

# ADVANCED PHARMACY PRACTICE EXPERIENCE

## SAMPLE SYLLABUS

### GENERAL INFORMATION:

**Preceptors:** *Abby Caplan, PharmD*  
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### Team:

Pharmacy staff:

- Pharmacy technicians
- Administrative assistant
- Pharmacists
- Store associates

**Description:** This rotation offers students the opportunity to gain, improve, and practice direct patient care and patient management skills in the community pharmacy setting.

### OBJECTIVES/OUTCOMES:

#### The student will:

1. Participate in medication therapy management sessions and demonstrate sound pharmacotherapy judgment when reviewing patient profiles during these sessions.
2. Develop effective communication skills (written and oral) with patients and their families or care givers, pharmacy staff, and health care professionals.
3. Educate patients about disease state goals (e.g. goals related to diabetes, hypertension, and hyperlipidemia) and how to self monitor for medication effectiveness.
4. Educate patients about their medications including proper use and storage, self monitoring for adverse effects, and when to call the pharmacist or other health provider.
5. Demonstrate appropriate patient assessment skills including collection of appropriate patient histories, laboratory data, and physical assessment data.
6. Describe elements of a successful business plan for delivery of clinical services in a community and/or a private ambulatory group practice environment.

**TEXTS/MATERIALS:**

1. School of Pharmacy Clerkship Manual
2. Pocket reference of student's choice
3. White lab coat
4. Nametag
5. Calculator
6. American Diabetes Association Standards of Care
7. JNC VII guidelines
8. ATP III guidelines

**GENERAL ACTIVITIES:****The student will:**

1. Establish 3 goals for the rotation during orientation.
2. During a MTM session: obtain medication history from patients and/or caregivers, review medication profiles for appropriateness of medications as related to indications, potential drug interactions, drug side effects, appropriate medication use, and documentation.
  - a. Complete MTM consults at the discretion of the preceptor.
  - b. Write at least 1 SOAP note.
  - c. Complete primary care provider recommendations for all MTM consults each week. (Preceptor will review before sending.)
3. Provide medication counseling to patients and/or caregivers for OTC products, new prescriptions, immunizations.
4. Administer immunizations to patients if appropriately certified.
5. Provide disease state education to patients using concise and appropriate terms.
6. Follow-up with patients and/or caregivers about previous recommendations.
  - a. Use down time to follow-up with patient's when appropriate and document any call attempts or follow-up notes.
7. Learn how to write and implement a business plan in the clinical pharmacy setting.
8. Product fulfillment
  - a. Explain the workflow of the pharmacy
  - b. Dispense at least 10 medications (2 non-controlled, 2 from ScriptPro, 4 C-IIs, 2 other controlled)
  - c. Check at least 20 prescriptions (5 refills and 15 new prescriptions – at least 5 need to be controlled medications)
  - d. Provide appropriate patient counseling
  - e. Check IVR/voicemail and obtain call-in prescriptions
9. Teach part of an ADA Diabetes Education Class
  - a. Review education materials before the class and discuss your teaching methods with the preceptor.

**PRESENTATIONS/PROJECT REQUIREMENTS:****The student will:**

1. Present two topic discussions related to a disease state or medication class. The disease state or medication class should be pertinent to community pharmacy practice. Handout is required; limit of 4 pages.

2. Present one journal club article to preceptor and/or pharmacy staff. The article should relate to community pharmacy topics. The student should provide the preceptor with the journal one week prior to presentation. The article must be current (within the past 6 months). Handout is required; limit of one page (front and back).
3. Participate in a project day of the student's choice with approval from preceptor. (Examples will be given by preceptor). The project day will include but is not limited to: developing educational materials, developing marketing materials, and patient education. Determine project day theme by end of week one.

#### **SITE POLICIES:**

Student is required to be at site or designated location on time and ready for the day's activities. Student should be aware some days require travel to other locations and may be longer than 8 hours. Hours are 9-5pm unless noted otherwise. Dress code is business casual: No jeans, t-shirts, skirts/dresses above the knee, Capri pants above mid-calf; no open-toed shoes or tennis shoes. Student must wear clean, pressed lab coat and name tag each day during the rotation. The student will be allowed a 30-minute lunch break daily. No cell phone use (ringing, calling, receiving calls, texting, or charging) is permitted while at the site unless an exception is requested by student and approved by preceptor. Student may check school email and may visit websites that are related to pharmacy or their project. Unauthorized website access at the site will result in points being deducted from student's final grade for the rotation. Students should notify preceptor of any required school functions (AHEC seminar, school meetings, etc...) that may conflict with clerkship schedule during orientation. At least 4 days notice of any scheduling conflicts that arise subsequently will be required. The student should contact the preceptor via cell phone (cell numbers listed on first page of document) in the event of illness or inclement weather.

#### **GRADING:**

The student will be graded according to the preceptor evaluation form provided by his/her School/College of Pharmacy. In addition to presentations and project requirements, evaluation will be based on student's ability to work as part of a team, respond to drug information questions, attendance, professionalism, and timeliness in completion of assignments.