COURSE TITLE: Veterinary Pharmacy at Vets First Choice Advanced Pharmacy Practice Experience (APPE)

COURSE NUMBER: PHPR 792-02

CREDIT HOURS: 4 semester hours

CLOCK HOURS/WEEK: 40  NUMBER 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 & Human Services.

DESCRIPTION: Upon completing this practice experience, students will have obtained knowledge and skills that can positively impact educational and veterinary outcomes by applying their drug knowledge resources to veterinary situations. This APPE will provide valuable instruction on the uses and indications of human and veterinary labeled medications used in the treatment of diseases affecting companion, exotic and food animals. Common animal disease states affecting small animals, large animals and food animals will be presented and discussed. Legal and regulatory issues that affect the practice of veterinary pharmacy will be emphasized. Exploration and utilization of text and internet-based veterinary-specific resources will be highlighted. Students will have hands-on participatory experiences at veterinary sites such as the humane society, animal health distributor and private veterinary clinic.

INSTRUCTORS:
Dr. Jennifer O’Grady, Pharm.D., RPh
jogrady@vetsfirstchoice.com
Phone: 402-350-8296

Dr. Tiffany Reasland, Pharm.D., RPh
Treasland@vetsfirstchoice.com
Phone: 1.866.356.6214

Dr. Talia Janzen, Pharm.D., RPh
tjianzen@vetsfirstchoice.com
Phone: 1.866.356.6214

COURSE OBJECTIVES:

Upon completion of this course, students will be expected to;

1. Determine appropriate drug therapy based on species-specific pharmacokinetic parameters of canines, felines and other companion pets. Differences in pharmacological actions of identical drugs shall be considered. Students will understand extra-label drug usage and develop an appreciation of how economics can influence treatment choices in veterinary medicine.

2. Communicate with veterinarian and recommend use of human and veterinary label pharmaceuticals in companion animals where appropriate. Students shall apply known principles of the human-animal bond to human and animal patient care scenarios.

3. Meet the legal counseling requirements for medications dispensed to animal owners. Students shall demonstrate the ability to accurately interpret and compound prescriptions from veterinarians for human label drugs used in companion animals. Students shall be able to dispense medications...
consistent with animal needs.
4. Apply and conduct controlled substance inventory requirements and be able to advise veterinarians on record keeping requirements.
5. Appreciate the need for non-linear thinking in veterinary pharmacy and be able to resolve problems that arise with drug administration or drug therapy problems to companion or exotic animals.
6. Represent the profession in an ethical manner. The student shall respect the economic and administrative differences that occur in veterinary medicine versus human medicine. Students shall apply ethical principles to inappropriate compounded medication requests.
7. Demonstrate appropriate interpersonal behaviors. The student shall provide service to the profession and community through volunteer work at the Humane Society.
8. Demonstrate the ability to interpret and evaluate data for the purpose of assessing the accuracy and reliability of information from veterinary reference sources.

PROGRAMMATIC OUTCOMES:

See PHPR 792-02 Veterinary Pharmacy at Vets First Choice APPE Core Competencies document, attached as Appendix A.

INSTRUCTIONAL METHODS:

Students will be actively engaged in animal health situations by engaging in service-learning experiences at the humane society, compounding of animal dosage forms, assisting in daily functions at an animal health distribution company and participating and observing in the daily practice of veterinary medicine at a local veterinary clinic. A variety of instructional tools will be utilized in the presentation of the APPE materials. A practice experience website will be used to present content and graphic images of common animal disease states. Students will be responsible for first exposure of content through assigned readings to be completed outside of the class period. “Round-table” discussions focusing on the application of new content and veterinary site experiences will be conducted on a weekly basis. Students will present a detailed descriptive report of learning experiences at the veterinary sites and share them with the instructor and the other student(s).

ASSESSMENT MEASURES:

Students will complete self-assessment quizzes on each topic presented on the web-based platform (Blackboard). Students will receive immediate feedback on their performance and the preceptors will monitor their weekly progress.

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:

Assigned projects 25%
Participation in learning experiences at veterinary sites and authoring of descriptive reports 25%
Quizzes over disease states/drug categories 25%
Attendance, attitude and interpersonal skills 15%
Motivation to achieve independent competence 10%

Excessive absences (more than 1) can negatively affect final grades.

