PhPr 803  
Advanced Pharmacy Practice Experiences (APPE) Syllabus – General for all rotations

***Note that any rotation specific syllabus presented by a preceptor supersedes any information found here.

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Office Hours  
“Open Door” or By Appointment.

Course Objective  
The purpose of these courses is to provide students with opportunities to apply their knowledge and develop the skills required of a practicing pharmacist. Specific goals and objectives for each type of setting are listed on our website under the specific heading, i.e. Adult Acute Care, Ambulatory Care, Community Practice, and Institutional Pharmacy.

http://www.pharmacy.arizona.edu/programs/rotations/APPE.

Eligible Students  
Students who have successfully completed two Introductory Pharmacy Practice Experiences (IPPEs) and passed all of their didactic coursework may be eligible. Students must also complete health screening requirements; CPR, HIPAA, and Bloodborne Pathogen Safety training; and have an Arizona Department of Public Safety Fingerprint Card according to University procedures.

Credit and Registration  
PhPr803 is offered as multiple sessions throughout the school year and the student will receive 5 units of credit for successful completion of each rotation. Students are expected to function as full-time (40 hours/week) workers at their assigned rotation sites. This is 232 hours per rotation if no time is missed. In consideration of university holidays, approved professional leave, and sites that may have shorter operating hours, a minimum of 225 hours is required to earn academic credit for an APPE rotation.
The rotations or sections of the course will be offered year-round.

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<td>Summer PhPr 803-002</td>
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<td>Fall PhPr 803-003</td>
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Each student must complete at least seven rotations, including at least one community pharmacy, institutional pharmacy, ambulatory practice, and adult acute care rotations. The remaining three may be electives (with no more than one non-direct patient care elective) or may be additional required rotations at different sites.

Class Meetings
There will be 4 class meetings held throughout the year with dates and times to be announced. Students are expected to attend if at all possible.

Email
Students will be expected to check their COP email frequently and regularly for communication from the school.

Dress Code
Certain rotation sites will have their own specific dress code. Students should inquire about this in their introductory email to their preceptor. For those sites that do not have their own specific dress code, students should follow these guidelines:

- All students must wear neat, clean, white laboratory coats (without insignia from other sites or employers on them) unless otherwise directed by the preceptors.

- Students should wear their College of Pharmacy ID as well as any nametag or badge issued by the rotation site. Nametags from places of employment should not be worn at a rotation site.

- Female students may wear skirts, dresses, or dress slacks with appropriate hosiery and shoes. Closed-toe shoes are preferred in any practice site. Some sites require closed-toe shoes, and students must comply with that requirement at those sites.

- Male students must wear dress slacks, collared shirts, ties, socks and appropriate shoes.

- Jeans, shorts, mini-skirts, thong sandals, T-shirts, etc., are inappropriate dress at any rotation site, and are NOT allowed.

- All students must maintain good personal hygiene.

- Students may be asked to leave a rotation site due to dress code violations. This absence is unexcused.

Attendance Policy
Students are expected to report to sites according to the schedules determined by preceptors. The holiday schedule of the rotation site will supersede the University holiday schedule.
Students will upload signed intern hour reports reflecting time spent at practice sites to RxPreceptor, and these will be reported to the Arizona State Board of Pharmacy by the school.

**Excused absences** of more than two days must be made up. At the discretion of the preceptor, making up time may include additional hours at the site or completion of additional projects for the site.

**Professional leave** from rotations may be granted to APPE rotation students. Professional leave includes college functions/meetings, professional meetings, and residency/job interviews. Professional leave must be approved by both the preceptor and the APPE Coordinator prior to the leave dates. This must be requested using the Professional Leave Form (found in RxPreceptor Document Library) no later than the first day of rotation in which the absence will occur. Each student may use a maximum of two professional leave days per rotation.

**Unexcused absences** must be made up on hour per hour basis.

**Absences of any type** may decrease any student’s ability to achieve all the objectives of the rotations, and this may be reflected in their rotation grade.

