcomes and endpoints.

1.3.2 Evaluate patient signs and symptoms, and the findings of monitoring tests and procedures to determine the safety and effectiveness of pharmacotherapy. Recommend needed follow-up evaluations or tests when appropriate.

1.3.3 Identify, describe, and provide information regarding the mechanism of adverse reactions, allergies, side effects, iatrogenic, and drug-induced illness, including their management and prevention.

1.3.4 Identify, prevent, and address methods to remedy medication non-adherence, misuse, or abuse.

1.3.5 Evaluate current drug regimens and recommend pharmacotherapeutic alternatives or modifications.

2.1.2 Calculate nutritional needs and the caloric content of nutrient sources.

2.1.3 Calculate the rate of drug administration.

2.2.0 Demonstrate the ability to select and dispense medications in a manner that promotes safe and effective use.

2.2.1 Identify drug products by their generic, brand, and/or common names.

2.2.2 Identify whether a particular drug dosage strength or dosage form is commercially available and whether it is available on a nonprescription basis.

2.2.4 Assess pharmacokinetic parameters and quality assurance data to determine equivalence among manufactured drug products, and identify products for which documented evidence of inequivalence exists.

2.2.5 Identify and provide information regarding appropriate packaging, storage, handling, administration, and disposal of medications.

2.2.6 Identify and provide information regarding the appropriate use of equipment and apparatus required to administer medications.

2.3.0 Demonstrate the knowledge to prepare and compound extemporaneous preparations and sterile products.

2.3.1 Identify techniques, procedures, and equipment related to drug preparation, compounding, and quality assurance.

2.3.2 Identify the important physicochemical properties of a preparation’s active and inactive ingredients.

2.3.3 Identify the mechanism of and evidence for the incompatibility or degradation of a product or preparation and methods for achieving its stability.

3.1.0 Identify, evaluate, and apply information to promote optimal health care.

3.1.1 Identify the typical content of specific sources of drug and health information for both health care providers and consumers, and recommend appropriate resources to address questions or needs.

3.1.2 Evaluate the suitability, accuracy, and reliability of clinical and pharmacoeconomic data by analyzing experimental design, statistical tests, interpreting results, and formulating conclusions.

3.2.0 Recommend and provide information to educate the public and healthcare professionals regarding medical conditions, wellness, dietary supplements, and medical devices.

3.2.1 Recommend and provide health care information regarding the prevention and treatment of diseases and medical conditions, including emergency patient care and vaccinations.
3.2.2 Recommend and provide health care information regarding nutrition, lifestyle, and other non-drug measures that promote health or prevent the progression of a disease or medical condition.

3.2.3 Recommend and provide information regarding the documented uses, adverse effects, and toxicities of dietary supplements.

3.2.4 Recommend and provide information regarding the selection, use, and care of medical/surgical appliances and devices, self-care products, and durable medical equipment, as well as products and techniques for self-monitoring of health status and medical conditions.

Content/Instructional Objectives:

Upon completion of this APPE rotation, it is suggested the student will be able to:

- Explain the pathophysiology and associated pharmacotherapy for the common disease states encountered on the medicine unit including chronic obstructive pulmonary disease, asthma, pneumonia, congestive heart failure, angina, myocardial infarction, diabetes, renal failure, stroke/transient ischemic attacks, anticoagulation, hypertension, seizures, deep vein thrombosis.
- Conduct a thorough pharmacotherapy work-up and effectively communicate a pharmacotherapy plan with the medical team.
- Participate, recommend and communicate pharmacotherapy recommendations at multidisciplinary rounds and patient rounds.
- Provide effective patient education including discharge counseling to patients and caregivers.
- Critically evaluate medical literature and utilize evidence-based medicine in developing patient specific disease state management plans.
- Conduct, construct and communicate a drug consultation effectively and thoroughly utilizing evidence-based medicine.
- Answer drug information questions in a complete, succinct, and timely manner.

Assessment Design and Methods:

Rotation Assignments & Documentation:

Graded Assignments
- It should be assumed that all assignments are due by 7am on the designated due date.
- Completion of materials as outlined in APPE longitudinal outcomes assessment form
- Any assignments required by site preceptor

Patient Care Documentation
- All patient care documentation should be in the specified format.
- You are expected to discuss all assigned patients with the faculty preceptor before and after patient follow-up.
- Please note!! No chart documentation should be done without the consent/sign-off of your preceptor. No recommendations, verbal or written, should be given to providers without first discussing the topic with the preceptor.

Written Responses
- Are required to be in Times New Roman (12 pt. font), double-spaced, and no more than 4 pages in length.
- Assignments may be generated by provider, patients, or preceptor.
• All responses should be emailed to the preceptor. Please expect that your responses will be uploaded and analyzed using Turn-it-in®.
• Utilize E*VALUE™ to upload any pertinent documents to student portfolio

Student Evaluations
• You are responsible for providing the preceptor with the necessary paperwork 2 to 3 days prior to its due date.
• You are also responsible for getting the necessary paperwork to school on time without conflicting with hours at practice site.

Evaluation of the rotation
• Please do not wait until the end of the rotation to voice your opinions of the rotation. If you feel you are not getting what you need from this rotation, please say so. Every student’s career goals and subsequent rotation needs a different and this rotation is somewhat flexible. If you do not speak up, nothing will change!

Course Policies:
• See University of Saint Joseph School of Pharmacy Student Handbook and APPE manual for specifics.

APPE Schedule:

The following is a suggested schedule summary for the course:

<table>
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<th>Week</th>
<th>Monday</th>
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<td>1</td>
<td>-Orientation -Syllabus -Patient Care</td>
<td>-Orientation -Patient Care -Pharmacy Resident Noon Conference</td>
<td>-Orientation -Patient Care -Topic Discussion</td>
<td>-Patient Care -Research</td>
<td>-Patient Care -Friday Forum</td>
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<td>-Patient Care</td>
<td>-Patient Care -Pharmacy Resident Noon Conference *SOAP Note Due</td>
<td>-Patient Care -Topic Discussion</td>
<td>-Patient Care -Research</td>
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<td>*Pharmacotherapy Consult Due</td>
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<td>3</td>
<td>-Patient Care</td>
<td>-Patient Care -Pharmacy Resident Noon Conference *Journal Club Due</td>
<td>-Patient Care -Research</td>
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<td>-Patient Care -Friday Forum</td>
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<td>-Patient Care</td>
<td>-Patient Care -Pharmacy Resident Noon Conference *SOAP Note Due</td>
<td>-Patient Care -Topic Discussion</td>
<td>-Patient Care -Research</td>
<td>-Patient Care -Friday Forum</td>
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<td>6</td>
<td>Pharmacy Resident Noon Conference</td>
<td>Topic Discussion</td>
<td>Research</td>
<td>Friday Forum *Pharmacotherapy Consult Due</td>
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<td>Journal Club</td>
<td>Patient Care</td>
<td>Friday Forum</td>
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</tbody>
</table>

**Disclaimer:**

Our first priority at University of Saint Joseph School of Pharmacy is patient care, so completion of assignments WILL require time outside the designated rotation hours. Additionally, required assignments represent only the minimum amount of work expected of you. The preceptor reserves the right to assign a “selective” assignment chosen specifically to meet the strengths or weaknesses of the student. Inability to turn in assignments by their designated deadline will be reflected in a reduced professionalism score.
Course Number, Title, and Credits:
PHCY 903, Community Advanced Pharmacy Practice Experience. Six Credits.

Course Description:
This APPE rotation will provide a more in depth excursion into community pharmacy and the role of the community pharmacist. The course will involve “active participation and patient care responsibilities, in a progressive fashion, designed to develop the practice skills, judgment, professional behavior, attitudes and values, confidence, and personal responsibility needed for each student to embark on an independent and collaborative practice.” (ACCREDITATION STANDARDS AND GUIDELINES FOR THE PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR OF PHARMACY DEGREE GUIDELINES Version 2.0)

Course Faculty:
Preceptor: Individual per site
Contact Information: John Parisi, Dir. University of Saint Joseph School of Pharmacy Office of Experiential Education
E-mail: jparisi@usj.edu
Phone: 860-231-5874
Office Location & Hours: Pharmacy, Room 305
TBD and by appointment

Meeting Times:
First Day of Rotation: TBD
Last Day of Rotation: TBD
Total Instructional Days: 30 (6 weeks)
Meeting Times: 9am 5 pm (unless otherwise specified)

