UNMC COLLEGE OF PHARMACY
ADVANCED PHARMACY PRACTICE EXPERIENCE SYLLABUS
(April 2012)

COURSE TITLE: Community Advanced Pharmacy Practice Experiences (APPE)
COURSE NUMBER: PHPR 700-709
CREDIT HOURS: 4 semester hours
CLOCK HOURS/WEEK: 40
NO. OF WEEKS: 4
REQUISITE/ELECTIVE: This APPE may serve as a Community Advanced Pharmacy Practice Experience or as an Elective
PREREQUISITES: P-4 standing and registration as an intern with the Nebraska Department of Health & Human Services and, if applicable, registration as an intern (or other designation used), if required, with Board of Pharmacy of the practice site's state.
DESCRIPTION: Experiential training in advanced community pharmacy practice
INSTRUCTORS: Various

COURSE OBJECTIVES:

At the completion of the practice experience the student shall be able to:
1. Describe and demonstrate the role and activities of the pharmacist in a community pharmacy setting.
2. Manage patient information.
3. Demonstrate knowledge of drug information.
4. Dispense and administer drugs.
5. Evaluate the unique characteristics of patients and patient populations.
6. Utilize pharmaceutical mathematics.
7. Demonstrate ethical and professional behavior in all practice activities.
8. Demonstrate effective communication abilities.
9. Provide patient counseling.
10. Know and apply principles of health and wellness.
11. Demonstrate knowledge of pharmacy insurance.
12. Shall achieve a basic understanding of pharmacy principles

PROGRAMMATIC OUTCOMES:

See Community Pharmacy Core Competencies document, attached as Appendix A.

INSTRUCTIONAL METHODS:

Instructional methods may include, but not be limited to, self-study, observation, monitoring all assigned patients, participation in patient care activities, problem solving, discussions with instructors, presentations, and submission of clinical documentation for instructor evaluation.

ASSESSMENT MEASURES:

Assessment measures may include, but not be limited to, traditional examinations and quizzes, group examinations, performance based assessment methods of general abilities and professional competencies, e.g., case presentations and discussions.
Student's performance will be assessed in each category applicable to the rotation based upon the skills and knowledge demonstrated during the rotation; expectations may vary depending on the timing of the rotation during the rotation year (e.g., higher expectations during later rotations. The student will be evaluated at mid-rotation and at the end of the rotation using the forms provided in Appendix B.

**Mid-rotation evaluation:** The preceptor will complete an evaluation of the student at mid-rotation, and the student is required to complete a self-assessment. The preceptor and student will meet to discuss these performance assessments.

The preceptor will notify the Director of Experiential Programs in cases where students are not progressing to satisfactory levels and are unlikely to successfully complete rotation outcomes to discuss student standing.

**Final evaluation:** At the conclusion of the rotation, the preceptor will complete the final evaluation, and the student is required to complete a self-assessment. The preceptor will interact with the student in exit interview to discuss final grade.

**GRADING METHODS:**

Grading for this APPE is Pass/Fail/Honors:

- **Pass** = Student meets or exceeds expectations
- **Fail** = Student does not meet expectations

Pass with Honors is a grade assigned by a review committee within the Office of Experiential Programs (OEP) to not more than 20% of students completing Community Pharmacy APPE rotations in a given semester. The OEP review utilizes the preceptor assessment forms and written justification of the honors recommendation. Pass with honors recommendations by preceptors should not be discussed with students at the time of the final rotation grading meeting; the student should only be instructed that they have passed or failed the rotation.

**INSTRUCTIONAL OBJECTIVES:**

1. **Describe and demonstrate the role and activities of the pharmacist in a community pharmacy setting.**
   - The student shall be able to:
     - Describe and demonstrate the role of a community pharmacist as evidenced by discussions and interactions with preceptor.

2. **Manage patient information.**
   - The student shall be able to:
     - Collect, record, and assess subjective and objective patient data to define health and medication-related problems. Patient information will be collected in a manner demonstrating knowledge of patient educational level, the unique cultural and socioeconomic situation of patients, and comply with requirements for patient privacy.

3. **Demonstrate knowledge of drug information.**
   - The student shall be able to:
     - Demonstrate knowledge of and accept responsibility of commonly used drugs, devices, formulations, and products.

