

**Advanced Pharmacy Practice Experience (APPE - 6)
Diverse Populations
Syllabus
PHAR 886
Fall 2015 and Spring 2016**

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy and faculty reserve the right to change the course syllabus, effective upon the student receiving written notification (e-mail or the Blackboard system) and/or verbal notification during regular experiential course hours.

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in this course.

Credit Hours	5 credit hours; full-time (200 experiential hours)
Course meeting days & time	M-F – 8 hours per day or as directed by preceptor.
Location	Various Sites/Affiliated institutions
Team Leader / Instructor	Craig A. Kimble, PharmD, MBA, MS, BCACP
Office	CEB 137
Phone	304-696-6014
Email	Craig.kimble@marshall.edu
Office hours	Monday 10-11 AM or by appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Robert Stanton, MBA, PharmD, BCPS	rstanton@marshall.edu	CEB 138	304-696-7350	TBA & by appointment

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: The Diverse Populations Pharmacy APPE is a 5-week required advanced pharmacy practice experience in a community, ambulatory, institutional or other pharmacy setting to a medically underserved population (rural health care, prison population, homeless, immigrant, economically disadvantaged, etc.). The experiential rotation focuses the student experience on providing patient-centered pharmacy care services such as disease management, medication therapy management (MTM), preventative health screenings, immunizations, specialty compounding, patient education, or other advanced patient care activities to this and other populations. A focus will be providing care in a culturally sensitive, compassionate, community-oriented, and effective way to a diverse, ethnic, rural, poor, and/or indigent population(s).

Prerequisites: P4 Class Standing

Text Books:

Required: None. Preceptors may require and/or recommend additional readings for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the start date.

Recommended: Portable Drug Information reference/resource, such as Lexicomp, ePocrates, Clinical Pharmacology, or similar program.

Course Objectives: Upon completion of this experiential course, the student will be able to:

Number	Objective	Linkage to MUSOP Abilities (list ability numbers)	How Assessed
1	Provide patient care through knowledge of the pathophysiology and pharmacotherapy of common disease states encountered in the targeted diverse population (poor, rural, indigent, ethnic, etc.).	1: Critical thinking and problem solving 5: Individualize patient therapy (dosage adjustment) 6: Assess lab data during the course of care provision 37: Is a credible member of the healthcare team 44: Applies principles of epidemiology and pharmacoepidmiology in practice 56: Interprets research findings within the context of current practice 61: Self-evaluates for the purpose of personal CQI 62: Commits to life-long learning	Preceptor evaluation of educational activities using a rubric scoring aid
2	Examine and differentiate health disparities specific to the applicable diverse population setting(s) including access to health care, immunization rates in children and adults, injury, mental health, obesity and its relation to diabetes mellitus, pregnancy, STDs, substance abuse, and tobacco use.	1: Critical thinking and problem solving. 3: Assess illness severity for purpose of triage 4: Administer medications 18: Assesses patient health literacy 20: Develops care plans that are sensitive to and incorporates a patient's cultural differences 43: Provides patient care targeted at improving the health of the community 44: Applies principles of epidemiology and pharmacoepidmiology in practice 65: Is empathetic during provision of patient care 67: Identifies, assesses, and avoids potential medication misadventures	Preceptor evaluation of educational activities using a rubric scoring aid
3	Develop strategies for overcoming barriers to the provision of health care to patients in the applicable diverse population setting(s).	1: Critical thinking and problem solving. 4: Administer medications 5: Individualize patient therapy (dosage adjustment) 6: Assess lab data during the course of care provision 12: Resolve conflicts in such a way that everyone wins	Preceptor evaluation of educational activities using a rubric scoring aid

		<p>17: Debates and negotiates effectively for the betterment of the team</p> <p>18: Assesses patient health literacy</p> <p>20: Develops care plans that are sensitive to and incorporates a patient's cultural differences</p> <p>22: Places professional responsibilities before own cultural beliefs and prejudices</p> <p>37: Is a credible member of the healthcare team</p> <p>43: Provides patient care targeted at improving the health of the community</p> <p>45: Integrate cost, risk, and benefit considerations into care plans</p> <p>56: Interprets research findings within the context of current practice</p> <p>64: Provides customer service</p> <p>65: Is empathetic during provision of patient care</p> <p>66: Adheres to tenets of patient safety</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>68: Integrates technology and practice to minimize patient risk</p>	
4	Demonstrate cultural competence through interactions with other health providers, support staff, and patients in the applicable diverse population setting(s).	<p>2: Perform physical assessment for the purpose of identifying medication misadventures or diagnosis of common ailments</p> <p>3: Assess illness severity for purpose of triage</p> <p>12: Resolve conflicts in such a way that everyone wins</p> <p>18: Assesses patient health literacy</p> <p>20: Develops care plans that are sensitive to and incorporates a patient's cultural differences</p> <p>22: Places professional responsibilities before own cultural beliefs and prejudices</p> <p>36: Uses decision making skills to improve the pharmacy profession's standing in healthcare institutions</p> <p>37: Is a credible member of the healthcare team</p> <p>39: Assumes responsible for actions, success, and failures</p> <p>45: Integrate cost, risk, and benefit considerations into care plans</p> <p>50: Assesses nonverbal communication to determine understanding, agreement, or disagreement</p>	Preceptor evaluation of educational activities using a rubric scoring aid

