COURSE TITLE: Specialty Pharmacy at Offutt Air Force Base Advanced Pharmacy Practice Experience (APPE)

COURSE NUMBER: PHPR 797-05

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

INSTRUCTORS: Capt. James W. Dent, Pharm.D.

COURSE OBJECTIVES:

1) Describe and demonstrate the role and activities that are unique to the pharmacists in a Military pharmacy setting.
2) Assess and screen patient profiles for: drug interactions, appropriateness, and drug allergies.
3) Evaluate medication histories, and patient profiles to select and recommend optimal therapeutic options.
4) Describe the guidelines that refill clinic pharmacists must follow in order to approve patient refill requests.
5) List the unique pharmacy services that are in place to accommodate active duty as well as retiree patients.
6) Use effective communication with patients and/or caregivers to answer drug information questions and provide educational and emotional support.

PROGRAMMATIC OUTCOMES:

See PHPR 797-05 Specialty Pharmacy at Offutt Air Force Base APPE Core Competencies document, attached as Appendix A.

INSTRUCTIONAL METHODS:

Instructional methods may include, but not be limited to, assigned readings, meetings (Pharmacy &Therapeutics committee/Prostaff), 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, 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 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) Describe how pharmacists provide pharmaceutical care as evidenced by discussions and interactions with the preceptor and pharmacists.
2) Complete and pass competency assessment for prescription checking test.
3) Discuss routine acute and chronic disease states and related pharmacotherapies encountered in the geriatric patient.
4) Prepare and check medication orders accurately including appropriate drug product selection, dosing, and medical condition for the pediatric and geriatric patients.
5) Demonstrate patient counseling skills and techniques required for outpatient counseling.
6) 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.
7) Demonstrate effective documentation when getting authorizations from doctors to switch patients to local formulary options.
8) Demonstrate effective documentation when transferring prescriptions from/to another pharmacy.

**COURSE OUTLINE:**

**Recurring activities:**
- Reading assignments and topic discussions with preceptor and pharmacists.
- Patient/caregiver counseling.
- Drug information questions. (Ex: storage and stability of home medications).
- Therapeutic medication equivalency switches
- Contacting health care providers for new or refill prescriptions
- Attendance at meetings with various military professions.
- One assigned project that will be worked on throughout the month and given as a presentation during the last week of rotation.

**Department Overviews:**
- Main Clinic Pharmacy/Satellite pharmacy department

**Activities by individual week:**

**Week 1:** Orientation, introduction to the pharmacy team, overview of departments, assigned reading on military pharmacy practice, and assignment of month long project.

**Week 2:** Topic discussions with preceptor/pharmacists, patient counseling, participation in refill clinic, attendance of meetings that may occur continued work on assigned project, and mid-term evaluation

**Week 3:** Topic discussions with preceptor/pharmacists, attendance of meetings that may occur, participation in refill clinic, counseling, 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 P&T meeting or Prostaff if available, shadow in another MTF clinic if available, counseling and dispensing of medications followed by counseling of new patients, and work on assigned project.

**Tuesday:** Shadow/participate in refill clinic with credentialed pharmacist; prepare sterile compounded products (if available); counseling and dispensing of medications followed by counseling of new patients independently; and work on assigned project.

**Wednesday:** Topic discussions with preceptor/pharmacists, fill and dispense medications, counsel patients, continue to work on assigned project.

**Thursday:** Attend Tobacco Cessation appointment, follow up with any tobacco patients, counseling and dispensing of medications followed by counseling of new patients independently, and work on assigned project.

**Friday:** Topic discussions with preceptor (discuss goals that the student may have), counseling and dispensing of medications followed by counseling of new patients independently, and work on assigned project, and complete mid-term evaluation.
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
      4) Provide information regarding prescription medications and products
      5) Provide information regarding non-prescription and herbal products

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

      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

   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
   2) Access Continuing Education vehicles such as seminars, on-line training, etc.
   3) Utilize current awareness tools, such as journal and database alerting services

B. Provide population-based care

2. Applied competencies

   a. Retrieve, evaluate, and manage professional information and literature
   c. Prepare and deliver patient case presentations incorporating a critical analysis of the drug therapy and subsequent therapeutic outcome
   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
B. Manage medication use systems

2. Applied competencies

b. Assure the quality of drug products

   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
   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

   4) Participate in deliberations of Pharmacy and Therapeutics Committees or similar groups

e. Assess and improve medication use quality

   1) Identify medication errors and adverse drug reactions and report them to appropriate individuals and organizations
**APPENDIX B**

