College Name

COURSE SYLLABUS

Division of Pharmacy Practice

Pharmacy Business Leadership Advanced Pharmacy Practice Experience

Year Six (P-6) or year qualified as per School

Course Faculty

Adjunct and Volunteer Preceptors

Revised: March 2013
I. Course Name:
Pharmacy Business Leadership

II. Course Number:

III. Credits:
5 (Off Campus)

IV. Faculty:
Adjunct and volunteer preceptors at affiliated sites

V. Course Rationale:
Community pharmacists multitask in order to ensure that their patients receive the highest quality of care. Community pharmacists manage their time and workflow, develop and motivate support staff and execute company initiatives and programs. Many of these transferrable skills are required in other leadership positions within a corporate setting. The purpose of this elective advanced pharmacy practice experience is to develop the skills necessary to provide the pharmacy profession with the next generation of pharmacy business leaders. This rotation will provide exposure to basic leadership competencies through core values and business management principles concurrently enhancing clinical outcomes.

VI. Course Overview:
To provide students with advanced leadership experiences and to expose individuals to business management within a large organization. This elective advanced pharmacy practice experience will serve to provide insight into corporate and field management daily practices. Students will learn about leadership and business management and be able to demonstrate skills necessary to maintain service and improve outcomes within a corporate setting. Students will participate in various activities which will help to develop the qualities necessary for the 3 critical roles future pharmacist must play – Clinician, Manager, and Leader.
Students will:
- Experience first-hand how to manage and be part of a store team while gaining a basic overview of store, district, and region operations
- Gain knowledge about the theory and decision making process behind pharmacy initiatives
- Participate in designated workshop and travel days centered around topics such as leadership, loss prevention, district manager responsibilities, Pharmacy operations, Compliance & Regulatory Affairs, Quality Assurance and Human Resources that will allow them to interact and network with many members of field management
- When possible, students will participate in region and district meetings as well as off-site clinics and Career/Interview Days.

VII. Course Time Commitments:
Experiential Hours: Five days per week (full time; 8-hours per day) for one 5-week block of time. A one-hour lunch break is included in the 8-hour day.
Homework/self-study: Approximately 15 hours/week

VIII. Prerequisite Courses:
Sixth year standing

IX. Prerequisite Knowledge:
- Minimum of 1 year (500 hours minimum) retail working/paid internship experience within the past 2 years
• Strong post graduate desire for future leadership roles in Community Pharmacy
• Leadership experience recommended exemplified through various campus/community groups
• **Flexibility with schedule and travel required**
• Suggested prior APPE Community Pharmacy Experience

X. **Attendance Policy:**
Attendance is required unless for prearranged College functions. All missed hours need to be made up at the discretion of the preceptor. Students must notify the preceptor for any absence the morning of the absence (or as soon as possible thereafter) and provide written documentation afterwards (e.g., physician’s note), generally within 72 hours. Failure to do so will result in grade deduction.

XI. **Policy concerning students with special needs:**
If there is any student who believes that he or she may need an accommodation for any type of disability, the student should contact the course coordinator as soon as possible.

XII. **Required texts/other resources:**
• Original intern permit or technician license required by state must be on person at all times during the course of this APPE. (This permit/license must be displayed when student is in a store preceptor site)
• **Professional Attire required at all times**
• Student ID required to be on person at all times
• Completion of training materials and HIPPA, and acknowledgement of company confidentiality and proprietary information agreement where applicable

XIII. **This Course Will Assist the Student in Meeting the Following Curricular Endpoints:**
• Apply the principles of business planning to develop a business plan that supports the necessary resources and assures financial success of the practice (B1b)
• Apply the principles of human resource management to recruit and supervise pharmacy personnel (B1c)
• Based on results of continuous assessment, recommend strategies to amend and improve resource utilization (B1e)
• Recommend and implement actions to minimize the occurrence of adverse drug reactions and medication errors in a healthcare system (B2c)
• Communicate and collaborate with patients, care givers, physicians, nurses, other health care providers, policy makers, members of the community and administrative and support personnel to engender a team approach to patient care (D1)
• Carry out duties in accordance with legal, ethical, social, economic, and professional guidelines (D4)
• Evaluate and resolve ethical dilemmas that arise in practice and find a solution that is acceptable to all parties involved (D4a)
• Maintain professional competence by identifying and analyzing emerging issues, products, and services (D5)

XIV. **Course-specific Learning/Behavioral Objectives:**
• Solve problems and make decisions for a given employee relations situation.
• Integrate ideas, information and skills necessary in order to provide direction and influence all aspects of pharmacy operations.
• Be able to find, understand, analyze, evaluate, and synthesize information in order to improve patient care and operational outcomes.
• Communicate effectively through various methods with patients, health care professionals and other leadership positions for positive outcomes.
• Demonstrate sensitivity to and facilitate personal values and ethical principles when dealing with
patients and health care providers as well as employees and team members.

- Demonstrate effective interpersonal and inter-group behaviors in a variety of situations and circumstances.
- Apply principle of pharmacy law and regulations in daily practice.
- Analyze and evaluate information in order to develop a business project that encompasses leadership competencies and management principles resulting in enhanced clinical outcomes and cost reduction for patient and company.

**Rotation Activities:**

- Review and participation in quality assurance plan
- Participate in resolving patient issues within the context of pharmacy laws and regulations
- Work on addressing grievances and improving customer service
- Experience positive outcomes of diversity and inclusion on the workplace, workforce, and marketplace and the ways current business can be advanced through diversity leadership.
- Develop skills to effectively coach high performing and underperforming pharmacy team members as well as creating a development plan.
- Provide recommendations on how to improve business outcomes through a review of engagement survey results.
- Review how to read and interpret field management reporting and be able to identify variability and provide appropriate coaching/feedback when applicable
- Demonstrate effective coaching techniques for specific store development
- Participate in team discussions pertaining to current programs and make recommendations for improvements where applicable
- Evaluate how new work flows and technology enhances overall performance
- Explain and discuss how an integrated health care provider company reinvents pharmacy and how it impacts customers, colleagues and business
- Partner with a District Manager and Front Store Manager to develop profitable pharmacy displays
- Review pharmacy operations and provide feedback for improvement
- Partner with Loss Prevention Representative to understand and perform a store loss prevention baseline audit and describe its impact on total business
- Partner with Human Resource Partner/Manager of Professional and College Relations to participate in the process of managing, recruiting and retaining talent in order to impact total business
- Develop and present a comprehensive project that is tied to real world business activities and initiatives within the organization (see suggested projects in activities section)
- Attend meetings and conference calls
- Attend site visits with field team (flexible schedule and travel required)
- Participate in incident reporting and follow up when available
- Assist with Pharmacy Acquisition, Store Relocation or New Store set up when available

**XV. Grading:**

Course grade will be based upon student’s daily performance as well as specific assignments throughout the clerkship. Formal feedback will be provided midway through the rotation and at any other time as deemed necessary by the preceptor. At the end of the clerkship, students will receive a final course grade
and written evaluation from the preceptor. For students electing to receive a letter grade, final grades correspond to the points noted in the table below:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.5 – 100</td>
<td>A</td>
</tr>
<tr>
<td>86.5 - 89.4</td>
<td>A-</td>
</tr>
<tr>
<td>82.5 - 86.4</td>
<td>B+</td>
</tr>
<tr>
<td>79.5 - 82.4</td>
<td>B</td>
</tr>
<tr>
<td>76.5 - 79.4</td>
<td>B-</td>
</tr>
<tr>
<td>72.5 - 76.4</td>
<td>C+</td>
</tr>
<tr>
<td>69.5 - 72.4</td>
<td>C</td>
</tr>
<tr>
<td>66.5 - 69.4</td>
<td>C-</td>
</tr>
<tr>
<td>59.5 - 66.4</td>
<td>D</td>
</tr>
<tr>
<td>\leq 59.4</td>
<td>F</td>
</tr>
</tbody>
</table>

For students who choose the Pass/Fail option, a score of 70% or better must be achieved to Pass the course.

XVI. Course Assessment:
A. Performance in daily activities (as assessed by preceptor during formal/informal meetings)
B. Student Project
   - Develop and present a comprehensive project that is a demonstration of a Pharmacist’s role as the Clinician, Manager and Leader which ties into leadership values, real world business activities and initiatives in community pharmacy (see suggested projects)

The project will be graded based on:
- Style and clarity
- Content and knowledge of subject
- Research of relevant health care/economic principles
- Technical skills
- References/reliability of information

Suggested Projects:
- Analyze current quality assurance procedures and best practices within the district. Complete a root cause analysis with a corrective action plan for prevention of future dispensing errors.
- Demonstrate the positive business impact diversity has on the workplace, workforce and marketplace. Act as a consultant for the district and submit a proposal plan to enhance clinical and financial outcomes with diversity in mind.
- Review engagement results for specific store and provide recommendations on how to approach team and improve business outcomes.
- Develop and present a business plan to improve execution of pharmacy programs for specific store or stores in district. Discuss how variability can impact clinical and financial outcomes.
• Develop a plan to improve immunization program in a given store/district. Discuss business and financial impact of operating a successful vaccination program. Demonstrate within this project the importance of a Pharmacist acting as the clinician, leader, and manager.

