



Non-Patient Care Advanced Pharmacy Practice Experience
Continuing Professional Development
Midwestern University

Student Rotation Syllabus

- **List of preceptors:**
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- **Description of rotation:** This two-week rotation provides students an opportunity to engage in Continuing Professional Development and is a remote learning experience. Some experiences will be done via electronic platforms that require internet connection and audio and video communication with the preceptor and fellow rotation students. These times will be communicated in advance. The rotation dates are **April 6, 2020 – April 17, 2020.**

- **Rationale:** Continuing Professional Development (CPD) is an approach to lifelong learning that will help you manage your own learning and growth as a pharmacy professional based on your specific needs. It involves actively participating in formal and informal learning activities. The focus of CPD is on the results – the real world benefits of learning and development.

A brief overview of CPD is provided in this link: <https://www.acpe-accredit.org/pdf/CPD/IntroductionMyCPD.pdf>

For this rotation, the student will create at least two objectives (at least one must be patient care focused) that can be implemented into the student's individual CPD plan. This elective is intended for the student to select personally relevant objectives that relate to their personal and professional growth and development. During the development and implementation of each objective, the student must follow the CPD model, which includes the steps of

Reflect
Plan
Learn
Evaluate
Record

Students will maintain a CPD report that includes information on how each of the five CPD steps are carried out for each learning objective.



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Some examples of CPD areas of focus are listed below.

- **Employment readiness:** mock interviews, CVs, cover letters, networking, applying for employment, CORE Readiness modules
 - **Financial:** navigating student loans, budgeting, salary negotiations, investments, real estate
 - **Professional associations/advocacy:** Determine how you want to stay involved as a pharmacist, identify your district legislators (azleg.gov)
 - **Work/life balance:** finding mentors, meditation, meal prep, time management, stress management, conflict management, navigating workplace politics, creating a plan for self-care
 - **Licensure prep:** NAPLEX, MPJE, begin registration process through BOP
 - **Evidence-based medicine:** professional library of resources, guidelines, articles, identify and secure apps/resources needed for clinical practice
 - **Learn a new skill:** Spanish for pharmacists, certificate programs (MTM, psych, anticoagulation, diabetes, cardiology, POC testing, pain management, women's health, travel health, HIV Prevention Certified™ Program) learning Microsoft Excel, Microsoft Access, peer review, motivational interviewing, lifestyle management/interventions, create a syllabus for future rotation, create a poster for a virtual poster presentation, submit a manuscript for publication, learn about continuing quality assurance/improvement in pharmacy practice, obtain QPR certification from the QPR institute, sign up for listserv (ASHP, APhA, ACCP)
 - **Leadership & Management:** reading & reviewing leadership books, learning about drug diversion deterrents, being a leader in times of crisis (COVID-19, opioid epidemic, natural disasters)
 - **Entrepreneurship**
 - Other ideas can be presented for approval to preceptor.
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- **Specific Non-Patient Care Practice Experience Goals and Objectives**
 - Each student will create their own two objectives (at minimum) to achieve on this rotation.
 - Objective 1: Must be patient care related
 - Objective 2: May be patient care or non-patient care related.
 - Objective 3: Optional

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- **Mandatory Assignments and Evaluations**
 - Completed CPD report (due by **12:00 noon, April 17th, 2020**)
 - Final reflection paper on your experience with the entire CPD process
 - Final Self-Evaluation
 - Student Evaluation of Site/Preceptor

- **Dress Code**
 - Business casual is expected while on video conference; white coat is not expected

- **Schedule**

Monday	Tuesday	Wednesday	Thursday	Friday
6 Rotation begins Orientation videos CPD action: Reflect	7 CPD action: Reflect & Plan Two learning objectives due by 4 pm	8 CPD action: Learn	9 CPD action: Learn	10 CPD action: Learn Mid-point check in
13 CPD action: Learn	14 CPD action: Learn	15 CPD action: Learn	16 CPD action: Evaluate Record	17 Final evaluations CPD report due by noon Final reflective writing due by noon

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Assessment Rubric for **CPD Report**