Required Textbooks, Materials and Reference Sources:
per site requirement

Recommended Textbooks, Materials and Reference Sources:
“ISMP® Medication Safety Self-Assessment® for Community/Ambulatory Pharmacy”
http://www.ismp.org/survey/NewMssacap/Index.asp
Lexicomp Library, Facts and Comparisons, ASHP Formulary

Medication Safety Tools

http://ismp.org/tools/default.asp

On Being a Pharmacist: True Stories by Pharmacists
Authors: Pangilinan, Joanna Maudlin; Waddell, J. Aubrey


“Pharmacist’s Manual: An informational outline of the Controlled Substances Act” (free pdf)

Course Ability-Based Outcomes:
This course addresses the following USJ-SOP Ability-Based Outcomes:

PC 1.0.0.0 Establish professional relationships with patients and all members of the interprofessional health care team.

PC 1.1.0.0 Demonstrate effective patient interviewing and counseling techniques.

PC 1.2.0.0 Demonstrate effective and appropriate written, verbal and nonverbal communication.

PC 1.3.0.0 Develop and communicate an education plan for patients, including safe and appropriate use of medications, devices and adherence aids to promote adherence to plans of care and to improve outcomes.

PC 1.4.0.0 Document patient-pharmacist interactions in the patient care record, including: patient assessment, recommendations, education, care plans, and other planned or implemented actions.

PC 1.5.0.0 Encourage active involvement of the patient in their health care.

PC 2.0.0.0 Design, implement, monitor, evaluate, and modify patient-specific, outcomes-based care plans in cooperation with patients and other health care providers in accordance with established, evidence-based standards of practice.

PC 2.2.0.0 Identify therapeutic successes or potential drug therapy problems.

PC 2.3.2.0 Administer medications in keeping with the current scope of practice.
PC 2.3.4.0 Initiate and modify prescription and non-prescription therapy as part of the care plan, in keeping with the current scope of practice.

PC 2.3.4.2 Recommend non-prescription therapies and provide consultation on self-care as appropriate.

PC 3.0.0.0 Prepare and distribute medical products prescribed as part of the patient’s care plan.

PC 3.3.0.0 Demonstrate the ability to perform calculations required to prepare, dispense, and, when appropriate, administer the medication.

PC 3.4.0.0 Accurately and safely prepare, dispense and administer medications according to current state and federal laws and regulations, and drug safety and efficacy information.

SM 1.3.0.0 Define the role of the pharmacist in providing medication therapy management.

SM 2.2.0.0 Participate in and manage systems for the selection, storage, preparation, dispensing and administration of sterile and non-sterile medications and associated medical products.

SM 2.2.1.0 Implement, manage, and apply a formulary system.

SM 2.3.1.0 Identify medication errors and adverse events.

PH 3.0.0.0 Provide health information for the prevention and treatment of diseases and medical conditions.

PH 4.0.0.0 Provide health care information regarding nutrition, lifestyle, and other non-drug measures that promote health or prevent the progression of a disease or medical condition.

PH 5.0.0.0 Develop, implement and assess disease prevention, health promotion and educational programs.

PH 7.0.0.0 Develop and implement evidence-based disease management programs and protocols based upon analysis of epidemiologic and pharmacoeconomic data, medication use criteria, medication use review, and risk reduction strategies.

EC 1.0.0.0 Model the highest ethical and professional standards.

EC 2.0.0.0 Abide by the Pharmacist’s Professional Code of Ethics.

EC 3.0.0.0 Comply with both the letter and intent of the federal and state laws governing pharmacy practice.

EC 4.0.0.0 Demonstrate compassion and cultural sensitivity.
Associated NABP Competencies:

This course addresses the following NABP competencies:

1.1.0 Identify, interpret, and evaluate patient information to determine the presence of a disease or medical condition, assess the need for treatment and/or referral, and identify patient-specific factors that affect health, pharmacotherapy, and/or disease management.

1.1.1 Identify and assess patient information including medication, laboratory, and disease state histories.

1.2.0 Evaluate information about pharmacoeconomics factors, dosing regimen, dosage forms, delivery systems and routes of administration to identify and select optimal pharmacotherapeutic agents, for patients.

1.2.1 Identify specific uses and indications for drug products and recommend drugs of choice for specific diseases or medical conditions.

