

A photograph of two female pharmacists in a pharmacy. The pharmacist on the right, who is Black, is looking down at a tablet computer she is holding. The pharmacist on the left, who is white, is looking towards the tablet. They are both wearing white lab coats. In the background, there are shelves filled with various medications. A large teal diagonal shape is overlaid on the left side of the image, containing the title text.

# **APhA-APPM Preceptor SIG**

## A Syllabus Guide for Pharmacist Preceptors

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This document was designed to assist pharmacist preceptors in crafting syllabi for rotation experiences. It provides some content to consider incorporating in your syllabus in order to ensure the syllabus is a comprehensive roadmap for learners. As you go through the syllabus creation process, remember to include any required site-specific and school-specific information. This document is not all-inclusive but can provide a good starting point for preceptors who may be developing a rotation for the first time.



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## Contact information

- This section should provide information about who is/are and how to contact the main preceptor or any other persons of interest for the rotation, including name(s), phone number(s), email address(es), office location, and office hours or availability, as applicable.
  - Examples of other persons of interest: regional coordinator (from experiential office) of site, pharmacy manager.



## Rotation overview

- This section contains an overview of the rotation, including the following:
  - Description of practice setting and pharmacy department.
  - Typical activities performed in a practice setting (rounding, medication reconciliation, etc.).
  - Description of patient population/ common disease states.
  - Description of location (i.e., town or city) and things to do there.

## Rotation goals/learning objectives/purpose

- This section should include information about goals, learning objectives, and any relevant purpose statements related to the rotation. What knowledge or skills will student pharmacists gain as a result of this rotation? These may be determined by the type of rotation, the practice setting, and/or the school's experiential department.
  - The purpose and goals should communicate the purpose of the rotation and a general statement of what the student pharmacist will be able to do as a result of this rotation.
    - ❖ **Example:** Student pharmacists will be able to provide compassionate, appropriate, and effective patient care based on patient-specific needs.
  - Learning objectives are specific and measurable learning outcomes.
    - ❖ **Example:** Determine appropriate monitoring parameters and therapeutic outcomes for efficacious and safe medication use.
    - ❖ Consider referring to [Bloom's Taxonomy](#) for a list of potential verbs to use in your learning objectives.
- Goals, objectives, and purpose may be organized by utilizing [NAPLEX competency statements](#) or [ACPE standards](#).



Logistics

- This section provides details of the rotation that a student pharmacist needs to know for operating successfully day to day. These details may include the following:
  - Where to meet.
  - Dress code and descriptive examples.
    - ❖ **Example:** Business casual (jeans/ khakis/skirt/dress/etc. and polo/ button down/sweater/blouse); ties, white coats, and name tags are not required.
  - Technology policy (cell phone, tablets, laptops, computers, etc.).
  - Rotation hours/schedule.
  - Supplies needed.
  - Parking information.
  - Lunch/breaks.

Prerotation work or reading

- This section outlines any prerotation assignments the student pharmacist may need to complete (such as physicals, drug tests, or computer training) prior to starting the rotation. Additional information discussed here may include any relevant readings that may be helpful to the student pharmacist before or during the rotation. Tasks and readings listed here should be described completely so the student pharmacist knows where and how to complete each task.

Expectations

- This section outlines any prespecified expectations and the minimum that must be done to successfully complete the rotation. It also provides a road map for meeting/ exceeding expectations.

Rotation assignments

- This section outlines assignments for the rotation, including any logistical information related to them (due dates, evaluation methods, audience, etc.). Some syllabi may include complete information, while others may include a brief “title” with more information shared during the rotation.

Evaluation

- This section outlines how a student pharmacist will be evaluated in the rotation and includes information about the following:
  - What constitutes a passing score and how and when feedback will be provided.
  - A breakdown of how the final grade is comprised; for example:

Assignment	Weight
Written drug information question	20%
Journal club presentation	20%
Professionalism	30%
Final patient care project	30%



**Resources**

This section lists any resources the student pharmacist may utilize and need to have access to during the rotation. Descriptions of how to access these resources should be explained thoroughly so student pharmacists can effectively use the tools provided.