**APPE MID-ROTATION EVALUATION**

**PRECEPTOR’S EVALUATION OF THE STUDENT**

**P-4 ADVANCED PHARMACY PRACTICE EXPERIENCE**

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tr>
<td>Preceptor Name:</td>
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<td>Rotation Site:</td>
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<td>Start Date:</td>
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<td>Mid-rotation Evaluation Date:</td>
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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. 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

<table>
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<tr>
<td>Not Offered</td>
<td>Unsatisfactory</td>
<td>Satisfactory Needs Improvement</td>
<td>Satisfactory</td>
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1. **Pharmacy Profession**: Demonstrates the activities of the pharmacist appropriate to the practice site. Integrates the role of other pharmacy support personnel in the delivery of pharmacy services and patient care. Identifies and implements necessary changes in pharmacy practice and health care delivery to advance the profession.

MID-ROTATION: ○ 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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10. **Disease State Knowledge**: Explains pathophysiology and clinical presentation of disease state(s).

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

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

MID-ROTATION: ○ 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.

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

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.

MID-ROTATION: ○ 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.

MID-ROTATION: ○ 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.

MID-ROTATION: ○ 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.

MID-ROTATION: ○ 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.

MID-ROTATION: ○ 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.

MID-ROTATION: ○ N/O ○ U ○ SN ○ S ○ G ○ E
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<tr>
<td>19. Management:</td>
<td>Describes principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.</td>
<td>MID-ROTATION:</td>
<td>○ N/O</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>
<td>MID-ROTATION:</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>
<td>MID-ROTATION:</td>
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<td>IV. PROFESSIONALISM, ETHICS &amp; RESPONSIBILITY</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>
<td>MID-ROTATION:</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>
<td>MID-ROTATION:</td>
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<td>24. Demonstrate accountability and responsibility.</td>
<td>MID-ROTATION:</td>
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<td>25. Demonstrate punctuality.</td>
<td>MID-ROTATION:</td>
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<td>26. Display honesty, integrity and trustworthiness.</td>
<td>MID-ROTATION:</td>
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<td>○ SN</td>
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<td>27. Evaluate ethical dilemmas</td>
<td>MID-ROTATION:</td>
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<td>28. Maintain confidentiality of all patient &amp; health organization related information.</td>
<td>MID-ROTATION:</td>
<td>○ N/O</td>
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<td>○ SN</td>
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<td>29. Demonstrate effective time management skills.</td>
<td>MID-ROTATION:</td>
<td>○ N/O</td>
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<td>30. Appearance, attire, and personal hygiene are professional.</td>
<td>MID-ROTATION:</td>
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Appendix B - APPE Mid-Rotation Evaluation of Student (Rev. May 2015)

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)

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 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.

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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>
<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 deliver to advance the profession.</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<td><strong>2. Integrative Competence/Critical Thinking and Decision-Making Abilities:</strong> 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>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<td><strong>3. 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>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<td><strong>4. 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>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<td><strong>5. 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>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<td><strong>6. Interactions with Health Professionals:</strong> Interacts actively and effectively with other health professionals. Respects other health professionals’ contribution to patient care.</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<td><strong>7. Self-Directed Learning Abilities:</strong> Assesses his/her own knowledge, sets appropriate learning goals and takes appropriate action to accomplish these goals.</td>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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<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>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</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>
<td>○ N/O ○ U ○ SN ○ S ○ G ○ E</td>
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Appendix B - APPE Final Evaluation of Student (Rev. May 2015)

II. PATIENT CENTERED PHARMACY PRACTICE

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>FINAL</th>
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<tbody>
<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>
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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>
<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>
<td>N/O</td>
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</tbody>
</table>

III. MEDICATION DISTRIBUTION AND CONTROL SYSTEMS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>FINAL</th>
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</thead>
<tbody>
<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. Administer 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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</tbody>
</table>
19. Management: Describes principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.

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.

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 FINAL PERFORMANCE COMMENTS

Describe the student's strengths:

Describe areas that need improvement:

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

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<tr>
<th>Selection</th>
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<tbody>
<tr>
<td>☐ Fail = Unsatisfactory (must justify on next page)</td>
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<tr>
<td>☐ Pass = Satisfactory</td>
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<tr>
<td>☐ Pass with Honors Recommendation (must justify on next page)</td>
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</table>
Justification for FAIL *(required if FAIL is recommended as final grade)*:

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

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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: