

Example Syllabus for Ambulatory Care Pharmacy Learning Experiences

This document is a guide intended to provide preceptors in an ambulatory care setting with materials that can be used to precept pharmacy learners. The information that is included can be adapted to meet the needs of both rotation students (IPPE, APPE) and residents (PGY1, PGY2).

Contact:

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Course Number and Title:

Ambulatory Care Rotation
XXXX Hospital/Clinic

Identify the BEST way to contact the preceptor even distinguishing general questions versus emergencies. If more than one preceptor assists with the learning experience, it would be appropriate to include their name(s) and contact information.

Primary Preceptor:

XXXX Pharm.D., BCACP

Position Title

Email address

Phone Number, Pager (if applicable)

Practice Description:

Include a description of the practice site and describe the types of patient care interactions and learning opportunities to expect.

Example: This rotation provides learners with an understanding of disease states and pharmacotherapy as they relate to the management of patients in the ambulatory care practice setting. Throughout the rotation, you will develop skills in the provision of pharmaceutical care including obtaining medication histories, assessing the appropriateness of medication regimens, counseling patients, monitoring therapies, and providing appropriate drug information to both patients and physicians.

If a learner feels they have a disability that may prohibit or interfere with their ability to meet the set requirements, they should discuss with the preceptor prior to the start of the rotation.

Information Access:

Specify how learners will access patient or clinic information and if they will have access to email or other means of communication (e.g. pager) during the rotation. This section may also be used to explain the use (or non-use) of cell phones during the learning experience.

Rotation Specific Objectives:

Outline specific objectives learners will need to meet to pass the rotation. Divide objectives into patient care and disease state objectives. Use active and measurable verbs to describe each. Consider including a list of required or suggested readings for the learner to review PRIOR to the rotation (if learner receives syllabus prior to the start of the rotation block). Readings may include guidelines, textbook chapters, primary literature, and review articles. The list of readings for learners may be communicated in the "Welcome Email" (Appendix A).

Examples:

- Become familiar with the roles and responsibilities of other health care professionals in the ambulatory setting
- Apply the principles of pharmacotherapy as they relate to internal medicine/ambulatory care
- Effectively communicate with all healthcare providers and patients
- Determine monitoring parameters and therapeutic endpoints for efficacious drug use
- Exhibit professional demeanor and accept responsibility to provide patient-centered care
- Display independent self-learning

Patient-Care Objectives

1. Obtain a complete and accurate past medical and medication history for assigned patients
Note this will include:
 - a. Gathering subjective information during clinic visits in a clear and efficient manner
 - b. Performing medication histories and reconciliation
 - c. Analyzing subjective and objective information to assess a patient following a patient interview
2. Review pertinent objective information of assigned patients to identify potential drug-related problems
3. Assess the patient's pharmacotherapy regimen for appropriateness (dose, indication, frequency, duration, etc.)
4. Develop a pharmacotherapy and non-pharmacotherapy plan for clinic patients
5. Provide effective patient counseling for disease states and medications
6. Provide drug information to medical residents, attending physicians, nurses, and social workers
7. Assist medical residents with interviewing patients, performing medication histories, assessing adherence, and developing pharmacotherapy plans
8. Apply knowledge of resources for obtaining medications to select cost-effective medications for clinic patients

Disease State- and Literature-Focused Objectives

1. Recall basic drug information for medications used to treat disease states commonly seen in clinic
2. Apply treatment recommendations from appropriate guidelines to clinic patients in real-time and post-clinic discussions
3. Evaluate primary literature and explain how these trials have affected guideline recommendations
4. Use primary literature and guidelines to provide rationale for pharmacotherapy plans

Rotation Activities

Outline the daily responsibilities and activities learners will encounter during the rotation. List the disease states for any clinic learners will spend time in as well as any related competencies (e.g. cardiology – manual blood pressure monitoring; immunization – administer injections). If there are a certain number of activities to complete in order to pass the rotation (e.g. number of patient visits, in-services, or drug information questions), provide that information in this section. Include any websites or listservs that may assist in helping the learner remain up-to-date with guidelines and clinical practice (e.g. Medscape, ASHP Daily Briefing, ASHP Connect).

Example daily responsibilities:

- Review medical record for all assigned clinic patients each day
- Obtain medication history and conduct medication reconciliation for patients as assigned
- Complete medication list or calendar for patients as needed
- Provide patient counseling and education related to new medications or changes to regimen
- Distribute samples and medications received through patient assistant programs (when appropriate)
- Contact patients regarding lab results or prescriptions

Activities beyond patient care may include:

Informal Discussions

Discuss patient cases, disease states, pharmacotherapy, and topics commonly seen in the ambulatory care setting. The preceptor may assign pre-reading (e.g. articles, book chapters) as part of informal discussions.

Topic Discussions

Topic discussions are learning experiences in which the learner should lead and prepare the discussion. A handout and related references should be included as well. **List recommended discussion topics on the rotation calendar.**

In-services

In-service education is an opportunity for learners to practice public speaking and engaging with interprofessional colleagues. **Advise learner to prepare a 10-30 minute presentation as well as a handout on a relevant clinic topic.**

Drug Information Requests

This may be dependent upon the preceptors receipt of questions by other healthcare providers as well as the turnaround time needed for a response. Consider assigning drug information questions to learners as needed throughout the rotation.

