



Acute Care APPE

Step 1 vs Step 2.

Presbyterian College School of Pharmacy Program Competencies "Presbyterian 10"

I. COMMUNICATION AND EDUCATION

The student will effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

IPPE expectations	Step 1 expectations	Step 2 expectations
Identify important components of a medication history	Conduct medication histories and provide patient counseling under the direct supervision of pharmacist preceptor	Independently conduct medication histories and provide patient counseling
Participate in workbook required topic discussions	Participate in preceptor-led, rotation specific, topic discussions	Develop and lead topic discussions as pre-determined by the preceptor
Provide an informal presentation to preceptor and/or members of the pharmacy team	Provide a formal presentation to members of the pharmacy team	Step 1 PLUS provide an informal presentation to other healthcare members

II. EVIDENCE-BASED DECISIONS AND PROBLEM-SOLVING

The student will demonstrate competency in using drug information skills to promote evidence-based practice. The student will effectively evaluate information and critically think through issues to provide appropriate solutions to drug-related problems.

IPPE expectations	Step 1 expectations	Step 2 expectations
Review hospital protocols/dosing nomograms and identify components necessary to dose medications based on the protocol/nomogram	Conduct medication dosing (ie warfarin, vancomycin, aminoglycosides) per protocol or dosing nomogram	Determine dosing of specific medications (ie warfarin, vancomycin, aminoglycosides) based on patient-specific factors and laboratory values without the use of a provided protocol or dosing nomogram

III. DISPENSING OF PHARMACEUTICALS

The student will demonstrate the ability to assess and evaluate a patient's medication orders; effectively procure appropriate products; prepare, dispense, distribute, and, if necessary, administer medications in an effective manner in order to contribute to beneficial health outcomes and management. The student will provide accurate and appropriate counseling to a patient on the use of the medication.

IPPE expectations	Step 1 expectations	Step 2 expectations
Identify necessary components for a complete medication order	Evaluate medication orders for appropriateness, accuracy of dosing (ie renal, hepatic), presence of drug-drug interactions	Identify and correct any medication-related issues of appropriateness, dosing accuracy or presence of drug-drug interactions
Calculate infusion rates and weight based dosing	Calculate creatinine clearance	Complete complex PK calculations
Review how patient care activities are documented in the patient chart	Document patient care activities in EHR/patient chart after full review by preceptor	Document patient care activities in EHR/patient chart with preceptor to "cosign"

IV. PROVIDING PHARMACEUTICAL CARE TO PATIENTS

The student will exercise appropriate clinical judgment to provide optimal pharmaceutical care to patients with common disease states. The student will provide therapeutic guidance by responding to the many factors that influence health, disease and disability, besides those of a biological nature. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seekers and of health care delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice.

IPPE expectations	Step 1 expectations	Step 2 expectations
Identify a patient's primary and secondary problems	Develop a complete pharmaceutical care plan for a patient's major identified problems	Develop a complete pharmaceutical care plan for all identified patient problems (major, minor, non-pharmaceutical)

V. INTER-PROFESSIONAL INTERACTION AND TEAMWORK

The student will demonstrate effective interprofessional and team behaviors in a variety of social and professional situations and circumstances. The student will perform effectively on teams and in different team roles in a variety of settings.

IPPE expectations	Step 1 expectations	Step 2 expectations
Identify the role of the pharmacist on medical rounds	Round under the direct supervision of pharmacist preceptor	Round independently as the member of the pharmacy team, Create and maintain provider handoff worksheet to be updated daily
Identify the positive and negative communication strategies utilized when providing a recommendation to a provider	Under the direct supervision of the preceptor, communicate recommendations to members of the healthcare team	Independently communicate recommendations to members of the healthcare team

VI. ETHICAL AND LEGAL JUDGEMENT

The student will recognize the ethical dimensions of pharmacy practice and health policy; identify alternatives in difficult ethical choices; analyze systematically the conflicting considerations supporting different alternatives; and formulate, defend, and effectively carry out a course of action that takes account of these ethical complexities. The student will combine a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.

IPPE expectations	Step 1 expectations	Step 2 expectations
Identify common ethical principles	Participate in a preceptor-led topic discussion (such as influence of drug reps in the organization)	Develop and lead a topic discussion as pre-determined by the preceptor
Identify components of and reasons for a root cause analysis	Participate in a simulated root cause analysis	Conduct a simulated root cause analysis

VII. PERSONAL AND PROFESSIONAL GROWTH

The student will approach the practice of pharmacy with awareness of his/her limits, strengths, weaknesses and personal vulnerabilities. The student will establish personal values, priorities, and coping strategies in order to balance personal and professional commitments. The student will appropriately respond to constructive criticism. The student will develop a lifelong interest in learning and will actively set clear learning goals, pursue them, and apply the knowledge gained to the practice of his/her profession.

IPPE expectations	Step 1 expectations	Step 2 expectations
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Completion of pre-/post-rotation reflections	Completion of pre- and post-rotation self assessment	Conduct weekly self-assessments focusing on pre-identified weaknesses
Identify resources to keep a pharmacist "up to date" on new medications and guidelines	Identify options for continuing professional development	Identify and complete one CE program for continuing professional development

VIII. MANAGEMENT SKILLS

The student will be able to effectively manage human, financial, technological, and physical resources related to the practice of pharmacy.

IPPE expectations	Step 1 expectations	Step 2 expectations
Identify the institution's error reporting system	Submit a medication-related error into the institution's error reporting system	Assess medication error to determine root cause
Investigate ways to systematically collect patient information	Utilize a patient rounding form to systematically collect patient information	Develop a rotation-specific patient rounding form
Identify the current Joint Commission patient safety goals	Participate in a preceptor-led topic discussion on Joint Commission	Perform an abbreviated mock Joint Commission survey focusing on medication-related standards

IX. ADVANCEMENT OF PHARMACY AND HEALTH CARE

The student will be able to identify issues of public, professional and institutional concern and works for the common good to bring resolution.

IPPE expectations	Step 1 expectations	Step 2 expectations
Describe formulary management and identify role of the Pharmacy and Therapeutics committee and professions included on P&T	Create a formulary conversion based on cost	Develop a policy and procedure (area of deficiency noted by JC, financial - drug restriction based on cost)
Compare and contrast MUE and DUR	Review and discuss an MUE or DUR	Conduct an MUE or DUR

X. PROMOTION OF HEALTH, WELLNESS AND PUBLIC WELFARE

The student will be involved in community and professional efforts to promote health, wellness, and public welfare. The student will provide guidance by responding to the social determinants of health. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seekers and of health care delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice.

IPPE expectations	Step 1 expectations	Step 2 expectations
Identify patient resources available at discharge and corresponding professionals who assist with those resources	Work with social worker to determine best discharge medication based on cost	Assist with dosing and lab monitoring recommendations for IV abx at discharge
Identify barriers to access of resources	Work with preceptor or others to increase access to resources	Propose solutions to barriers to resources
Observe communication re: transition between different levels of care	Participate in communication re: transition between different levels of care	Communicate with community providers and pharmacists to facilitate successful transition to home upon discharge
	Research patient assistance programs and access to medications (ie rx that delivers)	