

## RX 601 Inpatient/Acute Care

<b>Course Number:</b>	RX 601
<b>Course Title:</b>	<b>Inpatient/Acute Care</b> Advanced Pharmacy Practice Experience (APPE)
<b>Credits:</b>	6 credit course, 6 weeks
<b>Required Foundation:</b>	P4 Standing Successful completion of all P1, P2, and P3 courses.
<b>Course Coordinator(s):</b>	<b>Peter McLean, PharmD</b> Director, Office of Experiential Education Office: Peabody 333D Email: mcleanp@husson.edu Tel: 207-941-7089
<b>Teaching Faculty:</b>	TBD
<b>Required Text:</b>	<ol style="list-style-type: none"> <li>1. DiPiro et al. Pharmacotherapy: A Pathophysiologic Approach, 10<sup>th</sup> Edition. McGraw Hill, 2017.</li> <li>2. Shapiro, K., Brown, S. A., Garrett, S. D., Ale-Ali, A., &amp; RxPrep (Firm). (2017). RxPrep course book.</li> </ol>
<b>Suggested Texts:</b>	<ol style="list-style-type: none"> <li>1. Koda-Kimble et al. Applied Therapeutics 10<sup>th</sup> Edition. Lippincott, Williams and Wilkins. 2013.</li> <li>2. Krinsky et al. APhA Handbook for Nonprescription Drugs: An Interactive Approach to Self-Care, 18<sup>th</sup> Edition. American Pharmacists Association, 2015.</li> <li>3. Winter's Basic Clinical Pharmacokinetics, 5<sup>th</sup> Edition. Lippincott, Williams and Wilkins, 2010.</li> <li>4. Bickley et al. Bates Guide to Physical Examination and History Taking, 12<sup>th</sup> Edition, 2017.</li> </ol>

### Course Description:

In this APPE course students will participate in a 6 week, 40 hours per week, full-time experience, under the direction of a preceptor, in pharmacy practice to provide effective and appropriate patient-centered pharmaceutical care to patients in an inpatient/acute care setting. The student will become a member of an interdisciplinary team in order to provide superior patient-centered care.

Inpatient/Acute Care APPEs are designed to enhance the knowledge base and skills students need in order to fulfill the competencies required for the professional pharmacy degree. Successful completion of this experience will give students the confidence to provide effective and appropriate patient-centered pharmaceutical care in the institutional setting. During this APPE the student pharmacist functions as an integral member of the healthcare team and is actively involved in the care of acutely ill patients. Students are expected to demonstrate a professional manner and exceptional work habits. The overall goal of this APPE is to help student pharmacists understand and obtain practical experience to evaluate, implement, and monitor drug therapy to optimize the delivery of evidence based pharmaceutical care and improve the therapeutic outcomes in patients with a variety of disease states in the inpatient/acute care setting.

The students will be expected to be prepared and participate in 'Topic and Disease State Discussions' as assigned by the preceptor. The student will be expected to understand and reflect upon inter-professional collaboration, medication reconciliation, and any appropriate areas of patient safety.

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### Course Objectives:

ACPE Standard	Course Objectives
2016GC.04.d 2016GC.04.g	I can gather and evaluate patient and drug-related information needed to identify actual or potential drug therapy problems.
2016GC.03.a	As a life-long learner, I can retrieve, analyze, and interpret the professional, lay, and scientific literature to make informed, rational, and evidence-based decisions.
2016 SAS 10.03	I can comply with federal, state, and local statutes and regulations that affect pharmacy practice.
2016GA.07.a	I can educate patients with care providers about drug and health information using appropriate listening, verbal, nonverbal, and written communication and an inter-professional patient-centered approach.
2016ACPE 3.4	I can reflect upon inter-professional collaboration in various settings.
2016CS06.A.01	I can devise a monitoring plan to ensure desired therapeutic outcomes.
2016GC.03.b 2016GC.04.c	I can develop a complete drug therapy and medical problem list; recommend appropriate drug and non-drug therapy.
2016ACPE 4.04 2016GC04.b	I can demonstrate professionalism as appropriate as an entering pharmacist.
2016 SAS 02	I can resolve ethical and moral decisions in various settings.
2016ACPE.04.01	I can demonstrate self-awareness through self-assessments over course outcomes in conjunction with the PPCP model.

### Minimum Course Activities (# assessed) will include:

- Patient Education and Discharge Counselling (#2)
- Oral Case Presentations (#1) **AND/OR** Formal PowerPoint Disease/Case Presentation (#1)
- Topic Discussion/Disease Overview Participation (Y/N) in the student evaluation
- Written SOAP notes (#2)
- Journal Club Presentation (#1) **AND/OR** Drug Information paper (#1)
- Completed assigned NAPLEX readings and test results (min 85%) assigned by OEE/Preceptor (#3)
  1. Acute Coronary Syndrome (ACS)
  2. Pneumonia (CAP, VAP, HAP)
  3. Chronic Obstructive Pulmonary Disease (COPD)
- \*\* Additional topics for consideration during this APPE Course:
  - Ischemic Heart Disease
  - Chronic Heart Failure
  - Infectious Disease
  - Other topics related to current practice or patient presentations
- Assessment of professionalism (Y/N) in the student evaluation
- Reflective journals for self-assessment weekly (#2)
  - 1 Reflection completed at the mid-point of the rotation
  - 1 Reflection completed at the final-point of the rotation
- Inter-professional interactions
  - Daily google form
  - IPE interaction reflection (#3)

All completed course assignments, activities, reflections, and NAPLEX test results need to be electronically uploaded to

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RX Preceptor as part of course completion with the exception of IPE reflections. IPE reflections will be uploaded to Exam Soft.

Outcome:	Assignment #6 NAPLEX Presentation, must have 3 chapters, earning 85% correct on first exam	Assignment #5 Patient counseling (education/discharge) x2 observed	Assignment #4 Topic Discussions	Assignment #3 Formal Presentations	Assignment #2 Drug Information Paper/Journal Club	Assignment #1 Written SQAP (weekly) x2 summative opportunities	Reflections x5	Total 5125	Points per outcome	% per outcome
	300	100	100	50	50	100	300	1000		
I can gather and evaluate patient and drug-related information needed to identify actual or potential drug therapy problems.	50	25	20	15			50		160	16%
As a life-long learner, I can retrieve, analyze, and interpret the professional, lay, and scientific literature to make informed, rational, and evidence-based decisions.	50	25	10	15	5		50		155	16%
I can comply with federal, state, and local statutes and regulations that affect pharmacy practice.	25		15		5	50			95	10%
I can educate patients with care providers about drug and health information using appropriate listening, verbal, nonverbal, and written communication and an inter-professional patient-centered approach.	40	25			10				75	8%
I can reflect upon inter-professional collaboration in various settings.	25		10		5		50		90	9%
I can devise a monitoring plan to ensure desired therapeutic outcomes.	25		15	5	5				50	5%
I can develop a complete drug therapy and medical problem list, recommend appropriate drug and non-drug therapy.	25		10	5	10				50	5%
I can demonstrate professionalism as appropriate as an entering pharmacist.	20	25	10	5	5		50		115	12%
I can resolve ethical and moral decisions in various settings.	20		10	5	5		50		90	9%
I can demonstrate self-awareness through self assessments over course outcomes in conjunction with the PPCP model.	20					50	50		120	12%
	300	100	100	50	50	100	300		1000	100%
	30%	10%	10%	5%	5%	10%	30%			

\*Subject to change by preceptor

**Grades**

Grades for each rotation are determined by the preceptor according to the criteria outlined in the course syllabus. Grades are determined on the following percentage basis:

94-100%	A
90-93%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
<70%	F

Any grade lower than a 70% will not count towards graduation

**Please note that any student who is dismissed from his/her APPE for unprofessional conduct or clinical incompetence will automatically receive a failing grade for the APPE in question.**

### Evaluations

Evaluations based on the policies, goals and activities outlined in the syllabus and the Husson University School of Pharmacy APPE Manual. Preceptors will be required to complete supplied assessment rubrics for each measured outcome in this syllabus.

1. Students may solicit verbal evaluations of performance at any time throughout the course.
2. **Formal midpoint and final evaluations are conducted by the preceptor** electronically on RX Preceptor. The student pharmacist and the preceptor should discuss the evaluations at the midpoint and end of the APPE course.

### Evaluation of Advanced Pharmacy Practice Experience (APPE)

Students are required to **confidentially** evaluate the APPE site, the preceptor, and a self-evaluation at the end of each APPE. These evaluations are electronically through RX Preceptor. It is important that feedback is obtained on the quality of the experience and preceptor. Grades won't be submitted to the Registrar's Office until APPE evaluations are submitted.

### PHARMACY PRACTICE POLICIES

Policies on Experiential Education courses may be subject to the employment practices of the experiential site. Please refer to the appropriate student manuals in Rx-Preceptor for policies pertaining to Introductory and Advanced Pharmacy Practice Experiences (which includes professionalism standards for students).

