

## 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
<b>Domain 1: Patient Care Provider</b>		
<b>Objective 1.1:</b> Apply the Pharmacist Patient Care Process (PPCP).	1.1.1 Demonstrate appropriate depth and breadth of pharmacotherapeutics and disease-related knowledge for common conditions in the ambulatory care population.	<ul style="list-style-type: none"> <li>• Participate actively in pharmacotherapeutic and disease related topic discussions (See Appendix 1).</li> <li>• Present assigned patients to the preceptor in a manner that applies the PPCP principles.</li> </ul>
	1.1.2 Collect information to identify a patient's medication-related problems and health-related needs.	<ul style="list-style-type: none"> <li>• Perform a systematic patient interview and obtain a history to identify, anticipate and support decisions regarding drug therapy.</li> <li>• Perform a medication reconciliation.</li> <li>• Determine a patient's medication adherence.</li> </ul>
	1.1.3 Analyze information to determine the effects of medication-related problems, and prioritize health-related needs.	<ul style="list-style-type: none"> <li>• Assess a patient's signs and symptoms to determine whether a patient can be treated within the scope of practice or requires a referral.</li> <li>• Interpret laboratory test results.</li> <li>• Measure vital signs in an adult patient and interpret the results.</li> <li>• Assess a patient's health literacy using a validated screening tool.</li> <li>• Evaluate an existing drug therapy regimen.</li> </ul>
	1.1.4 Establish patient-centered goals and create a care plan for a patient in collaboration with the patient,	<ul style="list-style-type: none"> <li>• Determine patient-specific goals.</li> <li>• Create a care plan with the patient.</li> <li>• Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.</li> </ul>

	caregiver(s), and other health care professionals that is evidence-based and cost-effective.	
	1.1.5 Implement a care plan in collaboration with the patient, caregivers, and other health care professionals.	<ul style="list-style-type: none"> <li>Document the care plan in the medical record.</li> </ul>
	1.1.6 Follow-up and monitor a care plan.	<ul style="list-style-type: none"> <li>Contact a patient after a clinic visit to assess response to therapy, or achievement of goals established at the previous visit.</li> <li>Recommend modification or adjustments to an existing medication therapy regimen based on patient response.</li> </ul>
<b>Domain 2: Communication and Education</b>		
<b>Objective 2.1:</b> Use appropriate education and communication strategies for a diverse patient population.	2.1.1 Advocate for patient access to medications to optimize patient outcomes.	<ul style="list-style-type: none"> <li>Assist patients with medication access concerns, including insurance or cost issues.</li> </ul>
	2.1.2 Perform patient-centered medication education.	<ul style="list-style-type: none"> <li>Provide patients and their caregivers with appropriate medication education regarding prescription, OTC/self-care products, and supplements.</li> <li>Apply techniques to assess patient understanding in a diverse patient population</li> <li>Use diverse methods for delivering patient-centered education (e.g. telephone encounters, tele-health video)</li> </ul>
	2.1.3 Adjust communication style techniques and language in response to cultural and patient-specific needs and individual social determinants of health.	<ul style="list-style-type: none"> <li>Demonstrate communication techniques for patient specific needs, including, but not limited to, motivational interviewing, coaching, counseling/education, teach back, teaching for devices.</li> <li>Effectively provide written and/or verbal education to patients regarding medication-related topics.</li> </ul>
<b>Domain 3: Interprofessional Team Member</b>		
<b>Objective 3.1:</b> Collaborate as a member of an interprofessional team.	3.1.1 Actively contribute as a member of an interprofessional healthcare team.	<ul style="list-style-type: none"> <li>Communicate medication therapy appropriateness recommendations and medication education to members of the health care team.</li> <li>Provide an in-service presentation to health care providers regarding medication related issues (See Appendix 1).</li> <li>Participate in collaborative interdisciplinary practice protocols.</li> <li>Establish professional rapport with pharmacy and other healthcare professionals</li> </ul>

		and practice as a member of an interprofessional team.
<b>Domain 4: Population Health Promoter</b>		
<b>Objective 4.1:</b> Promote population health.	4.1.1 Identify patients at risk for prevalent diseases in a population.	<ul style="list-style-type: none"> <li>Perform a screening assessment to identify patients at risk for prevalent disease in a population (e.g. BP measurement to assess for hypertension, screening test for depression, ASCVD risk assessment).</li> </ul>
	4.1.2 Minimize adverse drug events and medication errors.	<ul style="list-style-type: none"> <li>Assist in the identification of underlying system-associated causes of errors.</li> <li>Report medication errors and adverse drug events.</li> <li>Provide education on preventing adverse drug reactions</li> </ul>
	4.1.3 Maximize the appropriate use of medications in a population.	<ul style="list-style-type: none"> <li>Participate in collection of patient and disease specific information to assess the effectiveness of a treatment regimen or pathway.</li> <li>Provide educational outreach to a patient population to support their appropriate medication use</li> <li>Apply cost-benefit, formulary and/or epidemiology principles to medication-related decisions.</li> </ul>
	4.1.4 Ensure that patients have been immunized against vaccine-preventable diseases.	<ul style="list-style-type: none"> <li>Participate in collection of patient and disease specific information to assess the effectiveness of a treatment regimen or pathway.</li> <li>Provide educational outreach to a patient population to support their appropriate medication use</li> <li>Apply cost-benefit, formulary and/or epidemiology principles to medication-related decisions.</li> </ul>
<b>Domain 5 : Information Master</b>		
<b>Objective 5.1:</b> Apply evidence-based literature in practice.	5.1.1 Educate patients and professional colleagues regarding the appropriate use of medications.	<ul style="list-style-type: none"> <li>Respond appropriately to medication-related questions from the preceptor, medical team</li> <li>Counsel patients/caregivers about medication related issues</li> <li>Prepare and lead a Journal Club or drug/disease-related topic discussion (See Appendices 1, 2).</li> </ul>
	5.1.2 Use evidence-based information to advance patient care.	<ul style="list-style-type: none"> <li>Retrieve, interpret and apply medical literature to formulate decisions for optimal patient medication regimens.</li> <li>Analyze, evaluate, and apply a clinical study to promote optimal healthcare.</li> <li>Defend/justify recommendations using published evidence in support of a clinical situation.</li> </ul>

<b>Goal 6: Practice Manager</b>		
<b>Objective 6.1:</b> Apply Systems Management for Medication Use.	6.1.1 Participate in institutional systems and programs to assure appropriate drug use.	<ul style="list-style-type: none"> <li>• Participate in reporting pharmacist interventions or other activities in the electronic medical records.</li> <li>• Be familiar with policies and process for pharmacy related patient care activities</li> <li>• Participate in discussions and assignments regarding compliance with accreditation, legal, regulatory, and safety requirements.</li> </ul>
<b>Domain 7: Ethics and Professional Behavior</b>		
<b>Objective 7.1:</b> Apply ethical and professional behavior	7.1.1 Demonstrate ethical and professional behavior in all practice activities.	<ul style="list-style-type: none"> <li>• Adhere to patient privacy standards in verbal and written communications.</li> <li>• Demonstrate an attitude that is respectful of diverse individuals, groups, cultures and communities.</li> <li>• Wear appropriate attire; have appropriate demeanor, and conduct.</li> <li>• Adhere to attendance requirements, including punctuality.</li> </ul>

## 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*