

EARLY PHARMACY PRACTICE EXPERIENCE P1 WORKBOOK



Fall 2016/Spring 2017

Educational Philosophy

Vision and Mission Statements

Vision Statement

The Appalachian College of Pharmacy, through quality and innovative education, service and scholarship, will improve the general health and well-being of the residents of rural or underserved populations, particularly vulnerable populations within Central Appalachia. The College will educate pharmacists to embrace knowledge and technology to optimize pharmacist-delivered patient care and health outcomes in an interdisciplinary health care environment. The College will collaborate with stakeholders to develop centers of excellence to address identified needs in rural health.

Mission Statement

The Appalachian College of Pharmacy, a college of higher education conferring the Doctor of Pharmacy degree, provides academic, scientific, and professional pharmacy education to address the health-related needs of rural and underserved communities, particularly those in Appalachia, through education, service, and scholarship. The philosophy of the College is to cultivate a learning community committed to education, community outreach, and the professional development of pharmacists.

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Introduction to EPPE 1

The EPPE sequence is structured with outcome expectations designed to reflect the didactic portion of the curriculum as well as to prepare students for the realities of pharmacy practice. Students acquire knowledge relevant to the practice of pharmacy and integrate didactic information with skills gleaned from the practice site. Students participate in EPPE 1 forums to discuss their assignments and to reflect upon their experiences.

EPPE 1 occurs during the fall and spring of the P1 year. The goal of EPPE 1 is to introduce students to a variety of practice settings and the development of professionals. Students learning about these settings will occur through specific assignments and by practitioners serving as role models. Students will participate in clinical skills workshops, intraprofessional activities community/retail pharmacy, health-system, wellness and patient simulation rotations throughout this year.

During EPPE 1, the written assignments will be structured with outcome expectations associated with the development of professionalism and hands on activities have outcome expectations associated with the practice of pharmacy. The written assignments will involve the student working closely with the preceptor and/ or faculty and observing and learning the professional norms of practice in that specific setting, such as health-system, community, or ambulatory care. Students complete a workbook and keep a pharmacy practice diary containing notes, descriptions, and reflections of their EPPE experiences.

General Policies for EPPE Students

Students are expected to comply with all policies and procedures of the Appalachian College of Pharmacy (ACP) and the practice site. The information contained in this workbook is complementary to that in the Student Handbook and EPPE Manual. Questions or concerns pertaining to policies and procedures should be directed to the Office of Experiential Education (OEE).

ASSIGNMENTS:

Students are assigned to groups for the Clinical Skills Workshop at the beginning of the fall term. In the spring, students will be assigned to a variety of settings including community pharmacy, health-system, ambulatory care, and wellness program locations, etc. for four (4) days to observe and engage in pharmacy practice related activities.

COMPENSATION and GRATUITIES:

Student may **NOT** receive or request compensation or gratuities of significant monetary value from the patient, patient's family or the facility staff for assignments and activities related to EPPE.

ATTENDANCE:

Attendance is mandatory to all EPPE 1 scheduled activities including forum.

Students are expected to be present at the experiential training site for at least eight (8) hours each day. On occasion, additional hours beyond those scheduled may be required in order to complete assignments or other activities. Students may also be required to be present at the site during evenings, nights, or weekends.

If a student has a personal emergency or is ill, the **OEE** and the **preceptor** must be contacted via phone as soon as possible on or before the day of rotation. Documentation from a health care provider or relevant third party may be requested for these types of absences. Requests for time off for any reason other than a personal emergency or illness must be approved in advance by the **OEE** and the **preceptor**. Documentation of the reason for the absence may be required. ACP expects students to modify all other schedules to allow full attendance for each EPPE rotation.

Any absence must be made up through an equivalent amount of time (e.g., a weekend or evening shift) or with the permission of the **OEE** a special project as determined by and at the convenience of the preceptor. The student will be assigned an incomplete (I) until all EPPE requirements have been completed. Preceptors should NOT submit a letter grade for a practice experience until all make-up time or projects have been completed satisfactorily. If completion of all EPPE assignments and evaluations are not accomplished and submitted by the beginning of the next term, the incomplete (I) will then become a grade of (F). Therefore, the student will NOT be promoted. The student will then be referred to the CARE committee. Completion of all EPPE assignments and evaluations are required for the students to be promoted to the next term.

PROFESSIONAL STANDARDS:

Professionals are expected to be honest, reliable, dependable, punctual, conscientious, and tactful, demonstrate commitment to excellence, be accountable to patients and colleagues, follow through on all responsibilities, and go above and beyond the call of duty.

EPPE I FORUM

Description:

EPPE 1 forum is a two (2) hour debriefing session held following completion of all assigned EPPE 1 rotations. During this time, students will meet to discuss the written assignments and share practice experiences from the rotation experience. This time will also be used to introduce students to basic concepts of pharmacy practice in the community, ambulatory care, and health-system setting and patient simulation. In addition, students will have clinical skills check off, reflective essay on patient simulation and will be asked to prepare two (2) written assignments. During the EPPE 1 forum, faculty may assign group activities or other active learning exercises to reinforce learning outcomes and on-site experiences.

During the EPPE 1 forum, time will be spent sharing practice experiences and exploring career opportunities in all facets of pharmacy practice. The major goal of EPPE 1 forum is the provision of an environment in which students are able to comfortably share and compare practice experiences with classmates. Each student will have unique experiences they will want to share for learning purposes with other students.

Course Coordinators:

Sharon Deel, RN, MSN

Donna Adkins, PharmD, CGP, FASCP

Instruction Time: Two (2) hours of orientation, three (3) days of skills lab, four (4) days of community service, wellness, patient simulation, hospital, ambulatory care, and community and two (2) hours of forum.

Ability Outcomes:

Upon successfully completing EPPE 1 Forum, the student will be able to:

1. Compile a professional portfolio as a document of outcomes attainment.
2. Demonstrate commitment to self-improvement of skills and knowledge base through completion of weekly written assignments and participation in class discussion.
3. Prepare a written document that reflects personal thought and analysis of a topic dealing with professionalism.
4. Exhibit leadership qualities in small group projects during EPPE forum.
5. Formulate written narrative responses to questions asked about basic concepts and procedures dealing with pharmacy practice in community, ambulatory care, and hospital pharmacy.
6. State the *general ability* CAPE outcomes and document attainment of the outcomes in reference to patient care interactions in a manner that meets expectations for the P1 level of training.
7. Keep and maintain a personal reflective journal of experiential activities, pertinent observations, and questions that may have arisen from their experience.
8. Demonstrate ability to perform required clinical skills.

Methods of Learning:

1. Self-directed learning through completion of written assignments.
2. Large group classroom interactive session directed by the course instructor.
3. Small group pharmacy student discussions or active learning projects.
4. Participation in patient care.
5. Independent and directed readings.

Suggested Reading

CAPE Educational Outcomes:

<http://www.aacp.org/resources/education/cape/Pages/default.aspx>

(Accessed 07/20/16)

Grading and Assessment:

EPPE Forum is a component of the EPPE 1 course. Students must complete all activities associated with the skills lab in the fall. All calculated scores for the fall activities will be used to calculate the final grade at the end of the spring term.

Clinical Skills Competency	20%
Writing Assignment 1	15%
Writing Assignment 2	15%
Professional Portfolio	15%
Participation (rotations/forum)	5%
Patient Simulator Activity	10%
IPE activity	20%

- The participation grade for each rotation shall include, but is not limited to:
 - Professional behavior toward employees of the practice site, patients, other students, and the OEE is expected prior to, during, and after the rotation.
 - If on arrival at an external practice site, the student finds that the assigned preceptor is not on duty that day, the student must **immediately** notify the OEE to facilitate arrangements for the appropriate preceptor forms to be completed.
 - All evaluation forms must be completed and submitted to the OEE **within 7 days** of the rotation.
- The participation grade for forum shall include, but is not limited to:
 - Professional behavior during the forum. This includes arriving on time and being seated quietly prior to the start time of the forum.
 - Active participation and engagement in the forum activities and discussions.

Note: Late submission of assignments **will** result in a **zero (0)** for that assignment.

