



SCHOOL OF PHARMACY

**Advanced Pharmacy Practice Experience
(APPE)**

Student Manual

2015-2016

OFFICE OF EXPERIENTIAL EDUCATION



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I. CONTACT INFORMATION

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II. MARSHALL UNIVERSITY SCHOOL OF PHAMACY MISSION AND VISION STATEMENT

Mission Statement

The mission of the Marshall University School of Pharmacy (MUSOP) is to advance direct pharmacy patient care by developing innovative practitioners, researchers, and educators. MUSOP conducts research and provides services directed toward the goal of improving the health and well-being of West Virginians, veterans, and residents of the tri-state region and the nation.

Vision Statement

We are...Marshall!

We are...leaders in innovation, education, practice, and research!

We are...the future of Pharmacy!

III. OFFICE OF EXPERIENTIAL LEARNING MISSION AND VISION STATEMENT

Mission Statement

Our mission of the Office of Experiential Learning is to provide student-centered real-world pharmacy practice experience that results in a superior pharmacist who delivers exceptional patient-centered care, advances the profession through scholarship and mentoring, and service to the community that results in improved well-being of West Virginians, veterans, residents of the tri-state region, and the nation.

Vision Statement

Our vision of the Office of Experiential Learning is to develop pharmacists who are caring, empathetic practitioners that provide a level of care to patients that distinguishes themselves, the profession, and the Marshall University School of Pharmacy. Our graduates will enrich the lives in the communities that they live and serve, providing leadership for worthy causes at the community, state, and national level while maintaining high standards of ethical and moral conduct.

IV. GENERAL DESCRIPTION AND INFORMATION

Notice: All material contained in this manual is for the restricted use of the Marshall University School of Pharmacy and may not be duplicated without the written consent of the Assistant Dean, Office of Experiential Education.

Disclaimer: This Manual describing the Advanced Pharmacy Practice Experiences (APPEs) does **not** constitute a contract and is subject to change at any time.

Purpose of the Manual. This Manual discusses the general purpose and goals of the advanced pharmacy practice experience (APPE). ***For specific rotation objectives the student should review the syllabus of the respective APPE course.***

Academic Dishonesty: Academic Dishonesty will not be tolerated and may result in expulsion from the university. For the Marshall University School of Pharmacy policy on academic dishonesty refer to: **200.001.010 – Dismissal from the MUSOP** “Academic dismissal from a program or from the University may be imposed both for poor academic performance and for violation of the University policy on academic dishonesty.”

<http://muwww-new.marshall.edu/academic-affairs/policies/#AcademicDishonesty>

Advanced Pharmacy Practice Experience (APPE) Program. The Advanced Pharmacy Practice Experience (APPE) rotations are designed to provide students with exposure to a variety of clinical pharmacy practice settings. The advanced experiential program consists of a series of rotations throughout the fourth (4th) professional year. Each APPE educational rotation will consist of 200 hours. The student will spend 40 hours per week for 5 weeks at the experiential site for each rotation (please note that rotation assignments may occur in any order).

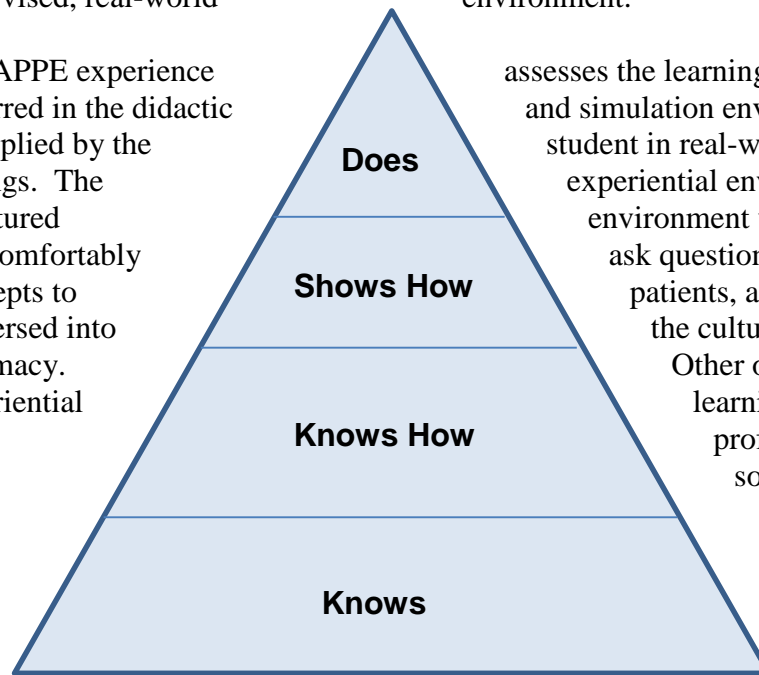
1. PHAR 881 – APPE 1 – General Medicine (Clinical Inpatient)
2. PHAR 882 – APPE 2 – Ambulatory Care / Primary Care
3. PHAR 883 – APPE 3 – Advanced Community
4. PHAR 884 – APPE 4 – Advanced Institutional
5. PHAR 885 – APPE 5 – Geriatrics
6. PHAR 886 – APPE 6 – Diverse Populations
7. PHAR 887 & PHAR 888 – Electives

Each rotation has set learning outcomes including general, professional and rotation specific outcomes. Students will be evaluated on completion of learning outcomes by a defined rubric. Any site specific rubrics will supersede general rubrics.

V. PURPOSE OF EXPERIENTIAL LEARNING

In 1990, GE Miller introduced a method for assessing healthcare students, this assessment model is commonly referred to as Miller's Pyramid.¹ In experiential learning the student is more actively involved in the learning process than in the classroom (didactic) setting. Additionally, real-world experiences vary substantially from the classroom setting. The experiential learning process allows the student to attain competency in a structured, supervised, real-world environment.

The APPE experience occurred in the didactic be applied by the settings. The structured can comfortably concepts to immersed into pharmacy. experiential



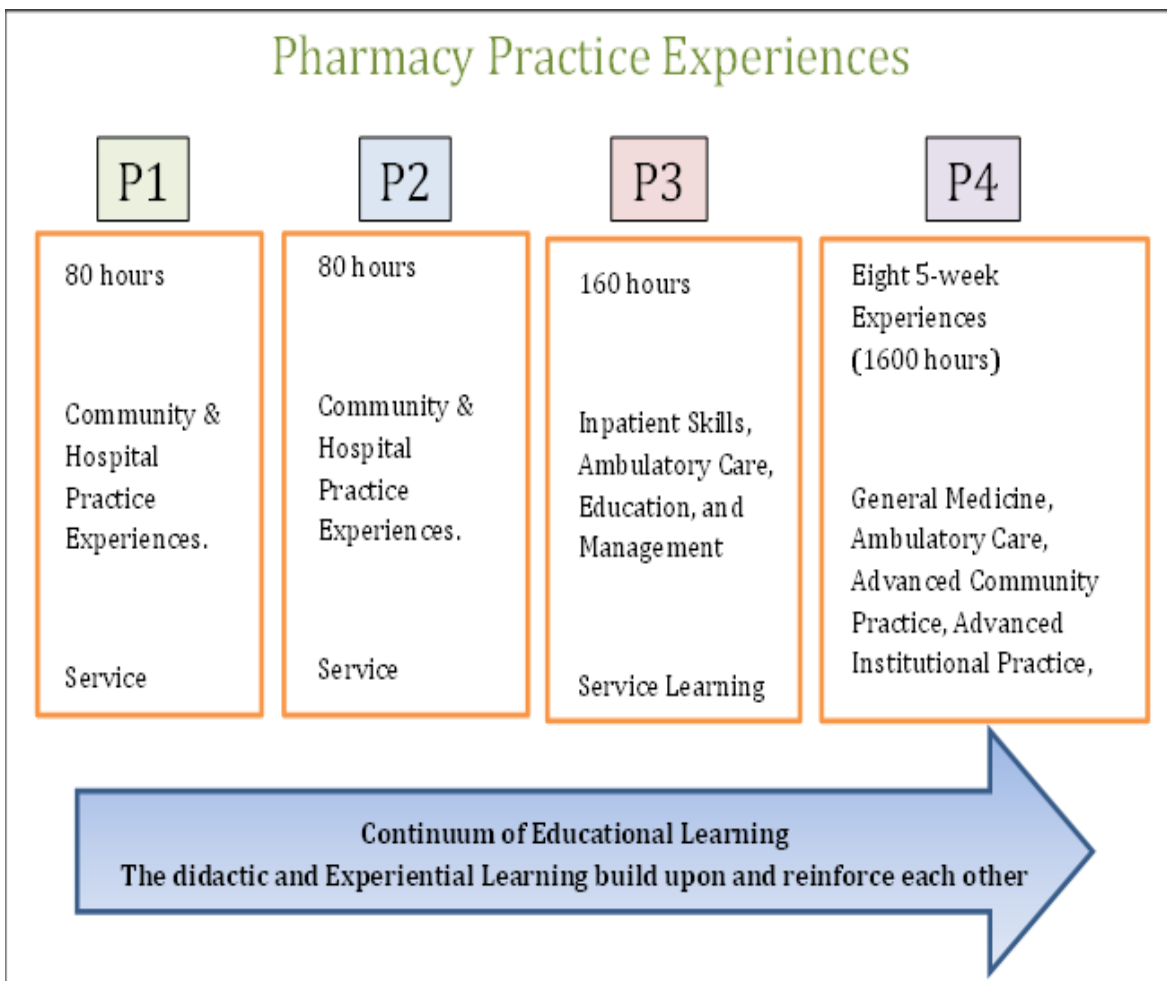
assesses the learning that has and simulation environment can student in real-world pharmacy experiential environment is a environment where students ask questions, relate patients, and be the culture of Other objectives of learning include professional socialization,

critical/professional reflection, and learning/observing of the pharmacist-patient relationship. Demonstration of professional behaviors and attitudes are refined in this setting as well.

This model emphasizes that competency in an area is not realized until the learner can demonstrate that he/she is capable of successfully completing a task or ability in a real-world situation.

VI. THE TIMING OF APPE ROTATIONS WITHIN THE CURRICULUM

APPE rotations will be completed in the 4th professional year. Students must complete all required introductory professional practice experiences (IPPE's) prior to the start of the APPE experiences. Students will complete 6 required and 2 elective 5 week rotations in the 4th year (total of 8 five week rotations). Each rotation is 40 hours per week or 200 hours per rotation. The student-pharmacist will have an opportunity to demonstrate competency in general medicine, Ambulatory Care / Primary Care, advanced community practice, advanced institutional practice, geriatrics, diverse populations, and two student selected electives.



VII. CRITICAL REFLECTION

Critical (Professional) Reflection. Mezirow was one of the first to describe the importance of *Reflection* for adult learning.² “Transformative Learning” is the type of learning that occurs as we assemble information that may not be intuitive, and in fact, may challenge our current knowledge beliefs. Reflection is a key to this transformational learning process. Some components of reflection include:

- i. Reflection on the content of a problem or behavior
- ii. The strategies that were used to solve the problem or change behavior
- iii. Challenging the assumptions and beliefs underlying the problem.

It may help to point out what *Critical Reflection* is *not*. It is not a summary of daily events that occurred.

Critical Reflection within the experiential program often focuses on the first two components listed above – the content of the problem, and the strategies used to solve a problem. Consider a problem; consider the strategy to resolve the problem. Are there any other solutions that could be applied?

Example: Consider two professional behaviors that you exhibited during your rotation and one professional behavior you would like to improve. List the more important steps that you have to develop before you improve in that professional behavior.

A Reflection Paper for each rotation *may or may not* be required at the discretion of the preceptor.

VIII. DOCUMENT SUBMISSION REQUIREMENT.

Students must submit required documents of the experiential course within the time specified for that activity. This includes potentially Critical Reflection before the APPE course has been completed. For specific requirements of each APPE course consult the respective syllabus for that APPE rotation.

Some common documents that must be completed for rotations:

- A log of each day that you were present on your rotation site
- The Intern Clerkship Hours
- Evaluation of the Preceptor
- Evaluation of the Site
- A Critical Reflection Paper of the experience (if assigned)
- Completion of the respective APPE longitudinal checklist

All written documentation will be in the format required and of appropriate quality for the level of the student. Again, for specific course requirements refer to the course syllabus.

****Documentation of all longitudinal work must be submitted to the Department of Experiential Learning PRIOR to the completion of the last rotation.****

IX. PROFESSIONAL CONDUCT

Professionalism is a commitment to uphold the values of the profession, exhibit respect for others, and follow legal and ethical standards. Below are some of the professional conduct that MUSOP requires of all its students:

- a. Respect for the preceptor. Disrespectful behavior will not be tolerated towards MUSOP preceptors. This includes verbal and non-verbal actions.
- b. Respect for the patient. In no circumstances will disrespectful behavior be tolerated towards *any* patient for *any* reason. An important aspect of professional conduct is learning how to handle difficult patient issues.
- c. Professional Attire. Professional attire is required for all experiential learning. Consult the student handbook for MUSOP definition of professional attire.
- d. Professional Behavior. Professional behavior includes respect for others, absence of offensive language, courtesy towards preceptor, patients, and staff.
- e. Identification. Students must wear identification badges at all times when at an experiential site. This is often a requirement of the site and is a requirement of MUSOP.
- f. Attendance. Except in unusual circumstances, attendance is always required. Please consult student handbook for consequences of absences.
- g. Patient confidentiality. Patient confidentiality is protected by federal law. Breach of patient confidentiality may result in expulsion from MUSOP as well as legal consequences. The most common places identified for breaches of patient confidentiality are the elevator and in the lunch room or break room. More on patient confidentiality can be found in this manual in the heading titled, “Health Insurance Portability and Accountability Act (HIPAA)”
- h. Experiential *Site* Policies. The student-pharmacist must follow the policies of the experiential site. Many of the sites require a signed document that the student will follow the site’s policies and conduct.
- i. Laws. Adherence to federal, state, and local laws is required. Failure to adhere to practice laws will result in failure of the rotation and may result in expulsion from MUSOP.
- j. Social Media. Postings on Facebook, Twitter and other social media must follow the same professional guidelines. Students are advised that future

employers often screen social media prior to job offers and students actions reflect on their professionalism and the Marshall program.

X. **HEALTH INFORMATION PORTALITY AND ACCOUNTABILITY ACT (HIPAA)**

Prior to any experiential learning, the student-pharmacist must complete an educational learning module on HIPAA. This is a requirement of most experiential sites and it is a requirement of the School.

Some key aspects of HIPAA are:

- a. Within the HIPAA regulations is the “Privacy Rule” which sets forth rules for protecting patients’ health privacy.
- b. The Privacy Rule protects “all individually identifiable health information”. This includes address, or birthdate of a patient.
- c. Exemptions apply for information exchanges among health care professionals who are directly involved in the care of that patient.
- d. Criminal Penalty. A person who knowingly **obtains** or discloses individually identifiable health information may face a penalty of up to \$50,000 and 1 year in prison.
- e. Email and text messages are very public communication and are never to be used to transmit confidential information.

Case Involving HIPAA

A pharmacist receives a phone call from a known physician in the community. The physician states that his wife, who is under the care of another physician, is acting strange. He asks the pharmacist what medications she is taking so that he can determine if her actions are medication-related versus having an acute neurological event that would require a visit to an emergency room.

What would you do?

The pharmacist in the case provided the physician-husband with the wife’s medication list which included antidepressants prescribed by a psychiatrist.

Outcome of the case. Unknown to the pharmacist, the physician and his wife were in the middle of a divorce. The physician was looking for evidence that his wife was taking medications that would make her unfit to obtain custody of the children. The attorney for the wife subsequently sued the pharmacy and the pharmacist, and won. The pharmacist was terminated because he did not follow the pharmacy’s policy and procedure on patient confidentiality.

XI. ATTENDANCE AND TARDINESS POLICY

Attendance is mandatory. Unexcused absences are prohibited and may result in failure of course. Each unexcused absence will result in a grade reduction.

Two unexcused absences will result in automatic failure of the course. For excused absences refer to the student handbook.

All students are expected to adhere to the rotation attendance policy and are required to spend a minimum of 40 hours per week at the site.

Tardiness is defined as greater than 10 minutes after expected time of arrival. If greater than one tardy then this will be classified as an unexcused absence. On time is defined at work and in place to start tasks.

Note: The policy on tardiness from the preceptor or site ALWAYS supersedes the MUSOP policy. Generally they will be stricter than the MUSOP policy. If the experiential site has a different tardiness than the MUSOP policy, then it will be the experiential site policy that the student is assessed upon.

Absences with Advanced Notice: A student may make a request to be excused from rotation for a qualifying school sponsored or other educational event (e.g. career day). For professional leave during a rotation please see SOP operating policy 200.010.007. **Forms to request professional leave can be found in the Office of Experiential Learning.**

Absences for Illness/Emergency: In the event that the student may be unexpectedly absent from rotation (e.g. illness of student, illness/death in the student's family, car trouble, emergency, the student **must immediately notify BOTH the preceptor (by phone) and the Office of Experiential Education (304-696-7350).** Please treat your preceptor as you would an employer and provide notice as early as possible. In the event that the student must leave a message, (s)he should provide a contact phone number where (s)he may be reached and follow up with an e-mail (if possible) to ensure that the message was received.

Each failure to notify the preceptor AND the school properly will result in (5%) deduction from the rotation grade.

Unexcused absences are prohibited and may result in failure of course. Each unexcused absence will result in a minimum reduction of 5 percentage points per occurrence; two unexcused absences will result in automatic failure of the course. For excused absences refer to the student handbook.

All missed time (for any reason, with the exception of an approved holiday) must be made up. In the event a student misses more than three (3) days of time during an APPE rotation, they will automatically fail the rotation unless the missed time is made up.

XII. REFERENCES

1. Hill LH, Delafuente jC, Sicut BL et al. Development of a competency-based assessment process for advanced pharmacy practice experiences. *American Journal of Pharmaceutical Education* 2006; 70(1) Article 01.
2. Miller GE. *The assessment of clinical skills/competence/performance. Acad Med* 1990;65:S63–7.
3. Mezirow, J., *Transformative Dimensions of Adult Learning*, Jossey-Bass Publishers, San Francisco, CA(1991).