



**UC San Diego**  
**SKAGGS SCHOOL OF PHARMACY**  
**AND PHARMACEUTICAL SCIENCES**

**Community Pharmacy Advanced Pharmacy Practice Experience**

**SPPS 402**

**Office of Experiential Education**

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## **I. Course Description: SPPS 402 (7 units)**

SPPS 402 is a supervised pharmacy experience in a community setting. Through observation and practice, students will develop and explore their roles in a community pharmacy practice. Students will provide patient education, interact with pharmacy staff, health care professionals, prepare and dispense medications and become familiar with management related issues. Students have the opportunity to provide patient oriented drug therapy education to a diverse patient population, with an emphasis on effective communication with patients and the other members of the health care community. Through this supervised experience the student will be able to apply concepts from clinical didactic course work to situations which daily challenge the pharmacist in community settings. Depending on the pharmacy setting, the student may consult and discuss drug therapy with patients, pharmacists, physicians and other health care providers. In addition to gaining proficiency in roles related to drug therapy, students will also learn product delivery and operations management. Pharmacies may include setting such as independent, chain and institutional community sites. Students will be precepted by a community pharmacist for a six week experience. This opportunity will provide students with enhanced expertise in accessing, evaluating, and applying information to promote optimal patient care to a diverse population, while interacting with their pharmacy team.

Students should refer to the Experiential Education website for additional information: <http://pharmacy.ucsd.edu/faculty/experiential.shtml>. Students are expected to adhere to all Policies and Guidelines at Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS) (<http://pharmacy.ucsd.edu/current/policies.shtml>).

## **II. Prerequisites**

1. Students must have successfully completed years 1-3.
2. Students must meet eligibility requirements to progress to APPEs per SSPPS Progression Policy Students must meet expectations as stated in the SSPPS Guidelines on the Evaluation of Professionalism.
3. Students must have successfully completed all Introductory Pharmacy Practice Experience (IPPE) requirements.
4. Students must have received a passing score on the Comprehensive Cumulative exam.
5. Students must have a pharmacy intern license.
6. Students must have up-to-date immunization records and have received HIPAA training.
7. Students must have requisite training/certifications necessary for the given activity.

## **III. Course Goals**

- A. Students will interact with patients, the pharmacy staff and other healthcare providers while participating in a variety of learning activities which will further develop and enhance professional judgment, knowledge, and the skills needed to practice in this setting. Under the preceptorship of the pharmacist, the student will be provided with many opportunities to apply his/her academic basic science and clinical didactic course work to patient care in the community setting. Students will demonstrate ethical and professional behavior in all practice activities.

## **IV. Course Objectives**

- A. Given a patient interaction with questions regarding the patient's current prescription regimen and treatment options for new symptoms, the student will be able to:
  1. Identify, evaluate, and communicate to the patient and other health care professionals the appropriateness of the patient's specific pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administrations and deliver system
  2. Communicate with a patient regarding self-care products
  3. Recommend prescription and non-prescription medications, dietary supplements, diet, nutrition, traditional nondrug therapies, and complementary and alternative therapies
  4. Administer medications where practical and consistent with the practice environment and where legally permitted
  5. Identify and report medication errors and adverse drug reactions
  6. Identify drug interactions
  7. Educate the patient (including the public and healthcare professionals) regarding medical conditions, wellness, dietary supplements, durable medical equipment, and medical devices
  8. Retrieve, evaluate, manage and use clinical and scientific publications in the decision-making process
  9. Access, evaluate, and apply information to promote optimal health care
- B. Given questions from the pharmacy preceptor about pharmacy operations; the student will be able to:
  1. Demonstrate knowledge of the technology used in the pharmacy practice
  2. Prepare and dispense medications
  3. Manage systems for storage, preparation, and dispensing of medications
  4. Understand allocation and use of key resources and supervise pharmacy technical staff
  5. Participate in purchasing activities
  6. Recognize management of the medication use system and apply the systems approach to medication safety
  7. Participate in discussions regarding the assignment of human resources management, medication resources management, and pharmacy data management systems, including pharmacy workload and financial performance
  8. Understand the application of pharmacy laws in community pharmacy practice

## V. Activities

Students will be expected to participate in activities, as assigned by the preceptor and other healthcare professional that are deemed appropriate and necessary for the care of patients in the setting. Activities may include, but not limited to, the following:

- A. Clinical activities:
  1. Assess medication regimen
    - a. Evaluate indications for each medication
    - b. Assess response to current therapy
    - c. Identify untreated problems
    - d. Recommend medication optimization
  2. Recommend appropriate drug and non-drug therapy including consideration of diagnosis and medication regimen
  3. Triage patients with health problems and refer patients to other healthcare professional as appropriate

