

## 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:</b> Apply the Pharmacist Patient Care Process (PPCP).	1.1 Collect information to identify a patient's medication-related problems and health-related needs.	<ul style="list-style-type: none"> <li>• Collect a medical history from a patient or caregiver.</li> <li>• Collect a medication history from a patient or caregiver.</li> <li>• Determine a patient's medication adherence.</li> <li>• Identify patient barriers to compliance with treatment plan.</li> <li>• Utilize medical and/or pharmacy records to determine a patient's health-related needs relevant to the community pharmacy setting.</li> </ul>
	1.2 Analyze and assess information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.	<ul style="list-style-type: none"> <li>• Perform effective prospective, concurrent, and retrospective drug utilization review.</li> <li>• Identify medication adherence concerns and construct patient-specific interventions to improve adherence.</li> <li>• Conduct formal MTM process including comprehensive medication reviews (CMR) and targeted interventions.</li> <li>• Identify drug-drug, drug-food, and drug-disease interactions.</li> <li>• Assess a patient's signs and symptoms to determine whether the patient can be treated. within scope of practice or requires a referral.</li> <li>• Provide patients with appropriate information and resources to contact other healthcare providers when warranted.</li> </ul>
	1.3 Educate patients about self-care and medication self-administration including making recommendations regarding	<ul style="list-style-type: none"> <li>• Provide appropriate OTC counseling/consulting</li> <li>• Perform self-care consults.</li> </ul>

	medications (prescription and OTC) and non-drug therapy alternatives.	<ul style="list-style-type: none"> <li>• Recommend appropriate dietary supplements, diet, nutrition, complementary and alternative therapies.</li> <li>• Assess a patient's signs and symptoms to determine whether the patient can be treated within scope of practice or requires a referral.</li> </ul>
	1.4 Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health care professionals that is evidence based and cost-effective.	<ul style="list-style-type: none"> <li>• Conduct formal MTM process including comprehensive medication reviews and targeted interventions.</li> <li>• Recommend alternative medication therapy based on a patient's ability to pay and/or insurance formulary.</li> <li>• Follow an evidence-based disease management protocol.</li> </ul>
	1.5 Implement a plan in collaboration with the patient, caregivers, and other health care professionals.	<ul style="list-style-type: none"> <li>• Document a care plan that conveys the findings and recommendations from a patient encounter.</li> <li>• Educate a patient or caregiver on the use of medication adherence aids.</li> </ul>
	1.6 Follow-up and monitor a care plan.	<ul style="list-style-type: none"> <li>• Recommend modifications or adjustments to an existing medication therapy regimen based on patient response.</li> <li>• Provide appropriate patient-specific updates to the pharmacy team during a handoff or change in staff.</li> <li>• Follow-up with a patient to ensure compliance with agreed upon plan.</li> <li>• Identify patients at risk of non-adherence to prescribed therapy and recommend potential solutions (medication synchronization, auto-refills, pick-up reminders, etc.).</li> </ul>
<b>Domain 2. Communication and Education</b>		
<b>Objective 2:</b> Use appropriate education and communication strategies for a diverse patient population.	2.1 Educate patients and professional colleagues regarding the appropriate use of medications	<ul style="list-style-type: none"> <li>• Develop and deliver an educational program to health professionals and/or lay audience</li> <li>• Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test</li> <li>• Utilize diverse methods for delivering patient-centered education (e.g., telephone encounters, tele-health video sessions)</li> </ul>
	2.2 Adjust communication styles and techniques (e.g. motivational interviewing, coaching, counseling, education) in response to patient specific needs and individual social determinants of health (e.g. culture, religion,	<ul style="list-style-type: none"> <li>• Implement motivational interviewing techniques to improve patient adherence.</li> <li>• Maintain sensitivity to cultural, socioeconomic, and other factors which may impact a patient's care.</li> </ul>

