

Community Pharmacy & Ambulatory Care (CPAC) SEMESTER

Phar7411, Phar7412, Phar7413

Location: Community pharmacy site (5 weeks); Ambulatory care site(s) (10 weeks); 15 weeks total

Course Instructional Team

Teaching Assistant:

Please see Canvas

Community Pharmacy Course Director:

Caity Frail, PharmD, MS, BCACP, Assistant Professor

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Office Hours: By appointment

Ambulatory Care Course Director:

Jean Moon PharmD, BCACP, Associate Professor

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Course Instructor Team:

Kylee Funk, BCACP, Assistant Professor

Keri Hager, BCACP, Assistant Professor

Ila Harris, BCPS, FCCP, Professor

Jody Lounsbery, BCPS, Associate Professor

Chrystian Pereira, BCPS, Assistant Professor

Ann Philbrick, BCPS, BCACP, Associate Professor

Mark Scheiderhan, BCPP, Associate Professor

Sarah Schweiss, BCACP, Assistant Professor

Jared Van Hooser, Assistant Professor

Sarah Westberg, BCPS, Associate Professor

Course Team: Community pharmacy and ambulatory care site preceptors

Overview of the course

Course content:

This CPAC semester is designed to provide students with core advanced pharmacy practice experiences (APPEs) in order to meet the college of pharmacy core competencies, the American Association of Colleges of Pharmacy Core entrustable professional activities (EPAs), and course-specific EPAs. In addition, the CPAC semester will include required, centrally-delivered evidence-based medicine activities and integrated SAPH content as a mechanism to supplement these core practice experiences.

Course format:

This course will be delivered through experiential education experiences at COP approved sites. During this course, students will also participate in course curriculum delivered centrally through Canvas.

Course Goals & Objectives

	Rotation Type (when this is assessed)		
Entrustable Professional Activity	Community pharmacy and ambulatory care	Community pharmacy only	Ambulatory care only
Collect information to identify a patient's medication-related problems and health-related needs			
Analyze information to determine the effects of			

medication therapy, identify medication therapy problems (indicated, effective, safe, and convenient), and prioritize health-related needs.			
Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.			
Document and implement a care plan in collaboration with the patient, caregivers, and other health professionals.			
Follow-up and monitor a care plan			
Collaborate as a member of an interprofessional team.			
Minimize adverse drug events and medication errors.			
Ensure that patients have been immunized against vaccine preventable diseases			
Educate patients and professional colleagues regarding the appropriate use of medications			
Use evidence-based information to advance patient care			
Oversee the pharmacy operations for an assigned work shift.			
Fulfill a medication order.			
Serve as the first contact of care in assisting with self-care and/or triage to an escalated care setting.			

Assessments and Grading

Students will participate in various centralized learning activities and assignments over 15 weeks. **Sites may require additional learning activities that must be completed.** Completing the CPAC learning activities and assignments will be REQUIRED in order to pass the CPAC semester in addition to site performance. If a student does not meet the minimum requirements to pass a rotation and subsequently the CPAC semester, please see the Combined Syllabus for more details on progression.

One difference between ambulatory care rotations and all other APPE rotations, is that the student can either be assigned to two 5 week blocks or one 10 week block. Students taking a 10-week combined ambulatory care rotation should note that the 10 week final grade will replace the final 5-week grade as well. For example, if a student is not passing at the end of 5 weeks on a 10-week rotation, and is found to be passing at 10 weeks, both grades will result in a pass. If a student does not pass a 10-week combined ambulatory care rotation they will repeat at least a 5-week ambulatory care rotation (and potentially 10 weeks depending on the reason for failure and subsequent performance).

Statement on Penalties for Late Work (assigned by course directors on Canvas):

Work submitted past the due date will be accepted for university approved absences only. Students will not be penalized due to unavoidable or legitimate circumstances. Such circumstances include verified (documented) illness, team participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

All other work submitted past the due date will be considered "late". Late work of 2 or more assignments will disqualify students from receiving an Award of Excellence in Experiential Education for any of these CPAC rotations. Additionally, all late assignments must be completed by the last rotation day of the semester. If not completed by this time, students will **FAIL** the corresponding rotation(s) for professionalism. For example, if an assignment is due block #1 during ambulatory care and the student does not turn in the assignment by the end of block #3 (end of semester), the student will fail the ambulatory care rotation.

Entrustable Professional Activities (EPAs):

For each of the EPAs listed below and Core EPAs assessed for every patient care APPE (see Combined Syllabus for more details), preceptors will assess student performance by rating the level of entrustment they would place on the student for each EPA. The minimal expectation for most EPAs is that the student perform at level 3 or 4 (see Combined Syllabus for more details).

