

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 harrasment (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 harrasment 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
Domain 1: Dispensing System and Safety Management		
Objective 1.1: Participate in the medication use process in a health-system.	1.1.1 Accurately verify new medication orders.	<ul style="list-style-type: none"> • For any given medication order, succinctly and accurately explain out loud all steps (e.g. legitimate prescription, appropriate dose, interactions, overlapping side effects, DUR) in the thought process needed for verification. • Review physician orders and verify prescription orders under preceptor direction.
	1.1.2 Ensure the accurate preparation of medication orders.	<ul style="list-style-type: none"> • Oversees the preparation of the order, product choice, and delivery. • Review non-formulary requirements and approval process for individual orders as they are presented. • Navigate drug selection based on formulary options.
	1.1.3 Respond appropriately to basic drug procurement issues using site protocols.	<ul style="list-style-type: none"> • Appropriately respond to medication orders for which there are shortages. • Follow the approval process for non-formulary medication orders, including what products are uniquely sourced, how a distributor is identified, and how to place an order for such a product. • Participate in purchasing activities.
	1.1.4 Utilize information technology and medication management systems.	<ul style="list-style-type: none"> • Use pharmacy computer systems. • Use automated dispensing systems. • Use controlled substances monitoring systems. • Use medication administration and barcoding systems.

	<p>1.1.5 Perform IV admixture (where applicable/available, based on state and institutional requirements).</p>	<ul style="list-style-type: none"> • Demonstrate competency with USP (United States Pharmacopeia) Chapter 800, Pharmaceutical Compounding: Sterile Preparations, (USP). • Demonstrate competency in preparing a variety of intravenous medications using appropriate aseptic techniques. • Demonstrate the proper procedure for maintaining the sterility of materials being used for compounding a sterile product. • Demonstrate the proper use of equipment and devices used in compounding sterile products including horizontal and vertical laminar flow hoods. • Compound non-sterile products using the appropriate technique. • Given a medication order for a parenteral product, determine the correct compounding technique and related administration instructions. • Given a new or unfamiliar IV product for which there are no order sets or standard admixture, identify the correct mixing, technique/compounding, choice of diluent(s), packaging, labelling, infusion rate, concentration (central line versus peripheral), compatibility, expiration dating, and any requirements for safe administration.
	<p>1.1.6 Develop a general understanding of the medication use process</p>	<ul style="list-style-type: none"> • Review and comprehend key components of the medication use process which include: <ol style="list-style-type: none"> 1) Selection and procurement 2) Storage 3) Ordering & Transcribing 4) Preparing & Dispensing 5) Administration 6) Monitoring & Evaluation
Domain 2: Practice Manager		
<p>Objective 2.1: Perform practice management in the health-system.</p>	<p>2.1.1 Oversee the pharmacy operations for an assigned work shift.</p>	<ul style="list-style-type: none"> • For a reasonable amount of time, manage the workflow of the dispensing process, including answering phone calls, delegating tasks, checking batched and compounded medications, and other administrative tasks commonly performed by pharmacists in the central fill setting. • Implement pharmacy policies and procedures. • Supervise and coordinate the activities of pharmacy technicians and other support staff.

		<ul style="list-style-type: none"> • Assist in training pharmacy technicians and other support staff. • Assist in the evaluation of pharmacy technicians and other support staff. • Identify pharmacy service problems and/or medication safety issues. • Maintain the pharmacy inventory. • Assist in the management of a pharmacy budget. • Interpret pharmacy quality and productivity indicators using continuous improvement quality techniques. • Assist in the preparation for regulatory visits and inspections. • Demonstrate competency in the distribution of controlled substances in compliance with DEA regulations.
	2.1.2 Participate in continuous quality improvement projects to assess and/or optimize the medication use process.	<ul style="list-style-type: none"> • Participate in reporting pharmacist interventions or other activities in the electronic medical records. • Participate in an exercise that measures, improves, or clarifies some aspect of pharmacy services quality or patient safety. • Active engagement in formulary decision making activities (e.g., prepare monograph, prepare presentation, etc.). • Participate in discussions and assignments regarding compliance with accreditation, legal, regulatory, and safety requirements.
	2.1.3 Participate in institutional systems and programs to assure appropriate drug use.	<ul style="list-style-type: none"> • Conduct and document medication reconciliation. • Interview and document medication adherence. • Understand strategies that the department is using to monitor and evaluate the cost of drug therapy (Pharmacoeconomics) and attend various meetings (example: P&T).
Domain 3: Population Health Promoter		
Objective 3.1: Promote population health.	3.1.1 Minimize adverse drug events and medication errors.	<ul style="list-style-type: none"> • Assist in the identification of underlying system-associated causes of errors. • Identify and report medication errors and adverse drug events.
	3.1.2 Maximize the appropriate use of medications in populations.	<ul style="list-style-type: none"> • Perform a medication use evaluation. • Apply cost-benefit, formulary, and/or epidemiology principles to medication-related decisions.

		<ul style="list-style-type: none"> Conduct and document medication reconciliation in high-risk patients.
Domain 4: Interprofessional Team Member		
Objective 4.1: Collaborate as a member of an interprofessional team.	4.1.1 Actively contribute as a member of an interprofessional healthcare team.	<ul style="list-style-type: none"> Contribute medication-related expertise to the team's work. Use setting appropriate communication skills when interacting with others. Use consensus building strategies to develop a shared plan of action. Work collaboratively with pharmacists, technicians and other support staff in the operations of the pharmacy. Ensuring continuity of pharmaceutical care among health care settings (ie. utilize transitions of care activities). Round with multidisciplinary inpatient teams when appropriate.
Domain 5: Ethics and Professional Behavior		
Objective 5.1: Apply ethical and professional behavior.	5.1.1 Demonstrate ethical and professional behavior in all practice activities.	<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.
	5.1.2 Demonstrate knowledge of and comply with all federal, state, and local laws related to pharmacy practice.	<ul style="list-style-type: none"> Review and complete California State Board of Pharmacy hospital pharmacy self-assessment form Review and prepare report on Title 22 Pharmaceutical Service Requirements
Domain 6: Communication and Education		
Objective 6.1: Utilize appropriate education and communication strategies for a diverse patient population.	6.1.1. Perform patient-centered medication education	<ul style="list-style-type: none"> Provide appropriate medication education regarding prescription, OTC/self-care products, and supplements to patients (ie. anticoagulation counseling, discharge education)

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