UNMC COLLEGE OF PHARMACY
ADVANCED PHARMACY PRACTICE EXPERIENCE SYLLABUS
(Rev. November 2014)

COURSE TITLE: Drug Information at Nebraska Regional Poison Center Advanced Pharmacy Practice Experience (APPE)

COURSE DEPT/ NUMBER: PHPR 780-03

CREDIT HOURS: 4 semester hours

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

REQUIRED/ELECTIVE: This Pharmacy Practice Experience may serve as an Elective APPE.

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 drug information and institutional drug policy activities.

INSTRUCTORS: Preceptors at the Nebraska Regional Poison Center

COURSE OBJECTIVES:
At the completion of the course, the student shall be able to:
1. Describe the role of drug information in the profession of pharmacy.
2. Describe the role of a drug information pharmacist in a medical center setting.
3. Perceive and interpret the medical information needs of health care professionals.
4. Formulate a systematic, efficient, and thorough procedure for retrieving drug information.
5. Use appropriate print and electronic primary, secondary, and tertiary reference sources to formulate answers to drug information requests.
7. Formulate appropriate responses to drug information requests based on analysis of the literature.
8. Interact effectively with other health care professionals to assess and ensure the suitability and utility of the information provided.
10. Describe the role of the pharmacist in formulary maintenance, drug utilization review, adverse drug reaction surveillance programs, and medication error reporting programs.
11. Explain the management practices in a drug information center.

PROGRAMMATIC OUTCOMES:
See PHPR 780-03 Drug Information at Nebraska Regional Poison Center APPE Core Competencies document, attached as Appendix A.

INSTRUCTIONAL METHODS:
Instructional methods include participation in the provision of drug information, self-study, observation, problem solving, and participation in discussions with preceptor, pharmacists, and other health care providers, student/resident journal clubs, and writing an article for a professional journal or writing a drug monograph for the P&T Committee.

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,
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 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 Non-Direct Patient 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.

**INSTRUCTIONAL OBJECTIVES:**

1. Describe the role of drug information in the profession of pharmacy.  
The student shall be able to:  
- Describe how pharmacists in direct patient care provide drug information as evidenced by discussions and interactions with the preceptor.

2. Describe the role of a drug information pharmacist in a health-system setting.  
The student shall be able to:  
- Describe the routine activities performed by a drug information pharmacist in a health-system setting as evidenced by discussions and interactions with the preceptor.

3. Perceive and interpret the medical information needs of health care professionals.  
The student shall be able to:  
- Ask suitable background questions to assess what information the requestor actually needs.  
- Rephrase the question to insure the understanding of the drug information request.

4. Formulate a systematic efficient and thorough procedure for retrieving drug information.  
The student shall be able to:  
- Given a drug information request, identify the type of resources with which to initiate a search.  
- Perform a systematic search beginning with general literature and moving toward the primary literature required.  
- Identify when to stop searching for more information.

5. Use appropriate print and electronic primary, secondary, and tertiary reference sources to formulate
answers to drug information requests.  
The student shall be able to:
- Compare and contrast the type and usefulness of information provided in primary, secondary, and tertiary references.
- Choose the right reference for the type of information requested.
- Identify when a reference is not a good source for the information needed.

The student shall be able to:
- Lead a journal club discussion evaluating and critiquing an article from the primary literature.

7. Formulate appropriate responses to drug information requests based on analysis of the literature.  
The student shall be able to:
- Given a drug information request, analyze the information found and concisely summarize it.
- Given a drug information request, provide the requestor a conclusion and appropriate support for the conclusion.
- Restate/summarize the actual request and any assumptions made for the drug information search.
- Document the references that support the conclusion.

8. Interact effectively with other health care professionals to assess and ensure the suitability and utility of the information provided.  
The student shall be able to:
- Provide drug information in an appropriate time frame for the request.
- Given the professional background of the requestor provides an appropriate level of detail in the response.
- Communicate effectively with other health care professionals.

The student shall be able to:
- Determine the urgency/acuity of the request.
- Provide drug information in an appropriate time frame for the request.

10. Describe the role of the pharmacist in formulary maintenance, drug policy, drug utilization review, adverse drug reaction surveillance programs, and medication error reporting programs.  
The student shall be able to:
- Describe how pharmacists evaluate and report adverse drug reactions, as evidenced by discussions and interactions with the preceptor.
- Describe how pharmacists conduct drug use review, as evidenced by discussions and interactions with the preceptor.
- Describe how pharmacists participate in the creation and maintenance of a formulary system, as evidenced by discussions and interactions with the preceptor.
- Describe how pharmacists participate in the development of drug policy, as evidenced by discussions and interactions with the preceptor.
- Describe how pharmacists participate in medication error surveillance, as evidenced by discussions and interactions with the preceptor.

11. Explain the management practices in a drug information center.  
The student shall be able to:
- Maintain the drug information library.
- Identify resources useful for a drug information center.
- Identify resources useful for health-system satellite pharmacies.

COURSE OUTLINE:

Required activities:
1. Answer all drug information requests that come into the Drug Information Center in cooperation with the
pharmacy resident or staff pharmacist on service.

2. Write an article about a current topic or controversy in pharmacotherapy for the Nebraska Mortar & Pestle or P&T Update Newsletter or write a drug monograph for the Pharmacy and Therapeutics Committee.

3. Discuss adverse drug reaction surveillance, drug utilization review, formulary maintenance, drug policy development, drug information center operations, management of drug shortages, and the profession’s commitment to continual learning with the preceptor
   Lead a weekly journal club evaluating a clinical trial from the primary literature.

4. Attend assigned educational programs.
Appendix A

PHPR 780-03 Drug Information at Nebraska Regional Poison Center APPE Core Competencies
(Revised December 2008)

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

      1) Demonstrate an understanding of the classical “scientific method”
      2) Demonstrate an understanding of appropriate experimental design
      3) Demonstrate an understanding of the basic principles of probability theory, population distributions and random sampling
      4) Demonstrate an understanding of the basic principles of statistical inference and hypothesis testing
      5) Demonstrate an understanding of statistical methods commonly employed in biomedical sciences (e.g., ANOVA, multiple regression, survival analysis)
      8) Demonstrate a grasp of basic medical terminology used in health care professions

   j. Information retrieval and handling

      1) Demonstrate proficiency in searching the biomedical literature using a variety of resources (including librarians and information professionals) and interfaces, in analyzing the data obtained for potential biases and conflicts of interest, in determining the applicability of the information to the query at hand, and in communicating the information to various potential audiences
      2) Demonstrate an understanding of issues of privacy, copyright, plagiarism and other issues germane to the legal and ethical uses of information

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-prescription and herbal products

   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

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
c. Describe economic, clinical, and humanistic outcomes and their importance in evidence-based research and practice
d. Define the concept of public trust

2. Applied competencies

a. Retrieve, evaluate, and manage professional information and literature
d. Develop and implement population-specific, evidence-based disease management programs and protocols based upon analysis of epidemiologic and pharmacoeconomic data, medication use criteria, medication use review, and risk reduction strategies
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

A. 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
   e. Describe key concepts related to quality assurance, quality improvement, and quality management including: assessment, criterion, indicator, sentinel event, root-cause analysis, quality culture, and improvement cycle

2. Applied competencies
   c. Manage the formulary
      1) Develop standards for drug product inclusion in the formulary
      2) Apply principles of pharmacoeconomics and evidence-based medicine in making decisions regarding formularies and individual patient care
      3) Implement and manage the formulary system
      4) Participate in deliberations of Pharmacy and Therapeutics Committees or similar groups
   d. Employ practice guidelines and standards
      1) Participate in developing critical pathways, clinical practice guidelines, and disease management protocols in the delivery of pharmaceutical care
      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
      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
      4) Develop appropriate criteria and structure, process, and outcome indicators to evaluate the medication use and the medication use system
      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
   a. Understand principles of epidemiology, economics, sociology, and policy studies as they relate to assessing and improving the health of populations and communities