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 role of a pharmacist in pharmaceutical care in the veterinary clinic setting.
   The student shall be able to:
   • Describe how pharmacists provide pharmaceutical care in the veterinary pharmacy setting as evidenced by discussions and interactions with the preceptor and other pharmacists.

2. Utilize print and electronic information sources to ensure appropriate pharmacotherapy in the veterinary pharmacy setting.
   The student shall be able to:
   • Assess appropriateness of therapy based on animals' information and medical conditions.
   • Screen for and document allergies, interactions, contraindications and duplicate therapies.
   • Modify the treatment plan, (e.g., recommends discontinuation of therapy, new therapy, etc.) as indicated.

3. Assesses patient’s status and appropriateness of therapy including prospective drug utilization review.
   The student shall be able to:
   • Assess patient allergies.
   • Obtain information to create and maintain a confidential record.
   • Screen for and document allergies, interactions, contraindications and duplicate therapies.
   • Modify the treatment plan, (e.g., recommends discontinuation of therapy, new therapy, etc.) as indicated.

4. Interact with other health care providers to ensure appropriateness of treatments.
   The student shall be able to:
   • Provide and document drug information activities.
   • Answer questions relating to specific drug therapy.
   • Maintain confidentiality in all aspects of communications regarding information.
   • Provide accurate and reliable patients' disease management information to veterinary professionals.
   • Present continuing education information.
   • Conduct in-service training for staff.

5. Dispense medications and devices.
   The student shall be able to:
   • Perform routine assessment of legibility, accuracy, and completeness.
   • Clarify an incomplete or illegible medication order.
• Verify and corrects errors.
• Communicate with other health professionals regarding drug or patient information, etc.
• Make a determination not to fill a medication as originally prescribed.
• Perform routine activity.
• Carry out therapeutic interchange (product interchange under protocol, formulary or prior authorization).
• Determine dosage based on weight, age, etc.
• Re-verify the medication order processing before dispensing the medication.
• Provide information on drug interactions.
• Document dispensing, delivery or administration of medication.

6. Explain and demonstrate management practices in the veterinary setting.
   The student shall be able to:
   • Manage inventory, including purchasing, medication storage, performing physical inventory, review controlled substance accountability procedures, etc.
   • Manage ordering systems.
   • Use the information systems at the site.
   • Describe the requirements for continuous licensure.
   • Follow state and federal regulatory agency requirements and procedures as it pertains to veterinary practice.
   • Follow procedures for medication storage.
   • Follow procedures for detection and disposal of outdated medications.
   • Follow policies/procedures for drug recalls.
   • Identify, assess and report adverse drug reactions.
   • Identify, assess and report medication error

7. Introduction to non-sterile veterinary compounding.
   The student shall be able to:
   • Identify common dosage forms utilized in veterinary compounding
   • Describe general compounding requirements per USP Chapter 795
   • Define manufacturing vs traditional compounding.

COURSE OUTLINE:

Week 1:
- Orientation to the practice experience, syllabus, preceptor expectations, and directions to veterinary teaching/learning sites,
- Orientation to Vet First Choice
- Orientation to Mid West Vet, Specialty Referral Hospital
- 

Week 2:
- Preparation, labeling and dispensing of medications for companion animals
- Counseling of animal owners
- Assigned project work or in-services
- Conduct controlled substance audits
- Observe veterinary medicine surgical procedures
- Observe veterinary medicine diagnostic procedures
- Assist with animal holding or restraint
- Sourcing sterile products for Mid West Vet
- Conducting drug information searches for Mid West Vet
- Reading course materials and take self-assessment quizzes
- Round table discussions with preceptors

Week 3:
- Preparation, labeling and dispensing of medications for companion animals
- Counseling of animal owners
- Assigned project work or in-services
- Conduct controlled substance audits
- Observe veterinary medicine surgical procedures
- Observe veterinary medicine diagnostic procedures
- Assist with animal holding or restraint
- Sourcing sterile products for Mid West Vet
- Conducting drug information searches for Mid West Vet
- Reading course materials and take self-assessment quizzes
- Round table discussions with preceptors

Week 4:
- Preparation, labeling and dispensing of medications for companion animals
- Counseling of animal owners
- Assigned project work or in-services
- Conduct controlled substance audits
- Observe veterinary medicine surgical procedures
- Observe veterinary medicine diagnostic procedures
- Assist with animal holding or restraint
- Sourcing sterile products for Mid West Vet
- Conducting drug information searches for Mid West Vet
- Reading course materials and take self-assessment quizzes
- Round table discussions with preceptors
- Reflection and authoring of descriptive reports of learning at veterinary sites

Weekly Schedule and Activities:

Monday, Tuesday and Friday- Students will be assigned to Vets First Choice. They will actively participate in the labeling and dispensing of chronic and preventative medications for companion animals. Students will receive verbal authorizations from veterinarians, make verbal offers to counsel, and prepare prescriptions for delivery to the end-user. Students will work on assigned projects.

Wednesday and Thursday – Students will be assigned to Mid West Veterinary, Specialty Referral Hospital. They will actively participate in the preparation and dispensing of out-patient prescriptions, preparations of injectable medications for procedural sedation and pre-anesthesia. Students will perform weekly controlled substance audits for all veterinary practitioners. Students will observe all orthopedic surgical operations and internal medicine diagnostic procedures. Students will work on assigned projects.
PHPR 792-02 Veterinary Pharmacy at Vets First Choice APPE Core Competencies
(Revised June 2011)

Outcomes and competencies from the University of Nebraska College of Pharmacy Doctor of Pharmacy (PharmD) Program Learning Outcomes and Competencies that will be addressed in this course.

I. PHARMACEUTICAL CARE. Provide pharmaceutical care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound physical, chemical, biological, and therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.

A. Provide patient-centered care

1. Foundational Learning Outcomes

   i. Law and Ethics

      1) Recognize the pharmacists professional obligation to patients
      3) Identify the requirements for issuance of a prescription/drug order
      4) Identify the requirements for appropriately counseling a patient, including requirements for documentation
      7) Differentiate between judgment, ethics, and values as it applies to the profession of pharmacy

   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 products

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

         1) Maintain awareness of evidence-based information resources and use principles of evidence based medicine to assess information needs, formulate focused queries, acquire the best available evidence, evaluate the evidence, and apply clinical expertise in using the evidence in providing patient-centered care
         2) Compile and evaluate patient-specific information
         3) Recommend medications and/or laboratory tests in accordance with established standards of practice and available clinical data
         4) Select the appropriate dosage form, formulation, administration, and/or delivery system for specific drug entities, and assess existing dosage schedules and recommend modifications based on sound pharmacokinetic and therapeutic principles
5) Carry out proper handling, compounding, and storage of common dosage forms, including those for newer drugs that are being approved at a rapid pace, such as proteins, peptides, and poorly water-soluble drugs requiring drug solubilization.

c. Evaluate drug orders or prescriptions, accurately and safely compound drugs in appropriate dosage forms, package and dispense dosage forms to meet specific patient care needs, and provide proper advice regarding dosage form factors which influence drug stability, drug release, drug absorption and bioavailability.

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

e. Demonstrate the ability to practice within a selected patient care setting within state and federal pharmacy regulations

1) Label and package a selected dosage form according to state and federal laws
2) Provide and document appropriate patient consultation

B. Provide population-based care

2. Applied competencies

a. Retrieve, evaluate, and manage professional information and literature

c. Prepare and deliver patient case presentations incorporating a critical analysis of the drug therapy and subsequent therapeutic outcome

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. Identify legal requirements for acquisition, distribution, and prescribing of pharmaceutical products
c. Identify procedures necessary for proper dispensing or distribution of prescription and nonprescription pharmaceutical products, including controlled substances
d. Identify record-keeping requirements related to pharmaceutical products, including requirements for protecting patient confidentiality
e. Identify requirements and process for licensure, registration, or certification of a pharmacist, a pharmacy, a pharmaceutical manufacturer, a pharmaceutical distributor

B. Manage medication use systems

2. Applied competencies

a. Manage the drug distribution system

1) Design, select, implement, and/or manage drug distribution systems for various practice settings
2) Develop and supervise management systems to ensure that adequate supplies of drug products are available to meet patient care needs
3) Manage systems for storage, preparation, and dispensing of medicines
4) Supervise technical personnel involved in the storage, preparation, and dispensing of medicines

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
   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

2. Applied competencies
   a. Identify strategies to improve care for underserved populations
   b. Provide disease prevention and health promotion programs to the public
c. Recommend and/or administer vaccines to the public
   f. Promote safe medication use
g. Serve as a resource for primary and secondary disease prevention strategies
   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)
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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<td>The activity is not offered at this site.</td>
<td>* Lacks the skill, knowledge, and/or ability to complete task</td>
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<td>* Numerous mistakes; inability to problem-solve but does not make corrections</td>
<td>* Numerous mistakes; has ability to problem-solve and utilizes resources consistently</td>
<td>* Occasionally makes mistakes; ability to self correct</td>
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<td>* Constant redirection and supervision is required</td>
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<td>* Lacks confidence in abilities</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.

| MID-ROTATION: | ![Evaluation](image)

### 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: | ![Evaluation](image)

### 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: | ![Evaluation](image)

### 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: | ![Evaluation](image)

### 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: | ![Evaluation](image)

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

| MID-ROTATION: | ![Evaluation](image)

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

| MID-ROTATION: | ![Evaluation](image)

### 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: | ![Evaluation](image)

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

| MID-ROTATION: | ![Evaluation](image)
II. PATIENT CENTERED PHARMACY PRACTICE

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


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.


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.

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.

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.

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

18. Acquisition: uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality.
19. **Management**: describes principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.

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20. **Pharmaceutical Product Knowledge**: discusses aspects of the pharmaceutical sciences that relate to the properties and formulation of drugs and drug products, and medically-related tests and devices. Prepares compounded prescriptions accurately.

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

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IV. **PROFESSIONALISM, ETHICS & RESPONSIBILITY**

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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 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:

**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>
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<td>* Constant redirection and supervision is required</td>
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<td>* Lacks confidence in abilities</td>
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<td>* Student lacks awareness of mistakes made</td>
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<td>* Has the skill, knowledge, and ability but does not utilize it to complete task</td>
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<td>* Numerous mistakes; has ability to problem-solve but does not make corrections</td>
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<td>* Somewhat confident in abilities</td>
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<td>* Utilizes, skill, knowledge and/or ability to complete task</td>
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<td>* Occasional mistakes; ability to self correct</td>
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<td>* Consistent performance</td>
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<td>* Student is confident in abilities</td>
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<td>* Student can identify and solve problems/issue</td>
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<td>* Moderate level of proficiency</td>
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<td>* Mistakes are minimal; ability to problem solve and utilizes resources often</td>
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<td>* Mistakes are minimal; ability to problem solve and utilizes resources consistently</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 deliver to advance the profession.

| Final: | N/O | U | SN | S | G | E |

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

| Final: | N/O | U | SN | S | G | E |

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

| Final: | N/O | U | SN | S | G | E |

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

| Final: | N/O | U | SN | S | G | E |

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

| Final: | N/O | U | SN | S | G | E |

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

| Final: | N/O | U | SN | S | G | E |

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

| Final: | N/O | U | SN | S | G | E |

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

| Final: | N/O | U | SN | S | G | E |

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

| Final: | N/O | U | SN | S | G | E |
II. PATIENT CENTERED PHARMACY PRACTICE

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<th>N/O = NOT OFFERED</th>
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<th>S = SATISFACTORY</th>
<th>G = GOOD</th>
<th>E = EXCELLENT</th>
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<tr>
<td>10. Disease State Knowledge: explains pathophysiology and clinical presentation of disease state(s).</td>
<td><img src="#" alt="Select" /> N/O</td>
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<td>11. Clinical Pharmacology: explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.</td>
<td><img src="#" alt="Select" /> N/O</td>
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<td>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.</td>
<td><img src="#" alt="Select" /> N/O</td>
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<td>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</td>
<td><img src="#" alt="Select" /> N/O</td>
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<td>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.</td>
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<td>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.</td>
<td><img src="#" alt="Select" /> N/O</td>
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III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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<td>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.</td>
<td><img src="#" alt="Select" /> N/O</td>
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<td>17. Dispensing: safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.</td>
<td><img src="#" alt="Select" /> N/O</td>
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<td>18. Acquisition: 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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<td>19. Management:</td>
<td>describes principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.</td>
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<td>20. Pharmaceutical Product Knowledge:</td>
<td>discusses aspects of the pharmaceutical sciences that relate to the properties and formulation of drugs and drug products, and medically-related tests and devices. Prepares compounded prescriptions accurately.</td>
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<td>21. Appropriate Medication Use:</td>
<td>performs activities that improve the safety and quality of the medication use process by preventing, reporting, and managing medication errors and adverse events. Understands and adheres to safety design principles in the health care system.</td>
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### IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY

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<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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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.