

PHP 592

Advanced Pharmacy Practice Experience

Long-Term Care/General Medicine

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Students must contact preceptor by e-mail two weeks prior to the start of their rotation.

Course & Site Description:

This 5-week course is designed to give students exposure to management of patients who require specialized long-term and acute care. Eleanor Slater Hospital provides continuing care for patients after discharge from a community hospital or for patients needing more intensive care than a nursing home can provide. The hospital is fully accredited by JCAHO and has medical treatment services including oncology, respiratory therapy, psycho-geriatrics, Alzheimer's Disease & related disorders, and AIDS. It is also an important clinical center for geriatrics, neurological & post-trauma medical care. The hospital is a training site for students preparing for careers in nursing, gerontology, pharmacy, physical therapy/rehabilitation, and laboratory technology.

Course Goals:

PHP 592 is designed to allow PharmD students to meet the following general course goals:

- To acquire the necessary clinical pharmacy skills to develop an optimal pharmacotherapeutic regimen for a patient
- To develop the necessary communication skills so that optimal pharmacotherapeutic regimens can be generated both verbally and in writing to others
- To develop confidence in managing pharmacotherapeutic problems in health care settings with physicians, nurses, and patients

Course Objectives

Professional Practice-Based Objectives:

1. Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of the problems
 - a. Students will review medical profiles and interview patients as appropriate to obtain relevant information
 - b. Students will identify: history of present illness, review of systems, social & family history, physical examination, drug allergies, current medications, and oral status
2. Plan and perform ongoing patient evaluation to identify additional drug-related problems or sub-optimal pharmacotherapeutic management
 - a. Students will actively participate in daily interdisciplinary team rounds. Students will use this as an opportunity to maintain current records of patients' status, medications, and changes in care plans.

3. Interpret and evaluate pharmaceutical data and related information needed to prevent or resolve medication-related problems or respond to information requests
 - a. Students will gather and interpret laboratory data, medication use data, and other clinical parameters
 - b. Students will gather and examine clinical literature or research and apply data to the development of care plans for patients on their service
4. Collaborate with patients, physicians and other health care providers to formulate pharmaceutical care plans
 - a. Students will work closely with other members of the interdisciplinary team on a on-going basis to provide relevant drug information, participate in discussion of various treatment options, and to develop a complete pharmaceutical care plan
 - b. Students may have the opportunity to counsel their patients or family members of patients regarding medication-related components of their care plan

General Ability-Based Outcomes

1. Think critically, solve complex problems, and make informed, responsible decisions or recommendations.
 - a. Students will participate in regular journal discussions
 - b. Students will actively participate in preceptor rounds and therapeutic discussions with colleagues on relevant pain-related topics
2. Communicate clearly and accurately
 - a. Students will verbally communicate with patients and other health care professionals on a daily basis
 - b. Students will demonstrate written communication skills by completing drug information assignments
 - c. Students will complete longitudinal projects, as assigned

Course Requirements

Interventions: The student will improve his/her communication skills by orally recommending the optimal pharmacotherapeutic plan to health care professionals. For every recommendation communicated, the student will need to document and report to the preceptor. Students shall fill out a “Documentation of Pharmaceutical Care Intervention” form included in their course syllabus.

Oral and Written Assignments: Students will be asked to demonstrate communication skills by providing oral and written responses to drug information requests. This will be accomplished by retrieval and evaluation of biomedical literature. Students will be assigned at least one oral and one written assignment. The oral presentation may include an in-service to medical, pharmacy, or nursing staff, or may include a formal case presentation to other students and preceptors. The oral presentation accounts for 10% of the total grade. The written assignment may include a drug information question, update of existing pain management educational materials, or another assignment deemed appropriate by the preceptor. Students on longitudinal rotations may choose to write an article or conduct a research project, as approved by the preceptor.

Patient Cases: Students will formally write up at least one patient case in a SOAP format. The case will be presented to the preceptor.

Evaluation/Grading Process

Each student will be evaluated by their preceptor using the Student Performance Assessment Tool – PHP 592. See course syllabus for further information regarding this assessment tool.

Confidentiality of Health Care Information

The need for maintaining the confidentiality and security of health care information is important. During your PHP 592 rotation, it will be necessary for students to be aware of the restrictions and penalties imposed by state law for any unauthorized breach of such confidentiality. Access to health care information either in the medical record or prescription record is a privilege connected with this academic program. It is through an affiliation between the College of Pharmacy and the institutions that students are permitted to access health care information for educational purposes. The nature of coursework in PHP 592 requires exchange of information. However, under no circumstances should any health care information be given to anyone inside or outside of an institution who has no need of the data to perform his or her job. For the most part, the proper individuals will be the instructor, patient, physician, dentist, nurse, respiratory therapists, pharmacists, nutritionist, etc.

