

APPE Rotation Description

NAME OF ROTATION

GENERAL INTRODUCTION

Describe your facility

- *Contact person(s)*
- *Preceptor information*
- *Site location(s)*

INTRODUCTION TO THE ROTATION – 6 Week Rotation

Describe the rotation setting(s) and services with regards to integration and coordination of care and wellness promoting patient-care services in outpatient (community / ambulatory) and/or inpatient (hospital / health-system) settings

Describe the patient population served relative to age, gender, race/ethnicity, socioeconomic factors (i.e. Rural/urban, poverty/affluence), and typical disease states

Describe how the your rotation site provides health promotion, disease prevention or patient safety services (e.g. immunizations, tobacco cessation counseling, nutrition/lifestyle counseling, disease education, medication reviews/monitoring, management and counseling)

Describe how the student interacts in an interprofessional environment (i.e. working in a multidisciplinary patient-care team, educating other healthcare professionals, etc...)

Describe how the student interacts with (1) the pharmacy team, (2) patients and (3) other caregivers.

Describe your practice's policy on addressing and preventing harrassment (including, but not limited to sexual, racial) from health care personnel, staff and patients, and who the student should contact if they are subject to harrassment during the rotation.

Describe any opportunities for access the student will have to contemporary learning and information resources, including equipment, technology, and services. [For example, access to learning and information resources; electronic medical record access, electronic library access to medical and pharmaceutical information and technology reflected in contemporary practice and supported student education for that practice, i.e., Medication Therapy Management [MTM], MedActionPlan, UCSD MyChart [HIPAA compliant patient communication portal], Meds-to-Beds]

Inclusion statement

Each rotation is a place to expand knowledge and experiences safely, while being respected and valued. We support the values of UC San Diego to “create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive.” It is our intent that students from all diverse backgrounds and perspectives be well served by this rotation, that students' learning needs be addressed, and that the diversity that students bring to this rotation be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. We ask that everyone engage in interactions with patients, caregivers, and other members of the healthcare team with similar respect and courtesy

All people have the right to be addressed and referred to in accordance with their personal identity. We encourage everyone to share the name that they prefer to be called and, if they choose, to identify pronouns with which they would like to be addressed. We will do our best to address and refer to all students accordingly and support colleagues in doing so as well. We hope you will join us in creating a learning experience that upholds these values to further enhance our learning as a community.

ORIENTATION TO THE ROTATION

Important information to be discussed on the first day

Review your rotation description

- *Site expectation of the student (list clinical and professional expectations)*
- *Attendance requirements (i.e. M-F, no weekends / evenings, full-day, 6am-430pm). * Include any unusual expectations (i.e. overnight call experience)*
- *Describe any alternate site experiential locations (e.g. Mondays in Chula Vista, Tuesdays in Hillcrest)*
- *Who the student should contact if they are sick or have other professional requests)*
- *Evaluation process or considerations*
- *Describe your facilities badge/ID requirements*
- *Describe the dress code for the site*
- *Calendar / schedule for the student*
- *Parking*

ROTATION DOMAIN, OBJECTIVES, and LEARNING ACTIVITIES

General objectives can be found in the applicable syllabi located on the SSPPS website

<http://pharmacy.ucsd.edu/faculty/experiential.shtml>.

	Specific Objectives	Example Learning Activities
Goal 1: Patient Care Provider		
Objective 1: Apply the Pharmacist Patient Care Process (PPCP).	1.1. Demonstrate appropriate depth and breadth of pharmacotherapeutics and disease-related knowledge for a variety of common conditions seen in adult acute care patients. (PPC 1)	<ul style="list-style-type: none"> • Participate in and/or lead topic discussions. • Apply the PPCP to every patient assigned by the preceptor, essentially independently, and present to the preceptor. • For those medical problems and drugs which were not covered in the curriculum, the student is expected to efficiently locate appropriate literature resources.
	1.2. Collect information to identify a patient's medication-related problems and health-related needs. (EPA 1.1)	<ul style="list-style-type: none"> • Systematically collect information sufficient to identify drug related problems and to support decisions regarding drug therapy. • Assess collected information to evaluate/identify drug related problems. • Collect a medication history from a patient or caregiver. • Determine a patient's medication adherence.
	1.3. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs. (EPA 1.2)	<ul style="list-style-type: none"> • Interpret laboratory test results. • Identify drug interactions. • Compile a prioritized health-related problem list for a patient. • Evaluate an existing drug therapy regimen.
	1.4. Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective. (EPA 1.3)	<ul style="list-style-type: none"> • Follow an evidence-based disease management protocol. • Develop a treatment plan with a patient. • Manage drug interactions. • Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan. • Create a patient-specific education plan.

	1.5. Implement a care plan in collaboration with the patient, caregivers, and other health professionals. (EPA 1.4)	<ul style="list-style-type: none"> • Write a note that documents the findings, recommendations, and plan from a patient encounter. • Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test. • Educate a patient on the use of medication adherence aids.
	1.6. Follow-up and monitor a care plan (EPA 1.5)	<ul style="list-style-type: none"> • Collect monitoring data at the appropriate time interval(s). • Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan. • Recommend modifications or adjustments to an existing medication therapy regimen based on patient response. • Present a patient case to a colleague during a handoff or transition of care.
	1.7. Efficiently and appropriately optimize patient-specific outcomes for acute care patients using the Pharmacist Patient Care Process (PPCP). (PPC 2)	<ul style="list-style-type: none"> • Make decisions about a care plan for treatment; prevention; and wellness to optimize patient outcomes that includes, but not limited to, strategies that overcome patient-specific barriers to care. • Implement a care plan in collaboration with health care team and patient that includes monitoring and continuity of care, and considerations for triage, patient referral, and follow-up. • Monitor and evaluate care plan, make needed adjustments.
	1.8. Accurately prioritize multiple patient care responsibilities/needs in times of high activity and workload. (PPC 3)	<ul style="list-style-type: none"> • Determine which patient's needs should be addressed first. • Address patient needs within an appropriate time, based on priority/acuity. • Communicate clearly and appropriately regarding patient work that is unable to be completed during an assigned work shift (ie. hand-off).
	1.9. Apply pharmacokinetic dosing principles for a variety of commonly used drugs to determine the correct dose. (PPC 4)	<ul style="list-style-type: none"> • Accurately adjust doses according to patient's renal and/or hepatic function. • Perform dose calculations for drugs that require monitoring for peak and trough concentrations. • Participate in dosing protocols that pharmacists are responsible for in the practice site.

