



**School of Pharmacy
 Required Course Syllabus**

Semester – Fall P4 year

Course # PHAR 6686 (6 credit hrs.) / Track: Experiential Education 6-weeks

Patient Care Elective I Advanced Pharmacy Practice Experience (APPE)

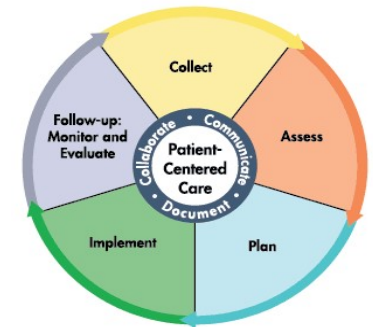
Course Dates (May 22, 2023 – May 10, 2024)

Course Coordinator

Name of Coordinator	Sandy Salazar PharmD, BCSCP
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Course Description

This required advanced pharmacy practice experience that provides $\geq 50\%$ of patient exposure will allow the learner to apply skills, attitudes, values, and knowledge applicable to patient care settings. Students will enhance their critical thinking learned from their didactic and laboratory courses, and build on what they learned in their Introductory Pharmacy Practice Experiences (IPPEs). Students will develop Entrustable Professional Activities (EPAs) needed for patient care practice through a variety of direct and nondirect patient care activities.



The Pharmacist’s Patient Care Process (PPCP)

Students will use the Pharmacist’s Patient Care Process throughout the APPE **to collect, assess, plan, implement, and follow up** with patients. **Collaboration and communication** will also be applied as students work with members of pharmacy staff, and other healthcare team members.

Source: Accessed: 2017Mar1 and patients.

Course Learning Objectives (mapped to national outcomes):

At the conclusion of this course, students should be expected to:

Required

EPA 1: Collect information to identify a patient's medication-related problem and health-related needs.

EPA 2: Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs

EPA 3: Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s) and other health professionals that is evidence-based and cost-effective.

EPA 4: Implement a care plan in collaboration with the patient, caregivers, and other healthcare professionals

EPA 5: Follow-up and monitor a care plan

EPA 6: Provide culturally and linguistically appropriate care to patients and/or clientele (UTEP specific).

Professionalism:

EPA 16: Display characteristics of professionalism and engages in continuous professional development.

Levels of Expectancy*:

Level	Observe only	Direct Supervision	Reactive Supervision	Intermittent Supervision	General Direction
Description	Learner is permitted to observe only. Even with direct supervision, learner is not entrusted to perform the activity or task.	Learner is entrusted to perform the activity or task with direct and proactive supervision. Learner must be observed performing tasks in order to provide immediate feedback.	Learner is entrusted to perform the activity or task with indirect and reactive supervision.	Learner is entrusted to perform the activity or task with supervision at a distance. Learner can independently perform task.	Learner is entrusted to independently decide what activities and tasks need to be performed. Learner entrusted to direct and supervise activities of others.
Preceptor may say the following to the student:	“Let’s talk about this first” “Watch me do this”	“Let’s do this together” “I’ll watch you”	“You go ahead, and I’ll double-check <u>all</u> of your findings” (Full review)	“You go ahead, and I’ll check <u>some</u> of your findings” (Spot-checking)	“You’re in charge, call me if you have any questions” (Follow up as needed)

***Adapted from the COEPA-approved rubric**

Students achieving Levels of Expectancy of “observe only” and “direct supervision” are not making satisfactory progress and need to improve in these areas to levels equal to or greater than “Reactive supervision”. Students at a Level of Expectancy of “reactive supervision” are at satisfactory progress and are passing the objectives. Students achieving levels equal to or greater than “intermittent supervision” are exceeding expectations and are also passing the objective.

In order to pass this rotation, students must achieve a passing grade (minimum competency of Reactive supervision) on 67% (4/6) of the EPAs listed for the Patient Care Elective I rotation, in addition to a “Yes” Evaluation on EPA 16 (Professionalism).

Entrustable Professional Activities (EPA)	CAPE Outcomes	CAPE Level of Assessment	CAPE Level of Assessment
EPA 1: Collect information to identify a patient's medication-related problem and health-related needs.	2.1, 2.2, 2.3, 3.1, 3.5, 3.6	Apply	Reactive supervision
EPA 2: Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.	1.1, 2.1, 3.1, 3.6	Apply	Reactive supervision
EPA 3: Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s) and other health professionals that is evidence-based and cost-effective.	1.1, 2.1, 2.2, 3.3, 3.5, 3.6	Apply	Reactive supervision
EPA 4: Implement a care plan in collaboration with the patient, caregivers, and other healthcare professionals.	2.1, 2.2, 3.1, 3.2, 3.4, 3.6	Apply	Reactive supervision
EPA 5: Follow-up and monitor a care plan.	2.1, 2.2, 3.1, 3.4, 3.6	Apply	Reactive supervision
EPA 6: Provide culturally and linguistically appropriate care to patients and/or clientele (UTEP specific).	1.1, 3.5, 3.6	Apply	Reactive supervision
EPA 16: Create a written plan for continuous professional development.	4.1, 4.4	Apply	Yes

Adapted from Appendix 1. Mapping of the Core EPAs for New Pharmacy Graduates to the CAPE 2013 Educational Outcomes and the Pharmacists

Patient Care Process

<https://www.aacp.org/sites/default/files/2017-12/CAPE-EPA-PPCP-mapping.pdf>

Course Meetings & Location

Preceptor and Site Information

Found in CORE ELMS or provided by the preceptor (Preceptor and Site Information Form)

In a major disruption (e.g., H1N1 epidemic, subzero weather), be prepared to maintain course progress via other means (e.g., Internet, our Blackboard course shell, etc.) and check your email (especially your UTEP miners account) regularly. In addition, please review Off-Site Virtual Rotation Policy in OEE Handbook.

2023-2024*

Rotation	Begin Date	End Date
1	May 22, 2023	June 30, 2023
2	July 3, 2023	August 11, 2023
3	August 14, 2023	September 22, 2023
4	September 25, 2023	November 3, 2023
5	November 6, 2023	December 15, 2023
6	January 8, 2024	February 16, 2024
7	February 19, 2024	March 29, 2024
8	April 1, 2024	May 10, 2024

*Dates adapted from TCEP Calendar

Site Specific Hours

The preceptor should expect a call from the student(s) 2 weeks before to the first day of rotation to discuss where to park, where to meet the first day and any site or rotation specific information, if applicable.

Each experience is a 6-week duration with a minimum of 40 hours per week with a maximum of 50 hours per week (minimum 240 per rotation). Some preceptors may require students to spend more than 40 hours per week at the site to complete the experience successfully. Preceptors may also require students to be present at the site in the evenings, nights, weekends, and holidays. Refer to the rotation calendar with specific times the student is expected to be on site. Students can expect projects outside of normal rotation hours (e.g. readings, projects, etc.).

Exact hours may vary based on site; however, it is mandatory for students to be engaged in patient care activities for a majority of the time (>120 hours). Portions of the rotation may be provided through virtual activities. See Off-Site Virtual Rotation Policy in OEE Handbook.

Online Assessment Requirements:

This course requires the use of CORE ELMS® and Blackboard. Students are responsible for ensuring they have access to CORE ELMS® and the appropriate Blackboard course before the beginning of the APPE. If you are having issues with CORE ELMS, please contact the course coordinator to resolve this issue. Assessments (e.g., assignments, quizzes, and exams) may be disseminated before the due date. This requires students to download the assessment using an internet connection. It is the Student's responsibility to maintain access to a reliable internet connection (with the rare exception of when UTEP's systems are down).

Methods of Instruction/Learning

*The learning outcomes in this course **may** be achieved via*:*

1. **Outside Preparation** –topic discussions, tertiary and primary literature material and readings to support patient clinical work ups
2. **Preceptor and learner-lead (micro) discussions** – review and reinforce topics and discuss progress/improvement of rotation
3. **Case Discussions and presentation/SOAP Notes/Clinical Notes/Drug Information/Documentation** –evaluate and assess for course outcomes includes assessment of patient cases, make therapeutic recommendations, and document patient interactions.
4. **Drug related interventions** - learn crucial skills in patient assessment and engage in patient-centered care
5. **Journal club** – critically appraise the literature and apply to patient case and therapeutic knowledge
6. **Exams/Quizzes** – allows students to demonstrate knowledge recall

7. **Miscellaneous activities** - apply practice skills in real-word scenarios (Templates of rubrics are available as supplemental documents) ☑ Case reports and presentations
- Research project
 - Drug monograph
 - Formal consult
 - In-service/presentation
 - DUE – develop student’s written and verbal skills
 - Other activities as assigned by the preceptor

* Refer to preceptor-specific course calendar or requirements. Learning methods should be discussed at the beginning of the rotation

Required Course Technology/Tools/Needs

Drug Information Resource:

- Access to drug resources through the UTEP library
- Students must have a drug information resource (e.g. Lexi-Comp®, Micromedex®, etc) of the Student’s choice and preceptor’s preferred reference(s) with them at all times

Calculator:

- Students are expected to bring a scientific calculator.