The Confidentiality of Health Care Act of Rhode Island became effective on May 12, 1978. It covers all information relating to an individual's health including history, diagnosis, condition, and treatment. The heightened awareness of patients' rights and the sensitive nature of certain diseases make this issue even more important. Health care providers and students will routinely be exposed to this information. Anyone who violates the law could be liable for damages. Criminal penalties include a fine of not more than \$1000 or up to six months prison or both, and of course, such violation would be cause for dismissal from the College.

Cheating and Plagiarism

Cheating and plagiarism are defined in both the University Manual and the Student Handbook-RAMPAGES. Faculty have the explicit duty to take prompt action when they suspect cheating or plagiarism. The range of actions includes, but is not limited to:

- Failure on the assignment
- Failure in the course
- Suspension or dismissal from the University (resulting from action within the University Judicial system)

Students should read and adhere to the guidelines as per the University Manual (Sections 8.27.12 to 8.27.20)

Professional Conduct

It is expected that students enrolled in PHP 592 will conduct themselves in a manner consistent with the moral, ethical, and legal standards of the profession. Students who display professional misconduct while on site may be asked to leave the site and may be assigned a failure in the course. The rotation site is considered, in part, an extension of the campus. Students must conduct themselves in accordance with standards of behavior and follow appropriate policies and regulations of the University of Rhode Island. Community standards of behavior and University of Rhode Island policies and regulations are described in the Student Handbook – RAMPAGES.

Cell phones and personal pages should not be used during the practice experience hours.

Students should dress in professional attire at all times, including neck ties and dress slacks for men, and dresses, skirts or slacks for women. Dresses and skirts should be of an appropriate length (no shorter than 1 inch above the knee), and tight fitting and sleeveless clothing should be avoided. Denim is not acceptable

attire. Appropriate shoes should be worn. Open-toed shoes are not allowed. If footwear exposes any part of the foot, socks or stockings must also be worn. Short white lab coats should be worn unless otherwise specified by the preceptor. The student will be sent home to change clothing if attire is not appropriate and the professionalism grade will be lowered. In addition, health care providers (& students) in direct patient care settings are not allowed to have acrylic nails, and the natural nail is to be no longer than ¼ inch from the fingertip. Health care providers (& students) should not wear long, dangling jewelry that could be easily caught on equipment or pulled on by a patient. The use of perfume or cologne should be avoided in settings of direct patient care.

Absence Policy

Students must attend all orientations, meetings, and be at the rotation site as the preceptor instructs. Tardiness will not be tolerated. On the first occurrence of tardiness, students will be given a warning by the preceptor and a decrease in their professionalism grade. Upon a second occurrence, the student will be given an additional written assignment to be completed by the end of the rotation. A third tardiness will be considered an unexcused absence. Further tardiness will be grounds for dismissal from the rotation.

On occasion, preceptors will permit students to spend some time away from the site for appropriate reasons (sickness, longitudinal rotations, seminar courses, other relevant presentations or University events). Time away from the rotation site must be approved by the preceptor. If a student is away from the rotation site for more than 3 days, he/she will be required to make up the time by completing additional work (as determined by the preceptor). Should a student have an emergency (illness, family crisis, transportation difficulty, inclement weather, etc), it is the student's responsibility to notify the preceptor by the morning of the absence. The student must also notify a member of their service that they will not be rounding that day. If the University cancels classes, the Advanced Practice Elective Experience is also canceled.

Health

All students enrolled in PHP 592 should have received the Hepatitis B vaccine series, and obtain PPDs every 6 months. Documentation of these is required.

Incomplete Rotation

The University Manual 8.53.20 states that "A student shall receive a report of "Incomplete" instead of a grade in any course in which the course work has been passing, but has not been completed because of illness or another reason which in the opinion of the instructor justifies the report. An instructor who issues a grade of "Incomplete" shall forward a written explanation to the student's academic dean."

If an incomplete is generated in the spring semester, graduation may be delayed. It is at each preceptor's discretion as to whether or not to accept any work turned in after the last day of a rotation. Work that a preceptor chooses to accept after the last day of a rotation will result in a 10% reduction of Professionalism Skills each day beyond the assignment due date.