1.2.3 Evaluate drug therapy for the presence of pharmacotherapeutic duplications and interactions with other drugs, food, and diagnostic tests.

1.3.4 Identify, prevent, and address methods to remedy medication non-adherence, misuse, or abuse.

1.3.5 Evaluate current drug regimens and recommend pharmacotherapeutic alternatives or modifications.

2.1.0 Demonstrate the ability to perform calculations required to compound, dispense, and administer medication.

2.1.1 Calculate the quantity of medication to be compounded or dispensed; reduce and enlarge formulation quantities and calculate the quantity or ingredients needed to compound the proper amount of the preparation.

2.2.0 Demonstrate the ability to select and dispense medications in a manner that promotes safe and effective use.

2.2.1 Identify drug products by their generic, brand, and/or common names.

2.2.2 Identify whether a particular drug dosage strength or dosage form is commercially available and whether it is available on a nonprescription basis.

2.2.5 Identify and provide information regarding appropriate packaging, storage, handling, administration, and disposal of medications.

2.2.6 Identify and provide information regarding the appropriate use of equipment and apparatus required to administer medications.

2.3.0 Demonstrate the knowledge to prepare and compound extemporaneous preparations and sterile products.

3.2.0 Recommend and provide information to educate the public and healthcare professionals regarding medical conditions, wellness, dietary supplements, and medical devices.

3.2.1 Recommend and provide health care information regarding the prevention and treatment of diseases and medical conditions, including emergency patient care and vaccinations.

3.2.2 Recommend and provide health care information regarding nutrition, lifestyle, and other non-drug measures that promote health or prevent the progression of a disease or medical condition.

3.2.4 Recommend and provide information regarding the selection, use, and care of medical/surgical appliances and devices, self-care products, and durable medical equipment, as well as products and techniques for self-monitoring of health status and medical conditions.
Content/Instructional Objectives:

Upon completion of this APPE rotation, you will be able to:

I. Formulate a patient-centered pharmaceutical care plan (new or revised) in collaboration with other health care professionals, patients, and/or their caregivers.

II. Prepare and dispense medication(s) prescribed (or recommended) as part of the patient’s care plan.

III. Develop population-specific, evidence-based disease management programs.

IV. Communicate and collaborate with prescribers, patients, caregivers, and other involved health care providers to engender a team approach to patient care.

V. Prepare a community outreach program, newsletter, or drug information presentation to highlight a pharmacist’s role as a drug-information specialist for other health care professionals and/or their patients.

VI. Educate patients on the importance of immunization and participate, within the legal limits, in the preparation and administration of the therapies.

VII. Maintain professional competency in providing pharmaceutical care by committing oneself to being an independent, self-initiated life-long learner.

Instructional Strategies:

Students will be actively involved in the practice of pharmacy in a community setting under the direct supervision of the assigned pharmacist preceptor. Instructional techniques will include observation, participation in counseling, interaction with patients, pharmacy personnel and allied health professionals, and assigned oral or written projects described in the Community Pharmacy APPE workbook.

Assessment Design and Methods:

Rotation Assignments & Documentation:
Graded Assignments
- It should be assumed that all assignments are due by 8am on the designated due date.
- The student is required to complete patient care projects as outlined in the APPE Community Pharmacy workbook during the rotation and post to E*VALUE™ or submit projects to the Office of Experiential Education.
- The student will present to the APPE group at either the midpoint or final day of rotation at the School of Pharmacy unless the student is placed outside of the state. If that is the situation, the student will make arrangements with the Office of Experiential Education to deliver their presentation.

Patient Care Documentation
- All patient care documentation should be in the specified format.
- You are expected to discuss all assigned patients with the preceptor before and after patient follow-up.
- Please note!! No documentation should be done without the consent/sign-off of your preceptor. No recommendations, verbal or written, should be given to providers without first discussing the topic with the preceptor.

Student Evaluations
- You are responsible for providing the preceptor with the necessary paperwork 2 to 3 days prior to the due date.
- You are also responsible for getting the necessary paperwork submitted on time without conflicting with hours at the practice site.

Rotation Evaluations
- Rotation evaluations completed by the student intern are due within 7 days of completion of the APPE rotation. The evaluation is to be completed on E*VALUE™. This information will be shared with the preceptor.

