Pediatric Advanced Pharmacy Practice Experience
PHAR 9981

Preceptor:
Experiential Site:
Current semester/year:
Office:
Office Phone:
Email:

COURSE Prerequisites: Fourth Year Status
Credit hours: 6
APPE Classification: Clinical Elective

Attendance and Participation Policy:
Students must contact their preceptor at least 2 weeks prior to the start date of the APPE. Students who do not contact the preceptor within this time frame may not be able to complete site-specific paperwork in a timely manner and therefore may not be able to start with their peers. Those students will be reassigned and may have to graduate 6-12 weeks later than anticipated.

Students will participate in the daily care of patients with their preceptor and/or assigned providers. Students will report to the practice site during the hours designated by the preceptor. The APPE will consist of six weeks (240 hours total) with at least 40 contact hours per week.

Authorized absences are limited to 2 days/month. Absences may be considered excused in the event of an unforeseen emergency or unusual circumstance, as determined by the preceptor. Any foreseeable absences must be pre-approved by the preceptor. All absences are expected to be made up as directed by the preceptor. Excessive absences may result in a failing grade.

Course Description: This clinical APPE affords students the opportunity to integrate basic pharmacy-related concepts to pediatric patient care as a member of an interdisciplinary health care team and provider of patient-centered care in an ambulatory care and/or hospital setting. Using an educator-practitioner as a role model, the student will directly involve him or herself in the development of drug treatment regimens for selected patients. The educational experience may include evaluating literature, interviewing patients, interpreting data, assessing drug therapy, making recommendations for and monitoring drug therapy, and understanding and utilizing the evidence-based principles of medicine needed to develop an optimal therapeutic plan for pediatric patients with disease states such as otitis media, sepsis, meningitis, bronchiolitis, croup, asthma, bronchopulmonary dysplasia, seizures, and preventative health maintenance (e.g. immunizations). The students
must apply their knowledge of pathophysiology, pharmacology, pharmacokinetics, and pharmacotherapy gained in the preceding curricula.

Learning Objectives
General Objectives – The student will:

• Efficiently gather relevant patient data from a patient interview and/or medical record
• Identify appropriate data affecting drug dosing and/or patients at high risk for adverse drug reactions
• Organize key clinical findings by disease state and/or drug regimen
• Efficiently identify all drug-related issues and demonstrate retention of level-appropriate knowledge base
• Establish appropriate patient-specific outcomes/monitoring parameters for each drug
• Identify and evaluate all rational therapeutic options
• Use good judgment (e.g., able to draw rational conclusions when data are incomplete)
• Use pharmacokinetic principles and patient data to determine the most appropriate drug dosage regimen or formulation
• Use appropriate literature (e.g. EBM) to support patient-specific recommendations
• Provide timely and appropriate medication information
• Assume responsibility (e.g., appropriate follow-up) of patient care and therapeutic issues
• Seek necessary patient interaction
• Possess appropriate understanding of limitations and know when to seek advice
• Document an efficient pharmaceutical care plan that facilitates patient monitoring
• Verbally justify patient-specific recommendations to the medical provider and/or preceptor
• Ensure patient comfort and communicate appropriately to the patient; ensure HIPAA compliance
• Appropriately communicate with other health care professionals/students
• Use appropriate grammar and spelling in all written communications
• Efficiently assess patient’s/caregiver’s self-management skills (validate patient understanding)
• Be cooperative with and respectful to classmates, faculty and other health care providers/personnel
• Demonstrate an ability for and commitment to independent learning
• Be compliant with all site policies and procedures, including appropriate attire and decorum
• Be punctual and actively participate with the health care team
• Demonstrate a desire to exceed expectations
• Accept and apply constructive criticism
Site-Specific Objectives – The student will apply the general learning objectives listed above to the following disease states/preventative health care issues:

- Otitis Media/Otitis Externa
- Reactive Airway Disease (includes Asthma, Bronchopulmonary Dysplasia, Bronchiolitis and Croup)
- Pediatric and Neonatal Sepsis and Meningitis
- Gastroenteritis/Oral Rehydration Solutions/Formulas
- Seizure Disorders and Febrile Seizures
- Pediatric Analgesics/Antipyretics and Cough/Cold Products
- Immunizations

Optional Objectives – Dependent upon time, student and faculty interest, or patient presentation, the student may apply the general learning objectives listed above in other pediatric-related disease states/preventative health care issues, for example:

- Vitamin and/or Fluoride Supplementation
- Diaper Rash/Atopic Dermatitis/Impetigo
- Attention Deficit Disorder/Hyperactivity
- Enuresis/Encopresis
- Pediatric Type I and Type II Diabetes
- Cystic Fibrosis
- NICU and PICU Patient Care (drug administration, drug dosing, pharmacokinetics, sedative/neuromuscular blocking agents, TPN)
- Toxicology (e.g. Analgesics, Antidepressants, Sedatives, Stimulants, alcohol, cardiovascular drugs, anticonvulsants, cough & cold products)
- Pediatric Head Trauma
- Septic Shock
- Pediatric HIV/AIDS
- Pediatric Burn
- Pediatric Open Heart Surgery
- VP Shunt Infections

