**Instructions:** This is a template intended to be customized to each practice site. You may choose to keep or remove sections as needed.

**Community Pharmacy Model Rotation**

**Student Syllabus**

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**Preceptor(s) Contact and Site Information**

Name, Credentials

Email

Professional title

Phone

**Practice Location(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Location 1  Address |  | Contact Information  Phone:  Fax: | Hours of Operation  M-F:  Sat:  Sun: |
| Location 2  Address |  | Contact Information  Phone:  Fax: | Hours of Operation  M-F:  Sat: |

**Location Staff**

Pharmacists:

Technicians:

Storefront/Non-pharmacy pertinent personnel:

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**Pharmacy Background**

* Ownership/chain information
* Current services offered within dispensing include: *e.g. Medication Therapy Management, Medication Synchronization, Immunizations, etc.* 
  + *Describe service including expectations for documentation*
  + *Describe staff involvement in the service (role of technician, role of pharmacist, etc.)*
  + *Describe expected student involvement in the service*
* Clinical services operated outside dispensing include: *e.g. disease state coaching (describe diseases), employee health screening, transition of care, travel health, other health screenings, etc.*
  + *Describe service*
  + *Describe staff involvement in the service (role of technician, role of pharmacist, etc.)*
  + *Describe expected student involvement in the service*

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**Rotation Hours**

* The student is generally expected to be present in the pharmacy [from *X to Y time* *A through B days of the week]*.
  + *Sample language for multiple locations:* Locations and times may vary, but any change will be discussed with the student at the start of the rotation. Please refer to the rotation calendar for specific information.
  + *Sample language:* If patient care responsibilities are not complete for the day, additional hours may be required to fulfill these responsibilities.
* Absence policy
  + Sample language: Any absences from the rotation must be approved by the preceptor in advance if possible. In case of illness/emergency, please call my cell phone as it is the fastest way to get in touch with me.

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**Student Expectations** *(example language)*

* *List preferred contact method and expectations for response time*
  + My preferred method of communication when off-site is email. If urgent communication is needed, please text my cell phone. For email communication, you may expect a response within 24 business hours either verbally or via email. For a text message, expect a response within 15 minutes. If you have not received a response within those time frames, please do not hesitate to reach back out in case I have missed the initial communication.
* *Provide expectations for student communication and response time*
  + Students are expected to respond to email communication within 24 business hours if a response is requested. The preceptor may text your cell phone in urgent situations (e.g., cancellation for adverse weather). Please respond to text messages as soon as it is safe to do so to confirm receipt.
* Assignment due dates are given at the beginning of rotation. You will be held accountable for completion of projects by deadline, with or without reminders.
* Professional dress, nametag, and white coat are required.
* Students are expected to apply knowledge, self-identify knowledge gaps, proactively fill knowledge gaps with self-study and requests for assistance.
* Students are expected to engage in active and willing discussion and participation.
* Students are expected to adequately prepare for patient care, meetings, and other activities.
* You will need to bring [e.g., a laptop] to rotation every day.
* Conduct yourself in a professional manner when working with patients, colleagues, and other healthcare providers, respect all patients and staff.
* Maintain strict requirements for HIPAA and protect patient privacy, including when completing projects
* Use of your phone for pharmacy pertinent things is acceptable (peripheral brain, drug info resources)
  + It should not be visible during any interaction with a patient unless serving the purpose to instruct a patient on use of their own phone (e.g., meal tracking app, alarm setting, etc)
* **YOU REPRESENT [*College/School of Pharmacy*]**, do so appropriately.

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**Pre-Rotation Requirements**

COMPLETE ASSIGNED TRAINING MODULES*(examples)*

* Medication Therapy Management platform training
* Dispensing software training
* Documentation software training

