

Advanced Community Pharmacy Practice Experience
Syllabus and Course Outline
PHRD 600

COURSE COORDINATOR:

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Office Hours: Monday - Friday
By Appointment Phone:

INSTRUCTORS: Community Preceptors for ULM College of Pharmacy

PREREQUISITE:

4th year standing in the College of Pharmacy, completion of all didactic work in the College of Pharmacy with a grade of “C” or better.

WHEN OFFERED: Fall, Spring and Summer

TEXTBOOK:

Required (Most current version of listed texts are required)

1. Advanced Practice Training Manual, University of Louisiana at Monroe College of Pharmacy

MEETING TIMES

The meeting times will be determined by the preceptor. Time commitment is dependent upon the practice site, schedule and specific patient care responsibilities. The practice experience will be **6 weeks in duration and provide at least 40 contact hours per week over a minimum of 5 days each week**. The student is expected to work in the pharmacy at least one weekend a month. Students may spend additional time involved in self-study and preparation of assignments.

COURSE DESCRIPTION

This course allows students to apply the knowledge skills and attitudes necessary to provide pharmaceutical care in the community pharmacy setting. Experiences include patient triage, disease state management, patient education, follow-up and monitoring as well as medication distribution activities.

PROFESSIONAL PRACTICE-BASED OUTCOMES

- I. Provide Pharmaceutical Care
 - A. Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of the problems, such as medication compliance, personal life situations, etc.
 - B. Perform self-monitoring and diagnostic procedures aimed at promoting health improvement, wellness, and disease prevention to patients, communities, and at-risk populations.
 - C. Interpret and evaluate pharmaceutical data and related information needed to prevent or resolve medication-related problems or to respond to information requests.
 - D. Collaborate with physicians, other health care professionals, patients, and/or their caregivers to formulate pharmaceutical care plans that are patient-specific and evidence based.

- E. Design a therapeutic regimen that meets the pharmacotherapeutic and related health care goals established with the patient.
 - F. Plan and perform ongoing patient evaluation to identify additional drug-related problems and implement changes in the pharmaceutical care plan.
 - G. Document pharmaceutical care activity in the patient's medical record to facilitate communication and collaboration among providers
 - H. Display the attitudes, habits, and values required to render pharmaceutical care.
- II. Manage the practice
- A. Manage pharmacy operations, medication distribution and control systems, human resources, facilities, and equipment.
 - B. Manage fiscal resources and participate in the implementation of new strategies to expand and create new lines of revenue for the practice.
 - C. Manage change in response to professional evolution.
- III. Manage medication use systems
- A. Participate in the pharmaceutical care system's process for reporting and managing medication errors and adverse drug reactions.
 - B. Design monitoring plans for therapeutic regimens that effectively evaluate achievement of pharmacotherapeutic and related health care goals.
 - C. Participate in the pharmaceutical care system's process for conducting drug use evaluations.
 - D. Participate in the development, implementation, evaluation, and modification of a formulary system.
 - E. Apply principles of outcomes research and quality assessment methods to the evaluation of pharmaceutical care
- IV. Promote public health
- A. Provide emergency care on a limited basis.
 - B. Provide patients with access to poison control and treatment information.
 - C. Provide effective, quality health and disease prevention services.
 - D. Communicate and collaborate with prescribers, community members, and health care providers to develop public health policies.
 - E. Develop and implement population specific, evidence based disease management programs and protocols.
- V. Provide drug information and education
- A. Obtain, manage, evaluate and disseminate drug information to patients, their families, health care providers, and the public.
 - B. Design, develop, and present educational materials tailored to the needs and educational background of a given audience
 - C. Counsel and teach patients regarding the appropriate use of prescription medication, OTC medications, and medical supplies such as spacers, peak flow meters, blood pressure monitors, nebulizers, blood glucose meters, etc.
 - D. Selects best available resources for answering a drug related request in a timely fashion.

GENERAL ABILITY-BASED OUTCOMES

- I. Think critically, solve complex problems, and make informed, rational, responsible decisions within scientific, social, cultural, legal, clinical, and ethical contexts

- A. Identify, retrieve, understand, analyze, synthesize, and evaluate information needed to make informed rational, ethical decisions.
 - 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.
 - E. Display habits, attitudes, and values, associated with mature critical thinking.
- II. Communicate clearly, accurately, and persuasively with various audiences using a variety of methods and media.
- A. Read and listen effectively
 - B. Effectively communicate in speaking and writing, choosing strategies and media that are appropriate to the purpose of the interaction and to the ideas, values, and background of the audience
- III. Make rational, ethical decisions regarding complex personal, societal, and professional situations within a context of personal and professional values
- A. Interpret decision making within a context of personal and professional values
 - B. Make and defend rational, ethical decisions
- IV. Demonstrate the ability to place health care and professional issues within appropriate historical, cultural, social, economic, scientific, political, and philosophical frameworks, and demonstrate sensitivity and tolerance within a culturally diverse society
- A. Interpret the context of health care and professional issues in the context of historical, cultural, social, economic, scientific, political, and philosophical frameworks of thinking
 - B. Demonstrate sensitivity and tolerance within multicultural interactions and settings
- V. Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and health care system
- A. Demonstrate personal growth through volunteer activities in the community
 - B. Demonstrate leadership abilities in community activities that involve health and human service initiatives focused on individuals or groups
 - C. Advocate improved professional approaches to meet the pharmacy-related needs of society and individual patients
 - D. Promulgate a philosophy of care within health care settings
- VI. Function effectively in interactions with individuals, within group situations, and within professional organizations and systems
- A. Evaluate different types of interpersonal behaviors and their roles in effective social interactions
 - B. Demonstrate interaction behaviors that are appropriate for a particular interpersonal situation
 - C. Evaluate the process and outcomes of interpersonal interactions and modify as appropriate
- VII. Self-assess learning needs and design, implement, and evaluate strategies to promote intellectual growth and continued professional competence
- A. Determine areas of deficiency and/or interest and aggressively seeks new knowledge and demonstrates desire to continue to expand their knowledge base.
 - B. Engage in learning activities on an ongoing basis for personal or professional development based on self-determined areas of deficiency and/or interest

COURSE REQUIREMENTS

Students will spend a minimum of 40 hours per week over a minimum of 5 days involved in the delivery of pharmaceutical care in the community setting. Students will be involved in patient health assessment, the accurate dispensing of drug orders, patient drug monitoring, patient education/counseling, medical intervention, manufacturing and management issues including the dispensing process and 3rd party issues. Student activities during this practice experience will include but not be limited to the following:

Activity	Minimum Quantity to be completed
Antibiotic Call-back Program	30
Drug Information Requests	5
Herbal Write-ups	5
Intervention regarding prescription medication related problems	5
Interventions made to counsel or recommend OTC/herbal products	10
New Drug Presentation	1
Order Reconciliation Process	1
OTC Medication Class write-up and formulary development	1
Patient Case Report Presentations	2
Patient Counseling- prescription medication	30
Patient Education Project	1
Patient Histories	5
Patient Specific Care Plan Development	5
Quality Assurance Documentation Process (how to properly handle a prescription misfill)	1
Third Party Problem Resolution	10
Written work-flow evaluation and discussion with preceptor	1
Other suggested activities:	
○ Diabetes Patient Education	
○ Blood Pressure Screening	
○ Asthma Patient Education	
○ Nutrition Education	
○ Metered Dose Inhaler Training	
○ Poison Prevention Programs	
○ Medical Device Counseling/Education	
○ Community Presentations	
○ Implement new pharmaceutical care service at pharmacy	

The actual activities should be reviewed by the preceptor and documented and approved in the PEMS system.

Course Grading

The student will be graded (assessed) according to 15 ability areas practiced in their community pharmacy practicum and assignments. Mid-term grades indicate a student's status at mid-point only and do not indicate the final performance outcome of a student.

Practice Experience performance	Letter Grade
Assignments	Pass/Fail

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/>).

ATTENDANCE POLICY

Refer to Advanced Practice Policy and Procedures.

DRESS CODE

Refer to Advanced Practice Policy and Procedures.

