



School of Pharmacy
Inpatient General Medicine Advanced Pharmacy Practice Experience (APPE)
Semester – P4 year
Course #PHAR 6685 (6 credit hrs) / Track: **Experiential Education**
6-Weeks

Course Coordinator Vicki Howe, PharmD BCPS Office Phone: (915) 747-8270 Email: vlhowe@utep.edu Office hours: by appointment	Course Co-Coordinator Jacquelyn Navarrete, PharmD, BCACP Office Phone: (915) 747-8520 Email: jnavarrete@utep.edu
Preceptor and Site Information: Found in CORE ELMS or provided by the preceptor (Preceptor and Site Information Form)	

Site Specific Hours

The preceptor should expect a call from the student(s) 2 weeks before 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-weeks in duration with a minimum of 40 hours per week with a maximum of 50 hours per week (minimum 240 hours 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 evening, night or on weekends. Refer to the rotation calendar with specific times the student is expected to be on site. Student can expect projects outside of the normal rotation hours (e.g. readings, projects, etc.)

Course Description

This required advanced practice experience will allow the learner to apply skills, attitudes, and knowledge applicable to inpatient general medicine settings. Students will be able to 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 an inpatient general medicine setting through a variety of direct and non-direct 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, other healthcare team members, and patients.



Source: http://www.aacp.org/news/academicpharmnow/2015Issue3/PublishingImages/pcc_cycle_web.png Accessed: 2017Mar1

APPE Rotation Schedule 2020-2021*

Rotation	Begin Date	End Date
1	May 25, 2020	July 3, 2020
2	July 6, 2020	August 14, 2020
3	August 17, 2020	September 25, 2020
4	September 28, 2020	November 6, 2020
5	November 9, 2020	December 18, 2020
6	January 4, 2021	February 12, 2021
7	February 15, 2021	March 26, 2021
8	March 29, 2021	May 7, 2021

*Dates adapted from TCEP Calendar

Exact hours may vary based on site; however, it is mandatory for students to be on site for a minimum of 160 hours over the course of the 6-week rotation. No more than 50 hours may be earned in a single week. APPE hours may occur during evenings, weekends, and on holidays. Additionally, APPEs may be scheduled at other times of the day.

Student Schedule

The preceptor will provide a rotation schedule to the student.

Online Assessment Requirements

This course requires the use of CORE ELMS® and BlackBoard. Students are responsible for ensuring they have access to CORE ELMS® before the beginning of the APPE. If you cannot access your online accounts, please contact Alma Dominguez (arsaldana2@utep.edu) 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).

Course Learning Objectives

At the conclusion of this course, as it applies to inpatient clinical services, students shall be expected to:

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 7: Collaborate as a member of an interprofessional team.

EPA 12: Educate patients and professional colleagues regarding the appropriate use of medications.

EPA 13: Use evidence-based information to advance patient care.

Professionalism:

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

EPA	CAPE Outcomes	PCOA	CAPE Level of Assessment	EPA Minimum Level of Expectancy*
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	4.1, 4.6, 4.7	Apply	3
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	3.8, 4.1, 4.2, 4.5, 4.6, 4.7	Apply	3
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	3.8, 4.7	Apply	3
EPA 5: Follow-up and monitor a care plan	2.1, 2.2, 3.1, 3.4, 3.6	4.7	Apply	3
EPA 7: Collaborate as a member of an interprofessional team.	1.1, 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.4	3.7, 3.8, 4.7	Apply	3
EPA 12: Educate patients and professional colleagues regarding the appropriate use of medications.	1.1, 2.3, 3.2, 3.3, 3.5, 3.6, 4.2, 4.4	3.8, 3.9**	Apply	3
EPA 13: Use evidence-based information to advance patient care.	1.1, 2.1, 3.5, 3.6, 4.3	4.1, 4.7	Apply	3
EPA 16: Display characteristics of professionalism and engages in continuous professional development	4.1, 4.4	N/A	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

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

Levels of Expectancy*:

