COURSE TITLE: Drug Utilization Review at Nebraska Pharmacists Association (NPA) Advanced Pharmacy Practice Experience (APPE)

COURSE NUMBER: PHPR 783-01

CREDIT HOURS: 4 semester hours

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

REQUIRED/ELECTIVE: This APPE may serve 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 drug utilization review, the legislative process and pharmacist association activities.

INSTRUCTORS: Marcia Mueting, Pharm.D., R.P. Nebraska DUR Director, Nebraska Pharmacists Association

COURSE OBJECTIVES:

At the completion of the practice experience, the student shall be able to:
1. Describe prospective and retrospective review.
2. Describe the role of the pharmacist in Drug Utilization Review (DUR) and in the pharmacy association setting.
4. Critically evaluate DUR criteria for practicality, seriousness, and correctability.
5. Work with a board of health care professionals on recommending drug therapy changes.
6. Describe basic services provided to pharmacists by the Nebraska Pharmacists Association.
7. Discuss current major issues affecting the practice of pharmacy on local, state and national levels.
8. Describe the processes for changing pharmacy laws, rules, and regulations and promulgating new ones.
9. Explain the role a state pharmacy association plays in the practice of pharmacy.

PROGRAMMATIC OUTCOMES:

See PHPR 783-01 Drug Utilization Review at NPA APPE Core Competencies document, attached as Appendix A.

INSTRUCTIONAL METHODS:

Instructional methods include participation in the drug utilization review process, self-study, observation, problem solving, and participation in discussions with preceptor, the Executive Vice President of the NPA and other health care providers, and writing letters to other health care professionals.

ASSESSMENT MEASURES:

The student will be given a written exam to be completed before the end of the practice experience. Daily performance will also be assessed and feedback provided for improvement prior to these evaluations. Student competencies will be evaluated based on drug information skills, communication skills, and behavioral skills. Subjective evaluation by the preceptor will be based on quality and completeness of work,
preceptor observations of student interactions with others, and the assigned written projects for the 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:**

Students will be assigned a grade based on the following subjective assessments (see evaluation form):

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Drug Utilization Review skills</td>
<td>10%</td>
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<tr>
<td>Daily practice experience activities</td>
<td>10%</td>
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<tr>
<td>Drug information knowledge</td>
<td>10%</td>
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<tr>
<td>Written communication skills</td>
<td>10%</td>
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<tr>
<td>Time management</td>
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<td>Professional characteristics</td>
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<tr>
<td>Punctuality</td>
<td>5%</td>
</tr>
<tr>
<td>Assignments and Exam</td>
<td>45%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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. Describe the advantages and disadvantages of prospective, point of sale, and retrospective utilization review.
   The student shall be able to:
   - Describe the types of utilization review used in the DUR process and assess the value of the system that is used most often.

2. Describe the role of the pharmacist in Drug Utilization Review (DUR) and in the pharmacy association setting.
   The student shall be able to:
   - Describe how a pharmacist functions in an advocacy role in a pharmacists association.
   - Describe the reasons for DUR.
• Describe how a pharmacist effectively provides DUR.

3. Describe the handling of patient profiles from receipt by the DUR.
The student shall be able to:
• Protect the confidentiality of the patient and all members of the healthcare team.
• Receive, evaluate and act upon board recommendations.
• Screen patients for eligibility and past DUR inquiries.
• Prepare written suggestion letters to fellow health care professionals recommending changes in patient therapy.
• Receive and evaluate health professionals’ responses.
• Edit DUR form letters.

The student shall be able to:
• Review patient profiles for problems with pharmacotherapy including: interactions, over- and under-utilization and adverse drug reactions.

5. Critically evaluate DUR criteria for practicality, seriousness, and correctability.
The student shall be able to:
• Review and evaluate cases to determine the need for board responses.
• Recommend the appropriate action to be taken by the board.

6. Work with a committee of health care professionals on recommending drug therapy changes.
The student shall be able to:
• Communicate and interact with the DUR board.
• Actively participate in all discussions concerning DUR.