4. Provide appropriate medication counseling to patients and caregivers being sensitive to cultural, socioeconomic and other factors which may impact a patient's care
  5. Provide drug information (identify and evaluate information sources and provide appropriate responses to patients and others)
  6. Dispense medications appropriate to community practice including prescription verification, telephone orders, proper selection, preparation, compounding, labeling, storage, packaging, handling and disposal
  7. Undertake projects related to operational issues
- B. Prepare formal verbal and written presentations on topics related to community pharmacy practice as assigned by preceptor
1. Students may prepare an educational topic discussion to the pharmacist(s)/staff/patients on a community pharmacy related topic.
  2. The goals of this discussion are:
    - a. To provide practical information for clinicians, staff or patients
    - b. To give the students the opportunity to organize and relate drug information to a specific audience
  3. Assignments may include
    - a. New drug evaluations
    - b. Discussion of current guidelines for assigned diagnosis
    - c. Patient educational materials
    - d. Newsletters
- C. Students may have learning opportunities that include educational encounters with other area/regional management.

## **VI. Conferences:**

Students will participate in pharmacy educational activities as assigned by preceptors. All students will meet with their preceptors and participate in a conference/discussion at least weekly.

- A.** The topics may include:
1. Operations:
    - a. Pharmacy layout
    - b. Security
    - c. Prescription processing
    - d. Dispensing
    - e. Billing and reimbursement
    - f. Insurance
    - g. Compounding
    - h. Specialty medications
  2. Education and Clinical Interventions:
    - a. Counseling (Rx, OTC, complementary, herbals)
    - b. Medication therapy management (MTM)
    - c. Health education
    - d. Screening
    - e. Referrals
    - f. Immunizations
  3. Legal and Quality Issues:
    - a. HIPAA
    - b. Application of pharmacy law

- c. Controlled substances
- d. Risk Evaluation and Mitigation Strategy
- e. Liability issues
- f. Clinical practice dilemmas
- 4. Management:
  - a. Supervision
  - b. Scheduling
  - c. Personnel issues
  - d. Organizational structure
  - e. Productivity measures
  - f. Marketing
  - g. Creating a business plan

## VII. Evaluations:

- A. Grading will be Pass/No Pass.
- B. Three evaluations using the standardized Pharmacy Evaluation Form are required for this course:
  - a. Mid-point Formative Evaluation: An online self-evaluation completed by the student and discussed with the preceptor. The preceptor will provide written and verbal comments and sign off.
  - b. Preceptor & Site Evaluation: An online evaluation completed by the student at the end of the rotation.
  - c. Summative Evaluation: An online evaluation completed by the preceptor at the end of the rotation and discussed with the student.
  - d. Students may be evaluated at any other time at the discretion of the preceptor. Preceptors may evaluate students more frequently, so that the student is informed of areas requiring improvement early in the rotation. The primary preceptor may obtain feedback from all team members as well as any patient comments.
- C. Students must have submitted a completed Midpoint Formative evaluation in addition to evaluations of their sites/preceptors in order to receive their grades.
- D. For a summative evaluation, a student has to average at least a “three” on a scale of “one to five” overall in order to successfully pass an APPE rotation. Less than “three” for the summative evaluation is considered a failure for that experience.

## VIII. Recommended Text and References

- A. SSPPS References (<http://pharmacy.ucsd.edu/faculty/experiential.shtml>)
  - 1. Goals and Essential Elements for Monitoring Drug Therapy
- B. Textbooks
  - 1. Mager R. Preparing Instructional Objectives, 3<sup>rd</sup> Edition. Belmont, CA: Fearon Publishers, 1984. *[Updated version may be available]*
  - 2. Krinsky DL, Berardi RR, Ferreri SP, Hume AL, Newton GD, Rollins CJ, Tietze KJ. *Handbook of Nonprescription Drugs: An Interactive Approach to Self-Care*. 17<sup>th</sup> ed., American Pharmacists Association, 2012. *[Updated version may be available]*
  - 3. Medical dictionary. Examples: Stedman’s Medical Dictionary, Dorland’s Medical Dictionary.
  - 4. Pharmacology textbook. Example: Goodman & Gilman’s *The Pharmacological Basis of Therapeutics*, 12<sup>th</sup> edition. McGraw-Hill, New York, 2010. Available on-line (free-of-charge) through the UCSD Biomedical Library Online Clinical Library at <http://www.accessmedicine.com/resourceTOC.aspx?resourceID=28>

5. Alldredge, BK, Corelli RL, Ernst ME, Guglielmo BJ, Jacobson PA, Kradjan WA, Williams BR. *Koda-Kimble & Young's Applied Therapeutics: The Clinical Use of Drugs*, 10<sup>th</sup> ed., Lippincott Williams & Wilkins, 2012. [Updated version may be available]
  6. DiPiro JT, Talbert RL, Yee GC, Matzke GR, Wells BG, Posey LM, eds. *Pharmacotherapy: A Pathophysiologic Approach*, 8<sup>th</sup> edition. McGraw-Hill, New York, 2011. [Updated version may be available]
- C. The Pharmacists' Patient Care Process (<https://jcip.net/patient-care-process> )
- D. As specified per individual rotation site/preceptor.