COURSE TITLE: Managed Care Pharmacy at Blue Cross Blue Shield of Nebraska Advanced Pharmacy Practice Experience (APPE)

COURSE NUMBER: PHPR 781-01

CREDIT HOURS: 4 semester hours

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

REQUIRED/ELECTIVE: This APPE may serve as a Non-Direct Patient Care Pharmacy Practice Experience, or as an Elective

PREREQUISITES: P-4 standing and registration as an intern with the Nebraska Department of Health and 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 the application of managed care pharmacy principles from the health insurance and pharmacy benefits management (PBM) perspective

INSTRUCTORS: Clint E. Williams, Pharm.D., MBA – Blue Cross and Blue Shield of Nebraska
Lee J. Handke, Pharm.D., MBA – Blue Cross and Blue Shield of Nebraska
Jeff R. Huether, Pharm.D. – Blue Cross and Blue Shield of Nebraska
William J. Karolski, Pharm.D. – Prime Therapeutics, LLC

COURSE OBJECTIVES:

Upon completion of this APPE, students shall be able to:

1. Discuss the principles and practices of managed care pharmacy
2. Describe the process for Utilization Management and pharmacy benefit design.
3. Participate in Drug Use Policy Initiatives
   a. Quality Improvement
   b. Retrospective DUR
   c. Formulary / Pharmacy Benefit Design
   d. Pre-Authorization / Step Therapy Programs
4. Assist in the research and development of patient and provider educational materials.
5. Apply pharmacoeconomic concepts and outcomes research when discussing clinical programs.
6. Communicate effectively, both written and verbally, with other health care professionals in a managed care environment.
7. Respond effectively to drug information requests.
8. Describe concepts of PBM operations, including claims processing, pharmacy network development and maintenance, formulary maintenance, rebate contracting, network auditing, mail order services, and clinical program offerings.
9. Identify strategies to leverage pharmacy and medical data to improve patient care.
10. Analyze new therapeutic agents based on efficacy, safety, unique properties, and cost.
11. Describe the roles and responsibilities of pharmacists in a managed care setting.

PROGRAMMATIC OUTCOMES:

See PHPR 781-01 Managed Care Pharmacy at Blue Cross Blue Shield of Nebraska APPE Core Competencies document, attached as Appendix A.
INSTRUCTIONAL METHODS:

Instructional methods include self-study, reading assignments, participation in assigned activities, problem solving, small group discussions with preceptor, weekly group discussions with preceptors, student case presentations, and submission of clinical documentation for instructor evaluation.

ASSESSMENT MEASURES:

The preceptor will assess students with input from clinical pharmacists, healthplan physicians and nurses, and other healthplan representatives that the student has contact with. Points will be allocated in the following manner.

1. Evaluation of daily activities (30 points)
   Points will be allocated as indicated on the “Preceptor Evaluation of Student Performance” Form (See Attachment)
2. Preparation of CV (15 points)
   The student will prepare a Curriculum Vitae (CV), suitable for using as a supplement to an application for residency or job upon graduation.
3. Pharmacy Benefit Analysis and Consultation (20 points)
   As a team, the students will perform an analysis of a group’s pharmacy data and make recommendations to the “mock” group. The student team will include analysis of benefit design performance, drug trend, utilization, cost, Top 20 analysis, PMPM utilization and cost data, and other key metrics. From this they will make recommendations to the preceptors regarding pharmacy benefit design changes, and clinical management tools that the mock group should consider.
4. Pharmacy and Therapeutics Drug Class Analysis (10 points)
   The student will select a new drug entity and evaluate the drug on the principles of safely, efficacy, uniqueness and cost. An example format will be provided to the student, along with theoretical rebates for different agents in the class. The analysis should include a thorough analysis of available clinical studies and utilization, and should include a recommendation regarding appropriate formulary status.
5. Pharmacy and Therapeutics New Drug Presentation (15 points)
   Based on the written drug class analysis, the student will prepare a PowerPoint presentation for a “mock” P and T committee presentation to take place on the final day of the practice experience. Points will be allocated as indicated on the “Evaluation of New Drug Presentation” Form (See Attachment).
6. Miscellaneous Projects (10 points)
   Students will be assigned day-to-day projects that develop as the student is on practice experience. These could include, but not be limited to the following types of activities: Respond to drug information requests, provide assistance with pharmacy claims systems issues, provide input on drug specific questions to the healthplan Medical Director, and perform basic pharmacoeconomic assessment. Projects will vary from student to student as issues develop while they are on practice experience.

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:

Attendance Policy:
1. One unexcused absence may result in a lowering of the final APPE grade. Failure to attend any required component of the APPE is considered to be an unexcused absence.
2. Two or more unexcused absences WILL result in failure of the APPE.
3. Excused absences are left to the discretion of the individual preceptor.
4. If a student is ill or otherwise unable to attend the APPE, he/she MUST contact Clint Williams at (402) 982-8531.
5. The student MUST notify the preceptor if he/she is interviewing for a job or a residency. Within reason, the student will be given time off from the APPE.

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 or failed the rotation.

INSTRUCTIONAL OBJECTIVES:

1) Discuss the principles and practices of managed care pharmacy.
   The student shall be able to:
   a. Communicate effectively with managed care professionals at a basic level incorporating managed care terminology and managed care pharmacy practice.

2) Describe the process for Utilization Management and Specialty Pharmacy program design
   The student shall be able to:
   a. Understand the rationale for pharmacy utilization management and identify drug classes that would be appropriate for utilization management.
   b. Understand the nature of the challenge of specialty pharmacy and the reason for specialty pharmacies and the services they provide.

3) Participate in Drug Use Policy Initiatives
   The student shall be able to:
   a. Understand the process in developing and implementing RDUR and quality improvement programs.
   b. Evaluate pre-authorization and its effect on utilization and cost.
   c. Discuss the formulary and its role with benefit design in containing the pharmacy trend.

4) Assist in the research and development of patient and provider educational materials.
   The student shall be able to:
   a. Develop a comprehensive clinical education program suitable for academic detailing to other healthcare professionals.
   b. Develop patient educational materials that are written at an appropriate level for patients and caregivers.

5) Apply pharmacoeconomic concepts and outcomes research when discussing clinical programs.
   The student shall be able to:
   a. Realize and discuss the role the cost of pharmaceuticals plays in treatment decisions.
   b. Understand that medical care has the same classic economic problem of unlimited wants constrained by limited resources.
6) Communicate effectively, both written and verbally, with other health care professionals in a managed care environment.
The student shall be able to:
a. Gain confidence in speaking with other healthcare professionals through opportunities to interface with other professionals at the health plan and PBM.

7) Respond effectively to drug information requests.
The student shall be able to:
a. Respond to drug information requests succinctly, accurately and in an appropriate time frame.
b. Reference credible sources for information retrieval.

8) Describe concepts of PBM operations, including claims processing, pharmacy network development and maintenance, formulary maintenance, rebate contracting, network auditing, mail order services, and clinical program offerings.
The student shall be able to:
a. Describe the comprehensive tasks performed by the PBM in the deliverance of the pharmacy benefit.
b. Give a detailed explanation to the path of the drug and money in the pharmacy claims process.

9) Identify strategies to leverage pharmacy and medical data to improve patient care.
The student shall be able to:
a. Describe why it is important to have comprehensive medical and pharmacy data sets.
b. Describe programs that could be developed to benefit patients using claims data.
c. Discuss limitations of pharmacy data.

10) Analyze new therapeutic agents based on efficacy, safely, unique properties, and cost.
The student shall be able to:
a. Prepare information for a pharmacy and therapeutics committee presentation
b. Present information to a group of clinicians and give a recommendation based on research.

11) Describe the roles and responsibilities of pharmacists in a managed care setting.
The student shall realize:
a. Opportunities available to them as pharmacists in a managed care setting.

**COURSE OUTLINE:**

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<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tr>
<td>Week 1</td>
<td>Orientation at BCBSNE</td>
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<td>WITN?</td>
<td>P&amp;T Drug Class selection due</td>
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<td>Week 2</td>
<td>WITN?</td>
<td>Help Desk (tentative date)</td>
<td>WITN?</td>
<td>Update on benefit design consultation progress</td>
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<td>Week 3</td>
<td>WITN?</td>
<td>P&amp;T Drug Class Analysis report – first draft due</td>
<td>WITN?</td>
<td>Benefit Design Consultation</td>
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<tr>
<td>Week 4</td>
<td>WITN?</td>
<td>Final CV Due</td>
<td>Presentation practice session &amp; P&amp;T written analysis due</td>
<td>P&amp;T Drug Class Presentation</td>
<td>Final evaluation &amp; APPE lunch</td>
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</table>

Schedule is subject to change as approved by preceptor(s).
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
   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 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
      4) Provide information regarding prescription medications and products
      6) Provide information regarding non-drug therapies
   d. Communicate and collaborate with the involved health care 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

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

b. Prepare and deliver educational information to health professionals 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

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, 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

j. Accept responsibility for involvement in the advancement of the profession and leadership in community health care issue

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

b. Assure the quality of drug products

1) Judge the quality of pharmaceutical products and devices and select manufacturers based on appropriate data, such as biopharmaceutic, economic and quality control information

2) Select drug products on the basis of bioequivalence and therapeutic equivalence. Use pharmacoeconomic data in the selection of drug delivery form, amount, and brand vs. generic of a drug product