Review pertinent disease state guidelines *(examples)*

* Cite pertinent clinical practice guidelines, including a html link to document

**Learning Objectives and Activities**

|  |  |
| --- | --- |
| **Outcomes and Performance Competencies** *(Use School of Pharmacy competencies. If working with multiple schools, harmonize as much language as possible)* | **Rotation Activity** |
| COEPA 2.4: Provide whole person care to individuals as the medication specialist using the Pharmacists’ Patient Care Process   * EPA 1: Collect information necessary to identify a patient’s medication-related problems and health-related needs * EPA 2: Assess collected information to determine a patient’s medication-related problems and health-related needs * EPA 3: Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment * EPA 6: Implement a care plan in collaboration with the patient, others trusted by the patient, and other health professionals * EPA 8: Educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer a medication, or self-monitoring test. * EPA 9: Monitor and evaluate the safety and effectiveness of a care plan | ***For each patient care service list:***  ***-*** *Preparation expectations*  *- Expectations for goal level of independence for each aspect of the service (e.g. independently perform patient interview and physical assessment tasks, perform patient education under supervision, etc)*  *- Expectations for follow up on tasks completed independently*  *- Expectations for documentation (links to templates, deadlines, etc)*  Examples:  **Disease state management:**  - Prepare for patient visits by reviewing medication history, available labs and vital sign history, medication adherence, and previous patient goals and therapy recommendations  - Present findings to preceptor in advance of the patient encounter  - Complete the patient interview and physical assessment  - Complete the education and coaching portions of visits  - Complete SOAP note for each visit in program format within 24 hours  - Follow up with providers regarding recommendations  - Goal is to complete visit preparation, patient interview, and physical assessment independently by end of rotation.  **Medication Therapy Management:**  - Prepare for assigned CMRs by evaluating medication list for medication-related problems, medication adherence, and immunization history.  - Present findings to preceptor in advance of the patient encounter  - Complete assigned CMRs including: medication history review, recommending appropriate immunizations, addressing medication-related problems, and collaborating with the patient to make a plan to resolve medication-related problems.  - Complete required documentation for the CMR and review it with the preceptor for approval prior to submission.  - Prepare for assigned TIPs by reviewing the topic of the TIP in advance and present findings to the preceptor.  - Complete assigned TIPs either at the point-of-care or via phone including required documentation.  - Follow up with providers regarding recommendations as needed  - Goal is to complete CMR preparation and all aspects of TIP completion independently by end of rotation.  **Immunizations:**  - Administer vaccines to pharmacy patients.  - Review immunization status and recommend appropriate vaccines for all patients encountered in other pharmacy services.  - Goal is to complete immunization reviews, recommendations, and administration independently by the middle of the rotation.  - The preceptor will periodically check immunization reviews for accuracy and will confirm recommendations prior to administering the vaccine.  **Point of Care Screenings/Test and Treat:**  - Conduct blood pressure, blood glucose, POC lipid panels, strep, and flu tests as appropriate. - Document results of the test in the appropriate system and in written form for the patient and provide counseling on results of POC test. - Refer patients to other healthcare providers as appropriate.  - Prescribe appropriate treatment per the protocol, completing all required documentation.  - All aspects of point of care testing will be supervised by the preceptor or another pharmacist. Documentation must be approved by the pharmacist on duty. |
| COEPA 2.7: Actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.   * EPA 4: Contribute patient specific medication-related expertise as part of an interprofessional care team. | ***For each patient care service list:***  *- Expectations for communication with other providers (on-site and off-site)*  Examples:  - Collaborate professionally with other healthcare professionals to recommend and implement drug therapy recommendations to optimize medication regimens.  - Show persistence in rectifying identified drug therapy problems. - Communicate with dispensing pharmacists to provide care coordination for patients.  - Describe the role of the pharmacist and the healthcare team dynamics for each patient care service line.  - Goal is to complete interprofessional communication independently by the middle of the rotation. |
| COEPA 2.6: Optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication-use systems.   * EPA 7: Fulfill a medication order * EPA 10: Report adverse drug events and/or medication errors in accordance with site specific procedures * EPA 12: Identify populations at risk for prevalent diseases and preventable adverse medication outcomes. * EPA 13: Perform the technical administrative and supporting operations of a pharmacy practice site. | ***Example expectations for dispensing and management activities:***  - Describe the role of each type of pharmacy personnel in dispensing activities. Participate in all aspects of the pharmacy’s dispensing workflow.  - Complete Medication Synchronization pre-dispensing consultations. Identify medication-related problems (e.g., non-adherence), and work to solve problems discovered.  - Complete Medication Synchronization documentation.  - Describe the pharmacy’s process for reporting dispensing errors.  - Describe use of processes and technology within the dispensing workflow to prevent dispensing errors.  - Review recent continuous quality improvement reports. Evaluate the current dispensing workflow for adherence to processes changed because of the report.  - Describe drug pricing concepts, inventory management concepts, revenue-generating non-dispensing services, and prescription payment mechanisms (i.e. cash vs insurance).  - Identify patients at risk for poor health outcomes or eligible for patient care services as part of normal pharmacy workflow and pharmacy data analysis.  - Goal is to be able to complete all technician functions and medication synchronization tasks independently by the end of the rotation. |
| COEPA 2.2: Actively engage, listen, and communicate verbally, nonverbally, and in writing when interacting with or educating an individual, group, or organization.   * EPA 5: Answer medication related questions using scientific literature. * EPA 11: Deliver medication or health-related education to health professionals or the public | ***Example expectations for patient care, community education, or provider communication:***  - Use appropriate lay-language when interviewing, coaching, or educating patients.  - Assess efficacy of communication with all individuals and audiences to ensure optimal outcomes. - Identify appropriate educational materials based on a patient’s health literacy.  - Use appropriate evidence-based resources.  - Create complete, concise, and accurate patient care notes for each patient encounter.  - Follow-up on all communication with other healthcare professionals to ensure resolution of any problems.  - Demonstrate respect in all communication. |
| COEPA 3.2: Exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society. | ***Example expectations for student professionalism:***  Display Top 4 performance objectives in the Taxonomy of Professionalism1:  - Competence: self-directed learning, knowledge, applied skill, proactivity  - Connection: Compassion, empathy, self-control, kindness - Character: Honesty/integrity, humility, responsibility, service  ***Example behavior expectations:***  - Complete self-evaluations in advance of scheduled evaluations including thoughtful reflection on skill development in comments.  - Assignments are turned in on time without prompting. - Asks for help when needed after attempting at self-directed learning. - Take ownership of assigned tasks.  - Serve as a positive role model.  1 Brown D, Ferrill MJ. The taxonomy of professionalism: reframing the academic pursuit of professional development. Am J Pharm Educ. 2009 Jul 10;73(4):68. doi: 10.5688/aj730468. PMID: 19657501; PMCID: PMC2720364. |