## Thank you for input from APhA–APPM Preceptor SIG members who contributed to the generation of this document.

### Resources and examples

- Advanced community APPE syllabus template. National Community Pharmacists Association. Alexandria, VA: National Community Pharmacists Association. Available at: <https://ncpa.org/sites/default/files/2020-10/APPE-Syllabus-Template.pdf>. Accessed November 10, 2023.
- ASHP Section of Ambulatory Care Practitioners Educational Steering Committee. Example syllabus for ambulatory care pharmacy learning experiences. Bethesda, MD: ASHP. Available at: [www.ashp.org/-/media/assets/pharmacy-practice/resource-centers/ambulatory-care/ambulatory-care-rotation-guide.ashx](http://www.ashp.org/-/media/assets/pharmacy-practice/resource-centers/ambulatory-care/ambulatory-care-rotation-guide.ashx). Accessed November 10, 2023.
- American Society of Health-System Pharmacists. Sample substance use disorders APPE student rotation. Bethesda, MD: ASHP. Available at: [www.ashp.org/-/media/assets/pharmacy-practice/resource-centers/preceptor-toolkit/Docs/APPE-Precepting-Syllabus-Substance-Use-Disorders-Rotation.ashx](http://www.ashp.org/-/media/assets/pharmacy-practice/resource-centers/preceptor-toolkit/Docs/APPE-Precepting-Syllabus-Substance-Use-Disorders-Rotation.ashx). Accessed November 10, 2023.
- Astle K. Providing pharmacy care for the LGBTQ community. Bethesda, MD: ASHP. Available at: [www.ashp.org/-/media/assets/member-spotlight/docs/LGBT\\_Elective\\_Syllabus.pdf](http://www.ashp.org/-/media/assets/member-spotlight/docs/LGBT_Elective_Syllabus.pdf). Accessed November 10, 2023.

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### References

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- Rumore MM. The course syllabus: Legal contract or operator's manual? *Am J Pharm Educ*. 2016;80(10):177.
- APhA. Precepting 101: A guide for preceptors. Washington, DC: APhA. Available at: [www.pharmacist.com/Practice/Practice-Resources/Preceptors/Guide-for-preceptors](http://www.pharmacist.com/Practice/Practice-Resources/Preceptors/Guide-for-preceptors). Accessed November 10, 2023.
- Doty RE. *Getting Started as a Pharmacy Preceptor*. American Pharmacists Association; 2011.

## Appendix 1: Example syllabus document

### APPE syllabus for ambulatory care

#### Contact information

Preceptor name: Jane Doe, PharmD  
Phone number: 555-555-1234  
Email address: jane.doe@ushealthsystem.org

#### Rotation overview

This APPE rotation exposes the student pharmacist to patient care in an ambulatory care setting at U.S. Health System. Student pharmacists will gain necessary clinical skills and knowledge to actively participate in direct patient care, medication management, and collaborative practice within a multidisciplinary team consisting of physicians, nurse practitioners, physician assistants, pharmacists, and social workers.

#### Rotation learning objectives

- **Patient care:**
  - Provide medication therapy management (MTM) services for clinic patients.
  - Demonstrate effective patient education related to chronic disease state management.
- **Clinical skills:**
  - Perform medication reconciliation and develop care plans for patients with multiple health conditions.
  - Apply guideline-based medication therapy to manage common ambulatory disease states, such as diabetes, hypertension, dyslipidemia, asthma, and COPD.
- **Multidisciplinary collaboration:**
  - Participate in multidisciplinary team rounds and team-based care to optimize patient outcomes.
- **Practice management:**
  - Understand ambulatory care–related billing and reimbursement processes.
  - Utilize the EHR to document interactions with providers and patients.

#### Logistical information

- **Technology policy:**
  - Laptops, cell phones, and/or tablets may be necessary to complete rotation assignments.
    - ❖ It is expected that use of technology is for rotation purposes only and should not be disruptive to peers or other instructors.
    - ❖ No recordings of any kind should occur except when needed for rotation activities.
- **General rotation schedule: 9:00 am to 5:00 pm, Monday through Friday (generally)**
  - See the calendar for more specifics.
- **Supplies needed:**
  - Writing utensils.
  - Laptop/tablet.
  - Cell phone.
- **Parking:** Parking in employee parking lot; you will be issued a parking pass on day 1.
- **Lunch:** In general, you can expect to take a half-hour to eat lunch between 12:00 pm and 1:30 pm, when the clinic is closed. You may purchase your lunch from the cafeteria or bring your own. There are fridges in the clinic and in the main pharmacy.

#### Prerotation readings

- U.S. Health System Policies and Procedures for Health Professions Students
- American Diabetes Association (ADA) Standards of Medical Care in Diabetes—2024
- 2018 AHA/ACC/AACVPR/AAPA/ABC/ACPM/ADA/AGS/APhA/ASPC/NLA/PCNA Guideline on the Management of Blood Cholesterol
- 2017 ACC/AHA/AAPA/ABC/ACPM/AGS/APhA/ASH/ASPC/NMA/PCNA Guideline for the Prevention, Detection, Evaluation, and Management of High Blood Pressure in Adults
- DASH Eating Plan

### Expectations and student pharmacist conduct guidelines:

As outlined by the XX Pharmacy School APPE Rotation Manual:

- The student pharmacist will adhere to institutional and HIPAA policies.
- The student pharmacist will maintain professional and ethical conduct while at the site. Any misconduct will be reported to the student pharmacist's experiential department and may result in dismissal from the rotation.
- The student pharmacist must dress professionally and wear a school-issued white coat and name tag at all times.

### Activities and assignments

- |   |   |
|---|---|
| ■ Comprehensive medication therapy reviews. | ■ Community outreach.                     |
| ■ Patient care plans.                       | ■ Quality improvement projects.           |
| ■ Patient counseling and health education.  | ■ Reflective journaling.                  |
| ■ Chronic disease state management.         | ■ Journal clubs.                          |
| ■ Medication reconciliation.                | ■ Topic discussions.                      |
| ■ Rounds.                                   | ■ Disease state/medication presentations. |
| ■ Case presentations.                       | ■ Newsletter article.                     |
| ■ Documentation in EHR.                     |   |

### Evaluation

Grading is based on the student pharmacist's active participation, completion of assigned activities, and professionalism. The following activities will be completed and graded according to rubrics provided by the preceptor:

- Patient case presentation: 10%.
- Care plan development: 25%.
- Participation in rounding activities: 10%.
- Direct patient care (patient appointments): 25%.
- Reflective journal: 10%.
- Topic discussion: 10%.
- Journal club: 10%.
- Grading scale:
  - A = >90
  - B = >80
  - C = >70
  - D = >60
  - F = <60

### Evaluation details:

- APPE student pharmacist grading will be based on items listed in the College of Pharmacy's APPE manual and extrapolation of the learning objectives noted in this syllabus.
- Formal evaluations will be verbal and written in XX Program.
- A midpoint evaluation will occur approximately halfway through the rotation block.
- A final evaluation will occur by the end of the rotation block.
- Informal evaluations will be verbal and may occur on an as-needed basis based on student pharmacist performance and/or faculty observations and feedback.
- There will be weekly check-ins at the end of each week, at minimum.

### Accommodations

- See APPE manual for information.

Best of luck with your precepting journey. Please be sure to visit the APhA Preceptor SIG page at <https://www.pharmacist.com/Membership/Get-Involved/Special-Interest-Groups/Preceptor-SIG> for more precepting resources.

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