EPPE ROTATION SCHEDULE

FALL SEMESTER

Group A	<i>9:00 AM - 12:00 PM</i>	<i>9:00 AM - 12:00 PM</i>	<i>9:00 AM - 12:00 PM</i>
	Moodle/OSHA/HIPAA EPPE overview	Blood Pressure Blood Sugar Check Off	Group Learning Skills Medical terms
Group B	<i>1:00 PM – 4:00 PM</i>	<i>1:00 PM – 4:00 PM</i>	<i>1:00 PM – 4:00 PM</i>
	Blood Pressure Blood Sugar Practice Session	CPR Check Off	Patient Simulator
Group A	<i>9:00 AM - 12:00 PM</i>	<i>9:00 AM – 12:00 PM</i>	<i>9:00 AM – 12:00 PM</i>
	Blood Pressure Blood Sugar Practice Session	CPR Check Off	Patient Simulator
Group B	<i>1:00 PM – 4:00 PM</i>	<i>1:00 PM – 4:00 PM</i>	<i>1:00 PM – 4:00 PM</i>
	Moodle/OSHA/HIPAA EPPE overview	Blood Pressure Blood Sugar Check Off	Group Learning Skills Medical terms

Moodle session will consist of training on uploading documents to the Moodle portfolio. Communication will consist of techniques for approaching a patient, preceptor and other health care workers as well as non-verbal communication tips.

SPRING SEMESTER

Day 1	Day 2	Day 3	Day 4
January 30	February 27	March 27	April 24

Forum- to be held at end of Spring Semester

REFLECTIVE WRITING ASSIGNMENTS

Submit all assignments electronically to Moodle (under the assignments tab) by 5:00pm on the due date. Also, print a hardcopy for inclusion in your portfolio.

Reflective Writing #1: Write a one (1) page reflective essay on your experiences during the clinical skills workshop and your confidence level with performing the clinical skills after completing the workshop.

Due August 20, 2016

Reflective Writing #2: Write a one (1) page reflective essay on your experience with the patient simulator.

Due April 28, 2017

Assessment Criteria:

Criteria	Superior (15-20 points)	Sufficient (10-15 points)	Minimal (5-10 points)	Unacceptable (0 points)
Depth of Reflection ____/20	Statement directly addresses the issue and is reflective in nature.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported.
Required Components ____/20	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions.	Response excludes essential components and/or does not address the requirements indicated in the instructions.
Structure ____/20	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax

	coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	than five spelling, grammar, or syntax errors per page of writing.	errors throughout the response.
Evidence and Practice ____/20	Response is word-processed, handed in at beginning of class on due date, and contains all required elements (student name, date, EPPE1 Forum in bold on top of first page).	Response is word-processed, handed in at beginning of class on due date, and contains some required elements (student name, date, EPPE1 Forum in bold on top of first page).	Response is not word-processed, handed in at beginning of class on due date, and contains all required elements (student name, date, EPPE1 Forum in bold on top of first page).	Response is handed in AFTER the due date.

Clinical Skills Workshop

Overview:

During the fall term of EPPE 1, students will participate in a three (3) day workshop which will orient them to clinical skills needed in pharmacy practice. Students will be divided into groups for the workshop.

Student Instructions:

Before you come to the workshop, complete all pre-workshop assignments and/or instructions.

Arrive promptly at your assigned room or location.

Follow all instructions given by the course faculty. Ask questions, as needed, to clarify your understanding of the activities. Actively participate in the activities as a group and individually.

Learning Outcomes:

The student will be able to:

1. Describe the key elements of each skill performed.
2. Perform skills (measurement of blood pressure, blood glucose testing and CPR) in a professional manner utilizing awareness of legal and ethical considerations.
3. Apply effective communication techniques during the practice and performance of skills.
4. Apply critical thinking techniques during practice and performance of skills.
5. Apply the key components of OSHA and HIPAA to activities performed in a clinical setting.
6. Describe the preparation of patients for commonly occurring laboratory and diagnostic tests for both clinical and community settings such as blood glucose testing and blood pressure.
7. Demonstrate skills at a proficient level as verified by a clinical instructor.

Assignments:

1. Satisfactorily demonstrate how to
 - o Obtain a blood pressure
 - o Perform a blood glucose check using a glucometer
 - o Perform CPR
2. Satisfactorily complete HIPAA training
3. Satisfactorily complete OSHA training
4. Satisfactorily demonstrate how to access ACP library and use of library resources
5. Write a one (1) page essay about your experiences during the clinical skills workshop and your confidence in performing the clinical skills after the workshop
6. Student will demonstrate the ability to upload an assignment correctly to Moodle

Patient Simulator in the Clinical Setting

Overview:

The ACP Simulation Lab's mission is to provide and promote a safe environment for experiential learning utilizing high fidelity simulation. ACP is committed to providing multiple levels of patient care scenarios across the educational curriculum.

