

**University of Pittsburgh School of Pharmacy**  
**Advanced Pharmacy Practice Experience**  
**Elective Rotation**

**Mission of the PharmD Program**

Through our commitment to personalizing education, PittPharmacy inspires students to use their unique interests and talents to improve the lives of people through the safe, effective, and responsible use of medications and other interventions.

The PharmD program prepares students to be practitioners who advance the profession by fostering innovation, leadership, interprofessional collaboration, civic engagement, advocacy, life-long learning, and a professional attitude of inclusion.

Approved June 7, 2016

**Course Title, Course Number, Credit Allowance**

**Advanced Pharmacy Practice Experience, Pharm 5400 series**  
**Elective Rotation, 5 credits**

**Professional Year and Terms Offered (Fall, Spring, Summer)**

Professional Year P-4, all terms

**Days, Time, Location**

Each experience takes place at an assigned site external to the school, is 5 weeks in duration, and requires the student to be on-site for at least 40 hours per week. The exact time and location is dependent on the preceptor and site-specific characteristics.

The site/location for this APPE is \_\_\_\_\_.

**Participating Faculty (School of Pharmacy)**

**COURSE COORDINATOR**

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## **COURSE (APPE ROTATION) PRECEPTORS**

Varies with site – please list

### **Course Description**

*(Please describe the practice site and provide a brief summary of major learning opportunities and objectives possible during the rotation. Indicate any special features that make your site unique. This is the content that students will see in eValue.)*

During this rotation students will develop competence in \_\_\_\_ (practice area/s)\_\_\_\_\_.

Student experiences may include but are not limited to:

*(preceptor may use experiences below and/or develop additional experiences based on work of the site)*

- Review organization/facility mission, vision, and values as they relate to healthcare delivery
- Participate in interdisciplinary discussions and meetings to understand organization workflow
- Develop a project or presentation that adds value to the organization/facility based on an internal or external needs assessment
- Assist in the development of new individual and group-based programming or educational sessions
- Collaborate with other disciplines to develop projects and solve problems
- Present findings of project or research to site colleagues and/or other students
- Actively participates and engages as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- Identifies problems, explores and prioritizes potential strategies; and designs, implements and evaluates viable solutions.

### **PITTPharmacy Outcomes Addressed by the Course**

*(Select all that apply. Not all outcomes need to be selected. Sample objectives should be listed with each outcome in next section of syllabus)*

PITTPharmacy 1 – Learner  
PITTPharmacy 2 – Patient Assessor  
PITTPharmacy 3 -- Caregiver  
PITTPharmacy 4 – Manager and Leader  
PITTPharmacy 5 – Health Promoter and Provider  
PITTPharmacy 6 – Preparer and Dispenser  
PITTPharmacy 7 – Problem-Solver  
PITTPharmacy 8 – Educator and Communicator  
PITTPharmacy 9 – Professional and Advocate  
PITTPharmacy 10 – Collaborator  
PITTPharmacy 11 – Life-Long Learner and Innovator

## **Rotation Learning Objectives**

*(Examples below may be used as a guide, depending on activities of the rotation experience. Preceptor may use, add, or delete content as appropriate.)*

### **PITTPharmacy 1. Learner**

- Develops, integrates, and applies knowledge and skills from the foundational sciences (e.g., pharmaceutical, social/behavioral/administrative, and clinical sciences) to advance patient-centered care
- Use critical thinking to retrieve and evaluate the scientific and professional literature to make appropriate decisions regarding drug action, solve therapeutic problems, and advance population health and patient centered care.
- Demonstrate needed scientific and practice knowledge to achieve rotation outcomes
  - Disease states including pathophysiology, anatomy/physiology
  - Drug therapy including pharmacology, kinetics, dosing
  - Trends in pharmacy practice and/or health care programs and innovations

### **PITTPharmacy 2. Patient Assessor**

- Review manual or electronic patient record/profile to accurately identify factors affecting therapy, health or disease management
- Create and/or update patient record/profiles accurately and in a timely manner
- Accurately create a drug-related problem list with prioritization of problems
- Conduct accurate and complete patient interviews to obtain medication histories, using appropriate language and listening skills
- Accurately assess patient health status and care needs based on race, cultural, or socioeconomic criteria

### **PITTPharmacy 3. Caregiver**

- Assess appropriateness of patient medication therapy (e.g., drug, dose, routes, etc.)
- Make appropriate and complete recommendations for care: non-pharmacologic and pharmacologic therapies
- Establish evidence-based care plans with therapeutic outcomes/goals
  - Identifies and evaluates feasible therapeutic alternatives
  - Designs drug therapy regimen
- Communicate care plan to the patient, caregivers and other healthcare providers
- Consult and collaborate with healthcare professionals, practicing as a member of the interprofessional team
- Effectively manage treatments to enhance outcomes
- Accurately identify, manage, and prevent drug-related problems and make appropriate decisions
- Assess regimen for efficacy and toxicity
  - Redesigns regimen as necessary
- Retrieve, evaluate and use scientific information to provide information and/or make therapeutic decisions

### **PITTPharmacy 4. Manager and Leader**

- Demonstrate appropriate human relations skills; displaying interest in others, sensitivity, empathy, acting in the best interest of others
- Detect and report medication errors and adverse reactions
- Participate in discussions regarding compliance regulations (e.g., accreditation, legal, regulatory, safety)
- Participate in drug approval/formulary process/therapeutic guideline development

- Participate in discussions concerning health care policy
- Manage the storage, preparation, dispensing and ordering of medications
- Effectively collaborate with pharmacists, technical support staff (i.e. pharmacy technicians), and other healthcare professionals to optimize care
- Participate in the design, development, and marketing and/or budget/finances of patient services or operational programs
- Participate in the pharmacy or organizational quality improvement program
- Identify and understand resources used to manage the medication use system
- Manage time wisely to maximize productivity and fulfill rotation obligations

#### **PITTPharmacy 5. Health Promoter and Provider**

- Recognizes social determinants of health to diminish disparities and inequalities in access to quality care.
- Designs prevention, intervention, and educational strategies for individuals and communities to manage chronic diseases and improve health and wellness.
- Educate/interact with patients and healthcare professionals regarding health promotion, disease prevention, and wellness
- Participate in educational programs designed to benefit the health of the general public

#### **PITTPharmacy 6. Preparer and Dispenser**

- Interpret, evaluate and clarify prescriptions or drug orders to ensure appropriate effective, safe, and economical patient care
- Fill prescriptions or drug orders correctly (medication selection, quantity, labeling) according to State and Federal regulations
- Perform accurate calculations and documents all procedures
- Demonstrate proper techniques to accurately and safely compound (including parenteral admixtures)
- Understand the role of the pharmacist in medication management, including order processing, dispensing, patient safety, resource management, and regulatory compliance.
- Identify technologic and physical resources required to ensure safe and effective medication use processes across different practice models

#### **PITTPharmacy 7. Problem-Solver**

- Identify problems that may affect pharmacy practice
- Explore, research, discuss and prioritize potential strategies for improvement
- Create, discuss and/or develop implementation strategies for change
- Design and implement viable solutions via pilot process or larger change
- Evaluate resulting impact of change and sustaining improvement efforts

#### **PITTPharmacy 8. Educator and Communicator**

- Able to effectively communicate and interact with individuals, groups, teams, and organizations
  - Use skills for effective verbal communication
  - Use skills for effective non-verbal communication
  - Use skills for effective written communication
  - Use appropriate persuasion techniques to positively impact drug use
- Assess understanding of verbal and written communications and adjust messages/content accordingly to assure effectiveness of communication
- Effectively document interventions/communications in documentation system

### **PITTPharmacy 9. Professional and Advocate**

- Demonstrate appropriate human relations skills: displaying interest in others; sensitivity, empathy, acting in the best interest of others
- Demonstrate the characteristics of a pharmacy professional
- Take responsibility for health outcomes and ethical decisions that represent the best interest of the patient, learning site, and/or community
- Exhibit behaviors and values consistent with the trust given to the profession by patients, other healthcare providers, and society by carrying out our duties and acting in accordance with legal, ethical, social, economic and professional guidelines, as well as respect the privacy and confidentiality of health information

### **PITTPharmacy 10. Collaborator**

- Consult and intervene with patients and health care professionals regarding self-care and prescription medications
- Consult and collaborate with healthcare professionals, practicing as a member of an interprofessional team
- Participate in professional organization activities, community service outreach, and/or leadership
- Actively participate as a team member by demonstrating mutual respect, understanding, and values to meet patient care and organization/site needs

### **PITTPharmacy 11. Life-Long Learner and Innovator**

- Demonstrate the ability to set priorities, effectively plan and manage time, and organize work
- Formulate a self-learning plan, locate and interpret pertinent credible resources, and progress toward meeting goals for professional improvement
- Identify and analyze emerging issues that may impact the practice of pharmacy
- Develop new ideas and approaches to improve patient care and/or services of the site/organization, or to improve the profession

### **Methods of Learning**

Ability outcomes will be evaluated based on the student's performance of various tasks throughout the rotation. The methods of learning will vary with the rotation site, but will include observations, activities, and discussions with patients, pharmacists and other health professionals. Self-study and reflection will also be included.

### **Textbooks and Other Learning Resources**

*(Examples below are a guide; preceptor may use, add, or delete content)*

Learning resources will vary with the rotation site. The following is a list of *suggested* resources to assist the student in performing activities:

1. Dipiro JT, Talbert RL, Yee GC, Matzke GR, Wells BG, Posey LM, editors. Pharmacotherapy: A Pathophysiologic Approach. McGraw-Hill, New York, NY,
2. Koda-Kimble MA, Young LY, Kradjan WA, Guglielmo BJ, Alldredge BK, Corelli RL, Williams BR. Editors. Applied Therapeutics: The Clinical Use of Drugs. Lippincott Williams & Wilkins, New York, NY.
3. Kasper DL, Braunwald E, Fauci A, Hauser S, Longo D, Jameson JL, editors. Harrison's Principles of Internal Medicine. McGraw-Hill, New York, NY.
4. Lacy CL, Armstrong LL, Goldman MP, Lance LL, editors. Drug Information Handbook.
5. Lexi-Comp, Inc., Hudson, OH, 2017-18. (Pocket edition and PDA version also available.)
6. Many resources are available via University of Pittsburgh Health Sciences Library, including a variety of databases and full-text online journals, at <http://www.hsls.pitt.edu>.

### **Course Requirements and Grading**

**REQUIREMENTS MUST BE COMPLETED. IF A REQUIREMENT CANNOT BE COMPLETED DUE TO A SITE-SPECIFIC REASON, THE PRECEPTOR MUST PROVIDE AN EXPLANATION IN THE STUDENT'S EVALUATION. ASSIGNMENTS SPECIFIC TO THE SITE MAY SUPERCEDE OR SUPPLEMENT CORE REQUIREMENTS AT THE DISCRETION OF THE PRECEPTOR.**

#### **Requirements**

- Provide a written reflection (with reflective connector) for the rotation which briefly details what the student did, the skills that were developed and how the experience and skills point toward the student's career objective. The curricular outcomes can serve as a platform for the link to the career focus. For example, a student might state that a particular experience helped to build their critical thinking skills in a specific manner and describe how they will incorporate that into their desired career objective. This reflection must appear in the student's presentation portfolio.
- Post at least two pieces of best work as evidence of completion of the rotation

**Assignments should be placed in the Assessment Portfolio to document mastery of curricular outcomes. Examples of the student's best work, reflective connector, reflection, and PITT Form Summary report (if a patient care component) must be included in the student's Presentation Portfolio. The PITT Form Summary report is not required if the APPE is a pure elective experience.**

#### **Course Grading**

Students will be assessed using the Preceptor Evaluation of APPE Student form utilizing the Stages of Professional Mastery to assess their ability to function as a pharmacist. Grading is on a satisfactory / unsatisfactory basis. Honors will be awarded to those students who exhibit exceptional skills, mastery of all ability outcomes and perform additional activities beyond those required. Grades will be based on student's pharmacy practice skills, knowledge and attitude. Skills will be assessed through direct observation of patient care activities at the practice site.

Students will be required to perform a mid-point and final self-evaluation and the preceptors will collaborate to perform a mid-point (end of week 2) and final evaluation. The preceptors will provide feedback on student performance on an ongoing basis throughout the rotation. Formal feedback will be documented on the Preceptor Evaluation of APPE Student form and submitted electronically to the Office of Experiential Learning.

A grade of "Unsatisfactory" will be awarded to students who earn such grade with actions including but not limited to:

- Inability to complete core requirements, evaluations, and portfolio requirements by assigned deadlines
- Poor quality of work, including failure to meet site expectations
- Multiple unexcused absences from site
- A pattern of tardiness and/or unprofessional conduct
- Recommendation by preceptor for student removal from site due to unprofessional conduct including HIPPA or other institutional policy violations or unprofessional behavior
- Preceptor evaluation of unprofessional behaviors as denoted by responses of "NO" on evaluations under the "Professional Behavior and Attitudes" section

### **Academic Intervention and Remediation Statement**

The P4 year consists of three terms, starting in the summer term immediately following the P3 year.

1. A student who earns a “U” grade on an APPE rotation must repeat the same type of rotation in an off-block or in a block after the last scheduled rotation for the P4 year.
2. A student who fails to earn a passing grade in the repeated rotation, or earns a “U” grade in any subsequent rotation, will be dismissed from the program.

Course remediation regarding performance on APPEs will only be available if in compliance with experiential learning policies and after discussion with the Course Coordinator and preceptors.

### **Class Attendance Policy and Grade Implications**

1. Any absences by students of one day or less per rotation should be handled by the student and the preceptor. In these instances, it is the preceptor’s responsibility to specify and outline a plan for the make-up of the missed day.
2. Any absences in excess of one day per rotation will require completion of an “Absence Request” form (*see E\*Value site*). If possible, this form should be submitted to the preceptor and Ms. Anna Schmotzer in the Office of Experiential Learning at least one month prior to the scheduled absence. In the event the absence is not scheduled, the form should be submitted to the preceptor and Ms. Anna Schmotzer in the Office of Experiential Learning within three days of the student’s return. It is the responsibility of the Director of Experiential Learning, working with the preceptor, to determine if the student can successfully complete the rotation and outline a plan for the make-up of the missed days.
3. Days missed due to interviews and attending professional meetings (e.g., *ASHP Midyear Meeting*) are considered absences and the guidelines outlined previously should be followed. Students must discuss interview schedules and professional meetings one month before the meeting. The guidelines outlined in item # 1 and # 2 must be followed.

### **Equity, Diversity, and Inclusion Statement**

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University’s Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University’s mission. For more information about policies, procedures, and practices, visit the Civil Rights & Title IX Compliance web page.

As faculty, we ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be filed online. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University’s Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

### **Inclusivity Statement**

To proactively prevent structural discrimination in the classroom, it is the responsibility of instructors to select and include materials that are inclusive, accessible, equitable, and diverse along all axes of minoritized experience. This includes using language and examples in our lectures and case studies that combat and redress stereotypes as well as establishing and supporting a class climate that fosters belonging for all students. It is the responsibility of all members of this course to contribute to a

respectful, welcoming, and inclusive environment for every member of the classroom community. Any suggestions about other ways to further increase inclusion and access in this course are welcome.

### **Wellness Statement**

Becoming a health care professional means not only caring for others, but caring for yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Using your time to take care of yourself will actually help you achieve your academic goals.

All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, family, faculty or staff member you trust for assistance connecting to the support that Syllabus Page 7 can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website. If you or someone you know is feeling suicidal, call someone immediately, day or night: University Counseling Center (UCC): 412 648-7930 University Counseling Center Mental Health Crisis Response: 412-648-7930 x1

### **Student Disability Statement**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890, drsrecep@pitt.edu, or 412-228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

### **Academic Integrity Statement**

Students enrolled in the pharmacy program are also considered to be members of the pharmacy profession and must adhere to the same professional, ethical, and legal standards. It is a violation of the School's code of conduct policy for a student to engage in any act of academic misconduct, such as cheating, plagiarism, deceitful practice, unauthorized collaboration, harassment, or breach of confidentiality. It is also considered to be a violation of the code of conduct policy for a student to tolerate any of the aforementioned acts by other students. Cell phones and audible alarms must be silenced during class.

### **Health and Safety Statement**

During this pandemic, it is extremely important that you abide by the public health regulations, the University of Pittsburgh's health standards and guidelines, and Pitt's Health Rules. These rules have been developed to protect the health and safety of all of us. The University's requirements for face coverings will at a minimum be consistent with CDC guidance and masks are required indoors (campus buildings and shuttles) on campuses in which COVID-19 Community Levels are High. This means that when COVID-19 Community Levels are High, you must wear a face covering that properly covers your nose and mouth when you are in the classroom. If you do not comply, you will be asked to leave class. It is your responsibility to have the required face covering when entering a university building or classroom. Masks are optional indoors for campuses in which county levels are Medium or Low. Be aware of your Community Level as it changes each Thursday. Read answers to frequently asked questions regarding face coverings. For the most up-to-date information and guidance, please visit the Power of Pitt site and check your Pitt email for updates before each class.

If you are required to isolate or quarantine, become sick, or are unable to come to class, contact the course coordinator as soon as possible to discuss arrangements.



### **Audio-Video Recording Statement**

To ensure the free and open discussion of ideas, students may NOT record classroom lectures, discussions, and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private study. Syllabus Page 8

### **Copyright Statement**

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office and the University Copyright Policy

### **Course Type:**

Clinical (CLN)

March 2023