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

COURSE NUMBER: PHPR 750-779 (Level I: PHPR 750-759, Level II: PHPR 760-779)

CREDIT HOURS: 4 semester hours

CLOCK HOURS/WEEK: 40

NO. OF WEEKS: 4

REQUIRED/ELECTIVE: This APPE may serve as an Ambulatory 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 ambulatory care pharmacy practice. Students must complete one Level I and Level II course.

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 an ambulatory care setting.
2. Educate patients effectively on a variety of chronic disease states, devices, and medications.
3. Evaluate drug therapy based upon labs, patient interviews, and current practice guidelines and provide appropriate recommendations for modification of drug therapy based upon this data.
4. Conduct patient interviews with confidence and empathy.
5. Understand challenges and assist patients in receiving medications in the most pharmacoeconomical manner.
6. Apply the current practice guidelines for chronic disease state management in choosing appropriate medications to achieve the goals set forth.
7. Use physical assessment skills to evaluate patients.
8. Perform medication therapy management to ensure safe and effective use of medication.
9. Develop strategies to increase patient compliance and understanding of medication regimen.
11. Collaborate and communicate with an interdisciplinary team to create comprehensive patient care plans.
12. Demonstrate competence in performing relevant, accurate drug information research, including evaluation of medical literature, provision of information in a timely fashion, and citation of resources.
13. Choose the most appropriate drug dose, route, frequency and duration for the patient’s condition.

PROGRAMMATIC OUTCOMES:

See Ambulatory Care APPE Core Competencies document, attached as Appendix A.

INSTRUCTIONAL METHODS:

Instructional methods may include, but are 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 are 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 (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 Ambulatory 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 and demonstrate the role and activities of the pharmacist in an ambulatory care setting. The student shall be able to:
   - Describe and demonstrate the role of an ambulatory care pharmacist as evidenced by discussions and interactions with preceptor.

2. Educate patients effectively on a variety of chronic disease states, devices, and medications. The student shall be able to:
   - Use effective written, visual, verbal, and nonverbal communication skills to counsel and educate a patient or caregiver regarding appropriate medication use – prescription and self-care.
   - Perform patient counseling, discharge consultations/clinic exists.

3. Evaluate drug therapy based upon labs, patient interviews, and current practice guidelines. Then provide appropriate recommendations for modification of drug therapy based upon this data. The student shall be able to:
   - Assess appropriateness of drug use, indication, dose, compliance, adverse reaction and interactions.
   - Determine efficacy or respond to therapy with respect to therapeutic endpoints or patient care goals.
• Assess and remedy current and future drug regimens for potential adverse drug events (pADEs) and adverse drug events (ADEs).

4. Conduct patient interviews with confidence and empathy.
The student shall be able to:
• Demonstrate empathy, assertiveness, effective listening skills, and self-awareness.
• Communicate effectively using appropriate verbal and non-verbal communication with patients and caregivers at a suitable level for the interaction.
• 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 and caregivers.

5. Understand challenges and assist patients in receiving medications in the most pharmacoeconomical manner.
The student shall be able to:
• Assist a patient or caregiver in problems related to prescription medication coverage, health insurance, or government health care programs.
• Assist the prescribing in selecting medications using efficacy, medication costs, and the patient.

6. Apply the current practice guidelines for chronic disease state management in choosing appropriate medications to achieve the goals set forth.
The student shall be able to:
• Describe the signs and symptoms, sequelae, pathophysiology, therapeutic interventions, and monitoring parameters for health problems encountered in an ambulatory care setting.
• Identify and discuss current treatment guidelines and standard of practice documents for conditions as evidenced by discussions with the preceptor and as evidenced by preparation of pharmaceutical care plans.

7. Use physical assessment skills to evaluate patients.
The student shall be able to:
• Perform basic physical or disease assessment (e.g. blood pressure, blood glucose, peak flow, etc.).
• Integrate patient-related data of above to develop an assessment or a problem list.
• Determine etiology and risk factors/contributing factors of each problem.
• Prioritize patient problems based on urgency/severity to direct therapeutic plan.

8. Perform medication therapy management to ensure safe and effective use of medication.
The student shall be able to:
• Develop, present, and justify pharmaceutical care plans for patients as evidenced by discussions of patient cases and care plans with the preceptor.
• Demonstrate the use of problem-oriented approaches.
• Demonstrate the abilities to effectively evaluate functional status and medical assessment.
• Demonstrate the abilities to effectively recognize potential drug therapy problems.
• Demonstrate the abilities to effectively formulate appropriate drug therapy assessments.
• Demonstrate the abilities to effectively formulate and prioritize appropriate recommendations.

9. Develop strategies to increase patient compliance and understanding of medication regimen.
The student shall be able to:
• Use effective written, visual, verbal, and nonverbal communication skills to counsel and educate a patient or caregiver regarding appropriate medication use – prescription and self-care.
• Assess and validate the ability of patients and their agents to obtain, process, understand and use health- and medication-related information.

The student shall be able to:
• Provide patient- and drug-related information.
• Write concise, legible, and organized chart notes.
• Formulate and defend conclusions/rationale regarding drug therapy.
11. Collaborate and communicate with an interdisciplinary team to create comprehensive care plans. The student shall be able to:
   - Demonstrate effective communication skills (verbal, non-verbal, and written), to engender a team approach to patient care.

12. Demonstrate competence in performing relevant, accurate drug information research, including evaluation of medical literature, provision of information in a timely fashion, and citation of resources. The student shall be able to:
   - Collect accurate and comprehensive drug information from appropriate sources to make informed, evidence-based, patient-specific or population-based decisions.
   - Recognize the type of content that is available in general (tertiary), secondary, and primary information sources.
   - Use effective written, visual, verbal, and nonverbal communication skills to accurately respond to drug information questions.

13. Choose the most appropriate drug dose, route, frequency and duration for the patient's condition. The student shall be able to:
   - Recommend drug therapy, non-drug therapy and explain rationale.
   - Develop therapeutic goals: ID desired therapeutic endpoints.
   - Use pharmacokinetic and pharmacodynamic principles to develop patient-specific dosage regimens.
   - Utilize pertinent literature and references.
   - Select drug therapy regimens using pharmacoeconomic principals.

**COURSE OUTLINE:**

Detailed course outline will be provided to students by preceptor.

**Example:**

One week prior to the start of the APPE, students will contact the preceptor to discuss the schedule and location for meeting on Day 1 of the APPE.

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Ambulatory Care APPE Core Competencies
(Revised February 2011)

PROGRAMMATIC OUTCOMES:
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 individuals
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-drug therapies
6) 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

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 principles
5) 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
6) 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 outcomes
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.

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

B. Provide population-based care

2. Applied competencies

a. Retrieve, evaluate, and manage professional information and literature
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 system
c. 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
i. Maintain professional competence by identifying and analyzing emerging issues, products, and services that may impact population-based therapeutic outcomes

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

c. Manage the formulary

2) Apply principles of pharmacoeconomics and evidence-based medicine in making decisions regarding formularies and individual patient care

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/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

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<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).

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

#### 11. Clinical Pharmacology: 
Explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.

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

#### 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.

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

#### 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.

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

#### 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.

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

#### 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.

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

### 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.

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

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

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

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

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

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.

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

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. 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>
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</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 deliver 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

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<thead>
<tr>
<th></th>
<th>N/O = Not Offered</th>
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<tr>
<td>10. Disease State Knowledge</td>
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<td><strong>FINAL:</strong></td>
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<tr>
<td>11. Clinical Pharmacology</td>
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<td><strong>FINAL:</strong></td>
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<td>12. Patient Information</td>
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<td><strong>FINAL:</strong></td>
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<td>13. Patient Pharmacotherapy Assessment</td>
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<td><strong>FINAL:</strong></td>
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<td>14. Pharmacy Care Plan</td>
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<td><strong>FINAL:</strong></td>
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<td>15. Patient/Caregiver Communication</td>
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<td><strong>FINAL:</strong></td>
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III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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<tr>
<th></th>
<th>N/O = Not Offered</th>
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<tr>
<td>16. Prescription Verification</td>
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<td>17. Dispensing</td>
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<td>18. Acquisition</td>
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### Appendix B - APPE Final Evaluation of Student (Rev. May 2015)

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<tr>
<th></th>
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<tbody>
<tr>
<td>19. Management:</td>
<td>Describes principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.</td>
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<td>20. Pharmaceutical Product Knowledge:</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>
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<td>21. Appropriate Medication Use:</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>
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### IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY

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<th></th>
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<tr>
<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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<td>23. Maintain a consistent, positive attitude and behavior even in stressful situations. Appropriate interactions. Accept constructive criticism and feedback to improve skills.</td>
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<td>24. Demonstrate accountability and responsibility.</td>
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<td>25. Demonstrate punctuality.</td>
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<td>26. Display honesty, integrity and trustworthiness.</td>
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<td>27. Evaluate ethical dilemmas</td>
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<td>28. Maintain confidentiality of all patient &amp; health organization related information.</td>
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<td>29. Demonstrate effective time management skills.</td>
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<tr>
<td>30. Appearance, attire, and personal hygiene are professional.</td>
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## OVERALL FINAL PERFORMANCE COMMENTS

Describe the student's strengths:

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.

<table>
<thead>
<tr>
<th>FINAL EVALUATION GRADE RECOMMENDATION</th>
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<tbody>
<tr>
<td>☐ Fail = Unsatisfactory (must justify on next page)</td>
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</table>
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: