

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Pharmacy

Dept/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 881

☒ Graded☐ CR/NC

Contact Person: Glen Anderson, PharmD

Phone: 304-696-2305

NEW COURSE DATA:

New Course Title: Advanced Pharmacy Practice Experience (APPE) - General Medicine

Alpha Designator/Number: P H A R 8 8 1

Title Abbreviation: A P P E 1 - G E N E R A L M E D I C I N E

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Provides students pharmacy experience in a clinical, inpatient, acute care and team-based environment. Students will be expected to utilize multiple abilities learned throughout the curriculum in order to collect patient-specific information, evaluate and monitor drug therapy, educate patients and/or caregivers, respond to drug information inquiries and function effectively within a team.

Co-requisite(s): None

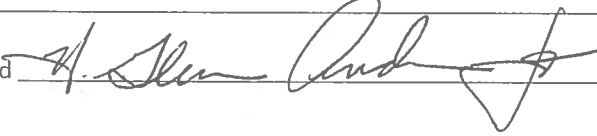

First Term to be Offered: FALL 2015

Prerequisite(s): P4 Status

Credit Hours: 5

Course(s) being deleted in place of this addition (must submit course deletion form): NONE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head 	Date <u>2/10/15</u>
Registrar _____	Date _____
College Curriculum Chair 	Date <u>2/27/15</u>
Graduate Council Chair _____	Date _____

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College: Pharmacy

Department/Division: Pharmacy Practice

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Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Craig Kimble, PharmD, MBA, MS, BCACP

Robert Stanton, PharmD, MBA, BCPS

Institutional based preceptors qualified to teach general medicine.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Yes. Agreements with various inpatient pharmacy sites in multiple states to provide general medicine related experiences. All agreements are on file with the Office of Experiential Learning.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached syllabus.

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7. COURSE OUTLINE (May be submitted as a separate document)

See attached syllabus.

M-F – 8 hours per day or as directed by preceptor (40 hours / week x 5 weeks)

Rotation blocks are offered throughout the fall and spring semester.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not applicable.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

These are advanced practice pharmacy experiences focused on general medicine. The student will participate in a variety of general medicine activities under the direct supervision of a Marshall University affiliated preceptor and apply a variety of directly learned concepts to pharmacy practice. Students will be exposed to a variety of learning methods which may include any combination of lecture, learning simulations (lab), hands-on experiences, team interactions, or other methods.

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10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Students will be assessed by a variety of techniques. Students will be directly evaluated by pharmacy faculty, may have assignments from the preceptors including reading, journal clubs, presentations, and may have to complete multiple projects or reports. Preceptors are provided a scoring rubric to assist in the consistent evaluation of students.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable (see page 1 of application)

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Course syllabus attached.

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Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: Pharmacy Practice
Course Number and Title: PHAR 881 Advanced Pharmacy Practice Experience (APPE - 1) - General Medicine
Catalog Description: Provides students pharmacy experience in a clinical, inpatient, acute care and team-based environment. Students will be expected to utilize multiple abilities learned throughout the curriculum in order to collect patient-specific information, evaluate and monitor drug therapy, educate patients and/or caregivers, respond to drug information inquiries and function effectively within a team.
Prerequisites: P4 status
First Term Offered: Fall 2015
Credit Hours: 5

**Advanced Pharmacy Practice Experience (APPE - 1)
General Medicine
Syllabus
PHAR 881
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 AM – 12 PM 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 general medicine APPE provides students experience in a clinical, acute care / institutional, team-based environment. Students will be expected to utilize abilities learned throughout the pharmacy curriculum in order achieve the goals of the rotation. These tasks include collecting patient-specific information, evaluating and monitoring drug therapy, educating patients or caregivers, responding to drug information inquiries, and functioning effectively within a health care team. Learning will be accomplished through a variety of ways including but not limited to team rounding, written projects, oral presentations, and other pharmacy related tasks.