Page Break

Goal 2: Communication and Education		
Objective 2: Utilize appropriate education and communication strategies for a diverse patient population.	2.1. Document patient care activities clearly and concisely to reflect the PPCP in the appropriate site-specific health record system(s). (C&E 1)	<ul style="list-style-type: none"> • Document clinical activity in the patient's medical record. • Document pharmacist activities as part of a clinical intervention tracking system (where appropriate).

[Communication and Education (C&E)]		<ul style="list-style-type: none"> • Document treatment plans under protocol (eg. Vancomycin, anticoag). • Document medication histories/reconciliation in EMR. • Document patient education encounters.
	2.2. Perform patient-centered medication education	<ul style="list-style-type: none"> • Provide patients and their caregivers with appropriate medication education regarding prescription, OTC/self-care products, and supplements, including applying techniques to assess patient understanding in a diverse patient population.
Goal 3: Interprofessional Team Member		
Objective 3: Collaborate effectively as a member of an interprofessional healthcare team. [Interprofessional Collaboration (IPC)]	3.1. Actively contribute as a member of an interprofessional healthcare team. (IPC 1 and EPA 2.1)	<ul style="list-style-type: none"> • Independently communicate medication therapy recommendations to members of the healthcare team. • Share accountability for patient care decisions with the team. • Demonstrate effective teamwork/collaboration skills. • Participate in rounds with other health care professionals (if possible).
Goal 4: Population Health Promoter		
Objective 4: Promote Population Health	4.1. Minimize adverse drug events and medication errors (EPA 3.2)	<ul style="list-style-type: none"> • Report adverse drug events and medication errors to stakeholders.
	4.2. Maximize the appropriate use of medications in a population (EPA 3.3)	<ul style="list-style-type: none"> • Participate in antimicrobial stewardship programs. • Apply cost-benefit, formulary, and/or epidemiology principles to medication related decisions.
Goal 5: Information Master		
Objective 5: Utilize evidence-based medical information to advance the care of patients. [Evidence-Based Medicine (EBM)]	5.1. Educate patients and professional colleagues regarding the appropriate use of medications (EPA 4.1)	<ul style="list-style-type: none"> • Retrieve, interpret, and apply biomedical literature applicable to the patients seen on this rotation. • Respond to questions with the appropriate level of detail necessary to ensure proper patient care and communication with other relevant parties. • Analyze a clinical study. • Prepare and lead a Journal club or drug/disease-related topic discussion (see Appendices 1,2).
	5.2. Use evidence-based information to advance patient care (EPA 4.2)	<ul style="list-style-type: none"> • Retrieve, interpret and apply medical literature to formulate decisions for optimal patient medication regimens. • Analyze, evaluate, and apply a clinical study to promote optimal healthcare.

		<ul style="list-style-type: none"> Defend/justify recommendations using published evidence in support of a clinical situation.
Goal 6: Ethics and Professional Behavior		
Objective 6: Apply ethical and professional behavior to practice	6.1. Demonstrate ethical and professional behavior in all practice activities. (EPA)	<ul style="list-style-type: none"> Adhere to patient privacy standards in verbal and written communications. Demonstrate an attitude that is respectful of diverse individuals, groups, cultures and communities. Demonstrate appropriate attire, demeanor, and conduct. Adhere to attendance requirements, including punctuality.
Goal 7: Practice Manager		
Objective 7: Apply Systems Management for Medication Use	7.1. Participate in institutional systems and programs to assure appropriate drug use.	<ul style="list-style-type: none"> Provide discharge counseling as appropriate. Participate in communications regarding transitions of patients between different levels of care in the same institution (ICU to ward). Communicate with community pharmacist and other community providers to facilitate successful transition to home upon discharge. Identify and report medication errors and adverse drug events. Participate in reporting pharmacist interventions or other activities in the electronic medical records. Conduct and document medication reconciliation. Interview and document medication adherence.

EVALUATION

The student will complete three evaluations throughout this experience:

- 1) A Midpoint/Formative Self-Evaluation
- 2) A Preceptor Evaluation
- 3) A Site Evaluation

The preceptor, in addition to commenting/signing off on the student Midpoint/Formative Self-Evaluation, will complete a Summative Evaluation at the end of the rotation. 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 should obtain feedback from all team members as well as any patient comments. Grading will be Satisfactory/Unsatisfactory.

SUPPLEMENTARY MATERIALS AND ASSIGNMENTS

Please include any other activities or information that would be helpful to the students to know when selecting your rotation and when taking your rotation, such as:

Pre-rotation reading assignments

Journal club requirements
Presentations / potential topic discussions
Special projects
Special meeting requirements
Nursing in-service requirements
References and resources
Links to applicable videos regarding rotation experience