4. **Dispense and administer drugs.**
   - The student shall be able to:
     - Administer medications.
     - Prepare and dispense medications.
5. Evaluate the unique characteristics of patients and patient populations.  
The student shall be able to:  
- Correlate drug related variables and patient related variables to identify and assess drug related problems.

6. Utilize pharmaceutical mathematics.  
The student shall be able to:  
- Perform accurate medication calculations.  
- Value the importance of total accuracy in performing and applying these calculations.

7. Demonstrate ethical and professional behavior in all practice settings.  
The student shall be able to:  
- Demonstrate knowledge of and sensitivity toward the unique characteristics of each patient.  
- Comply with all federal, state and local laws related to the practice of pharmacy.

8. Communicate effectively in all practice settings.  
The student shall be able to:  
- Demonstrate effective communication abilities in interactions with patients, their families and care givers, and with other health care providers.  
- Communication will be consistent with the education level and culture of the patient and will be empathetic.

9. Provide patient counseling.  
The student shall be able to:  
- Provide effective health and medication information to patients and care givers and confirm understanding of the information provided.

10. Apply principles of health and wellness.  
The student shall be able to:  
- Demonstrate an understanding and application of principles of health and wellness in the provision of individual and population-based health and wellness information.

11. Demonstrate knowledge of patient insurance.  
The student shall be able to:  
- Utilize knowledge of a wide array of private and public health insurance options to assist patients and care givers in obtaining medication and related pharmaceutical supplies in an affordable manner that meets the defined health care need.

12. Achieve a basic understanding of pharmacy principles.  
The student shall be able to:  
- Participate in discussions and complete assignments describing the allocation and use of key resources and supervision of pharmacy technical staff.  
- Participate in purchasing activities and decisions.  
- Participate in the pharmacy’s quality improvement program  
- Create a business plan to support a patient care service  
- Participate in discussions and assignments of human resources management, medication resources management, and pharmacy data management, including pharmacy workload and financial performance.

COURSE OUTLINE:

Detailed course outline will be provided to students by preceptor (see example on next page).
Example:
Required Opportunities:

1. General prescription storage, processing, dispensing, patient counseling, and pharmacy management activities. Allocating and using key resources and supervision of pharmacy technical staff, participation in purchasing activities, creating a business plan to support a patient care service, applying the systems approach to medication safety, participating in the pharmacy’s quality improvement program.
2. On assigned patients, monitor and assist in pharmacotherapeutic management under supervision, including MTM as defined by Medicare.
3. Weekly: discussion with the preceptor, topics may include human resource management, medication resources, pharmacy data management, including pharmacy and financial performance
4. One time: in-service presentation of a topic agreed upon by the student and the preceptor
5. One time: discussion of pharmacy laws and regulations required in the practice of pharmacy
6. One time: discussion of ethical considerations in the practice of pharmacy

Additional activities by week:
Week 1: Observation, introductions, orientation, OTC review, discussion of expectations review of APPE requirements
Week 2: Discussion of drug therapy problems and overview of OTC/Herbal products, completion mid-rotation evaluation
Week 3: Discussion of legal and ethic issues in the practice of pharmacy, life-long learning, MTM or DUR on assigned patients
Week 4: Discussion of pharmacy management. Student presentation, completion of final evaluation, exit interview
Appendix A

Community Pharmacy APPE Core Competencies
(Revised March 2012)

Outcomes and competencies from the University of Nebraska College of Pharmacy Doctor of Pharmacy (PharmD) Program Learning Outcomes and Competencies that will be addressed in this course.

I. PHARMACEUTICAL CARE. Provide pharmaceutical care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound physical, chemical, biological, and therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.

A. Provide patient-centered care

1. Foundational learning outcomes

   a. Numeracy, statistics, experimental design, measurement, medical terminology

      6) As applicable to pharmaceutical preparations, demonstrate knowledge of logarithms, elements of calculus, statistical treatment of errors, measuring, weighing, and significant figures

      7) Demonstrate an understanding of the dimensions and units of measurements for drugs and chemicals, expressions of quantity and concentration for drug products and preparations, and appropriate methods of expressing doses and dosing regimen for patients

      8) Demonstrate a grasp of basic medical terminology used in health care professions

   h. Health behavior

      1) Describe how patient characteristics (e.g., age, gender, income, race, ethnicity, family status) can influence the patient’s health-related beliefs, attitudes, expectations, and behaviors