	health literacy, disabilities, and cognitive impairment).	<ul style="list-style-type: none"> <li>• Incorporate validated health literacy assessments and tools into pharmacy workflow, operations and/or individual patient's care plans, when appropriate.</li> <li>• Assess effectiveness of counseling or other communication using the teach back method and re-adjust technique until understanding is confirmed.</li> </ul>
<b>Domain 3. Population Health Promoter</b>		
<b>Objective 3:</b> Promote population health.	3.1 Identify patients at risk for prevalent diseases in a population.	<ul style="list-style-type: none"> <li>• Deliver preventative disease screening services, if available.</li> <li>• Participate in point-of-care testing services.</li> <li>• Participate and engage community members at health fairs.</li> </ul>
	3.2 Minimize adverse drug events and medication errors.	<ul style="list-style-type: none"> <li>• Identify and report medication errors and adverse drug reactions.</li> <li>• Assess medication errors for root cause.</li> </ul>
	3.3 Ensure patients have been immunized against vaccine-preventable diseases	<ul style="list-style-type: none"> <li>• Screen patients for appropriate immunizations based on patient specific factors (age, chronic health conditions, past immunization status, etc.)</li> <li>• Utilize state and local online immunization registries</li> <li>• Administer immunizations</li> <li>• Participate in and/or support immunization-related activities</li> </ul>
<b>Domain 4. Practice Manager</b>		
<b>Objective 4:</b> Apply Dispensing System and Safety Management (D&S).	4.1 Accurately apply the prescription verification process (e.g. legitimate prescription, appropriate dose, interactions, DUR).	<ul style="list-style-type: none"> <li>• Fulfill medication orders appropriate to community practice including prescription verification, telephone orders, proper selection, preparation, compounding, labeling, storage, packaging, handling and disposal.</li> <li>• Identify and resolve drug-drug, drug-disease, and drug-nutrient/food interactions.</li> <li>• Utilize Controlled Substance Utilization, Review and Evaluation System (CURES), or equivalent prescription drug monitoring program (PDMP) to ensure appropriate dispensing of controlled substances.</li> <li>• Participate in QI/QA projects related to operational and/or workflow specific issues.</li> </ul>
	4.2 Use a computerized pharmacy management system and best practices related to safe medication use in distribution of medications to patients.	<ul style="list-style-type: none"> <li>• Dispense medications appropriate to community practice including prescription verification, telephone orders, proper selection, preparation, compounding, labeling, storage, packaging, handling and disposal.</li> </ul>

		<ul style="list-style-type: none"> <li>Identify and report medication errors and adverse drug reactions per appropriate pharmacy laws, policies, and procedures.</li> </ul>
	4.3 Fulfill a medication order.	<ul style="list-style-type: none"> <li>Prepare commonly prescribed medications that require basic non-sterile compounding prior to patient use.</li> <li>Determine the patient co-pay or price for a prescription.</li> <li>Assist a patient to acquire medication(s) through support programs.</li> </ul>
<b>Domain 4.1:</b> Apply operational knowledge and leadership qualities as a practice manager (PM).	4.1.1 Demonstrate the role of a pharmacist in managing legal, human, financial, technological and/or physical resources for day-to-day operations in the pharmacy.	<ul style="list-style-type: none"> <li>Discuss pharmacy budget and financial projections.</li> <li>Participate in a conference/discussion on a routine basis to discuss community pharmacy related topics (See Appendix 1).</li> <li>Prepare formal verbal and written presentations on topics related to community pharmacy practice as assigned by preceptor (See Appendix 2).</li> <li>Given a human resources conflict, describes perspectives of all involved.</li> <li>Identify opportunities for pharmacy staff training and create training material and/or plan.</li> <li>Understand the application of pharmacy laws in community pharmacy practice.</li> <li>Participate in purchasing/inventory management activities.</li> <li>Supervise pharmacy technical staff.</li> </ul>
	4.1.2 Participate in continuous quality improvement techniques to optimize the medication use process.	<ul style="list-style-type: none"> <li>Participate in QI/QA projects related to operational and/or workflow specific issues.</li> <li>Evaluate CQI data to determine opportunities for improvement.</li> <li>Prepare formal verbal and written presentations on topics related to community pharmacy practice as assigned by preceptor (See Appendix 2).</li> </ul>
	4.1.3 Oversee pharmacy operations for an assigned work shift.	<ul style="list-style-type: none"> <li>Coordinate the activities of pharmacy technicians and other support staff.</li> <li>Appropriately troubleshoot and solve patient and/or workflow issues.</li> </ul>
<b>Domain 5. Ethics and Professional Behavior</b>		
<b>Objective 5:</b> Apply ethical and professional behavior.	5.1 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>Wear appropriate attire; have appropriate demeanor and conduct.</li> <li>Adhere to all attendance requirements, including punctuality.</li> </ul>

		<ul style="list-style-type: none"><li>• Demonstrate an attitude that is respectful of diverse individuals, groups, cultures and communities.</li></ul>
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## **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*