Simulation is used for practicing the application of appropriate critical thinking, ethical decision making, clear communication skills, cultural sensitivity/ awareness, and professionalism at the student level in the program. ACP is committed, through collaboration and partnering with the community, to promoting ongoing professional development for clinical providers, to enhancing safe practices and to increasing multidisciplinary approaches to patient care.

Students participate in one (1) eight-hour simulation lab in which groups of students will be immersed in scenarios relevant to the practice of pharmacy.

Student Instructions:

You will be participating in a group activity on a specified date which will introduce you to the patient simulator and how it functions. This will enable you to become more familiar with the aspects of patient simulation and scenarios.

Before you come to the Sim Lab, complete all pre-lab assignments and/or instructions.

Arrive promptly at your assigned room or location.

Follow all instructions given by the course faculty. Ask questions, as needed, to clarify your understanding of the activities. Actively participate in the activities as a group and individually.

Learning Outcomes:

The student will be able to:

1. Describe the concept of patient simulation and the components of the SIM MAN 3G.
2. Describe the steps to a patient simulation scenario and debriefing and reflect on the benefits of patient simulation in the learning process.
3. Explain the RULES of the lab as it pertains to working with the patient simulator.
4. Participate in a scenario as a group and reflect on experience during a debriefing.
5. Identify the different roles involved in patient simulation and the team approach to health care.

Assignments:

1. List the rules of the Sim Lab
2. Participate in at least one (1) group scenario and debriefing.
3. Students will write a one (1) page writing assignment on their experience with patient simulation.

Service Learning (Wellness Day)

Overview:

During the spring term of EPPE 1 rotation students will participate in one (1) eight-hour rotation day which will orient students to clinical skills performed by pharmacist's and other health care practitioners in various settings.

Student Instructions:

Before you go to the site, **document your expectations** of the visit and write **one specific objective** you would like to accomplish during the 8-hour visit. Complete any pre-visit assignments or instructions.

Arrive promptly and professionally dressed with your white coat. When you arrive on site, introduce yourself to your preceptor. Your preceptor should familiarize you with the layout of the site and review any pertinent rules or policies to which you must adhere while on site.

Since most wellness locations are off-campus locations set up specifically for screenings and/or for interactions with patients enrolled in ACP's Wellness program on the days you are assigned there, most of your day will be hands-on activities. This may require you to complete some of the learning objectives set forth below after the end of the day at the location.

Learning Outcomes:

The student will be able to:

1. Identify the type of medical record utilized at the site (e.g., paper chart, EMR) and the type of documentation that is contained in the record for ACP's Wellness Program.
2. Demonstrate an understanding of and appreciation for preventive screenings and preventive care.
3. Demonstrate effective communication skills when interacting with patients and other health care providers.
4. Interact with at least one (1) patient to obtain a medication history (legend and non-prescription), drug allergies, and assessment of compliance.
5. Obtain vital signs (BP, pulse, height, weight).

Assignments:

1. Identify the type of medical record is utilized at the site (e.g., paper chart, EMR). What type of documentation is contained in the record?
2. Write a short narrative that describes the role of the clinical pharmacist in providing wellness and preventative services.
3. Document interactions you have with at least one (1) patient to obtain a medication history (legend and non-prescription), drug allergies, and assessment of compliance.
4. Obtain vital signs (BP, pulse, height, weight) on at least three (3) patients.
5. Identify ways to increase the amount of patients seen at the site.

Community Pharmacy

Overview:

Students participate in one eight (8) hour rotation in which they will observe the roles of a pharmacist in **community**, hospital, or ambulatory care practice.

Student Instructions:

Call your preceptor to arrange for directions and a meeting time. Before you go to the site, **document your expectations** of the visit and write **one specific outcome** you would like to accomplish during the 8-hour visit.

Arrive promptly and professionally dressed with your white coat and name badge. Your preceptor should familiarize you with the layout of the pharmacy and review any pertinent rules or company policy to which you must adhere while on site.

Next, begin working on achieving the learning outcomes set forth below. When both you and your preceptor are satisfied with your achievement of the objectives, your preceptor will assign you some pharmacy-related work to complete your 8-hour day. You must spend majority of the day in the OTC section of the pharmacy. Since you are taking Over the Counter Drug Therapy concurrently with EPPE 1, you should use this time to review the topics that you have most recently studied in class.