      2) Describe how behaviors of patients and health care providers are influenced by health-related beliefs, attitudes, and expectations

      4) Identify and describe the effects of factors that influence patient learning and comprehension

   i. Law and Ethics

      1) Recognize the pharmacists professional obligation to patients

      2) Describe the reasonable person concept

      3) Identify the requirements for issuance of a prescription/drug order

      4) Identify the requirements for appropriately counseling a patient, including requirements for documentation

      5) Describe the role of the pharmacist as patient advocate

      6) Compare and contrast ends-oriented and means-oriented ethical principles

      7) Differentiate between judgment, ethics, and values as it applies to the profession of pharmacy

      8) Differentiate between legal and ethical duties related to patient rights, including patient confidentiality

2. Applied competencies

   a. Retrieve, analyze, and interpret the professional, lay, and scientific literature to provide drug information to patients, their families, and other involved health care providers

      2) Identify and regularly utilize information resources that enhance the pharmacist’s understanding of stakeholder viewpoints, beliefs and attitudes

      3) Provide information regarding disease prevention and detection

      4) Provide information regarding prescription medications and products
5) Provide information regarding non-prescription and herbal products
6) Provide information regarding non-drug therapies
7) Provide information regarding diet and nutrition

b. Design, implement, monitor, evaluate, and adjust pharmaceutical care plans that are patient-specific and evidence based which ensure effective, safe, and economical care

2) Compile and evaluate patient-specific information
4) Select the appropriate dosage form, formulation, administration, and/or delivery system for specific drug
6) Ensure that patients or their agents understand the importance, nature and scope of the therapeutic plans being implemented, are informed about the benefits and risks of such plans, agree to participate in the implementation of the plans, and understand the appropriate use of medication included in the plans
8) Administer medications and immunizations to patients, when appropriate

c. Evaluate drug orders or prescriptions, accurately and safely compound drugs in appropriate dosage forms, package and dispense dosage forms to meet specific patient care needs, and provide proper advice regarding dosage form factors which influence drug stability, drug release, drug absorption and bioavailability

d. Communicate and collaborate with the patient, caregiver(s), prescriber(s), and other involved providers to engender a team approach to patient care

1) Identify and regularly use information resources that enhance the pharmacist’s understanding of stakeholder viewpoints, beliefs and attitudes
2) Establish a trust-based relationship with the patient and other stakeholders
3) Interact with the patient and other stakeholders in a manner that is culturally appropriate
4) Encourage and respect stakeholder input while remaining the patient’s advocate from an optimum pharmaceutical care perspective.

e. Demonstrate the ability to practice within a selected patient care setting within state and federal pharmacy regulations

1) Label and package a selected dosage form according to state and federal laws
2) Provide and document appropriate patient consultation

f. Practice ethically in a patient care setting

1) Evidence personal commitment to the welfare of the patient
2) Demonstrate respect for the dignity of the patient
3) Use awareness of personal values and a code of professional ethics to guide behavior

g. Effectively solve situational dilemmas

1) Identify the ethical principles associated with a given patient care scenario
2) Reason through conflicts between personal values and professional ethics to assure optimal patient care
3) Justify a decision made in a patient care setting

h. Maintain professional competence by identifying and analyzing emerging issues, products, and services that may impact patient-specific therapeutic outcomes

1) Maintain a zeal for and practice of lifelong professional learning.
2) Access Continuing Education vehicles such as seminars, on-line training, etc.
3) Utilize current awareness tools, such as journal and database alerting services
4) Subscribe to professional journals  
5) Maintain an up-to-date personal professional library

B. Provide population-based care

1. Foundational learning outcomes
   a. Describe the U.S. health care system with respect to: public and private sectors, persons and organizations that provide health services, payment mechanisms, insurance mechanisms, and 3rd party payers
   b. Describe how characteristics of the U.S. health care system influence prescribing, dispensing, and use of prescription medications, non-prescription medications, and complementary/alternative medicines