7. Describe basic services provided to pharmacists by the Nebraska Pharmacists Association.
The student shall be able to:
• Explain the value of the state pharmacy association.
• Provide reasons for active involvement in the pharmacy associations activities.

8. Discuss current major issues affecting the practice of pharmacy on local, state and national levels.
The student shall be able to:
• Identify and describe current issues that have or will have impact on the practice of pharmacy in the state.

9. Describe the processes for changing pharmacy laws, rules, and regulations and promulgating new ones.
The student shall be able to:
• Define the roles of Congress, the FDA, the CMS, the Unicameral, the Department of Health and Human Services, the Board of Pharmacy, and the various state and federal inspection and enforcement personnel.

10. Explain the role a state pharmacy association plays in the practice of pharmacy.
The student shall be able to:
• Define the roles of the staff of the association.
• Discuss the routine activities of the association throughout the year.
• Describe the role the association plays in legislative activities, interactions with other professional associations in the state and the nation, and continuing education.

COURSE OUTLINE:

Week 1
Medicaid 101, SMAC, GSN, PDL, CMS, AWP
DUR process and DUR Board’s role
NPA Structure (NPC, NCCPE, NebPharmPAC, NPF)
Membership

**Week 2**
ACPE
Drug disposal (Pharmaceutical Waste, Take Back Programs)
Board of Pharmacy
DUR Projects

**Week 3**
Law (current legislative issues & process)
BTC

**Week 4 & 5**
Rural pharmacy/healthcare
Appendix A

PHPR 783-01 Drug Utilization Review at NPA APPE Core Competencies
(Revised June 2009)

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

      4) Provide information regarding prescription medications and products

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

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

   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

   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

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 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

   g. Retrieve, analyze, and interpret the professional, lay, and scientific literature to provide drug information to other health care providers and to the public

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

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

   1. **Foundational learning outcomes**

      a. Identify legal responsibilities of the pharmacist and other pharmacy personnel

**B. Mange medication use systems**

   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

         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

      e. Assess and improve medication use quality

         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**

   2. **Applied competencies**

      h. Collaborate with other public health agents in public health programs addressing key areas (e.g., environmental and occupational health, communicable diseases, behavioral health, emergency preparedness and response)

**B. Develop public health policy**
1. Foundational competencies
   
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 involving the public and the private sectors

2. Applied competencies
   
b. Recommend ideas that represent a pharmacist’s perspective to others involved in public health policy development
f. Apply knowledge of pharmacy law in development of public health policy
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>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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<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>* Occasional mistakes; ability to self correct</td>
<td>* Mistakes are minimal; ability to problem solve and utilizes resources consistently</td>
<td>* Mistakes are minimal; ability to problem solve and utilizes resources consistently</td>
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<td>* Constant redirection and supervision is required</td>
<td>* Somewhat confident in abilities</td>
<td>* Minimal redirection and supervision is required</td>
<td>* Minimal supervision is required</td>
<td>* Minimal supervision is required</td>
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<td></td>
<td>* Lacks confidence in abilities</td>
<td>* Student lacks awareness of mistakes made</td>
<td>* Consistent performance</td>
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<td>* Student lacks awareness of mistakes made</td>
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</table>
1. **Pharmacy Profession**: demonstrates the activities of the pharmacist appropriate to the practice site. Integrates the role of other pharmacy support personnel in the delivery of pharmacy services and patient care. Identifies and implements necessary changes in pharmacy practice and health care delivery to advance the profession.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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<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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#### 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

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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.

MID-ROTATION: ☐ 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.

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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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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</table>
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

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

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

### 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

- 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

<table>
<thead>
<tr>
<th>N/O = NOT OFFERED</th>
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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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<tr>
<th></th>
<th>U = UNSATISFACTORY</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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<td>30. Appearance, attire, and personal hygiene are professional</td>
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</table>
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)

○ 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.