Community Advanced Practice Experience Definitions of Assignments

- **Antibiotic Call-back Program** – An inexpensive and effective way to identify and possibly prevent adverse effects, patient non-compliance, and other drug related problems relating to antibiotic therapy. Students are required to contact a minimum of 30 patients receiving antibiotic therapy during the experience. Standard procedure and template form provided for your use in case the site does not have their own procedure and documentation methods.
- **Drug Information Request**- Pharmacists are considered the drug experts, so there are frequent questions/requests from patients and healthcare providers. A minimum of 5 drug information requests must be completed during the experience. Template form provided for your use in case the site does not have standard documentation methods.

- **Herbal Write-ups-** More patients are looking for natural alternatives to replace or complement conventional medication. To become familiar with herbal medications all students must complete 5 herbal drug write-ups following the format on the Herbal Write-up Form provided.
- **Interventions/Prescription Medication-** Pharmacists are able to identify, solve, and prevent medication related problems relating to prescription medication in the dispensing process. Students are required to document a minimum of 5 prescription medication interventions that they encountered during the experience. Template form provided for your use.
- **Interventions/OTC or Herbal Medication-** Pharmacists are able to obtain information from the patient and accurately assess the complaint in order to make appropriate OTC/herbal medication recommendations. Students are required to document a minimum of 5 OTC/herbal medication interventions made to counsel or recommend that they encountered during the experience. Template form provided for your use.
- **New Drug Presentation-**Students must complete at least one New Drug Presentation to be presented to pharmacy staff or other healthcare providers.
- **Order Reconciliation Process-** Students should understand the ordering process within a pharmacy from initial placement of the order until order received. Students are required to participate in this entire process at least 1 time during their community experience.
- **OTC Medication Class Write-up/Formulary Development-** Students should have a thorough understanding of OTC medication classes and appropriate uses and contraindications. At least 1 OTC medication class write-up should be completed which includes appropriate indications, dosing, and contraindications.
- **Patient Case Report Presentations-** Students must present at least 2 patient case reports during their community experience. These case reports must describe an event, situation, or problem that has taken place or is currently taking place. The student should discuss and analyze the situation and make appropriate decisions or recommendations on the best course of action.
- **Patient Counseling/Prescription Medication-** Effective patient counseling is critical to not only provide the patients with medication information but to ensure understanding of their treatment and medication. Students must complete a minimum of 30 patient counseling encounters following the Indian Health Format included on the Patient Counseling Form provided.
- **Patient Education Project-** Educational sessions provide patients with more comprehensive information regarding their medical conditions, treatment strategies, and/or lifestyle changes. Patients can only process so much information at one time so it is important to provide concise information that applies to the patients' needs or relates to what they already know. Students must complete 1 patient education project assigned by the preceptor based upon need within the pharmacy.
- **Patient Histories-** There are times when pharmacists need to go beyond counseling patients during dispensing functions and collect more in-depth clinical information. This may occur during the provision of disease state or case management services, a comprehensive medication review, clinical services, or other types of encounters with patients. Students must complete 5 patient histories during their community experience. Template form provided for your use.
- **Care Plan Development-** Patient care planning involves systematically assessing a patient's health problems and needs, setting objectives, performing interventions, and evaluating results. Care plan development can be summarized as a five step process involving the SOAP format (Subjective, Objective, Assessment and Plan of care). Students must develop 5 patient specific care plans using the Care Plan template provided.
- **Quality Assurance Documentation Process-** Unfortunately prescription misfills do occur. Students should understand how to properly handle a prescription misfill. This assignment

may need to be accomplished through role playing or discussion if it does not actually occur during the month.

- **Third Party Problem Resolution-** Third party prescription programs are a large part of community pharmacy today so pharmacists spend a great deal of time troubleshooting claims questions. Students are required to troubleshoot a minimum of 10 third party problems during the course of this experience in order to gain an understanding of on-line rejections and plan parameter.
- **Work-flow evaluation-** Community pharmacies are always looking for ways to increase efficiency and effectiveness. Students are required to complete a workflow analysis of the pharmacy which involves evaluating the workflow process and offering suggestions on ways to improve. This should be discussed with the preceptor and documented on the Workflow Evaluation Form provided.