**Required Activities/Assignments**

*(For each assignment, describe essential components for completion, expectations for communication or collaboration with preceptor, intended audience, due dates, and assessment methods. When considering topics for the assignments, consider ongoing pharmacy project implementation or quality improvement initiatives.)*

*Example assignments and activities:*

1. **Treatment Guideline (due mm/dd)** – Each student will prepare a guideline review for a pertinent disease state. Each disease state should be approved by the preceptor in advance. Guideline reviews ideally will be presented with the IPPE students. Each student should prepare a written handout accompanying their review, and the presentation should last approximately 30 minutes. Guideline reviews will be assessed using the rubric in [*learning management software*].
2. **Journal Club (due mm/dd)** – Each student will identify a scholarly article relating to the advancement of clinical pharmacy in the community or ambulatory care pharmacy setting. Articles must be approved by the preceptor in advance. Journal clubs should be prepared in the [*rotation format*]. Journal clubs will be presented orally to the preceptor and other pharmacists, but written handouts must be provided. Journal clubs will be assessed using the rubric in [*learning management software*].
3. **Student-led Topic Discussion** **(due mm/dd)** – Each student will prepare to educate fellow students and the preceptor on a topic of their choosing for approximately 30 minutes. This will be an informal presentation with no handout/power point required. You may choose to provide some written material if it assists in teaching the topic. Topics could be regarding clinical services in community pharmacy, pharmacy services reimbursement, new laws, new drugs, new landmark trials, etc. This is an opportunity to practice Continuing Professional Development by identifying learning needs, planning learning activities, acting on the plan, and reflecting on the impact of the learning. Topics should be approved by the preceptor in advance. The topic discussion will be assessed for thoroughness and effectiveness of the educational delivery.
4. **Formal Presentation (due mm/dd)**—Students will prepare a formal presentation regarding implementation or enhancement of a clinical service provided in the community pharmacy setting. Topics should include: describing the service, how it fits into current pharmacy workflow, how it benefits the pharmacy financially, potential barriers to implementation, and ideas to overcome barriers. The topic must be approved by the preceptor by the midpoint of the rotation. The presentation should be 15 minutes using Power Point and will be presented to the preceptor and other site pharmacists. The presentation will be assessed for use of evidence-based resources, completeness, presentation skills, and demonstration of understanding of the topic.
5. **Board of Pharmacy Audit (due mm/dd)**: Students will complete an assessment of pharmacy processes using the state board of pharmacy audit checklist. Students should collaborate with all pharmacy staff to thoroughly complete the audit. After completion of the checklist, students will prepare a written report of any identified deficiencies with suggestions to resolve the deficiencies. The report will be presented to the Pharmacist-In-Charge and preceptor upon completion. The audit report will be assessed for completeness and demonstration of understanding of the deficiencies presented.
6. **FlipThePharmacy Pharmacy Assessment (mm/dd)**: Students will complete an assessment of pharmacy processes using the FlipThePharmacy Pharmacy Assessment tool. Students should collaborate with all pharmacy staff to thoroughly complete the assessment. After completion of the assessment tool, students will prepare a written report of any identified areas of improvement with suggestions to resolve them. The report will be presented to the Pharmacist-In-Charge and preceptor upon completion. The report will be assessed for completeness and demonstration of understanding of the pharmacy processes evaluated in the assessment.

**Student Evaluation and Grading**

*(Provide a list of minimum competencies and skills required to pass the rotation. They would be different for IPPE and APPE but should not be modified within the same year for the same rotation type. For example, minimum competencies should not differ from one APPE student to the next.)*

Examples:

* Accurately prepare a prescription for dispensing
* Accurately counsel a patient on common medications
* Identify drug therapy problems and determine appropriate course of action
* Use appropriate resources for drug information
* Protect patient privacy
* Arrive on time daily
* Accurately determine medication adherence
* Complete a thorough medication history
* Accurately complete an immunization review and identify needed vaccines
* Take a patient’s blood pressure and interpret the results accurately

**Student Reference Guide Examples**

**Pharmacy Dispensing Software**

How to search for patient information

How to find pertinent medication history details

How to find/calculate medication adherence

How to find staff notes / eCare plans or other documentation

**Medical Billing or Electronic Health Record Software**

How to search for patient information

How to find pertinent medical history details

How to find previous visit documentation

**Pharmacy Resources**

Documentation templates

Drug information resources

Patient education materials bank

**Phone Etiquette and Use**

* Appropriate phrase for answering the phone
* How to place someone on hold
* How to transfer to another phone
* How to make an outgoing call