COURSE TITLE: Pharmacy Regulation & Public Policy: An Evaluation of the Actions of the Legislative and Executive Branches of Government

COURSE NUMBER: PHPR 796

CREDIT HOURS: 4 semester hours

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

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

PREREQUISITES: Successful completion of PHPR 550 & 650, P-4 Standing, and Registration as a Pharmacist Intern with the Nebraska Department of Health & Human Services; or instructor permission

DESCRIPTION: This course is intended to provide students with an opportunity to evaluate the Nebraska Legislative process as it affects the practice of pharmacy in Nebraska. Students will also review legislative and regulatory changes at the federal level. Students shall apply their understanding of civics and public health when evaluating the effect of changes on the practice of pharmacy and the impact of changes on public health. A focus on the impact of change on non-dispensing functions in pharmacy will prevail.

INSTRUCTORS: Ally Dering-Anderson, PharmD, RP

REQUIRED REFERENCES:

3. Contagion, 2011, Steven Soderbergh - Director
4. Daily newspaper – publisher at student’s option

References required for this course may be available at no cost to the student. The preceptor will provide the 2 required books and the required movie. There will be no charge to use them as long as they are returned in satisfactory condition. Newspapers are made available by the student senate from time to time.

COURSE OBJECTIVES:

At the completion of this course, the student shall be able to:

1. Demonstrate an understanding of the regulatory process and the impact of statutory and regulatory changes on the profession of pharmacy
2. Effectively present pros and cons to a proposed statutory or regulatory change.
3. Display an understanding of current legislative events, which may impact the practice of pharmacy.
4. Present a cogent explanation of potential impact on public health if regulatory and statutory changes are implemented and if they are not.

**PROGRAMMATIC OUTCOMES:**

See PHPR 796 Pharmacy Regulation & Public Policy APPE Core Competencies document, attached as Appendix A.

**INSTRUCTIONAL METHODS:**

Instructional methods may include, but not be limited to, self-study, observation, discussion with preceptor and other identified policy experts. Required references have been selected to illustrate public policy issues.

**ASSESSMENT MEASURES:**

The student will be assessed based upon the successful completion of the assignments for the course and alert attendance at required meetings and presentations. Because much of the course will focus on opinion, where there is no “right” or “wrong” answer, successful completion will be measured by at least 2 faculty or staff from the University of Nebraska College of Pharmacy and by all students on the rotation for the month.

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 Elective 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.

At a minimum, the student hopeful of honors designation shall present an excellent patient counseling segment on the Dr. Ally radio show, shall be scored as excellent by each member of the faculty or staff to whom presentations are made, and shall submit substantial changes to an existing Nebraska statute, with recommendations and explanations. It will be possible for one student on a team project to be recommended for honors and another student on the same team to not be recommended.
INSTRUCTIONAL OBJECTIVES:

Hilts Assignment:
- Complete reading the book
- Demonstrate an understanding of the evolution of the FDA and drug law related to the FDA
- Develop a realistic view of the FDA’s duties and limitations.
- Recognize that cynicism is not a problem solving approach

Schmitt & Schimberg Assignment:
- Complete reading the book
- Demonstrate an understanding of the purpose of professional regulation
- Understand that professional regulation exists to protect the public, not the health care provider

Contagion Assignment:
- Watch the movie
- Comment on the method chosen to ration the available drug
- Recognize the confusion in the public
- Research the requirements in Nebraska for the dietary supplement claims in the movie

Newspaper Assignment:
- Read a newspaper daily
- Identify cases where “public press” does not accurately reflect scientific issues
- Realize the importance of attention to current events in health care

Determine a personal source of information for current events
- Do an in depth evaluation of a current event and present how this event is demonstrative of course objectives to evaluate public policy.

Legislative Topic Assignment:
- Recognize the breadth and scope of any single Unicameral session

Develop and enhance the ability to find and read legislative bills
- Understand the wide variety of points of view involved in the legislative process

Refresh basic civics and government skills
- Write a proposal to improve a selected Nebraska STATUTE. This may include recommendations for REGULATORY changes, but must be based on STATUTORY improvements.

Professional Meetings / Opportunities to be attended during the rotation:
- Nebraska Board of Pharmacy
- Nebraska Medicaid Pharmacy and Therapeutics Committee
- Companion Linc
- Metro-Omaha Immunization Task Force
- NPA Legislative Committee
- Dr. Ally Radio Show
- Southwest Lincoln Surgery Center Consultation
- Shadowing with a Nebraska Board of Pharmacy Inspector

COURSE OUTLINE:

This course will not follow a strict time-line. Students will proceed at their own pace as current events and legislative and regulatory events dictate. Successful completion will require: A legislative improvement recommendation paper, 19 newspaper reviews, a current event evaluation, a review of Hilts, attendance at meetings and other professional opportunities, as assigned, and a review of Schmitt & Schimberg. Students should be aware that irregular hours are possible as some of the professional meetings and
opportunities may occur outside of traditional “school hours.” At no time shall a student spend less than 80 hours in 2 weeks working on this rotation. The following represents a 4-week outline:

Week 1:
- Rotation Introduction
  - Present 4 newspaper reviews
  - Read Hilts
  - Identify legislative topic for in depth evaluation
  - Dr. Ally Radio Show
  - N.P.A. Legislative Committee meeting

Week 2:
- Present 5 newspaper reviews
- Present review of Hilts
- Watch Contagion
- Start reading Schmitt & Schimberg
- Research chosen legislative topic
- Board of Pharmacy Meeting
- Companion Linc Meeting

Week 3:
- Present 5 newspaper reviews
- Present review of Schmitt & Schimberg
- Present review of Contagion
- Conduct interviews with stakeholders for selected legislative topic
- Medicaid Pharmacy and Therapeutics Committee Meeting
- Dr. Ally Radio Show – with student presentation if desired

Week 4:
- Present 5 newspaper reviews
- Complete legislative position paper
- Surgery Center Consultation
- Job shadowing with Nebraska Board of Pharmacy Inspector
Appendix A

**PHPR 796 Pharmacy Regulation & Public Policy APPE Core Competencies**

(September 2010)

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.

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.

1. Applied competencies
   i. Maintain professional competence by identifying and analyzing emerging issues, products, and services that may impact population-based therapeutic outcomes
   j. Accept responsibility for involvement in the advancement of the profession and leadership in community health care issues

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
   e. Identify requirements and processes for licensure, registration, or certification of a pharmacist, a pharmacy, a pharmaceutical manufacturer, a pharmaceutical distributor

2. Applied competencies
   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. Foundational learning outcomes
   a. Identify the authority, responsibilities, and operation of the governmental and nongovernmental agencies and entities that establish and enforce standards that regulate or affect the manufacture,
storage, distribution, and dispensing of pharmaceutical products.
**EVALUATION FORM: GENERAL APPE**

**PRECEPTOR’S MID-ROTATION EVALUATION OF THE STUDENT P-4 ADVANCED PHARMACY PRACTICE EXPERIENCE**

Student Name:  
Preceptor Name:  
Rotation Site:  
Start Date:  
Mid-rotation Evaluation Date:  

**Instructions:**
* In order to provide a consistent evaluation process and valuable feedback to students regarding their professional development, please assess the student’s performance in each category (when applicable to this rotation) based upon the skills and knowledge demonstrated throughout the rotation, as well as the student’s previous experience. Please use the evaluation chart below to assess the students’ performance in each category. Clearly indicate your assessment by checking the corresponding points for each category.

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

* The preceptor must complete an evaluation of the student at mid-rotation and interact with the student in discussion as it relates to performance. To submit the mid-rotation evaluation, please choose - “Mid-rotation Evaluation - Submit now.” If you wish to save the evaluation and submit later, please choose - ”Mid-rotation Evaluation - Work in Progress.”

The final evaluation portion of the form must be completed at the conclusion of the rotation using the final evaluation form.

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

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

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

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<th>GOOD (G)</th>
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| The activity is not offered at this site. | * Lacks the skill, knowledge, and/or ability to complete task  
* Numerous mistakes; inability to problem-solve but does not make corrections  
* Constant redirection and supervision is required  
* Lacks confidence in abilities  
* Student lacks awareness of mistakes made | * Has the skill, knowledge, and ability but does not utilize it to complete task  
* Numerous mistakes; has ability to problem-solve but does not make corrections  
* Somewhat confident in abilities  
* Student has some awareness of mistakes made | * Utilizes, skill, knowledge and/or ability to complete task  
* Occasional mistakes; ability to self correct  
* Minimal redirection and supervision is required  
* Consistent performance  
* Student is confident in abilities  
* Student can identify and solve problems/issues | * Moderate level of proficiency  
* Mistakes are minimal; ability to problem solve and utilizes resources often  
* Minimal supervision is required | * High level of proficiency  
* Mistakes are minimal; ability to problem solve and utilizes resources consistently  
* Minimal supervision is required |
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<tr>
<td>1. <strong>Pharmacy Profession</strong>: 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.</td>
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<td>2. <strong>Integrative Competence/Critical Thinking and Decision-Making Abilities</strong>: examines issues rationally and logically. Evaluates, analyzes and syntheses information and knowledge based upon sound physical, chemical, biological, and therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes</td>
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<td>3. <strong>Informatics and Evidence-Based Pharmacotherapy</strong>: evaluates, analyzes, and synthesizes information. Manages knowledge to mitigate error(s) and support decision-making using appropriate information and technology.</td>
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<td>4. <strong>Oral Communication</strong>: listens, assesses health literacy, and uses effective oral communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology and vocabulary for the intended audience.</td>
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<td>5. <strong>Written Communication</strong>: listens, assesses health literacy, and uses effective written communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology and vocabulary for the intended audience.</td>
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<td>6. <strong>Interactions with Health Professionals</strong>: interacts actively and effectively with other health professionals. Respects other health professionals’ contribution to patient care.</td>
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<td>7. <strong>Self-Directed Learning Abilities</strong>: assesses his/her own knowledge, sets appropriate learning goals and takes appropriate action to accomplish these goals</td>
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<td>8. <strong>Social Awareness and Responsibility</strong>: takes responsibility for adapting and providing quality patient care to culturally, economically, and socially diverse populations. Promotes public health and minimizes health care disparities. Applies population-specific data, informatics, and research processes to identify and solve public health problems and help develop health policy as appropriate to the practice site.</td>
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<td>9. <strong>Health Promotion</strong>: counsels individuals and/or groups on health lifestyles for disease prevention, wellness, health promotion and public health issues.</td>
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## II. PATIENT CENTERED PHARMACY PRACTICE

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<tr>
<th>10. Disease State Knowledge:</th>
<th>explains pathophysiology and clinical presentation of disease state(s).</th>
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<th>SN = SATISFACTORY NEEDS IMPROVEMENT</th>
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<th>12. Patient Information:</th>
<th>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.</th>
<th>N/O = NOT OFFERED</th>
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<th>13. Patient Pharmacotherapy Assessment:</th>
<th>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</th>
<th>N/O = NOT OFFERED</th>
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<th>14. Pharmacy Care Plan:</th>
<th>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.</th>
<th>N/O = NOT OFFERED</th>
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<th>15. Patient/Caregiver Communication:</th>
<th>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.</th>
<th>N/O = NOT OFFERED</th>
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## III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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<th>16. Prescription Verification:</th>
<th>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.</th>
<th>N/O = NOT OFFERED</th>
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<th>17. Dispensing:</th>
<th>safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.</th>
<th>N/O = NOT OFFERED</th>
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<th>18. Acquisition:</th>
<th>uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality.</th>
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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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<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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</tbody>
</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
Appendix B - General APPE Syllabi

EVALUATION FORM: GENERAL APPE
PRECEPTOR'S FINAL EVALUATION OF THE STUDENT
P-4 ADVANCED PHARMACY PRACTICE EXPERIENCE

Student Name: 
Preceptor Name: 
Rotation Site: 
Start Date: 
Final Evaluation Date: 

Instructions:
* In order to provide a consistent evaluation process and valuable feedback to students regarding their professional development, please assess the student's performance in each category (when applicable to this rotation) based upon the skills and knowledge demonstrated throughout the rotation, as well as the students previous experience. Please use the evaluation chart below to assess the student's performance in each category. Clearly indicate your assessment by checking the corresponding points for each category.

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

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

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

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

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

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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.

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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.

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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.

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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.

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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.