### EMAIL ETIQUETTE

You will communicate in a professional manner. Email communication should be courteous and respectful in manner and tone. Please allow instructors to return emails within 24 hours during business days.

### PHARMACISTS' PATIENT CARE PROCESS

When pharmacist/pharmacy student and patient interactions are embedded within Husson University School of Pharmacy courses, faculty and students will follow the Pharmacists' Patient Care Process to provide opportunities for professional and inter-professional, patient-centered care. The PPCP guidelines will be utilized whether the patient interaction is simulated or in experiential practice.



(The Joint Commission of Pharmacy Practitioners, 2014)

### **ATTENDANCE POLICY**

Every student is will attend all scheduled days at their respective APPE site. Students will be expected to be at their APPE site from 8AM to 5PM daily (approximate, may change with site). Some APPEs may require more than 8 hours per day or time outside of work hours for conferences and meetings. Students will need to clear any time off site with their preceptor prior to leaving the site. The only recognized absences are those that are the consequence of family or personal emergencies or extended illness requiring confinement or hospitalization. The student will notify the preceptor and if needed the Husson University School of Pharmacy Office of Experiential Education (extended periods of time). The preceptor may or may not be able to provide make up work or time. One unexcused absence will result in a reduction of one letter grade, a second unexcused absence will result in a reduction of two letter grades and three unexcused absences will result in automatic failure of the course.

### **ACADEMIC HONESTY**

Students and faculty in colleges and universities seek new knowledge and insights. There is so much to learn and know that we must build on the work of each other. Academic integrity is essential to that building process. We rely on each other, therefore, to specify what we know, how we know it, or where we found it. Underlying this reliance is an obligation to be honest, forthright, and civil in all dealings with fellow students, staff, and faculty. Behavior inconsistent with these obligations in the context of this course is not tolerated.

Cheating, plagiarism, fabrication, falsification, collusion, and assaultive, demeaning or disruptive behavior are all examples of behavior that fall below the norms of academic integrity. A student who engages in any such behavior will receive, at a minimum a grade of "F" in the pertinent assignment. The student may also have his or her final grade reduced by one or more grade points or is dismissed with a failing grade from the course. Such behavior may also result in additional penalties, including suspension or dismissal from the student's program, School, or the University, and may delay or prevent professional licensure.

If the instructor for this course determines that a violation of academic integrity has occurred, the instructor will record the finding in a report and meet with the student to discuss the findings and proposed sanctions. The student may appeal the findings to the Assistant Dean of Student Academic Affairs within 10 business days of the scheduled meeting with the instructor. Uncontested sanctions or those supported by the Dean will become a matter of record on the student's file and be retained for the duration of the student's attendance at Husson.

### **STUDENTS WITH DISABILITIES**

Husson University reasonably accommodates those who request accommodations and provide evidence of a disability. Such efforts are in accordance with the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. In order to request disability-related services at Husson, students must self-identify to the Disability Services office within the University's Student Success Center (OASIS), and they must provide appropriate and up-to-date documentation to verify their disability or special needs. Notice to other departments, faculty or staff, does not constitute self-identification to OASIS.

After the accommodations is approved, the student must notify the instructor by providing the accommodation plan. Depending upon the nature of the request, the instructor may then coordinate with OASIS to fulfill the plan. If you have any questions regarding reasonable accommodations or need to request disability-related services, please contact Dean Matt Holsapple in the OASIS Office, located in Peabody Hall room 208, or call (207) 992-1934, or e-mail [holsapplem@husson.edu](mailto:holsapplem@husson.edu)

### **SEXUAL ASSAULT / MISCONDUCT**

Administration, faculty and staff at Husson University are interested in the intellectual, physical, and emotional well-being of its students. At the University faculty members are considered “responsible employees” under the regulations of Title IX and are therefore required to report incidences of sexual assault and/or misconduct. This reporting obligation pertains to incidents that were observed as well as those that have been confidentially provided. Confidentiality of information provided is limited.

Confidentiality is maintained through Husson University Counseling Center. The Husson University community encourages students to advance a culture of safety and concern for others.

For further information regarding resources available to students and policies regarding sexual misconduct, please visit:

<http://www.husson.edu/title-ix>

Non-Discrimination

Husson University is committed to maintaining an environment that is free of unlawful harassment and discrimination. In accordance with federal law and its commitment to a fair and open campus environment, Husson cannot and will not tolerate unlawful discrimination against or harassment of any individual or group based upon race, color, religion, national origin, sex, sexual orientation, age, disability, citizenship, veteran status, or any factor that is a prohibited consideration under applicable law, in matters of admissions, employment, housing, or services or in the educational programs or activities it operates.