2. Applied competencies
   b. Prepare and deliver educational programs to health professionals, patients, and other stakeholders in health care systems regarding drug therapy, accessing drug therapies via health insurance including prescription insurance, and navigating the health care
   f. Communicate and collaborate with pharmacy colleagues, prescribers, population members, caregivers, and other involved health care providers to engender a team approach to patient care.
   g. Retrieve, analyze, and interpret the professional, lay, and scientific literature to provide drug information to other health care providers and to the public
   i. Maintain professional competence by identifying and analyzing emerging issues, products, and services that may impact population-based therapeutic outcomes
   j. Accept responsibility for involvement in the advancement of the profession and leadership in community health care issues

II. SYSTEMS MANAGEMENT. Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health, provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution, and to improve therapeutic outcomes of medication use

A. Manage human, physical, medical, informational, and technological resources

1. Foundational learning outcomes
   a. Identify legal responsibilities of the pharmacist and other pharmacy personnel
   b. Identify legal requirements for acquisition, distribution, and prescribing of pharmaceutical products
   c. Identify procedures necessary for proper dispensing or distribution of prescription and nonprescription pharmaceutical products, including controlled substances
   d. Identify record-keeping requirements related to pharmaceutical products, including requirements for protecting patient confidentiality
   e. Identify requirements and process for licensure, registration, or certification of a pharmacist, a pharmacy, a pharmaceutical manufacturer, a pharmaceutical distributor

2. Applied competencies
   b. Develop a business plan (budgets, pricing, contract development, and yearly reports) that assures financial success of the practice
   c. Maintain a staff of persons capable of fulfilling the practice mission
   g. Identify actual and potential personnel, technological, financial, or regulatory changes that may impact the practice of pharmacy
B. Manage medication use systems

1. Foundational learning outcomes
   a. Identify the authority, responsibilities, and operation of the governmental and nongovernmental agencies and entities that establish and enforce standards that regulate or affect the manufacture, storage, distribution, and dispensing of pharmaceutical products

2. Applied competencies
   a. Manage the drug distribution system
      3) Manage systems for storage, preparation, and dispensing of medicines
      4) Supervise technical personnel involved in the storage, preparation, and dispensing of medicines
   b. Assure the quality of drug products
      3) Ensure that drug products are stored under appropriate conditions.
      4) Apply guidelines and standards of practice for preparation, storage, in-process quality control, and administration of sterile dosage forms and enteral nutrition products
      6) Ensure the security of the drug product inventory
   e. Assess and improve medication use quality
      1) Identify medication errors and adverse drug reactions and report them to appropriate individuals and organizations
      2) Manage the incidence of medication errors and adverse drug reactions
      3) Document quality assurance and improvement activities according to the specifications of relevant accrediting and regulatory bodies
      5) Participate in and perform drug use evaluations

III. PUBLIC HEALTH. Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional health care team

A. Assure the availability of effective, quality health and disease prevention services

1. Foundational learning outcomes
   d. Identify barriers that certain members of the population face in accessing health and pharmaceutical services

2. Applied competencies
   b. Provide disease prevention and health promotion programs to the public
   c. Recommend and/or administer vaccines to the public
   d. Provide health screening/early detection and intervention services to the public
   f. Promote safe medication use
   i. Provide appropriate emergency services (e.g., CPR, emergency triage/referral, access to poison control and treatment information)
EVALUATION FORM: COMMUNITY CORE COMPETENCIES
PRECEPTOR'S MID-ROTATION EVALUATION OF THE STUDENT
P-4 ADVANCED PHARMACY PRACTICE EXPERIENCE

Student Name: 
Preceptor Name: 
Rotation Site: 
Start Date: 
Mid-rotation Evaluation Date: 

Instructions:
* In order to provide a consistent evaluation process and valuable feedback to students regarding their professional development, please assess the student's performance in each category (when applicable to this rotation) based upon the skills and knowledge demonstrated throughout the rotation, as well as the student's previous experience. Please use the evaluation chart below to assess the students' performance in each category. Clearly indicate your assessment by checking the corresponding points for each category.

* The student is required to complete a self-assessment at mid-rotation and at the end of the rotation.

* The preceptor must complete an evaluation of the student at mid-rotation and interact with the student in discussion as it relates to performance. To submit the mid-rotation evaluation, please choose - "Mid-rotation Evaluation - Submit now." If you wish to save the evaluation and submit later, please choose - "Mid-rotation Evaluation - Work in Progress."

* The final evaluation portion of the form must be completed at the conclusion of the rotation using the final evaluation form.