	4 = Student is at APPLY level	3 = Student is at APPE READY level	2 = Student is at REINFORCE Level	1 = Student is at INTRODUCTORY level	N/A Does not apply
Knowledge/Skills/Attitude	<p>Student has excelled in performing competency in knowledge</p> <p>Student has met expectations and requires minimal to no intervention from preceptor</p>	<p>Student performed the competency in knowledge at an acceptable level</p> <p>Student has met expectations but requires occasional intervention from preceptor</p>	<p>Student knows how to achieve competency in knowledge, but has not demonstrated it at an acceptable level</p> <p>Student requires significant intervention from preceptor</p>	<p>Student knows how to achieve competency in knowledge, but rarely demonstrates it</p> <p>Student requires significant intervention from preceptor, and preceptor must often complete for student</p>	Does not apply

***Adapted from the TCEP approved rubric**

Students achieving Levels of Expectancy of 1 and 2 are not making satisfactory progress and need to improve in these areas to levels 3 and 4. Students at a Level of Expectancy of 3 are at satisfactory progress and are passing the objectives. Students achieving level 4 are exceeding expectations and are also passing the objective.

In order to pass this rotation, students must achieve a passing grade (minimum competency of a level 3 or 4) on 5/7 of the required EPAs list for the Inpatient General Medicine rotation, in addition to a “Yes” evaluation on EPA 16 (Professionalism).

Expectations of Students During Course

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 wear required name badge(s) at all times that distinguishes them as a Pharmacist Intern.
3. Students must carry at all times a pharmacist-intern card and have a copy uploaded into CORE ELMS.
4. Students must maintain the professional and ethical standards.

Failure to abide by student expectations may result in rotation failure or referral to the OEE, Progression Committee, and/or UTEP Office of Student Conflict and Conflict Resolution (OSCCR).

Procedure for Resolving Rotation Concerns

1. The student should try to resolve the issue/concern directly with the primary preceptor.
2. If the issues/concern is not resolved, the student should contact the Course Coordinator.
3. If the issue/concern is not resolved, the student should contact the Office of Experiential Education (OEE) Director.
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 contact/topic-specific questions should be directed to the preceptor. If there is any question of who to contact, please contact the preceptor first. For issues related to the preceptor, contact the Course Coordinator.

Methods of Instruction/Learning

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

- **Outside Preparation** – outside topic review from class lecture, tertiary and primary literature material and readings to support patient clinical work ups
- **Preceptor and learner-lead (micro) discussions** – review and reinforce topics and discuss progress/improvement of rotation
- **Case Discussions and presentation/SOAP Notes/Clinical Notes/Drug Information/Documentation** – evaluate and assess for course outcomes assessment of patient cases, make therapeutic recommendations and document patient interactions.
- Field Encounters (Drug Related Interventions) – learn crucial skills in patient assessment and engage in patient-centered care
- **Exams/Quizzes** – allows students to demonstrate knowledge recall
- **Interprofessional team-based patient-care** - students to provide patient-centered care as a member of a team.
- **Patient Interview**- provides practice in interview skills and practice integrating clinical information
- Apply Inpatient-focused Clinical Skills
- **Miscellaneous activities** – apply practice skills in real-world scenarios (Templates of rubrics available as supplemental documents).
 - Case reports and presentations
 - Research project
 - Drug monograph
 - Formal consults
 - In-service/presentation
 - Drug Use Evaluation
 - 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

Evaluation and Grading Policy

Students are expected to participate in all activities in the rotation as assigned. The Inpatient General Medicine APPE is graded on a pass or fail scale. There will be two formal summative assessments during the APPE – a midpoint and a final evaluation. All assessments will be administered via CORE ELMS®, unless noted otherwise. Grades will be assessed by direct observation of Entrustable Professional Activities (EPAs) and required assignments. The preceptor will also provide feedback on student performance on an ongoing informal basis.

Course/Rotation Requirements	Final Outcome
APPE Mid-term evaluation	Completed
Receive a minimum level of expectancy with a level of 3 or 4 on 5 out of 7 EPAs ^b on the final evaluation	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
Document and receive preceptor confirmation on ten (10) Medication therapy Intervention/Recommendation Field Encounters in CORE ELMS	Completed
Present one educational program to an audience and upload a copy in CORE ELMS	Completed at passing level
Complete four (4) patient education sessions and document as a CORE Pt Education Session Field Encounter	Completed
Complete the pre- and post- APPE Interprofessional Collaboration Assessment	Completed
Complete two (2) Interprofessional Education Assessment	Completed
Complete the preceptor evaluation 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 3 at least once per EPA
- c. A passing level on the professional assessment is a “yes” response to EPA 16 on the final evaluation

Requirement Due Dates

All requirements must be submitted through CORE ELMS. Requirements 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/rotation and across all required courses/rotations to ensure that all competency levels are met. Students should seek advice and assistance from the preceptor and/or OEE course coordinator as soon as he/she encounters any difficulty in the course/rotation. 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 present one (1) educational program to an audience (e.g. formal case presentation, topic discussion, in-service) (MyCred portfolio deliverable) [EPA 2,3,4,5,12, 13]
2. Complete and document ten (10) medication therapy recommendations (CORE ELMS Field Encounters) (portfolio deliverable) [EPA 2,3,4,5,13]
3. Provide patient education counseling for four (4) patients (portfolio deliverable) [EPA 12]
 - a. New medication counseling
 - b. Discharge counseling

- c. Compliance/adherence counseling
 - d. Device counseling
4. Complete the Interprofessional Collaboration Assessment (before the rotation and during the last week).
 5. Participate in two (2) interprofessional patient care events, containing shared participation and decision makings and utilizing appropriate communication strategies (e.g. Team STEPPS) and have the preceptor complete the *Teamwork Observation and Feedback Tool* [EPA 7, 13]
 - a. Example Patient Care Events:
 - i. Shared patient workup for (ER) admissions, Pre-rounds, discharge planning, morning report
 - ii. Patient centered meetings: ACE units, tumor or trauma boards (or equivalent)
- Required and supportive APPE documents are located in the document library in CORE ELMS.

*For Preceptor specific assignments: the preceptor will provide any assessment criteria in advance.

Required Course Technology/Tools/Needs

Drug Information Resource:

- 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
- Access to drug resources through the UTEP library

Calculator:

- Students are expected to bring a scientific calculator

Writing Utensils:

- Students must have an indelible writing utensil with them at all times

Electronic Devices:

- Laptop, computer

Recommended Resources:

Primary literature, tertiary literature within Inpatient General Medicine practices as outlines by the preceptor, notebook or electronic method for note-taking and keeping track of items for follow-up

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

Missed Requirements for the APPE

1. It is up to the preceptor to determine how to handle late assignments/missed deadlines within the rotation (e.g. failure on professionalism [EPA 16]).
2. All course requirements must be completed by the end of the course/rotation. Late assignments are not accepted and will result in an Incomplete for the course. After one (1) week if there is still outstanding course work, Incomplete will convert to a Fail.

Remediation Policies

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

Technical Assistance

If you are off campus, you may need to set up a Virtual Private Network (VPN) in your computer to access UTEP resources for this class (i.e. Library). The link below provides information for you 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 with the course, please contact the UTEP Helpdesk during: 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>.

You can also visit an on-campus lab such as the ATLAS lab located within the Undergraduate Learning Center (UGLC building) for additional technical assistance. So that UTEP can continue to provide a stable learning environment, 12:00-6:00am Mountain time on Thursdays is reserved for minor preventive maintenance. This maintenance window is scheduled during the lowest usage time for the system. Blackboard may or may not be available during this time, depending on whether maintenance is necessary. Whenever possible, this time will be utilized to perform all minor maintenance. Unscheduled outages occur rarely, but they do happen. In the event of an unscheduled outage, Course Development and Technology Support will confer with Student and Faculty Services to provide appropriate notifications to those affected including faculty, staff and students.

Attendance and Classroom Behavior

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. 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 report to the Director 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.

1. Any rotation absence by a student of less than one day should be managed by the student and the preceptor. The preceptor is responsible for a specific plan for the make-up of the missed hours.
2. Students should try to provide 24 hour notice to preceptors of schedule disruptions.

3. Any absence of one day or more will require completion of an "Absence" form in CORE ELMS. If possible, this form should be submitted to the preceptor and the Office of Experiential Education (OEE) (in CORE ELMS) at least one month prior to the scheduled absence. In the event the absence is not scheduled, the Absence Request form should be submitted to the preceptor and OEE within three days of the student's return. It is the responsibility of the course coordinator, working with the preceptor, to determine if the student can successfully complete the rotation. A detailed plan for the make-up of the missed days will be completed if it is possible to make up the missed days.
4. Days missed due to interviews or for professional meetings (e.g. ASHP Midyear Meeting) are considered absences and the guidelines outlined above must be followed. Students must discuss interview schedules/professional meetings at least one month in advance. Refer to guidance outlined in the Student Handbook on student travel and absences and the OEE handbook.
5. Extended absences may result in failure of the rotation and/or delay in completion of the rotation and/or graduation.

Students should be permitted to attend the PILLS course during rotations. However, time traveling or attending the PILLS course needs to be made up and will not be rotation release time.

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 Director 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 make contact with the preceptor in advance to verify any site-specific requirements. Pharmacy student/intern name badge must be *worn at all times* during IPPE/APPE rotations.

Credentials: Students are expected to *carry* with them *at all times* their Texas State Board of Pharmacy (TSBP) Trainee Letter/Intern Card. Students must have readily available electronically on CORE ELMS® the following: Unexpired BLS CPR Card, HIPAA Training Certificate, Bloodborne Pathogen, etc. Refer to OEE Handbook for a complete list. Failure to exhibit credentials will result in

the student being asked to leave the site. Return to site is determined by the preceptor and the Experiential Programs Director.

UTEP and SOP Policy for Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty members insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the UTEP Office of Student Life and the homepage of the Office of Student Life, can result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (See “Dismissal for Reasons of Misconduct”).

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.

If professionalism issues occur during Experiential Education, the Preceptor Faculty (PF) will discuss the issue(s) with the student first. If the PF is unable to successfully mediate the situation, the PF will document the issue and the mediation attempt. This information is then directed to the Director of Experiential Education who will work with Associate Dean of Academic Affairs. If the issue can still not be mediated, the issue is presented to the Progression Subcommittee for final review, decision, and plan.

UTEP and SOP Policy for Special Accommodations (ADA)

“If you have or suspect a disability and need classroom accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148.” You can also e-mail the office

at cass@utep.edu or go by their office in Union Building East (Room 106). For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

General Statement About Course Policy

The syllabus is subject to change to meet course needs, especially if there are unexpected disruptions or changes in class size, resources, etc. The most updated syllabus can be found on the course Blackboard shell. It is your responsibility to review the syllabus periodically for updates.

Additional Information

Campus Concealed Carry:

Effective August 1, 2016.

<http://sa.utep.edu/campuscarry/>

Civility Statement:

You are expected to follow basic standards of courtesy

(<http://admin.utep.edu/Default.aspx?tabid=73922>) and may be dismissed from class for blatant or sustained disruptive behavior

Student Support:

UTEP provides a variety of resources for those in need (e.g., if you feel overwhelmed, stressed or dealing with a crisis):

- UTEP's Counseling Center (free counseling to all students): 747-5302, which after-hours goes to a crisis line
- Mental Health Crisis Line: 779-1800
- National Suicide Prevention Hotline: 1-800-273-8255
- Veterans Crisis Line: 1-800-273-8255
- NAMI (National Alliance Against Mental Illness) of El Paso: 534-5478
- <http://caringeducators.tumblr.com/survival>

Title IX:

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-

discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]