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, Micromedex, Drug Facts and Comparisons eAnswers, 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	Describe the etiology, pathophysiology, clinical presentation, and prevention of common diseases occurring in acute care patients such as but not limited to COPD, asthma, pneumonia, CHF, angina, MI, diabetes, renal failure, HIV, stroke/TIA, anticoagulation, seizures, and hypertension.	6: Assess laboratory data acquired 10: Use foundational knowledge 44: Applies principles of epidemiology and pharmacoepidmiology in practice 67: ID, assesses, and avoids potential medication misadventures	Quizzes, Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
2	Conduct an interview with a patient or caregiver to collect subjective information required for professional functions at the practice site.	1: Critical thinking and problem solving 2: Perform physical assessment 10: Use foundational knowledge 50: Assesses nonverbal communication to determine understanding, agreement, or disagreement. 51: Actively listens 65: Is empathetic during provision of patient care. 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
3	Given a patient or problem, collect from existing patient/medical records or a health care professional the patient-specific information that is necessary for the task being performed (medication history, physical findings, laboratory tests, and pharmacokinetic and pharmacodynamic data).	1: Critical thinking and problem solving 2: Perform physical assessment 6: Assess laboratory data acquired 10: Use foundational knowledge 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid, SOAP note(s), Pharmacy Consult(s)/note(s), Documentation of Interventions
4	Given patient-specific information, identify and assess medical and drug-related problems.	1: Critical thinking and problem solving 2: Perform physical assessment 6: Assess laboratory data acquired 7: Select appropriate drug therapy 8: Develop and initiate a therapeutic plan	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		10: Use foundational knowledge 67: ID, assesses, and avoids potential medication misadventures	
5	Given a problem assessment, design evidence-based treatment (pharmacologic and nonpharmacologic) and monitoring plans for specific patients.	1: Critical thinking and problem solving 5: Individualize patient therapy 6: Assess laboratory data acquired 7: Select appropriate drug therapy 8: Develop and initiate a therapeutic plan 20: Develops care plan sensitive to cultural differences 45: Integrates cost, risk, and benefit considerations into care plans 56: Interprets research findings within the context of current practice 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid; Documentation of interventions; Case Presentations (informal/formal)
6	Document practice activities consistent with site-specific documentation practices or a SOAP note if no documentation system is in place.	6: Assess laboratory data acquired 7: Select appropriate drug therapy 8: Develop and initiate a therapeutic plan 9: Document professional practice activities	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
7	Provide discharge counseling on expected benefits, risks, administration techniques, and/or adherence strategies.	1: Critical thinking and problem solving 2: Perform physical assessment 45: Integrates cost, risk, and benefit considerations into care plans 64: Provides customer service 65: Is empathetic during provision of patient care 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid, Documentation of Interventions
8	Given a drug information question, formulate an efficient and effective answer using appropriate sources of drug information.	1: Critical thinking and problem solving 9: Document professional practice activities 10: Use foundational knowledge 52: Communicates through the use of professional written media 54: Provides efficient medical literature searches 55: Evaluates medical literature for the purpose of validity assessment 56: Interprets research findings within the context of current practice	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
9	Given a patient case, prepare and deliver a formal case presentation to a preceptor, pharmacy staff, or other professionals within the pharmacy practice setting.	1: Critical thinking and problem solving 5: Individualize patient therapy 6: Assess laboratory data acquired 7: Select appropriate drug therapy 8: Develop and initiate a therapeutic plan 9: Document professional practice	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

	Include appropriate components and sequence.	activities 10: Use foundational knowledge 20: Develops care plan sensitive to cultural differences 45: Integrates cost, risk, and benefit considerations into care plans 46: Applies education theory to the continued develop of one's self, patients, health practitioners, researchers, and future pharmacists 47: Provide and receives feedback 49: Speaks in public settings 52: Communicates through the use of professional written media 56: Interprets research findings within the context of current practice 67: ID, assesses, and avoids potential medication misadventures	
10	Effectively function as a member of the health care team.	1: Critical thinking and problem solving 9: Document professional practice activities 12: Resolve conflicts so everyone wins 13: ID and resolve ethical dilemmas 14: Build consensus during team interactions 15: Aware of current healthcare and stakeholder stressors 16: Builds consensus during team interactions. 17: Debates and negotiates effectively for the betterment of the team 22: Places professional responsibilities before own cultural beliefs and practices 36: Uses decision making skills to improve the pharmacy profession's standing in healthcare institutions 37: Is credible member of the healthcare team 41: Mentors peers and subordinates 47: Provide and receives feedback 51: Actively listens 52: Communicates through the use of professional written media 56: Interprets research findings within the context of current practice 58: Aware of current political and professional debates 66: Adheres to tenets of patient safety. 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

11	Given technologies available at the practice setting, effectively perform professional functions.	9: Document professional practice activities 47: Provide and receives feedback 53: Develops and presents continuing education programs 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
12	Demonstrate acceptable qualities and characteristics of professional behavior for patient and provider communications, appearance and attire, timeliness and commitment, and initiative.	9: Document professional practice activities 12: Resolve conflicts so everyone wins 13: ID and resolve ethical dilemmas 39: Assumes responsible for actions, success, and failures 47: Provide and receives feedback 57: Dresses appropriately for each practice setting. 58: Aware of current political and professional debates 59: Adapts to new practice challenges and environments in a positive manner 61: Self-evaluates for the purpose of CQI 62: Commits to life-long learning 63: Practices lawfully and ethically 66: Reports incidences that threaten patient safety. 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

Course Evaluation (assessment): Point Distribution

Assessment	Percent of Final Grade
Patient Assessment	10%
Medication Therapy Management (MTM)	40%
Communication Skills	20%
Drug Information	5%
Professionalism, Ethics, Responsibility	5%
Rotation Specific Projects/Assignments	20%
Total	100%

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
- Presentation of patient and clinical information
- Demonstration of pharmacotherapeutic skills (including patient assessment and monitoring, therapeutic decision-making, and intervention), and integration of basic biomedical, pharmaceutical and clinical science knowledge to optimize patient care outcomes
- Demonstration of critical thinking skills

- Documentation of interventions
- Daily activities
- Case presentation(s)
- Written/oral presentation(s)
- Quizzes/Examination(s)
- Project(s)

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.**

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/>.

School of Pharmacy 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 expections 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.