Recommended Resources

- Primary literature, tertiary literature within community practice as outlined by preceptor.

There may be other site-specific needs. The Student should check with the preceptor to verify any other needs.

Technical Assistance

If you are off campus, you may need to set up a Virtual Private Network (VPN) on your computer to access UTEP resources for this class (i.e. Library). The link below provides information to set up a VPN connection depending on your operating system. You can contact the Help Desk for assistance (See Technical Assistance information). <http://admin.utep.edu/Default.aspx?tabid=58534>

If you are experiencing technical problems, please contact the UTEP Helpdesk M - F: 8AM – 5PM. Calling within UTEP: 915.747.4357. Calling outside UTEP: 915.747.5257. For more information, please visit <http://helpdesk.utep.edu>.

Attendance

It is mandatory that students demonstrate their commitment to the profession and respect for faculty, preceptors, and colleagues by attending the experience, arriving on time, and being prepared for the day's activities. The course's schedule will be determined and finalized by the preceptor. Attendance will be monitored and assessed under professionalism. Due to the short nature of the experience, any unexcused absences will result in an incomplete and/or a failing grade and the Student will be reported to the Assistant Dean of Experiential Education for unprofessional behavior. For excused absences, the Student will need to work with the course coordinator and site preceptor to make up the missed time and may result in an incomplete. Please refer to the Student and Office of Experiential Handbooks for more information.

Conduct

1. Students are expected to abide by all site-specific requirements, state and federal laws and School of Pharmacy regulations during the rotation.
2. Students must always wear required name badge(s) that distinguishes them as a Pharmacist Intern.
3. Students must always carry a pharmacist-intern card and have a copy uploaded into CORE ELMS®.
4. Students must maintain the professional and ethical standards. Failure of professional and ethical standards may result in rotation failure or referral to OEE, Progression Committee, and/or UTEP Office of Student Conflict and Conflict Resolution (OSCCR).

Rotation Attendance Policy

It is mandatory that students demonstrate their commitment to the profession and respect for faculty, preceptors, and colleagues by attending the experience, arriving on time, and being prepared for the day's activities. Course/rotation schedule will be determined and finalized by the preceptor. Attendance will be monitored and assessed under professionalism.

1. Students are expected to complete the rotation during the assigned dates and times to accumulate the minimum required number of hours and associated activities and assignments.
2. Regular and prompt attendance is required of all students.

3. Students are expected to be present for all scheduled days of the rotation, as determined and discussed with the preceptor. Students must be present on the first day of the rotation to be oriented with any other students present. Additionally, students may not speed up completion of a rotation to gain free time at the end of the rotation.

4. Students are required to participate in all orientation activities prior to the start of the P4 year. Exceptions are rare and may be granted for students with extenuating circumstances. Students should, in these cases, make every effort to connect with the orientation meeting.

5. It is the responsibility of the Student to inform each preceptor/site and clinical coordinator of any absences no later than 2 weeks in advance, if possible. Failure to attend experiential education activities may result in course failure.

For more details, review the UTEP SOP OEE Handbook.

Expectations of Students During Course

Professionalism and Professional Conduct

Students must present themselves in a professional and courteous manner. This behavior includes, but is not limited to, not engaging in disruptive behavior, being appropriately dressed, and using professional language and behavior. The Student must uphold the UTEP policies and procedures that are outlined in the UTEP HOP, including, but not limited to: academic misconduct, substance abuse, and sexual misconduct. Additionally, the Student must meet the requirements of the Professional Expectations and contract, as laid out in the OEE handbook.

Procedure for resolving rotation concerns

1. The student should try to resolve the issue/concern directly with the primary preceptor.
2. If the issue/concern is not resolved, the student should contact the Course Coordinator.
3. If the issue/concern is not resolved, the student should contact the Assistant Dean of Experiential Education (OEE).
4. If the issue/concern is not resolved, the student may contact the Associate Dean for Academic Affairs.
5. If the issue/concern is not resolved, the student may contact the Dean of the School of Pharmacy.