* While some students may initially require substantial redirection and supervision, improvement should become evident through practice with minimal supervision. In cases where students are not progressing to Satisfactory levels and are unlikely to successfully complete rotation outcomes, please contact Mr. John Ridgway, Director of Experiential Programs at (402) 559-5774 or jridgway@unmc.edu to discuss student standing.

* The evaluation of student performance will be utilized by future preceptors and the Office of Experiential Programs for student development during remaining clerkships.

Evaluation Guidelines: Choose the category that is most representative of the student's performance

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<tr>
<th>NOT OFFERED (N/O)</th>
<th>UNSATISFACTORY (U)</th>
<th>Satisfactory Needs Improvement (SN)</th>
<th>SATISFACTORY (S)</th>
<th>GOOD (G)</th>
<th>EXCELLENT (E)</th>
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<tr>
<td>The activity is not offered at this site.</td>
<td>* Lacks the skill, knowledge, and/or ability to complete task</td>
<td>* Has the skill, knowledge, and ability but does not utilize it to complete task</td>
<td>* Utilizes, skill, knowledge and/or ability to complete task</td>
<td>* Moderate level of proficiency</td>
<td>* High level of proficiency</td>
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<td>* Numerous mistakes; inability to problem-solve</td>
<td>* Numerous mistakes; has ability to problem-solve but does not make corrections</td>
<td>* Occasional mistakes; ability to self correct</td>
<td>* Mistakes are minimal; ability to problem solve and utilizes resources consistently</td>
<td>* Mistakes are minimal; ability to problem solve and utilizes resources consistently</td>
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<tr>
<td>* Constant redirection and supervision is required</td>
<td>* Somewhat confident in abilities</td>
<td>* Minimal redirection and supervision is required</td>
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<td>* Lacks confidence in abilities</td>
<td>* Student has some awareness of mistakes made</td>
<td>* Consistent performance</td>
<td>* Student is confident in abilities</td>
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<tr>
<td>* Student lacks awareness of mistakes made</td>
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<td>* Student can identify and solve problems/issues</td>
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Clicking on the underlined abilities (items 1-21) will reveal the related competencies
## I. PHARMACY PRACTICE

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<tr>
<th>N/O = NOT OFFERED</th>
<th>U = UNSATISFACTORY</th>
<th>SN = SATISFACTORY IDEEDS IMPROVEMENT</th>
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1. **Pharmacy Profession**: demonstrates the activities of the pharmacist appropriate to the practice site. Integrates the role of other pharmacy support personnel in the delivery of pharmacy services and patient care. Identifies and implements necessary changes in pharmacy practice and health care deliver to advance the profession.

   MID-ROTATION: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E

2. **Integrative Competence/Critical Thinking and Decision-Making Abilities**: examines issues rationally and logically. Evaluates, analyzes and synthesizes information and knowledge based upon sound physical, chemical, biological, and therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.

   MID-ROTATION: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E

3. **Informatics and Evidence-Based PharmacoTherapy**: evaluates, analyzes, and synthesizes information. Manages knowledge to mitigate error(s) and support decision-making using appropriate information and technology.

   MID-ROTATION: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E

4. **Oral Communication**: listens, assesses health literacy, and uses effective oral communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology and vocabulary for the intended audience.

   MID-ROTATION: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E

5. **Written Communication**: listens, assesses health literacy, and uses effective written communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology and vocabulary for the intended audience.

   MID-ROTATION: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E

6. **Interactions with Health Professionals**: interacts actively and effectively with other health professionals. Respects other health professionals’ contribution to patient care.

   MID-ROTATION: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E

7. **Self-Directed Learning Abilities**: assesses his/her own knowledge, sets appropriate learning goals and takes appropriate action to accomplish these goals.

   MID-ROTATION: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E

8. **Social Awareness and Responsibility**: takes responsibility for adapting and providing quality patient care to culturally, economically, and socially diverse populations. Promotes public health and minimizes health care disparities. Applies population-specific data, informatics, and research processes to identify and solve public health problems and help develop health policy as appropriate to the practice site.

   MID-ROTATION: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E

9. **Health Promotion**: counsels individuals and/or groups on health lifestyles for disease prevention, wellness, health promotion and public health issues.

   MID-ROTATION: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E
II. PATIENT CENTERED PHARMACY PRACTICE

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<tr>
<td>10. Disease State Knowledge: explains pathophysiology and clinical presentation of disease state(s).</td>
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<td>11. Clinical Pharmacology: explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.</td>
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<td>12. Patient Information: obtains all necessary and pertinent information from patient/family/caregiver interviews, patient medical records, medication profiles, patient labs, physical assessment findings, diagnostic tests, and/or other health care providers.</td>
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<td>13. Patient Pharmacotherapy Assessment: assesses the appropriateness of the patient’s drug therapy, determines therapeutic endpoints and explains drug therapy including assessment of all medications, evidence-based literature and standards of treatment</td>
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<td>14. Pharmacy Care Plan: formulates and recommends appropriate pharmacy care plans, uses information about patient's medical and socio-behavioral needs, preferences and economic status to encourage medication adherence and optimize patient’s health outcomes. Determines the goals of therapy, states appropriate efficacy and toxicity monitoring parameters, and identifies and completes appropriate follow-up. Recommendations are reasonable and consider potential consequences of recommendations.</td>
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<td>15. Patient/Caregiver Communication: able to choose, apply and integrate the effective mode(s) of communication (verbal, nonverbal, and/or written) to provide education and counseling on prescription and OTC medication in a caring manner. Verifies understanding and follows HIPAA guidelines.</td>
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III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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<tr>
<td>16. Prescription Verification: accurately interprets and transcribes verbal and written prescription orders and assures the appropriateness of the prescription order. Assists patient in problems related to prescription medication coverage.</td>
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<td>17. Dispensing: safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.</td>
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<td>18. Acquisition: uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality.</td>
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19. **Management**: describes principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.

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20. **Pharmaceutical Product Knowledge**: discusses aspects of the pharmaceutical sciences that relate to the properties and formulation of drugs and drug products, and medically-related tests and devices. Prepares compounded prescriptions accurately.

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21. **Appropriate Medication Use**: performs activities that improve the safety and quality of the medication use process by preventing, reporting, and managing medication errors and adverse events. Understands and adheres to safety design principles in the health care system.

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### IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY

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22. Demonstrate motivation, initiative, and active participation in the rotation (actively participates in answering drug information questions and offering to assist with problem-solving patient issues)

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23. Maintain a consistent, positive attitude and behavior even in stressful situations. Appropriate interactions. Accept constructive criticism and feedback to improve skills.

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24. Demonstrate accountability and responsibility

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25. Demonstrate punctuality

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26. Display honesty, integrity and trustworthiness

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27. Evaluate ethical dilemmas

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29. Demonstrate effective time management skills

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30. Appearance, attire, and personal hygiene are professional

| MID-ROTATION: | U | SN | S | G | E |
OVERALL PERFORMANCE COMMENTS FOR MID-ROTATION

Describe the student's strengths:

Describe areas that need improvement:

Confidential Concerns (Optional): Please use ONLY for issues and concerns you don’t want the student to see. Please leave box blank if you have no confidential concerns to report. The Office of Experiential Programs will be immediately notified of your concerns.

GRADING METHODS:

Mid-rotation grading for this APPE is Passing or Failing:

Passing = Student is meeting or exceeding expectations  Failing = Student is not meeting expectations

MID-ROTATION EVALUATION

Recommend Grade:  ○ Unsatisfactory = Failing  ○ Satisfactory = Passing

○ Mid-rotation Evaluation - Work in Progress  ○ Mid-rotation Evaluation - Submit Now
EVALUATION FORM: COMMUNITY CORE COMPETENCIES

PRECEPTOR’S FINAL EVALUATION OF THE STUDENT
P-4 ADVANCED PHARMACY PRACTICE EXPERIENCE

Student Name: 

Preceptor Name: 

Rotation Site: 

Start Date:  

Final Evaluation Date:  

Instructions:
* In order to provide a consistent evaluation process and valuable feedback to students regarding their professional development, please assess the student’s performance in each category (when applicable to this rotation) based upon the skills and knowledge demonstrated throughout the rotation, as well as the students previous experience. Please use the evaluation chart below to assess the student’s performance in each category. Clearly indicate your assessment by checking the corresponding points for each category.

* The student is required to complete a self-assessment at mid-rotation and at the end of the rotation.

* The preceptor must complete an evaluation of the student at the end of the rotation and interact with the student in discussions as it relates to performance. To submit the final evaluation, please choose - “Final Evaluation - Submit Now.” If you wish to save the evaluation and submit later, please choose - “Final Evaluation - Work in Progress.”

* While some students may initially require substantial redirection and supervision, improvement should become evident through practice with minimal supervision. In cases where students are not progressing to Satisfactory levels and are unlikely to successfully complete rotation outcomes, please contact Mr. John Ridgway, Director of Experiential Programs at (402)559-5774 or Jridgway@unmc.edu to discuss student standing.

* The evaluation of student performance will be utilized by future preceptors and the Office of Experiential Programs for student development during remaining clerkships.

Evaluation Guidelines: Choose the category that is most representative of the student’s performance

<table>
<thead>
<tr>
<th>NOT OFFERED (N/O)</th>
<th>UNSATISFACTORY (U)</th>
<th>SATISFACTORY NEEDS IMPROVEMENT (SN)</th>
<th>SATISFACTORY (S)</th>
<th>GOOD (G)</th>
<th>EXCELLENT (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The activity is not offered at this site.</td>
<td>* Lacks the skill, knowledge, and/or ability to complete task</td>
<td>* Has the skill, knowledge, and ability but does not utilize it to complete task</td>
<td>* Utilizes, skill, knowledge and/or ability to complete task</td>
<td>* Moderate level of proficiency</td>
<td>* High level of proficiency</td>
</tr>
<tr>
<td></td>
<td>* Numerous mistakes; inability to problem-solve make corrections</td>
<td>* Numerous mistakes; has ability to problem-solve but does not make corrections</td>
<td>* Occasional mistakes; ability to self correct</td>
<td>* Mistakes are minimal; ability to problem solve and utilizes resources often</td>
<td>* Mistakes are minimal; ability to problem solve and utilizes resources consistently</td>
</tr>
<tr>
<td></td>
<td>* Constant redirection and supervision is required</td>
<td>* Somewhat confident in abilities</td>
<td>* Minimal redirection and supervision is required</td>
<td>* Minimal supervision is required</td>
<td>* Minimal supervision is required</td>
</tr>
<tr>
<td></td>
<td>* Lacks confidence in abilities</td>
<td>* Student has some awareness of mistakes made</td>
<td>* Consistent performance</td>
<td>* Student is confident in abilities</td>
<td>* Minimal supervision is required</td>
</tr>
<tr>
<td></td>
<td>* Student lacks awareness of mistakes made</td>
<td></td>
<td>* Student can identify and solve problems/issues</td>
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<td>* Minimal supervision is required</td>
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</table>

Clicking on the underlined abilities (items 1-21) will reveal the related competencies.
## I. PHARMACY PRACTICE

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### 1. Pharmacy Profession:
demonstrates the activities of the pharmacist appropriate to the practice site. Integrates the role of other pharmacy support personnel in the delivery of pharmacy services and patient care. Identifies and implements necessary changes in pharmacy practice and health care deliver to advance the profession.

**FINAL:**

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### 2. Integrative Competence/Critical Thinking and Decision-Making Abilities:
examines issues rationally and logically. Evaluates, analyzes and synthesizes information and knowledge based upon sound physical, chemical, biological, and therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.

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### 3. Informatics and Evidence-Based Pharmacotherapy:
evaluates, analyzes, and synthesizes information. Manages knowledge to mitigate error(s) and support decision-making using appropriate information and technology.

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### 4. Oral Communication:
listens, assesses health literacy, and uses effective oral communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology and vocabulary for the intended audience.

**FINAL:**

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### 5. Written Communication:
listens, assesses health literacy, and uses effective written communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology and vocabulary for the intended audience.

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### 6. Interactions with Health Professionals:
interacts actively and effectively with other health professionals. Respects other health professionals’ contribution to patient care.

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### 7. Self-Directed Learning Abilities:
assesses his/her own knowledge, sets appropriate learning goals and takes appropriate action to accomplish these goals.

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### 8. Social Awareness and Responsibility:
takes responsibility for adapting and providing quality patient care to culturally, economically, and socially diverse populations. Promotes public health and minimizes health care disparities. Applies population-specific data, informatics, and research processes to identify and solve public health problems and help develop health policy as appropriate to the practice site.

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### 9. Health Promotion:
counsels individuals and/or groups on health lifestyles for disease prevention, wellness, health promotion and public health issues.

