

University of Pittsburgh School of Pharmacy

PHARM 5403 Syllabus

2244: Spring 2024

Mission of the PharmD Program

The Pitt Pharmacy Doctor of Pharmacy Program inspires students to personalize their education and become medication experts, inter-professional collaborators, and leaders who advocate, champion, and act to improve health, wellbeing, and quality of life for individuals and communities.

Course Title, Course Number, Credit Allowance

Adv. Pharmacy Exp. 3 - Community Pharmacy, Pharm 5403, 5 credits

Professional Year and Terms Offered

Year: Professional 4, Fall, Summer Terms

Days, Times, Location

Full-time, five weeks in length, minimum of 200 experiential hours

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 competence in community pharmacy practice.

Experiences may include but are not limited to:

- Establishing/enhancing patient-specific pharmacy databases through patient interviews
- Evaluating and preparing prescriptions for dispensing to patients
- Providing medication and other health-related information and education to patients and pharmacy team
- Counseling patients and caregivers
- Provide initial and ongoing evaluation of drug therapy
- Communicate with patients about non-prescription products, devices, and diagnostics
- Medication therapy management, e.g., completion of comprehensive and targeted medication reviews
- Provide immunizations and patient screening within workflow at site
- Create and/or modify medication regimens to meet the needs of diverse individuals to diminish disparities and inequities in access to care

- Advanced compounding of medications
- Maintaining and controlling medication inventory and purchasing
- Understanding medication distribution, documentation, and clinical information systems
- Developing competent pharmacy management skills
- Assuring medication safety with pharmacy dispensing systems
- Manage and supervise pharmacy personnel

PittPharmacy Outcomes Addressed by the Course

Learner

Problem Solver

Communicator and Educator

Ally, Promoter & Champion

Provider

Medication Use Steward

Interprofessional Collaborator

Leader

Self-Aware

Professional & Advocate

Key Words Identifying Core Content

Extemporaneous Compounding, Pharmaceutical Calculations, Pharmacology, Cultural Awareness/Sensitivity, Ethics, Personal Management, Pharmacy Law and Regulatory Affairs, Practice Management, Professional Communication, Professional Development and Identity, Health Information Retrieval and Evaluation, Medication Dispensing, Distribution and Administration, Patient Safety, Pharmacotherapy, Public Health, Self-Care Pharmacotherapy

Learning Objectives

1) Demonstrate foundational scientific and practice knowledge to advance patient-centered care and population health:

- Disease states including pathophysiology, anatomy/physiology
- Medication therapy including pharmacology, pharmacokinetics, dosing
- Workflow and process for safe and efficient pharmacy practice

PittPharmacy Outcome: Learner

- 2) • Use the Pharmacists' Patient Care Process to develop individualized, patient-centered care plans in collaboration with the patient, other healthcare professionals, and/or caregivers
- 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
 - Conduct accurate and complete patient interviews to obtain medication histories and assess adherence
 - Assess appropriateness of patient medication therapy (e.g. medication, dose, route of administration, monitoring, etc.)
 - Make appropriate and complete recommendations for care: non-pharmacologic and pharmacologic therapies

- Effectively manage treatments to enhance outcomes
- Assess regimens for efficacy and toxicity.
- Accurately identify, manage, and prevent drug-related problems and make appropriate decisions
- Evaluate success of care plan and monitor patient progress toward goals of therapy.

Redesigns regimens as necessary.

- Articulate sound, evidence-based, recommendations in appropriate language for patients, caregivers, and providers.
- Demonstrate ability to appropriately triage patient for referral or treatment

PittPharmacy Outcome: Provider

3) • Comply with local policy, state and federal laws, recommendations of regulatory agencies, and best practices in all areas of pharmacy practice

- Interpret, evaluate, and clarify written prescriptions of medications to ensure appropriate, safe, and cost-effective patient care, including selection of product, dosage form, route, and methods of administration
- Ensure preparation, compounding, and dispensing of medications is consistent with specific patient needs
- Perform calculations and demonstrate techniques to prepare, compound, package, label and dispense prescriptions to ensure accuracy product quality, and patient safety
- Participate in delivery of medications and immunizations to individuals and the community as within the scope of practice and regulations of the practice setting
- Manage the medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation) while ensure safety, efficacy, and efficiency
- Detect and report actual and potential medication errors and adverse drug events to identify underlying causes and minimize/prevent patient harm

PittPharmacy Outcome: Medication Use Steward

4) • Accurately assess patient health literacy and adherence

- Accurately assess patient health status and care needs, and adapt care plans based on diverse individuals and populations, to diminish disparities and inequities in care
- Interpret data and information to assess health needs of an individual, community, and/or population, across the continuum of care
- Take responsibility for health outcomes while making culturally responsive, ethical, and equitable decisions that represent the best interest of the individual and community

PittPharmacy Outcome: Ally, Promoter, and Champion

5) • Effectively and respectfully collaborate with technical support staff, pharmacy team, and other healthcare providers to optimize care and services

- Demonstrate appropriate human relations skills: displaying interest in others; sensitivity, empathy, acting in the best interest of others
- Demonstrate formal and informal leadership by taking responsibility for creating trust and open communication
- Develop skills of management including use of resources to accomplish goals,

demonstrating the ability to manage self, others and roles in medication use systems

- Participate in the design, development, and marketing of patient services
- Participate in the pharmacy's quality improvement program

PittPharmacy Outcome: Leader

- 6) • Identify challenges that may affect the practice setting
- Suggest and/or develop creative approaches to improve quality or overcome barriers
 - Use critical thinking skills to include interpretation, analysis, evaluation, inference, and explanation
 - Retrieve and evaluate scientific literature to make appropriate decisions

PittPharmacy Outcome: Problem Solver

- 7) • Effectively communicate and engage with patients, caregivers, healthcare professionals, and the community to provide medication and health information
- Communicate effectively and professionally via written and verbal methods, to articulate knowledge and recommendations with empathy, sympathy, confidence and respect
 - Use appropriate persuasion techniques to positively impact medication use
 - Educate/interact with patients, healthcare professionals, and the general public regarding health promotion, disease prevention and wellness

PittPharmacy Outcome: Communicator and Educator

- 8) • Demonstrate desire to maintain professional competency through principles of life-long learning
- Participate in discussions concerning health care policy and advocacy for the profession
 - Advocate for change to improve the health and well-being for all

PittPharmacy Outcome: Professional & Advocate

- 9) • Collaborate with interprofessional team, including patients, caregivers, other healthcare disciplines, non-healthcare collaborators, and community members
- Consult and intervene with patients and health care professionals regarding self-care and prescription medications
 - Participate and engage as a healthcare team member with respect and understanding of shared values, and knowledge of one's role, and roles of others on the team

PittPharmacy Outcome: Interprofessional Collaborator

- 10) • Set personal and professional goals to achieve objectives, including obtaining new skills and knowledge
- Be a life-long learner who is able to examine and self-reflect on knowledge and skills that may enhance, or limit, personal or professional identify formation
 - Demonstrate the characteristics of a pharmacy professional
 - Manage time wisely to maximize productivity and fulfill rotation obligations

- Maintain situational awareness and the need for professionalism in all settings
PittPharmacy Outcome: Self-Aware

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, et al, editors. *Pharmacotherapy: A Pathophysiologic Approach*. McGraw-Hill, New York, NY.
2. Koda-Kimble MA, et al, editors. *Applied Therapeutics: The Clinical Use of Drugs*. Wolters Kluwer | Lippincott Williams & Wilkins, New York, NY.
3. Loscalzo et al, editors. *Harrison's Principles of Internal Medicine*. McGraw-Hill, New York, NY.
4. Lacy CL, et al, editors. *Drug Information Handbook*. Lexi-Comp, Inc., Hudson, OH. (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

Please review the full Absence Request Policy on the Home Page of E*Value for full details.

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 decision and 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 the student to complete 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 six weeks prior to the scheduled absence. In the event the absence is not scheduled (i.e. illness, emergency), the student must notify the preceptor as soon as the absence is going to occur, and 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 six weeks before rotation start date. It is the preceptor's decision if the student time off can be granted and made-up. The guidelines outlined in item # 1 and # 2 must be followed.
4. If the student is attending a professional meeting during a scheduled APPE, by the Monday

following the end of the rotation, the student must submit a one-page reflection to the Pitt Pharmacy Dashboard about their experience at the meeting.

5. Absences for family vacations, personal travel, or other non-rotation/non-school reasons are not excused absences. Repeated absences from a rotation will result in an unsatisfactory grade for that rotation.

Course Requirements and Grading

H/S/U

Honors/Satisfactory/Unsatisfactory

Core Requirements and Grading

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 supersede or supplement core requirements at the discretion of the preceptor.

CORE REQUIREMENTS:

- Complete comprehensive medication reviews (CMR) for 5 patients
- Perform and document patient vaccine administration and/or education, if within scope of practice and workflow at the learning site.
- Review and/or fill a minimum of 250 prescriptions. Review necessary calculations with preceptor.
- Complete 4 OTC/CAM counseling experiences per week (total 20/rotation). Provide a brief written SOAP note, including use of the PPCP, for 5 of these cases (1/week).
- Document on PITT Form 40 counseling experiences provided to patients (can be a combination of prescription and OTC)
- Complete and present 1 case presentation (formal or informal) or common disease state encountered at the learning site
- Provide drug information responses, including references, to 3 drug information requests.
- Develop an educational or reference tool for patients and/or the pharmacy team.
- Write a summary of the roles of the healthcare professionals who are integrated into or contribute to patient care at the site.
- Discuss with preceptor the workflow for verification of medication orders/prescriptions and assessment for appropriateness.
- Discuss with preceptor the drug distribution and inventory management process, including controlled substance security/record keeping, drug shortages, expired medications, and hazardous substances.
- Write a 1-2 page reflection on a health inequity you encountered or discovered on the rotation, discussing the systems in place that contribute to the inequity and the real or potential impact on the patients. Discuss the inequity and brainstorm possible resolutions or mitigation strategies with your preceptor and include this in your reflection. Include a service or initiative that the pharmacy provides to address the inequity, if applicable.
- Write a 1-2 page reflection about the rotation, linking learning to curricular and/or co-curricular outcomes.

Optional Requirements (if site offers opportunity for the experience)

- Discuss with the preceptor pharmacist-delivered patient care services offered at the site (ex. MTM, blood pressure screening, blood glucose screening, immunizations, etc.), including student participation.
- Discuss with the preceptor pharmacy business procedures related to payment of bills, charging of customer accounts, product pricing, and assessment of financial performance
- Discuss with the preceptor procedures for personnel scheduling, discipline, and performance evaluation.

Students can use the P4 Experiential Learning Activity Summary for APPE Rotations document to track completion of assignments. Assignments should be posted to the Pitt Pharmacy Dashboard to document progression toward mastery of curricular outcomes. 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 HIPAA 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 Improvement Outreach 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

Course Remediation Statement

After final grades have been assigned, this course will utilize processes as detailed in the PharmD Program Course Remediation Policy.

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.

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

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