1-2=Below Expectations 3=Appropriate 4=Advanced 5=Practice Ready

Component		Score				Comments
Reflect & Plan	1. Student was able to reflect on current and future learning needs	1-2	3	4	5	
	2. Student crafted two learning objectives, appropriately using Bloom's Taxonomy	1-2	3	4	5	
	3. Student created realistic objectives for start and end date	1-2	3	4	5	
Learn	4. Student utilized appropriate learning activities to meet objectives	1-2	3	4	5	
	5. Learning activities were appropriate for Bloom's level of cognition	1-2	3	4	5	
	6. Learning activities were adjusted to meet individual objectives as needed	1-2	3	4	5	
Evaluate & Record	7. Student was able to appropriately evaluate learning	1-2	3	4	5	
	8. Sufficient documentation was provided to document learning	1-2	3	4	5	

Total Score This Section: _____

There will be a 10% reduction in grade for every day an assignment is late.

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Assessment Rubric for **Reflective Writing**

1-2=Below Expectations 3=Appropriate 4=Advanced 5=Practice Ready

Component		Score				Comments
Depth of Reflection	1. Overall depth of reflection	1-2	3	4	5	
	2. Support of viewpoints and interpretations	1-2	3	4	5	
	3. Appropriateness of examples	1-2	3	4	5	
Structure	4. Clarity and organization of writing	1-2	3	4	5	
	5. Clarity of thoughts; content flows from one section to another	1-2	3	4	5	
	6. Appropriate spelling and grammar	1-2	3	4	5	
Evidence and Practice	7. Evidence of synthesis of ideas presented and insights gained throughout the rotation	1-2	3	4	5	
	8. Implications of the student's insights	1-2	3	4	5	

Total Score This Section: _____

Combined Score Both Sections: _____

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Assessment Rubric of Reflective Writing – Definitions

1-2=Below Expectations 3=Appropriate 4=Advanced 5=Practice Ready

Component		Below Expectations 1-2	Appropriate 3	Advanced 4	Practice Ready 5
Depth of Reflection	1. Overall depth of reflection	Response demonstrates a lack of reflection on, or personalization of, the concepts and strategies presented in the rotation.	Response demonstrates a minimal reflection on, and personalization of, the concepts and strategies presented in the rotation.	Response demonstrates a thoughtful reflection on, and personalization of, the concepts and strategies presented in the rotation.	Response demonstrates an in-depth reflection, and personalization of, the concepts and strategies presented in the rotation.
	2. Support of viewpoints and interpretations	Viewpoints and interpretations are missing, inappropriate and/or unsupported.	Viewpoints and interpretations are somewhat supported.	Viewpoints and interpretations are supported.	Viewpoints and interpretations are insightful and well supported.
	3. Appropriateness of examples	Examples are not provided or are irrelevant.	Minimal examples are provided.	Appropriate examples are provided.	Clear, detailed examples are provided.
Structure	4. Clarity and organization of writing	Writing is unclear and disorganized.	Writing is unclear and/or disorganized.	Writing is mostly clear, concise, and well organized with good sentence and paragraph structure.	Writing is clear, concise, and well organized with excellent sentence and paragraph construction.
	5. Clarity of thoughts; content flows from one section to another	Thoughts ramble and make little sense.	Thoughts are not expressed in a logical manner.	Thoughts are expressed in a coherent and logical manner.	Thoughts are expressed in a coherent and logical manner.
	6. Appropriate spelling and grammar	There are numerous spelling, grammar, or syntax errors throughout the writing.	There are more than five spelling, grammar, or syntax errors per page of writing.	There are no more than five spelling, grammar, or syntax errors per page of writing.	There are no more than three spelling, grammar, or syntax errors per page of writing.
Evidence and Practice	7. Evidence of synthesis of ideas presented and insights gained throughout the rotation	Response shows no evidence of synthesis of ideas presented and insights gained throughout the rotation.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the rotation.	Response shows evidence of synthesis or ideas presented and insights gained throughout the rotation.	Response shows strong evidence of synthesis or ideas presented and insights gained throughout the rotation.
	8. Implications of the student's insights	No implications of the student's overall practice are presented.	Few implications of these insights for the student's overall practice are presented.	The implications of these insights for the student's overall practice are presented.	The implications of these insights for the student's overall practice are thoroughly detailed.