Typical Rotation Schedule

Include a weekly calendar to outline the clinic schedule. List the dates of topic discussions and project deadlines as well. May also consider adding any standing meetings with the preceptor as well as the midpoint and final evaluations.

Example:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|--------------------------------|-------------------|----------------------------------------------|-------------------|------------------------------|
| AM | Endocrine Clinic | Cardiology Clinic | Chart Review Warfarin Clinic (10 – 12) | Endocrine Clinic | Warfarin Clinic |
| PM | Chart Review & Project Time | Topic Discussion | Journal Club (lunch) Pulmonary Clinic | Cardiology Clinic | Project/ Research Time |

Please note – schedule subject to change based upon clinic needs

Rotation Projects:

Describe all projects the learner will complete during the rotation block. Rotation projects may include:

Formal Patient Presentation

- Formal patient case presentation based upon a patient and disease state encountered in clinic. Provide background information about disease state and describe drug related problem.
- Incorporate and cite primary literature, which may include case reports and guidelines.
- Presentation to include a typed SOAP note as well as a slide presentation.
- The learner is required to discuss the proposed topic with the preceptor prior to the presentation.
***Would suggest specifying a timeline for when the learner should submit their topic to the preceptor for approval (e.g. 5-7 days prior to the scheduled presentation).*

Formal Journal Club Presentation

- Journal articles should be human trials/studies from major, peer-reviewed journals preferably published within the last 6 - 12 months. Approved articles include clinical trials, meta-analysis articles, and review articles. The article and topic should be applicable to ambulatory care and approved by the preceptor at least 5 days prior to the scheduled presentation.
- The primary article chosen for presentation should be compared to other relevant literature. Failure to compare the primary article to other literature will result in a reduction of the overall grade for the presentation by one letter grade.
- Prepare a typed-written handout for each journal club.
- Learners should be prepared to discuss the statistics used in the articles they are presenting.

Evaluations

It is important to give specific details on how (verbal, written) and when (midpoint, final) the learner will be evaluated throughout the rotation. List all activities and assignments that will be included in the evaluation, including the percentage of the rotation grade and how each is evaluated. Remind learners that there will be both formal and informal evaluations throughout the experience. Providing ongoing feedback throughout the rotation is beneficial if done appropriately and in a timely manner.

Example Student Evaluation Timeline:

- Midpoint - Student Self-Assessment (online reflection) and formal written evaluation by preceptor
- Final - Student Self-Assessment (online reflection) and formal written evaluation by preceptor
- Students may solicit verbal evaluation of performance at any time throughout the rotation

Example Resident Evaluation Timeline:

One summative written evaluation at the conclusion of this experience is required. The resident and preceptor should provide each other with formative feedback at least once per week. The resident and the preceptor will independently complete all evaluations using the online evaluation tool and will meet to discuss evaluations prior to submitting online.

| Evaluation Type | Activities Evaluated | Evaluator | Timing of Evaluation |
|------------------------------------------|---------------------------|---------------------|----------------------------|
| Formative | Varies | Preceptor, Resident | At least weekly |
| Summative resident evaluation | All experience activities | Preceptor | End of learning experience |
| Summative self-evaluation | All experience activities | Resident | End of learning experience |
| Summative preceptor evaluation | All experience activities | Resident | End of learning experience |
| Summative learning experience evaluation | All experience activities | Resident | End of learning experience |

Course Requirements and Grading Criteria

Outline the rotation requirements and assignments that are graded; specify how these will factor into the final grade. It may also be beneficial to include a statement regarding late assignments.

Example - Late assignments are not accepted. Presentation dates and project deadlines will be provided on the second day of the rotation. If there is a conflict, discuss with preceptor at the time the calendar is distributed. It is the responsibility of the learner to allocate time and manage workload through the rotation. A grade of "0" will be assigned for all late assignments and may result in failure of the rotation.

Policy Statements

The following are examples of the types of policy statements may be included in the syllabus or that the university for whom you precept may want you to include.

Attendance Appearance Confidentiality Conduct and Academic Dishonesty
 Documentation of Student Interventions Grievances Special Needs

Personal Wellness

Many preceptors and schools are focusing on all aspects of learner well-being. As a result, it is recommended to include a statement regarding open communication.

Example – XXX institution/university is committed to advancing the mental health and well-being of its learners. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services at XXX during and after hours, on weekends and holidays, or through its counselors physically located XXX during business hours.

Professionalism

Many schools and health-systems have codes of conduct, ethical standards, professionalism codes, etc. that students, residents, and employees are expected to uphold. Consider including these statements in the syllabus.

Example - Learners must adhere to the requirements of all rotation policies including the attendance policy. If a learner fails to meet the requirements of the attendance policy, he/she will receive a failing grade for the rotation block.

I have read and understand the requirements for successful completion of the rotation as outlined in this syllabus.

Learner Signature

Date

Preceptor Signature

Date

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