To pass the rotation, students **MUST** achieve 70% of the EPAs by the minimum level (for 7/9 of the ambulatory care and 10/14 of the community pharmacy EPAs) and **MUST NOT** be at a level of entrustment rating of 1 for any EPA. Also, students must meet expectations for professionalism and complete all coursework.

Assessment Scale for EPA's and Level of Entrustment:

Level of Entrustment	Description
Level 1	Observation only, even with direct supervision; student requires significant correction for performance improvement
Level 2	Perform with direct, proactive supervision; student accepts feedback for performance improvement
Level 3	Perform with reactive supervision (i.e. on request and quickly available); student is self-directed and seeks guidance as necessary
Level 4	Supervision at a distance and/or post hoc; student has skills to act as an independent practitioner (upon licensure)
Level 5	Supervision provided by the trainee to more junior colleagues; student is mastered as an independent practitioner and qualified to give meaningful feedback to other learners

Course Assignments:

Pre-Test:

- Description: Knowledge and case-based assessment on 12 common clinical/topic areas seen in community and ambulatory settings. This pre-assessment will allow students to identify which topic areas they should review for their own development.
 - An online pre-assessment test will be offered about one week prior to the start of the semester. This assessment is required, but the score will not be used to determine the final passing grade.
 - No references are allowed during the assessment and students will have 120 minutes to complete upon starting the assessment.

Topic Folders:

- Description: Resources and test your knowledge questions for common clinical areas seen in community and ambulatory settings. Upon completion of the pre-assessment test, students will be scored for each specific clinical area, including: (1) anticoagulation, 2) depression, 3) diabetes, 4) foundations in evidence-based medicine 5) dyslipidemia, 6) hypertension, 7) immunizations, 8) infectious disease, 9) pulmonary 10) self-care, 11) prevention/MI/smoking cessation, and 12) women's health.
 - If the student does not pass a specific clinical area on the pre-test (60% or less), students will engage in self-directed study of content included in that Canvas folder by the end of the semester.
 - Students are also encouraged to initiate a topic discussion for the identified specific clinical area(s) with their preceptor, but are responsible for addressing their deficiency independently.

Patient Tracking:

- Description: Students will track all patient encounters during their rotations. This will allow the sites, students, and course directors to ensure the quality of the experience and site.
 - Utilizing a survey link, students will enter basic information about each patient encounter, without patient identifiers, during their rotation. At the end of the semester, students will receive their aggregate data.

Education Rx:

- Description: Questions arise through the course of clinical practice and teaching, but are not always answered due to time constraints and fatigue. Educational prescriptions (Education Rx) help us keep track of our questions so that we can answer them when an opportunity develops. Prescriptions help learners practice the important lifelong habit of using EBM on a daily basis to help answer clinical questions. Education Rx helps learners distill the key components from complex clinical problems. The elements of the PICO (patient/population, intervention, comparison, outcome) should guide the learner's search for information. By completing an Education Rx, the learner may become more effective and efficient at asking well-constructed questions, acquiring, appraising, and applying evidence to solve clinical problems.
 - Students will complete at least 3 Education Rxs (one per 5 weeks) by the end of the semester and submit these to **E*value**. Students should discuss these Education Rx's with their preceptor (as they will relate to patient care questions that arise during practice).

Case Presentation:

- Description: Students will be expected to present at least one case presentation over the course of their CPAC rotations. Students can verify on-site completion of this activity through Canvas. If the student does not have an opportunity to do a case presentation on site, students will be expected to record one case presentation, upload to Canvas, and comment on a peer's presentation.
- Case selection will be related to one of the following:
 - A unique pharmacotherapy for a condition,
 - Condition not typically seen in primary care, or
 - A difficult/interesting/challenging patient (e.g. cultural issues, socio economic issues, nonadherence)
- Case presentation will be recorded and:
 - Approximately 10 minutes in length.
 - Follow the Pharmaceutical Care Case Presentation Format (Assessment, Care Plan, and Follow-up Evaluation).
 - Uploaded to Canvas.
 - NO patient identifiers can be used.
- Each student will then watch a peer's presentation and provide feedback through Canvas.

Practice Management (PM) Activities:

- Description: Students will complete five practice management activities that have been identified by practice faculty, preceptors, and employers as most critical to these practice settings.
 - Topics identified include: 1) practice models and philosophy, 2) medication use management, 3) billing and payment, 4) quality measurement, and 5) interprofessional team management.
 - Students will be required to read and review resources related to these topics, discuss with their preceptor or other professionals at their site, and post a short reflection on Canvas. The goal of this model is to expand student learning beyond their experience limited to a single site or preceptor's perspective.

Journal Club Activity:

- Description: Students will engage in an online practice management journal club with peers and faculty. Prior to the journal club, students will submit pre-work ahead of time on Canvas to ensure a high level discussion.