Grading Policy:

The USJ School of Pharmacy Policy on Pass-Fail courses will be followed in this course. A mid rotation evaluation will be provided by the preceptor as a formative assessment. The final assessment provided by the preceptor will be graded as outlined in the Advanced Pharmacy Practice Experience Manual based on a scale of 1 through 4, with a score of 3 or 4 on all assessment points (unless n/a) required for a passing grade.

Continuous Improvement:

The contents of this syllabus may be added to, deleted from, or altered if the faculty believes it is necessary to achieve the course objectives. New material appropriate to contemporary practice may be added by the instructor during the course.

Course Policies:
- The School of Pharmacy policies concerning student academic misconduct during examinations, described in the Student Handbook, apply to this course. Academic dishonesty will result in a course grade of Unsatisfactory.
- You will be responsible for completing all the assignments at the announced date and time.
- If you do not complete the assignment by the due date, you will be given a “zero” unless your absence is considered “excused.” Your absence from an assessment shall be considered “excused” as described in the Student Handbook.
- Americans with Disabilities Act Statement: The Office of Disability Services at University of Saint Joseph strives to provide qualified students with documented disabilities equal access to programs, facilities and services in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. It is your responsibility to contact the Coordinator of Disability Services. You will also be required to submit in writing a request for accommodations and support services each semester. Accommodations are not retroactive, therefore we advise you to disclose and request accommodations early in the semester. The Office of Disability Services is located in the Health and Counseling Center.
- You are expected to report to your site regularly and promptly.
- The school policy concerning Dress Code as described in the Student Handbook shall apply to this course.

Course Schedule:

You are expected to adhere to the site specific Start Time. The following is the schedule summary for the course: (site specific times may vary)

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Disclaimer:

Our first priority in community pharmacy is always the patient, so completion of assignments MAY require time outside the designated rotation hours. Additionally, required assignments represent only the minimum amount of work expected of you. Because we employ written communication in our day-to-day practice, you should expect to write many additional SOAP notes and drug information responses as the patient load and need dictates. Lastly, the preceptor reserves the right to assign a “selective” assignment chosen specifically to meet the strengths or weaknesses of the student. Inability to turn in assignments by their designated deadline will be reflected in a reduced professionalism score.
**Course Number, Title, and Credits:**

PHCY 904, Institutional Advanced Pharmacy Practice Experience. Six Credits.

**Course Description:**

The course allows students to gain professional skills in the distributive functions of pharmaceutical care in the inpatient setting. This experience includes prescription orders and order entry, dispensing, record-keeping, patient interviewing and counseling, patient profiles, charts, third-party billing, legal requirements, compounding, sterile products, communication with other health care professionals, and inventory control.

**Course Faculty:**

<table>
<thead>
<tr>
<th>Course Director:</th>
<th>Site preceptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Information</td>
<td>John Parisi RPH, Director of Experiential Education</td>
</tr>
<tr>
<td>USJ SOP:</td>
<td>E-mail: <a href="mailto:jparisi@usj.edu">jparisi@usj.edu</a></td>
</tr>
<tr>
<td></td>
<td>Phone: 860-231-5874</td>
</tr>
<tr>
<td>Office Location &amp; Hours:</td>
<td>Pharmacy, Office of Experiential Education</td>
</tr>
</tbody>
</table>

**Meeting Times:**

| First Class Meeting: | TBD |
| Last Class Meeting:  | TBD |
| Total Instructional Days: | 30 |
| Meeting Times:       | TBD |
| Assessment Dates:    | TBD |

**Required Textbooks, Materials, and Reference Sources:**

See site preceptor for specifics

**Supplementary Reference Sources:**

University of Saint Joseph School of Pharmacy APPE Manual

**Course Ability-based Outcomes:**

This course addresses the following USJ SOP Ability-based Outcomes:
PC 1.0.0.0 Establish professional relationships with patients and all members of the interprofessional health care team.

PC 1.2.0.0 Demonstrate effective and appropriate written, verbal and nonverbal communication.

PC 2.0.0.0 Design, implement, monitor, evaluate, and modify patient-specific, outcomes-based care plans in cooperation with patients and other health care providers in accordance with established, evidence-based standards of practice.

PC 2.2.0.0 Identify therapeutic successes or potential drug therapy problems.

PC 3.0.0.0 Prepare and distribute medical products prescribed as part of the patient's care plan.

PC 3.1.0.0 Review and appropriately interpret medical product orders for patients.

PC 3.2.0.0 Integrate knowledge of chemical, physical, and biopharmaceutical principles to prepare safe and effective prescriptions (sterile and non-sterile) in conformity with all applicable federal and state laws and regulations.

PC 3.3.0.0 Demonstrate the ability to perform calculations required to prepare, dispense, and, when appropriate, administer the medication.

PC 3.4.0.0 Accurately and safely prepare, dispense and administer medications according to current state and federal laws and regulations, and drug safety and efficacy information.

SM 2.0.0.0 Manage medication use systems, pharmacy operations, and human talent.

SM 2.1.0.0 Apply managerial sciences principles to optimize and lead human, physical, medical, informational, and technologic resources in various health care settings.

SM 2.1.1.0 Use professional management tools to assess practice and facilitate change.

SM 2.1.2.0 Optimize patient care services and improve access to pharmaceutical care.

SM 2.2.0.0 Participate in and manage systems for the selection, storage, preparation, dispensing and administration of sterile and non-sterile medications and associated medical products.

SM 2.2.1.0 Implement, manage, and apply a formulary system.

SM 2.2.2.0 Maintain records of drug storage, turnover and security in distribution systems.

SM 2.3.0.0 Participate in systems for reporting and managing medication safety initiatives.

SM 2.3.1.0 Identify medication errors and adverse events.

SM 2.3.2.0 Evaluate for preventable causes.

SM 2.3.3.0 Communicate and collaborate with health care providers to implement actions that provide for the safest systems of care.
SM 2.4.0.0  Supervise and evaluate the performance of staff involved in pharmacy operations.
SM 3.0.0.0  Apply principles of continuous quality improvement to the evaluation of pharmacy services.
SM 3.1.0.0  Develop outcome indicators for pharmacy services.
SM 3.2.0.0  Evaluate medication/medical product use.
SM 3.3.0.0  Collaborate with health care providers to implement improvement activities.
SM 3.4.0.0  Evaluate intervention effectiveness with respect to pharmacy services.
PH 3.0.0.0  Provide health information for the prevention and treatment of diseases and medical conditions.
PH 4.0.0.0  Provide health care information regarding nutrition, lifestyle, and other non-drug measures that promote health or prevent the progression of a disease or medical condition.
EC 1.0.0.0  Model the highest ethical and professional standards.
EC 3.0.0.0  Comply with both the letter and intent of the federal and state laws governing pharmacy practice.
EC 4.0.0.0  Demonstrate compassion and cultural sensitivity.

Associated NABP Competencies:
This course addresses the following NABP competencies:

1.3.3  Identify, describe, and provide information regarding the mechanism of adverse reactions, allergies, side effects, iatrogenic, and drug-induced illness, including their management and prevention.
2.1.0  Demonstrate the ability to perform calculations required to compound, dispense, and administer medication.
2.1.1  Calculate the quantity of medication to be compounded or dispensed; reduce and enlarge formulation quantities and calculate the quantity or ingredients needed to compound the proper amount of the preparation.
2.1.2  Calculate nutritional needs and the caloric content of nutrient sources.
2.1.3  Calculate the rate of drug administration.
2.2.0  Demonstrate the ability to select and dispense medications in a manner that promotes safe and effective use.
2.2.5 Identify and provide information regarding appropriate packaging, storage, handling, administration, and disposal of medications.

2.2.6 Identify and provide information regarding the appropriate use of equipment and apparatus required to administer medications.

2.3.0 Demonstrate the knowledge to prepare and compound extemporaneous preparations and sterile products.

2.3.1 Identify techniques, procedures, and equipment related to drug preparation, compounding, and quality assurance.

3.1.0 Identify, evaluate, and apply information to promote optimal health care.

Content/Instructional Objectives:

Upon completion of PHCY 904, you will be able to perform the following tasks:

- Process at least 50 medication orders for appropriateness of therapy [efficacy, safety, compatibility, dose, dosage form, accuracy, order completeness, and adherence to formulary].
- Describe requirements for receiving orders including written, electronic, verbal, and any other means allowed by the institution.
- Analyze patient records for pertinent information before dispensing, and identify allergies, potential interactions with other drug therapy or disease states, and therapeutic duplication.
- Prepare at least 50 medication orders for the patient by evaluating the order and selecting the proper product.
- Identify at least 25 drug-related problems, propose resolutions, and document them per institutional guidelines.
- Package and dispense multiple dosage forms including unit dose preparations, bulk preparations, liquid preparations, and IV admixtures including cytotoxic medications as assigned by the preceptor or designee.
- Participate in at least one unit dose cart fill and/or floor stock delivery as applicable to site.
- Cite inventory procedures including procurement, storage, recalls, expired medication disposal, hazardous substance management, and theft/diversion precautions.
- Communicate therapeutic recommendations to other health care professionals.
- Perform at least 30 pharmaceutical calculations related to the medication order, including pediatric and geriatric orders.
- Safely compound at least 5 extemporaneous preparation(s) including IV admixtures according to appropriate procedures.
- Evaluate a patient for appropriate use of nutritional support therapies [enteral and parenteral].
- Educate patients on medication administration and safety.
- Perform medication reconciliation on patients at transitions of care.
- Discuss and demonstrate the preparation of updated medication lists for the patient.
- Develop concise, applicable, comprehensive, and timely responses to requests for drug information from other health care providers in the institutional setting.
- Deliver a verbal presentation as it pertains to drug information inquiries.
- Discuss handling, distribution, and control of narcotics and the regulations affecting controlled substances.
• Discuss assignments of human resources management, medication resources management, and pharmacy data management systems, including pharmacy workload and financial performance
• Participate in the health system’s formulary process
• Perform prospective and retrospective financial and clinical outcomes analyses to support formulary recommendations and therapeutic guideline development
• Conduct a medication use evaluation
• Follow a medication order from ordering to adverse drug report.
• Follow a medication order from ordering to medication error report.
• Describe the medication use process.
• Identify systems for storage, preparation, and dispensing of medications, the allocation and use of key resources, and supervision of pharmacy technical staff.
• Discuss automation, technology, and information systems in the institutional setting.
• Discuss and provide examples of the accreditation process and professional standards (Joint Commission, Residency and Fellowship requirements, Board of Pharmacy, Department of Public Health).
• Compare and contrast pharmacy department vs. institutional policy manuals/initiatives.
• Trace all health care individuals that interact with an identified patient.
• Discuss the relationship between medication distribution and clinical pharmacy services, and identify barriers between the two components
• Attend pharmacy-related meetings (Departmental Leadership and Staff Meetings, Pharmacy & Therapeutics Committee Meetings, Institutional Inter-Professional Committee Meetings, Accreditation Readiness, Safety Committee, per site procedures).
• Discuss procedures in the management of medical emergencies and emergency preparedness at the site.
• Discuss the management of investigational drug products.

Assessment Design and Methods:

Rotation Assignments & Documentation:

Graded Assignments

• It should be assumed that all assignments are due by 7am on the designated due date.
• Completion of materials as outlined in APPE longitudinal outcomes assessment form
• Any assignments required by site preceptor

Patient Care Documentation

• All patient care documentation should be in the specified format.
• You are expected to discuss all assigned patients with the faculty preceptor before and after patient follow-up.
• Please note!! No chart documentation should be done without the consent/sign-off of your preceptor. No recommendations, verbal or written, should be given to providers without first discussing the topic with the preceptor.

Written Responses

• Assignments may be generated by provider, patients, or preceptor.
• All responses should be emailed to the preceptor. Please expect that your responses will be uploaded and analyzed using Turn-it-in®.
• Utilize E*VALUE™ to upload any pertinent documents to student portfolio
Student Evaluations
- You are responsible for providing the preceptor with the necessary paperwork 2 to 3 days prior to its due date.
- You are also responsible for getting the necessary paperwork to school on time without conflicting with hours at practice site.

Evaluation of the rotation
- Please do not wait until the end of the rotation to voice your opinions of the rotation. If you feel you are not getting what you need from this rotation, please say so. Every student’s career goals and subsequent rotation needs a different and this rotation is somewhat flexible. If you do not speak up, nothing will change!

Course Policies:
- See University of Saint Joseph School of Pharmacy Student Handbook and APPE manual for specifics.