• Develop a plan to target a specific patient population and inform and influence them to the various vaccines and immunizations available for them. For example: Call asthmatics and discuss importance of Pneumococcal Vaccine. Set goal and track success of your outreach.

• Partner with Rx Supervisor, District Manager, Front Store Manager and Pharmacy Team to develop a profitable display for select store/district. Set agenda for plan, align team, set accountability, achieve execution, track/deliver results and provide feedback. Discuss the impact a pharmacist can have on total store, patient, and financial outcomes.

C. Project presentation

The presentation will be graded based on:

• Content and organization of information
• Utilization of visual aids where appropriate
• Communication skills
• Ability to answer questions

D. Professionalism (Punctuality, executive presence, interactions with peers, patients, and health care providers)

XVII: Professional Behavior Expectations:

Dress Code:
Students must be appropriately dressed. This means:
- Short white laboratory coat for all students
- Identifying badges (intern badge and other ID if applicable)
- Appropriate and conservative dress
- Ties for men
- No shorts, jeans, sneakers or open toe shoes for men or women
- Comfortable walking shoes are suggested
- Provision will be made at the site for storage of coats, briefcases, pocketbooks, etc.

However, it is suggested that valuables not be taken to the site.

Observance of Rules and Regulations of Clerkship Sites:
All rules and regulations pertaining to the hospital or medical center must be observed. These will be explained at a briefing given by the preceptor at the site. Improper conduct may result in dismissal from the course or disciplinary action by the College.
Confidentiality:
Medical records are private and legal documents. While charts are used and handled in the course of work, it should be remembered that confidentiality is a must.

A. No writing or marks of any kind should be made on documents unless authorized by the preceptor.
B. No names or patient identification numbers should be used in the preparation of written or oral case presentations.
C. There should be no discussion of any patient in elevators, hallways, public areas, etc.

When holding discussions with patients, the student must ensure that others cannot listen to the conversation or otherwise become privy to the information, in accordance with HIPAA regulations.

Other professional misbehavior (such as plagiarism, cheating, and other acts of professional misconduct as deemed by preceptors) will be taken seriously. Please see definitions and examples of unacceptable behaviors below. Improper conduct may result in dismissal from the course or disciplinary action by the College.
College of Pharmacy  
PH_
Performance in Daily Activities Evaluation Form

Student: ____________________________  Student ID #: __________________

Field Preceptor: ____________________  Date: _____

Please assess the pharmacy student using the key below by writing the number that best describes his/her performance for each activity, since the inception of this rotation.

<table>
<thead>
<tr>
<th>Poor / Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 59.4</td>
<td>59.5 - 69.4</td>
<td>69.5 - 79.4</td>
<td>79.5 - 89.4</td>
<td>89.5 - 100</td>
</tr>
</tbody>
</table>

- e.g., does not hand in assignments; provides inaccurate information; actions are unprofessional; habitually late to the site; work is unacceptable
- e.g., performs a minimum of the assigned activities; presents incomplete data; work indicates a lack of effort and/or very poor database; requires extensive intervention from preceptor or staff
- e.g., performs assigned activities; provides accurate but minimal information; requires moderate intervention from preceptor or staff
- e.g., performs all assigned activities; provides complete and accurate information; organized thought process; requires some interventions from preceptor or staff
- e.g., exceeds expectations; completes all assigned activities; provides accurate and precise information; manages time efficiently; requires few interventions from preceptor or staff

<table>
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<tbody>
<tr>
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<td>Student is able to participate in resolving patient issues within the context of pharmacy laws and regulations</td>
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<td>Student is able to describe positive outcomes of diversity and inclusion on the workplace, workforce, and marketplace and the ways current business can be advanced through diversity leadership</td>
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<td>Student is able describe the process of effectively coaching high performing and underperforming pharmacy team members as well as creating a development plan.</td>
</tr>
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<td>Student is able to provide recommendations on how to improve business outcomes through a review of engagement survey results.</td>
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<td>Student is able to evaluate how new work flows and technology enhances overall performance</td>
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<td>Student is able to explain and discuss how an integrated health care provider company reinvents pharmacy and how it impacts customers, colleagues, and business.</td>
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<td>Student is able to partner with Human Resource Partner/Manager of Professional and College Relations to participate in the process of managing, recruiting and retaining talent in order to impact total business</td>
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<tr>
<td>Student attends meetings, conference calls, and site visits with field team</td>
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</table>

**Average of Score:**

<table>
<thead>
<tr>
<th>Final Grade: ________</th>
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<tbody>
<tr>
<td><strong>Preceptor’s Signature:</strong> ___________________________  <strong>Date:</strong> _______________</td>
</tr>
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</table>
College of Pharmacy
PH__
Project Evaluation Form

Student: _______________________________ Student ID #: __________________

Field Preceptor: ______________________ Date: __________

Please assess the pharmacy student using the key below by writing the number that best describes his/her performance for each activity, since the inception of this rotation.

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</table>

1. The student did appropriate background research. Score

2. The student clearly stated his/her viewpoint on the subject.

3. The student provides a valid solution/recommendation for problem/challenge.

4. The project is well written, understandable, grammatically correct, well organized, and has supporting data where applicable.

5. The student completed the assignment in a timely fashion

Average of Score: __________________

Final Grade: ________

Preceptor’s Signature: ___________________________ Date: ________
College of Pharmacy
PH_
Presentation Evaluation Form

Student: ___________________________ Student ID # __________________

Field Preceptor: __________ Date: ________

Title of Presentation: ___________________________________________________

Please assess the pharmacy student using the key below by writing the number that best describes his/her performance for each activity, since the inception of this rotation.

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</table>

I. Content / Organization

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Specifies the purpose in an introductory statement</td>
<td></td>
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<tr>
<td>2. Based on the topic of the project, the content was presented accurately and precisely.</td>
<td></td>
</tr>
<tr>
<td>3. Provides a clear explanation of the subject matter</td>
<td></td>
</tr>
<tr>
<td>4. Length of presentation was appropriate</td>
<td></td>
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<tr>
<td>5. Presentation was effective in conveying information</td>
<td></td>
</tr>
<tr>
<td>6. Student appropriately identifies, retrieves, reviews and analyzes timely references to support the contents</td>
<td></td>
</tr>
<tr>
<td>7. Presentation was well organized</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal: Average Score x 0.50

II. Visual Aids

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>1. Used appropriate visual aids</td>
<td></td>
</tr>
<tr>
<td>2. Visual aids reinforced message</td>
<td></td>
</tr>
<tr>
<td>3. Visual aids were a representation, not reproduction of the spoken words</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal: Average Score x 0.10

III. Communication Skills

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Established eye contact before speaking</td>
<td></td>
</tr>
<tr>
<td>2. Maintained frequent eye contact with all the members of the audience</td>
<td></td>
</tr>
<tr>
<td>3. Appears confident and relaxed</td>
<td></td>
</tr>
<tr>
<td>4. Volume and energy appropriate</td>
<td></td>
</tr>
<tr>
<td>5. Speaks with enthusiasm</td>
<td></td>
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</tbody>
</table>
**IV. Ability to Answer Questions**

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student answers the questions in a logical fashion</td>
<td></td>
</tr>
<tr>
<td>2. The student’s accuracy of answers corresponds with the expected competency of the student</td>
<td></td>
</tr>
<tr>
<td>3. The student is able to think creatively and analytically. May theorize, if not sure of an answer, but identifies answer as such</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal: Average Score x 0.20

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
</table>

Total I + II + III + IV = __________

Final Score: __________

Preceptor’s Signature: ____________________________
Interim Student Assessment Form (Discussed with Student)

Student: ______________________________ Identification #: ________________

Field Preceptor: _______________ Date: ________

1. Daily Activities (30%)
2. Project (40%)
3. Presentation (20%)
4. Professionalism (10%)
   (Punctuality, executive presence, interactions with peers, patients, and health care providers)

Total Points (100%)

Comments: ___________________________________________________________

______________________________________________________________

______________________________________________________________

Final Grade: _________

Preceptor's Signature: ___________________________ Date: ______________

Student’s Signature: ___________________________ Date: ______________
College of Pharmacy  
PH___  
Final Student Assessment Form (Submitted to the College) Fax: (718) 780-4056

Student: _______________________________  Identification #: ______________
Field Preceptor: ______________________  Date: ________

1. Daily Activities  __________ (30%)
2. Project  __________ (40%)
3. Presentation  __________ (20%)
4. Professionalism  
(Punctuality, executive presence, interactions with peers, patients, and health care providers)  __________ (10%)

Total Points  __________ (100%)

Comments: ____________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Final Grade: _________

Preceptor's Signature: _______________________________  Date: _________

Student's Signature: _______________________________  Date: _________