

## 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 886

☒ Graded ☐ CR/NC

Contact Person: Glen Anderson, PharmD

Phone: 304-696-2305

### NEW COURSE DATA:

New Course Title: Advanced Pharmacy Practice Experience (APPE) - Diverse Populations

Alpha Designator/Number:

P H A R 8 8 6

Title Abbreviation:

A P P E 6 - D i v e r s e P o p u l a t i o n s

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

This is a 5-week required advanced pharmacy practice experience in a community, ambulatory, or other pharmacy setting to a medically under-served population. Students will utilize a variety of skills obtained throughout the curriculum. 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).

Co-requisite(s): None

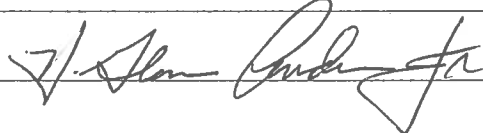

First Term to be Offered: FALL 2015

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 _____



## Request for Graduate Course Addition - Page 2

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College: Pharmacy

Department/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 885

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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.

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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 and community based preceptors qualified to teach diverse populations experiential learning rotations.

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 care of diverse populations. The student will participate in a variety of pharmacy 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.





## Request for Graduate Course Addition - Page 5

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 886 Advanced Pharmacy Practice Experience (APPE - 6) - Diverse Populations  
Catalog Description: The Diverse Populations Pharmacy APPE is a 5-week required advanced pharmacy practice experience in a community, ambulatory, or other pharmacy setting to a medically under-served population. 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 status  
First Term Offered: Fall 2015  
Credit Hours: 5



**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	<a href="mailto:Craig.kimble@marshall.edu">Craig.kimble@marshall.edu</a>
Office hours	Monday 10-11 AM or by appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Robert Stanton, MBA, PharmD, BCPS	<a href="mailto:rstanton@marshall.edu">rstanton@marshall.edu</a>	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, or other pharmacy setting to a medically underserved population. 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	Identify and explain 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	Identify 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	Identify 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 17: Debates and negotiates effectively for	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		<p>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> <p>51: Actively listens</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		<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>59: Aware of current political and professional debates</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 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
7	Compound special dosage forms using acceptable professional procedures as applicable to diverse populations.	<p>5: Individualize patient therapy (dosage adjustment)</p> <p>9: Document professional practice activities</p> <p>64: Provides customer service</p> <p>66: Adheres to tenets of patient safety</p> <p>69: Report incidences that threaten patient safety</p> <p>70: Performs quality assurance processes</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
8	Perform basic physical	2: Perform physical assessment for the	Preceptor Evaluation

	examination of a patient (e.g., blood pressure, heart rate measurement, blood glucose testing, etc.) in a culturally sensitive, compassionate, and caring manner.	<p>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> <p>9: Document professional practice activities</p> <p>18: Assesses patient health literacy</p> <p>19: Uses educational techniques or tools to facilitate patient understanding of care</p> <p>50: Assesses nonverbal communication to determine understanding, agreement, or disagreement</p> <p>51: Actively listens</p> <p>64: Provides customer service</p> <p>65: Is empathetic during provision of patient care</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>69: Report incidences that threaten patient safety</p>	of Educational Activities using a Rubric Scoring Aid
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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	10%
Drug Information	5%
Professionalism, Ethics, and Responsibility	10%
Rotation Specific Projects / Assignments	20%
<b>Total</b>	<b>100%</b>

**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.**

**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.



