

ST. JOHN'S UNIVERSITY
COLLEGE OF PHARMACY AND HEALTH SCIENCES DEPARTMENT
OF CLINICAL HEALTH PROFESSIONS
Course Number: CPP 5415
Title: Advanced Pharmacy Practice Experience – Focused Inpatient Care

A. COURSE NUMBER AND TITLE:

CPP 5415 Advanced Pharmacy Practice Experience – Focused Inpatient Care

B. COURSE CREDIT:

3 credit hours (approximately 160 clock hours)

C. PRE-REQUISITES:

Completion of the required coursework up to and including the spring semester of the third professional year of the Doctor of Pharmacy program, successful completion of the competency exam, and CPP 5414 Advanced Pharmacy Practice Experience - General Inpatient Care

D. COURSE DESCRIPTION:

This course is an advanced pharmacy practice experience (APPE) designed to ensure student pharmacist preparedness for entry-level practice in a focused inpatient setting. The experience provides the student the opportunity to practice and enhance their skills relative to the application of the Pharmacist's Patient Care Process (PPCP) to patients in the inpatient setting. Students are expected to provide this care in collaboration with the patient, their preceptor and healthcare providers. Students will utilize resources of the health care system to maximize therapeutic outcomes and medication use in a focused inpatient population. Emphasis will be placed on pharmacist-patient relationships, team dynamics and collaboration in order to promote and deliver safe medication use, develop value based patient care plans, communication skills and ensure an optimal patient care experience. This experience is fundamental in developing the abilities outlined in the Doctor of Pharmacy Program Outcomes statement. The goal of the course is to provide adequate experience to enhance knowledge and skills acquired through didactic education and Introductory Pharmacy Practice Experiences (IPPEs) and apply them in direct patient care activities in a focused inpatient setting.

E. EXPERIENTIAL HOURS:

8 hour/day x 20 days = 160 hours

F. PROGRAM OUTCOMES:

This course will contribute to the mastery of the following terminal learning outcomes, which will be achieved at the conclusion of the professional program:

- Develop, integrate, and apply knowledge from the foundational sciences to evaluate the scientific literature, explain drug actions, solve therapeutic problems, and advance population health and patient-centered care
- Provide patient-centered care as the medication expert
- Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems
- Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness
- Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution
- Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding
- Assure that patients' best interests are represented
- Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs
- Recognize social determinants of health to diminish disparities and inequities in access to quality care
- Effectively communicate and nonverbally when interacting with an individual, group, or organization
- Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth
- Demonstrate responsibility for creating and achieving shared goals, regardless of position
- Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals
- Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society

G. COURSE OBJECTIVES:

After completion of the course the student should be able to:

- Collect information to identify a patient's medication-related problems and health-related needs.
- Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
- Establish a patient-centered care plan in collaboration with the interprofessional team respective of the patient, and caregiver(s) ;Plan should be evidence-based, cost-effective and culturally responsive.
- Implement care plans in collaboration with the patient, caregivers, and interprofessional team.
- Follow-up and monitor care plans appropriately engaging members of the interprofessional team when necessary

- Apply the value and principles of team dynamics to effectively plan, delivery and evaluate patient and population centered care.
- Minimize adverse drug events and medication errors.
- Educate patients, caregivers members of the interprofessional team regarding the appropriate use of medications.
- Use evidence-based information to advance patient care.
- Create a plan for continuous professional development.

CONTINUOUS PROFESSIONAL DEVELOPMENT – CHECK POINT

- Update a CV, resume or professional portfolio – include APPE relevant activities and achievements. Students should include 2-3 bullet points about their accomplishments and activities during this APPE, location and preceptor.

H. LEARNING STRATEGIES/METHODOLOGIES:

- Experiential learning

I. ASSESSMENT:

- A. **Professionalism:** A student **MUST** be “acceptable” for all five professionalism criteria in order to pass the experience. The preceptor must complete the professionalism rubric at least twice during the rotation: at midpoint of the APPE and at the end of the APPE. An “Unacceptable” rating on any professionalism metric at the end of the experience will result in failure of the course. Comments are required if selecting any “unacceptable” rating.

PROFESSIONALISM		ACCEPTABLE	UNACCEPTABLE
Altruism	Student makes an unselfish commitment to serve the best interests of the patient and rotation via prioritizing rotation requirements, demonstrating effective listening skills, interacting with others in a compassionate manner, and developing trusting relationships		
Comments			
Honesty and Integrity	Student displays honesty and integrity via abiding by patient (HIPAA) and student (FERPA) confidentiality requirements, and maintaining academic honesty.		
Comments			
Respect for Others	Student treats others as he/she would want to be treated via arriving on time for rotation activities, respecting the feelings, needs, thoughts, and opinions of the preceptor/faculty /colleagues, demonstrating ability to receive constructive feedback, and providing constructive feedback in a respectful and educational manner.		
Comments			
Professional Presence	Student instills trust via attending and participating in rotation requirements, dressing appropriately for the rotation, and accepting responsibility for one’s own actions.		
Comments			

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

A. Experiences: Using the 3 levels of entrustment described below, determine the extent to which the student can be trusted to perform each learning activity/task. The EPA learning activity/task assessment table below must be completed in CORE by the preceptor twice: at mid-point of the APPE and at the end of the APPE. The student must complete this same table in CORE on the first day of the rotation to self-evaluate his/her skills at the start of the rotation to provide the preceptor with an idea of areas in which the student feels he/she requires more experience. *Brief descriptions/feedback are required if selecting Level 1 or Level 2. Please indicate why you feel the student is at a Level 1 or 2 and provide some feedback as to what you feel the student should work on to achieve a Level 3. If Opportunity Not Available (ONA) was selected, provide feedback as to why this opportunity was not available during this rotation period.

