Acute Care Advance Practice Experience

Drake University College of Pharmacy and Health Sciences

Site Name and Location

Site Name and Address

Site Description

Acute Care experiences typically occur in an inpatient setting. These experiences focus almost exclusively on the identification, resolution and prevention of drug related problems in settings dealing primarily with general medicine issues. Practice functions related to patient-centered care system management may be incorporated into the rotation depending upon the practice site and individual practice characteristics of the experiential faculty in charge of the rotation.

Emphasis is placed on the drug use decision-making process, monitoring of individual patient's drug therapy and the communication of ideas, information and analysis to other health professionals, colleagues and patients.

Orientation

Orientation to the site should occur on the first day of the rotation and should include:

- Site specific information related to policies and procedures
- Expectations for students
- Site specific HIPAA training. Drake provides general training for students, but students should be trained according to the site's requirements
- Work schedules
- Parking
- Projects and assignments with due dates
- Schedule of important meetings, presentations and assignment due dates

Assignments and Activities

Hospital sites providing acute care advance practice experiences should include activities such as medication reconciliation, rounding with physicians if possible, participation in drug therapy decisions, pharmacokinetic dosing, chart review, monitoring drug therapy, and discharge patient counseling. Special projects may be assigned and could include activities such as helping to develop a plan to bring a new service to the site, providing educational presentations for pharmacy staff or nursing staff, or participating in journal clubs. Students should also complete at least one case presentation on a patient they have worked up from the site. Students should be able to determine patient specific goals, monitoring parameters, and create a follow-up plan.

Preceptor Contact Information

Primary contact with phone, email, pager. Preferred method of contact.
Secondary contact if preceptor not available.

Office of Experiential Education

Denise Soltis, RPh, Director of Experiential Education denise.soltis@drake.edu,
Trudi Holst, Academic Support Specialist exp.pharmacy@drake.edu
Kathy Schott, Academic Support Specialist kathy.schott@drake.edu
Phone: (515) 271-3191
Office: Olin 452
Office Hours: 8-4:30

Competencies Applicable to Acute Care Practice Experience:

Competencies in italics can be met depending on how the rotation is set up at the site.

Professional Competency 1.0 Drug Therapy Problem-Solving
The student is able to demonstrate problem-solving and decision-making skills necessary to evaluate drug-use and monitor individual patients' drug therapy.

1.1 Participate in Drug Use Decision-Making

_____1.1-1 assists prescribers, other health care professionals and/or patients to establish therapeutic objectives and obtain appropriate health services
_____1.1-2 compiles and evaluates patient-specific information, including drug history, laboratory and medical information
_____1.1-3 recommends appropriate drug entities for specific patients with specific diseases, using appropriate principles from pathophysiology and therapeutics.
_____1.1-4 recommends appropriate dosage forms, formulations, and routes of administration of specific drug entities for specific patients
_____1.1-5 recommends appropriate doses and dosing schedules of drugs for patients, applying the principles of pharmacokinetics when necessary
_____1.1-6 understands and applies the principles of formulary management
_____1.1-7 participates in the design, implementation, or analysis of drug use evaluations
_____1.1-8 prepares and delivers drug therapy related educational programs
_____1.1-9 evaluates clinical studies and applies epidemiologic and demographic data
_____1.1-10 documents drug therapy interventions including a plan for patient follow-up using a method which could be submitted for reimbursement

1.2 Monitor Individual Patients

_____1.2-1 analyzes medication orders/prescriptions for patient issues, e.g., allergies, interactions, adverse effects, dose/schedule and dosage form
_____1.2-2 establishes with prescribers and/or patients the therapeutic endpoints of drug therapy, and monitor for progress toward these endpoints
_____1.2-3 monitors the extent to which patients comply with their therapeutic plans, and implements methods to assist patients in improving compliance
_____1.2-4 monitors patients through the course of their drug therapy for adverse drug reactions, and assists prescribers in revising drug therapy as needed
_____1.2-5 monitors patient's drug therapy for drug-drug, drug-disease and drug-food interaction, and assists prescribers in revising drug therapy as needed

Professional Competency 2.0 Communication
The student can communicate ideas, information and analyses in order to educate, at an appropriate level, colleagues, other health professionals, students and patients.

2.1 Patient Counseling

_____*2.1-1 ensures that the patient (or the patient's agent) understands the importance, benefits, risks, nature, and scope of the therapeutic care plan being implemented*
_____*2.1-2 ensures that patients agree to participate in the implementation of the therapeutic plans*
_____*2.1-3 ensures that patients understand the correct use of medications included in therapeutic plans*
_____*2.1-4 uses appropriate communication strategies along with cultural sensitivity when counseling patients whose culture and/or language is different than the student*

2.2 Professional Communications

_____2.2-1 prioritizes drug information requests and responds in a timely manner

_____2.2-2 asks pertinent and relevant questions for obtaining unknown information for colleagues, health professionals, and patients

_____2.2-3 uses appropriate formal writing techniques when preparing reports or documents

_____2.2-4 demonstrates appropriate professional communication when interacting with patients, pharmacists, staff, and other health care professionals

2.3 Prepare and Provide Drug-Related Information

_____2.3-1 uses health-related and professional literature to acquire new knowledge

_____2.3-2 organizes material in such a manner as to be understood by the target audience

Professional Competency 3.0 Product and Service Management

The student is able to utilize management theory in planning, organizing, directing, and controlling pharmaceutical care systems and pharmacy business practice.

3.1 Maintain Drug Products

_____3.1-2 selects the drug product source of supply based on biopharmaceutic, economic, and quality control information

3.3 Computer Utilization

_____3.3-1 retrieves patient information from the computer system to appropriately interpret and analyze medication orders/prescriptions

_____3.3-5 uses protocols to evaluate and process frequent orders/prescriptions

3.4 Manage Human and Financial Resources

_____*3.4-1 assists in planning, implementation or evaluation of pharmacy services and programs*

3.5 Pharmacy Business Practice

_____*3.5-1 assist in design, implementation or evaluation of a quality assurance program for the pharmacy*

Professional Competency 4.0 Professionalism

The student possesses a desire and motivation for life-long learning and a personal and professional value system consistent with pharmacy ethical and legal standards.

4.1 Life-Long Learning

_____4.1-1 uses appropriate methods for discovering new knowledge

_____4.1-2 demonstrates initiative in achieving learning goals as identified in the rotation experience

4.2 Value and Ethics

_____4.2-1 recognizes and incorporates a holistic view of patient care

_____4.2-2 accepts personal responsibility for patient care

_____4.2-3 makes decisions consistent with current ethical and legal standards of the profession

_____4.2-4 work habits demonstrate punctuality, the ability to prioritize work and manage time efficiently

Confidentiality Statement, Intern Licenses, current Immunization record, HIPAA completion, Blood and Body Fluid training, CPR training, and Schedule V Training are on file in the office of Experiential Education. Background checks and drug testing are on file in the College and available upon request.

Professionalism
Students represent the Drake Pharmacy Program in this experience. Business casual dress is appropriate including your white coat and nametag. Socks and shoes are required at all times.

Students should honor scheduled hours at the site. If the student is sick or delayed, the student should contact the site immediately prior to missing a day. Not attending a site on a scheduled shift is an unexcused absence and could cause removal from the site. See the Experiential Manual available on experiential website www.drake.edu/cphs/experiential to see full explanation of acceptable absences.

Preceptors should identify any additional requirements like special clothing requirements or additional shift requirements at the beginning of the rotation. Any failure of the students to meet requirements will be addressed by the preceptor as issues arise so that the student can correct any behavior that is less than desirable.

Student Experiential Program Requirements

1. Exhibit professional behavior at all time.
2. Understand and self-monitor progress toward objectives to assure they are adequately addressed.
3. Adhere to the work schedule developed by the preceptor.
4. Maintain strict confidentiality at all times.
5. Within the standard practices of the rotation site, take initiative in communicating with patients, physicians or other health professionals.
6. Complete all assigned work and projects as directed by the preceptor and make them available for preceptor review. Post all abstracts in PEMS. All assigned work should be completed prior to the end of the rotation.
7. Using the format outlined during orientation, complete your daily log of activities completed at the rotation site. Complete these with enough detail that someone other than your preceptor may determine your level of competency based on your entry. Instructions are available on the experiential website. Enter all interventions completed during the rotation into PEMS on a weekly basis. For a minimum of 10 interventions, a focused SOAP note must be completed. Interventions are not required on non-patient care rotations. Complete instructions for entering interventions are also available on the experiential website.
8. Complete a self-assessment form at the end of each rotation and discuss with preceptor.
9. At the end of each rotation completed, evaluate the rotation site and the preceptor(s) in PEMS.
10. Recognize that the optimum learning experience requires mutual respect and courtesy.
11. Initiate professional activities only after approval has been obtained from the preceptor.

Suggested Readings
Some sites have a list of recommended or required readings for students on rotation. You may choose to incorporate that information here as part of the syllabus.

Electronic Communication Requirement
Keeping informed of college and program information is a shared responsibility between the college and the student. The college will communicate additional information throughout the year using available technology. It is a requirement of the experiential education program that all students have a Drake e-mail account and Internet access. Students will be expected to access information electronically by e-mail and to utilize PEMS, our experiential website www.drake.edu/cphs/experiential. Preceptors can utilize PEMS to email student. Click the E icon next to the students name and email will open with the students email address displayed.

Confidentiality

Students will have access to personal information about patients, staff and business operations of the rotation site. This information must remain at the site and be held in strictest confidence. Confidential information, including clinical matters, should not be communicated to other students, patients, laypersons, or other health professionals in public areas or outside the site. Students are expected to follow the policies regarding confidentiality for each rotation site. Prior to beginning early experiences, students are required to sign a Statement of Confidentiality. Violation of the confidentiality policy may result in a loss of credit or a failing grade in the course. In addition, preceptors are to maintain student confidentiality. Information pertaining to the student's progress is to only be shared with the college faculty as outlined in the assessment process. Legal ramifications are an ever-present possibility for breached confidentiality. Violation of the confidentiality policy may result in a failing grade in the course and will be considered an Honor Code violation.

Academic Honesty

All University and College policies regarding student and teacher conduct and academic integrity apply to this experience.