UNMC COLLEGE OF PHARMACY
ADVANCED PHARMACY PRACTICE EXPERIENCE SYLLABUS
(Approved September 2014)

COURSE TITLE: Specialty Pharmacy at Children’s Home Healthcare Advanced Pharmacy Practice Experience (APPE)

COURSE NUMBER: PHPR 797-02

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: Specialty pharmacy focusing on the treatment of acute and chronic medical conditions such as bacterial and fungal infections, neutropenia and dehydration associated with post-chemotherapy, malnutrition syndromes requiring IV nutrition, maintenance of central venous catheters and other conditions requiring intravenous therapies in children that are candidates for treatment in the home.

INSTRUCTORS: Michael Galt

COURSE OBJECTIVES:

1) Describe and demonstrate the role and activities that are unique to the pharmacist in a home infusion pharmacy setting.
2) Assess patient medical information and pharmacotherapy to determine whether a patient is an appropriate candidate for home therapy.
3) Evaluate medication histories, physical findings, laboratory tests and pharmacokinetic data to select and recommend optimal therapy for home use.
4) Describe the appropriate selection and use of infusion devices used in the home. Demonstrate the ability to accurately program home infusion devices to deliver the prescribed therapy.
5) Demonstrate appropriate aseptic technique required to compound sterile dosage forms that meet USP 797 requirements.
6) Use effective communication with patients and/or caregivers to answer drug information questions and provide educational and emotional support.

PROGRAMMATIC OUTCOMES:

See PHPR 797-02 Specialty Pharmacy at Children’s Home Healthcare APPE Core Competencies document, attached as Appendix A.

INSTRUCTIONAL METHODS:

Instructional methods may include, but not be limited to, assigned readings, participation in topic discussions with the preceptor and other clinical pharmacists, self-study, observation, case review, problem-solving, and presentation of projects for instructor evaluation.

ASSESSMENT MEASURES:

Student competencies will be evaluated based on drug information skills, communication skills with Patients or caregivers and preceptor, aseptic technique, written tests, quality and completeness of projects, and oral/written presentation skills.
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 – General APPE Mid-Rotation and Final Evaluation Forms.

**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.

**INSTRUCTIONAL OBJECTIVES:**

1) Describe how pharmacists provide pharmaceutical care as evidenced by discussions and interactions with the preceptor and pharmacists.
2) Complete and pass competency assessment for aseptic technique and hazardous drug preparation.
3) Obtain a medication profile, including allergies, for patients discharged to home either over the telephone or from an appropriate electronic medical record or other source.
4) Develop a pharmaceutical care plan for the home care patient as evidenced by discussions with the preceptor and pharmacists and the completion of written pharmaceutical care plans.
5) Coordinate a new patient’s parenteral therapy from the time of referral through the delivery of finished product to the patient’s home.
6) Discuss routine acute and chronic disease states and related pharmacotherapies encountered in the pediatric home infusion setting.
7) Prepare and check medication orders accurately including appropriate drug product selection, dosing, and medical condition for the pediatric patient.
8) Demonstrate patient counseling skills and techniques required for home pediatric therapies.
9) Utilize the literature efficiently and effectively to resolve pharmaceutical care problems as evidenced by discussions with the preceptor and pharmacists, case presentations, written pharmaceutical care plans and drug information consults.
10) Demonstrate patient counseling skills and techniques required for home pediatric therapies.
COURSE OUTLINE:

Recurring activities:
- Reading assignments and topic discussions with preceptor and pharmacists.
- Patient/caregiver counseling on home infusion therapies.
- Drug information questions. (Ex: storage and stability of home infusion medications).
- Aseptic preparation of sterile compounded products.
- Contacting health care providers for new or refill prescriptions
- Attendance at meeting with various departments within Children’s Home Healthcare.
- One assigned project that will be worked on throughout the month and given as a presentation during the last week of rotation.

Department Overviews:
- Patient Enrollment/Billing Department
- Home Health Nursing
- Private Duty Nursing
- Respiratory Therapy
- Home Medical Equipment and Supplies
- Enteral Products/Services
- Home Health Administration
- Shipping/logistics Support

Activities by individual week:
Week 1: Orientation, introduction to the pharmacy team, overview of departments, assigned reading on 797 requirements, home infusion topic discussion, and assignment of month long project.
Week 2: Assigned home health reading followed by topic discussions with preceptor/pharmacists, attendance of morning multi-disciplinary meetings within Home Health Pharmacy, patient counseling, complete home visit with nursing, continued work on assigned project, and mid-term evaluation.
Week 3: Assigned reading on oral/IV nutrition followed by topic discussions with preceptor/pharmacists, attendance of morning multi-disciplinary meetings within Home Health Pharmacy, coordinate new infusion patient therapy, patient counseling, complete home visit with RT/DME and enteral training session, continued work on assigned project.
Week 4: Complete any elective activities or areas of interest identified by student/preceptor, project presentation and final rotation evaluation.

Example of daily activities week 2:
Monday: Attend multi-disciplinary morning report, contact caregivers for weekly infusion refills, attend home visit with a home health provider, counseling and dispensing of medications followed by counseling of new patients, and work on assigned project.
Tuesday: Attend multi-disciplinary morning report, contact caregivers for weekly infusion refills, attend home visit with a home health provider, counseling and dispensing of medications followed by counseling of new patients independently, and work on assigned project.
Wednesday: Attend multi-disciplinary morning report, prepare sterile compounded products, and continue to work on assigned project.
Thursday: Attend multi-disciplinary morning report, contact caregivers for weekly infusion refills, attend home visit with a home health provider, counseling and dispensing of medications followed by counseling of new patients independently, and work on assigned project.
Friday: Attend multi-disciplinary morning report, contact caregivers for weekly infusion refills, prepare sterile compounded products, counseling and dispensing of medications followed by counseling of new patients independently, and work on assigned project, and complete mid-term evaluation.
Appendix A

PHPR 797-02 Specialty Pharmacy at Children’s Home Healthcare APPE Core Competencies
(Approved September 2014)

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

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

A. Provide patient-centered care

2. Applied competencies

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

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

   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
      2) Establish a trust-based relationship with the patient and other stakeholders
      3) Interact with the patient and other stakeholders in a manner that is culturally appropriate
      4) Encourage and respect stakeholder input while remaining the patient’s advocate from an optimum pharmaceutical care perspective.

   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

   f. Practice ethically in a patient care setting

      1) Evidence personal commitment to the welfare of the patient
      2) Demonstrate respect for the dignity of the patient
      3) Use awareness of personal values and a code of professional ethics to guide behavior

   h. Maintain professional competence by identifying and analyzing emerging issues, products, and
services that may impact patient-specific therapeutic outcomes

1) Maintain a zeal for and practice of life long professional learning.

B. Provide population-based care

2. Applied competencies

a. Retrieve, evaluate, and manage professional information and literature
b. Prepare and deliver educational programs to health professionals, patients, and other stakeholders in health care systems regarding drug therapy, accessing drug therapies via health insurance including prescription insurance, and navigating the health care system
f. Communicate and collaborate with pharmacy colleagues, prescribers, population members, caregivers, and other involved health care providers to engender a team approach to patient care.
g. Retrieve, analyze, and interpret the professional, lay, and scientific literature to provide drug information to other health care providers and to the public
h. Carry out duties in accordance with legal, ethical, social, economic, and professional guidelines
i. Maintain professional competence by identifying and analyzing emerging issues, products, and services that may impact population-based therapeutic outcomes
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>* High level of proficiency</td>
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<td></td>
<td>* Numerous mistakes; inability to problem-solve</td>
<td>* Numerous mistakes; has ability to problem-solve but does not make corrections</td>
<td>* Occasional mistakes; ability to self correct</td>
<td>* Mistakes are minimal; ability to problem solve and utilizes resources consistently</td>
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<td></td>
<td>make corrections</td>
<td>* Somewhat confident in abilities</td>
<td>* Minimal redirection and supervision is required</td>
<td>* Minimal supervision is required</td>
<td>* Minimal supervision is required</td>
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<tr>
<td></td>
<td>* Constant redirection and supervision is required</td>
<td>* Student has some awareness of mistakes made</td>
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<td></td>
<td>* Student lacks awareness of mistakes made</td>
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<td>* Student can identify and solve problems/issues</td>
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</table>
1. **Pharmacy Profession**: demonstrates the activities of the pharmacist appropriate to the practice site. Integrates the role of other pharmacy support personnel in the delivery of pharmacy services and patient care. Identifies and implements necessary changes in pharmacy practice and health care delivery to advance the profession.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Capability</th>
<th>Description</th>
<th>Mid-Rotation:</th>
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<td>10. Disease State Knowledge</td>
<td>explains pathophysiology and clinical presentation of disease state(s).</td>
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<td>11. Clinical Pharmacology</td>
<td>explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.</td>
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<td>12. Patient Information</td>
<td>obtains all necessary and pertinent information from patient/family/caregiver interviews, patient medical records, medication profiles, patient labs, physical assessment findings, diagnostic tests, and/or other health care providers.</td>
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<td>13. Patient Pharmacotherapy Assessment</td>
<td>assesses the appropriateness of the patient’s drug therapy, determines therapeutic endpoints and explains drug therapy including assessment of all medications, evidence-based literature and standards of treatment</td>
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<td>14. Pharmacy Care Plan</td>
<td>formulates and recommends appropriate pharmacy care plans, uses information about patient's medical and socio-behavioral needs, preferences and economic status to encourage medication adherence and optimize patient’s health outcomes. Determines the goals of therapy, states appropriate efficacy and toxicity monitoring parameters, and identifies and completes appropriate follow-up. Recommendations are reasonable and consider potential consequences of recommendations.</td>
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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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<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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<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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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)

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

24. Demonstrate accountability and responsibility

25. Demonstrate punctuality

26. Display honesty, integrity and trustworthiness

27. Evaluate ethical dilemmas

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

29. Demonstrate effective time management skills

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

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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.

   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.

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

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

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

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

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### 12. Patient Information:
- **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:
- **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:
- **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:
- **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:
- **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:
- **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:
- **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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<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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<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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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.