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</table>
## II. PATIENT CENTERED PHARMACY PRACTICE

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<tr>
<th>Skill</th>
<th>Description</th>
<th>Final</th>
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<tbody>
<tr>
<td>10. Disease State Knowledge</td>
<td>explains pathophysiology and clinical presentation of disease state(s).</td>
<td>N/O</td>
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<tr>
<td>11. Clinical Pharmacology</td>
<td>explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.</td>
<td>N/O</td>
</tr>
<tr>
<td>12. Patient Information</td>
<td>obtains all necessary and pertinent information from patient/family/caregiver interviews, patient medical records, medication profiles, patient labs, physical assessment findings, diagnostic tests, and/or other health care providers.</td>
<td>N/O</td>
</tr>
<tr>
<td>13. Patient Pharmacotherapy Assessment</td>
<td>assesses the appropriateness of the patient’s drug therapy, determines therapeutic endpoints and explains drug therapy including assessment of all medications, evidence-based literature and standards of treatment</td>
<td>N/O</td>
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<tr>
<td>14. Pharmacy Care Plan</td>
<td>formulates and recommends appropriate pharmacy care plans, uses information about patient’s medical and socio-behavioral needs, preferences and economic status to encourage medication adherence and optimize patient’s health outcomes. Determines the goals of therapy, states appropriate efficacy and toxicity monitoring parameters, and identifies and completes appropriate follow-up. Recommendations are reasonable and consider potential consequences of recommendations.</td>
<td>N/O</td>
</tr>
<tr>
<td>15. Patient/Caregiver Communication</td>
<td>able to choose, apply and integrate the effective mode(s) of communication (verbal, nonverbal, and/or written) to provide education and counseling on prescription and OTC medication in a caring manner. Verifies understanding and follows HIPAA guidelines.</td>
<td>N/O</td>
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## III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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<tr>
<td>16. Prescription Verification</td>
<td>accurately interprets and transcribes verbal and written prescription orders and assures the appropriateness of the prescription order. Assists patient in problems related to prescription medication coverage.</td>
<td>N/O</td>
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<tr>
<td>17. Dispensing</td>
<td>safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.</td>
<td>N/O</td>
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<tr>
<td>18. Acquisition</td>
<td>uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality.</td>
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### IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY

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<td>19. <strong>Management:</strong> describes principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.</td>
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<td>20. <strong>Pharmaceutical Product Knowledge:</strong> discusses aspects of the pharmaceutical sciences that relate to the properties and formulation of drugs and drug products, and medically-related tests and devices. Prepares compounded prescriptions accurately.</td>
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<td>21. <strong>Appropriate Medication Use:</strong> performs activities that improve the safety and quality of the medication use process by preventing, reporting, and managing medication errors and adverse events. Understands and adheres to safety design principles in the health care system.</td>
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<td>22. Demonstrate motivation, initiative, and active participation in the rotation (actively participates in answering drug information questions and offering to assist with problem-solving patient issues)</td>
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OVERALL FINAL PERFORMANCE COMMENTS

Describe the student's strengths:

Describe areas that need improvement:

Confidential Concerns (Optional): Please use ONLY for issues and concerns you don't want the student to see. Please leave box blank if you have no confidential concerns to report. The Office of Experiential Programs will be immediately notified of your concerns.

GRADING METHODS: Grading for this APPE is Pass/Fail/Honors:

- **Pass** = Student meets or exceeds expectations
- **Fail** = Student does not meet expectations

**Pass with Honors** is a grade assigned by a review committee within the Office of Experiential Programs (OEP) to not more than 20% of students completing an Community APPE rotation in a given semester. The OEP review utilizes the preceptor assessment forms and written justification of the honors recommendation. Pass with honors recommendations by preceptors should not be discussed with students at the time of the final rotation grading meeting; the student should only be instructed that they have passed or failed the rotation.

FINAL EVALUATION

Recommend Grade:
- Unsatisfactory = Fail
- Satisfactory = Pass
- Pass with Honors (must justify below)

If you recommend a grade of **fail**, explain the reason for this grade:

Honors Justification:

1. How did this student exceed your expectations: (required)

2. Please give one or more examples of exceptional work performed by this student: (required)

Submission of this evaluation affirms that the student has completed the required minimum of 160 hours of APPE for a 4-week rotation.