Many patients will be surprised to find pharmacy personnel in the nonprescription medication aisles. Therefore, you are expected to describe the ACP pharmacy program and the expanding roles and responsibilities of pharmacists in patient care. To ensure patient safety, you must present the case and your response to the patient to your preceptor before the patient leaves the pharmacy.

Learning Outcomes:

The student will be able to:

1. Describe the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at the community pharmacy site.
2. Describe the types of patient data/information that are available at this site.
3. Describe the process the pharmacist used to provide a drug product or service to the patient.
4. Document one (1) patient encounter dealing with medications in the OTC section of the pharmacy.
5. Identify the correct dose and dosage form of acetaminophen that should be given to a patient based on age and weight.
6. Identify a new prescription that is written for an agent used in the treatment of hyperlipidemia and list the components of the prescription.
7. Define the meaning of abbreviations used in prescriptions and discuss with preceptor how often the abbreviations are seen in practice.
8. Discuss specific patient related issues/situations that may occur at the pharmacy counter with the preceptor and decide how the issue may be handled in a professional manner.

Assignments:

1. List and describe the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at your site.
2. List the types of patient data/information available at this site (height, weight, labs, history, allergies, etc.) Why might this data be useful when providing patient-centered pharmacy care?
3. Spend at least one-hour in the OTC section of the pharmacy and initiate conversation with at least one (1) patient. Document the content of your conversations. If the patient asks for advice on the use of an OTC agent, present the patient and the case with your recommendations to the preceptor before the patient leaves the pharmacy. If you feel uncomfortable discussing any OTC products, use the time to discuss health promotion topics (e.g., smoking cessation, diet, exercise).
4. Using the references available in the pharmacy, give the appropriate dosage form, concentration of medication, and recommended dose of acetaminophen for a patient that is a:
 - a. 1 month old infant, 9 lbs., to be given after immunization
 - b. 2-year-old child, 30 lbs., to be given for fever $>101^{\circ}$ F
 - c. 17-year-old adolescent, 100 lbs., to be given for myalgia's associated with influenza
 - d. 65-year-old, 165 lbs., to be given for osteoarthritis
5. During the course of the day, identify a new prescription for medication that is being prescribed for hyperlipidemia. Summarize the drug name, dose, form, number, refills, counseling provided to patient and attach a copy of a patient information sheet. Is the prescription legible? What questions do you have about the prescription? Are there any errors or omissions with the prescription?

Hospital Pharmacy

Overview:

Students participate in one (1) eight-hour rotation in which they will observe the roles of a pharmacist in **hospital**, community, or ambulatory care practice.

Student Instructions:

Call your preceptor to arrange for directions and a meeting time. Before you go to the site, **document your expectations** of the visit and write **one specific objective** you would like to accomplish during the 8-hour visit.

Arrive promptly and professionally dressed with your white coat. When you arrive on site, introduce yourself to your preceptor and the pharmacy staff. Your preceptor should introduce you to the pharmacy staff and indicate their job titles. Your preceptor should familiarize you with the layout of the pharmacy and review any pertinent rules or company policy to which you must adhere while on site.

Next, begin working on achieving the learning objectives set forth below. When both you and your preceptor are satisfied with your achievement of the objectives, your preceptor will assign you some pharmacy-related work to complete your 8-hour day.

Learning Outcomes:

The student will be able to:

1. Describe the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at the hospital pharmacy site.
2. Diagram the basic layout and arrangement of the pharmacy and satellites.
3. Document basic knowledge of the mission of the pharmacy, its personnel, and its pertinent policies and procedures, including its documentation.
4. Discuss aspects of manpower issues, daily drug distribution records, and licensing/certification.
5. Describe the method for procurement of medications when/if the pharmacy is closed.
6. Discuss how medication orders are received in the pharmacy for processing.
7. Describe how medications are delivered to the floor for administration to patients.
8. Explain the procedure for inventory control, especially for controlled substances.
9. Explain what an automatic stop order is and how this process is used in the site.
10. Describe the methods and frequency of communication between the hospital pharmacist and other healthcare providers.
11. Develop knowledge of appropriate aseptic technique in preparing intravenous preparations.
12. List any automated dispensing methods or equipment used (i.e. robotics, Pixis, etc.) in the pharmacy.
13. State the differences between each of the following products and the preparation of each product:
 - a. IV bag/admixture
 - b. Syringe
 - c. Piggyback

14. Identify the clinical services that pharmacists in the hospital perform.
15. Describe the pharmacist role in various hospital committees (e.g. P&T, infection control, nursing and pharmacy).