Motivational Interviewing (MI) Module:

- Description: Students will watch one module online, "Motivational Interviewing: a Structured Approach to Behavior Change" on MI skills for a student in the ambulatory care setting. Direct link: <http://studentonboarding.stfm.org/motivationalinterviewing/> Students are also able to view other modules that are used by physician students getting them ready for rotations, available at: <https://www.stfm.org/studentonboarding#8537>.

Detailed Course Outline by Activity

Activity	Competency / Learning Objective	Activities / Assignments / Assessments	Total EST HRS outside of patient care
Pre-test	<ul style="list-style-type: none"> • Comprehends clinical knowledge applicable to community and ambulatory care • Identifies self-directed clinical areas for improvement 	<ul style="list-style-type: none"> • Canvas assessment with corresponding scores for each clinical area 	2
Topic folders	<ul style="list-style-type: none"> • Recognizing clinical areas of need, utilize online Canvas folders and topic discussions with preceptor 	<ul style="list-style-type: none"> • Identified areas by performance on pre-test 	4
Education Rx	<ul style="list-style-type: none"> • Applies evidence-based practice into patient care using PICO format 	<ul style="list-style-type: none"> • Minimum of 3 submitted to E*value 	2
Case presentation	<ul style="list-style-type: none"> • Interpret and present a clinically interesting patient case 	<ul style="list-style-type: none"> • Verify that you have completed this activity on site <u>OR</u>: • Submit 1 case presentation to Canvas and peer review another 	3
PM activities	<ul style="list-style-type: none"> • Apply practice management concepts to experiences at rotation sites • Gain perspective on application of practice management concepts at other rotation sites 	<ul style="list-style-type: none"> • Review selected resources, discussion with preceptor, post response to Canvas, reply or meet with other students • Participate in 5 assignments 	10
Journal club	<ul style="list-style-type: none"> • Analyze a PM journal club 	<ul style="list-style-type: none"> • 1.5 hour online journal club 	2.5
MI Module	<ul style="list-style-type: none"> • Review motivational interviewing skills for practice 	<ul style="list-style-type: none"> • Watch the motivational interviewing module 	0.5
Total			24 hours

- Please see Canvas for specific due dates for each semester
- Students are encouraged to complete assignments ahead of time

Additional CPAC Requirements:

CPAC Primary Preceptor Expectations	
1	Preceptor must define a personal philosophy of care that is comprehensive and aligned with the mission of the College.
2	Preceptor must be willing to participate in an initial course-specific College-delivered orientation, in addition to general orientation for new preceptors and ongoing preceptor development activities.
3	Preceptor must demonstrate: <ul style="list-style-type: none"> ● Willingness to work collaboratively with other providers and teams ● Interest in developing long-term relationships ● Focus on coordination of care, patient advocacy, wellness and health promotion, triage and referral as appropriate, patient education and self-management
4	Provides dedicated time for practice-based teaching and promotes peer-to-peer teaching opportunities. Attempts to spend dedicated weekly time with student to assess student progression over time (typically 1-2 hours per week).

Community Pharmacy APPE Site Requirements	
1	Community APPE sites may include chain, independent, or outpatient health-system pharmacy locations.
2	In addition to providing some level of patient care services (see below), the location should be: 1) open to the general public, and 2) offer some form of dispensing services.
3	Sites must offer sufficient opportunities and willingness to involve students in face-to-face, direct patient care services.
4	Patient care services may include medication therapy management, disease state management, patient/consumer education programs, comprehensive immunization services, wellness screenings, population health management, etc.
5	If sufficient direct patient care services are not offered, preceptor and/or site must demonstrate systematic approach to referring patients to other pharmacies/ists or additional healthcare resources the student may be exposed to.
6	Provides internet access for students or permits student off-site to participate in online activities delivered centrally through the College.

Ambulatory Care APPE Site Requirements	
1	Students must be involved in direct patient care 2/3 of the total time (i.e., approximately 3 days/week) for the student and includes: <ul style="list-style-type: none"> ● Face-to-face (or video) patient care interaction (goal of 16 per week) ● Comprehensive assessment (goal of 6 to 10 per week) ● Clinical decision making (can occur with other health professionals) ● Implementation of drug therapy plans ● Routine documentation ● Exposure to variety of diseases (i.e., asthma, depression, diabetes, HTN, hypercholesterolemia, pain) ● Exposure to a diverse patient populations (i.e., age groups, gender, race, socioeconomic, and educational levels)
2	Site should offer availability for students more than two rotations per year.

3	Allows students internet access (i.e., ability to access www.biomed.lib.umn.edu , www.Canvas.umn.edu).
4	Allows students access to the electronic health record.
5	Allows student time for online course activities (approximately 2-3 hours per week).
6	Provides opportunity for students to engage in direct patient care activities that are integrated, accessible health care services by pharmacists who are accountable for addressing medication needs, developing sustained partnerships with patients, and practicing in the context of family and community.