2. Applied competencies
a. Participate in pharmacoepidemiologic and pharmacosurveillance programs
b. Promote safe medication use
EVALUATION FORM: ELECTIVE APPE
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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<th>UNSATISFACTORY (U)</th>
<th>SATISFACTORY NEEDS IMPROVEMENT (SN)</th>
<th>SATISFACTORY (S)</th>
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<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 make corrections</td>
<td>* Numerous mistakes; has ability to problem-solve but does not make corrections</td>
<td>* Occasionally mistakes; ability to self correct</td>
<td>* Mistakes are minimal; ability to problem solve and utilizes resources consistently</td>
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<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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<td>* Student lacks awareness of mistakes made</td>
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NOT OFFERED (N/O)

* 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

UNSATISFACTORY (U)

* 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 NEEDS IMPROVEMENT (SN)

* Utilizes, skill, knowledge and/or ability to complete task
* Occasionally 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

SATISFACTORY (S)

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

GOOD (G)

* High level of proficiency
* Mistakes are minimal; ability to problem solve and utilizes resources consistently
* Minimal supervision is required

EXCELLENT (E)
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 delivery 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 errors 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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<td>10. Disease State Knowledge:</td>
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<td>11. Clinical Pharmacology:</td>
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<td>12. Patient Information:</td>
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<td>13. Patient Pharmacotherapy Assessment:</td>
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<td>14. Pharmacy Care Plan:</td>
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<td>15. Patient/Caregiver Communication:</td>
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III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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<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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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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**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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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:

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: ELECTIVE APPE
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

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<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 * Numerous mistakes; inability to problem-solve make corrections * Constant redirection and supervision is required * Lacks confidence in abilities * Student lacks awareness of mistakes made</td>
<td>* 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</td>
<td>* 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</td>
<td>* Moderate level of proficiency * Mistakes are minimal; ability to problem solve and utilizes resources often * Minimal supervision is required</td>
<td>* High level of proficiency * Mistakes are minimal; ability to problem solve and utilizes resources consistently * Minimal supervision is required</td>
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### I. PHARMACY PRACTICE

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<td><strong>1. Pharmacy Profession:</strong></td>
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<td>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.</td>
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<td><strong>2. Integrative Competence/Critical Thinking and Decision-Making Abilities:</strong></td>
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<td>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.</td>
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<td><strong>3. Informatics and Evidence-Based Pharmacotherapy:</strong></td>
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<td>evaluates, analyzes, and synthesizes information. Manages knowledge to mitigate error(s) and support decision-making using appropriate information and technology.</td>
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<td><strong>4. Oral Communication:</strong></td>
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<td>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.</td>
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<td><strong>5. Written Communication:</strong></td>
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<td>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.</td>
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<td><strong>6. Interactions with Health Professionals:</strong></td>
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<td>interacts actively and effectively with other health professionals. Respects other health professionals’ contribution to patient care.</td>
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<td><strong>7. Self-Directed Learning Abilities:</strong></td>
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<td>assesses his/her own knowledge, sets appropriate learning goals and takes appropriate action to accomplish these goals.</td>
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<td><strong>8. Social Awareness and Responsibility:</strong></td>
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<td>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.</td>
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<td><strong>9. Health Promotion:</strong></td>
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<td>counsels individuals and/or groups on health lifestyles for disease prevention, wellness, health promotion and public health issues.</td>
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### II. PATIENT CENTERED PHARMACY PRACTICE

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<td>10. Disease State Knowledge:</td>
<td>explains pathophysiology and clinical presentation of disease state(s).</td>
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<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>
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<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>
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<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>
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<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>
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### III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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<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>
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<td>17. Dispensing:</td>
<td>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:</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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#### 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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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 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.

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.