

PHRD 500 Institutional Introductory Pharmacy Practice Experience

I. Contact Information

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II. Course Prerequisites/Corequisites

Second year pharmacy standing.

III. Course Description

One calendar month, forty hours per week, experiential training in inpatient hospital or institution based pharmacy practice. The purpose of this course is to expose students to entry level pharmacy practice through working in a pharmacy practice site. The expected outcome is students who perform at a higher level in their didactic and laboratory work, are better prepared to enter the senior year practice experiences, and who may make a more informed career decision.

IV. Curricular Objectives and Outcomes

Curricular Outcomes

- 1.A.i.a.1. Conduct a patient/caregiver interview.
- 1.A.i.a.1.a. Establish a relationship with the patient/caregiver.
- 1.A.i.a.1.b. Determine the most appropriate method of communication.
- 1.A.i.a.2. Identify and collect pertinent information from the medical chart, database, and/or the patient/caregiver interview.
- 1.A.i.a.2.b. Discuss rules and regulations concerning the use of medical charts in various practice settings (i.e., HIPAA).
- 1.A.i.a.4. Collaborate with other healthcare providers.
- 1.A.i.b.2. Determine availability and appropriateness of medications and dosage form.
- 1.B. Evaluate each patient for self-treatment or referral.
- 1.D. Compound and/or dispense the most optimal formulation for drug delivery consistent with the patient needs and in harmony with the law.
- 1.D.i. Describe the laws/regulations concerning compounding and dispensing of medications.
- 1.D.iii. Identify chemical stability and incompatibility issues (IV sets/fluids).
- 1.D.iv. Appropriately package and label the medication.
- 1.D.v. Discuss sterility issues.
- 1.D.vi. Apply good compounding practices.
- 1.D.vii. Utilize appropriate weights, measures, and calculations.
- 2. Communicate effectively.
- 2.A.i. Assess the patient's level of literacy and health literacy.
- 2.A.iii. Identify educational resources available and select the best method to provide counseling/education.
- 2.C. Collaborate with other healthcare professionals using appropriate effective communication in both written and oral forms.
- 2.C.i. Demonstrate fluency in medical terminology.
- 2.C.ii. Demonstrate appropriate written, verbal and non-verbal communication skills.
- 2.C.iii. Demonstrate appropriate listening skills.

- 2.C.iv. Communicate in a professional manner.
- 2.D. Read, write, speak, listen, and use data, media, and computers to send and respond effectively to communications for varied audiences and purposes.
- 2.D.i.d. Demonstrate appropriate written, verbal, and non-verbal skills.
- 2.D.i.e. Present and defend ideas in a logical and effective order.
- 2.D.ii. Use appropriate and professional communication skills.
- 2.D.iii. Demonstrate appropriate listening skills.
- 3.B.ii.c. Describe the role of the pharmacy and therapeutics committee.
- 4. Identify, interpret, and evaluate literature needed for the provision of drug information and pharmaceutical care.
- 4.A. Define the question that needs to be answered.
- 4.B. Distinguish among lay, professional, and scientific literature.
- 4.C. Identify appropriate literature search engines for lay, professional, and scientific literature.
- 4.D. Explain the method to construct an appropriate search strategy for various literature types.
- 4.E. Evaluate literature source validity.
- 4.F. Explain methods for systematically evaluating literature.
- 4.G. Evaluate the appropriateness of research methodologies and statistical methods.
- 4.H. Draw appropriate conclusions from research results.
- 6. Think critically.
- 6.A. Identify, retrieve, understand, analyze, synthesize, and evaluate information needed to make informed, rational, and ethical decisions.
- 6.A.i. Systematically gather, organize, and extract relevant information using a variety of methods and research tools.
- 6.A.ii.a. Identify principles of organization and the logic of arguments.
- 6.A.ii.b. Identify and test assumptions, biases, and prejudices implicit in arguments.
- 6.B. Solve complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
- 6.B.i. Interpret problems within appropriate contexts.
- 6.B.ii. Prioritize problems based on identifiable criteria and standards.
- 6.B.iii. Apply systematic problem-solving strategies.
- 6.C. Display habits, attitudes, and values associated with mature critical thinking.
- 6.C.i. Evaluate personal assumptions, biases, prejudices, and opinions.
- 6.C.ii. Display an openness to new ideas and a tolerance for ambiguity.
- 6.C.iii. Display inquisitiveness and commitment to the pursuit of truth.
- 6.C.iv. Adopt multiple perspectives in personal thinking to avoid ethno-centricity and intolerance.
- 7. Demonstrate appropriate interpersonal, professional, and ethical behaviors.
- 7.A. Maintain professional competence.
- 7.A.i. Continually strive to maintain knowledge and maintain professional competence.
- 7.A.ii. Continually assess his or her learning needs and develop the ability to respond appropriately.
- 7.B. Represent the profession in an ethical manner.
- 7.C. Identify, analyze, and resolve ethical problems involved in pharmacy practice.
- 7.D. Provide service to the profession and the community.
- 7.E. Collaborate proactively with other health care professionals.
- 7.F. Practice in a manner that is consistent with state and federal laws and regulations.
- 7.G. Accept the responsibilities embodied in the principles of pharmaceutical care.
- 7.H. Demonstrate appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.

V. Course Specific Objectives and Outcomes

1. Demonstrates an understanding of the organizational structure of the institution, areas of responsibility and the team concept in patient care.
 - a. Identifies factors necessary to maintain pharmacy operations and/or quality of care provided.
 - b. Understands personnel job descriptions and responsibilities of various staff.
2. Demonstrates appropriate aseptic technique in preparing intravenous preparations.
 - a. Hands and arms scrubbed prior to hood entry.
 - b. Hood cleaned properly prior to medication preparation.
 - c. Medications, solutions, and supplies properly aligned in hood before mixing.
 - d. No apparent touch or airflow contamination.
 - e. All vials and entry ports swabbed correctly.
3. Demonstrates sufficient knowledge on each of the following.
 - a. Flow rate calculations
 - b. Incompatibilities
 - c. Differences between central and peripheral catheters
 - d. Differences between intravenous products such as IV admixtures, syringes, piggybacks
4. Demonstrates an understanding of procurement and inventory controls.
 - a. Is familiar with the various ordering procedures (direct, wholesaler, etc.)
 - b. Understands drug inventory controls, especially for controlled substances.
 - c. Understands dated product procedures, merchandise return policies and procedures, and recall procedures.
5. Understands general pharmacy operations
 - a. Is familiar with procedure manuals.
 - b. Able to retrieve and utilize drug information resources available at the experiential site.
 - c. Is familiar with the reference texts and materials in the pharmacy that are required by law.
 - d. Is familiar with any automated dispensing methods or equipment used in facility (robotics, Pixis, etc.).
 - e. Is familiar with the various drug distribution systems including unit dose, individual prescription orders, and floor stock items.
6. Handles detail
 - a. Is conscientious in following appropriate work procedures.
 - b. Is attentive to details and technical interrelationships in carrying out duties.
 - c. Notices discrepancies and irregularities.
 - d. Takes steps to ensure accuracy of work.
 - e. Keeps people informed.
7. Organizes/Plans
 - a. Uses own and others' time effectively and efficiently.
 - b. Is systematic and methodical in approaching activities.
 - c. Sets meaningful goals.
 - d. Is well prepared.

8. Makes sound decisions
 - a. Uses good judgment in coming up with sensible, practical solutions to problems in a timely manner.
 - b. Seeks out and utilizes important facts and information in decision making.
 - c. Recognizes and evaluates available alternatives.
 - d. Gives thought to possible consequences of decisions.
9. Learns in a self-directed manner.
 - a. Conducts self-assessment.
 - b. Acts on identified strengths and weaknesses and develops a learning plan.
 - c. Pursues further knowledge independently.
 - d. Aware of how professional organizations can facilitate life-long learning needs.

