

**PHRD 702 – Advanced Health Systems Pharmacy Practice**

**Preceptor and Student Learning Agreement**

**This preceptor and student learning agreement should be reviewed at the start of the rotation. This document also contains a sample of the evaluation form the preceptor will complete in eValue at the midpoint and end of the rotation. The preceptor and student should review the evaluation and discuss expectations for the rotation together and sign the learning agreement at the end of the document.**

**Rotation Description**

This rotation is a structured, full-time, 5 –week pharmacy practice experience in health-system pharmacy. It is designed to provide the student with the opportunity to develop understanding and competence within all aspects of health-system pharmacy. The students will accomplish this through participation in a hospital pharmacy department which provides a variety of services that may include, but not limited to, medication reconciliation, therapeutic pathways, antibiotic surveillance, patient counseling, pharmacokinetic monitoring, parenteral nutrition consults, and interdisciplinary educational sessions. The student will also gain experience in managing the procurement, ordering, dispensing, monitoring, and administration of medication products. Students will learn administrative skills through activities such as management of technical staff and supportive personnel, compliance with relevant laws and standards, financial analysis, and health-system policy and procedures. In addition, students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into this rotation.

**Student Learning Outcomes**

This course will lead to the mastery of the following terminal student learning outcomes, which will be achieved at the conclusion of the professional program.

* 1. Information application - Acquire and apply knowledge of biomedical, pharmaceutical sciences, social/behavioral/administrative, and clinical sciences to make medication therapy decisions and improve patient outcomes.

1.2 Evidence-based care - Retrieve, evaluate and apply scientific and clinical literature to patient care to solve patient care problems and make evidence-based medication therapy decisions.

2.3. Public & Population health - Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at risk populations, and other members of an interprofessional team of health care providers.

2.4. Human resources - Manage personnel and providers within a pharmacy setting for the delivery of medications and related devices.

3.3. Practice management - Manage resources (financial, technological, human and physical) to optimize safety and efficacy of medication use systems and conduct the processes involved in the delivery of medications and related devices.

3.4. Compliance - Comply with requirements and responsibilities set forth in guidelines, regulations, and government laws and uphold ethical standards when carrying out duties related to the practice of pharmacy.

4.4. Communication - Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

4.5. Professionalism - Display professional behavior when interacting with patients, caregivers, other health care professionals and the public.

4.6. Social awareness - Recognize and utilize social determinants of health to diminish disparities and inequities in access to quality care.

4.8. Leadership - Lead within the profession to demonstrate responsibility for creating and achieving shared goals, for the purpose of benefiting others.

4.10. Self-directed learner - Independently acquire skills and knowledge to remain abreast of emerging concepts in the pharmacy profession.

**Pre-requisites**

Students must successfully complete P1-P3 years, all Introductory Pharmacy Practice Experiences, and be P4 standing.

**Rotation Objectives**

Professionalism

* Display professional behavior when interacting with the health care team, patients, caregivers, and the public.
* Provide ethical patient care.
* Demonstrate the actions needed for life-long learning.
* Lead the profession to promote safe medication use and improve health care.

Practice Management and Pharmacy Operations

* Perform professional activities in compliance with HIPAA.
* Comply with federal, state, and local regulations that govern the practice of pharmacy.
* Manage pharmacy operations.
* Evaluate and fill a prescription.
* Perform calculations required to compound, dispense, and administer medications.
* Discuss drug and pharmacy service issues.
* Discuss the role of the Pharmacy and Therapeutics Committee in determining formulary decisions and medication use policies.
* Discuss the expanding role of technology and informatics in the practice of pharmacy and patient care.
* Explain and participate in inventory management and purchasing including ordering, receiving, storing, and returning merchandise.
* Assist in the identification of underlying system-associated causes of error and medication safety issues.
* Explain how continuous quality improvement initiatives are utilized.
* Describe the organizational structure of the pharmacy and the pharmacists’ role as it relates to the parent organization.

