

Advanced Pharmacy Practice Experience (APPE)

Manual

2011-2012

Roseman University of Health Science*
College of Pharmacy
11 Sunset Way
Henderson, NV 89014
Fax: 702-947-5060

or

10920 South River Front Pkwy
South Jordan, UT 84095
Fax: 801-302-0768

Contacts:

Darla Zarley, PharmD
Advanced Experience Coordinator
Office: 702-968-2005
Email: dzarley@roseman.edu

Kathy Lindsay
Administrative Assistant
Office: 702-968-2049
Email: klindsay@roseman.edu

Gary Levin, PharmD, BCPP, FCCP
Associate Dean of Clinical Programs
Office: 702-968-5248
Email: glevin@roseman.edu

The College of Pharmacy Student Handbook and Manuals are hereby incorporated as a part of this catalog. The catalog is also hereby incorporated as a part of the Student Handbook and Manuals. The Catalog, Student Handbook and Manuals are available in the College of Pharmacy administrative offices and/or website.

*Effective July 1, 2011 the University of Southern Nevada will become Roseman University of Health Sciences

TABLE OF CONTENTS

I.	INTRODUCTION	4
II.	POLICIES AND PROCEDURES	
A.	Compensation	5
B.	Attendance	5
C.	Student Requirements for Participation	6
D.	Medical Insurance/Medical Care	6
E.	Health Status	6
F.	Confidentiality Policy	7
G.	Compliance with Site/Facility Policies and Procedures	7
H.	Dress Code	7
I.	Recording of Student Intern Hours	8
J.	Preceptor Responsibilities	8
K.	Student Responsibilities	9
L.	Rotation Orientation	10
M.	Student Assessment	
1.	Definition of Assessment Terminology	11
2.	APPE Assessment Process	11
3.	Student Appeal of Experiential Outcomes	12
N.	Rotation Schedule	12
III.	DOCUMENTS AND FORMS	
A.	Experiential Policies and Procedures Acknowledgement Form	13
B.	Assessment Forms	
1.	Assessment Form	14
2.	Student Self-Assessment Form	
C.	Site and Preceptor Assessment Form	31
IV.	PHARMACY PRACTICE EXPERIENCE DESCRIPTIONS AND OUTCOMES	
A.	Professionalism Outcomes	34
B.	Advanced Pharmacy Practice Experience General Outcomes	34
C.	Required Rotations Specific Outcomes	36
1.	Ambulatory Care	36
2.	Acute Care	36
3.	Advanced Community Practice	37
4.	Institutional Practice	37

D.	Selective Rotation Specific Outcomes	
1.	Selective A Experiences	
a.	Cardiology	39
b.	Critical Care	40
c.	Geriatrics	40
d.	Hematology / Oncology	41
e.	Hospice Care Home	41
f.	Home Health / Home Infusion	42
g.	HIV / AIDS	43
h.	Infectious Disease	43
i.	Long Term Care / Consulting	44
j.	Nutrition	44
k.	Pediatrics	45
l.	Psychiatry	45
m.	Solid Organ Transplant	46
n.	Trauma / Surgery	47
2.	Selective B Experiences	
a.	Compounding	47
b.	Drug Information	48
c.	Drug Use Policy	48
d.	Managed Care	49
e.	Nuclear	49
f.	Pharmaceutical Industry	50
g.	Pharmacy Informatics	50
h.	Pharmacy Management	51
i.	Professional Organizations	51
j.	Research	52
E.	Elective Opportunities	52

I. INTRODUCTION

The Roseman University of Health Sciences College of Pharmacy has developed a unique way of approaching the experiential training of pharmacy students. The primary goal of the experiential curriculum is to ensure that every student obtains the knowledge, skills and abilities necessary to enable him or her to practice competently in a variety of settings. The progression of pharmacy practice experiences are designed to help students make the successful transition from the didactic academic setting to the practice environment via practical application of what the student has learned. The integration of classroom knowledge and professional performance will serve as the cornerstone of the students' education and will instill professionalism and ensure competency in the provision of pharmaceutical care.

The APPE are designed to provide students with exposure to a variety of clinical pharmacy practice settings. Students are required to complete six, six-week rotations, Institutional Practice (see above), Ambulatory Care, Advanced Community Practice, Adult Acute Care (Internal Medicine, Critical Care or Transitional Care) and two clinical specialty Selectives (described later in the Manual). Each APPE has three sets of learning outcomes, General, Professionalism and Rotation-Specific. General Outcomes include such items as written and verbal communication skills, patient assessment, drug information, etc.; where repetition and mastery are essential. The ten Professionalism Outcomes reflect the key professional behaviors the College feels all pharmacists should embody. Rotation-Specific Outcomes identified by Preceptors are site-specific activities that are reflective of normal daily practice (e.g. journal club, case presentation, etc.).

Students are also required to complete a minimum of four elective credit hours. These may be experiential electives or didactic electives. Experiential electives typically include pharmacy practice opportunities that may or may not involve direct patient contact. Didactic electives are provided by College faculty and encompass a variety of topics (page 52).

II. ROTATION POLICIES AND PROCEDURES

The information contained in this Manual is complementary to that in the *Student Handbook*. Preceptors and Students will be provided with a copy of both documents. Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to either the Experiential Coordinator or Assistant Dean for Clinical Programs.

A. Compensation

Students may not receive or request compensation from sites or Preceptors for hours, activities, projects or assignments related to any experiential rotation.

B. Attendance

Complete attendance is an expectation of all students for every rotation. Students are expected to be present at the assigned practice site at least 40 hours per week during each rotation, as per Preceptor schedule. Additional hours beyond those scheduled may be required in order to complete assignments or other rotation activities.

It is anticipated that absences may be required or requested by some students during the course of the academic calendar. Any absence not made up will be deducted from the total intern hours afforded for the rotation experience. If a student is ill or has a personal emergency, the Advanced Experience Coordinator and Preceptor must be contacted as early as possible on or before the day in question. Documentation from a physician or relevant third party may be requested for these types of absences.

Requests for time off for any reason other than a personal emergency or illness must be approved in advance by both the Advanced Experience Coordinator and Preceptor. The College expects students to modify all other schedules to allow full attendance during rotations. Participation in extracurricular events, particularly those related to the profession, is encouraged but does not preclude rotation requirements. Verification of attendance or a written summary of activities may be required by the Experiential Coordinator and/or Preceptor.

Students are encouraged to participate in College-sponsored events (e.g. Career Fair) which may be scheduled during rotation hours. Involvement in College-sponsored events is considered an absence and students may be required to make up these hours.

Regardless of the reason for an absence, the Advanced Experience Coordinator or Preceptor may require that part or all of the time be made up in order for the student to achieve rotation outcomes. Absences will be made up at the convenience of the Preceptor. An incomplete (I) will be assigned until a final outcome for the rotation has been determined. Since some sites and/or rotation schedules may not allow students the opportunity to make-up hours, this should not be an expectation. Rotation outcomes not achieved due to absences may result in a "No Pass" if the number of days required for achievement exceeds those feasible to the site and/or rotation schedule.

If a student does not complete the entire 6-week experience during the assigned time frame for any reason, the student will be required to complete the same 6-week experience. If the student does not complete the entire 6-week experience the student will be given an incomplete (I) for that experience. Regardless of the circumstances, experiential credit will only be given for a complete 6-week experience.

All student rotation schedules are coordinated through the Advanced Experience Coordinator's office. Any student who makes an unauthorized change in their rotation schedule without the approval of the Advanced Experience Coordinator will be given a No Pass for the rotation.

C. Student Requirements for Participation in APPE

Prior to beginning experiential rotations, each student must successfully complete the following requirements:

1. Health Insurance Portability and Accountability Act (HIPAA) training
2. Bloodborne Pathogens in Healthcare Facilities (OSHA) training
3. Tuberculosis Prevention Training
4. Clear Background Check
5. Negative Urine Drug Screen
6. Current Basic Life Support for Healthcare Providers (BLS)
7. Aseptic Technique Test
8. History and Physical
9. Immunizations and Health Screenings
 - a. MMR (measles, mumps, rubella) proof of completion of the 2 shot series (at least 4 weeks apart); or serologic titers showing immunity
 - b. Polio; or serologic titers showing immunity
 - c. Tdap (tetanus, diphtheria, and pertussis) – one shot within 10 years
 - d. Hepatitis A proof of completion of the 2 shot series (3 shots if Twinrix vaccine is administered); or serologic titers showing immunity (**takes 6 months to complete**)
 - e. Hepatitis B proof of completion of the 3 shot series; or serologic titers showing immunity (**takes 6 months to complete**)
 - f. Tuberculosis Screening (please provide **one** of the options below) within the last six months of the beginning your experiential rotations.
 - Negative Two-Step Tuberculosis Skin Test (TST) – if positive, must provide a clear chest x-ray reading from a physician with written certification that the student is not a health risk;
 - QuantiFERON®-TB Gold blood test – if positive, must provide a clear chest x-ray reading from a physician with written certification that the student is not a health risk; **or**
 - Chest x-ray reading from a physician with written certification that the student is not a health risk.
 - g. Varicella (chicken pox) proof of completion of the 2 shot series (at least 4 weeks apart); or positive serologic titers showing immunity

The college will release this information to practice site upon request. Students must sign the Acknowledgement of Roseman University of Health Sciences College of Pharmacy Student Handbook Policies and Procedures (page 13) in order to release this information to affiliate institutions and be able to participate in APPE.

D. Medical Insurance/Medical Care

All students are required to maintain medical insurance for the duration of the P3 year. Each student is responsible for their medical care and/or treatment in case of illness or injury while on rotation, if necessary, including transportation. In the event that a student no longer has medical insurance they are ineligible to continue their experiential training.

Some sites will provide post-exposure evaluation, source patient testing, and initial prophylactic treatment as a result of exposure to blood or bodily fluids during a rotation, according to the most recent Center for Disease Control guidelines. The site will not provide HIV or Hepatitis B follow up. The exposed individual will be responsible for the follow up with his/her own physician or other medical personnel. The student shall be responsible for payment of any care/testing received as well as any additional or follow-up care.

For your protection and safety, students should not enter patient care areas where signage indicates an N95 (NIOSH-approved particulate filtering face-piece respirators) mask is required, as neither the College nor the Hospital will supply students with respiratory mask fit testing.

E. Health Status

Each student must provide certification that they have no health-related condition that would render the student unfit to participate in the clinical experience.

F. Confidentiality Policy

All students are required to adhere and sign to the following Confidentiality Policy:

I acknowledge and agree to comply with the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* and any current and future regulations promulgated hereunder including without limitation the federal privacy regulations, federal security standards and the federal standards for electronic transactions. Confidential Information specifically includes, but is not limited to, employee information, patient information, computer or access password(s) issued to me, financial information, business activity information, details about the computer systems and software, displayed and printed information, and proprietary vendor information.