VI. Instructional Methods and Activities

- The purpose of this practice experience is to expose students (through practice, participation, observation, and dialogue) to activities related to a hospital pharmacy environment. The student will develop professional attitudes, judgment, concern for the hospitalized patient, and an appreciation for the impact of hospital practice on the health care system. Student activities during this practice experience will include but not be limited to the following:
- Each student must keep a journal and record weekly the experiences they received at the hospital. These journal entries will be done online in the students' PEMS profile and will be graded. They must be submitted in PEMS each week by **Sunday night at midnight**, or the student will receive a grade of zero for that entry. The weekly journal entry should address:
 - Date and number of hours worked that week.
 - Describe, in 1-3 paragraphs, the main tasks you completed while you were at the pharmacy.
 - What were 1-3 interesting questions involving patient care that you had while you were at the pharmacy? For example, what drugs would you need to look up in a reference to better understand their indication or side effects?
 - Did you use any drug information resources (eg. *Facts and Comparisons*, *USP DI*, package insert, etc.) while you were in the pharmacy? If so, what were they and how many times did you use them? How useful were these references to you?
 - Any medication or disease state discussions you had with your preceptor.
 - Likes and dislikes of the experience.
- The student shall choose ten intravenous prescription medications to write-up using the form provided in the institutional manual. They should discuss the medications' pharmacological class, mechanism of action, dosage forms and strengths available, FDA approved indications, recommended dosage, contraindications, adverse effects, pregnancy category, overdose possibilities and abuse potential, patient counseling points, and any other relevant information. These write-ups should be shown to and discussed with the preceptor.
- At the conclusion of this practice experience, each student is required to complete a reflective writing assignment (minimum of 500 words) comparing their community pharmacy practice experience and their hospital pharmacy practice experience. This writing assignment should be entered in the student's PEMS profile and submitted no later than **5 days** after the last day of the practice experience to receive credit for the essay. It will be reviewed by the Coordinator of Introductory Practice Experience.

VII. Evaluation and Grade Assignment

The student is evaluated and may receive up to 100% credit. Preceptor evaluation counts as 80% of the grade, the student journal counts as 20% of the grade, and the reflective writing assignment is credit or no credit. A minimum of 70% is required to receive a passing grade. The student must attend every scheduled day of the calendar month during the institutional practice experience, attend an Introductory Pharmacy Practice Experience orientation session on campus prior to beginning the practice experience and attend the Introductory Pharmacy Practice Experience debriefing session on campus after completion of this practice experience to receive a passing grade.

Preceptor Evaluation	80% of Grade
Student Journal	20% of Grade
IV Prescription Medication Assignments	Credit/No Credit
Reflective Writing Assignment	Credit/No Credit

GRADING SCALE:

90 – 100%	A
80 – 89%	B
70 – 79%	C
<70%	F

VIII. Class Policies and Procedures

At a minimum, all policies stated in the current ULM *Student Policy Manual & Organizational Handbook* should be followed (see <http://www.ulm.edu/studentpolicy/>).

Additional class policies include:

- **Required Textbook:**
 - Generic to Brand Comparison Guide
- **Attendance Policy:**
 - Consistent and timely attendance. Absence or late arrival at the practice site must be approved by the preceptor.
- **Academic Integrity:**
 - Faculty and students must observe the ULM published policy on Academic Dishonesty (see Page 4 in ULM *Student Policy Manual* – <http://www.ulm.edu/studentpolicy/>).
- **Course Evaluation Policy:**
 - At a minimum, students are expected to complete the on-line course evaluation.
- **Student Services:**
 - Information about ULM student services, such as Student Success Center (<http://ulm.edu/cass/>), Counseling Center (<http://ulm.edu/counselingcenter/>), Special Needs (<http://ulm.edu/counselingcenter/special.htm>) and Student Health Services, is available at the following Student Services web site <http://ulm.edu/studentaffairs/>.
- **Discipline/Course Specific Policies:**
 - Refer to the *Institutional Introductory Pharmacy Practice Experience Training Manual* for course specific policies and procedures.

- **Dress Code**

- Personal appearance is regarded as an important aspect of a students' overall evaluation, and should reflect that of a professional. Any student found in violation of the dress code will be asked to leave their practice experience and will receive an unexcused absence. Please refer to the Introductory Community Pharmacy Practice Experience Manual for this dress code. ***Students must be aware of the dress code in the institution they are working. If the institutions dress code is stricter, the institution's dress code must be followed.***