Advanced Pharmacy Practice Experience (APPE)

Manual
2014-2015

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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.
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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 Advanced Pharmacy Practice Experience (APPE) rotations are designed to provide students with exposure to a variety of clinical pharmacy practice settings. Students are required to complete a total of thirty six weeks of APPE, which is scheduled as 6, six-week rotation blocks as follows (Please note that rotation assignments may occur in any order):

- Institutional Practice
- Ambulatory Care
- Advanced Community
- Acute Care (Internal Medicine, Critical Care or Transitional Care) and
- Two Selectives (described later in the Manual).

Additionally, students are required to complete a seventh Elective block in a clinical or non-clinical setting for a minimum of four elective credit hours. The Elective may be experiential or didactic. 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 53).

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, medication reconciliation, patient education, etc.).
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.

The College expects students to modify all other schedules to allow full attendance during rotations.

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. 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. Any student who makes an unauthorized changed in their rotation schedule without the approval of the Advanced Experience Coordinator will be given a No Pass for the rotation. Schedules may only be modified at the discretion of the Advanced Experience Coordinator.
C. **Student Requirements for Participation in APPE**

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

1. Heath 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 within the last six months of the beginning your experiential rotations.
   - g. Varicella (chicken pox) proof of completion of the 2 shot series (at least 4 weeks apart); or positive serologic titers showing immunity.
   - h. Seasonal flu vaccination may be required if participating in a hospital rotation during the flu season.

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.

Students are responsible for any financial expenses associated with the requirements listed above.

Additionally, some practice sites may require additional requirements in order to be allowed on site. It is the student’s responsibility to complete these requirements prior to going on rotation. If a student does not complete these requirements, the student’s rotation assignment may be cancelled which could result in delay of graduation and additional tuition costs.

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 shall assume the responsibility for the cost of equipment and supplies of practice site that are broken, damaged, or stolen by Students. 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. **Cash Register Use**

Students are not allowed to operate the cash register at their APPE site. Preceptors who have concerns or questions about this policy should contact the Advanced Experience Coordinator in their area.

I. **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.

<table>
<thead>
<tr>
<th>Appropriate Appearance for Women</th>
<th>Appropriate Appearance for Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business casual or dress pants</td>
<td>Business casual or dress pants</td>
</tr>
<tr>
<td>Skirt or dress (minimum: knee length)</td>
<td>Clean and pressed shirt</td>
</tr>
<tr>
<td>Blouse or sweater</td>
<td>Tie (site-dependent)</td>
</tr>
<tr>
<td>Closed toe dress shoes</td>
<td>Jacket or sweater</td>
</tr>
<tr>
<td>Socks or hosiery</td>
<td>Closed toe dress shoes</td>
</tr>
<tr>
<td></td>
<td>Socks or hosiery</td>
</tr>
</tbody>
</table>

**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
- Bare legs and feet
- Visible piercing (face, 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.

J. **Recording of Student Intern Hours**

Each six-week 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](http://www.nabp.net).
The Advanced Experience Coordinator will verify and report all of the hours a student earns through the experiential component of the student’s education (IPPE and APPE rotation hours) upon graduation to the State Board of Pharmacy in which the school is located.

It is important to make sure that the total hours earned at the site are recorded on the final assessment by the preceptor for each APPE block.

K. **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 using Apollo.
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.

L. **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 Roseman University email system. Students must check their Roseman University 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 shall not copy or remove confidential information from facility premises.
6. 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.
7. 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.
8. Students are expected to behave professionally at all times when on rotation. Students should be respectful and courteous at all times.
9. Each student should be proactive with their experiential education, which necessitates active participation and communication.
10. 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 and any State in which they will be interning. Each student is responsible for providing a copy of their Pharmacy Intern License to the Experiential Coordinator and practice site.

13. Students who are enrolled at the Henderson, Nevada Campus must maintain a NV intern license for their duration of enrollment. Students who are enrolled at the South Jordan, Utah Campus must maintain a UT intern license for their duration of enrollment.

14. Students must abide by the laws and regulations that govern pharmacy practice and seek clarification from the Preceptor when necessary.

15. 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.

16. Students are required to submit assessment forms in Apollo by the due date.

M. 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.
   • Students are not allowed to use their cell phone for personal calls or texting during rotation hours
   • If you must answer a person call/text, it must be done during a break time
   • Students may NEVER use their cell phone to take a picture of any patient or any confidential information

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.
N. **Student Assessment**

1. **Assessment Terminology**

The following definitions should be used when assessing students:

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Satisfactory</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is able to complete the assigned outcome.</td>
<td>Student’s progress towards achieving this outcome is acceptable however student still needs continued development in this area.</td>
<td>Student is unable to complete the assigned outcome.</td>
</tr>
</tbody>
</table>

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 formally assess and document students twice, at the midpoint and end of the rotation using the online rotation management system Apollo which can be accessed at [www.roseman.edu/Apollo](http://www.roseman.edu/Apollo). 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, but will be blinded and presented in aggregate to protect student privacy.

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. Students can receive a “No Pass” for a rotation if they do not exhibit appropriate professional behavior, regardless of how they perform in other areas.
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.

**O. Rotation Schedule 2014-2015***

<table>
<thead>
<tr>
<th>Block</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation 1</td>
<td>5/26 – 7/04/14</td>
</tr>
<tr>
<td>Rotation 2</td>
<td>7/07 – 8/15/14</td>
</tr>
<tr>
<td>Rotation 3</td>
<td>8/18 – 9/26/14</td>
</tr>
<tr>
<td>Rotation 4</td>
<td>9/29 – 11/07/14</td>
</tr>
<tr>
<td>Rotation 5</td>
<td>11/10 – 12/19/14</td>
</tr>
<tr>
<td>Rotation 6</td>
<td>01/05 – 02/13/15</td>
</tr>
<tr>
<td>Rotation 7</td>
<td>02/16 – 03/27/15</td>
</tr>
<tr>
<td>Rotation 8</td>
<td>03/30 – 05/08/15</td>
</tr>
</tbody>
</table>

*Note: students complete 7 rotations; one block serves as an off block for those not participating in summer remediation during block 2.

**III. DOCUMENTS AND FORMS**

Order as per Table of Contents:

A. Experiential Policies and Procedures Acknowledgment Form – to be completed by the student prior to APPEs

B. Assessment Forms
   1. APPE Institutional Practice Student Assessment Form – Completed by Preceptor
   2. APPE Institutional Practice Student Self-Assessment Form – Completed by Student
   3. APPE Student Assessment Form – Completed by Preceptor
   4. APPE Student Self-Assessment Form – Completed by Student
   5. Site & Preceptor Assessment Form – Completed by Student

The preferred method of recording and submitting documentation of assessments is online at [www.roseman.edu/Apollo](http://www.roseman.edu/Apollo). Students and preceptors have individualized logins and passwords to access this site.
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 2014-2015 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 ___________________________
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:

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Satisfactory</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is able to complete the assigned outcome.</td>
<td>Student’s progress towards achieving this outcome is acceptable however student still needs continued development in this area.</td>
<td>Student is unable to complete the assigned outcome.</td>
</tr>
</tbody>
</table>

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 for the rotation 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.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Midpoint Assessment</th>
<th>Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the relationship of each member of the healthcare team and their role in patient care, including pharmacy support personnel.</td>
<td>☐ Satisfactory Progress  ☐ Needs Improvement  ☐ Not Yet Addressed</td>
<td>☐ Achieved  ☐ Satisfactory  ☐ Not Achieved</td>
</tr>
<tr>
<td>2. Describe the intra-institutional relationship of pharmacy services with other departments and/or services.</td>
<td>☐ Satisfactory Progress  ☐ Needs Improvement  ☐ Not Yet Addressed</td>
<td>☐ Achieved  ☐ Satisfactory  ☐ Not Achieved</td>
</tr>
<tr>
<td>3. Identify and analyze the key elements of medication orders.</td>
<td>☐ Satisfactory Progress  ☐ Needs Improvement  ☐ Not Yet Addressed</td>
<td>☐ Achieved  ☐ Satisfactory  ☐ Not Achieved</td>
</tr>
<tr>
<td>4. Identify potential problems with medication orders.</td>
<td>☐ Satisfactory Progress  ☐ Needs Improvement  ☐ Not Yet Addressed</td>
<td>☐ Achieved  ☐ Satisfactory  ☐ Not Achieved</td>
</tr>
<tr>
<td>5. Review medication administration records for appropriate charting and/or documentation.</td>
<td>☐ Satisfactory Progress  ☐ Needs Improvement  ☐ Not Yet Addressed</td>
<td>☐ Achieved  ☐ Satisfactory  ☐ Not Achieved</td>
</tr>
<tr>
<td>6. Calculate dosage based upon body surface area and weight.</td>
<td>☐ Satisfactory Progress  ☐ Needs Improvement  ☐ Not Yet Addressed</td>
<td>☐ Achieved  ☐ Satisfactory  ☐ Not Achieved</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>Accurately dose a medication using pharmacokinetic calculations.</td>
<td>☐ Satisfactory Progress</td>
</tr>
<tr>
<td>8.</td>
<td>Prepare medications for dispensing with the appropriate dosage/units.</td>
<td>☐ Satisfactory Progress</td>
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<td>☐ Satisfactory Progress</td>
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<td>Identify, investigate, report and document outcomes of an adverse drug reaction.</td>
<td>☐ Satisfactory Progress</td>
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<td>Discuss (and apply as applicable) formulary management, medication use, drug policy development, drug policy implementation or drug policy analysis.</td>
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<td>23.</td>
<td>Describe the steps for controlled substance procurement and inventory management.</td>
<td>☐ Satisfactory Progress</td>
</tr>
<tr>
<td>24.</td>
<td>Accurately fill and access the automated dispensing systems.</td>
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<td>25.</td>
<td>Appropriately restock a crash cart (emergency box, crash box).</td>
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</tr>
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</table>
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.

**Professionalism**

31. Student is empathic, *i.e.*, demonstrates appreciation of others’ positions; attempts to identify with others’ perspectives; demonstrates consideration towards others.

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.

33. Student communicates articulately, *i.e.*, clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.

34. Student is punctual, *i.e.*, arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities.

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 only; maintains confidential nature of patient- and/or site-specific documents.

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.

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.

38. Student accepts and applies constructive criticism, *i.e.*, responds openly and positively to feedback; modifies behavior if necessary.

39. Student wears appropriate attire, *i.e.*, adheres to dress code (written or unwritten); attire is acceptable to practice setting.

40. Student demonstrates confidence, *i.e.*, acts and communicates in a self-assured manner, yet with modesty and humility.

**Discussions Between Preceptor and Student**

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.

| ☐ Pass | ☐ No Pass |

Additional Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This form has been reviewed and discussed.

Student Signature ___________________________ Date ____________

Preceptor Signature ___________________________ Date ____________
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:

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<th>Achieved</th>
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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.

A “No Pass” must be assigned for the rotation 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.
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<tr>
<th>No.</th>
<th>Objective</th>
<th>Satisfactory Progress</th>
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<td>9.</td>
<td>Accurately compound sterile products.</td>
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<td>12.</td>
<td>Appropriately label medications for dispensing and/or distribution.</td>
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### Professionalism

| 31. Student is empathic, i.e., demonstrates appreciation of others’ positions; attempts to identify with others’ perspectives; demonstrates consideration towards others. | □ Satisfactory Progress | □ Achieved |
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### Discussions Between Preceptor and Student

| 41. Why choose Institutional Practice as a career option? | Date Completed |
| 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:

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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 for the rotation 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.

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

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- Not Applicable

### Recommends improvements in existing treatment plans based on substitution protocols, treatment guidelines (evidence-based or otherwise), or critical pathways.

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- Not Applicable

**Practice Management**

8. Demonstrates the ability to organize responsibilities and function effectively in the practice setting.

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- Not Applicable

9. Demonstrates an understanding of the relationship between state / federal laws and regulations, accreditation standards, etc. and daily practice.

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- Not Applicable

**Pharmacy Administration**

10. Demonstrates an understanding of the relationship between clinical, humanistic and economic outcomes (pharmacoeconomics).

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- Not Applicable

11. Documents and/or demonstrates the impact of pharmaceutical care on patient outcomes (medication adherence, quality of life, etc.).

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- Not Applicable

**Public Health Initiatives**

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

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- Not Applicable

**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.

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- 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.)

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- Not Applicable

**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.

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- Not Applicable

**Communication**

16. Effectively communicates with other healthcare providers, patients and/or caregivers (listening, writing and verbal skills).

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- Not Applicable

17. Constructs logical and appropriate oral and written recommendations for managing drug therapy.

- Satisfactory Progress
- Needs Improvement
- Not yet addressed
- Not Applicable
<p>| | | | | | | | |</p>
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<tbody>
<tr>
<td>18. Presents patient-specific information in an organized, problem-oriented format.</td>
<td>☐ Satisfactory Progress</td>
<td>☐ Achieved</td>
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<tr>
<td>19. Appropriately documents patient-specific information demonstrated through entries in patient profiles, prescriptions, medication orders, consults, progress notes and/or reports.</td>
<td>☐ Satisfactory Progress</td>
<td>☐ Achieved</td>
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**Ethical Decision Making**

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<tbody>
<tr>
<td>20. Demonstrates ethical and moral reasoning when interacting with others and developing drug therapy plans.</td>
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<td>☐ Achieved</td>
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**Social Interaction**

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<td>21. Demonstrates an appreciation of the roles and responsibilities other healthcare providers.</td>
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<td>22. Effectively and actively participates in group activities.</td>
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**Life-Long Learning**

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**Professionalism**

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<td>30. <strong>Student is respectful</strong>, <em>i.e.</em>, 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.</td>
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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.

| Satisfactory Progress | Needs Improvement | Achieved | Not Achieved |

32. **Student accepts and applies constructive criticism**, *i.e.*, responds openly and positively to feedback; modifies behavior if necessary.

| Satisfactory Progress | Needs Improvement | Achieved | Not Achieved |

33. **Student wears appropriate attire**, *i.e.*, adheres to dress code (written or unwritten); attire is acceptable to practice setting.

| Satisfactory Progress | Needs Improvement | Achieved | Not Achieved |

34. **Student demonstrates confidence**, *i.e.*, acts and communicates in a self-assured manner, yet with modesty and humility.

| Satisfactory Progress | Needs Improvement | Achieved | 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. | Satisfactory Progress | Needs Improvement | Not yet addressed | Achieved | Satisfactory | Not Achieved |

36. | Satisfactory Progress | Needs Improvement | Not yet addressed | Achieved | Satisfactory | Not Achieved |

37. | Satisfactory Progress | Needs Improvement | Not yet addressed | Achieved | Satisfactory | Not Achieved |

38. | Satisfactory Progress | Needs Improvement | Not yet addressed | Achieved | Satisfactory | Not Achieved |

39. | Satisfactory Progress | Needs Improvement | Not yet addressed | Achieved | Satisfactory | Not Achieved |

40. | Satisfactory Progress | Needs Improvement | Not yet addressed | Achieved | Satisfactory | Not Achieved |

**Verification**

41. The student completed a total of ____ hours.

42. Final rotation outcome.

| Pass | No Pass |
Additional Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

This form has been reviewed and discussed.

______________________________     _________________________
Student Signature                 Date

______________________________     _________________________
Preceptor Signature               Date
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:

<table>
<thead>
<tr>
<th>Achieve</th>
<th>Satisfactory</th>
<th>Not Achieved</th>
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<tbody>
<tr>
<td>The student is able to complete the assigned outcome.</td>
<td>Student’s progress towards achieving this outcome is acceptable however student still needs continued development in this area.</td>
<td>Student is unable to complete the assigned outcome.</td>
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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.

A “No Pass” must be assigned for the rotation 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.

<table>
<thead>
<tr>
<th>General Outcomes</th>
<th>Midpoint Assessment</th>
<th>Final Assessment</th>
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<tbody>
<tr>
<td><strong>Pharmaceutical Care</strong></td>
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<tr>
<td>1. Demonstrates an understanding of diagnosis, etiology and pathophysiology of rotation-relevant disease states.</td>
<td>□ Satisfactory Progress</td>
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<td></td>
<td>□ Needs Improvement</td>
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<td>2. Collects and interprets subjective (family history, social history, etc.) and outcome (vital signs, laboratory tests, etc.) parameters.</td>
<td>□ Satisfactory Progress</td>
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<td>3. Identifies and prioritizes patient-care issues.</td>
<td>□ Satisfactory Progress</td>
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<td>□ Needs Improvement</td>
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<td>4. Develops practicable care plans including monitoring parameters and return time frames.</td>
<td>□ Satisfactory Progress</td>
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<tr>
<td>5. Demonstrates an understanding of pharmacology, toxicology, pharmaceutics, pharmacokinetics, pharmacodynamics and pharmacotherapeutics pertaining to drug therapies.</td>
<td>□ Satisfactory Progress</td>
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<td>□ Needs Improvement</td>
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<td>6.</td>
<td>Evaluates drug therapy for appropriateness of indication and dose, adverse drug reactions, drug-lab, drug-drug, and drug-disease interactions, and response or lack there of.</td>
<td>Satisfactory Progress</td>
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<td>7.</td>
<td>Recommends improvements in existing treatment plans based on substitution protocols, treatment guidelines (evidence-based or otherwise), or critical pathways.</td>
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### Practice Management

| 8. | Demonstrates the ability to organize responsibilities and function effectively in the practice setting. | Satisfactory Progress | Achieved |
| | | Needs Improvement | Satisfactory |
| | | Not yet addressed | Not Achieved |
| | | Not Applicable | Not Applicable |
| 9. | Demonstrates an understanding of the relationship between state / federal laws and regulations, accreditation standards, etc. and daily practice. | Satisfactory Progress | Achieved |
| | | Needs Improvement | Satisfactory |
| | | Not yet addressed | Not Achieved |
| | | Not Applicable | Not Applicable |

### Pharmacy Administration

| 10. | Demonstrates an understanding of the relationship between clinical, humanistic and economic outcomes (pharmacoeconomics). | Satisfactory Progress | Achieved |
| | | Needs Improvement | Satisfactory |
| | | Not yet addressed | Not Achieved |
| | | Not Applicable | Not Applicable |
| 11. | Documents and/or demonstrates the impact of pharmaceutical care on patient outcomes (medication adherence, quality of life, etc.). | Satisfactory Progress | Achieved |
| | | Needs Improvement | Satisfactory |
| | | Not yet addressed | Not Achieved |
| | | Not Applicable | Not Applicable |

### Public Health Initiatives

| 12. | Identifies and assesses patient needs for disease prevention and detection interventions. | Satisfactory Progress | Achieved |
| | | Needs Improvement | Satisfactory |
| | | Not yet addressed | Not Achieved |
| | | Not Applicable | Not Applicable |

### 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. | Satisfactory Progress | Achieved |
| | | Needs Improvement | Satisfactory |
| | | Not yet addressed | Not Achieved |
| | | Not Applicable | 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.) | Satisfactory Progress | Achieved |
| | | Needs Improvement | Satisfactory |
| | | Not yet addressed | Not Achieved |
| | | Not Applicable | Not Applicable |

### 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. | Satisfactory Progress | Achieved |
| | | Needs Improvement | Satisfactory |
| | | Not yet addressed | Not Achieved |
| | | Not Applicable | Not Applicable |

### Communication

| 16. | Effectively communicates with other healthcare providers, patients and/or caregivers (listening, writing and verbal skills). | Satisfactory Progress | Achieved |
| | | Needs Improvement | Satisfactory |
| | | Not yet addressed | Not Achieved |
| | | Not Applicable | Not Applicable |
| 17. | Constructs logical and appropriate oral and written recommendations for managing drug therapy. | Satisfactory Progress | Achieved |
| | | Needs Improvement | Satisfactory |
| | | Not yet addressed | Not Achieved |
| | | Not Applicable | Not Applicable |
| 18. Presents patient-specific information in an organized, problem-oriented format. | ☐ Satisfactory Progress | ☐ Achieved |
| ☐ Needs Improvement | ☐ Satisfactory |
| ☐ Not yet addressed | ☐ Not Achieved |
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| 19. Appropriately documents patient-specific information demonstrated through entries in patient profiles, prescriptions, medication orders, consults, progress notes and/or reports. | ☐ Satisfactory Progress | ☐ Achieved |
| ☐ Needs Improvement | ☐ Satisfactory |
| ☐ Not yet addressed | ☐ Not Achieved |
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**Ethical Decision Making**

| 20. Demonstrates ethical and moral reasoning when interacting with others and developing drug therapy plans. | ☐ Satisfactory Progress | ☐ Achieved |
| ☐ Needs Improvement | ☐ Satisfactory |
| ☐ Not yet addressed | ☐ Not Achieved |
| ☐ Not Applicable | ☐ Not Applicable |

**Social Interaction**

| 21. Demonstrates an appreciation of the roles and responsibilities other healthcare providers. | ☐ Satisfactory Progress | ☐ Achieved |
| ☐ Needs Improvement | ☐ Satisfactory |
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| 22. Effectively and actively participates in group activities. | ☐ Satisfactory Progress | ☐ Achieved |
| ☐ Needs Improvement | ☐ Satisfactory |
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**Life-Long Learning**

| 23. Recognizes and articulates personal and professional strengths and weaknesses. | ☐ Satisfactory Progress | ☐ Achieved |
| ☐ Needs Improvement | ☐ Satisfactory |
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| 24. Demonstrates motivation towards self betterment through performance of required activities. | ☐ Satisfactory Progress | ☐ Achieved |
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**Professionalism**

| 25. **Student is empathic**, i.e., demonstrates appreciation of others’ positions; attempts to identify with others’ perspectives; demonstrates consideration towards others. | ☐ Satisfactory Progress | ☐ Achieved |
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| 28. **Student is punctual**, i.e., arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities. | ☐ Satisfactory Progress | ☐ Achieved |
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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.  

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32. **Student accepts and applies constructive criticism**, *i.e.*, responds openly and positively to feedback; modifies behavior if necessary.  

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<tr>
<th></th>
<th>Satisfactory Progress</th>
<th>Needs Improvement</th>
<th>Achieved</th>
</tr>
</thead>
</table>

33. **Student wears appropriate attire**, *i.e.*, adheres to dress code (written or unwritten); attire is acceptable to practice setting.  

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory Progress</th>
<th>Needs Improvement</th>
<th>Achieved</th>
</tr>
</thead>
</table>

34. **Student demonstrates confidence**, *i.e.*, acts and communicates in a self-assured manner, yet with modesty and humility.  

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory Progress</th>
<th>Needs Improvement</th>
<th>Achieved</th>
</tr>
</thead>
</table>

### 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.

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory Progress</th>
<th>Needs Improvement</th>
<th>Achieved</th>
<th>Not yet addressed</th>
</tr>
</thead>
</table>

35.  

36.  

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38.  

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40.  

**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. Preceptors will receive this feedback at the end of the academic year in aggregate with student identifiable information removed to protect privacy.

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

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

<table>
<thead>
<tr>
<th>PRECEPTOR</th>
<th>N/A</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. The Preceptor demonstrated an interest in teaching.</td>
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</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>29. The College curriculum prepared me for this rotation.</th>
<th>N/A</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. I was informed of my performance at the midpoint and end of the rotation experience.</td>
<td>0 1 2 3 4 5</td>
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<td>31. I was judged fairly regarding my level of knowledge and skills.</td>
<td>0 1 2 3 4 5</td>
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<tr>
<td>32. The educational experience provided during this rotation was of high quality.</td>
<td>0 1 2 3 4 5</td>
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<tr>
<td>33. The rotation properly balanced service and education.</td>
<td>0 1 2 3 4 5</td>
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<tr>
<td>34. The rotation prepared me for practicing pharmacy after graduation.</td>
<td>0 1 2 3 4 5</td>
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<tr>
<td>35. I would recommend this rotation to others.</td>
<td>0 1 2 3 4 5</td>
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</tbody>
</table>

**ROTATION-SPECIFIC CLINICAL OPPORTUNITIES**

<table>
<thead>
<tr>
<th>36. The rotation offers opportunities for students to perform patient interviews and/or consultations.</th>
<th>N/A</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. The rotation offers opportunities to for students to provide patient education and assess medication compliance.</td>
<td>0 1 2 3 4 5</td>
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<td>38. The rotation offers opportunities for students to use physical assessment skills.</td>
<td>0 1 2 3 4 5</td>
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<td>39. The rotation offers opportunities for students to utilize pharmacokinetic dosing strategies, dosing protocols or other evidence-based medicine treatment algorithms.</td>
<td>0 1 2 3 4 5</td>
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<td>40. The rotation offers opportunities for students to make therapeutic recommendations to Preceptors and/or other healthcare professionals.</td>
<td>0 1 2 3 4 5</td>
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<tr>
<td>41. The rotation offers opportunities for students to monitor medication safety, tolerance and efficacy.</td>
<td>0 1 2 3 4 5</td>
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<tr>
<td>42. The rotation offers opportunities for students to provide medical information to healthcare professionals.</td>
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</tbody>
</table>
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!

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Student Signature __________________________ Date ______________________
IV. PHARMACY PRACTICE EXPERIENCE DESCRIPTIONS AND OUTCOMES

A. Professionalism Outcomes

The Behavioral Professionalism Assessment Form, Experiential Version (BPAE) is a 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 pharmaceutics, 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, pharmaceutics, pharmacokinetics, pharmacodynamics and pharmacotherapeutics pertaining to drug therapies.
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.

<table>
<thead>
<tr>
<th>Selective A (patient-care oriented)</th>
<th>Selective B (non-patient care oriented)</th>
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</thead>
<tbody>
<tr>
<td>Anticoagulation</td>
<td>Compounding</td>
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<tr>
<td>Cardiology</td>
<td>Drug Information</td>
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<tr>
<td>Critical Care</td>
<td>Drug Use Policy</td>
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<tr>
<td>Emergency Medicine</td>
<td>Investigational Drug Service</td>
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<tr>
<td>Geriatrics</td>
<td>Managed Care</td>
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<tr>
<td>Hematology / Oncology</td>
<td>Medication Safety</td>
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<tr>
<td>Heart Failure</td>
<td>Nuclear</td>
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<tr>
<td>HIV / AIDS</td>
<td>Pharmaceutical Industry</td>
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<tr>
<td>Home Health / Home Infusion</td>
<td>Pharmacy Administration</td>
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<tr>
<td>Hospice Care</td>
<td>Pharmacy Informatics</td>
</tr>
<tr>
<td>ICU</td>
<td>Pharmacy Management</td>
</tr>
<tr>
<td>Infectious Disease</td>
<td>Professional Organizations</td>
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<tr>
<td>Long Term Care / Consulting</td>
<td>Medication Therapy Management</td>
</tr>
<tr>
<td>Neonatal ICU</td>
<td>Research</td>
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<td>Nutrition</td>
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<td>Orthopedics/Neurology</td>
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<td>Pediatrics</td>
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<td>Psychiatry</td>
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<tr>
<td>Shock Trauma</td>
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<td>Solid Organ Transplant</td>
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<td>Trauma / Surgery</td>
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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. Medication Therapy Management

The purpose of this rotation is for students to gain professional skills in medication therapy management activities. The MTM 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. Participate in daily patient care activities as directed by the Preceptor
2. Collect and analyze pertinent patient information as needed to provide patient care
3. Develop evidence-based medication or non-mediation treatment plan
4. Monitor and evaluate patient’s response to treatment plan, including safety and effectiveness
5. Perform a comprehensive medication review to identify, resolve and prevent medication-related problems, including adverse drug events
6. Document the care delivered
7. Communicate essential information to the patient’s other primary care providers
8. Demonstrate the ability to recommend changes in drug therapy to other healthcare providers
9. Provide verbal education and training designed to enhance patient understanding and appropriate use of his/her medication
10. Respond to drug information requests under the supervision of the Preceptor

k. 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

l. 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

m. 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

n. 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

o. 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 the 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 an additional six week APPE rotation block to fulfill their elective requirement, in either community practice or an additional selective A or B rotation. 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.