

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 harassment (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 harassment 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*

OBJECTIVES and LEARNING ACTIVITIES

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

<https://pharmacy.ucsd.edu/faculty/experiential-education-preceptors>.

Specific Objectives	Example Learning Activities

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 preceptor's discretion. Preceptors may evaluate students more frequently, so that the student is informed of areas requiring improvement early in the rotation. The primary preceptor should get feedback from all team members and 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