Responsibilities of Preceptors:
1. Orientation to the rotation at the beginning of the APPE
   a. Required objectives, activities and expectations
   b. Starting and ending times
   c. Policies and procedures
   d. HIPAA compliance
   e. Introduction to appropriate health care professionals and staff
   f. Tour of the facility
2. Assign student to responsibilities consistent with the rotation objectives.
3. Provide supervision of the student’s activities and monitor achievement of required tasks to assess related student competencies
4. Have those qualities which foster a positive professional role model.
5. Possess appropriate communications skills and have the ability to facilitate learning.
6. Supervise all written and verbal recommendations made by the student.
7. Never assume a student’s competency, but determine it by reviewing their work profile, discussion and experience.
8. Provide the student with mid-point performance evaluation following completion of the 3rd week.
   a. Specific recommendations for improvement if needed.
   b. Any failing mid-point evaluation should be reported to the Experiential Director.
10. Communicate with Experiential Director regarding any significant irregularities in student behavior:
    a. Irregular attendance
    b. Unprofessional appearance
    c. Violation of facility policies
    d. Unprofessional behavior or inappropriate communications with health professionals, patients, customers or staff

Responsibilities of Students:
1. Contact preceptors, 2 weeks in advance, to coordinate first day arrival plans
2. Maintain a high standard of professional behavior:
   a. Appropriate attire and appearance for the professional setting.
   b. Effective verbal and written communications.
   c. Compliance with all site policies and procedures.
   d. Consistent and punctual attendance.
   e. Use of cell phones or other electronic devices is prohibited except with the express permission of the preceptor.
3. Since the primary objective of the rotation is learning, the student needs to be proactive, not passive.
   a. This requires active participation and communication.
4. Maintain patient confidentiality in compliance with HIPAA regulations.
   a. All information concerning patients/customers and patient care is to remain confidential. Any documents or notes with patient-related information should be shredded at the end of the rotation.
5. Actively participate in the professional and technical functions of the site, relative to the rotation objectives.
6. Develop and revise professional and personal goals for each rotation according to the objectives of the particular clerkship.
   a. Professional and personal goals should be within the scope of the present rotation.
7. Satisfy the rotation attendance requirements (240 hours) within the rotation time period.
8. Complete the rotation and preceptor evaluation forms.
9. The student’s rotation schedule is at the discretion of the preceptor.
   a. This may be nights, weekends, holidays, etc.
10. Must conduct themselves in a professional manner at all times.
a. Unprofessional actions could cause removal from the rotation site and failure of the rotation.

11. Must inform preceptor in advance of any expected absence or tardiness

Learning Activities

The student will participate in the following activities during the pediatric experience:

A. Patient Rounding
B. Patient Case Presentations
C. Patient Grand Round
D. Literature or Journal Club Review Session

The student may also be required to participate in other activities during the pediatric experience that may include:

A. Inservice with written handout
B. Drug information question
C. Adverse drug reaction report
D. Drug review
E. Drug usage evaluation
F. Cost-effective analysis
G. Drug interaction assessment
H. Drug therapy protocol development
I. Research project

Criteria for Assignments:

Assignments are to be completed on the time table set forth by the preceptor. All assignments should be thoroughly referenced.

Grading

Scores of less than 70% of any of the required assignments will result in a failing score for the assignment. Remediation will be determined by the preceptor. The final grade in the APPE will be assigned as letter grades by the preceptor.

Assessment:

The College has an ongoing assessment program. A requirement for accreditation, the program is designed to assure curricular effectiveness. The assessment program at the College of Pharmacy employs a variety of measures from students, faculty, and preceptors. Throughout the curriculum, students participate in assessments that are embedded as required components of courses and practice experiences. Participation in these assessment activities is required. Assessment is a required component of all pharmacy courses.
**Mid-Point Performance Evaluation:**

Preceptors must provide the student with a mid-point performance evaluation during the 3rd week of the six week rotation. Preceptors will provide specific recommendations for areas of improvement if necessary. Preceptors should report any student failing the mid-point evaluation to the Director of Experiential Education.

**Grounds for APPE Failure:**

*Students will be dismissed from the APPE for any of the following:*

- Poor performance in clinic
- Unprofessional conduct
- Inappropriate behavior
- Failure to complete all written and oral assignments satisfactorily
- Lack of attendance
- Violation of patient confidentiality
- Informing a patient to change or discontinue a drug without consulting provider
- Providing inappropriate information to patients, providers, or other staff (including guessing or agreeing with irrational pharmacotherapy)
- Lack of active participation
- Academic/professional dishonesty
- Plagiarism
- Consumption of alcohol or other drugs of abuse

**Academic Dishonesty/Professionalism:**

Consistent with University regulations, academic dishonesty will not be tolerated. Students found guilty of infractions will be removed from the course. Likewise, consumption of alcohol or other substances of abuse during the experiential component will be grounds for dismissal. Any student asked to leave an APPE site for any reason will fail the rotation and be called before the Progressions Committee.