		<p>51: Actively listens</p> <p>52: Communicates through the use of professional written media</p> <p>56: Interprets research findings within the context of current practice</p> <p>57: Dresses appropriately for practice setting</p> <p>62: Commits to life-long learning</p> <p>63: Practices lawfully and ethically</p> <p>64: Provides customer service</p> <p>65: Is empathetic during provision of patient care</p> <p>66: Adheres to tenets of patient safety</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>68: Integrates technology and practice to minimize patient risk</p> <p>69: Report incidences that threaten patient safety</p>	
5	<p>Communicate (interview, counsel, and educate) with patients from culturally different groups or caregivers about prescription and non-prescription medication use, health awareness, non-drug products, devices and diagnostics in a compassionate, culturally sensitive, effective and professional manner.</p>	<p>2: Perform physical assessment for the purpose of identifying medication misadventures or diagnosis of common ailments</p> <p>3: Assess illness severity for purpose of triage</p> <p>4: Administer medications</p> <p>5: Individualize patient therapy (dosage adjustment)</p> <p>6: Assess lab data during the course of care provision</p> <p>9: Document professional practice activities</p> <p>12: Resolve conflicts in such a way that everyone wins</p> <p>17: Debates and negotiates effectively for the betterment of the team</p> <p>18: Assesses patient health literacy</p> <p>19: Uses educational techniques or tools to facilitate patient understanding of care</p> <p>20: Develops care plans that are sensitive to and incorporates a patient's cultural differences</p> <p>21: Aware of and follows EEOC standards</p> <p>22: Places professional responsibilities before own cultural beliefs and prejudices</p> <p>37: Is a credible member of the healthcare team</p> <p>38: Deserves the public's trust due to existence of personal integrity, professional</p>	<p>Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid</p>

		<p>competency, and dedication to the professional and patient</p> <p>43: Provides patient care targeted at improving the health of the community</p> <p>45: Integrate cost, risk, and benefit considerations into care plans</p> <p>50: Assesses nonverbal communication to determine understanding, agreement, or disagreement</p> <p>51: Actively listens</p> <p>52: Communicates through the use of professional written media</p> <p>58: Aware of current political and professional debates</p> <p>59: Adapts positively to new practice challenges</p> <p>61: Self-evaluates for the purpose of personal CQI</p> <p>64: Provides customer service</p> <p>65: Is empathetic during provision of patient care</p> <p>66: Adheres to tenets of patient safety</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>68: Integrates technology and practice to minimize patient risk</p> <p>69: Report incidences that threaten patient safety</p>	
6	Retrieve drug information from appropriate sources and utilize it effectively to answer drug information questions.	<p>9: Document professional practice activities</p> <p>52: Communicates through the use of professional written media</p> <p>54: Perform efficient medical literature searches</p> <p>55: Evaluated medical literature for the purpose of validity assessment</p> <p>56: Interprets research findings within the context of current practice</p> <p>68: Integrates technology and practice to minimize patient risk</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
8	Perform basic physical examination of or evaluate pertinent lab values or monitoring parameters of a patient in a culturally sensitive, compassionate, and caring manner in order to improve patient care.	<p>2: Perform physical assessment for the purpose of identifying medication misadventures or diagnosis of common ailments</p> <p>3: Assess illness severity for purpose of triage</p> <p>6: Assess lab data during the course of care provision</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		9: Document professional practice activities 18: Assesses patient health literacy 19: Uses educational techniques or tools to facilitate patient understanding of care 50: Assesses nonverbal communication to determine understanding, agreement, or disagreement 51: Actively listens 64: Provides customer service 65: Is empathetic during provision of patient care 67: Identifies, assesses, and avoids potential medication misadventures 69: Report incidences that threaten patient safety 70: Perform continuous quality assurance processes	
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Course Evaluation (assessment): Point Distribution

Assessment	Percent of Final Grade
Patient Assessment	10%
Medication Therapy Management (MTM)	15%
Medication Preparation and Distribution	30%
Communication Skills	15%
Professionalism, Ethics, and Responsibility	10%
Rotation Specific Projects / Assignments	20%
Total	100%

Longitudinal Abilities Checklist and Portfolio: There have been specific activities and recommended supplemental activities that are required to be completed during each APPE rotation. These items are included in the longitudinal APPE checklist document which must be turned into the Office of Experiential Learning prior to the completion of APPE rotations. In addition, each student is required to maintain a portfolio throughout all experiential rotations. Some items are required to be uploaded to the students PharmPortfolio as completed in the program as designated by the PharmPortfolio coordinator.

Course Evaluation (grading): Grading for this experiential rotation will be established by the individual preceptor based on the following criteria and associated grading rubric:

- Attendance, attitude, and professionalism
- Ethics and responsibility
- Communication and interpersonal skills
- Daily activities
- Overall clinical abilities and competency in assessing patients, their medications, and identifying drug-related problems.
- Problem solving
- Patient information / case presentations / in-service(s)
- Preparation and dispensing of medications for patient use
- Project(s) / Assignments

- Intervention documentation

Letter grades distribution: A = 89.50 to 100%
B = 79.50 to less than 89.50%
C = 69.50 to less than 79.50%
F = Less than 69.50%

Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.

Attendance policy: All students are expected to adhere to the rotation attendance policy and 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 1 tardy then this will be classified as an unexcused absence. On time is defined at work and in place to start tasks.

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.

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).

Absences for Illness/Emergency: In the event that the student may be unexpectedly absent from rotation (e.g. illness, 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 soon 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.**

Holiday/Break policy: Students are required to be at their rotation site for all scheduled days **EXCEPT** for the following holidays: **Memorial Day, Independence Day, Labor Day, and Thanksgiving Day**. University academic breaks (e.g. spring break) are NOT scheduled holiday periods and students are expected to be at their rotation site.

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.

Length of Course: This experiential pharmacy practice will consist of five (8 academic hours) days (40 hours) per week for one five-week duration.

UNIVERSITY POLICIES

University policies regarding **Academic Dishonesty, Students with Disabilities, University Computing Services' Acceptable Use, Affirmative Action, and Sexual Harassment** can be found at <http://www.marshall.edu/wpmu/academic-affairs/policies/>.

SOCIAL JUSTICE POLICY STATEMENT

Marshall University is committed to bringing about mutual understanding and respect among all individuals and groups at the University. As part of Marshall University, School of Pharmacy has made a commitment to social justice. Therefore, no one will be discriminated against on the basis of race, gender, ethnicity, age, sexual orientation, religion, social class, or differing viewpoints. Each student will be viewed as a valuable member of this class and as the faculty for the course, I will strive to facilitate an atmosphere/learning environment where mutual understanding and respect are actualized.

ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT

Student expectations for academic, ethical, and professional conduct are defined within the school's [Ethical and Professional Conduct Policy](#) and the university's [Academic Dishonesty Policy](#).

Second Chance and Remediation Policy

Second chance and remediation are mechanisms designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. These processes are described in sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the [Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy](#).

Test Security Policy

In order to ensure the security of all examinations, the School of Pharmacy has adopted the following policies:

1. Test Administration

- A. Non-electronic testing
 - a. Students may not access any electronic equipment during the exam that has not been provided by the faculty, including but not limited to calculators, cell phones, laptops and PDAs.
- B. Electronic testing
 - a. Only those resources (electronic or otherwise) approved by the instructor may be used or accessed during the testing session.
 - b. Students enrolled within courses using electronic testing must download and install the [Respondus Lockdown Browser](#). The installation will require an installation code that must be acquired from Computing Services.

2. Test Review

- A. Students will not be allowed to view any exam without direct supervision of course faculty or site facilitator
- B. Students must review tests within time specified by the course faculty.
- C. Limited numbers of students may be allowed to view the exam at one time depending on office size, space, and faculty preference.
- D. Students will be allowed to review the exam only one time, and time limits may be placed on review as specified by course faculty.
- E. NO notes can be taken by the student while reviewing the test, and students are not allowed to access any electronics while reviewing the tests. NO copies electronic or written!

- F. Individual student printouts for exams are to be retained by the faculty.
- G. Faculty have the right to place further restrictions on test review as deemed necessary.