UNMC COLLEGE OF PHARMACY
ADVANCED PHARMACY PRACTICE EXPERIENCE SYLLABUS
(July 2015)

COURSE TITLE: Acute Care Advanced Pharmacy Practice Experiences (APPE)

COURSE NUMBER: PHPR 720-749 (Level I: PHPR 720-729, Level II: PHPR 730-749)

CREDIT HOURS: 4 semester hours

CLOCK HOURS/WEEK: 40 NO. OF WEEKS: 4

REQUIRED/ELECTIVE: This APPE may serve as an Acute Care 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 acute care pharmacy practice. Students are required to complete one Level I and one Level II course.

INSTRUCTORS: various

COURSE OBJECTIVES:

At the completion of the APPE, the student shall be able to:

1. Describe the role of a pharmacist in an inpatient acute pharmaceutical care system.
2. Utilize inpatient and, as appropriate, other information sources to develop and maintain a pharmaceutical care plan.
3. Recognize signs and symptoms of major diseases.
4. Explain the pathologic basis of major diseases.
5. Assess appropriateness of therapy for major diseases.
6. Clinically apply laboratory values to the care of patients.
7. Apply pharmacokinetic principles and pharmaceutical calculations to patient care.
8. Provide verbal and written documentation appropriate to the pharmaceutical care needs of patients.
9. Appropriately relate to the family and/or patient and effectively interact with the family unit and/or patient.
10. Provide appropriate solutions to common drug dosage, administration and formulation problems.
11. Utilize the appropriate scientific literature (e.g., journals, reference texts online resources) to solve drug-related problems.
12. Explain and comply with regulations pertaining to pharmacy and medication use in health care facilities.
13. Educate patients and other health-care professionals.
14. Demonstrate professionalism and accountability in providing pharmaceutical care.

PROGRAMMATIC OUTCOMES:

See Acute Care APPE 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 forms provided in Appendix B (which may include additional criteria as defined by specific rotations).

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 at significant risk of being unable to successfully complete the rotation.

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 Acute Care 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 the role of a pharmacist in an inpatient acute pharmaceutical care system.
   The student shall be able to:
   • Provide pharmaceutical care as evidenced by discussions and interactions with the preceptor and pharmacists.
   • Gather and organize accurate and comprehensive patient specific information.
   • Obtain and interpret patient information to determine the presence of a disease, medical condition, or drug-related problem(s), and assess the need for treatment and/or referral.
   • Evaluate patient information to determine the presence of a disease, medical condition, or drug-related problem(s), and assess the need for treatment and/or referral.
   • Obtain and accurately record a patient’s health and medication history.

2. Utilize patient information sources to develop and maintain a pharmaceutical care plan.
   The student shall be able to:
   • Develop a pharmaceutical care plan as evidenced by discussions with the preceptor and pharmacists and the submission of a pharmaceutical care plan to the preceptor.
   • Obtain accurate and comprehensive patient history (include drug allergies, a description of allergic reactions, drugs being taken, doses and schedules being used, over the counter medications being
taken, herbal/natural products being used, self-care behaviors, and adherence).

3. Recognize signs of major specific diseases.
   The student shall be able to:
   • Describe common presentations of diseases, as evidenced by discussion with the preceptor.
   • Identify and prioritize a patient’s drug-related problems.

4. Explain the pathologic basis of major diseases commonly encountered in institutional settings.
   The student shall be able to:
   • Describe the pathologic basis of common diseases, as evidenced by discussions with the preceptor.

5. Assess appropriateness of therapy for major diseases.
   The student shall be able to:
   • Describe usual and appropriate pharmacotherapy for diseases as evidenced by discussions with the preceptor.
   • Evaluate medication orders to identify drug related problems.
   • Assess the urgency and risk associated with identified drug related problems.

6. Apply laboratory values to the care of the patient
   The student shall be able to:
   • Locate, collect and evaluate laboratory values given in a patient’s chart for the purpose of monitoring drug therapy, integrating laboratory values into pharmaceutical care plans and daily clinical patient care activities as evidenced by verbal and written communications with the preceptor and pharmacists.

7. Apply pharmacokinetic principles and pharmaceutical calculations to patient care.
   The student shall be able to:
   • Provide appropriate pharmacokinetic consults and verbal recommendations when appropriate for assigned patients.
   • Adjust drug therapy for renal and hepatic disease when appropriate.

8. Provide verbal and written documentation appropriate to the pharmaceutical care needs of patients
   The student shall be able to:
   • Utilize pharmaceutical care plans (to include appropriateness of therapy, monitoring for drug related interactions, avoidance of therapeutic duplication, drug administration considerations, monitoring for therapeutic success and adverse events, and alternative therapeutic planning if therapy fails) in daily patient care activities involving the assigned multidisciplinary team as evidenced by verbal and written communications with the preceptor and pharmacists.
   • Interact effectively with other members of the patient care team.

9. Appropriately relate to the family and/or patient and effectively interact with the family unit and/or patient.
   The student shall be expected to be able to:
   • Discuss family and social issues affecting patient illness and care with the preceptor.
   • Interact with the family and/or patient to provide pharmaceutical care as needed (e.g., family education, discharge counseling) as evidenced in the clinical log and evaluations by pharmacists who have observed these activities.
   • Use effective written, visual, verbal, and nonverbal communication skills to provide patient/caregiver self-management education when appropriate.
   • Appropriately and accurately provide basic medication counseling to a patient or caregiver receiving a medication.

10. Solve common drug dosage and formulation problems
    The student shall be able to:
    • Describe how to administer medication dosages, both orally and parenterally.
• Describe how to approach oral dosage needs of patients.

11. Utilize the appropriate scientific literature (e.g., journals, reference texts, online resources) to solve drug-related problems
   The student shall be able to:
   • Utilize the literature efficiently and effectively in solving pharmaceutical care problems as evidenced by discussions with the preceptor and pharmacists, case presentations and written pharmaceutical care plan, clinical log, and drug information consults.

12. Explain and comply with regulations pertaining to pharmacy and medication use in health care facilities.
   The student shall be able to:
   • Describe and apply the regulations that pertain to pharmacy services as evidenced by discussions with the preceptor.
   • Evaluate facility compliance with regulations pertaining to acquisition, disposition, handling, storage, and administration of medications.

13. Educate patients and other health-care professionals.
   The student shall be able to:
   • Utilize the medical information/literature to provide accurate and timely drug information.
   • Provide answers to therapy related questions.
   • Obtain relevant information from appropriate literature sources.
   • Prepare answers and reports as required by the patient care team.
   • Discuss results of drug information research with the preceptor and clinic pharmacists.

14. Demonstrate professionalism and accountability in providing pharmaceutical care.
   The student shall be able to
   • Demonstrate caring, ethical, and professional behavior when interacting with peers, professionals, patients, and caregivers.
   • Demonstrate sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity and identity when interacting with patients, caregivers, and other health care professionals.
   • Practice ethically, including maintaining patient confidentiality, responding to errors in care and avoiding professional misconduct (including plagiarism).

COURSE OUTLINE:

Detailed course outline will be provided to students by preceptor.

Example:

Recurring activities:
1. Students will round daily with the assigned medical team.
2. On assigned patients, students monitor and assist in pharmacotherapeutic management.
3. At least three times weekly case discussion with the preceptor.
4. Weekly attendance at the medical service’s (e.g., Medical, Pediatric, Surgical) and Pharmacy Grand Rounds whenever these are scheduled.

Activities by individual week:
Week 1: Orientation, introduction to the team, work-up all assigned patients, student case discussions with preceptor (which continue throughout the rotation).
Week 2: Formal case presentation, mid-term evaluation, assignment of articles for journal club.
Week 3: Journal Club. Assignment of Drug Therapy presentation topic
Week 4: Drug Therapy presentation and final rotation evaluation.

Example of daily activities week 3:
Monday: Prepare for and complete morning rounds, attend Pharmacy Grand Rounds, discussion of all patients (e.g., with faculty member, clinical pharmacists, pharmacy resident).
Tuesday: Prepare for and complete morning rounds, meet with faculty preceptor, clinical pharmacists and pharmacy resident.
Wednesday: Prepare for and complete morning rounds and work on Journal Club presentation.
Thursday: Prepare for and complete morning rounds, meet with faculty member, clinical pharmacists and pharmacy resident.
Friday: Prepare for and complete morning rounds, attend physician Grand Rounds, meet with faculty, clinical pharmacists and pharmacy resident for Journal Club and finalize Drug Therapy topic for week 4 presentation.
Appendix A

Acute Care APPE Core Competencies
(Revised February 2011)

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

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

      1) Maintain awareness of evidence-based information resources, and use principles of evidence based medicine to assess information needs, formulate focused queries, acquire the best available evidence, evaluate the evidence and communicate it to the appropriate

      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

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

      1) Maintain awareness of evidence-based information resources and use principles of evidence based medicine to assess information needs, formulate focused queries, acquire the best available evidence, evaluate the evidence, and apply clinical expertise in using the evidence in providing patient-centered care

      2) Compile and evaluate patient-specific information

      3) Recommend medications and/or laboratory tests in accordance with established standards of practice and available clinical data

      4) Select the appropriate dosage form, formulation, administration, and/or delivery system for specific drug entities, and assess existing dosage schedules and recommend modifications based on sound pharmacokinetic and therapeutic

