Appendix 14-D

P2/P3 Experiential Learning Project Requirements

To complete the requirements for Experiential Learning in the P2 and P3 years, students are required to complete an Experiential Learning project or projects totaling 8 hours. This 8 hour requirement must be completed by the end of the spring 2009 term.

Criteria for the project are as follows:

1. The project must address an identified priority healthcare need and involve direct, face-to-face contact with patients, health care providers, or the general public. The project must be clearly described to fulfill one or more of the PharmD Curriculum Practice Outcomes (see Appendix 1). Examples of acceptable projects include, but are not limited to, the ASP Smoking Cessation project, participation in the Latino Health Fair, Operation Immunization, Helping Hands for Healthy Hearts, or participation in an Underserved Clinic (independent of concurrent course requirements). Alternatively, students may construct their own project. Projects may be done by one student or by a group of students. Students may participate in more than one project and may participate for longer than the required hours if they desire.

2. A project description with goals/objectives must be submitted to Dr. Pschirer for approval by no later than 2 weeks prior to the start of the project. The project description should also identify the preceptor and state the dates when the project will be undertaken. A sample of an acceptable description would be:

   The goal of Helping Hands for Healthy hearts is to increase awareness about cardiovascular disease including hypertension, hyperlipidemia, and stroke in minority/underserved populations. In addition, the project will serve to communicate the role of healthcare professionals in the treatment of these conditions. Events will be implemented in various locations during the months of October and November, 2007, particularly at health fairs in the University of Pittsburgh and at local churches. Students will be expected to participate in blood pressure screenings and patient education at these events.

   The goals of Helping Hands for Healthy Hearts are:
   (1) To increase community awareness of cardiovascular disease and its complications.
   (2) To emphasize the role of healthcare professionals in the treatment of these diseases
   (3) To increase student awareness of barriers to healthcare found within minority/underserved populations
   (4) To provide students’ communication abilities via patient education at health fairs
   (5) To provide students an opportunity to practice taking blood pressures in a public arena

   This project will enhance my mastery of Curriculum Outcomes # _______ by ________________.

3. Each project must have a preceptor who signs the project description and an Activity Log, verifying that the project took place and validating the work done by the student. The preceptor may be a faculty member, pharmacist, or other person with a health care or service background who has direct involvement with the project. If the preceptor is not on-site with the student at the time of the project, the student must meet with the preceptor after the event to discuss their experience with the preceptor. The Director of Experiential Learning may call preceptors to verify that any or all of the above occurred.

4. The student must complete the appropriate Activity Log documenting how much time was spent performing the various activities associated with the project. The preceptor must sign the Activity Log attesting that the student performed the activities.
5. The student must write a 1 to 2 page maximum, typed reflective statement about the activity answering such questions as:

What do you see is the role of the pharmacist in promoting public health?
How has my experience in this activity influenced my views of pharmaceutical care and/or the role of the pharmacist in promoting public health?
How has this experience specifically increased my mastery of each of the curriculum outcomes identified for the project?
How would I incorporate the lessons learned in this activity into my future practice? (i.e. what worked well, what could be done better, how can you apply this learning in the future?)

6. A copy of the completed Activity Log and Reflective Statement must be turned in to Dr. Pschirer within 2 weeks of completion of the project. Another copy of each document should be placed in the student’s portfolio.

7. Falsification of any documentation associated with the project will be considered a violation of the University of Pittsburgh School of Pharmacy Guidelines for Professional Code of Conduct for Students with resultant sanctions as outlined in the Code.

8. Failure to complete the 8 hours by the end of the Spring term will result in a grade of “Unsatisfactory” for the Experiential Learning 4 course.

9. Questions regarding this requirement should be directed to Dr. Pschirer (phone 412-383-5229; e-mail is pschirer@pitt.edu).

APPENDIX 1

PRACTICE OUTCOMES

Outcome 1. Patient Assessment
The student should be able to create a patient database utilizing data obtained from the medical record and/or by direct patient assessment. In preparing the database, the student should be able to gather and interpret pertinent information from the medical record that includes data from the: 1) history and physical examination; 2) review of systems; 3) psychosocial, behavioral, cultural, and economic status; 4) laboratory and other diagnostics tests; 5) documented medication history; and 6) interdisciplinary progress notes. The student should be able to perform the following assessments: 1) a medication history; 2) review of systems; and 3) selected elements of a physical examination. The student should be able to interpret the data to create a prioritized drug-related problem list.

Outcome 2. Pharmaceutical Care Plan Development
The student should be able to collaborate with health professionals, caregivers, and the patient to formulate a pharmaceutical care plan that maximizes patient response to drug therapy by preventing or resolving drug-related problems in order to achieve a positive outcome. The pharmaceutical care plan should include therapeutic goals, educational information, and lifestyle changes that are intended to promote general health and prevent or minimize disease progression.
In creating the plan, the student should utilize the patient database and knowledge of the physiochemical, chemical, biopharmaceutical, pharmacokinetic, and pharmacodynamic characteristics of administered medications as well as behavioral, cultural and economic factors that might influence therapy. Recommendations for care should be evidence-based and supported by best practice literature or expert opinion. The student should be able to defend the care plan (verbally or in writing), establish a mechanism for follow-up, and document the impact and value of the services provided.

Outcome 3. Medication Therapy Management
The student should be able to evaluate the success of the pharmaceutical care plan and monitor the patient’s progress in meeting the goals of therapy. The student should be able to modify the plan utilizing knowledge of the physiochemical, chemical, biopharmaceutical, pharmacokinetic, and pharmacodynamic characteristics of administered medications as well as physiological, behavioral, cultural and economic factors that might influence therapy.
Outcome 4. Pharmacodynamic Decision Making
The student should be able to make pharmacotherapy decisions for individual patients or defined patient populations and support those decisions based on knowledge of biomedical, pharmaceutical, administrative, and clinical sciences. Recommendations for care should be evidence-based, supported by best practice literature or expert opinion. The student should be able to recommend patient use of appropriate prescription and non-prescription medications, alternative and complementary therapies and non-drug therapies.

Outcome 5. Pharmaceutical Product Preparation, Dispensing and Administering
The student should be able to compound and/or dispense medications consistent with patient needs and in compliance with local policy, state and federal laws, and the recommendations of regulatory agencies. The student should demonstrate the ability to accurately interpret prescriptions, select appropriate dosage forms, and routes and methods of administration. The student should use appropriate calculations and techniques to prepare, compound, package, label, and dispense prescriptions to assure product quality. The student should demonstrate the ability to administer medications when appropriate.

Outcome 6. Management
The student should demonstrate the ability to set personal and professional goals and priorities, effectively plan and manage time, and organize work. The student should demonstrate the ability to contribute as a productive member of a work team and assume a leadership position as appropriate.

The student should be able to work collaboratively with patients, caregivers, prescribers, administrative and supportive personnel, and other health care professionals to manage and use the human, physical, medical, informational, and technological resources of the health care system, including pharmacy systems, to promote health and wellbeing and to optimize the therapeutic outcome of medication use.

Outcome 7. Public Health
The student should be able to: 1) interpret population-specific data to assess the health needs of a community or population; 2) develop and participate in wellness and disease prevention initiatives to improve health; 3) promote disease prevention and management across a continuum of care; and 4) contribute to the development of rational health policy.

The student should be able to work with patients, communities, at-risk populations, and other members of the interprofessional health care team to prepare and participate in initiatives to identify and resolve public health problems.