Questions related to the APPE course, in general, should be directed to the Course Coordinator, whereas content/topic specific questions should be directed to the preceptor. If there is any question about who to contact, please contact the preceptor first. For issues related to the preceptor contact the Course Coordinator.

Cell Phone Policy

All cell phones must be turned on to silent while at the education site unless otherwise instructed by the preceptor. If a student forgets to turn the ringer off, he/she may be subject to disciplinary action. Any unauthorized use of electronic devices (e.g. social media, sports, excessive texting) while engaged in rotational activities will be automatically removed from the site for the day and the Assistant Dean of OEE will be notified. This will result in an unexcused absence and professional misconduct. Refer to unexcused absence language.

Food/Beverage Policy

Students must not eat or drink in the pharmacy area unless allowed to do so by the site preceptor.

Dress Policy

Students are expected to dress professionally *at all times* (e.g. tie [male], no excessive jewelry, closed toed shoes, skirts/dresses below the knee, no excessive perfume or cologne, well-groomed). Additionally, some sites may have specific dress requirements the Student must follow (e.g. scrubs). It is the Student's responsibility to contact the preceptor in advance to verify any site-specific requirements. Pharmacy intern name badge must be *worn at all times* during IPPE/APPE rotations.

Evaluation and Grading Policy

Students are expected to participate in all activities in the rotation as assigned. The Patient Care Elective I APPE is graded on a pass or fail scale. There will be two formal summative assessments conducted by the preceptor during the APPE – a midpoint and a final evaluation. All assessments will be administered via CORE ELMS®, unless noted otherwise. Grades will be based on student's pharmacy practice skills, values, knowledge and attitudes. Skills are assessed by direct observation of Entrustable Professional Activities (EPAs) and required assignments. The preceptor will also provide feedback on student performance on an informal on-going basis.. The preceptor will also provide feedback on student performance on an informal on-going basis.

Rotation Requirements ^a	Final Outcome
Receive a minimum level of expectancy with a level of Reactive Supervision on 4 out of 6 (≥67%) EPAs ^b	Completed at passing level
Receive a passing final professional assessment (EPA 16) ^c	Completed at passing level
Upload and receive preceptor confirmation of minimum experiential rotation hours into CORE ELMS [®]	Completed
Complete preceptor evaluation in CORE ELMS [®]	Completed
Document and receive preceptor confirmation and upload ten (10) drug-related interventions- Assignments in CORE ELMS	Completed
Midterm evaluation (completed by preceptor and student together)	Completed
Complete APPE with unexcused absences	Completed
Complete one (1) preceptor defined miscellaneous activity (research project, drug monograph, formal consult, in-service/presentation, DUE, pre/post formative assessment of rotation) and document project in CORE ELMS	Completed

a. Failure to complete and turn in all assignments will result in a failure of the APPE.

b. All students finish their APPE year obtaining an EPA expectancy level of reactive supervision at least once per EPA.

c. A passing level on the professional assessment is a “yes” response to EPA 16 on the final evaluation.

d. Hours must be recorded on a daily or weekly basis (verify with your preceptor the preferred method). Students will be required to record time taken for lunch, which will not count for hours unless worked during that time.

Requirement Due Dates

All requirements must be submitted through CORE ELMS by the end of the last day of the rotation unless noted elsewhere. **Students are responsible for following up with preceptor on any outstanding items.** If the Student has difficulty working with the preceptor, the Student should reach out to the course coordinator. **Any outstanding requirements, either on the student or preceptor end, not completed one week after the end of the rotation will result in course/rotation failure.**

It is the responsibility of the **Student** to monitor his/her progress during the course and see that he/she is maintaining the required competency level. Students should seek advice and assistance from the preceptor and/or course coordinator as soon as he/she encounters any difficulty in the course. If Student does not pass, they may be eligible for remediation.

Other Assignments:

While each site/preceptor may have their own assignments (e.g, presentations, written assignments, patient counseling exercises) students are expected to complete the following minimum activities*:

- 1) Complete and document ten (10) drug-related interventions (CORE ELMS® Assignments)
- 2) Complete one (1) preceptor directed miscellaneous activity such as:
 - a. Research project
 - b. Drug monograph
 - c. Formal consult
 - d. In-service/presentation
 - e. DUE

Required and supportive APPE documents are located in the document library in CORE ELMS® .

***Preceptor assignments: The preceptor will provide any assessment criteria in advance.**

Remediation Policy

Students must participate in all assignments to be eligible for remediation. Other important factors are also considered. *See Student Handbook for details.*