UNMC COLLEGE OF PHARMACY
ADVANCED PHARMACY PRACTICE EXPERIENCE SYLLABUS
(March 2015)

COURSE TITLE: Specialty Pharmacy at Walgreens Specialty Pharmacy Advanced Pharmacy Practice Experience (APPE)

COURSE NUMBER: PHPR 797-04

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 ongoing, chronic medical conditions such as solid organ transplant, oncology, hepatitis C virus, Crohn’s disease, rheumatoid arthritis, multiple sclerosis, HIV, cystic fibrosis, and most other complex conditions.

INSTRUCTORS: Robin Leaders, Pharm.D., RP
April Davidson, Pharm.D., RP

COURSE OBJECTIVES:

1) Describe and demonstrate the role and activities of the pharmacist in a specialty pharmacy setting.
2) Explain the processes within a specialty pharmacy including operations, billing, marketing/sales, and account management.
3) Demonstrate in depth patient counseling and management on specialized medications for chronic conditions with a focus on solid organ transplant, hepatitis C virus, and HIV, and other limited distribution medications.
4) Use effective communication with patients and caregivers to answer drug information questions and provide educational and emotional support.
5) Describe the importance behind Risk Evaluation and Mitigation Strategy (REMS) programs and the pharmacist’s role in dispensing these limited distribution medications (Ex: Revlimid, Pomalyst).
6) Demonstrate ability to find and establish additional monetary funds for out of pocket expenses for at need patients.
7) Demonstrate knowledge of requirements for billing Medicare B for eligible medications.

PROGRAMMATIC OUTCOMES:

See PHPR 797-04 Specialty Pharmacy at Walgreens Specialty Pharmacy 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, 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 and preceptor, quality and completeness of projects, and 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 at significant risk of being unable to successfully complete the rotation.

**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) Provide pharmaceutical care as evidenced by discussions and interactions with the preceptor and pharmacists.

2) Review transplant immunosuppression regimens along with prophylactic and supportive medications important in solid organ transplant recipients. Counsel patients regarding administration, side effects, and compliance.

3) Review hepatitis C virus and understand different treatment options and future therapies. Provide patient counseling including administrations, side effects, and compliance.

4) Review antiretroviral therapy HIV treatments and guidelines. Provide patient counseling including administration and side effects.

5) Achieve certification in REMS programs, such as Revlimid and Pomalyst counseling, and provide related patient counseling.

6) Explain the processes and workflow of a patient referral from start to finish. Observe the roles of the care coordinators, enrollment specialists, and billing coordinators. Demonstrate an understanding of private and public health insurance options and patient assistance programs to assist patients in obtaining medications in an affordable manner.

7) Explain the importance of marketing, sales, and account management in providing a high level of service to patients, payers, and providers.

8) Explain and demonstrate importance of communication among all parties involved in patient care (i.e. Provider, Patient, third party) and of documentation, from a provider role and for Medicare requirements.
COURSE OUTLINE:

Recurring activities:
- Reading assignments and topic discussions with preceptor and pharmacists.
- Patient counseling on specialized medications and side effect management.
- Drug information questions. (Ex: storage and stability of specialty medications).
- Attendance at meeting with various departments within Amber Pharmacy.
- 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 Department
- Patient Assistance Program
- Billing Department
- Marketing
- Sales and Account Management
- Limited Distribution Drugs
- Strategic Planning and Development
- Patient Education and Support Program

Activities by individual week:
Week 1: Orientation, introduction to the pharmacy team, overview of departments, assigned HIV and Hepatitis C reading and topic discussion with preceptor/pharmacists. Introduction to limited distribution drugs. Identify any special interests of student and establish rotation presentation topic.
Week 2: Assigned reading for solid organ transplant followed by topic discussions with preceptor/pharmacists, attendance of meetings with preceptor/pharmacists, patient counseling, review billing requirements for Medicare with billing specialists, continued work on assigned project, and mid-term evaluation.
Week 3: Patient counseling, drug information questions, attendance of meetings, and continued work on project. Volunteer at testing night at Nebraska AIDS Project.
Week 4: Project presentation and final rotation evaluation.

Example of daily activities week 1:
Monday: Hepatitis C topic discussion with pharmacist, observation of Hepatitis C counseling and dispensing of medications followed by counseling of new patients independently, work on assigned project.
Tuesday: HIV antiretroviral therapy topic discussion with preceptor, discuss monitoring and compliance issues with HIV patients, observe order entry and dispensing of transplant medications. Discuss PrEP and PEP therapy and role in disease prevention.
Wednesday: Patient counseling, answer drug information or side effect questions asked by patients and continue to work on assigned project.
Thursday: Complete compliance and clinical checks with patients, document outcomes and report discussion/outcomes to provider and/or nursing staff.
Friday: Continue to counsel patients and answer drug information questions, work on assigned project.
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

