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

COURSE TITLE: Pharmacy Management at Kohll’s Pharmacy & Homecare Advanced Pharmacy Practice Experience (APPE)

COURSE NUMBER: PHPR 793-02

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 & Human Services.

DESCRIPTION: This rotation is designed to give students an opportunity to learn health care services management from a supervision standpoint. The student will be involved in the following activities: in depth experience of field management functions, department visit reviews, personnel management, customer service metrics, financial analysis, community outreach activities, key projects, business development, and miscellaneous activities of day-to-day supervision. The goals of this course are to
1. Expose students to high level strategy through observation, discussion, and active participation
2. Develop their management skills through direct experiences and challenge them to think through business related problems
3. Gain an understanding of the role of pharmacists outside of the pharmacy

INSTRUCTORS: David Kohll, RP

COURSE OBJECTIVES:
Upon completion of this course, students will be expected to
1. Demonstrate the ability to analyze and implement an action plan to improve performance
2. Develop and deliver community outreach events
3. Complete projects related to driving financial results
4. Attend all meetings and field management discussions
5. Develop methods to increase sales
6. Be fully engaged in the rotation

PROGRAMMATIC OUTCOMES:
See PHPR 793-02 Pharmacy Management at Kohll’s Pharmacy & Homecare APPE Core Competencies document, attached as Appendix A.

INSTRUCTIONAL METHODS:
The student will be involved in a one-on-one active learning process, travelling and shadowing a Pharmacy Supervisor. It also involves individual learning and projects.

Assessment measures may include, but not be limited to, traditional examinations and quizzes, group examinations, performance based assessment methods of general abilities and professional competencies, e.g., case presentations and discussions.
Student's performance will be assessed in each category applicable to the rotation based upon the skills and knowledge demonstrated during the rotation; expectations may vary depending on the timing of the rotation during the rotation year (e.g., higher expectations during later rotations). The student will be evaluated at mid-rotation and at the end of the rotation using forms provided in Appendix B (which may include additional criteria as defined by specific rotations).

**Mid-rotation evaluation:** The preceptor will complete an evaluation of the student at mid-rotation, and the student is required to complete a self-assessment. The preceptor and student will meet to discuss these performance assessments.

The preceptor will notify the Director of Experiential Programs in cases where students are not progressing to satisfactory levels and are unlikely to successfully complete rotation outcomes to discuss student standing.

**Final evaluation:** At the conclusion of the rotation, the preceptor will complete the final evaluation, and the student is required to complete a self-assessment. The preceptor will interact with the student in exit interview to discuss final grade.

**GRADING METHODS:**

Grading for this APPE is Pass/Fail/Honors:

- **Pass** = Student meets or exceeds expectations
- **Fail** = Student does not meet expectations
- **Pass with Honors** is a grade assigned by a review committee within the Office of Experiential Programs (OEP) to not more than 20% of students completing Non-Direct Patient Care APPE rotations in a given semester. The OEP review utilizes the preceptor assessment forms and written justification of the honors recommendation. Pass with honors recommendations by preceptors should not be discussed with students at the time of the final rotation grading meeting; the student should only be instructed that they have passed.

**INSTRUCTIONAL OBJECTIVES:**

Upon completion of this course, students will be expected to

1. Demonstrate the ability to analyze and implement an action plan to improve performance
2. Develop and deliver community outreach events
3. Complete projects related to driving financial results
4. Attend all meetings and field management discussions
5. Develop methods to increase sales
6. Be fully engaged in the rotation

**COURSE OUTLINE:**

*Week 1: “Becoming a Team Player”*

- **Day 1:** Orientation to 4 week schedule-decide on final project see week 4
- **Days 2 and 3:** Learn roles of all personnel and role-play each position in order to gain an understanding of the role of each team member
- **Day 4:** Conduct an interview with a health care professional AND determine the company’s rewards/incentives for the health care professional and support staff (how are they determined) that are already in place
  Create a program that rewards health care professionals and their support for meeting or exceeding company goals to promote employee satisfaction and create a positive productive work environment.

*Week 2: Inventory Control and Upper Management*

- **Day 1:** Inventory management at store level: “Surprise: Pharmacist-in-charge Role playing” (critique by pharmacist)
• Day 2: Learn the process for resolving customer complaints Day 3: Conduct a pharmacy audit and discuss techniques to reduce loss and theft
• Day 4: Special project
• Day 5: Improving workflow: “Surprise: Pharmacist-in-charge Role playing” (critique by pharmacist)

**Week 3: “In the thick of it”**
• Day 1: Human Resource policies and procedures (disciplining and termination of employees
• Day 2 - 4: Evaluate workflow
  o Identify areas that excel
  o Identify areas that need improvement
  o Evaluate and explain your views on why these are working or not
  o Develop a plan to resolve issues and improve efficiency and production
• Day 5: Review procedures for dealing with problems with technicians, customer complaints at store level, etc.
  o Learn how to report losses of CII to the DEA
  o Fill out dispensing error report

**Week 4: Choose and complete final project**
1. Develop and implement 3 techniques to improve customer service utilizing customer input
   o Suggestion box, survey, etc.
2. Conduct another Health Awareness Day utilizing different advertising techniques and compare/contrast the successfulness of the two
   o Consider time of operation, location, advertising, etc.
3. Research MTM. Prepare a proposal on specific regulations, implementation, benefits, and reimbursements.
   o Present project to upper management.
4. Prepare a proposal on creating new or improving current policy and procedures
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. Applied competencies

   a. Retrieve, analyze, and interpret the professional, lay, and scientific literature to provide drug information to patients, their families, and other involved health care providers

      1) Maintain awareness of evidence-based information resources, and use principles of evidence based medicine to assess information needs, formulate focused queries, acquire the best available evidence, evaluate the evidence and communicate it to the appropriate individuals
      2) Identify and regularly utilize information resources that enhance the pharmacist’s understanding of stakeholder viewpoints, beliefs and attitudes
      3) Provide information regarding disease prevention and detection
      4) Provide information regarding prescription medications and products
      5) Provide information regarding non-prescription and herbal products
      6) Provide information regarding non-drug therapies
      7) Provide information regarding diet and nutrition

   b. Communicate and collaborate with the patient, caregiver(s), prescriber(s), and other involved providers to engender a team approach to patient care

      1) Identify and regularly use information resources that enhance the pharmacist’s understanding of stakeholder viewpoints, beliefs and attitudes
      2) Establish a trust-based relationship with the patient and other stakeholders
      3) Interact with the patient 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.

   c. 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

   d. 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

   e. Effectively solve situational dilemmas
1) Identify the ethical principles associated with a given patient care scenario
2) Reason through conflicts between personal values and professional ethics to assure optimal patient care
3) Justify a decision made in a patient care setting

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. Applied competencies

      a. Establish a mission statement, strategic plan, and management plan with component goals and actions to enhance the delivery of care to patients
      b. Develop a business plan (budgets, pricing, contract development, and yearly reports) that assures financial success of the practice
      c. Maintain a staff of persons capable of fulfilling the practice mission
      d. Specify, acquire, maintain, and update facilities, equipment, and information technology required to fulfill the practice mission
      e. Continually review the operational functioning of the pharmacy and recommend strategic changes in relation to the established mission, fiscal resources, and customer needs
      f. Resolve ethical dilemmas that develop in management of the pharmacy practice setting
      g. Identify actual and potential personnel, technological, financial, or regulatory changes that may impact the practice of pharmacy
      h. Formulate and evaluate strategies to adapt to change

B. Manage medication use systems

   1. Applied competencies

      a. Assess and improve medication use quality

         1) Identify medication errors and adverse drug reactions and report them to appropriate individuals and organizations
         2) Manage the incidence of medication errors and adverse drug reactions
         3) Document quality assurance and improvement activities according to the specifications of relevant accrediting and regulatory bodies

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. Applied competencies

      a. Recommend and/or administer vaccines to the public (per state guidelines and protocol)
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>* Constant redirection and supervision is required</td>
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<td></td>
<td>* Lacks confidence in abilities</td>
<td>* Somewhat confident in abilities</td>
<td>* Student is confident in abilities</td>
<td>* Moderate level of proficiency</td>
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<td></td>
<td>* Student lacks awareness of mistakes made</td>
<td>* Student has some awareness of mistakes made</td>
<td>* Student can identify and solve problems/issues</td>
<td>* High level of proficiency</td>
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Appendix B - Elective APPE Syllabi (Rev. January 2015)
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 deliver to advance the profession.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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<tr>
<td>10. Disease State Knowledge: explains pathophysiology and clinical presentation of disease state(s).</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>
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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>
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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>
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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>
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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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### 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)

| MID-ROTATION: | ☐ U | ☐ SN | ☐ S | ☐ G | ☐ E |

#### 23. Maintain a consistent, positive attitude and behavior even in stressful situations. Appropriate interactions. Accept constructive criticism and feedback to improve skills.

| MID-ROTATION: | ☐ U | ☐ SN | ☐ S | ☐ G | ☐ E |

#### 24. Demonstrate accountability and responsibility

| MID-ROTATION: | ☐ U | ☐ SN | ☐ S | ☐ G | ☐ E |

#### 25. Demonstrate punctuality

| MID-ROTATION: | ☐ U | ☐ SN | ☐ S | ☐ G | ☐ E |

#### 26. Display honesty, integrity and trustworthiness

| MID-ROTATION: | ☐ U | ☐ SN | ☐ S | ☐ G | ☐ E |

#### 27. Evaluate ethical dilemmas

| MID-ROTATION: | ☐ U | ☐ SN | ☐ S | ☐ G | ☐ E |

#### 28. Maintain confidentiality of all patient & health organization related information

| MID-ROTATION: | ☐ U | ☐ SN | ☐ S | ☐ G | ☐ E |

#### 29. Demonstrate effective time management skills

| MID-ROTATION: | ☐ U | ☐ SN | ☐ S | ☐ G | ☐ E |

#### 30. Appearance, attire, and personal hygiene are professional

| MID-ROTATION: | ☐ U | ☐ SN | ☐ S | ☐ G | ☐ E |
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.

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* 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></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>
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<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/issuses</td>
<td>* Minimal supervision is required</td>
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<td>* Student lacks awareness of mistakes made</td>
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## 1. Pharmacy Profession

- **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.

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## 2. Integrative Competence/Critical Thinking and Decision-Making Abilities

- **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.

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## 3. Informatics and Evidence-Based Pharmacotherapy

- **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.

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## 4. Oral Communication

- **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.

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## 5. Written Communication

- **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.

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## 6. Interactions with Health Professionals

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

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## 7. Self-Directed Learning Abilities

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

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## 8. Social Awareness and Responsibility

- **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.

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## 9. Health Promotion

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

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### II. PATIENT CENTERED PHARMACY PRACTICE

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<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).

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

19. **Management**: describes principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.

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

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

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IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY

22. Demonstrate motivation, initiative, and active participation in the rotation (actively participates in answering drug information questions and offering to assist with problem-solving patient issues)

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23. Maintain a consistent, positive attitude and behavior even in stressful situations. Appropriate interactions. Accept constructive criticism and feedback to improve skills.

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24. Demonstrate accountability and responsibility

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25. Demonstrate punctuality

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26. Display honesty, integrity and trustworthiness

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27. Evaluate ethical dilemmas

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28. Maintain confidentiality of all patient & health organization related information

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29. Demonstrate effective time management skills

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30. Appearance, attire, and personal hygiene are professional

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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.