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

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 the relate to
assess and improving the health of population and communities
b. Apply a societal/global perspective to analyze contemporary problems in health, illness, and disease
c. Describe public health goals, such as those set in Healthy People 2010, which are well-suited for pharmacist intervention
d. Identify barriers that certain members of the population face in accessing health and pharmaceutical services
e. Describe the roles, goals, and organization of the public health system

B. Develop public health policy

1. Foundational learning outcomes

a. Identify and describe the roles of governmental bodies and nongovernmental stakeholders (including pharmacists) in creating and implementing public health policy
b. Describe the organization, financing and regulation of public health services including the public and private sectors

2. Applied competencies

a. Collaborate with health agencies in local communities to identify and prioritize health care needs of the community
b. Recommend ideas that represent a pharmacists perspective to others involved in public health policy development
c. Integrate the perspectives of other stakeholders in developing and implementing public health policy
d. Defend public health policy recommendations with literature-based evidence
e. Apply pharmacoeconomics principles in development of public health policies and programs
EVALUATION FORM: GENERAL 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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<tr>
<th>NOT OFFERED (N/O)</th>
<th>UNSATISFACTORY (U)</th>
<th>Satisfactory needs Improvement (SN)</th>
<th>Satisfactory (S)</th>
<th>Good (G)</th>
<th>Excellent (E)</th>
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<tr>
<td>The activity is not offered at this site.</td>
<td>* Lacks the skill, knowledge, and/or ability to complete task</td>
<td>* Has the skill, knowledge, and/or ability to complete task</td>
<td>* Utilizes, skill, knowledge and/or ability to complete task</td>
<td></td>
<td>* Moderate level of proficiency</td>
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<td>* Numerous mistakes; inability to problem-solve but does not make corrections</td>
<td>* Constant redirection and supervision is required</td>
<td>* Has the skill, knowledge, and/or ability to complete task</td>
<td>* Occasional mistakes; ability to self correct</td>
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<td>* High level of proficiency</td>
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<td>* Lacks confidence in abilities</td>
<td>* Lacks confidence in abilities</td>
<td>* Student has some awareness of mistakes made</td>
<td>* Minimal redirection and supervision is required</td>
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<td>Mistakes are minimal; ability to problem solve and utilizes resources consistently</td>
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<tr>
<td>* Student lacks awareness of mistakes made</td>
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<td>* Consistent performance</td>
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<td>Minimal supervision is required</td>
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<td>* Student is confident in abilities</td>
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<td>* Student can identify and solve problems/Issues</td>
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Appendix B - General APPE Syllabi
## I. PHARMACY PRACTICE

<table>
<thead>
<tr>
<th>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.</th>
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<td>MID-ROTATION:</td>
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<tr>
<th>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</th>
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<tr>
<th>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.</th>
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<tr>
<th>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.</th>
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<td>MID-ROTATION:</td>
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<tr>
<th>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.</th>
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<tr>
<th>6. Interactions with Health Professionals: interacts actively and effectively with other health professionals. Respects other health professionals’ contribution to patient care.</th>
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<tr>
<th>7. Self-Directed Learning Abilities: assesses his/her own knowledge, sets appropriate learning goals and takes appropriate action to accomplish these goals</th>
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<td>MID-ROTATION:</td>
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<tr>
<th>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.</th>
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<th>9. Health Promotion: counsels individuals and/or groups on health lifestyles for disease prevention, wellness, health promotion and public health issues.</th>
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### II. PATIENT CENTERED PHARMACY PRACTICE

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<tr>
<th></th>
<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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<tr>
<td>10. Disease State Knowledge:</td>
<td>explains pathophysiology and clinical presentation of disease state(s).</td>
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<td>11. Clinical Pharmacology:</td>
<td>explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.</td>
<td>MID-ROTATION:</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>
<td>MID-ROTATION:</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>
<td>MID-ROTATION:</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>
<td>MID-ROTATION:</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>
<td>MID-ROTATION:</td>
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### III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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

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### IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY

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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: GENERAL 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 student's previous experience. Please use the evaluation chart below to assess the student's performance in each category. Clearly indicate your assessment by checking the corresponding points for each category.

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

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

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

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

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

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

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

#### FINAL:
- ☐ N/O
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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).

FINAL: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E


FINAL: ☐ 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.

FINAL: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E


FINAL: ☐ 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.

FINAL: ☐ 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.

FINAL: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E

III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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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.

FINAL: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E

17. Dispensing: safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.

FINAL: ☐ 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.

FINAL: ☐ N/O ☐ U ☐ SN ☐ S ☐ G ☐ E
IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY

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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)

Pass with Honors Justification:

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

○ Final rotation Evaluation - Work in Progress  ○ Final rotation Evaluation - Submit Now

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