

University of Pittsburgh School of Pharmacy

PHARM 5401 Syllabus

2241: Fall 2023

Mission of the PharmD Program

Pitt Pharmacy inspires students to personalize their education and become medication experts, interprofessional collaborators, leaders and innovators who improve the health, well-being and quality of life for individuals and communities.

Course Title, Course Number, Credit Allowance

Adv. Pharmacy Exp. 1 - Ambulatory Care, Pharm 5401, 5 credits

Professional Year and Terms Offered

Year: Professional 4, Fall, Fall, Summer Terms

Days, Times, Location

Prerequisites/Co-Requisites

1. Students must successfully complete all required Doctor of Pharmacy course work in the first 3 professional program years.
2. Students must have a cumulative GPA > 2.0.
3. Students must meet all prerequisite conditions as set forth in affiliation agreements specific to the site.

Participating Faculty and Support

Coordinator, Susan Skledar, sjs15@pitt.edu, 412-648-1504

Coordinator, Ashley Yarbinec, aby12@pitt.edu, 412-383-5229

Course Description

During this rotation students will develop their pharmaceutical care skills for patients who are ambulatory (e.g., in a clinic or a pharmacy care center). Skills to be developed through direct patient care include:

- Proper use of patient-specific comprehensive data (patient/caregiver interviews, past medical records, medication history, physical exam findings, diagnostic and laboratory data) for making drug therapy decisions that reflect pharmaceutical care.
- Developing safe and cost-effective patient-specific pharmaceutical care plans with specific goals to resolve or prevent drug-related problems. These plans should be developed using previously gathered data and knowledge of pharmacokinetics, pharmacodynamics, social, cultural, ethical and humanistic factors.
- Proper implementation of patient-specific pharmaceutical care plans through written and oral communication. Plans should be communicated so that patients as well as other health care providers can understand their scope, nature and importance. Plans should inform all those involved of the risks and benefits of therapy, as well as clearly outline the proper use and desired outcome.
- Clearly document, using appropriate style and language, pharmaceutical care plans and

patient care activities in the medical chart, when appropriate.

- Monitoring of patient-specific pharmaceutical care plans through collection and interpretation of pertinent data. All care plans should be assessed to see if previously defined goals have been achieved. In assuming the responsibility for outcomes it may be necessary at times to reevaluate treatment plans or therapeutic goals.

PittPharmacy Outcomes Addressed by the Course

PITTPharmacy 1. Learner
PITTPharmacy 2. Patient Assessor
PITTPharmacy 3. Caregiver
PITTPharmacy 4. Manager and Leader
PITTPharmacy 5. Health Promoter and Provider
PITTPharmacy 8. Educator and Communicator
PITTPharmacy 9. Professional and Advocate
PITTPharmacy 10. Collaborator

Key Words Identifying Core Content

Pathophysiology, Pharmaceutical Calculations, Pharmacogenomics/genetics, Pharmacology, Cultural Awareness/Sensitivity, Ethics, Healthcare Systems, Personal Management, Practice Management, Professional Communication, Professional Development and Identity, Clinical Pharmacokinetics, Health Information Retrieval and Evaluation, Medication Dispensing, Distribution and Administration, Patient Assessment, Patient Safety, Pharmacotherapy, Public Health, Self-Care Pharmacotherapy

Learning Objectives

- Demonstrate needed scientific and practice knowledge to achieve rotation outcomes
- Disease states including pathophysiology, anatomy/physiology
- Drug therapy including pharmacology, kinetics, dosing

PittPharmacy Outcome 1: Learner

- Review 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
- Accurately perform necessary elements of physical assessment (e.g., blood pressure, foot exam)
- Accurately assess patient health literacy and compliance
- Accurately assess patient health status and care needs based on race, cultural, or socioeconomic criteria

PittPharmacy Outcome 2: Patient Assessor

- 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 therapeutic outcomes/goals
- Identifies and evaluates feasible therapeutic alternatives
- Designs drug therapy regimen
- Consult and collaborate with healthcare professionals, practicing as a member of an interprofessional team
- Effectively manage treatments to enhance outcomes
- Assess regimen for efficacy and toxicity
- Selects parameters that are specific, measurable, achievable and associated with time frames
- Redesigns regimen as necessary
- Effectively document interventions in patient record/profile
- Consult and intervene with patients and health care professionals regarding self-care and prescription medications
- Accurately identify, manage, and prevent drug-related problems and make appropriate decisions
- Recommend appropriate non-drug treatments (e.g., diet, smoking cessation, CAM)
- Retrieve, evaluate and use scientific information to provide information and/or make therapeutic decisions
- Use a systematic, efficient and thorough procedure for information retrieval and evaluation
- Justify in writing or verbally in clear, concise and persuasive language
- Demonstrate ability to appropriately triage patient for treatment or referral

PittPharmacy Outcome 3: Caregiver

- Detect and report medication errors and adverse reactions
- Effectively collaborate with technical support staff to optimize care
- Demonstrate appropriate human relations skills: displaying interest in others; sensitivity, empathy, acting in the best interest of others
- Manage time wisely to maximize productivity and fulfill rotation obligations

PittPharmacy Outcome 4: Manager and Leader

- 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 Outcome 5: Health Promoter and Provider

- Effectively document interventions in patient record/profile
- Able to effectively communicate
- Use skills for effective verbal communication
- Use skills for effective written communication
- Use appropriate persuasion techniques to positively impact drug use

PittPharmacy Outcome 8: Educator and Communicator

- 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

PittPharmacy Outcome 9: Professional and Advocate

- 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

PittPharmacy Outcome 10: Collaborator

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

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. Lexi-Comp, Inc., Hudson, OH, 2017-18. (Pocket edition and PDA version also available.)
5. 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>.

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.

Course Requirements and Grading

H/S/U

Honors/Satisfactory/Unsatisfactory

Core requirements must be completed. If a core 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.

CORE REQUIREMENTS

- Provide a written reflection 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.
- Complete a minimum of 4 patient care notes per week and provide a written detailed SOAP note for 1 of the cases each week. Include patient information obtained through patient interview, physical examination, diagnostic/lab testing, etc. Define therapeutic goals and include pharmacy care plan for each patient.
- Identify and document on the PITT Form all patient-centered encounters (identifying, evaluating and resolving drug therapy problems, managing chronic disease, or improving health and wellness) with patient-specific solutions. All patient care activities should be documented, with the expectation that at least 40 PITT Forms are submitted by the end of the rotation.
- Complete and present a minimum of 1 formal and 1 informal case presentation. Each presentation should involve a different disease state or focus of therapy. The formal presentation should include an analysis of disease state and treatments, including references to national and/or institutional treatment guidelines, and should be presented in a PowerPoint format. Informal case presentations can be as simple as a discussion of a case with the preceptor or medical team and are not required to be accompanied by a PowerPoint.
- Provide drug information responses to the preceptor, pharmacy team, and/or health care medical team and submit written summaries, including references, to at least 3 drug information requests.
- Perform medication counseling for a minimum of 20 patients and provide written summaries for 4 of those patients, including discussion of prescription, OTC, herbal, and non-pharmacologic

treatments as appropriate to the case.

- Provide a written discussion of the healthcare professionals who are integrated in the typical care of the patient. Describe the expertise that each member brings to the team. Is everyone's knowledge and area of expertise always communicated and integrated in the decision making process? If not, how can this be improved?

Optional Requirements (if site offers opportunity for the experience)

- Discuss with the preceptor the practice management issues specific to the site such as formulary management, billing/reimbursements, regulatory compliance, patient safety and access to medications.

Documentation of completion of all assignments must be provided on the Activity Log. Some or all assignments may 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 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

Fourth Professional (P4) Year:

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.

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. 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

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.

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.