Assignments:

1. List and describe the various functions and tasks performed by pharmacy personnel (pharmacy managers, pharmacists, pharmacy technicians, clerks) at the hospital pharmacy site.
2. What is the current census of the hospital and how many medication orders are processed, on average, during the day?
3. What are the hours of the pharmacy and how is pharmacy coverage provided during that time?
4. List types of patient information/data available at this site (e.g., height, weight, labs, history, allergies, etc.)?
5. Describe the method for procurement of medications when/if the pharmacy is closed.
6. Explain how medication orders are received in the pharmacy for processing.
7. Describe how medications are delivered to the floor for administration to patients.
8. Explain the procedure for inventory control, especially for controlled substances.
9. What automated dispensing method or equipment is used (i.e. robotics, Pixis. etc.) in the pharmacy? Where are these located?
10. Observe the preparation of sterile products and describe the difference in the following products and the preparation of each product:
 - a. IV bag/admixture
 - b. Syringe
 - c. Piggyback
11. Identify the clinical services that pharmacists in the hospital perform.

Ambulatory Care Pharmacy

Overview:

Students participate in one (1) eight-hour rotation in which they observe the roles of a pharmacist in an **ambulatory care**, hospital, or community practice.

Student Instructions

Call your preceptor to arrange for directions and a meeting time. Before you go to the site, **document your expectations** of the visit and write **one specific objective** you would like to accomplish during the 8-hour visit.

Arrive promptly and professionally dressed with your white coat. When you arrive on site, introduce yourself to your preceptor and the pharmacy staff. Your preceptor should introduce you to the staff at the clinic and indicate their job titles. Your preceptor should familiarize you with the layout of the clinic and review any pertinent rules or company policy to which you must adhere while on site.

Next, begin working on achieving the learning objectives set forth below. When both you and your preceptor are satisfied with your achievement of the objectives, your preceptor will assign you some pharmacy-related work to complete your 8-hour day.

Learning Outcomes:

The student will be able to:

1. Diagram patient flow in the ambulatory care site.
2. Identify the type of medical record utilized at the site (e.g., paper chart, EMR) and the type of documentation that is contained in the record.
3. Identify drug information sources available at the site.
4. Demonstrate an understanding of and appreciation for assessing and monitoring patient compliance and drug therapy outcomes.
5. Assess a patient's compliance with a medication regimen using various specific methods (e.g., pill counts, history, questioning).
6. Determine how a patient obtains medications when prescribed by a provider at the site.
7. List the clinical activities that the pharmacist performs at the site.
8. Demonstrate effective communication skills when interacting with patients and other health care providers.
9. Explain what collaborative care is with respect to pharmacists and other health care providers.
10. Interact with at least three (3) patients to obtain a medication history (legend and non-prescription), drug allergies, and assessment of compliance.
11. Take vital signs (BP, pulse, height, weight) and document them in the medical record.
12. Reduce to writing the perceived value of pharmacists in providing patient-centered care in the ambulatory care setting.

13. Identify patients with problems with health literacy and describe methods to help them with medication therapy.
14. Demonstrate the ability to utilize various reference sources to respond to individual pharmacotherapy information needs and similar needs of patients and prescribers.

Assignments:

1. Draw a schematic that diagrams patient flow in the ambulatory care site.
2. What type of medical record is utilized at the site (e.g., paper chart, EMR)? What type of documentation is contained in the record?
3. List drug information sources that are available for the clinical pharmacist to use at the site.
4. Write a short narrative that describes how the clinical pharmacist assesses and monitors patient compliance and drug therapy outcomes in a patient that is interviewed during the day.
5. Question a patient that you see and determine how he/she obtains medications when prescribed by a provider at the site.
6. List the clinical activities that the pharmacist performs at the site. Which activity do you find the most interesting?
7. Define collaborative care. What disease states does the clinical pharmacist manage in a collaborative care agreement?
8. Document interactions you have with at least three (3) patients to obtain a medication history (legend and non-prescription), drug allergies, and assessment of compliance.
9. Take vital signs such as BP, pulse, height, weight.
10. Write a three (3) sentence-statement that illustrates your perceived value of pharmacists in providing patient-centered care in the ambulatory care setting.
11. How would you handle a patient with a health literacy problem in the ambulatory care setting? Describe three (3) methods you could use to help them with medication therapy and compliance.