- *Examples of activities or assignments that can be used to determine the student's level are listed. These examples are not all inclusive and no specific combination is required*

Level of entrustment	Description
Level 1	<ul style="list-style-type: none"> The student has some knowledge but is unable to operationalize that knowledge. The student can be trusted to thoughtfully observe. This is acceptable for students in the Introductory Pharmacy Practice Experience (IPPE). Level of entrustment: <u>low</u>. <i>“I trust the student, with specific direction and direct supervision, to initiate a preliminary assessment of common conditions seen within the practice setting. The student requires significant correction for performance improvement.”</i>
Level 2	<ul style="list-style-type: none"> The student has a broad knowledge but needs to be told what to do to correct performance (significant proactive correction). The student can perform the tasks in a rudimentary fashion, free of challenges or problems. Appropriate level for an IPPE student at the end of their experience or an Advanced Pharmacy Practice learner at the beginning of the APPE year. This student is at the level of “APPE-ready”. Level of entrustment: <u>moderate</u>. <i>“I trust the student, with direct supervision and frequent correction, to assess common chronic conditions seen within the practice setting. The student accepts feedback for performance improvement.”</i>
Level 3	<ul style="list-style-type: none"> The student demonstrates sufficient knowledge and skills necessary to perform tasks in a manner consistent with an entry-level pharmacist. The student requires minimal corrections and guidance. This is the minimum goal for a student at the completion of an APPE rotation. Level of entrustment: <u>high</u>. <i>“I trust the student, with limited correction, to assess common chronic conditions seen within the practice setting. The student is self-directed and seeks guidance as necessary.”</i>
Opportunity Not Available (ONA):	<ul style="list-style-type: none"> The opportunity to experience and complete this task, while normally available, was not available during this students’ rotation period.

Learning Activities/Tasks	Example	Level			
		1	2	3	ONA
Patient Provider Domain					
1. Collect a medical/medication history from a patient					
2. Use health records to determine a patient’s health needs					
3. Interpret laboratory results					

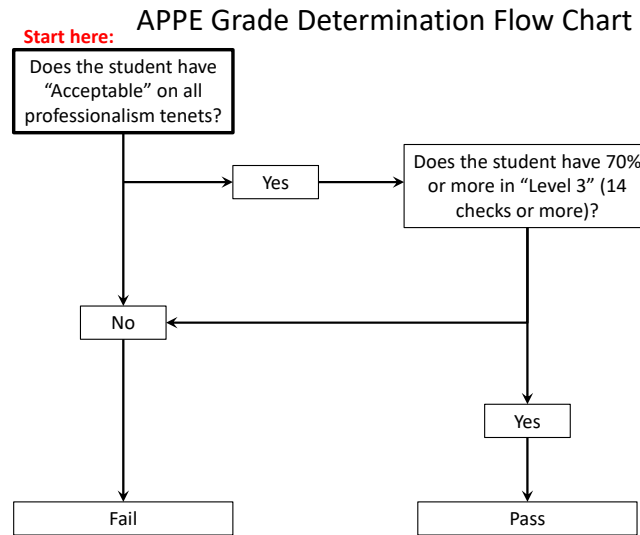
4. Identify & manage drug interactions	<i>SOAP note, drug info question, patient interview</i>				
5. Write a note that documents the findings, recommendations, and plan including a prioritize health-related problem list for a patient					
6. Develop a treatment plan with a patient					
7. Select monitoring parameters, including time interval, to determine therapeutic and adverse effects related to the treatment plan					
8. Evaluate the monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan					
9. Recommend modifications or adjustments to an existing medication therapy regimen based on patient response					
Interprofessional Team Member Domain					
10. Engage other professionals when developing strategies to meet the health care needs of patients and populations while respecting the dignity and privacy of the patient	<i>intervention, participation in rounds and huddles, collaboration with other health care learners on activities and projects, presentation of medication history to team/team member</i>				
11. Explain to a patient, caregiver, or professional colleague each team member's role and responsibilities					
12. Provide a thorough medication history including all medication related problems to other health professionals					
13. Use setting appropriate communication skills to facilitate discussions and interaction that enhance team function and dynamics					
Population Health Promoter Domain					
14. Report adverse drug events and medication errors to stakeholders (medication error is site specific but APPE students MUST be exposed to the policies and procedures of the setting)	<i>complete ADE form (can submit to MedWatch)</i>				
Information Master Domain					
15. Lead a discussion regarding a recently published manuscript and its application to patient care	<i>journal club, inservice presentation, drug information question</i>				
16. Develop and deliver a brief educational program regarding medication therapy to health professionals or lay people					
17. Retrieve and analyze scientific literature to make a patient-specific recommendation or answer a drug information question					

Practice Manager Domain				
18. Determine if a medication is contraindicated in a patient	<i>SOAP note, informal or topic discussions</i>			
Self-Developer Domain				
19. Perform a self-evaluation to identify personal strengths and weaknesses	<i>reflection paper, CV update</i>			



Total number of “Level 3” assessments ___ out of 19

Student must meet (1) all professionalism tenets and (2) at least 70% (≥ 14) of total tasks (subtracting any task marked as ONA) assessed at “Level 3” to successfully pass the course. See flowchart for visual pathway to determine Pass/Fail.



J. REQUIRED RESOURCES:

- Site specific - Preceptors may add additional resources specific to their site, such as Policy and Procedure manuals.

K. RECOMMENDED RESOURCES:

- Main library, St. John's University (www.stjohns.edu/academics/libraries)
- Dr. Andrew J. Bartilucci Heath Education Resource Center (HERC), St. John's University
(<http://www.stjohns.edu/academics/undergraduate/pharmacy/about/center>)
- Pharmacist Patient Care Process: (<https://jcpp.net/patient-care-process/>)