COURSE NUMBER AND TITLE: PYPP 5690 - Advanced Practice Experience Presentations

CREDIT HOURS: 0

PREREQUISITE: Fourth Year PYDI Standing

SCHOOL APPROVAL DATE: November 9, 2007

Course Description:

Purpose: This course is intended to develop a student’s ability to evaluate and synthesize pertinent literature and effectively communicate a pharmacotherapy-related topic in a professional manner. The student will present at least two patient presentations, at least two journal club presentations, at least one selective presentation (either a patient presentation or journal club presentation) and at least two in-service presentations throughout the P4 year during the advanced practice experiences. Students will be expected to utilize an effective delivery style and present information in an accurate and in-depth manner. Each presentation should generally be approximately 20-25 minutes in length followed by approximately 5-10 minutes for questions.

Guidelines for these presentations are available on the OEL website. (http://www.pharmacy.auburn.edu/offices/oel/syllabi_forms.htm)

Relationship to the practice of Pharmaceutical Care: The aim of this course is to encourage students to be self-directed, critically reflective and competent in skills essential to providing optimal, evidence-based patient care and maintaining an effective pharmacy practice. More importantly, it will prepare students for the challenge of communicating within the profession of pharmacy. As pharmacists transition to a model of practice incorporating pharmacy care, they will encounter unique challenges and identify strategies for resolving therapeutic problems. Sharing this information with colleagues is a necessary component of pharmacy care.

Learning Process: Self-directed project/presentation assignments during APE rotations in the P4 year with preceptor advisors.

Credit Hours
0 credit hours; course is pass/fail

Advisors
Assigned preceptors throughout the APE rotations will serve as advisors for these presentations as they are assigned/required for a specific rotation. Preceptors will provide guidance on topic selection, presentation preparation and analysis.

General Ability Outcomes Addressed in this Course (See Attachment A)

- Provide Appropriate Pharmacotherapy Interventions to Individuals Patients
- Maintain and Enhance Competence Through Self-Initiated Learning
- Participate in Public Health and Professional Initiatives and Policies
- Advance the Profession

Course Objectives
Upon completion of this course, the student shall exhibit the applicable knowledge, skills, and attitudes in the course abilities-based outcomes as listed in Attachment A.

Textbooks
No textbooks are required for this course. Supplemental resources may be assigned by the individual preceptors.
Method of Instruction

Orientation
Prior to the start of rotations, the course coordinator will meet with students during one of the orientation sessions for the advanced practice experiences to provide a general overview of the three types of presentations (patient presentations, journal clubs, and inservices). Students are responsible for initiating preceptor/advisor-student discussions in an organized, self-directed manner in order to identify topics for these presentations as required in each rotation. General information for the course, including presentation guidelines and example presentations will be accessible through the Office of Experiential Learning’s website.

Patient Presentation Activities
Each student will be required to present at least 2 patient presentations throughout the 8 APE rotations. Each presentation should be approximately 20-25 minutes in length with 5-10 minutes of questions and answers following the presentation. The content of the patient presentation should emphasize a synthesis and evaluation of primary literature pertaining to a specific-pharmacotherapy topic (“clinical question”) and provision of patient-specific recommendations.

Students are expected to initiate dialogue with preceptors in a timely fashion to discuss possible presentation topics, presentation style most appropriate, review the presentation outline, written handout and computerized audio visual aids (slides if required by the preceptor). The date and time of the presentation should be established with the preceptor as early as possible after the start of the rotation. Continual communication with the preceptor is very important, as is early preparation of presentation content and materials for preceptor review and feedback prior to the actual presentation.

Journal Club Presentation Activities
Each student will be required to present at least 2 journal club presentations throughout the 8 APE rotations. One of these 2 journal clubs should be a DI journal club conducted during the Drug Information rotation. Each presentation should be approximately 20-25 minutes in length with 5-10 minutes of questions and answers following the presentation. The content of the journal club should include a critical analysis of the clinical trial being presented and a summary of pertinent primary literature as required by the preceptor. The DI journal club requires additional presentation of the journal in which the article (clinical trial) is published.

Students are expected to initiate dialogue with preceptors in a timely fashion to discuss possible journal club articles, presentation style most appropriate, review the presentation outline, written handout and computerized audio visual aids (slides if required by the preceptor). The date and time of the presentation should be established with the preceptor as early as possible after the start of the rotation. Continual communication with the preceptor is very important, as is early preparation of presentation content and materials for preceptor review and feedback prior to the actual presentation. More than one journal club presentation may be required for certain rotations such as Drug Information rotations.

Selective presentation
Each student will be required to present at least 1 selective presentation that can be either a patient presentation or journal club presentation. The selective presentation format should follow the format described above for either a patient presentation or journal club.

Inservice Presentation Activities
Each student will be required to present at least 2 inservice presentations throughout the 8 APE rotations. Each presentation should be approximately 20-25 minutes in length with 5-10 minutes of questions and answers following the presentation (unless instructed differently by the preceptor). The content of the inservice presentation should focus on a topic identified by the student and preceptor. Inservice presentations may be provided to pharmacists or other health care professionals such as physicians, nurses, and medical residents.
Students are expected to initiate dialogue with preceptors in a timely fashion to discuss possible presentation topics, presentation style most appropriate, review the presentation outline, written handout and computerized audio visual aids (slides if required by the preceptor). The date and time of the presentation should be established with the preceptor as early as possible after the start of the rotation. Continual communication with the preceptor is very important, as is early preparation of presentation content and materials for preceptor review and feedback prior to the actual presentation.

**Grade Determination and Minimal Requirements**

Each presentation grade will be determined by a collective evaluation completed by all faculty and/or preceptors attending the presentation. **Successful completion of this course requires an 85 average on EACH of the presentation categories (patient presentation, journal club, inservice).** In other words, the student must have an 85 average on all patient presentations, an 85 average on all journal clubs and an 85 average on all inservices to pass the course successfully. Students failing to meet this minimum standard will be required to provide additional presentations to the course coordinator and other faculty until successfully meeting this minimum grade average. These additional presentations will be scheduled at the discretion of the course coordinator. **Course requirements not completed successfully (final average of 85) prior to University deadlines for grade submission at the end of the Spring semester will result in delayed graduation and additional course work.**

Student pharmacists are responsible for providing or generating handouts and evaluation forms for the entire audience. Sample handouts and slide presentations are available on the OEL website. Teaching techniques should be used that are appropriate to the objectives, content, and audience to maximize their involvement and learning.

**Methods of Evaluation**

The grade in this course will be determined from the following:

- **Satisfactory = > 85 average on EACH presentation type** (patient presentation, journal club, inservice)
- **Unsatisfactory = <85 average on EACH presentation type**

The preceptor, regional coordinator, and/or course coordinator will determine what is appropriate when a presentation should be repeated with regard to re-presenting the same topic or whether a new topic with a new timeline will be necessary.

Students who consistently exhibit a lack of initiative (i.e. limited follow-up with advisor), time management (i.e. missed deadlines), or organization that compromises the timely completion of the presentations can expect a reduced presentation grade.

**Course Policies**

**Attendance**

Students are required to attend scheduled presentations of other students in the same training site unless excused by their preceptor. Student participation in any discussion during presentations is expected. An unexcused absence may result in failure of the course or reduction of course grade. Students must request and obtain an excused absence from their preceptor prior to the session they will miss. In the case of absences for medical reasons, students must notify the preceptor of their illness at the earliest possible time. The regional coordinator may require medical documentation of illness if he/she believes this to be necessary.

- **Re-scheduling Presentations**—A method and timetable for rescheduling presentations missed during excused absences will be determined by the instructor within one week of the end of the excused absence.

- **Unresolved Attendance Problems** -- Unresolved problems regarding attendance or procedures will be addressed according to the process outlined in the Student Academic Grievance Policy found in the Tiger Cub.
Conduct and Academic Dishonesty
A professional demeanor is expected at all times during presentations. Students who are disruptive or uncivil during their own or a peer’s presentation can expect a reduced score to reflect such misconduct. Students are reminded that their actions are governed by the School of Pharmacy honor code. Students suspected of academic dishonesty will be referred to the Honor Board.

Note: Plagiarism is considered unprofessional and inappropriate both in regards to material presented in platform as well as poster presentations.

Conduct and Academic Dishonesty:
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Grievances:
Students who feel they are receiving unsatisfactory preceptor advising should contact the course coordinator immediately. Any unresolved problems between a student and a participating preceptor/faculty member concerning the application of course policies should be reported first to the course coordinator. Any subsequent problems concerning course policies, procedures and grading should be addressed according to the process outlined in the Student Academic Grievance Policy found in the Tiger Cub.

Special Needs:
It is the policy of Auburn University to provide accessibility to its programs and activities and reasonable accommodation for persons defined as having disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990.Students should contact the Program for Students with Disabilities 1244 Haley Center, (334) 844-2096 (Voice/TT). Students must receive approval before individual instructors will grant accommodations. Students with defined special needs should email or call the instructor at the beginning of the term so that accommodations can be scheduled/arranged.
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<th>Outcomes</th>
<th>Tasks (Level)</th>
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| Provide Appropriate Pharmacotherapy Interventions to Individuals Patients (Develop patient-specific recommendations and plans, including follow-up) | Develop evidence-based pharmacotherapy recommendations and plans to prevent or resolve medication-related problems or to respond to information requests (Level 1)  
Communicate evidence-based recommendations and plans to patients and health care professionals (Level 1) | • Advisor/Student reflective discussions  
• Oral presentation (patient presentation, journal club, inservice)  
• Written communication (handout for presentations and slides)  
• Comprehensive literature search  
• Completion of the presentations | • Patient Presentation Evaluation Form  
• Journal Club Presentation Evaluation Form |
| Maintain and Enhance Competence Through Self-Initiated Learning (Maintenance of individual competence via self-initiate learning is a core responsibility of professionals) | Participate in CE (Level 3)  
Review and critically evaluate the literature to keep current on therapeutic/practice issues (Level 1) | • Advisor/Student discussions  
• Responsibilities and interaction during advisor/student meetings  
• Interaction with audience during presentations | • Patient Presentation Evaluation Form  
• Journal Club Presentation Evaluation Form  
• Inservice Presentation Evaluation Form |
| **Participate in Public Health and Professional Initiatives and Policies**  
(Participate in such activities is essential to the public well being and the profession of pharmacy) | Identify potential opportunities to serve the public, educate the public and other health professionals to improve health promotion and disease prevention (Level 1) | • Presentation of patient case, journal club or inservice and interaction with audience | • Patient Presentation Evaluation Form  
• Journal Club Presentation Evaluation Form  
• Inservice Presentation Evaluation Form |
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| **Advance the Profession**  
(Graduates are expected to actively work to advance the profession of pharmacy and the pharmaceutical care model of practice) | Educate current and future health care professionals to influence their decisions, share responsibility, and maintain effective working relationships (Level 1) | • Presentation of patient case, journal club or inservice and interaction with audience | • Patient Presentation Evaluation Form  
• Journal Club Presentation Evaluation Form  
• Inservice Presentation Evaluation Form |