      7) Monitor the patient in order to identify, assess, and solve medication-related problems, assess and promote adherence to the therapeutic plan, and evaluate the effectiveness of the plan in producing the intended therapeutic

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

      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.
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

g. Effectively solve situational dilemmas
   1) Identify the ethical principles associated with a given patient care scenario
   3) Justify a decision made in a patient care setting

B. Provide population-based care

2. Applied competencies
   
a. Retrieve, evaluate, and manage professional information and literature
   b. Prepare and deliver patient case presentations incorporating a critical analysis of the drug therapy and subsequent therapeutic outcome
   e. Apply principles of pharmacoeconomics to recommend or select drug products for inclusion in treatment protocols or guidelines
   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
   h. Carry out duties in accordance with legal, ethical, social, economic, and professional guidelines

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

B. Manage medication use systems

2. Applied competencies
   
d. Employ practice guidelines and standards
      2) Use appropriate critical pathways, clinical practice guidelines, and disease management protocols in the delivery of pharmaceutical care
   e. Assess and improve medication use quality
      1) Identify medication errors and adverse drug reactions and report them to appropriate individuals and organizations
APPE MID-ROTATION EVALUATION
PRECEPTOR'S 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. 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 the end of the rotation and interact with the student in discussion as it relates to performance.

While some students may initially require substantial redirection and supervision, improvement should become evident through practice with minimal supervision. The preceptor will notify the Director of Experiential Programs in cases where students are not progressing to satisfactory levels and are at significant risk of being unable to successfully complete the rotation. Please contact, Mr. John Ridgway, Director of Experiential Programs at (402) 559-5774 or jridgway@unmc.edu.

The evaluation of the 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

Not Offered: The activity is not offered at this site.

Unsatisfactory: Lacks the skill, knowledge, and/or ability to complete task. Numerous mistakes; inability to problem-solve make corrections. Constant redirection and supervision is required. Lacks confidence in abilities. Student lacks awareness of mistakes made.

Satisfactory Needs Improvement: Has the skill, knowledge and ability but does not utilize it to complete task. Numerous mistakes; has ability to problem-solve but does not make corrections. Somewhat confident in abilities. Student has some awareness of mistakes made.

Satisfactory: Utilizes, skill, knowledge and/or ability to complete task. Occasional mistakes; ability to self correct. Minimal redirection and supervision is required. Consistent performance. Student is confident in abilities. Student can identify and solve problems/issu. 

Good: Moderate level of proficiency. Mistakes are minimal; ability to problem solve and utilizes resources often. Minimal supervision is required.

Excellent: High level of proficiency. Mistakes are minimal; ability to problem solve and utilizes resources consistently. Minimal supervision is required.
## I. PHARMACY PRACTICE

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<thead>
<tr>
<th>N/O = Not Offered</th>
<th>U = Unsatisfactory</th>
<th>SN = Satisfactory Needs Improvement</th>
<th>S = Satisfactory</th>
<th>G = Good</th>
<th>E = Excellent</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.

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## II. PATIENT CENTERED PHARMACY PRACTICE

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### 10. Disease State Knowledge: Explains pathophysiology and clinical presentation of disease state(s).

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### 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.

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### 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.

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### 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.

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## III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

### 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.

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### 17. Dispensing: Safely dispenses medications while applying professional standards and legal guidelines. Administer medications when appropriate and upon adequate training.

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### 18. Acquisition: Uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality.

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## IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY

### 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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### 28. Maintain confidentiality of all patient & health organization related information.

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### 29. Demonstrate effective time management skills.

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### 30. Appearance, attire, and personal hygiene are professional.

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OVERALL PERFORMANCE COMMENTS FOR MID-ROTATION

Describe the student's strengths:

Describe areas that need improvement:

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

The preceptor will notify the Director of Experiential Programs in cases where students are not progressing to satisfactory levels and are at significant risk of being unable to successfully complete the rotation. Please contact, Mr. John Ridgway, Director of Experiential Programs at (402) 559-5774 or jridgway@unmc.edu.

MID-ROTATION EVALUATION GRADE RECOMMENDATION

○ Passing ○ Failing
# APPE FINAL EVALUATION

## PRECEPTOR'S EVALUATION OF THE STUDENT

### P-4 ADVANCED PHARMACY PRACTICE EXPERIENCE

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## 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. 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 the end of the rotation and interact with the student in discussion as it relates to performance.

While some students may initially require substantial redirection and supervision, improvement should become evident through practice with minimal supervision. The preceptor will notify the Director of Experiential Programs in cases where students are not progressing to satisfactory levels and are at significant risk of being unable to successfully complete the rotation. Please contact, Mr. John Ridgway, Director of Experiential Programs at (402) 559-5774 or jridgway@unmc.edu.

The evaluation of the 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**

**Not Offered:** The activity is not offered at this site.

**Unsatisfactory:** Lacks the skill, knowledge, and/or ability to complete task. Numerous mistakes; inability to problem-solve make corrections. Constant redirection and supervision is required. Lacks confidence in abilities. Student lacks awareness of mistakes made.

**Satisfactory Needs Improvement:** Has the skill, knowledge and ability but does not utilize it to complete task. Numerous mistakes; has ability to problem-solve but does not make corrections. Somewhat confident in abilities. Student has some awareness of mistakes made.

**Satisfactory:** Utilizes, skill, knowledge and/or ability to complete task. Occasional mistakes; ability to self correct. Minimal redirection and supervision is required. Consistent performance. Student is confident in abilities. Student can identify and solve problems/issues.

**Good:** Moderate level of proficiency. Mistakes are minimal; ability to problem solve and utilizes resources often. Minimal supervision is required.

**Excellent:** High level of proficiency. Mistakes are minimal; ability to problem solve and utilizes resources consistently. Minimal supervision is required.
## I. PHARMACY PRACTICE

<table>
<thead>
<tr>
<th>N/O = Not Offered</th>
<th>U = Unsatisfactory</th>
<th>SN = Satisfactory Needs Improvement</th>
<th>S = Satisfactory</th>
<th>G = Good</th>
<th>E = Excellent</th>
</tr>
</thead>
</table>

### 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 delivery to advance the profession.

FINAL: ○ 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.

FINAL: ○ 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.

FINAL: ○ 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.

FINAL: ○ 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.

FINAL: ○ 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.

FINAL: ○ 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.

FINAL: ○ 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.

FINAL: ○ 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.

FINAL: ○ N/O ○ U ○ SN ○ S ○ G ○ E
## II. PATIENT CENTERED PHARMACY PRACTICE

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Disease State Knowledge</td>
<td>Explains pathophysiology and clinical presentation of disease state(s).</td>
<td>G</td>
</tr>
<tr>
<td>11. Clinical Pharmacology</td>
<td>Explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.</td>
<td>G</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>G</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>G</td>
</tr>
<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>G</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>G</td>
</tr>
</tbody>
</table>

## III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<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>G</td>
</tr>
<tr>
<td>17. Dispensing</td>
<td>Safely dispenses medications while applying professional standards and legal guidelines. Administer medications when appropriate and upon adequate training.</td>
<td>G</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>
<td>G</td>
</tr>
</tbody>
</table>
### Appendix B - APPE Final Evaluation of Student (Rev. May 2015)

<table>
<thead>
<tr>
<th></th>
<th>N/O = Not Offered</th>
<th>U = Unsatisfactory</th>
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<th>G = Good</th>
<th>E = Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. <strong>Management:</strong></td>
<td>Describes principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<tr>
<td>20. <strong>Pharmaceutical Product Knowledge:</strong></td>
<td>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>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<tr>
<td>21. <strong>Appropriate Medication Use:</strong></td>
<td>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>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</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>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<td>23. Maintain a consistent, positive attitude and behavior even in stressful situations. Appropriate interactions. Accept constructive criticism and feedback to improve skills.</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<td>24. Demonstrate accountability and responsibility.</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<tr>
<td>25. Demonstrate punctuality.</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<td>26. Display honesty, integrity and trustworthiness.</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<tr>
<td>27. Evaluate ethical dilemmas</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<tr>
<td>28. Maintain confidentiality of all patient &amp; health organization related information.</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<td>29. Demonstrate effective time management skills.</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<td>30. Appearance, attire, and personal hygiene are professional.</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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</table>

### IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY
Describe the student's strengths:

OVERALL FINAL PERFORMANCE COMMENTS

Describe areas that need improvement:

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

Completion of the following questions are REQUIRED for the student to be considered for Honors:
1. How did this student exceed your expectations?
2. Please give one or more examples of exceptional work performed by this student.

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 APPE rotation of a respective category 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.

The preceptor will notify the Director of Experiential Programs in cases where students are not progressing to satisfactory levels and are at significant risk of being unable to successfully complete the rotation. Please contact, Mr. John Ridgway, Director of Experiential Programs at (402) 559-5774 or jridgway@unmc.edu.

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

FINAL EVALUATION GRADE RECOMMENDATION

○ Fail = Unsatisfactory (must justify on next page)
○ Pass = Satisfactory
○ Pass with Honors Recommendation (must justify on next page)
Justification for FAIL *(required if FAIL is recommended as final grade):*

If you recommend a grade of fail, explain reason for this grade.

---

Honors Justification *(required if Pass with Honors is recommended as final grade):*

1. How did this student exceed your expectations?

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