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

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

      2) Compile and evaluate patient-specific information

      3) Recommend medications and/or laboratory tests in accordance with established standards of practice and available clinical data

      4) Select the appropriate dosage form, formulation, administration, and/or delivery system for specific drug entities, and assess existing dosage schedules and recommend modifications based on sound pharmacokinetic and therapeutic principles

      5) Carry out proper handling, compounding, and storage of common dosage forms, including those for newer drugs that are being approved at a rapid pace, such as proteins, peptides, and poorly water-soluble drugs requiring drug solubilization

      6) Ensure that patients or their agents understand the importance, nature and scope of the therapeutic plans being implemented, are informed about the benefits and risks of such plans, agree to participate in the implementation of the plans, and understand the appropriate use of medication included in the plans

      7) Monitor the patient in order to identify, assess, and solve medication-related problems, assess and promote adherence to the therapeutic plan, and evaluate the effectiveness of the plan in producing the intended therapeutic outcomes

      8) Administer medications and immunizations to patients, when appropriate
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.

g. 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.

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.
2) Access Continuing Education vehicles such as seminars, on-line training, etc.
3) Utilize current awareness tools, such as journal and database alerting services.
4) Subscribe to professional journals.
5) Maintain an up-to-date personal professional library.

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.

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

d. Develop and implement population-specific, evidence-based disease management programs and protocols based upon analysis of epidemiologic and pharmacoeconomic data, medication use criteria, medication use review, and risk reduction strategies.

e. Apply principles of pharmacoeconomics to recommend or select drug products for inclusion in treatment protocols or guidelines.
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
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

2. 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

2. Applied competencies
   
b. Assure the quality of drug products
   
   1) Judge the quality of pharmaceutical products and devices and select manufacturers based on appropriate data, such as biopharmaceutic, economic and quality control information
   2) Select drug products on the basis of bioequivalence and therapeutic equivalence. Use pharmacoeconomic data in the selection of drug delivery form, amount, and brand vs. generic of a drug product
   3) Ensure that drug products are stored under appropriate conditions
   4) Apply guidelines and standards of practice for preparation, storage, in-process quality control, and administration of sterile dosage forms and enteral nutrition products
   5) Ensure that products are delivered to patients in a timely, safe, efficient, and ethical manner
   6) Ensure the security of the drug product inventory

c. Manage the formulary
   
   2) Apply principles of pharmacoeconomics and evidence-based medicine in making decisions regarding formularies and individual patient care

d. Employ practice guidelines and standards
1) Participate in developing critical pathways, clinical practice guidelines, and disease management protocols in the delivery of pharmaceutical care
2) Use appropriate critical pathways, clinical practice guidelines, and disease management protocols in the delivery of pharmaceutical care

e. 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
4) Develop appropriate criteria and structure, process, and outcome indicators to evaluate the medication use and the medication use system
5) Participate in and perform drug use evaluations

III. PUBLIC HEALTH. Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional health care team

A. Assure the availability of effective, quality health and disease prevention services

2. Applied competencies

a. Identify strategies to improve care for underserved populations
b. Provide disease prevention and health promotion programs to the public
c. Recommend and/or administer vaccines to the public
d. Provide health screening/early detection and intervention services to the public
e. Participate in pharmacoepidemiologic and pharmacosurveillance programs
f. Promote safe medication use
g. Serve as a resource for primary and secondary disease prevention strategies
h. Collaborate with other public health agents in public health programs addressing key areas (e.g., environmental and occupational health, communicable diseases, behavioral health, emergency preparedness and response)
i. Provide appropriate emergency services (e.g., CPR, emergency triage/referral, access to poison control and treatment information)
j. Design and evaluate the impact of a public health program on the behaviors and health outcomes of program participants
APPENDIX B - APPE Mid-Rotation Evaluation of Student (Rev. May 2015)

APPENDIX B

UNMC College of Pharmacy
Department of Pharmacy Practice
Office of Experiential Programs
986045 Nebraska Medical Center
Omaha, NE 68198-6045
www.unmc.edu/pharmacy

APPE MID-ROTATION EVALUATION
PRECEPTOR’S 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. 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 the end of the rotation and interact with the student in discussion as it relates to performance.

While some students may initially require substantial redirection and supervision, improvement should become evident through practice with minimal supervision. The preceptor will notify the Director of Experiential Programs in cases where students are not progressing to satisfactory levels and are at significant risk of being unable to successfully complete the rotation. Please contact, Mr. John Ridgway, Director of Experiential Programs at (402) 559-5774 or jridgway@unmc.edu.

The evaluation of the 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

Not Offered: The activity is not offered at this site.

Unsatisfactory: Lacks the skill, knowledge, and/or ability to complete task. Numerous mistakes; inability to problem-solve make corrections. Constant redirection and supervision is required. Lacks confidence in abilities. Student lacks awareness of mistakes made.

Satisfactory Needs Improvement: 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.

Satisfactory: 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.

Good: Moderate level of proficiency. Mistakes are minimal; ability to problem solve and utilizes resources often. Minimal supervision is required.

Excellent: High level of proficiency. Mistakes are minimal; ability to problem solve and utilizes resources consistently. Minimal supervision is required.
# I. PHARMACY PRACTICE

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<th>N/O = Not Offered</th>
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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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<td>10. Disease State Knowledge:</td>
<td>Explains pathophysiology and clinical presentation of disease state(s).</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>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. Administer 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

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

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

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.

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

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.

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

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: ○ N/O ○ 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: ○ N/O ○ U ○ SN ○ S ○ G ○ E

24. Demonstrate accountability and responsibility.

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

25. Demonstrate punctuality.

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

26. Display honesty, integrity and trustworthiness.

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

27. Evaluate ethical dilemmas

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

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

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

29. Demonstrate effective time management skills.

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

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

MID-ROTATION: ○ N/O ○ U ○ SN ○ S ○ G ○ E
OVERALL PERFORMANCE COMMENTS FOR MID-ROTATION

Describe the student's strengths:

Describe areas that need improvement:

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

The preceptor will notify the Director of Experiential Programs in cases where students are not progressing to satisfactory levels and are at significant risk of being unable to successfully complete the rotation. Please contact, Mr. John Ridgway, Director of Experiential Programs at (402) 559-5774 or jridgway@unmc.edu.

MID-ROTATION EVALUATION GRADE RECOMMENDATION

☐ Passing  ☐ Failing
Appendix B - APPE Final Evaluation of Student (Rev. May 2015)

APPE FINAL EVALUATION
PRECEPTOR'S 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. 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 the end of the rotation and interact with the student in discussion as it relates to performance.

While some students may initially require substantial redirection and supervision, improvement should become evident through practice with minimal supervision. The preceptor will notify the Director of Experiential Programs in cases where students are not progressing to satisfactory levels and are at significant risk of being unable to successfully complete the rotation. Please contact, Mr. John Ridgway, Director of Experiential Programs at (402) 559-5774 or jridgway@unmc.edu.

The evaluation of the 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

Not Offered: The activity is not offered at this site.

Unsatisfactory: Lacks the skill, knowledge, and/or ability to complete task. Numerous mistakes; inability to problem-solve make corrections. Constant redirection and supervision is required. Lacks confidence in abilities. Student lacks awareness of mistakes made.

Satisfactory Needs Improvement: 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.

Satisfactory: 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.

Good: Moderate level of proficiency. Mistakes are minimal; ability to problem solve and utilizes resources often. Minimal supervision is required.

Excellent: High level of proficiency. Mistakes are minimal; ability to problem solve and utilizes resources consistently. Minimal supervision is required.
### I. PHARMACY PRACTICE

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<tr>
<th>N/O = Not Offered</th>
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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.

**FINAL:** 〇 N/O 〇 U 〇 SN 〇 S 〇 G 〇 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:** 〇 N/O 〇 U 〇 SN 〇 S 〇 G 〇 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:** 〇 N/O 〇 U 〇 SN 〇 S 〇 G 〇 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:** 〇 N/O 〇 U 〇 SN 〇 S 〇 G 〇 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:** 〇 N/O 〇 U 〇 SN 〇 S 〇 G 〇 E

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

**FINAL:** 〇 N/O 〇 U 〇 SN 〇 S 〇 G 〇 E

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

**FINAL:** 〇 N/O 〇 U 〇 SN 〇 S 〇 G 〇 E

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

**FINAL:** 〇 N/O 〇 U 〇 SN 〇 S 〇 G 〇 E

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

**FINAL:** 〇 N/O 〇 U 〇 SN 〇 S 〇 G 〇 E
### II. PATIENT CENTERED PHARMACY PRACTICE

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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

#### 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. Administer 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
### 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
Perform 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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### Describe the student’s strengths

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### Describe areas that need improvement:

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### 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** = Completion of the following questions are REQUIRED for the student to be considered for Honors:
  1. How did this student exceed your expectations?
  2. Please give one or more examples of exceptional work performed by this student.

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.

The preceptor will notify the Director of Experiential Programs in cases where students are not progressing to satisfactory levels and are at significant risk of being unable to successfully complete the rotation. Please contact, Mr. John Ridgway, Director of Experiential Programs at (402) 559-5774 or jridgway@unmc.edu.

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

### FINAL EVALUATION GRADE RECOMMENDATION

- **Fail** = Unsatisfactory (must justify on next page)
- **Pass** = Satisfactory
- **Pass with Honors Recommendation** (must justify on next page)
Appendix B - APPE Final Evaluation of Student (Rev. May 2015)

Justification for FAIL *(required if FAIL is recommended as final grade):*

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

Honors Justification *(required if Pass with Honors is recommended as final grade):*

1. How did this student exceed your expectations?

2. Please give one or more examples of exceptional work performed by this student: