

Marshall University School of Pharmacy
PHAR 883 – Advanced Community APPE Suggested Activities-Readings List

The Advanced Community Pharmacy APPE is a 5-week required advanced pharmacy practice experience in an community pharmacy setting that focuses the student experience enhancing a student's ability to provide patient-centered pharmacy care services such as disease management, medication therapy management (MTM), preventative health screening, immunizations, specialty compounding, patient education, or other advanced patient care activities in a community/retail pharmacy setting.

Suggested Activities:

1. Disease State Management (DSM) / Medication Therapy Management (MTM)
2. Process new and refill prescriptions & adjudicate new prescription claims
3. Perform under the guidance of the preceptor pharmacy management tasks.
4. Counsel patients concerning their disease states(s) and associated treatment (OTC and Rx)
5. Document interventions in the appropriate manner for the rotation site.
6. Communicate with other health care providers (nurses, PA's, ANRP's, MD's, DO's, etc.) concerning identified drug-related problems.
7. Complete patient case discussions with the preceptor.
8. Assist the pharmacist within the practice act guidelines for interns with all administered immunizations, documentation, and billing tasks.

Additional Activities as Directed by the Preceptor and as Time allows:

Daily Tasks:

1. Preceptor should designate time for student to spend in the OTC area. Perform 1-3 OTC counselling sessions with patients and discuss with the preceptor. Student should make a personal OTC formulary presentation.
2. Have the student run the register or counsel all patients coming into the pharmacy.
3. Gain a moderate proficiency with claims processing and insurance claim adjudication.
4. Gain a moderate proficiency with retail pharmacy automation if applicable (how to load, how to unload, how to audit, replacing labels, troubleshooting, etc.).
5. Discuss and be able to prioritize a pharmacist and technician's activities for the day.
6. Blood pressure measurement at the pharmacy. Student should offer every patient receiving an antihypertensive medication an offer to take their blood pressure.
7. Train all new patients started on blood glucose meters and strips.
8. Train all new patients started on inhalers.
9. Have students offer to review all blood glucose logs for patients picking up diabetes related medications.
10. Compound or reconstitute any medications for patients as appropriate. Have the student double check any calculations.
11. Have student conduct an antibiotic call-back program. Students can contact the patient approximately 3 days after receiving an antibiotic prescription to reinforce completing the antibiotics regardless of resolution of symptoms.
12. Have student complete a weight based dosing for a pediatric patient.
13. Quizzes on student's pharmacotherapy knowledge.

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Periodic Tasks (as opportunities arise):

1. Discuss and review requirements and how to handle the methamphetamine and pseudoephedrine inventory, dispensing, and documentation for a community pharmacy. Discuss the tracking system and its advantages and limitations.
2. Assist in performing a controlled substance inventory. Discuss the requirements for controlled substance monitoring and associated documentation.
3. Discuss the CSOS system including how to enroll, how to place an order, and how to receive controlled substances.
4. Discuss management issues associated with the pharmacy including pharmacy finances, scheduling, payroll, reimbursement issues, etc.
5. Discuss the drug costs associated with purchases from a primary wholesaler, a secondary wholesaler, or a generics wholesaler. Also discuss purchasing strategies and the returns process.
6. Discuss how a retail pharmacy manager handles conflict resolution with technicians and customers.
7. Discuss and understand the claims/prescription audit process. Complete a desktop audit documentation if available.
8. Discuss a board of pharmacy inspection and requirements.
9. Understand the differences between Medicare and Medicaid billing and documentation. Be able to explain the “gap”.
10. Be able to discuss and complete a formal billing and documentation process for a Medicare Part B claim.
11. Discuss with the preceptor how to handle workplace stress.
12. Perform a medication synchronization if available.
13. Complete a Targeted Intervention Program (TIP).
14. Complete a Comprehensive Medication Review (CMR) or formal Medication Therapy Management (MTM) case.
15. Complete a Medicare Plan Comparison for a patient and discuss. Understand the health care plan comparison and plan selections and be able to explain to patients.
16. Discuss CMS STAR ratings and their potential impact on retail pharmacies.
17. Discuss limitations and advantages of automatic refills.
18. Discuss ways and perform tasks when applicable to increase patient adherence
19. Understand and be able to explain services available for public health in the community setting.
20. Student can make an alternative medication presentation to the preceptor / store staff.
21. Student may perform a new drug update for pharmacists on staff.
22. Have the student observe work flow and make recommendations for improvement.
23. Student can perform health observances related activities (consult National Health Observances Calendar). Develop one intervention or topic to educate patients on during the rotation in relation to this health observance.

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24. Have the student develop, implement, and analyze the results from a patient satisfaction survey. Have the student make recommendations from the survey data for improvements.
25. Have the student work with a merchandiser to stock an endcap or OTC shelf in an effective manner. Discuss strategies involved in merchandising.
26. Student can develop a patient education brochure / leaflet.
27. Case/ Topic Discussions and Journal Club: student should prepare to present on or discuss topics or journal article.
28. Have student submit an adverse reaction to MedWatch or VAERS.
29. Have the student develop a disease state flip chart for patient education.
30. Discuss durable medical equipment and associate billing (if applicable).
31. Site-specific project. Have the student work on a site-specific project that will benefit the pharmacy. Identify the needs of the pharmacy with the student and brainstorm ideas that will help solve problems or enhance care.

Suggested Readings:

1. JNC-VIII Guidelines for the management of HTN:
<http://jama.jamanetwork.com/article.aspx?articleid=1791497>
2. DCCT Trial
<http://diabetes.niddk.nih.gov/dm/pubs/control/>
3. ATP-III Guidelines
<https://circ.ahajournals.org/content/early/2013/11/11/01.cir.0000437738.63853.7a>
4. American Diabetes Association (ADA) Guidelines (January 2015 Update)
http://professional.diabetes.org/admin/UserFiles/0%20-%20Sean/Documents/January%20Supplement%20Combined_Final.pdf