PROFESSIONAL PORTFOLIO

The establishment of the professional portfolio will enable the experiential preceptors to assess the outcomes of experiential activities over a longitudinal time period and compare outcomes with professional expectations. The goals for the development of a portfolio are to:

1. Establish a student-centered approach to learning where students actively participate in the learning process and take responsibility for their learning.
2. Track learning and achievement outcomes in experiential learning over the 3 years of the curriculum.
3. Develop the student's communication and organizational skills.
4. Provide tangible evidence of the wide range of knowledge and skills that students possess as they grow professionally.
5. Enable the experiential preceptors to develop and refine learning goals and objectives for specific rotations based on past student experiences and competencies.

The student professional portfolio designed during EPPE I must include the following items and should be kept in both paper and electronic format. For full credit of the course, each section must be tabbed and appropriately labeled to facilitate easy access to portfolio documents for the OEE. A black three ring binder with tabs typed **NOT** handwritten that divide the portfolio into the required sections (with an up to date table of contents) is required for the most professional appearance.

1. Title page
2. Table of contents
3. Current *Curriculum Vitae*
4. Copy of current VA Board of Pharmacy Intern license (all states applicable)
5. Verification of background check
6. Copy of up-to-date immunization records
7. Copy of certification of HIPAA training
8. Copy of OSHA certification
9. Copy of current CPR certification
10. Copy of certification of liability insurance
11. List of experiential sites the student rotates through as well as preceptor contact information (EPPE I, CPPE I, CPPE II, EPPE II, APPE I-VI)
12. EPPE I
 - a. Personal Reflective Writing Assignment on Clinical Skills (Essay 1)
 - b. Personal Reflective Writing Assignment on Patient Simulation (Essay 2)
 - c. Student's Personal Reflective Journal, including assignments and projects
 - d. Clinical Skills Checklist

The portfolio will be evaluated at the end of the first professional year by faculty involved with experiential learning. Since the portfolio will continue to be used in subsequent experiential learning courses, completion of a satisfactory portfolio is a requirement to advance to the next professional year (e.g., P1 to P2 and P2 to P3).

Student Name: _____

Reviewer: _____

Date: _____

EPPE 1

Each student is expected to maintain a professional portfolio throughout the experiential sequences. The portfolio will contain evidence that the student has mastered the educational competencies required for graduation. Content, organization, and presentation of the portfolio are important. Partial points may be given if work is **NOT** neat or completed in its entirety.

A **black, 3-ring binder** with tabs that divide the portfolio into the required sections (with an up-to-date table of contents) is required. Tabs must be typed, **NOT** hand-written for the most professional appearance.

CONTENT	POINTS	FALL	SPRING
Title Page	1		
Table of contents	1		
Curriculum Vitae	1		
Copy of Intern license(s)	1		
Verification of background check	1		
Immunization Record	1		
Certification of HIPAA training	1		
Certification of OSHA	1		
CPR certification	1		
Certification of liability insurance	1		
List of EPPE rotations/preceptors	1		
EPPE I Writing Assignment Clinical Skills Workshop (Essay 1)	2 (Fall) 1(Spring)		
EPPE I Writing Assignment 2 Patient Simulation (Essay 2)	0 (Fall) 1(Spring)		
EPPE I Personal Reflective Journal, including Assignments and Projects	2		
Total Points	15		

Pledge of Professionalism

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I as a student of pharmacy should:

DEVELOP a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

FOSTER professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

SUPPORT my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession

INCORPORATE into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994

OATH OF A PHARMACIST

I promise to devote myself to a lifetime of service to others through the profession of pharmacy.
In fulfilling this vow:

I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.

I will respect and protect all personal and health information entrusted to me.

I will accept the lifelong obligation to improve my professional knowledge and competence.

I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.

I will embrace and advocate changes that improve patient care.

I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.

The American Association of Colleges of Pharmacy House of Delegates adopted the revised Oath in July 2007 and it has been approved by the American Pharmacists Association.