I will:

1. Use Confidential Information strictly in connection with, and for the sole purpose of, performing my assigned educational and patient care responsibilities;
2. Not disclose or communicate any Confidential Information to any person or entity whatsoever, except in performance of assigned educational and patient care responsibilities at the site or in the classroom;
3. Not disclose to any other person or entity, password(s) issued to me;
4. Always clear Confidential Information from my terminal screen and sign off the system when my tasks are completed;
5. Report immediately to my Preceptor any unauthorized use, duplication, disclosure, or dissemination of Confidential Information by any person, including other students;
6. When presenting Confidential Information orally or in writing, as part of my assigned educational and/or patient care duties mask the identity of the patient or employee, and site.

My failure to fulfill any of the obligations set forth in this confidentiality agreement or my violation of any of the terms of this agreement may result in:

1. Disciplinary action by the Roseman University of Health Sciences College of Pharmacy, including but not limited to, action taken under the College's Standards of Professional Conduct,
2. Disciplinary action by the site, according to the site's policies and procedures, including removal from the site;
3. Appropriate legal action (state and/or federal), including, but not limited to, civil or criminal prosecution.

G. Compliance with Site / Facility Policies and Procedures

Students must comply with all policies and procedures of the practice site. Preceptors must advise students of site policies during the orientation process (page 10).

Students must respect practice site property. Inappropriate use of or damage to practice site property may result in disciplinary action by either the site or the college, or both. Students must return all property to the site upon completion of the rotation. Fines assigned by the site for past due items are the responsibility of the student.

H. Dress Code

All students are expected to practice good personal hygiene (clean and well groomed) and wear professional attire while attending rotations. Students are to adhere to site-specific dress codes. A short white lab jacket should be worn at all times unless instructed otherwise by the Preceptor. Students must wear their College identification badge and/or site identification at all times as instructed by the Preceptor.

Appropriate Appearance for Women	Appropriate Appearance for Men
Business casual or dress pants Skirt or dress (minimum: knee length) Blouse or sweater Closed toe dress shoes Socks or hosiery	Business casual or dress pants Clean and pressed shirt Tie (site-dependent) Jacket or sweater Closed toe dress shoes Socks or hosiery
Inappropriate Appearance (women or men)	
Jeans, camouflage pants (fatigues), low-rise pants, scrubs or sweat/athletic pants Spandex Shorts Low-cut / mini skirts (above the knee) Low cut or backless shirts and blouses (including halter and tank tops) T-shirts and sweat shirts Open midriff Open-toe shoes Athletic footwear High heels Bare legs and feet Visible piercing (tongue, nose, and navel) Artificial nails (acrylic and other compounds) Visible tattoos	

Lastly the College recommends while on rotation students be conservative with respect to hair coloring. Pierced earrings may be acceptable however students should confirm this with the Preceptor (i.e. site-specific restriction). Preceptors reserve the right to require students to comply with the dress code in order to continue the rotation.

I. Recording of Student Intern Hours

Each rotation experience provides approximately 240 intern hours that may be counted towards licensure. Each state differs regarding the number of experiential education hours that may be counted towards the total required for licensure eligibility. Students should contact individual State Boards of Pharmacy for specific details. A listing of State Boards of Pharmacy can be found on the National Associations of State Boards of Pharmacy web site: <http://www.nabp.net>.

J. Preceptor Responsibilities

1. Preceptors must be licensed pharmacists and in good standing with the State Board of Pharmacy.
2. Preceptors should be knowledgeable of and compliant with the material contained in this Manual.
3. Preceptors are expected to instill and demonstrate principles of professionalism and ethics.
4. Preceptors are expected to be respectful of fellow practitioners and allied health professions, inasmuch as the Preceptor is a role model to the student.
5. Preceptors are responsible for clearly communicating student expectations regarding performance, appearance, attitude and method of practice.

6. Preceptors are responsible for scheduling an orientation session with their student(s).
7. Preceptors are responsible for identifying an acceptable replacement to supervise students during absences.
8. Preceptors are responsible for fostering an environment of mutual learning.
9. Preceptors should not assume student competency but determine it by reviewing the student's performance through discussions and observation.
10. Preceptors are responsible for reviewing student progress at regular intervals during the experience and sharing their observations with the students.
11. Preceptors are expected to provide constructive criticism, conveyed in private and an appropriate manner.
12. Preceptors should inform students of any areas requiring improvement as early as possible.
13. Preceptors are responsible for submitting a midpoint and final assessment by the prescribed due date.
14. Preceptors are responsible for verifying the intern hours completed by each student to the College. The hours recorded should reflect those applicable as per State Board of Pharmacy requirements.
15. Preceptors are responsible for verifying student attainment of required rotation outcomes.

K. Student Responsibilities

1. Students should be knowledgeable of and compliant with the material contained in this Manual.
2. Students are responsible for contacting the Preceptor **two weeks** prior to the start of the rotation.
3. Students are responsible for informing the College of any changes to address and telephone number within 7 days of the change taking effect. Communication from the College will be primarily via USN email system. Students must check their USN email account daily for updates and other information.
4. All expenses, fees and/or fares incurred during the experience are the responsibility of the student.
5. Students are expected to be present at the practice site at least 40 hours per week during each rotation, as per Preceptor schedule. Actual rotation hour requirements will vary depending on practice site.
6. Students are responsible for adhering to the rotation schedule and deadlines for assignments. Students are responsible for reporting all of their activities (including the completion of an assignment) to the Preceptor.
7. Students are expected to behave professionally at all times when on rotation. Students should be respectful and courteous at all times.
8. Each student should be proactive with their experiential education, which necessitates active participation and communication.
9. Students should never be hesitant to admit that they do not know something, and should seek help when necessary. Students are encouraged to learn from one another if/when paired for rotation experiences.
10. Advice or direction from a Preceptor should be viewed as a learning experience. Students should never publicly question the advice or directions of a Preceptor; rather these issues should be discussed in private. Students and Preceptors are encouraged to discuss differences or conflicts with the Experiential Coordinator.
11. Students should take the initiative in communicating with physicians, patients, and other healthcare professionals but only under the direct supervision of their Preceptor.
12. Each student is responsible for registering as a Pharmacy Intern with the Nevada or Utah State Board of Pharmacy or the State in which they will be interning. Each student is responsible for providing a copy of their Pharmacy Intern License to the to the Experiential Coordinator and practice site.
13. Students must abide by the laws and regulations that govern pharmacy practice and seek clarification from the Preceptor when necessary.
14. Evidence of illicit substance or alcohol abuse by a student is reason for immediate sanction and possible termination from the program. Please see the *Student Handbook* for College policies and procedures regarding use of illicit substances or alcohol.
15. Students are required to submit assessment forms by the due date.

L. Rotation Orientation

Suggested Orientation Outline and Content:

1. Review of rotation outcomes and manual
 - a. Preceptor expectations and contact information
 - b. Student expectations and contact information
 - c. Rotation-specific outcomes
 - d. Scheduled meetings, conferences and other activities
 - e. Daily responsibilities (students and Preceptors)
 - f. Projects, required and site-specific, and presentations
 - g. Assessment procedure and timeline
2. Orientation to the practice site: dress code, hours of operation, acceptable / prohibited electronic devices, physical plant, staff introductions, etc.
3. Pharmacy department policies and procedures including pharmacist responsibilities: writing in medical records, patient note format, answering questions, documenting interventions, taking verbal prescriptions, patient counseling, etc.
4. Pharmacy staff assignments: shift assignments, reporting structure, decision making process, etc.
5. Available clinical resources: drug information references, clinical specialists, etc.
6. Orientation to site forms: adverse drug reaction, drug utilization, formulary requests, prescription notes, etc.
7. Use of site resources: photocopier, inter-library loan, computers, internet access, telephones, etc.
8. Use of pharmacy department equipment and safety requirements: refrigerators, laminar flow hoods, pneumatic tubes, etc.

M. Student Assessment

1. Assessment Terminology

The following definitions should be used when assessing students:

Achieved	Satisfactory	Not Achieved
The student is able to complete the assigned outcome.	Student's progress towards achieving this outcome is acceptable however student still needs continued development in this area.	Student is unable to complete the assigned outcome.

A copy of the assessment forms to be used by Preceptors and students are available in the next section of this Manual. Preceptors are to assess students twice, at the midpoint and end of the rotation. The midpoint and final assessment should include active discussion between the Preceptor and student. Concurrent review of the student self-assessment and Preceptor assessment is encouraged.

Preceptors must contact the Experiential Coordinator if a student is performing unsatisfactorily (e.g. multiple "Needs Improvement") upon completion of the rotation midpoint assessment. Progress updates may be requested weekly thereafter until the end of the rotation.

A "No Pass" must be assigned if a single "Not Achieved" is given on the Final Assessment. Preceptors are required to provide documentation for each "Not Achieved". Thorough documentation of student progress is recommended.

Students are to provide constructive feedback on the Site and Preceptor Assessment Form (page 31). The information on this form will be shared with the Preceptor at the end of each rotation year.

Students are responsible for the completion and submission of all assessment forms. All assessment forms must be received by the College no later than seven (7) days after the completion of the rotation. Final student rotation outcomes will not be recorded until all assessment forms have been received by the College.

Students who receive a "No Pass" for an experiential rotation should consult the *Student Handbook* for information regarding their subsequent academic standing.

2. Advanced Pharmacy Practice Experiences (APPE) Assessment Process

The APPE assessment form is divided into three sections: General Outcomes, Professionalism Outcomes, and Rotation-Specific Outcomes and/or Discussion Points. Please refer to Section IV for a complete list of these outcomes. Each general outcome and rotation-specific outcome is assessed on successful completion of the described outcome. These outcomes may be in progress at the midpoint assessment. In addition, some outcomes may be "Non-Applicable", as some practice sites may be unable to provide an opportunity for students to complete the assigned outcome.

The assessment process for Professionalism Outcomes is more distinct in that student behavior either acceptable or not during both the midpoint and final assessment.

Preceptors and students are encouraged to contact the Experiential Coordinator and/or Associate Dean for Clinical Programs if further clarification is required for any Outcome.

3. Student Appeal of Experiential Outcomes

Students wishing to appeal the outcome of an experiential rotation may do so by following the procedures described in the *Student Handbook*. Depending on the circumstances, students may be allowed to continue to progress through the P3 curriculum until the rotation appeal has been resolved.