### **RELIGIOUS OBSERVANCE POLICY**

Husson University recognizes that the student body includes adherents of many faiths, and that observance of religious holidays is an important part of religious practice. In support of this sentiment, any student who is unable to attend classes or to participate in any examination, study, or course requirements on a day of observance because of his or her religious belief, shall be provided with an opportunity to make up the course requirements so long as the effort to do so does not create an unreasonable burden upon the instructor, department or the University. The student must provide advanced notice as established in the syllabus such that the instructor has adequate opportunity to prepare for a makeup. At the discretion of the instructor, the occasion for making up coursework could occur prior to the examination or due date of the assignment. No adverse or prejudicial effects shall result to a student’s grade for the examination, study, or course requirement on the day of religious observance because he or she relies upon these provisions. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

### **CONSENT TO USE DATA FOR RESEARCH**

Your assessment data, which can include exams and quizzes, may be used for research on how students learn, and how to improve instruction. Any data used for research purposes would be de-identified and no names would be used in publications. If you have questions/concerns or do not want your coursework used for research purposes, please contact your instructor. Note that consent is not needed for internal use of data for purposes such as assessment validation or course improvement.

### **INSTRUCTORS DISCRETION TO MODIFY THE SYLLABUS**

The instructor has the authority to modify the syllabus based on (her/his) determination that such changes would better meet the learning objectives of the course. It is the responsibility of the student to maintain awareness of those modifications and note them as necessary. The instructor also has full discretion to determine the extent to which (if at all) technology will be used and/or available within the classroom. Such determination could be based on technology as a learning tool or simply to minimize distractions among students.

**OTHER:**

The Office of Academic Success & Intercultural Services—**OASIS**—in 208 Peabody Hall offers an integrated academic services center, which includes the following departments:

❖ **Academic Services**

The Academic Services staff members serve as advisors to students who have not yet declared a major area of study (Undeclared) and provide advice and guidance on academic requirements to all students. They offer assistance with study skills and time management, as well as coordinating appointments with tutors in the Learning Center and Writing Center. Academic Services staff can advise students every step of the way from declaring a major, to registering for classes, to preparing to graduate.

❖ **Career Services**

Husson Career Services helps students and alumni make informed career decisions, connect with employers, pursue further education, and develop their professional lives and goals. They provide guidance on careers, majors, internships, job searching, graduate school advising, using social media, and much more. Get started by signing up on the Husson Eagle Career Link through the College Central Network where jobs, internships, and all Career Services events are posted.

❖ **Disability Services**

Disability Services staff work with students who have all types of disabilities to make sure they have equal access to a Husson education. To receive accommodations, a student must provide documentation of a qualifying disability and initiate contact with Disability Services. The reasonable accommodations determined by the Disability Services office cannot substantially alter the course or program requirements. For out-of-classroom experiences, accommodations are reevaluated and do not necessarily match classroom accommodations.

❖ **International Student Services**

International students will find a full range of support and advocacy services within OASIS. A designated Student Success Advisor will assist international students in academic as well as personal advising, as well as facilitating contact with the Learning or Writing Centers. Additionally, international students can access Immigration and Visa Services, orientation programming, peer mentors, and Career Services through their Student Success Advisor.

❖ **Learning Center**

The Learning Center is a student-central resource dedicated to providing tutoring for both general undergraduate classes and degree-specific courses. The atmosphere is laid-back, with both peer tutors and faculty tutors available to help. Classes tutored include: anatomy and physiology, chemistry, algebra, probability and statistics, physics, psychology, and Spanish. Classes are added to the tutoring schedule as need dictates. Supplemental Instruction is offered in many science classes, again as dictated by student need.

❖ **Writing Center**

The Writing Center is geared towards all things writing: composition, the creative process, grammar and even style. Writing consultants can help with inventing, organizing, and revising documents to meet the specific requirements established by courses. Throughout the term, the Writing Center also conducts informational workshops, such as how to use APA citation format. Information regarding these workshops is posted outside the Writing Center.

❖ **Online Tutoring**

If you are enrolled in one of Husson University's extension campuses or online courses and need to access a tutor, please use the appropriate link below to set up an appointment.

For an appointment with a Writing Consultant, please email:

[writingcenter@husson.edu](mailto:writingcenter@husson.edu)

For an appointment with a tutor in the Learning Center, please email:

[learningcenter@husson.edu](mailto:learningcenter@husson.edu)