

COURSE NUMBER AND TITLE: PYPP 5650 – Advanced Practice Experience in Primary/Ambulatory Care II

CREDIT HOURS: 5

PREREQUISITE: Fourth year PYDI standing

SCHOOL APPROVAL DATE: February 3, 2007

COURSE DESCRIPTION: Continuation of PYPP 5640 – Primary/Ambulatory Care I

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ROTATION PRECEPTOR:

ROTATIONS SPECIFIC OBJECTIVES/ACTIVITIES:

READING MATERIALS:

Recommended Text(s):

The student is expected to utilize texts and / or online resources. The following list outlines some of the anticipated resources student pharmacists may use in to provide pharmaceutical care and solving patient drug therapy problems at various patient care sites. However, the student is expected to select specific texts or references as needed to provide pharmaceutical care to individual patients:

- Pharmacotherapy: A Pathophysiologic Approach. DiPiro JT, et al, eds. 5th ed. OR Applied Therapeutics: the clinical use of drugs. Koda Kimble Young et al, eds. 8th ed.
- Basic and Clinical Pharmacology. Katzung BG ed. 9th ed.
- The Principles of Pharmacoeconomics. Bootman JL, Townsend RJ, McGhan WF, eds., 2nd ed.
- Clinical Laboratory Medicine. Ravel R. 6th ed.
- Mosby's Guide to Physical Examination. Mosby.
- Textbook of Organic Medicinal and Pharmaceutical Chemistry. Lippincott JB, ed. 9th ed.
- Pharmaceutical Calculations. Zatz
- Pharmaceutical Dosage Forms and Drug Delivery Systems. Ansel HC, Allen LV, Popovick NG. 7th ed.
- Evaluating Drug Literature: A Statistical Approach. Slaughter RL, Edwards DJ.
- Drug Information. A Guide for Pharmacists. Malone P.
- Pathophysiology: the biologic basis for diseases in adults and children. McCance, eds. 4th ed.
- Applied Biopharmaceutics & Pharmacokinetics. Shargel, Yu. 4th ed.

The instructor may assign additional required/recommended readings based on conference topics and patient care issues.

Links to Online Resources:

The student is expected to be self-directed in obtaining drug literature pertinent to patient care issues. The student is expected to have Internet access in order to utilize the School of Pharmacy Drug Information Resources and conduct literature searches using databases such as Medline, IPA or IDIS. In addition, the student will employ resources such as the Pharmaceutical Care Methodology, Systematic Approach to Literature Search / Evaluation, Motivational Interviewing, etc. when providing pharmaceutical care.

ABILITY BASED OUTCOMES & ROTATION OBJECTIVES:

1. 1. Evaluate Pharmacotherapy of Individual Patients

- Assess patient understanding of illness and treatment (health literacy)
- Prioritize / triage patient problems
- Evaluate patient specific drug therapy and non-drug therapy

- Gather, compile, and evaluate subjective and objective data
- Assess patient readiness / motivation / ability to accept therapy / lifestyle recommendations
- Determine pharmacotherapy goals (patient advocacy, collaboration with patient and other healthcare professionals)

2. Provide Appropriate Pharmacotherapy Interventions to Individual Patients

- Provide emergency care
- Make needed referrals
- Develop evidence-based pharmacotherapy recommendations and plans to prevent or resolve medication-related problems or to respond to information requests
- Communicate evidence based recommendations and plans to patients and health care professionals
- Advise patients about drug choices and other treatment options
- Provide patient counseling relative to pharmacotherapy / health maintenance / wellness
- Address patient concerns / resistance / ambivalence and cultural consideration
- Implement therapeutic plan (including administration)
- Evaluate therapeutic plan (including monitoring)
- Document pharmaceutical care activities for ongoing patient care, quality control, quality assurance, and accountability
- Assist with access to health services

3. Ensure Appropriate Drug Distribution to Individual Patients

- Prepare and package safe and effective dosage forms (including compounding)
- Make appropriate drug product selection decisions
- Accurately interpret prescriptions
- Screen prescription orders for drug related problems
- Verify accuracy of the dispensed product

4. Maintain and Enhance Competence through Self-Initiated Learning

- Participate in CE
- Review and critically evaluate the literature to keep current on therapeutic / practice issues
- Network with fellow professionals at local and national level
- Use regular self-assessment and peer assessment to assure the quality of one's own work and to identify learning needs and self-directed learning efforts, independent of the evaluation of others
- Identify and use resources to stay current and meet learning needs (e.g., professional library, pharmacy organizations, journals, and listservs)

5. Manage the Pharmacy within the Organization's Business Plan

- Manage human resources
- Manage facilities / finances
- Manage inventory / formulary
- Manage the dispensing process
- Manage patients
- Ensure compliance with laws, regulations, etc.
- Manage information technology
- Apply research and assessment methods to establish quality, values and outcomes
- Collaborate as an effective, efficient and accountable team member

6. Develop Practice and Leadership

- Establish professional credibility
- Contribute to the enhancement of an existing service or development of a new pharmacy service
- Explore career pathways
- Develop and maintain a career plan
- Negotiate contracts

7. Participate in Public Health and Professional Initiatives and Policies

- Contribute to government and public health initiatives and policy development
- Identify potential opportunities to serve the public
- Educate the public and other health professionals to improve health promotion and disease prevention
- Respond to emergencies and disaster

8. Advance the Profession

- Educate current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility, and maintain effective working relationships
- Participate in the activities of local, state and national professional organizations
- Establishes and actively participates in a collaborative working relationship with other pharmacists, physicians, other health care providers, and other departments
- At least monthly, evaluates own and peer's behavior against professional standards to determine strengths and areas for improvement and takes appropriate actions
- Advocate professional improvements

COURSE REQUIREMENTS:

Course Activity (exam, project, etc.)

- Pharmaceutical Care Ability Profile (PCAP)
 - *Midpoint PCAP Evaluation will be weighted 20%*

Percent of Final Grade

60%

& Final PCAP Evaluation will be weighted 40%

- *The Final PCAP Percentage Grade assigned by the instructor should be based on the Calculated Score AND the ratings assigned on the two categories: Professional Ethics and Identity; and Social Interaction, Citizenship, and Leadership. Note: The preceptor may assign a failing PCAP score/percentage score lower than the score calculated using abilities 1-8 if the student performs unsatisfactorily on the last 2 categories. In Summary: Professional Ethics and Citizenship/Leadership behaviors are at least as important as knowledge and patient care skills.*

- Written Assignment 10%
(e.g., drug information questions/responses)
- Other Assessments per Instructor 30%
(e.g., presentations, projects, participation in conferences, final exam)
- Participation in all rotation activities S/U
(The student is required to spend a minimum of 40 hours per week at the rotation site. The student is expected to be prompt in attending all rotation activities. Absence from any rotation activities and late assignments will be deemed unsatisfactory and a failing grade will be submitted irrespective of other grades.)

Grading Scale	Grade
90 - 100	A
80 - 89	B
70 - 79	C
60-69	D*
<60	F*

* Students must repeat this course if a grade of less than C is earned.

POLICY STATEMENTS:

Attendance:

Students are required to be at the rotation site a minimum of 40 hours/week. As a professional, the student is expected to stay beyond the usual work hours when patient care still needs to be completed. Unresolved problems regarding attendance or procedures will be addressed according to the process outlined in the Student Academic Grievance Policy found in the Tiger Cub.

Conduct and Academic Dishonesty:

Appropriate professional behavior and demeanor is expected at all times. Students who exhibit disruptive, uncivil, or otherwise unprofessional behavior in patient care and other rotation activities may receive a grade of F as outlined above. Students are also reminded that their actions are governed by the Harrison School of Pharmacy's honor code. Students suspected of plagiarism, other forms of academic dishonesty, or other unethical/unprofessional behavior including dishonesty, will be referred to the Honor Board.

Documentation of student interventions:

All student pharmacists are required to document patient care interventions in Quantifi™. Students should document interventions for all rotations, including rotations with affiliate faculty. Student documentation may be included in the calculation of the final grade for a rotation by the preceptor. Student documentation will be reviewed periodically for quality as well as quantity.

Grievances:

Students who feel they are receiving unsatisfactory precepting from their assigned faculty member(s) should contact the Director of Experiential Learning immediately. Any unresolved problems between a student and a participating faculty member concerning the application of course policies should be reported first to the Director of Experiential Learning. Any subsequent problems concerning course policies, procedures and grading should be addressed according to the process outlined in the Student Academic Grievance Policy found in the Tiger Cub.

Special Needs:

It is the policy of Auburn University to provide accessibility to its programs and activities and reasonable accommodation for persons defined as having disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096. Students must receive this approval before individual instructors grant any special circumstances. Students with defined special needs should see the Director of Experiential Learning at the beginning of the Advanced Practice Experiences so that accommodations can be arranged. Students should also see the individual instructor to make specific accommodations.

Additional specific policies pertaining to all Advanced Practice Experience rotations are found on the ***Auburn University Harrison School of Pharmacy Office of Experiential Learning Website under Advanced Practice Experience Policies and Standards*** at http://pharmacy.auburn.edu/offices/oel/policies_standards.htm

Information Access: Students are expected to check their email and have internet access on a daily basis. Students must be accessible by other health care professionals and the instructor at all times by either cell phone and/or pager.

In order to successfully complete the rotation, students must adhere to the requirements of all rotation policies, including the attendance policy. If a student fails to meet the requirements of the attendance policy, even if performance in all other grading criteria is acceptable, the student will receive a grade of F for the entire rotation.

I have read and understand the requirements for successful completion of the rotation as outlined in this syllabus.

Student Signature

Date

Preceptor Signature

Date