N. Rotation Schedule 2011-2012*

Block	Dates
Rotation 1	5/23 – 7/01/11
Rotation 2	7/04 – 8/12/11
Rotation 3	8/15 – 9/23/11
Rotation 4	9/26– 11/04/11
Rotation 5	11/07 – 12/16/11
Rotation 6	1/02 – 02/11/12
Rotation 7	2/13 – 03/23/12
Rotation 8	3/26 – 05/04/12

*Note: students complete 7 rotations; one block serves as a break for those not participating in summer remediation

III. DOCUMENTS AND FORMS

Order as per Table of Contents:

- A. Experiential Policies and Procedures Acknowledgment Form
- B. Assessment Forms
 - 1. Assessment Form
 - 2. Student Self-Assessment Form
- C. Rotation Experience Assessment Form

**Acknowledgment of Roseman University of Health Sciences
College of Pharmacy Experiential
Policies and Procedures**

**Student's
Initials**

Policy

College of Pharmacy Experiential Policies and Procedures

- _____ *Compensation*
- _____ *Attendance*
- _____ *Student Requirements for Participation in APPE*
- _____ I authorize the College to provide verification and/or a copy of required documents to practice site upon request
- _____ *Medical Insurance/Medical Care*
- _____ *Health Status*
- _____ I certify that I have no health related conditions that would render me unfit to participate in any of the professional experience programs
- _____ *Confidentiality Policy*
- _____ *Compliance with Site/Facility Policies and Procedures*
- _____ *Dress Code*
- _____ *Recording of Student Intern Hours*
- _____ *Student Responsibilities*
- _____ *Rotation Orientation*
- _____ *Student Assessment*
- _____ *Rotation Schedule*

- _____ *I acknowledge, understand and accept all of the policies and procedures in the 2011-2012 Advanced Pharmacy Practice Experience Manual.*

- _____ *I acknowledge that I have received a copy of the Advanced Pharmacy Practice Experience Manual. By signing my experiential policies and procedures form I acknowledge that I have read the Manual and understand it. In the event that a University policy is in conflict with a College/Program policy, the more strict policy will apply.*

Name (Printed)

Signature

Date

APPE INSTITUTIONAL PRACTICE STUDENT ASSESSMENT FORM – Completed by Preceptor

(Please submit on-line at www.roseman.edu/Apollo via Academic Resources Center (ARC))

Student Name: _____

Rotation Dates: _____

Rotation Site: _____

Preceptor: _____

Instructions: Students are to be formally assessed twice during the rotation, at the midpoint and end of the rotation. The midpoint and final assessment shall include active discussion between the Preceptor and student. Concurrent review of the student self-assessment and Preceptor assessment is encouraged. The following definitions may be used as a guide to assist with the assessment process:

Achieve	Satisfactory	Not Achieved
The student is able to complete the assigned outcome.	Student's progress towards achieving this outcome is acceptable however student still needs continued development in this area.	Student is unable to complete the assigned outcome.

The purpose of the midpoint assessment is to assess student progression and/or identify deficiencies. Deficiencies identified during the midpoint assessment should become an area of focus for the remainder of the rotation so the student can successfully achieve the outcome before the final assessment. Preceptors **must** contact the Experiential Coordinator if a student is performing unsatisfactorily (e.g. multiple “Needs Improvement”) upon completion of the midpoint assessment.

A “No Pass” must be assigned if a single “Not Achieved” is given on the Final Assessment. Preceptors are required to provide documentation for each “Not Achieved”. Thorough documentation of student progress is recommended. Lastly, all assessment forms must be received by the College no later than seven (7) days after the completion of the rotation.

Learning Outcomes	Midpoint Assessment	Final Assessment
1. Discuss the relationship of each member of the healthcare team and their role in patient care, including pharmacy support personnel.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
2. Describe the intra-institutional relationship of pharmacy services with other departments and/or services.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
3. Identify and analyze the key elements of medication orders.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
4. Identify potential problems with medication orders.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
5. Review medication administration records for appropriate charting and/or documentation.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
6. Calculate dosage based upon body surface area and weight.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

7. Accurately dose a medication using pharmacokinetic calculations.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
8. Prepare medications for dispensing with the appropriate dosage/units.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
9. Accurately compound sterile products.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
10. Discuss the accurate technique for compounding and dispensing cytotoxic agents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
11. Accurately repackage medications for unit-of-use.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
12. Appropriately label medications for dispensing and/or distribution.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
13. Provide appropriate administration instructions for medication orders.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
14. Appropriately monitor medications administered to patients.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
15. Utilize the appropriate resources to answer drug information questions.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
16. Communicate effectively with a patient, for the purpose of obtaining information, or conveying drug information.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
17. Identify, investigate, report and document the outcomes of a medication event.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
18. Identify, investigate, report and document outcomes of an adverse drug reaction.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
19. Discuss (and apply as applicable) formulary management, medication use, drug policy development, drug policy implementation or drug policy analysis.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
20. Describe the process for approval of pre-printed medication orders.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
21. Describe institutional policies regarding the administration of drugs per protocol.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
22. Describe the process for drug procurement and inventory control.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
23. Describe the steps for controlled substance procurement and inventory management.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
24. Accurately fill and access the automated dispensing systems.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
25. Appropriately restock a crash cart (emergency box, crash box).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

26. Describe the information contained on a material safety data sheet [Occupational Safety and Health Administration (OSHA) requirements].	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
27. Identify the location of the material safety data sheet binder.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
28. Describe the institution's policy for handling of cytotoxic agents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
29. Discuss the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards and other institution-specific quality control programs.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
30. Inspect a nursing unit for adherence with Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
Professionalism		
31. Student is empathic, i.e., demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
32. Student behaves in an ethical manner, i.e., acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
33. Student communicates articulately, i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
34. Student is punctual, i.e., arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
35. Student maintains confidentiality, i.e., engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities <u>only</u> ; maintains confidential nature of patient- and/or site-specific documents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
36. Student is respectful, i.e., demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
37. Student demonstrates accountability, i.e., holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
38. Student accepts and applies constructive criticism, i.e., responds openly and positively to feedback; modifies behavior if necessary.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
39. Student wears appropriate attire, i.e., adheres to dress code (written or unwritten); attire is acceptable to practice setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
40. Student demonstrates confidence, i.e., acts and communicates in a self-assured manner, yet with modesty and humility.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
Discussions Between Preceptor and Student		Date Completed
41. Why choose Institutional Practice as a career option?		
42. What is the meaning of Professionalism?		

43. What are some of the positives and negatives of being a pharmacist and the pharmacy profession?		
Verification		
44. The student completed a total of _____ hours.		
45. Final rotation outcome.		<input type="checkbox"/> Pass <input type="checkbox"/> No Pass

Additional Comments:

This form has been reviewed and discussed.

Student Signature

Date

Preceptor Signature

Date

APPE INSTITUTIONAL PRACTICE STUDENT SELF-ASSESSMENT FORM – Completed by Student

(Please submit on-line at www.roseman.edu/Apollo via Academic Resources Center (ARC))

Student Name: _____

Rotation Dates: _____

Rotation Site: _____

Preceptor: _____

Instructions: Students are to be formally assessed twice during the rotation, at the midpoint and end of the rotation. The midpoint and final assessment shall include active discussion between the Preceptor and student. Concurrent review of the student self-assessment and Preceptor assessment is encouraged. The following definitions may be used as a guide to assist with the assessment process:

Achieve	Satisfactory	Not Achieved
The student is able to complete the assigned outcome.	Student’s progress towards achieving this outcome is acceptable however student still needs continued development in this area.	Student is unable to complete the assigned outcome.

The purpose of the midpoint assessment is to assess student progression and/or identify deficiencies. Deficiencies identified during the midpoint assessment should become an area of focus for the remainder of the rotation so the student can successfully achieve the outcome before the final assessment. Preceptors **must** contact the Experiential Coordinator if a student is performing unsatisfactorily (e.g. multiple “Needs Improvement”) upon completion of the midpoint assessment.

A “No Pass” must be assigned if a single “Not Achieved” is given on the Final Assessment. Preceptors are required to provide documentation for each “Not Achieved”. Thorough documentation of student progress is recommended. Lastly, all assessment forms must be received by the College no later than seven (7) days after the completion of the rotation.

Learning Outcomes	Midpoint Assessment	Final Assessment
1. Discuss the relationship of each member of the healthcare team and their role in patient care, including pharmacy support personnel.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
2. Describe the intra-institutional relationship of pharmacy services with other departments and/or services.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
3. Identify and analyze the key elements of medication orders.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
4. Identify potential problems with medication orders.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
5. Review medication administration records for appropriate charting and/or documentation.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
6. Calculate dosage based upon body surface area and weight.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

7. Accurately dose a medication using pharmacokinetic calculations.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
8. Prepare medications for dispensing with the appropriate dosage/units.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
9. Accurately compound sterile products.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
10. Discuss the accurate technique for compounding and dispensing cytotoxic agents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
11. Accurately repackage medications for unit-of-use.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
12. Appropriately label medications for dispensing and/or distribution.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
13. Provide appropriate administration instructions for medication orders.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
14. Appropriately monitor medications administered to patients.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
15. Utilize the appropriate resources to answer drug information questions.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
16. Communicate effectively with a patient, for the purpose of obtaining information, or conveying drug information.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
17. Identify, investigate, report and document the outcomes of a medication event.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
18. Identify, investigate, report and document outcomes of an adverse drug reaction.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
19. Discuss (and apply as applicable) formulary management, medication use, drug policy development, drug policy implementation or drug policy analysis.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
20. Describe the process for approval of pre-printed medication orders.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
21. Describe institutional policies regarding the administration of drugs per protocol.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
22. Describe the process for drug procurement and inventory control.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
23. Describe the steps for controlled substance procurement and inventory management.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
24. Accurately fill and access the automated dispensing systems.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
25. Appropriately restock a crash cart (emergency box, crash box).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

26. Describe the information contained on a material safety data sheet [Occupational Safety and Health Administration (OSHA) requirements].	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
27. Identify the location of the material safety data sheet binder.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
28. Describe the institution's policy for handling of cytotoxic agents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
29. Discuss the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards and other institution-specific quality control programs.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
30. Inspect a nursing unit for adherence with Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
Professionalism		
31. Student is empathic, i.e., demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
32. Student behaves in an ethical manner, i.e., acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
33. Student communicates articulately, i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
34. Student is punctual, i.e., arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
35. Student maintains confidentiality, i.e., engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities <u>only</u> ; maintains confidential nature of patient- and/or site-specific documents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
36. Student is respectful, i.e., demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
37. Student demonstrates accountability, i.e., holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
38. Student accepts and applies constructive criticism, i.e., responds openly and positively to feedback; modifies behavior if necessary.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
39. Student wears appropriate attire, i.e., adheres to dress code (written or unwritten); attire is acceptable to practice setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
40. Student demonstrates confidence, i.e., acts and communicates in a self-assured manner, yet with modesty and humility.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
Discussions Between Preceptor and Student		Date Completed
41. Why choose Institutional Practice as a career option?		
42. What is the meaning of Professionalism?		

43. What are some of the positives and negatives of being a pharmacist and the pharmacy profession?		
---	--	--

Additional Comments:

This form has been reviewed and discussed.

Student Signature

Date

Preceptor Signature

Date

APPE STUDENT ASSESSMENT FORM – Completed by Preceptor

(Please submit on-line at www.roseman.edu/Apollo via Academic Resources Center (ARC))

Student Name: _____

Rotation Dates: _____

Site / Specialty: _____

Preceptor: _____

Instructions: Students are to be formally assessed twice during the rotation, at the midpoint and end of the rotation. The midpoint and final assessment shall include active discussion between the Preceptor and student. Concurrent review of the student self-assessment and Preceptor assessment is encouraged. The following definitions may be used as a guide to assist with the assessment process:

Achieve	Satisfactory	Not Achieved
The student is able to complete the assigned outcome.	Student's progress towards achieving this outcome is acceptable however student still needs continued development in this area.	Student is unable to complete the assigned outcome.

The purpose of the midpoint assessment is to assess student progression and/or identify deficiencies. Deficiencies identified during the midpoint assessment should become an area of focus for the remainder of the rotation so the student can successfully achieve the outcome before the final assessment. Preceptors **must** contact the Experiential Coordinator if a student is performing unsatisfactorily (e.g. multiple “Needs Improvement”) upon completion of the midpoint assessment.

A “No Pass” must be assigned if a single “Not Achieved” is given on the Final Assessment. Preceptors are required to provide documentation for each “Not Achieved”. Thorough documentation of student progress is recommended. Lastly, all assessment forms must be received by the College no later than seven (7) days after the completion of the rotation.

General Outcomes	Midpoint Assessment	Final Assessment
<i>Pharmaceutical Care</i>		
1. Demonstrates an understanding of diagnosis, etiology and pathophysiology of rotation-relevant disease states.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
2. Collects and interprets subjective (family history, social history, etc.) and outcome (vital signs, laboratory tests, etc.) parameters.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
3. Identifies and prioritizes patient-care issues.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
4. Develops practicable care plans including monitoring parameters and return time frames.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
5. Demonstrates an understanding of pharmacology, toxicology, pharmaceuticals, pharmacokinetics, pharmacodynamics and pharmacotherapeutics pertaining to drug therapies.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable

6. Evaluates drug therapy for appropriateness of indication and dose, adverse drug reactions, drug-lab, drug-drug, and drug-disease interactions, and response or lack thereof.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
7. Recommends improvements in existing treatment plans based on substitution protocols, treatment guidelines (evidence-based or otherwise), or critical pathways.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Practice Management</i>		
8. Demonstrates the ability to organize responsibilities and function effectively in the practice setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
9. Demonstrates an understanding of the relationship between state / federal laws and regulations, accreditation standards, etc. and daily practice.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Pharmacy Administration</i>		
10. Demonstrates an understanding of the relationship between clinical, humanistic and economic outcomes (pharmacoeconomics).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
11. Documents and/or demonstrates the impact of pharmaceutical care on patient outcomes (medication adherence, quality of life, etc.).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Public Health Initiatives</i>		
12. Identifies and assesses patient needs for disease prevention and detection interventions.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Drug Information and Literature Evaluation</i>		
13. Given a request for information, defines the issue(s), chooses appropriate references, and critically evaluates the literature to formulate an accurate, comprehensive and balanced response.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
14. Prepares and delivers a presentation(s) to other members of the healthcare team and/or pharmacy staff (journal club, case presentation, etc.)	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Critical Thinking</i>		
15. Demonstrates the ability to synthesize and integrate information (clinical, cultural, ethical, economic and legal) effectively when making practice- and/or patient care-related decisions.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Communication</i>		
16. Effectively communicates with other healthcare providers, patients and/or caregivers (listening, writing and verbal skills).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
17. Constructs logical and appropriate oral and written recommendations for managing drug therapy.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable

18. Presents patient-specific information in an organized, problem-oriented format.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
19. Appropriately documents patient-specific information demonstrated through entries in patient profiles, prescriptions, medication orders, consults, progress notes and/or reports.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Ethical Decision Making</i>		
20. Demonstrates ethical and moral reasoning when interacting with others and developing drug therapy plans.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Social Interaction</i>		
21. Demonstrates an appreciation of the roles and responsibilities other healthcare providers.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
22. Effectively and actively participates in group activities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Life-Long Learning</i>		
23. Recognizes and articulates personal and professional strengths and weaknesses.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
24. Demonstrates motivation towards self betterment through performance of required activities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
Professionalism		
25. Student is empathic , <i>i.e.</i> , demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
26. Student behaves in an ethical manner , <i>i.e.</i> , acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
27. Student communicates articulately , <i>i.e.</i> , clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
28. Student is punctual , <i>i.e.</i> , arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
29. Student maintains confidentiality , <i>i.e.</i> , engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities <u>only</u> ; maintains confidential nature of patient- and/or site-specific documents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
30. Student is respectful , <i>i.e.</i> , demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved

31. Student demonstrates accountability , <i>i.e.</i> , holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
32. Student accepts and applies constructive criticism , <i>i.e.</i> , responds openly and positively to feedback; modifies behavior if necessary.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
33. Student wears appropriate attire , <i>i.e.</i> , adheres to dress code (written or unwritten); attire is acceptable to practice setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
34. Student demonstrates confidence , <i>i.e.</i> , acts and communicates in a self-assured manner, yet with modesty and humility.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
Rotation-Specific Outcomes		
Please list all rotation-specific outcomes for which the student will be held accountable below and assess accordingly. The student must be informed of these outcomes during rotation orientation.		
35.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
36.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
37.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
38.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
39.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
40.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
Verification		
41. The student completed a total of _____ hours.		
42. Final rotation outcome.		<input type="checkbox"/> Pass <input type="checkbox"/> No Pass

Additional Comments:

This form has been reviewed and discussed.

Student Signature

Date

Preceptor Signature

Date

APPE STUDENT SELF-ASSESSMENT FORM – Completed by Student

(Please submit on-line at www.roseman.edu/Apollo via Academic Resources Center (ARC))

Student Name: _____

Rotation Dates: _____

Site / Specialty: _____

Preceptor: _____

Instructions: Students are to be formally assessed twice during the rotation, at the midpoint and end of the rotation. The midpoint and final assessment shall include active discussion between the Preceptor and student. Concurrent review of the student self-assessment and Preceptor assessment is encouraged. The following definitions may be used as a guide to assist with the assessment process:

Achieve	Satisfactory	Not Achieved
The student is able to complete the assigned outcome.	Student's progress towards achieving this outcome is acceptable however student still needs continued development in this area.	Student is unable to complete the assigned outcome.

The purpose of the midpoint assessment is to assess student progression and/or identify deficiencies. Deficiencies identified during the midpoint assessment should become an area of focus for the remainder of the rotation so the student can successfully achieve the outcome before the final assessment. Preceptors **must** contact the Experiential Coordinator if a student is performing unsatisfactorily (e.g. multiple “Needs Improvement”) upon completion of the midpoint assessment.

A “No Pass” must be assigned if a single “Not Achieved” is given on the Final Assessment. Preceptors are required to provide documentation for each “Not Achieved”. Thorough documentation of student progress is recommended. Lastly, all assessment forms must be received by the College no later than seven (7) days after the completion of the rotation.

General Outcomes	Midpoint Assessment	Final Assessment
<i>Pharmaceutical Care</i>		
1. Demonstrates an understanding of diagnosis, etiology and pathophysiology of rotation-relevant disease states.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
2. Collects and interprets subjective (family history, social history, etc.) and outcome (vital signs, laboratory tests, etc.) parameters.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
3. Identifies and prioritizes patient-care issues.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
4. Develops practicable care plans including monitoring parameters and return time frames.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
5. Demonstrates an understanding of pharmacology, toxicology, pharmaceuticals, pharmacokinetics, pharmacodynamics and pharmacotherapeutics pertaining	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

to drug therapies.	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Not Applicable
6. Evaluates drug therapy for appropriateness of indication and dose, adverse drug reactions, drug-lab, drug-drug, and drug-disease interactions, and response or lack thereof.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
7. Recommends improvements in existing treatment plans based on substitution protocols, treatment guidelines (evidence-based or otherwise), or critical pathways.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Practice Management</i>		
8. Demonstrates the ability to organize responsibilities and function effectively in the practice setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
9. Demonstrates an understanding of the relationship between state / federal laws and regulations, accreditation standards, etc. and daily practice.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Pharmacy Administration</i>		
10. Demonstrates an understanding of the relationship between clinical, humanistic and economic outcomes (pharmacoeconomics).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
11. Documents and/or demonstrates the impact of pharmaceutical care on patient outcomes (medication adherence, quality of life, etc.).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Public Health Initiatives</i>		
12. Identifies and assesses patient needs for disease prevention and detection interventions.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Drug Information and Literature Evaluation</i>		
13. Given a request for information, defines the issue(s), chooses appropriate references, and critically evaluates the literature to formulate an accurate, comprehensive and balanced response.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
14. Prepares and delivers a presentation(s) to other members of the healthcare team and/or pharmacy staff (journal club, case presentation, etc.)	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Critical Thinking</i>		
15. Demonstrates the ability to synthesize and integrate information (clinical, cultural, ethical, economic and legal) effectively when making practice- and/or patient care-related decisions.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Communication</i>		
16. Effectively communicates with other healthcare providers, patients and/or caregivers (listening, writing and verbal skills).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable

17. Constructs logical and appropriate oral and written recommendations for managing drug therapy.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
18. Presents patient-specific information in an organized, problem-oriented format.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
19. Appropriately documents patient-specific information demonstrated through entries in patient profiles, prescriptions, medication orders, consults, progress notes and/or reports.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Ethical Decision Making</i>		
20. Demonstrates ethical and moral reasoning when interacting with others and developing drug therapy plans.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Social Interaction</i>		
21. Demonstrates an appreciation of the roles and responsibilities other healthcare providers.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
22. Effectively and actively participates in group activities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
<i>Life-Long Learning</i>		
23. Recognizes and articulates personal and professional strengths and weaknesses.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
24. Demonstrates motivation towards self betterment through performance of required activities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved <input type="checkbox"/> Not Applicable
Professionalism		
25. Student is empathic , <i>i.e.</i> , demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
26. Student behaves in an ethical manner , <i>i.e.</i> , acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
27. Student communicates articulately , <i>i.e.</i> , clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
28. Student is punctual , <i>i.e.</i> , arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
29. Student maintains confidentiality , <i>i.e.</i> , engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities <u>only</u> ; maintains confidential nature of patient- and/or site-specific documents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved

30. Student is respectful, i.e., demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
31. Student demonstrates accountability, i.e., holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
32. Student accepts and applies constructive criticism, i.e., responds openly and positively to feedback; modifies behavior if necessary.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
33. Student wears appropriate attire, i.e., adheres to dress code (written or unwritten); attire is acceptable to practice setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
34. Student demonstrates confidence, i.e., acts and communicates in a self-assured manner, yet with modesty and humility.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
Rotation-Specific Outcomes		
Please list all rotation-specific outcomes for which the student will be held accountable below and assess accordingly. The student must be informed of these outcomes during rotation orientation.		
35.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
36.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
37.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
38.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
39.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
40.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

Additional Comments:

This form has been reviewed and discussed.

Student Signature

Date

Preceptor Signature

Date

SITE & PRECEPTOR ASSESSMENT FORM – Completed by Student

(Please submit on-line at www.roseman.edu/Apollo via Academic Resources Center (ARC))

Student Name: _____

Rotation Dates: _____

Site / Facility: _____

Preceptor: _____

Instructions: Students are to complete this form along with the Student Self-Assessment at the end of the rotation. This form was developed to provide students with the opportunity to assess the entire rotation experience. Student comments will be shared with the Preceptor after review by the College. All assessment forms must be received by the College no later than seven (7) days after the completion of the rotation.

KEY: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree; 0 = Non Applicable

ROTATION ORGANIZATION AND MANAGEMENT	N/A	SD	D	N	A	SA
1. Orientation to the site was comprehensive.	0	1	2	3	4	5
2. Educational outcomes and expectations were clearly explained.	0	1	2	3	4	5
3. The Preceptor was prepared for the rotation.	0	1	2	3	4	5
4. The rotation was well organized.	0	1	2	3	4	5
5. Student assessment criteria were reviewed.	0	1	2	3	4	5
6. Assessment methods for rotation-specific outcomes were clear and consistent with stated outcomes and expectations described during orientation.	0	1	2	3	4	5
7. Appropriate time was provided for the completion of projects and/or assignments.	0	1	2	3	4	5
8. Sufficient time for questions was provided to ensure rotation outcomes and expectations were clear.	0	1	2	3	4	5
SITE RESOURCES	N/A	SD	D	N	A	SA
9. Access to library facilities was adequate.	0	1	2	3	4	5
10. Access to reference materials was adequate.	0	1	2	3	4	5
11. Opportunities for interactions with other healthcare professionals was provided.	0	1	2	3	4	5
12. The site offered a variety of learning experiences.	0	1	2	3	4	5
13. The staff were receptive and willing to interact with students.	0	1	2	3	4	5
14. The rotation experience provided adequate demonstration of the use of computers in daily practice.	0	1	2	3	4	5
15. Site accommodations were appropriate for student learning (i.e. adequate space for personal belongings, meeting areas, resources, etc.).	0	1	2	3	4	5
16. The setting provided opportunity for applying knowledge gained from classroom learning.	0	1	2	3	4	5
PRECEPTOR	N/A	SD	D	N	A	SA
17. The Preceptor demonstrated an interest in teaching.	0	1	2	3	4	5
18. The Preceptor explained and clarified information.	0	1	2	3	4	5

19. The Preceptor was accessible and willing to help students.	0	1	2	3	4	5
20. The Preceptor spent adequate time with students.	0	1	2	3	4	5
21. The Preceptor encouraged students to make comments and ask questions.	0	1	2	3	4	5
22. The Preceptor was enthusiastic and interested in their practice.	0	1	2	3	4	5
23. The Preceptor was a good role model.	0	1	2	3	4	5
24. The Preceptor provided on-going constructive criticism when appropriate (strengths/proficiency and weakness/deficits).	0	1	2	3	4	5
25. The Preceptor provided adequate supervision.	0	1	2	3	4	5
26. The Preceptor encouraged students to solve problems and make professional decisions with supervision.	0	1	2	3	4	5
27. The Preceptor demonstrated effective and appropriate interpersonal skills with staff, patients, and students.	0	1	2	3	4	5
28. The Preceptor showed respect towards different points of view.	0	1	2	3	4	5
STUDENT OPINIONS	N/A	SD	D	N	A	SA
29. The College curriculum prepared me for this rotation.	0	1	2	3	4	5
30. I was informed of my performance at the midpoint and end of the rotation experience.	0	1	2	3	4	5
31. I was judged fairly regarding my level of knowledge and skills.	0	1	2	3	4	5
32. The educational experience provided during this rotation was of high quality.	0	1	2	3	4	5
33. The rotation properly balanced service and education.	0	1	2	3	4	5
34. The rotation prepared me for practicing pharmacy after graduation.	0	1	2	3	4	5
35. I would recommend this rotation to others.	0	1	2	3	4	5
ROTATION-SPECIFIC CLINICAL OPPORTUNITIES	N/A	SD	D	N	A	SA
36. The rotation offers opportunities for students to perform patient interviews and/or consultations.	0	1	2	3	4	5
37. The rotation offers opportunities to for students to provide patient education and assess medication compliance.	0	1	2	3	4	5
38. The rotation offers opportunities for students to use physical assessment skills.	0	1	2	3	4	5
39. The rotation offers opportunities for students to utilize pharmacokinetic dosing strategies, dosing protocols or other evidence-based medicine treatment algorithms.	0	1	2	3	4	5
40. The rotation offers opportunities for students to make therapeutic recommendations to Preceptors and/or other healthcare professionals.	0	1	2	3	4	5
41. The rotation offers opportunities for students to monitor medication safety, tolerance and efficacy.	0	1	2	3	4	5
42. The rotation offers opportunities for students to provide medical information to healthcare professionals.	0	1	2	3	4	5

1. What aspect of the rotation or Preceptor did you find most useful or instructive?

2. How many hours were spent per week at the site? _____ Of this how much was of your own accord / voluntary? _____ How much was required / mandatory? _____

3. How many hours were spent per day _____ and per week _____ with your Preceptor?

4. How many hours were spent per day _____ and per week _____ with a pharmacist or other healthcare provider who offered supervision during your rotation?

5. What percentage of time was spent with patients during the rotation _____ %?

6. List one positive attribute of the rotation experience (site and/or Preceptor) which you feel would be of interest to other students.

7. List one negative attribute of the rotation experience (site and/or Preceptor) which you feel would be of interest to other students.

8. Question 29 asked about your preparedness for this rotation. Based on your response to this statement, what component(s) of the College curriculum affected your preparedness for this rotation?

9. Would you recommend this rotation to other students? Yes No Why or why not?

10. Would you recommend this Preceptor for a Preceptor Award? Yes No Why or why not?

Additional Comments:

Please provide additional comments with particular emphasis on those aspects of the rotation that exceeded or failed your expectations (i.e. those which you marked either SA or SD). Your comments assist the College and Preceptor in identifying strengths and weaknesses. Thank you!

Student Signature

Date

IV. PHARMACY PRACTICE EXPERIENCE DESCRIPTIONS AND OUTCOMES

A. Professionalism Outcomes

The Behavioral Professionalism Assessment Form, Experiential Version (BPAE) is 25-item assessment tool developed by Dana Purkerson Hammer (University of Washington). Ten items from this survey are included on all assessment forms (with permission).

1. *Student is empathic*, i.e., demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.
2. *Student behaves in an ethical manner*, i.e., acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics.
3. *Student communicates articulately*, i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.
4. *Student is punctual*, i.e., arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities.
5. *Student maintains confidentiality*, i.e., engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities only; maintains confidential nature of patient- and/or site-specific documents.
6. *Student is respectful*, i.e., demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.
7. *Student demonstrates accountability*, i.e., holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.
8. *Student accepts and applies constructive criticism*, i.e., responds openly and positively to feedback; modifies behavior if necessary.
9. *Student wears appropriate attire*, i.e., adheres to dress code (written or unwritten); attire is acceptable to practice setting.
10. *Student demonstrates confidence*, i.e., acts and communicates in a self-assured manner, yet with modesty and humility.

B. Advanced Pharmacy Practice Experience General Outcomes

During the third professional year (P3), students are required to complete the following rotations: Ambulatory Care, Acute Care, Advanced Community Practice, Institutional Practice, two (2) Selectives and one (1) Elective rotation (minimum of four credit hours). The goal of these rotation experiences is to help students become active participants in the pharmaceutical care process. Students, under the supervision of a Preceptor, will learn how to integrate their knowledge of pharmaceuticals, pharmacology, pathophysiology, pharmacokinetics, and pharmacotherapeutics when developing individual patient care plans.

Each rotation will emphasize and encourage outcome-oriented decision making. Students will formulate recommendations and participate in decisions about drug therapy considering economic, clinical and humanistic factors such as efficacy, toxicity, costs, third party coverage, and delivery methods. Students will interact with patients and other healthcare professionals, monitor assigned patients, attend and participate in daily rounds, conferences and discussions. Students will develop life-long learning skills through participation in journal clubs, case presentations, answering drug information questions, and attendance at special conferences (such as medical grand rounds and pharmacy department-sponsored lectures).

The twenty four (24) General Outcomes described below were derived from the College Mission and Vision Statements, Expected Outcome Competencies, and the Center for the Advancement of Pharmaceutical Education, Educational Outcomes (CAPE 1998 and CAPE 2004). Preceptors and students are encouraged to contact the Experiential Coordinator and/or Associate Dean for Clinical Programs if clarification is required for a particular outcome.

Pharmaceutical Care

1. Demonstrates an understanding of diagnosis, etiology and pathophysiology of rotation-relevant disease states.
2. Collects and interprets subjective (family history, social history, etc.) and outcome (vital signs, laboratory tests, etc.) parameters.
3. Identifies and prioritizes patient-care issues.
4. Develops practicable care plans including monitoring parameters and return time frames.
5. Demonstrates an understanding of pharmacology, toxicology, pharmaceuticals, pharmacokinetics, pharmacodynamics and pharmacotherapeutics pertaining to drug therapies.
6. Evaluates drug therapy for appropriateness of indication and dose, adverse drug reactions, drug-lab, drug-drug, and drug-disease interactions, and response or lack thereof.
7. Recommends improvements in existing treatment plans based on substitution protocols, treatment guidelines (evidence-based or otherwise), or critical pathways.

Practice Management

8. Demonstrates the ability to organize responsibilities and function effectively in the practice setting.
9. Demonstrates an understanding of the relationship between state / federal laws and regulations, accreditation standards, etc. and daily practice.

Pharmacy Administration

10. Demonstrates an understanding of the relationship between clinical, humanistic and economic outcomes (pharmacoeconomics).
11. Documents and/or demonstrates the impact of pharmaceutical care on patient outcomes (medication adherence, quality of life, etc.).

Public Health Initiatives

12. Identifies and assesses patient needs for disease prevention and detection interventions.

Drug Information and Literature Evaluation

13. Given a request for information, defines the issue(s), chooses appropriate references, and critically evaluates the literature to formulate an accurate, comprehensive and balanced response.
14. Prepares and delivers a presentation(s) to other members of the healthcare team and/or pharmacy staff (journal club, case presentation, etc.).

Critical Thinking

15. Demonstrates the ability to synthesize and integrate information (clinical, cultural, ethical, economic and legal) effectively when making practice- and/or patient care-related decisions.

Communication

16. Effectively communicates with other healthcare providers, patients and/or caregivers (listening, writing and verbal skills).
17. Constructs logical and appropriate oral and written recommendations for managing drug therapy.
18. Presents patient-specific information in an organized, problem-oriented format.
19. Appropriately documents patient-specific information demonstrated through entries in patient profiles, prescriptions, medication orders, consults, progress notes and/or reports.

Ethical Decision Making

20. Demonstrates ethical and moral reasoning when interacting with others and developing drug therapy plans.

Social Interaction

21. Demonstrates an appreciation of the roles and responsibilities other healthcare providers.
22. Effectively and actively participates in group activities.

Life-Long Learning

23. Recognizes and articulates personal and professional strengths and weaknesses.
24. Demonstrates motivation towards self betterment through performance of required activities.

C. Required Rotations Outcomes

1. Ambulatory Care

The purpose of this rotation is for students to gain professional skills in an ambulatory care practice environment. The Ambulatory Care rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of pharmacists in the ambulatory care practice setting
2. Participate in direct patient care for disease management of chronic illnesses as directed by the Preceptor
3. Collect and analyze pertinent data from the medical chart and the patient as needed to provide patient care
4. Perform disease-specific physical assessment
5. Provide appropriate triage to patients depending on their presenting signs and symptoms
6. Apply pharmacologic, pharmacokinetic and therapeutic principles when developing treatment plans
7. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
8. Develop a plan for monitoring patient progress based on the treatment plan
9. Provide appropriate education to patients, caregivers, and/or other healthcare providers
10. Respond to drug information requests under the supervision of the Preceptor

2. Acute Care

The purpose of this rotation is for students to gain professional skills in an acute care environment. The Acute Care rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. The most commonly encountered medical conditions include cardiovascular disorders (hypertension, congestive heart failure, etc.), diabetes, infectious disease, pulmonary disorders, renal dysfunction, hepatic dysfunction as well as mental health as related to acutely ill patients.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of acute care pharmacists in the institutional setting
2. Participate in daily patient care activities as directed by the Preceptor

3. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
4. Describe the role of the most common diagnostic tests used in adult acute care
5. Identify and prioritize medical problems in the acute care setting
6. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans
7. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
8. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
9. Develop a plan for monitoring patient progress based on the treatment plan
10. Provide appropriate education to patients, caregivers, and/or other healthcare providers
11. Respond to drug information requests under the supervision of the Preceptor

3. Advanced Community

The purpose of this rotation is for students to gain professional skills in a community practice environment. The Advanced Community rotation affords students the opportunity to effectively participate in the patient care decision-making process. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. Emphasis will be placed on disease state management initiatives.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of pharmacists in community practice
2. Participate in direct patient care for disease management of chronic illnesses as directed by the Preceptor
3. Collect and analyze pertinent data from the patient, the caregiver, and the patient profile as needed to provide patient care
4. Identify and prioritize medical problems in the community setting
5. Perform disease-specific physical assessment (if applicable)
6. Provide appropriate triage to patients depending on their presenting signs and symptoms
7. Apply pharmacologic, pharmacokinetic and therapeutic principles when developing treatment plans
8. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
9. Develop a plan for monitoring patient progress based on the treatment plan
10. Evaluate point-of-care monitoring parameters (e.g., blood glucose, urine chemistry, peak flow analysis, physical assessment parameters) when appropriate
11. Counsel patients and/or care-givers on appropriate nutritional management strategies as related to their chronic illness(es)
12. Counsel patients and/or care-givers on non-pharmacologic therapies
13. Educate patients and/or care-givers on appropriate use of prescription and/or over-the-counter/herbal therapies including efficacy, toxicity, and drug interactions
14. Educate patients and/or care-givers on methods for preventing and detecting chronic illness(es)
15. Respond to drug information requests under the supervision of the Preceptor

4. Institutional Practice

The purpose of this rotation is for students to gain professional skills in the distributive functions of pharmaceutical care in the inpatient setting (e.g., prescription orders and order entry, dispensing, record-keeping, patient interviewing and counseling, patient profiles/charts, third-party billing, legal requirements, compounding, sterile products, communication with other health care professionals, inventory control and etc.).

Upon completion of the rotation each student will be able to perform the following outcomes with competency in an institutional setting:

1. Discuss the relationship of each member of the healthcare team and their role in patient care, including pharmacy support personnel.
2. Describe the intra-institutional relationship of pharmacy services with other departments and/or services.
3. Identify and analyze the key elements of medication orders.
4. Identify potential problems with medication orders.
5. Review medication administration records for appropriate charting and/or documentation.
6. Calculate dosage based upon body surface area and weight.
7. Accurately dose a medication using pharmacokinetic calculations.
8. Prepare medications for dispensing with the appropriate dosage/units.
9. Accurately compound sterile products.
10. Discuss the accurate technique for compounding and dispensing cytotoxic agents.
11. Accurately repackage medications for unit-of-use.
12. Appropriately label medications for dispensing and/or distribution.
13. Provide appropriate administration instructions for medication orders.
14. Appropriately monitor medications administered to patients.
15. Utilize the appropriate resources to answer drug information questions.
16. Communicate effectively with a patient, for the purpose of obtaining information, or conveying drug information.
17. Identify, investigate, report and document the outcomes of a medication event.
18. Identify, investigate, report and document outcomes of an adverse drug reaction.
19. Discuss (and apply as applicable) formulary management, medication use, drug policy development, drug policy implementation or drug policy analysis.
20. Describe the process for approval of pre-printed medication orders.
21. Describe institutional policies regarding the administration of drugs per protocol.
22. Describe the process for drug procurement and inventory control.
23. Describe the steps for controlled substance procurement and inventory management.
24. Accurately fill and access the automated dispensing systems.
25. Appropriately restock a crash cart (emergency box, crash box).
26. Describe the information contained on a material safety data sheet [Occupational Safety and Health Administration (OSHA) requirements].
27. Identify the location of the material safety data sheet binder.
28. Describe the institution's policy for handling of cytotoxic agents.
29. Discuss the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards and other institution-specific quality control programs.
30. Inspect a nursing unit for adherence with Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards.

D. Selective Rotations Outcomes

Selective rotations include all specialized areas of pharmacy practice in an institutional or ambulatory care setting that encompass preventative, acute and chronic care for various age groups. Selective rotations must be six-weeks in duration. Selective A Experiences includes those that offer consistent direct patient care opportunities for students. Selective B Experiences differ in that indirect patient care opportunities predominate.

Selective A	Selective B
Cardiology	Compounding
Critical Care	Drug Information
Geriatrics	Drug Use Policy
Hematology / Oncology	Managed Care
Home Health / Home Infusion	Nuclear
Hospice Care	Pharmaceutical Industry
HIV / AIDS	Pharmacy Management
Infectious Disease	Professional Organizations
Long Term Care / Consulting	Research
Nutrition	Pharmacy Informatics
Pediatrics	
Psychiatry	
Solid Organ Transplant	
Trauma / Surgery	

1. Selective A Experiences

a. Cardiology

The purpose of this rotation is for students to gain professional skills in a cardiology practice environment. The Cardiology rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. The most commonly encountered medical conditions include coronary heart disease (stable angina, acute coronary syndrome, and coronary revascularization), heart failure, dysrhythmia, hypertension, and dyslipidemia.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of a cardiology pharmacy specialist in the institutional or ambulatory care settings
2. Participate in daily patient care activities as directed by the Preceptor
3. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
4. Perform disease-specific physical assessment (if applicable)
5. Describe the role of the most common diagnostic tests used in cardiology
6. Identify and prioritize medical problems in the cardiology setting
7. Provide appropriate triage to patients depending on their presenting signs and symptoms
8. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans

9. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
10. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
11. Develop a plan for monitoring patient progress based on the treatment plan
12. Provide appropriate education to patients, caregivers, and/or other healthcare providers
13. Describe the role of interventional procedures in the management of cardiac conditions
14. Respond to drug information requests under the supervision of the Preceptor

b. Critical Care

The purpose of this rotation is for students to gain professional skills in the area of critical care. The Critical Care rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. Students may be exposed to pharmacotherapy in the areas of cardiology, pulmonology, infectious diseases, nephrology, neurology, nutrition, pharmacokinetics and overall well-being as related to critically ill patients.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of acute care pharmacists in the institutional setting
2. Participate in daily patient care activities as directed by the Preceptor
3. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
4. Describe the role of the most common diagnostic tests used in critical care
5. Identify and prioritize medical problems in the acute care setting
6. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans
7. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
8. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
9. Develop a plan for monitoring patient progress based on the treatment plan
10. Respond to drug information requests and provide appropriate education to other healthcare providers
11. Compare and contrast pharmacologic and pharmacokinetic parameters in patients in the critical care setting with patients in the sub-critical patient population

c. Geriatrics

The purpose of this rotation is for students to gain professional skills in a geriatrics practice environment. The Geriatrics rotation affords students the opportunity to effectively participate in the process of providing patient care to elderly patients. Students will participate in a variety of activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to their understanding of common medical conditions seen in the elderly population.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of geriatric pharmacists in institutional or ambulatory care practice settings
2. Participate in daily patient care activities as directed by the Preceptor
3. Describe the physiologic and anatomic changes that are associated with aging

4. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
5. Perform disease-specific physical assessment (if applicable)
6. Provide appropriate triage to patients depending on their presenting signs and symptoms
7. Identify and prioritize medical problems
8. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans taking into consideration appropriate dosage form selection
9. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
10. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
11. Develop a plan for monitoring patient progress based on the treatment plan
12. Respond to drug information requests under the supervision of the Preceptor
13. Provide appropriate education to patients, caregivers, and/or other healthcare providers

d. Hematology/Oncology

The purpose of this rotation is for students to gain professional skills in a hematology/oncology practice environment. The Hematology/Oncology rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. The most commonly encountered medical conditions include cancer complications, chemotherapy adverse effects (neutropenia, tumor lysis syndrome, mucositis, anemia, nausea/vomiting, etc.), nutrition issues, immunosuppression, pain management, and infectious disease.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of hematology/oncology pharmacists in institutional or ambulatory care settings
2. Participate in daily patient care activities as directed by the Preceptor
3. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
4. Perform disease-specific physical assessment (if applicable)
5. Describe the most common complications of cancer
6. Identify and prioritize medical problems in the hematology/oncology setting
7. Provide appropriate triage to patients depending on their presenting signs and symptoms
8. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans taking into consideration appropriate dosage form selection
9. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
10. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments.
11. Develop a plan for monitoring patient progress based on the treatment plan
12. Provide appropriate education to patients, caregivers, and/or other healthcare providers
13. Respond to drug information requests under the supervision of the Preceptor

e. Hospice Care

The purpose of this rotation is for students to gain professional skills in a hospice practice environment. The Hospice rotation affords students the opportunity to effectively participate in the process of providing patient care in the hospice setting. Students will participate in a variety of activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common indications for and treatment modalities in hospice care.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of pharmacists in the hospice care practice setting
 2. Describe the indications for and disease states associated with the need for hospice care
 3. Participate in direct patient care for hospice patients as directed by the Preceptor
 4. Collect and analyze pertinent data from the patient, the caregiver, and the patient profile as needed to provide patient care
 5. Identify and prioritize medical problems in the hospice care setting
 6. Apply pharmacologic, pharmacokinetic and therapeutic principles when developing treatment plans taking into consideration the appropriate infusion method and drug delivery device
 7. Describe the legal issues and allowances for dispensing controlled substances to patients receiving hospice care
 8. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
 9. Develop a plan for monitoring patient progress based on the treatment plan
 10. Provide counseling and education to healthcare providers, patients and/or caregivers
 11. Respond to drug information requests under the supervision of the Preceptor
- f. Home Health / Home Infusion

The purpose of this rotation is for students to gain professional skills in a home health/home infusion practice environment. The Home Health/Home Infusion rotation affords students the opportunity to effectively participate in the process of providing patient care in the home setting. Students will participate in a variety of activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common indications for and treatment modalities in home care.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of pharmacists in home health/ home infusion practice settings
2. Describe the most common products and services that are provided by a home health/ home infusion pharmacy
3. State the JCAHO Home Health Standards and describe how compliance is maintained and documented
4. Describe reimbursement guidelines for nutrition support and other homecare services
5. Participate in direct patient care for home care patients as directed by the Preceptor
6. Collect and analyze pertinent data from the patient, the caregiver and the patient profile as needed to provide patient care
7. Identify and prioritize medical problems in the home care setting
8. Identify indications for triage depending on their presenting signs and symptoms
9. Apply pharmacologic, pharmacokinetic and therapeutic principles when developing treatment plans taking into consideration the appropriate infusion method and drug delivery device
10. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
11. Develop a plan for monitoring patient progress based on the treatment plan
12. After evaluating the appropriateness and completeness of the order, prepare small and large volume sterile products using aseptic technique
13. Identify potential stability/compatibility issues with the most commonly dispensed parenteral products
14. Provide counseling and education to healthcare providers, patients and/or caregivers
15. Respond to drug information requests under the supervision of the Preceptor

g. Human Immunodeficiency Virus (HIV) / Acquired Immune Deficiency Syndrome (AIDS):
Immune Deficiency Service

The purpose of this rotation is for students to gain professional skills in a HIV/AIDS and immune deficiency practice environment. The HIV/AIDS Immune Deficiency rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. The most commonly encountered medical conditions include HIV/AIDS complications, medication adverse effects, nutrition issues, immunosuppression, pain management, and infectious disease.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of pharmacists in specialized HIV/AIDS practice settings
2. Participate in daily patient care activities as directed by the Preceptor
3. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
4. Perform disease-specific physical assessment (if applicable)
5. Describe the most common complications of HIV/AIDS
6. Identify and prioritize medical or nutritional problems in the HIV/AIDS setting
7. Provide appropriate triage to patients depending on their presenting signs and symptoms
8. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans taking into consideration drug interactions, tolerability, and adherence
9. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
10. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
11. Develop a plan for monitoring patient progress based on the treatment plan
12. Provide appropriate education to patients, caregivers, and/or other healthcare providers
13. Respond to drug information requests under the supervision of the Preceptor

h. Infectious Disease

The purpose of this rotation is for students to gain professional skills in an infectious disease practice environment. The Infectious Disease rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. The most commonly encountered medical conditions may include meningitis/encephalitis, endo/pericarditis, sepsis, respiratory infections, skin/soft tissue infections, osteomyelitis, and infections in immunocompromised patients.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of infectious disease pharmacists in institutional or ambulatory care settings
2. Participate in daily patient care activities as directed by the Preceptor
3. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
4. Perform disease-specific physical assessment (if applicable)
5. Identify and prioritize medical problems in an infectious disease practice setting
6. Provide appropriate triage to patients depending on their presenting signs and symptoms

7. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans
 8. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
 9. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
 10. Develop a plan for monitoring patient progress based on the treatment plan
 11. Provide appropriate education to patients, caregivers, and/or other healthcare providers
 12. Respond to drug information requests under the supervision of the Preceptor
- i. Long-Term Care / Consulting

The purpose of this rotation is for students to gain professional skills in a long-term care/consulting practice environment. The Long-Term Care/Consulting rotation affords students the opportunity to effectively participate in the process of providing patient care to patients in this practice setting. Students will participate in a variety of activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common medical conditions seen in this setting.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of consultant pharmacists involved in caring for patients in long-term care practice settings
2. Participate in daily patient care activities as directed by the Preceptor
3. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
4. Perform disease-specific physical assessment (if applicable)
5. Identify and prioritize medical problems
6. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans taking into consideration appropriate dosage form selection
7. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
8. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
9. Develop a plan for monitoring patient progress based on the treatment plan
10. Respond to drug information requests under the supervision of the Preceptor
11. Provide appropriate education to patients, caregivers, and/or other healthcare providers
12. Apply the Federal guidelines related to the correct use medications in long-term care facilities

j. Nutrition

The purpose of this rotation is for students to gain professional skills in the area of nutrition. The Nutrition rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. The most commonly encountered medical conditions may include malnutrition syndromes, malabsorptive syndromes (short gut, inflammatory bowel disease, etc.), high metabolic need states (burns, critical care, etc.), and conditions requiring specialized feeding devices.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of nutrition pharmacists in the institutional setting
2. Participate in daily patient care activities as directed by the Preceptor

3. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
4. Identify and prioritize nutrition issues in at-risk patients
5. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans
6. Demonstrate the ability to recommend changes in diet/drug therapy to other healthcare providers
7. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
8. Develop a plan for monitoring patient progress based on the treatment plan
9. Provide appropriate education to patients, caregivers, and/or other healthcare providers
10. Respond to drug information requests under the supervision of the Preceptor

k. Pediatrics

The purpose of this rotation is for students to gain professional skills in the area of pediatrics. The Pediatrics rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. The most commonly encountered medical conditions include infectious disease (acute otitis media, pneumonia, meningitis, gastroenteritis, and infant sepsis), nutritional issues, dehydration, ingestions, immunizations, and appropriate dosage calculation and administration.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of pediatric pharmacists in institutional or ambulatory care practice settings
2. Participate in daily patient care activities as directed by the Preceptor
3. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
4. Perform disease-specific physical assessment (if applicable)
5. Describe how physical and cognitive development are assessed in the pediatric setting
6. Provide appropriate triage to patients depending on their presenting signs and symptoms
7. Identify and prioritize medical problems
8. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans taking into consideration appropriateness of different dosage forms
9. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
10. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
11. Develop a plan for monitoring patient progress based on the treatment plan
12. Provide appropriate education to patients, caregivers, and/or other healthcare providers
13. Respond to drug information requests under the supervision of the Preceptor

l. Psychiatry

The purpose of this rotation is for students to gain professional skills in the area of psychiatry. The Psychiatry rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. The most commonly encountered medical conditions include depression, anxiety disorders, substance abuse, bipolar disorder, and psychotic disorders.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of psychiatric pharmacists in institutional or ambulatory care practice settings
 2. Participate in daily patient care activities as directed by the Preceptor
 3. Describe the major features of the most common psychiatric disorders
 4. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
 5. Perform disease-specific patient interview and physical assessment (if applicable)
 6. Identify and prioritize medical problems
 7. Provide appropriate triage to patients depending on their presenting signs and symptoms
 8. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans taking into consideration adverse effect profiles and drug interactions
 9. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
 10. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
 11. Develop a plan for monitoring patient progress based on the treatment plan
 12. Provide appropriate education to patients, caregivers, and/or other healthcare providers
 13. Respond to drug information requests under the supervision of the Preceptor
- m. Solid Organ Transplantation

The purpose of this rotation is for students to gain professional skills in the area of solid organ transplantation. The Solid Organ Transplantation rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. The most commonly encountered medical issues include post-operative management, infection prevention, acute rejection, chronic rejection, renal and hepatic dysfunction dosing, and monitoring of organ function.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of solid organ transplantation pharmacists in institutional and ambulatory care practice settings
2. Describe the most common complications of solid organ failure
3. Participate in daily patient care activities as directed by the Preceptor
4. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
5. Perform disease-specific physical assessment (if applicable)
6. Identify and prioritize medical problems in the solid organ transplantation setting
7. Provide appropriate triage to patients depending on their presenting signs and symptoms
8. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans taking into consideration drug interactions, tolerability, and adherence
9. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
10. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
11. Develop a plan for monitoring patient progress based on the treatment plan
12. Provide appropriate education to patients, caregivers, and/or other healthcare providers
13. Respond to drug information requests under the supervision of the Preceptor

n. Trauma/Surgery

The purpose of this rotation is for students to gain professional skills in the area of trauma/surgery. The Trauma/Surgery rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. The most commonly encountered pharmacotherapeutic issues include hemodynamic support (fluids and/or pressors), sedation/pain management, infectious disease, wound care, nutrition, and the prevention of complications (thrombosis, etc.).

At the end of this experience, the student should be able to:

1. Describe the role and responsibility of the trauma/surgery pharmacist in institutional settings
2. Participate in daily patient care activities as directed by the Preceptor
3. Collect and analyze pertinent data from the medical chart or other sources as needed to provide patient care
4. Describe the role of the most common medical devices used in trauma/surgery
5. Identify and prioritize medical problems in the acute care setting
6. Apply pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans
7. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
8. Utilize available protocols, medication policies, and/or critical pathways in order to recommend appropriate evidence-based and cost-effective treatments
9. Develop a plan for monitoring patient progress based on the treatment plan
10. Provide appropriate education to other healthcare providers
11. Respond to drug information requests under the supervision of the Preceptor

2. Selective B Experiences

a. Compounding

The purpose of this rotation is for students to gain skills in the area of pharmaceutical compounding. The Compounding rotation affords students the opportunity to effectively participate in the process of preparing compounded medications for patients. Students will compound prescriptions that are not commercially available or economically feasible to manufacture in order to meet individual patient needs. The most commonly compounded preparations may include oral liquids (solutions, suspensions, etc.), capsules, suppositories, lozenges, nasal sprays, and topical preparations (gels, creams, and ointments).

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of compounding pharmacists in the community setting
2. Describe the State/Federal laws and FDA regulations pertaining to compounding
3. Provide data to support the appropriate use of compounded medications using current literature
4. Identify the most appropriate resources for obtaining information about formulae and/or stability for compounded preparations
5. Evaluate physician orders for appropriateness of drug selection and dose
6. Collect and analyze pertinent data from the patient, the caregiver, and the patient profile as needed to provide patient care
7. Perform accurate pharmaceutical calculations for the formulation of extemporaneous preparations

8. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
9. Monitor the effectiveness of the compounded medication through patient/caregiver interview
10. Counsel patients and/or care-givers on non-pharmacologic therapies
11. Educate patients and/or care-givers on appropriate use of prescription and/or over-the-counter/herbal therapies including efficacy, toxicity, and drug interactions
12. Respond to drug information requests under the supervision of the Preceptor
13. Provide appropriate education to healthcare providers, patients and/or caregivers

b. Drug Information

The purpose of this rotation is for students to gain professional skills as a provider of drug information. The Drug Information rotation affords students the opportunity to effectively participate in the process of responding to drug information requests from other healthcare providers and potentially patients. Emphasis will be placed on how to properly receive drug information requests, conduct a systematic literature search and review, and assimilate the information obtained into an appropriate response. Students will develop an enhanced appreciation of the different types of information resources and appropriate utilization. Additional activities may include assisting with the development of a newsletter and/or drug monograph for presentation during a Pharmacy and Therapeutics (P&T) Committee meeting.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of pharmacists involved with drug information services.
2. Discuss the various types of drug information inquiries including: drug identification, pharmacokinetics and pharmacodynamics, drug interactions, adverse drug reactions, toxicology, teratogenicity, use during breast feeding, compatibility and/or stability, product efficacy, drug dosing and drug costs.
3. Develop and utilize a systematic approach for drug information research and retrieval.
4. Acquire sufficient background information to provide an accurate and comprehensive drug information response.
5. Develop proficiency with the National Library of Medicine indexing system for retrieving information (PubMed)
6. Utilize the major abstracting and indexing services available for drug information retrieval
7. Compare and contrast drug information resources with respect to advantages and disadvantages
8. Critically evaluate the literature (study design/methods including statistical analyses), grading the evidence in order to develop an accurate, comprehensive and balanced response
9. Prepare a newsletter, drug monograph, or other formal response for publication and/or distribution

c. Drug Use Policy

The purpose of this rotation is for students to gain professional skills in the area of drug use policy (DUP). The Drug Use Policy rotation will provide students with exposure to and experience with medication usage evaluations (MUE), Joint Commission on Accreditation of Healthcare Organizations (JCAHO) policies and procedures, and other continuous quality improvement (CQI) requirements within the practice site. Students will develop an appreciation of applied pharmacoeconomics and its relationship with formulary management, guideline/protocol development, and MUE programs.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of pharmacists involved with drug use policy
2. Describe the purpose of MUE and drug regimen reviews as methods for promoting appropriate medication prescribing
3. Describe the drug standardization process, budgetary allocation and formulary review process including pharmacist involvement on P&T Committees
4. Perform literature analysis and participate in the development of critical pathways, drug utilization policies and MUE criteria
5. Collect pertinent data for incorporation into a MUE or other quality improvement initiative
6. Participate in therapeutic outcome evaluations, pharmacoeconomic evaluations, drug-budget forecasting and formulary development
7. Provide appropriate education to other healthcare providers
8. Prepare written material suitable for publication and/or dissemination within the institution

d. Managed Care

The purpose of this rotation is for students to gain advanced professional skills in the area of managed care. The Managed Care rotation will afford students the opportunity to be directly involved with disease state management (DSM) programs, designed to maximize patient care utilizing the most cost-effective outcomes. Students may also help to improve healthcare services by alerting physicians of treatment opportunities and facilitating patient awareness and empowerment.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of pharmacists in manage care practice settings
2. Contribute to the development and analysis of benefit options for customers
3. Describe the negotiation process and implementation of contracts with pharmaceutical manufacturers and buying groups
4. Contribute to the development and maintenance of formularies and clinical drug use criteria
5. Formulate and implement strategies to integrate the use of clinical criteria into patient care
6. Participate in communications with pharmacy distribution networks (community pharmacy, in-house pharmacy or mail-order services)
7. Perform prospective and retrospective economic and clinical outcomes analysis
8. Construct reports and recommend plans for enhancements based on conclusions from outcome analyses

e. Nuclear Pharmacy

The purpose of this rotation is for students to gain advanced skills in the area of nuclear pharmacy. The Nuclear Pharmacy rotation will afford students the opportunity to assist with the preparation of nuclear pharmaceuticals for distribution to medical facilities.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of nuclear pharmacists
2. Describe the indications for different types of diagnostic nuclear medicine procedures
3. Identify and describe the major differences in the characteristics of therapeutic and diagnostic radiopharmaceuticals.
4. Characterize radiation risk from therapeutic and diagnostic radioactive drugs to the patient, his family, and healthcare workers (e.g. nurses, pharmacists, physicians).

5. Design a radiopharmaceutical regimen for a patient based on their age and disease state
6. Evaluate orders for accuracy and completeness; effectively communicate the need for dosing modification when necessary
7. Actively participate in advanced compounding procedures
8. Counsel and educate patients and healthcare professionals regarding the use and biodistribution of radiopharmaceuticals

f. Pharmaceutical Industry (Pharmaceutical sales)

The purpose of this rotation is for students to learn about the functions and activities of pharmaceutical manufacturers. The Pharmaceutical Industry rotation will afford students the opportunity to be exposed to different departments within the organization in order to gain a better understanding of the role of the pharmaceutical industry in the provision of healthcare. In addition, students will become familiar with the potential job opportunities available to pharmacists within this setting.

At the end of this experience, the student should be able to:

1. Describe the roles and responsibilities of pharmacists working in the pharmaceutical industry
2. Explain the daily activities of pharmaceutical sales representatives
3. Describe how the knowledge of detailed information about the company's products relates to the daily activities of pharmacists working for a drug manufacturer
4. Explain the legal and industry-wide standards (Pharma) for drug marketing within the pharmaceutical industry
5. Review educational materials on products marketed by the manufacturer
6. Participate in the education of healthcare providers regarding pharmaceutical products

g. Pharmacy Informatics

Pharmacy informatics rotation is an experience that exposes students to the evolution of an organization's medication-use systems by applying pharmacy informatics principles, standards, and best practices. The student will gain basic understanding of the language and concepts of information technology (IT) thereby exposing the student to the interdisciplinary environment of informatics project teams. The purpose of this experience is to advance the understanding of the student to the professional duties and responsibilities of a pharmacy informatics specialist.

At the end of this experience, the student should be able to:

1. Work closely with Information Systems and Pharmacy staff to develop system programming requirements while understanding system capabilities and limitations
2. Develop and oversee medication management-related systems' databases
3. Identify, suggest solutions to, and resolve system or application problems
4. Assess medication-use systems for vulnerabilities to medication errors and implement medication-error prevention strategies
5. Actively participate in development, prioritization, and determination of core clinical decision support systems
6. Assist in mining, aggregating, analyzing, and interpreting data from clinical information systems to improve patient outcomes
7. Utilize clinical decision support tools for monitoring, evaluating, responding, and reconciling medication-related events and information
8. Identify the safety issues that are associated with the implementation of new technologies into existing medication use systems
9. Manage and direct safe and appropriate use of medications, drug distribution, and administration

h. Pharmacy Practice Management

The purpose of this rotation is for students to learn about the activities of a pharmacy manager. Students will be exposed to different job responsibilities in order to gain a better appreciation of the role of the pharmacy manager in the provision of healthcare.

At the end of this experience, the student should be able to:

1. Describe the mission, vision, goals, objectives, policies, organizational structure, and history of the department of pharmacy
2. Describe the leadership, conflict resolution and negotiation skills that are necessary to be an effective pharmacy manager
3. Explain the process of budget, staffing, staff development, financial and process improvement planning and the tools and resources needed for each
4. Describe how pharmacy services are promoted and/or marketed
5. List the departments, organizations and/or businesses that the pharmacy department must work with in order to achieve its goals and objectives
6. Describe how legal, regulatory, and/or accrediting agencies affect the activities of the pharmacy department
7. Explain the process for recruiting and hiring pharmacy staff
8. Perform information gathering and critical analysis as part of projects assigned during the experience
9. Utilize effective oral and written communication skills while providing information to the pharmacy staff

i. Professional Organizations

The purpose of this rotation is for students to learn about the functions and activities of a national or regional professional pharmacy organization. Students will be exposed to different departments within the organization in order to gain a better understanding of the types of services these organizations provide and of the potential job opportunities within these types of organizations.

At the end of this experience, the student should be able to:

1. List the positions within the organization that are filled by pharmacists
2. Describe the mission, vision, goals and objectives of the organization
3. Describe the role professional pharmacy organizations play in the profession and practice of pharmacy
4. Describe the activities of professional organizations in regards to local, state, and national government affairs or legislation
5. List the ways in which the organization strives to meet the needs of its members (publications, meetings, etc.)
6. Describe how professional pharmacy organizations work and collaborate with other professional organizations, healthcare-related groups and schools of pharmacy
7. Attend and assist with the coordination of meetings conducted by the organization (including national or regional meetings if available)
8. Perform information gathering and critical analysis as part of projects assigned during the experience
9. Utilize effective oral and written communication skills while providing information to the organization staff, Preceptor(s) and/or organization members

j. Research

The purpose of this rotation is for students to learn about and participate in clinical research. Students will be exposed to different aspects of clinical pharmacy research in order to gain a better understanding of the types of research that can be performed and of the potential job opportunities that could include a research component.

At the end of this experience, the student should be able to:

1. Describe the purpose and types of clinical research that are performed in an institutional setting
2. Evaluate the medical literature to determine the feasibility and background information for the type of research performed at the site
3. Describe the role of IRB committees in ensuring the quality and safety of medical research
4. Participate in data collection for a clinical research project
5. Participate in the organization and analysis of the research data that has been collected
6. Describe the requirements for maintaining medical research records

E. Elective Opportunities

Students are required to complete a minimum of four (4) elective credit hours.

1. Elective Rotations

Students may complete a community practice rotation to fulfill their elective requirement.

Students may request an additional selective A or B rotation experience to fulfill their elective requirement. The ability to provide an additional selective rotation opportunity will be per availability.

2. Didactic Electives

The didactic elective opportunities currently being offered to students and the course descriptions are located in the Student Catalog.