Population Health

* Apply knowledge of biomedical and pharmaceutical sciences and evolving scientific technologies to make medication therapy decision and improve outcomes.
* Identify, retrieve, evaluate, and apply scientific and clinical literature to patient care.
* Provide individual and population-based care considering the ethnic, cultural, socioeconomic, physical, and psychosocial diversity on patient care outcomes.
* Promote public health regarding disease prevention and health maintenance through advocacy, education, and provision of health services.

Interprofessional Team Member and Communication

* Describe the roles and responsibilities of personnel necessary to effectively operate the pharmacy.
* Collaborate as a member of the care team.
* Communicate with the care team, patients, caregivers, and the lay public to provide safe and optimal use of medications and related devices.
* Demonstrate effective communication skills when interacting with diverse and professional populations.

**Required Rotation Activities**

Medication use and patient-care activities

* Medication use process
* Medication reconciliation
* Drug information questions
* Discharge counseling
* Participate in medical emergencies to the level permitted by the site

Pharmacy management and operational activities

* Manage pharmacy operations
* Participate in and prepare or revise a pharmacy specific policy or protocol
* Participate in at least one or a portion of one Drug Utilization Review/Evaluation
* Pharmacy and Therapeutics Committee project
* Attend pharmacy related meetings
* Evaluate and report at least 2 adverse drug reactions (ADR) utilizing an ADR algorithm permitted by site
* One educational in-service presentation to pharmacy staff, nursing, and/or physicians
* Administrative responsibility assignments

**Experiential Education Policies**

Students and preceptors are expected to comply with the experiential education policies and procedures found in the APPE manual posted in eValue.

**Performance Outcomes**

The preceptor shall evaluate the student at both midpoint and at the conclusion of the rotation, using the below performance outcome levels and descriptors. If the preceptor feels the student fits into more than one level, please choose the level that BEST describes the student’s performance at the point of the assessment.

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| --- | --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Unsatisfactory Performance**  Student does not meet requirements. Student is unable to complete skills despite significant guidance and prompting. | **Needs Improvement**  Students meets some minimum requirements. Student requires frequent guidance and prompting to complete skills. | **Progressing Satisfactorily**  Student meets most requirements. Student requires some guidance and/or prompting to complete skills. | **Independent**  Students meets all requirements. Student independently completes skills and requires minimal to no prompting. |
| **Level of Trust**  I do not trust the student to perform skills even with direct supervision. **“Preceptor did it”.** | **Level of Trust**  I trust the student to perform skills with direct proactive supervision, requiring frequent correction. **“Preceptor talked the student through it”.** | **Level of Trust**  I trust the student to perform skills with only intermittent prompting and indirect/reactive supervision. **“Preceptor directed the student from time to time”.** | **Level of Trust**  I trust the learner to completely and accurately perform skills with distant supervision. **“Preceptor was available just in case”.** |

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**Competency Assessment**

**Select the BEST level that describes the student’s performance at the time of the assessment (ex: rotation #1 versus rotation #6). If the preceptor feels the student fits into more than one level, please choose the level that BEST describes the student’s performance at the point of the assessment. Comments are strongly encouraged. However, if a student scores a level 1 or 2, the preceptor will not be able to submit the evaluation without including comments about the student’s performance.**

**Midpoint levels for each EPA and comments will populate the final evaluation.**

***Students must perform at a Level 3 and/or 4 on at least 70% of the EPAs in order to PASS the rotation.***

***Students cannot earn a level 1 (unsatisfactory performance) on any EPA in order to pass the rotation.***

**Entrustable Professional Activities**

**Entrustable professional activities (EPAs)** are units of professional practice or descriptors of work, defined as specific tasks or responsibilities that trainees are entrusted to perform. The level of trust and supervision will vary based on whether the students has attained sufficient competence. EPAs are independently executable, observable, and measurable in their process and outcome, and are therefore suitable for entrustment decisions.

**Trust** is central to clinical practice and is also an important component of the assessment of student within clinical environments by preceptors. There must be trust that the student has the necessary knowledge, skills, and attitudes to safely and effectively perform the professional practice-related activities at the appropriate supervision levels, but also trust that the student has appropriate self-awareness regarding personal limitations and knows when to ask for assistance.

**EPA Domains**

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| **Communication and Collaboration as an Interprofessional Team Member Domain** | | |
| **EPAs (3)** | **Example Skills** | **Level of Entrustment** |
| Communicate clearly and effectively with health care professionals using appropriate listening, verbal, non-verbal, and written communication skills | * Communicate a patient’s medication related problem(s) or recommended modifications of a care plan to another health care professional (Ex: SBAR) * Use setting appropriate communication skills when interacting with others (ex: willingness to form an opinion, asks questions, demonstrates confidence, assertiveness, appropriate non-verbal expression) * Engage in shared decision making * Document patient care interactions, interventions and outcomes, in the patient profile or medical record * Communicate information about a patient to a colleague during handoff or transitions of care * Communicates in writing |  |
| Collaborate as a member of an interprofessional team | * Recognizing the roles and responsibilities of members of the health care team * Integrate pharmacy practice within the interprofessional team |  |
| Educate professional colleagues and/or the public | * Deliver clear and effective educational presentations/programming |  |
| **Domain Comments:** | | |

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| **Drug and Disease State Knowledge Domain** | | |
| **EPAs (2)** | **Example Skills** | **Level of Entrustment** |
| Recall knowledge about drug name, MOA, usual dosing, common side effects, and major drug interactions |  |  |
| Discuss physiology and disease pathophysiology and explain the influence of subjective and objective findings |  |  |
| **Domain Comments:** | | |

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| **Information Master Domain** | | |
| **EPAs (3)** | **Example Skills** | **Level of Entrustment** |
| Retrieve scientific and clinical literature | * Identify appropriate drug information sources(s). |  |
| Evaluate scientific and clinical literature | * Evaluate primary literature and its application to patient care. * Analyze drug information to make recommendations and answer drug information questions. |  |
| Apply scientific and clinical literature | * Given a drug, health, or operational question, the student formulates as timely, efficient, thorough, and effective (clear and concise) response using and citing appropriate sources of information. |  |
| **Domain Comments:** | | |

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| **Pharmacy Operations Domain** | | |
| **EPAs (4)** | **Example Skills** | **Level of Entrustment** |
| Fulfill a medication order | * Enter patient-specific information into an electronic health or pharmacy record system. * Prepare commonly prescribed medications that require basic sterile or non-sterile compounding * Perform calculations required to compound, dispense, and administer medications. * Adhere to state and federal laws/regulations and site quality and safety procedures. * Determine the patient copay through the adjudication process or cash price for a prescription. * Compare costs of medications to improve access. * Obtain authorization for a no-preferred medication when clinically appropriate. * Assist a patient to acquire medications through support programs. * Utilize automated storage and distribution systems. |  |
| Manage pharmacy operations | * Assist in the management of a pharmacy budget using principles of financial management and business indicators. * Create and/or evaluate the sustainability of current and/or new pharmacy services applying principles of business planning. * Maintain the pharmacy inventory. * Implement pharmacy policies and procedures. * Assist in the preparation for regulatory visits and inspections. * Understands the role of leadership regarding needs and opportunities. * Evaluate a pharmacy’s services and layout to optimize workflow, safety, and productivity using continuous quality improvement techniques. * Describe the role of public and private insurers, pharmaceutical industry, managed care, and uninsured patients on health care delivery and business sustainability. |  |
| Assist in the identification of underlying system-associated causes of errors and medication safety issues to improve the medication use process | * Evaluate or assist in the development of a drug utilization review/evaluation. * Attend or contribute to a pharmacy and therapeutics committee meeting/project. * Participate in the pharmacy systems process for reporting and managing medication errors and adverse drug reactions. * Assist in identification of quality improvement initiatives. |  |
| Manage human resources | * Identify the role of staffing plans to maintain workflow productivity. * Assist in training and/or evaluation of pharmacy technicians and other support staff. * Interpret state and federal regulations that affect personnel policies. |  |
| **Domain Comments:** | | |

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| **Population Health Promotor Domain** | | |
| **EPAs (3)** | **Example Skills** | **Level of Entrustment** |
| Identify patients at risk for prevalent diseases in a population | * Perform a screening assessment to identify patients at high risk for prevalent diseases in a population. * Assess the health status of a population(s) utilizing social determinants of health (Ex: economic stability, education, social & community context, health & health care, and neighborhood & build environment. * Design and implement strategies to prevent disease in a population (Ex: harm reduction, tobacco cessation) |  |
| Minimize adverse drug events and medication errors | * Assist in the identification of underlying system-associated causes of errors * Report adverse drug events and medication errors to stakeholders |  |
| Minimize the appropriate use of medications in a population | * Perform a medication use evaluation * Apply cost-benefit, formulary, and/or epidemiology principles to medication related decisions. |  |
| **Domain Comments:** | | |

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| **Project Manager Domain** | | |
| **EPAs (6)** | **Example Skills** | **Level of Entrustment** |
| **Collect** | | |
| Collect and organize information | * Perform a needs assessment * Collect information from pertinent stakeholders * Collect information from pertinent document |  |
| **Assess** | | |
| Identify the problem/issue | * Identify the problem/issue |  |
| Assess the problem/issue | * Utilize pharmacoeconomic models to evaluate the impact on decisions * Assess the impact of technology * Evaluate quality, safety, and performance improvement measures * Assist in the identification of underlying system-associated causes of errors * Assess opportunity costs of decisions * Explain the rationale and provide supporting evidence to justify decisions |
| **Plan** | | |
| Develop/create a deliverable | * Develop a population/organization specific deliverable |  |
| **Implement** | | |
| Implement an action plan for the deliverable | * Communicate clearly and effectively with stakeholders * Educate stakeholders on the deliverable * Assist stakeholders with organizational change utilizing shared decision making * Document outcomes |  |
| **Follow-Up** | | |
| Monitor and adjust action plan | * Collect monitoring/assessment data at the appropriate time intervals * Evaluate the selected data for continuous quality improvement * Recommend modifications to the action plan * Communicate the plan/transition plan |  |

**Final Grading** (Pass/Fail)

Pass – Student achieved a Level 3 or 4 on > 70% of the EPAs

Fail – Student does not achieve a Level 3 or 4 on > 70% of the EPAs

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| **Rotation Type** | **Total Number of EPAs per Rotation Type** | **“Pass”** | |
| **Number of EPAs Needed to Achieve Level 3 or 4 on 70% of Rotation EPAs** | **Max Number of Level 2 EPAs** |
| **Health – Systems** | 21 | 15 | 6 |

**Formal Preceptor Commendation Nomination**

Notre Dame of Maryland University School of Pharmacy wishes to provide a mechanism for recognition of the highest achievers on APPE rotations, particularly due to the change to a pass/fail grading system. If you wish to nominate your current APPE student, please do so according to the criteria below:

* Students should exhibit distinguishing factors of excellence such as consistency in competency performance at a high level as well as motivation, initiative, independence, dedication, and professionalism
* Provide specific examples of the student’s ability and performance with your comments below (comments MUST be provided in order for the student to receive the commendation)

I recommend this student receive a formal preceptor commendation letter

Comments:

**I certify that my student completed all requirements for the Advanced Pharmacy Practice**

**Experience.**

**Yes No**

**Midpoint (Pass/Fail): \_\_\_\_\_\_\_**

**Final (Pass/Fail): \_\_\_\_\_\_\_**

**Final - Comments**

**\*\*\*Students must PASS a separate professionalism assessment with a mean score of > 3.0 (no individual score < 2) in order to PASS the rotation\*\*\***

**Preceptor and Student Learning Agreement Statement**

I have received the preceptor and student learning agreement and reviewed the assessment methods with my preceptor. I understand all methods by which I will be assessed in this rotation.

I understand all patient data reviewed or discussed during the rotation must be kept confidential. Any breach of patient confidentiality, however minor, may result in failure of the rotation.

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Student Name (printed) Student Signature Date

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Preceptor Name (printed) Preceptor Signature Date