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6. **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**: 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**: 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**: 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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<tr>
<th>Task</th>
<th>Description</th>
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<tr>
<td>10. Disease State Knowledge</td>
<td>explains pathophysiology and clinical presentation of disease state(s).</td>
<td>N/O</td>
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<tr>
<td>11. Clinical Pharmacology</td>
<td>explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.</td>
<td>N/O</td>
</tr>
<tr>
<td>12. Patient Information</td>
<td>obtains all necessary and pertinent information from patient/family/caregiver interviews, patient medical records, medication profiles, patient labs, physical assessment findings, diagnostic tests, and/or other health care providers.</td>
<td>N/O</td>
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<tr>
<td>13. Patient Pharmacotherapy Assessment</td>
<td>assesses the appropriateness of the patient’s drug therapy, determines therapeutic endpoints and explains drug therapy including assessment of all medications, evidence-based literature and standards of treatment</td>
<td>N/O</td>
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<tr>
<td>14. Pharmacy Care Plan</td>
<td>formulates and recommends appropriate pharmacy care plans, uses information about patient's medical and socio-behavioral needs, preferences and economic status to encourage medication adherence and optimize patient's health outcomes. Determines the goals of therapy, states appropriate efficacy and toxicity monitoring parameters, and identifies and completes appropriate follow-up. Recommendations are reasonable and consider potential consequences of recommendations</td>
<td>N/O</td>
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<tr>
<td>15. Patient/Caregiver Communication</td>
<td>able to choose, apply and integrate the effective mode(s) of communication (verbal, nonverbal, and/or written) to provide education and counseling on prescription and OTC medication in a caring manner. Verifies understanding and follows HIPAA guidelines.</td>
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### III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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<tr>
<td>16. Prescription Verification</td>
<td>accurately interprets and transcribes verbal and written prescription orders and assures the appropriateness of the prescription order. Assists patient in problems related to prescription medication coverage.</td>
<td>N/O</td>
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<tr>
<td>17. Dispensing</td>
<td>safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.</td>
<td>N/O</td>
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<tr>
<td>18. Acquisition</td>
<td>uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality.</td>
<td>N/O</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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### 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:
Discuss 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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### 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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OVERALL FINAL PERFORMANCE COMMENTS

Describe the student’s strengths:

Describe areas that need improvement:

Confidential Concerns (Optional): Please use ONLY for issues and concerns you don’t want the student to see. Please leave box blank if you have no confidential concerns to report. The Office of Experiential Programs will be immediately notified of your concerns.

GRADING METHODS:

Grading for this APPE is Pass/Fail/Honors:

Pass = Student meets or exceeds expectations
Fail = Student does not meet expectations

Pass with Honors is a grade assigned by a review committee within the Office of Experiential Programs (OEP) to not more than 20% of students completing an APPE rotation of a respective category in a given semester. The OEP review utilizes the preceptor assessment forms and written justification of the honors recommendation. Pass with honors recommendations by preceptors should not be discussed with students at the time of the final rotation grading meeting; the student should only be instructed that they have passed or failed the rotation.

FINAL EVALUATION

Recommend Grade:  ○ Unsatisfactory = Fail  ○ Satisfactory = Pass  ○ Pass with Honors (must justify below)

Pass with Honors Justification:

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

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

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* 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.

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<td>demonstrates the activities of the pharmacist appropriate to the practice site. Integrates the role of other pharmacy support personnel in the delivery of pharmacy services and patient care. Identifies and implements necessary changes in pharmacy practice and health care deliver to advance the profession.</td>
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<td>examines issues rationally and logically. Evaluates, analyzes and synthesizes information and knowledge based upon sound physical, chemical, biological, and therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes</td>
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<td>evaluates, analyzes, and synthesizes information. Manages knowledge to mitigate error(s) and support decision-making using appropriate information and technology.</td>
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<td><strong>4. Oral Communication:</strong></td>
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<td><strong>5. Written Communication:</strong></td>
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<td>interacts actively and effectively with other health professionals. Respects other health professionals’ contribution to patient care.</td>
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<td>takes responsibility for adapting and providing quality patient care to culturally, economically, and socially diverse populations. Promotes public health and minimizes health care disparities. Applies population-specific data, informatics, and research processes to identify and solve public health problems and help develop health policy as appropriate to the practice site.</td>
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<td><strong>9. Health Promotion:</strong></td>
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<tr>
<td>counsels individuals and/or groups on health lifestyles for disease prevention, wellness, health promotion and public health issues.</td>
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### II. PATIENT CENTERED PHARMACY PRACTICE

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<th>Skill</th>
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<tr>
<td>10. Disease State Knowledge</td>
<td>explains pathophysiology and clinical presentation of disease state(s).</td>
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<tr>
<td>11. Clinical Pharmacology</td>
<td>explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.</td>
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<tr>
<td>12. Patient Information</td>
<td>obtains all necessary and pertinent information from patient/family/caregiver interviews, patient medical records, medication profiles, patient labs, physical assessment findings, diagnostic tests, and/or other health care providers.</td>
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<tr>
<td>13. Patient Pharmacotherapy Assessment</td>
<td>assesses the appropriateness of the patient’s drug therapy, determines therapeutic endpoints and explains drug therapy including assessment of all medications, evidence-based literature and standards of treatment</td>
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<tr>
<td>14. Pharmacy Care Plan</td>
<td>formulates and recommends appropriate pharmacy care plans, uses information about patient’s medical and socio-behavioral needs, preferences and economic status to encourage medication adherence and optimize patient’s health outcomes. Determines the goals of therapy, states appropriate efficacy and toxicity monitoring parameters, and identifies and completes appropriate follow-up. Recommendations are reasonable and consider potential consequences of recommendations.</td>
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<td>15. Patient/Caregiver Communication</td>
<td>able to choose, apply and integrate the effective mode(s) of communication (verbal, nonverbal, and/or written) to provide education and counseling on prescription and OTC medication in a caring manner. Verifies understanding and follows HIPAA guidelines.</td>
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### III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

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<tr>
<td>16. Prescription Verification</td>
<td>accurately interprets and transcribes verbal and written prescription orders and assures the appropriateness of the prescription order. Assists patient in problems related to prescription medication coverage.</td>
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<td>17. Dispensing</td>
<td>safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.</td>
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<tr>
<td>18. Acquisition</td>
<td>uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality.</td>
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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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<tr>
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22. Demonstrate motivation, initiative, and active participation in the rotation (actively participates in answering drug information questions and offering to assist with problem-solving patient issues)

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

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24. Demonstrate accountability and responsibility

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25. Demonstrate punctuality

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26. Display honesty, integrity and trustworthiness

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27. Evaluate ethical dilemmas

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

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29. Demonstrate effective time management skills

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30. Appearance, attire, and personal hygiene are professional

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OVERALL PERFORMANCE COMMENTS FOR MID-ROTATION

Describe the student’s strengths:

Describe areas that need improvement:

Confidential Concerns (Optional): Please use ONLY for issues and concerns you don’t want the student to see. Please leave box blank if you have no confidential concerns to report. The Office of Experiential Programs will be immediately notified of your concerns.

GRADING METHODS:

Mid-rotation grading for this APPE is Passing or Failing:

Passing = Student is meeting or exceeding expectations
Failing = Student is not meeting expectations

MID-ROTATION EVALUATION

Recommend Grade:  ○ Unsatisfactory = Failing  ○ Satisfactory = Passing

☐ Mid-rotation Evaluation : Work in Progress  ☐ Mid-rotation Evaluation : Submit Now
**EVALUATION FORM: ELECTIVE APPE**

**PRECEPTOR’S FINAL EVALUATION OF THE STUDENT**

**P-4 ADVANCED PHARMACY PRACTICE EXPERIENCE**

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tr>
<th>Preceptor Name:</th>
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<th>Rotation Site:</th>
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<th>Start Date:</th>
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<th>Final Evaluation Date:</th>
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**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>
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<th>SATISFACTORY (S)</th>
<th>GOOD (G)</th>
<th>EXCELLENT (E)</th>
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<tbody>
<tr>
<td>The activity is not offered at this site.</td>
<td>* Lacks the skill, knowledge, and/or ability to complete task</td>
<td>* Has the skill, knowledge, and ability but does not utilize it to complete task</td>
<td>* Utilizes, skill, knowledge and/or ability to complete task</td>
<td>* Moderate level of proficiency</td>
<td>* High level of proficiency</td>
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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>
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<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>* Minimal supervision is required</td>
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<tr>
<td></td>
<td>* Student lacks awareness of mistakes made</td>
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<tr>
<td>I. PHARMACY PRACTICE</td>
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<td><strong>1. Pharmacy Profession:</strong> demonstrates the activities of the pharmacist appropriate to the practice site. Integrates the role of other pharmacy support personnel in the delivery of pharmacy services and patient care. Identifies and implements necessary changes in pharmacy practice and health care delivery to advance the profession.</td>
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<tr>
<td><strong>8. Social Awareness and Responsibility:</strong> takes responsibility for adapting and providing quality patient care to culturally, economically, and socially diverse populations. Promotes public health and minimizes health care disparities. Applies population-specific data, informatics, and research processes to identify and solve public health problems and help develop health policy as appropriate to the practice site.</td>
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<td><strong>9. Health Promotion:</strong> counsels individuals and/or groups on health lifestyles for disease prevention, wellness, health promotion and public health issues.</td>
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## II. PATIENT CENTERED PHARMACY PRACTICE

### 10. Disease State Knowledge
- Explains pathophysiology and clinical presentation of disease state(s).

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### 11. Clinical Pharmacology
- Explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.

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### 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.

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### 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.

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### 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.

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### 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.

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## III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

### 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.

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### 17. Dispensing
- Safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.

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### 18. Acquisition
- Uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality.

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IV. PROFESSIONALISM, ETHICS & RESPONSIBILITY

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<tr>
<td>19. Management: 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: 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: 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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<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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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.