**Students may lose 1 letter grade for each unexcused absence.** Unexcused absences include failure to contact the preceptor (or site) in case of illness and failure to contact the preceptor (or site) for any reason the student is unable to arrive at the site at the time agreed upon with the preceptor. **Absences resulting from failure to obtain health screening or other rotation requirements will be deemed unexcused.**

**Scholastic Integrity**
Honesty is expected of all students. Any compromise in scholastic integrity will not be tolerated. To obtain detailed information, please refer to the University of Arizona Code of Academic Integrity (http://deanofstudents.arizona.edu/codeofacademicintegrity).

**Accessibility**
It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let the Experiential Education team know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For more information please refer to the following web site: http://drc.arizona.edu/.

**Professional Conduct**
The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. Threatening behavior by students will not be tolerated. To obtain detailed information regarding the University policy, please refer to the following web site: http://policy.arizona.edu/threatening-behavior-students.

**General Expectations**
Each student should contact his/her assigned preceptor at least two-four weeks prior to the rotation start date to introduce him/herself and to ask about rotation specifics, such as what time to arrive, where to park, where to meet preceptor, items to bring, etc.

Students should also include a Student Introduction form in their initial email message to their preceptor. This form can be found in RxPreceptor under Communications/Support, Document Library, Student Introduction Form.

During each rotation, students must keep track of their hours worked on the Report of Intern Hours form. This form is found in RxPreceptor under Communications/Support, Document Library, Hours Reporting. At the end of the rotation, students must have their preceptor sign this completed form
and then they must upload it to RxPreceptor. Specific instructions of how to do so can be found in RxPreceptor under Communications/Support, Document Library, Hours Reporting, Rotation Hours in RxPreceptor.

Students and preceptors may utilize the appropriate APPE checklist throughout the rotation (some sites have their own site-specific checklists) as a guide for rotation activities. These forms can be found in found in RxPreceptor under Communications/Support, Document Library, APPE Checklists. The checklists do not have to be turned in to the Experiential Education department nor uploaded to RxPreceptor.

Students are not required but are strongly encouraged to complete the preceptor/site evaluation online in RxPreceptor at the end of each rotation. Students will not be able to view their evaluations until they have completed the preceptor/site evaluation. Constructive criticism and feedback is greatly appreciated by the preceptors as well as by the Experiential Education department. Preceptors will not be able to view these evaluations until the end of the academic year and those evaluations are anonymously reported.

**Grading**

Preceptors will complete performance evaluations for students at the end of the rotation (and at the midpoint of the rotation). Students will be assigned grades of S, P, C, D, or E as follows:

- **S**: Superior - Performance was exceptional and noteworthy for a student of this level (no grade point value)
- **P**: Pass - Performance was appropriate and acceptable for a student of this level (no grade point value)
- **C**: Although performance was below that expected for this level, student showed improvement over time (grade point value = 2)
- **D**: Significantly, repeatedly performs below expectations without showing improvement (grade point value = 1)
- **E**: Fails to complete rotation (grade point value = 0)

*Inappropriate behavior will be grounds for failure and removal from the course*

**This course addresses the following Outcomes Expected of Graduates of the Doctor of Pharmacy Program**

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<th>Competency Number</th>
<th>Description</th>
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<td><strong>1.1</strong> Components</td>
<td>Collect adequate patient data to make an assessment</td>
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<tr>
<td>a.</td>
<td>Identify and collect information from profiles, medical records, or patient (caretaker) history that will influence optimal drug choice and dosage</td>
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<td>b.</td>
<td>Obtain a history (e.g., chief complaint, medical, medication management, financial, social, review of systems)</td>
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<tr>
<td>c.</td>
<td>Conduct physical assessment</td>
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<tr>
<td>d.</td>
<td>Extract data from pharmacy records</td>
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<tr>
<td>Components</td>
<td>Description</td>
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| **1.2**    | Conduct a systematic review prior to dispensing or recommending any medication or any medication device  
  a. Identify drug-related problems  
  b. Recognize common symptoms/complaints  
  c. Ascertain levels of chronic disease control  
  d. Prioritize identified problems  
  e. Communicate problem analysis to other providers  
  f. Collaborate with the patient to prioritize problems |
| **1.3**    | Design and implement a care plan  
  a. Select prescription or non-prescription medications (including doses and dosage schedules), using therapeutic and pharmacokinetic principles  
  b. Consider the needs for different patient populations (e.g., female vs. male, race, ethnicity, cultural, the very old, and the very young)  
  c. Determine drug delivery system for the patient based upon individual patient needs and characteristics  
  d. Conduct patient education including verification of patient understanding of proper use of medication/device  
  e. Implement interventions to improve compliance  
  f. Refer to other providers as appropriate (including specialty RPh) |
| **1.4**    | Implement the dispensing process for medication-related orders  
  a. Select container for the drug product or determine if original packaging is safe and appropriate for the product and consumer  
  b. Prepare prescriptions  
  c. Compound individual or bulk medications  
  d. Apply guidelines and standards of practice for preparation, storage, in-process quality control, and administration of sterile dosage forms and enteral nutrition products in various pharmacy practice settings |
| **1.5**    | Document information in a patient profile or medical record (e.g., SOAP note)  
  a. Note potential problems and their resolution  
  b. Record actions taken to achieve desired therapeutic outcomes  
  c. Note patient education activities  
  d. Communicate with other health care providers (e.g., letter summarizing findings and recommendations) |
| **Competency Number** | **Description** |
| **2.1**    | Make and defend rational, ethical decisions within a context of personal and professional values  
  a. Articulate ethical principles relevant to pharmacy practice  
  b. Maintain honesty, confidentiality, sensitivity and tolerance in professional interactions  
  c. Provide humane and compassionate patient care in a professional manner |
| 2.2 Components | Retrieve, evaluate, and manage professional information and literature in a critical, scientific, and effective manner  
| a. Critically analyze published reports and apply this information to the practice of pharmacy  
| b. Evaluate the safety, efficacy, and cost-effectiveness of pharmaceutical products and services  
| c. Communicate professional knowledge clearly to colleagues, patients, and other health professionals orally and in writing (e.g., in-service presentation, newsletter article preparation)  
| d. Self-assess learning needs and design, implement, and evaluate strategies to promote intellectual growth and continued professional competence |
| 2.3 Components | Contribute to improving the knowledge, skills, and values of the profession by advancing oneself and the profession through leadership, service activities, and participation in professional organizations  
| a. Participate in efforts to help individuals and to improve society and the health care system  
| b. Function effectively in interactions with individuals, within group situations, and within professional organizations and systems  
| c. Collaborate with other health care professionals |
| 2.4 Components | Demonstrate the skills needed to use and assess a health system’s method for reporting and managing adverse drug reactions and medication errors  
| a. Identify preventable causes of adverse drug reactions and medication errors and recommend actions to minimize future occurrences  
| b. Evaluate information obtained from adverse drug reaction and medication error occurrences  
| c. Identify and report adverse drug reactions and medication errors to appropriate individuals and authorities |
| 2.5 Components | Demonstrate the skills needed to participate in a health system’s process for conducting medication use evaluations  
| a. Identify appropriate medications for review  
| b. Evaluate data collected from a medication use evaluation and recommend actions to improve medication use  
| c. Develop appropriate criteria and outcome measures for medication use based on analysis of the literature |
| 2.6 Components | Demonstrate the skills needed to evaluate and modify a health system's formulary process  
| a. Use appropriate data to make and support formulary recommendations  
| b. Compile and evaluate literature necessary to review a class of medications and make a formulary recommendation  
| c. Communicate with health care providers and patients about formulary decisions |
| 2.7 Components | Demonstrate the knowledge and skills needed to contribute to the managerial aspects of pharmacy operations using appropriate data and procedures  
| a. Comply with laws and regulations  
| b. Assess medication distribution and control systems  
| c. Employ personnel management principles used to recruit, hire, train, develop, supervise, motivate, retain, and evaluate staff  
<p>| d. Use sound principles of fiscal resource management |</p>
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| **3.1** Components | Demonstrate the skills needed to provide preventive services  
  a. Participate in immunization training and immunization provision  
  b. Provide drug therapy evaluation (e.g., brown bags)  
  c. Conduct high risk behavior counseling |
| **3.2** Components | Demonstrate the skills needed to participate in the preventive service aspects of practice  
  a. Participate in public education programs (e.g., health fairs and screenings)  
  b. Provide empowerment strategies to control health outcomes  
  c. Participate in programs for health improvement, wellness, and disease prevention  
  d. Collaborate with other organizations (e.g., governmental organizations, health organizations, business groups) |