**Confidentiality:**

Pharmacy students must be in compliance with the Health Information Portability and Accountability Act (HIPAA). The Office for Civil Rights enforces the HIPPA Privacy Rule, which protects the privacy of individually identifiable health information; the HIPPA Security Rule, which sets national standards for the security of electronic protected health information; and the confidentiality provisions of the Patient Safety Rule, which protect identifiable information being used to analyze patient safety events and improve patient safety (US Department of Health & Human Services, HSS.gov).

All patient information, names, medical records, social security numbers, date of birth, and other identifiers will not be used, removed, or discussed for any reason outside the facility. Any breach of HIPPA will be grounds for removal from the facility and failure of the rotation. See Student Handbook under HIPPA.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The
law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Students With Disabilities:
The Americans with disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. Idaho State University, in the spirit and letter of the law, will make every effort to make reasonable accommodations, according to section 504 of the Rehabilitation Act of 1973 and the ADA. Students with disability related needs should contact the Director of the Center for Students with Disabilities, Campus Box 8118, 208-282-3599. TTY 1-800-377-3529. In addition the student must supply copies of official correspondence from the Center for Students with Disabilities to the Associate Dean of the College of Pharmacy. Arrangements will then be made to notify individual module directors of the student’s special needs.

Compensation Prohibited:
Pharmacy students, while participating in any experiential activities to satisfy required hours stated in the College curriculum, shall not, under any circumstances, receive financial remuneration or compensation for hours obtained from experiential sites. Any hours in which the student is paid will not count toward fulfillment of the experiential experience.

End Point Competencies:

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<tr>
<th>Based on College of Pharmacy Endpoint Competencies 2010</th>
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<tr>
<td>0. Ensure Appropriate Pharmacotherapy and Health Outcomes</td>
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<tr>
<td>1. Collect relevant information from a medical record and organize it into a useable format.</td>
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<td>2. Efficiently gather relevant data from a patient interview.</td>
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<td>3. Perform basic aspects of physical assessment.</td>
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<td>4. Accurately assess the patient’s/caregiver’s self-management skills (i.e., medication adherence and/or ability to correctly use their drug regimen or device). Recognize the patient’s/caregiver’s level of health literacy.</td>
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<td>5. Identify patients at risk for adverse drug reactions.</td>
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<td>6. Accurately and efficiently identify all drug-related issues.</td>
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<td>8. Evaluate all rational therapeutic options.</td>
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<td>9. Determine the best pharmaceutical care plan for patients, including use of sound clinical judgment when data are incomplete.</td>
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<td>10. Articulate and justify patient-specific recommendations.</td>
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<td>11. Apply pharmacokinetic and/or pharmacodynamic principles and patient data to determine the most appropriate dosing regimen and/or drug delivery system for the patient.</td>
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<td>12. Appropriately utilize clinical literature to provide an evidence-based approach to patient-centered pharmaceutical care.</td>
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<td>13. Identify patient-specific monitoring parameters for all drug therapies.</td>
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<td>15. Provide accurate and useful drug information by defining the needs of the requestor, evaluating information using all appropriate resources, and effectively communicating a response.</td>
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<td>16. Recognize health care disparities and assure that individual members of a patient population receive appropriate pharmaceutical care services.</td>
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<td>17. Retain previously covered information and demonstrate level-appropriate knowledge base.</td>
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<td><strong>Dispense Medications and Devices</strong></td>
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<td><strong>18.</strong> Provide counseling to patients and/or caregivers including proper instructions for the safe and effective use of medications and devices.</td>
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**Manage Health Systems**

| **19.** Contribute to the pharmaceutical care system’s process for reporting and managing medication errors and adverse drug reactions |
| **20.** Identify and provide effective health promotion and disease prevention services including educating patients about behaviors that promote health, maintain wellness, prevent and control disease. |

**Promote Health and Disease Prevention**

| **20.** Identify and provide effective health promotion and disease prevention services including educating patients about behaviors that promote health, maintain wellness, prevent and control disease. |

**Display Professionalism**

| **21.** Accept responsibility for individual patient outcomes and give priority to patient well-being and safety even if it means making personal sacrifices. |
| **22.** Communicate and interact in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory, and maintaining patient confidentiality. |
| **23.** Demonstrate professional behavior including, but not limited to, punctuality, reliability, meeting deadlines, dressing appropriately, and assuming responsibility for one’s actions. |
| **24.** Participate actively and effectively in educational activities and as a member of an interdisciplinary health care team. |
| **25.** Maintain high standards with regard to moral, ethical and legal conduct. |
| **26.** Demonstrate a commitment to professional growth and life-long learning including the ability to self-assess, accept and utilize feedback, and learn independently. |