# Course Title: Elective Advanced Pharmacy Practice Experience

**Site Information:** Site Name

Site Address

**Preceptor Information:** Name & Credentials Phone Number

Email Address

Indicate preferred communication method

**Course Purpose:** The goal of the Elective Advanced Pharmacy Practice Experience is to provide opportunities for students to build upon knowledge and skills acquired through didactic education and Introductory Pharmacy Practice Experiences and apply them in non-traditional settings. This practice experience is accomplished in such settings as health care related professional societies, pharmaceutical industry corporate headquarters or manufacturing facilities, nuclear pharmacy, long term care, administration and academia, poison centers, drug information, etc.

The setting may or may not have direct patient contact. This experience will be directed and evaluated by one or more preceptors.

# Patient Population(s) Exposed To:

Specify patient populations students exposed to regularly if applicable (i.e. diverse population of adults and children)

# Hours Credit: Four

**Pre-Rotation Requirements for Student:** Indicate any information or documentation that the student must provide prior to starting rotation (i.e. On-site orientation, site-specific paperwork, drug test, physical).

# Learning Outcomes:

At the conclusion of this Elective Advanced Pharmacy Practice Experience, students should be:

* Professional: Exhibits behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
* Self-Aware: Examines and reflects on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
* Communicator: Effectively communicates verbally and nonverbally when interacting with an individual, group, or organization.
* Educator: Educates all audiences by determining the most effective and enduring ways to impart information and assess understanding.
* Problem-Solver: Identifies problems, explores and prioritizes potential strategies; and designs, implements and evaluates viable solutions.
* Innovator: Engages in innovative activities by using creative thinking to envision better ways of accomplishing goals.
* Collaborator: Actively participates and engages as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
* Leader: Demonstrates responsibility for creating and achieving shared goals, regardless of position.
* Learner: Develops, integrates, and applies knowledge from the foundational sciences (e.g., pharmaceutical, social/behavioral/

administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.

# Prerequisite Knowledge and Skills:

Students must have successfully completed Introductory Pharmacy Practice Experiences and required didactic courses prior to beginning their Elective Advanced Pharmacy Practice Experience. Students should be familiar with and prepared to apply treatment guidelines for optimal patient care for the following disease states:

* 1. Enter disease states that students should be knowledgeable about prior to starting the rotation.

**Attendance Requirements:** Students are expected to abide by the attendance requirements set forth in the PEEP APPE Experiential Manual.

**Dress Code Requirements:** Students are expected to abide by the dress code requirements found in the USC and MUSC Academic Bulletins and PEEP APPE Experiential Manual. List any site-specific dress code requirements here.

**Academic Integrity:** Students are expected to abide by the academic integrity policy found in the MUSC and USC Academic Bulletins.

**Professionalism and Other Requirements:** Student must obey all laws, rules, policies, and regulations governing the practice of pharmacy and seek clarification from the preceptor regarding any professional, legal, or ethical issues. Students are to follow the professional requirements and policies of the Office of Experiential Education, the site, and their respective College and University throughout their practice experiences. The student will be subject to sanctions or dismissal from the rotation by preceptor and/or the College of Pharmacy for failure to follow the policies and requirements of the site, the program, and/or the college. The preceptor and/or site may dismiss the student for any reason at any time during a rotation. Dismissal from a rotation will result in the student repeating a complete rotation for a minimum of 160 hours at a different site and/or preceptor which will be determined by the Office of Experiential Education and may lead to other sanctions or consequences as determined by the College and/or University. Any additional tuition or associated rotation costs will be the student’s responsibility.

# Site-Specific Requirements:

List any parking requirements or other site-specific hospital rules that students must abide by here.

# Student Schedule:

* State the hours the student is expected to be on site. If applicable, indicate that the hours may not be firm, and describe situations in which a student may need to stay after hours in order to complete tasks.
* State events or meetings inside or outside those hours that a student should attend. If possible, provide typical daily schedule indicating when different activities or breaks may take place. Include time to meet with student to discuss student’s performance (at minimum midpoint and final evaluations) and make recommendations for improvement.
* Consider constructing a calendar of dates/times to discuss specific topics, have journal club meetings, or other assignment discussions. determining when these are in advance will allow the student to be prepared.

# Grading Procedures:

Grading will occur via electronic APPE evaluations on CORE ELMS. Students will receive a grade at midpoint that does not count towards the final grade on a transcript. The grade received at midpoint evaluation will be utilized for student self-reflection and to set goals for the second remaining half of the rotation. Students will receive a final grade on the last day of the APPE that will be transferred to the student’s transcript. Grading occurs via an automatic calculation present in electronic evaluations in CORE ELMS.

# MUSC Student Grading Scale:

Honors Pass: Students who exceed their preceptors’ expectations on most every evaluation category may be nominated for the Honors designation by their preceptor. The preceptor will be required to provide a statement of nomination for the student. A committee will make the final determination based on preceptor nominations and additional programmatic requirements.

Pass: Students must achieve scores of 3 or better (as shown on “Student Evaluation Rubric” provided below) for ≥75% of the Learning Outcomes to pass the rotation.

Fail: Students earning scores lower than 3 (as shown on “Student Evaluation Rubric” provided below) for >25% of the Learning Outcomes will fail the rotation.

**USC Student Grading Scale:** Students must achieve scores of 3 or better (as shown on “Student Evaluation Rubric” provided below) for ≥75% of the EPAs to pass the rotation. A letter grade is calculated based on the student’s performance.

A: 90 – 100

B+: 85 – 89.99

B: 80 – 84.99

C+: 75 – 79.99

C: 70 – 74.99

D+: 65 – 69.99

D: 60 – 64.99

F: < 59.99

**Student Evaluation Rubric:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluation Score** | 1 | 2 | 3 | 4 | 5 |
| **Description/**  **Level of Autonomy** | Student did not achieve this learning outcome. | Student achieved this learning outcome  only under direct supervision by the preceptor. | Student achieved this learning outcome when prompted by the preceptor; *asks for help* and recognizes self-limitations. | Student achieved this learning outcome independently without prompting; seeks guidance when needed. | Student achieved this learning outcome with the proficiency of a new pharmacy graduate; seeks guidance when appropriate |
| **Role of Preceptor** | Directing: Performs the activity while trainee observes | Coaching: Directly and proactively supervises student performing the task(s) | Collaborating: Indirectly supervises student; readily available while student performs task(s) | Delegating: Supervises at a near distance; periodically reviews performance | Facilitating: Serves as a resource and mentor for the student |
| **Role of Student** | Shadowing | Hand-held, step by step | Gaining competence | Beginning independence and taking ownership | Thinking and acting like a new pharmacy graduate |

**Evaluation Criteria** (The electronic evaluation tool in CORE ELMS will allow you to evaluate student performance across the following learning outcomes, by assessing the student’s accomplishment of the learning outcomes described below)**:**

*\*\*\*Please note that students should be informed at the beginning of the rotation if you do not plan to evaluate up to two of the mapped learning outcomes listed above (you will have the option to select “not applicable (n/a)” on the CORE ELMS electronic evaluation form for up to two of the mapped learning outcomes listed above. This communication will prevent students from self-evaluating outcomes that you do not plan to evaluate during their rotation. \*\*\**

|  |  |
| --- | --- |
| **Mapped Learning Outcomes** | **Learning Activities** |
| Professional | * Complete assignments, duties and responsibilities on time or before the required deadline. * Demonstrate ethical behavior * Adhere to attendance policies and demonstrates punctuality and time management * Display preparation, initiative, and accountability * Demonstrate professional behavior (attitude, dress, appearance, etc.) |
| Self-Aware | * Identify knowledge gaps and initiates self-directed learning * Maintain motivation, attention, and interest and desire to learn. * Demonstrate persistence and flexibility * Engage in help seeking behavior * Discuss pre- and post-rotation reflections, ensure student’s midpoint and final self-evaluations align with preceptor expectations, demonstrate initiative in asking for challenging assignments and coursework during the rotation * Deliver and obtain feedback to assess learning and promote goal setting and goal attainment |
| Communicator | * Communicate with others using an organized manner * Actively listen and ask appropriate questions * Use available technology and other media to assist with communication * Use effective interpersonal skills to establish rapport and build trusting relationships * Communicate assertively, persuasively, confidently, and clearly * Demonstrate empathy when interacting with others |
| Educator | * Assess learning needs of the intended audience and select the most effective techniques/strategies to achieve learning objectives * Presents topic in an organized and timely manner. * Utilizes technology that enhances delivery and understanding * Promote audience engagement * Ensure instructional content is appropriate |
| Problem-Solver | * Identify and define the problem. * Explore multiple solutions * Implement the most viable solution * Reflect on and evaluate the solution for continuous quality improvement |
| Innovator | * Demonstrate initiative and creativity when confronted with challenges |
| Leader | * Develop relationships and value diverse opinions to promote teamwork * Explain the characteristics of leadership compared to management. * Identify situations which require leadership or management skills |
| Collaborator | * Demonstrate knowledge of team member roles, engage with team members appropriately * Utilize appropriate verbal and non-verbal communication * Demonstrate persuasion in resolving disagreements * Effectively function as a team member |

|  |  |
| --- | --- |
| Learner | * Discuss emerging theories, information, and/or technologies * Interpret and assess pertinent literature * Access appropriate drug information resources |