

## YPHP 805, Patient Care Elective, 9 Quarter Hours

2020-21


### COURSE DESCRIPTION

APPEs take place during the last academic year and after all pre-advanced pharmacy practice experience requirements are completed. APPEs are designed to integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum. APPEs fulfill at least 1440 hours of the curriculum. All students are required to complete six APPEs: four required APPEs, and two elective APPEs.

**Patient Care Elective** opportunities are offered in a variety of pharmacy practice settings. This syllabus applies to **Patient Care Elective** rotation settings. The rotation should be structured to give students hands-on experience working in the respective setting. The elective APPE lasts 6 weeks.

**Quarter Offered:** Fall, Winter, Spring, and Summer

Figure 1. Experiential Education Structure

 <b>ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCES</b> <b>COLLEGE OF PHARMACY</b> <b>EXPERIENTIAL EDUCATION CURRICULUM AT A GLANCE</b>			
IPPE Year			APPE Year
P1	P2	P3	P4
Community (105 hours) 13 X 8-hour visits 1 hour reflection  Simulation (10 hours)  C3 Activities*	Health-System (105 hours) 13 X 8-hour visits 1 hour reflection  Simulation (10 hours)  C3 Activities*	Elective (80 hours) 10 X 8-hour visits  Service Learning (7 hours)  IPPE-APPE Transition Workshop*  Simulation*  C3 Activities*	<u>Six 6-Week Rotations</u> (240 hours each) Community Health-System Inpatient/Acute Care Ambulatory Care Elective I Elective II  Simulation* Return to Campus**
115 hours	115 hours	87 hours	
Total IPPE Hours = 317 hours			Total APPE Hours= 1440 hours
<small>IPPE = Introductory Pharmacy Practice APPE= Advanced Pharmacy Practice Experience</small>			
<small>*Hours dedicated to these items are not counted in experiential hour total.  **Select return to campus dates</small>			
<small>updated 9/1/2017</small>			

### Access to Course Material and Information

In addition to what will be provided during experiential class meetings, materials and information will be distributed using the University email system, E\*Value, and Desire2Learn (D2L). These systems are *mandatory* communication modalities among faculty, preceptors, and students involved with this course.

**Prerequisite(s):**

Successful completion of the first three professional years and all Introductory Pharmacy Practice Experiences (IPPEs) is required before beginning the P4 year. Documented completion and compliance with the following is required before beginning a practice experience:

- a. Licensure
- b. Criminal Background Check
- c. Drug Screen
- d. Health Record-Immunizations (including annual TB and Influenza)
- e. Health Insurance Portability and Accountability Act (HIPAA) Training
- f. OSHA Blood borne Pathogens Training
- g. Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR) Certification
- h. APhA Immunization Certification (Certificate of Completion)
- i. Other site-specific administrative requirements

For additional information, refer to the Experiential Education Manual.

\*Some sites may have additional requirements for student pharmacists completing APPEs.

**Instructional Methods and Learning Experiences:**

Student pharmacists participating in the P4 APPE will be engaged in active learning through the use of practice-based activities in **Patient Care Elective** team-based projects, preceptor interaction, and simulation activities.

**Course Director(s):**

<b>Faculty Name, Degree, and Title</b>	Bradley Cannon, PharmD Director of Experiential Education	Lisa Michener, PharmD, MS, Associate Director of Experiential Education
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<b>Email</b>	<a href="mailto:bradley.cannon@rosalindfranklin.edu">bradley.cannon@rosalindfranklin.edu</a>	<a href="mailto:lisa.michener@rosalindfranklin.edu">lisa.michener@rosalindfranklin.edu</a>
<b>Office location</b>	IPEC 2.808	IPEC 2.816

**Office Hours:** By appointment

**COURSE OBJECTIVES**

Upon completion of this experiential course, the student pharmacists should have met the following performance domains and abilities:

**Terminal Performance Outcomes**

1. Learner—Develop, integrate, and apply knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population and patient-centered care.
2. Patient-centered care—Provide patient-centered care as the medication expert
3. Medication use systems management—Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use
4. Health and wellness—Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness
5. Problem solving—Identify problems, explore and prioritize potential strategies, and design, implement, and evaluate viable solutions
6. Educator—Educate respective audiences by determining the most effective and enduring ways to impart information and assess understanding
7. Patient advocacy—Assure that patients' best interests are represented
8. Interprofessional collaboration—Actively participate and engage as a health care team member by demonstrating mutual respect, understanding, and values to meet patient care needs
9. Cultural sensitivity—Recognize social determinants of health to diminish disparities and inequities in access to quality care

10. Communication—Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization
11. Self-awareness—Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth
12. Leadership—Demonstrate responsibility for creating and achieving shared goals, regardless of position
13. Innovation and entrepreneurship—Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals
14. Professionalism—Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other health care providers, and society
  1. Based on the Center for the Advancement of Pharmacy Education’s Educational Outcomes 2013 and the 2016 Accreditation Council for Pharmacy Education’s Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (Guidance document, 1a.)

## **COURSE OBJECTIVES AND EXPECTATIONS<sup>1</sup>**

Learning objectives that would apply to the majority of care electives are listed below. Please supplement these with objectives specific to the learning experience.

Upon completion of this advanced pharmacy practice experience **Patient Care Elective**, the student pharmacist will be able to:

Learner
<ul style="list-style-type: none"> <li>Summarizes key information, including brand and generic names, dosage forms, usual dosing ranges, and counseling points related to the use of common prescription and nonprescription medications</li> <li>Describes the mechanism of action of common medications</li> <li>Identifies appropriate sources of information and evaluate primary literature to synthesize answers when responding to drug information questions</li> <li>When responding to drug information requests from patients or health care providers, identifies appropriate sources of information and evaluate primary literature to synthesize answers</li> <li>Critically analyzes scientific literature and clinical practice guidelines related to medications and diseases to enhance clinical-decision making</li> <li>Performs accurate pharmaceutical calculations, including preparation of compounded medications, weight-based pediatric dosing, and dose adjustments based on body weight and renal function</li> <li>Summarizes therapeutic goals for common chronic conditions based on evidence-based guidelines</li> </ul>
Patient-Centered Care
<ul style="list-style-type: none"> <li>Collects subjective and objective evidence related to patient, medications, allergies, adverse reactions, and diseases</li> <li>Collects patient histories in an organized fashion, appropriate to the situation and inclusive of cultural, social, educational, economic, and other patient- specific factors affecting self- care behaviors, medication use and adherence to determine the presence of a disease, medical condition, or medication-related problem(s)</li> <li>Evaluates a patient’s medications and conditions to identify actual and potential medication-related problems</li> <li>Formulates evidence-based care plans, assessments, and recommendations based on subjective and objective data, the patient’s needs, and the patient’s goals</li> <li>Implements patient care plans and monitors response to therapy</li> <li>Reconciles a patient's medication record</li> <li>Refers patients to other healthcare providers when appropriate</li> <li>Documents all patient information accurately, legally, and succinctly in a manner that ensures continuity of care</li> <li>Accurately assesses and records a patient's blood pressure, pulse, respiratory rate, and other objective data as applicable</li> <li>Titrate, start or stop therapies when appropriate</li> <li>Provide clinical pharmacy services in areas of acute and chronic disease and medication management</li> </ul>
Medication Use Systems Management
<ul style="list-style-type: none"> <li>Manages health care needs of patients during transitions of care</li> </ul>
Health and Wellness
<ul style="list-style-type: none"> <li>Provides preventive health and wellness education (e.g. immunizations, tobacco cessation counseling, wellness screenings, risk assessments)</li> </ul>
Problem Solving
<ul style="list-style-type: none"> <li>Identifies and prioritizes a patient’s medication-related problems</li> </ul>
Educator
<ul style="list-style-type: none"> <li>Uses effective written, visual, verbal, and nonverbal communication skills to educate patients and/or caregivers on medication use, self-management, and preventive care</li> <li>Assesses the ability of patients and their agents to obtain, process, understand and use health- and medication-related information</li> <li>Uses appropriate methods of patient education to review indications, adverse effects, dosage, storage, and administration techniques</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrates and/or describes proper use of various drug delivery and monitoring systems (e.g., inhalers, eye drops, glucometers, injectables, etc.)</li> <li>• Uses effective written, visual, verbal, and nonverbal communication skills to accurately respond to drug information questions</li> <li>• Educates health care providers, pharmacy staff, and student pharmacists regarding a patient case or other pharmacy-specific information</li> <li>• Educates patients and providers on the mechanism of action, appropriate use, adverse effects, and benefits of medications and devices used to manage chronic conditions</li> <li>• Adjusts the amount and depth of information presented to patients based on their level of education, interest, emotional state, and ability to understand the information</li> </ul>
<b>Patient Advocacy</b>
<ul style="list-style-type: none"> <li>• Assists patients in navigating the complex healthcare system</li> <li>• Encourages patients to set priorities and goals to better meet their health care needs</li> <li>• Assists a patient or caregiver with problems related to prescription medication coverage, health insurance, or government healthcare programs</li> <li>• Encourages patients to set priorities and goals to better meet their health care needs</li> </ul>
<b>Interprofessional Collaboration</b>
<ul style="list-style-type: none"> <li>• Engages as a member of a health care team by collaborating with and demonstrating respect for other areas of expertise</li> </ul>
<b>Cultural Sensitivity</b>
<ul style="list-style-type: none"> <li>• Incorporates patients' cultural beliefs and practices into health and wellness care plans</li> </ul>
<b>Communication</b>
<ul style="list-style-type: none"> <li>• Effectively communicates recommendations to other healthcare providers</li> <li>• Documents patient care activities clearly, concisely, and accurately using appropriate medical terminology</li> <li>• Foster sustainable relationships with patients and providers to ensure continuity of care</li> </ul>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>• See Professionalism Below</li> </ul>
<b>Leadership</b>
<ul style="list-style-type: none"> <li>• Fosters collaboration among the pharmacy and / or healthcare team to achieve a common goal</li> </ul>
<b>Innovation and Entrepreneurship</b>
<ul style="list-style-type: none"> <li>• Demonstrates creative decision-making when dealing with unique problems or challenges</li> <li>• Develops new ideas or strategies to improve patient care services</li> <li>• Describes how to manage workflow, scheduling, and billing</li> </ul>
<b>Professionalism</b>
<p><b>Ethical, Professional, and Legal Behavior</b></p> <ul style="list-style-type: none"> <li>• Demonstrates professional behavior in all practice activities</li> <li>• Maintains ethical behavior in all practice activities</li> <li>• Complies with all federal, state, and local laws related to pharmacy practice</li> <li>• Demonstrates a commitment to the advancement of pharmacy practice</li> <li>• <i>Appearance:</i> Displays appropriate appearance in terms of dress, grooming, and hygiene</li> <li>• <i>Punctuality:</i> Arrives on time, calls/notifies preceptor in advance of planned absence or when unable to meet deadlines or arrive on time.</li> <li>• <i>Initiative:</i> Accepts accountability/responsibility (without reminders), sincere desire to learn, shows flexibility to help patients, applies knowledge to best of ability, seeks help when needed, works independently</li> <li>• Complies with the professionalism expectations of the Office of Experiential Education</li> </ul> <p><b>Self Awareness</b></p> <ul style="list-style-type: none"> <li>• Approaches tasks with a desire to learn</li> <li>• Displays positive self-esteem and confidence with interacting with others</li> <li>• Accepts constructive criticism and strives for excellence</li> <li>• Demonstrates the ability to be a self-directed, life-long learner</li> </ul> <p><b>General Communication Abilities</b></p> <ul style="list-style-type: none"> <li>• Shows empathy and sensitivity to the culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disease state, lifestyle, and mental/physical disabilities of others.</li> <li>• <i>Verbal:</i> Verbal communication is professional, confident, clear, not aggressive, and lacks distracters (e.g., um, uh, like, you know)</li> <li>• <i>Nonverbal:</i> Maintains appropriate eye contact and body language</li> <li>• <i>Written:</i> Written communication is clearly understood by others and does not contain significant spelling/grammatical errors</li> <li>• <i>Listening:</i> Demonstrates active listening, focuses on the patient/caregiver/health care provider, pays attention to nonverbal cues, responds empathetically</li> <li>• Verifies information is understood by patient/caregiver or healthcare provider</li> <li>• Demonstrates proficiency with the English language</li> </ul>
<p>1. Based on the Center for the Advancement of Pharmacy Education's Educational Outcomes 2013 and the 2016 Accreditation Council for Pharmacy Education's Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (Guidance document, 1a.).</p>

## RECOMMENDED COURSE MATERIALS

1. Clinical Pharmacology [database online]. Available via RFUMS Boxer University Library Electronic Resources.
2. Malone PM, Kier KL, Stanovich JE, Malone MJ. eds. Drug Information: A Guide for Pharmacists 6e New York, NY: McGraw-Hill; 2018.  
<http://accesspharmacy.mhmedical.com.ezproxy.rosalindfranklin.edu:2048/content.aspx?bookid=981&sectionid=57697146>. Accessed April 29, 2019.
3. Ansel HC. *Pharmaceutical Calculations*. 15th ed. Philadelphia: Wolters Kluwer; 2017.
4. Berger BA. Communication Skills for Pharmacists: Building Relationships. 3rd ed. Washington, DC: American Pharmacists Association; 2009.
5. Reist JC, Development of the Formal Case Presentation. Active Learning Exercises. In the American Pharmacist Association Pharmacy Library. The University of Iowa College of Pharmacy, Department of Pharmacy Practice and Science, American Pharmacist's Association Washington DC © 2016  
<https://pharmacylibrary-com.ezproxy.rosalindfranklin.edu/doi/full/10.21019/ALE.2000.93> April 29, 2019.
6. Reist JC, Development a Monitoring Plan. Active Learning Exercises. In the American Pharmacist Association Pharmacy Library. The University of Iowa College of Pharmacy, Department of Pharmacy Practice and Science, American Pharmacist's Association Washington DC © 2016.  
<https://pharmacylibrary-com.ezproxy.rosalindfranklin.edu/doi/full/10.21019/ALE.2000.110> Accessed on April 29, 2019.
7. Reist JC, Medical Record Basics. Active Learning Exercises. In the American Pharmacist Association Pharmacy Library. The University of Iowa College of Pharmacy, Department of Pharmacy Practice and Science, American Pharmacist's Association Washington DC © 2016. <https://pharmacylibrary-com.ezproxy.rosalindfranklin.edu/doi/full/10.21019/ALE.2000.120> Accessed on April 29, 2019.
8. Sheehan AH, Jordan, JK. Drug Information: Formulating effective response and recommendations: A structured approach. A Guide for Pharmacists, In. Malone P, *Drug Information: A Guide for Pharmacists* 6e. New York, NY: McGraw-Hill; 2018. <https://accesspharmacy-mhmedical-com.ezproxy.rosalindfranklin.edu/content.aspx?bookid=2275&sectionid=177197497> Accessed April 29, 2019
9. Take a Patient Medication History 3<sup>rd</sup> Ed. American Pharmacist's Association Washington DC © 2016. <https://pharmacylibrary-com.ezproxy.rosalindfranklin.edu/doi/abs/10.21019/ALE.2000.34> Accessed April 29, 2019.
10. Bennett MS, Kliethermes MA, How to Implement the Pharmacists' Patient care Process, In the American Pharmacist's Association Pharmacy Library Washington DC © 2016. <https://pharmacylibrary-com.ezproxy.rosalindfranklin.edu/doi/full/10.21019/9781582122564.ch3> Accessed April 29, 2019.
11. Fravel MA, Starry MJ, Reist JC. Multi-Focus SOAP Note Writing: Independent Video Activity – Hypertriglyceridemia and Gout Active Learning Exercises. In the American Pharmacist Association Pharmacy Library. The University of Iowa College of Pharmacy, Department of Pharmacy Practice and Science, American Pharmacist's Association Washington DC © 2018 <https://pharmacylibrary-com.ezproxy.rosalindfranklin.edu/doi/full/10.21019/ALE.2000.15> Accessed on April 29, 2019.
12. Angelo, LB, Cerulli , How to Conduct a Comprehensive Medication Review: A Guidebook for Pharmacists, In American Pharmacists Association, Washington DC © 2018 <https://doi-org.ezproxy.rosalindfranklin.edu/10.21019/9781582122168> Accessed on April 29, 2019.
13. Rosalind Franklin University of Medicine and Sciences (RFUMS) College of Pharmacy 2019 Electronic Resources Guide, Found in home page of E\*value. Accessed April 29, 2019.

## REQUIRED EQUIPMENT

Students must bring to the practice site the following items:

- White RFU-issued lab coat and nametag

## METHODS OF EVALUATION

### ***Assessment Policy***

Upon completion of each APPE, students will receive a letter grade: A, B, C, F. In order to successfully complete the APPE professional year, students must receive a “C” or better in each of the six-week experiences. For non-longitudinal APPE’s, the final grade will be based on the preceptor’s evaluation and completion of any graded assignments during the rotation. For longitudinal APPE’s, the final grade will be based on the preceptor’s evaluation, completion of any graded assignments during the rotation, and an end of block assessment that is administered at the college when applicable. The course director in the OEE assigns final grades.

### ***Assessments***

A variety of assessments are used in this course. These serve to provide feedback to the students, preceptors, and course director regarding student progress and course activities.

#### Midpoint Evaluation

The midpoint evaluation includes the preceptor’s evaluation of the student, the student’s self-evaluation, and the student’s evaluation of the rotation. It is expected that the preceptor and student will meet to discuss these evaluations and address areas for improvement during the remainder of the course. The midpoint evaluation is documented on paper and not in the E\*value system.

#### Final Evaluation

The final evaluation includes the preceptor’s evaluation of the student, the student’s self-evaluation, and the student’s evaluation of the preceptor and site. The preceptor and student should also meet to discuss these evaluations.

The preceptor’s final evaluation of the student as well as professionalism points will factor into the student’s final grade as noted in the grading policy in the Experiential Education Manual.

To protect student confidentiality, once a preceptor has precepted at least three students, the students’ preceptor evaluations will be compiled and reported back to the preceptor in aggregate. Sample evaluation forms are located on in E\*Value.

#### Required Return to Campus Visits

Students will be required to return to campus on the last day of each block during the APPE year regardless if they are scheduled in an OFF block in order to meet the requirements of YPHP 800 Practical Approaches to Professional Development. Please refer to the YPHP 800 syllabus for full details.

### ***Grading Rubric***

Refer to the respective course syllabi for specific learning objectives and assignments required of each experience. The rating scale used on the evaluation form consists of:

- No opportunity for activity – not factored into point calculation
- Exceeds competency – 4 points
- Meets competency – 3 points
- Does Not Meet– 2 point

<b>4</b> <b>Exceeds Competency</b>	<b>3</b> <b>Meets Competency</b>	<b>2</b> <b>Does Not Meet Competency</b>	<b>N/A</b> <b>(Not Applicable)</b>
Student performs above the minimum competency for a typical P4 student at this point in time; requires minimal guidance or coaching	Student performs at a level that would be expected for a minimally competent P4 student at this point in time; requires some guidance and coaching	Student is unable to perform independently; requires constant guidance and coaching	Activity did not occur or there was no opportunity to assess the activity

The rotation evaluation includes 5 sections, which are weighted.

Refer to the respective syllabi for the specific weighting scheme as they may differ.

- Section I. Professionalism and Communication Expectations\*
- Section II. Knowledge
- Section III. Patient Care
- Section IV. Collaboration and Leadership
- Section V. Projects and Activities

\*A rating of “Does Not Meet” in Professionalism & Communications Section will result in a failing grade for the rotation. Allocation of a letter grade will be based on the weighted averages and calculations for each section according to the following (weighted averages vary by rotation):

Final Rotation Grade			
Section I average =	X [weight for rotation**]=20%	X 100 =	Section total
Section II average =	X [weight for rotation**]=20%	X 100 =	Section total
Section III average =	X [weight for rotation**]=20%	X 100 =	Section total
Section IV average =	X [weight for rotation**]=20%	X 100 =	Section total
Section V average =	X [weight for rotation**]=20%	X 100 =	Section total
Section Totals Added Up			Evaluation Point Total out of Total Possible Points
A 90-100%*	B 80-89.9%*	C 70-79.9%*	F 0-69.9%*
*The total points possible are adjusted automatically for sections rated as N/A.			
**Weights may vary slightly depending on rotation. See specific APPE course syllabus			

#### APPE Course Failures

If a student fails an experiential rotation, the following will occur:

The student will be notified of their failure by the course director. A copy of the student’s final evaluation detailing the student’s deficiencies will be forwarded to the Chair of Pharmacy Practice and the Chair of the Student and Chair of the Student Promotions, Evaluation and Awards Committee (SPEAC).

#### Documentation on Transcript

A student who fails an APPE will be required to repeat the block. The grade achieved in the subsequent APPE block will be entered in the students’ transcript; however, the original ‘F’ will remain on the transcript.

#### Repeat Failures

A student with a repeat failure of the same APPE, or who fails two APPE’s, will be considered for dismissal.

A student who fails two APPEs will have an altered schedule and will be required to pass a competency assessment prior to returning to the APPE program.

### **COURSE GRADE APPEAL**

Please refer to the Student Progression, Evaluation and Awards Committee (SPEAC) guidelines regarding the course grade appeal process.

### **COURSE FEEDBACK**

Students will have the opportunity to provide the course director(s) and other faculty/instructor(s) with feedback in several ways:

- Periodic reflective comments
- Scheduled appointment with the course director(s)
- Formal course evaluation process



## ATTENDANCE POLICY

1. Successful completion of the APPE requires a minimum of 240 hours. Any hours missed must be made up.
  2. Hours are to be completed on-site, unless alternative arrangements are made with the preceptor
  3. Please refer to the Experiential Attendance Policy in the Experiential Manual for full description and details.
- For additional information refer to the Experiential Education Manual Attendance Policy.

## PARTICIPATION AND PROFESSIONALISM

### **Participation**

It is expected that students will engage in each experience by:

- Demonstrating active listening skills (i.e., making eye contact, asking appropriate questions, giving their undivided attention, responding to questions when appropriate.)
- Actively participating in discussions and group activities (i.e., verbally sharing thoughts, opinions, and ideas and functioning as an effective and equally contributory team member.)

These aspects will be observed and assessed by the course director(s) and faculty on an ongoing basis. Periodic feedback will be given to students when necessary.

### **Professionalism**

Students are expected to perform and behave as professionals. They will demonstrate respect for the preceptor(s), other faculty, their peers, and themselves. Students will participate in all course activities with purpose and a positive attitude.

### **Professionalism & Communication Expectations**

*To behave professionally, the student must:*

- Demonstrate knowledge of and sensitivity towards the unique characteristics of each patient.
- Comply with all federal, state, and local laws related to pharmacy practice.
- Demonstrate ethical and professional behavior in all practice activities.
- Maintain ethical behavior by being honest, ensuring patient confidentiality, responding to and preventing errors in patient care and avoiding professional misconduct (including plagiarism).
- Make and defend rational and ethical decisions within the context of personal and professional values.
- Maintain a clean, orderly, and safe workspace.
- Display appropriate dress, grooming, and hygiene that is professional in appearance (e.g., defined by site policy and/or procedures, preceptor, instructor and/or professional etiquette or culture).
- Complete assignments on time.
- Arrive on time and avoids absences when possible.
- Call and notify preceptor in advance of any planned absences or when unable to meet a deadline or arrive on time.
- Prepare for assigned activities as designated (e.g., workbook, homework etc.)
- Complete designated activities during allotted rotation hours or class time.
- Accept accountability and responsibility for patient care without repeated reminders.
- Show a sincere desire to learn.
- Demonstrate willingness and flexibility to contribute to the well-being of others.
- Apply knowledge, experience, and skills to the best of his/her ability.
- Seek help from the preceptor or instructor when necessary.
- Never be hesitant to admit that he/she does not know something, but should seek help and ask questions whenever necessary.
- Not make decisions without the knowledge of the preceptor, particularly in regard to prescription dispensing.

*To communicate effectively, the student must:*



- Demonstrate effective communication abilities in interactions with patients, their families and caregivers, and other health care providers.
- Communicate clearly, respectfully, and effectively through active listening using appropriate verbal, non-verbal, and written communication skills at a level appropriate for caregivers, health care providers, and the general public.
- Introduce self at first encounter and make appropriate eye contact.
- Greet patients and/or other health care professionals with a smile and/or positive inflection in voice (e.g., not condescending or sarcastic).
- Demonstrate appropriate self-awareness, assertiveness and confidence (e.g., not meek or overly assertive, even under stress).
- Work as an active team member with patients, peers, and other health care professionals (e.g., contributes relevant information).
- Accept and use constructive feedback to improve performance.
- Not publicly question the advice or directions given by the preceptor or staff, but is encouraged to discuss issues or ask questions in private.

Per the OEE Professionalism Policy, professionalism infractions may negatively impact the APPE grade or result in a request to appear before the Student Promotion, Evaluation, and Awards Committee (SPEAC). Once the APPE rotations have been assigned to students, their professionalism points will be reset to 100. Unless the infraction is related to a specific rotation, an infraction prior to the start of rotations or during an off block may result in the student appearing before the SPEAC. Infractions related to, or that occur during, a specific rotation will be counted toward the grade for that rotation. The nature of the consequence for failing to comply with the professionalism expectations during the P4 year will be at the discretion of the course director. However, as a general rule, a loss of 15 points during a block will result in a grade reduction and/or request to appear before the SPEAC. A loss of professionalism points in more than one block may result in a request to appear before the SPEAC. Professionalism points may be deducted by either the course director or preceptor, depending on the type of infraction.

### ***Unprofessional Behavior***

Inappropriate or unprofessional comments, remarks, and attitudes will result in dismissal from class. Disruptive activity during class will not be tolerated.

### ***Academic Integrity***

This course will adhere to the Rosalind Franklin University of Medicine and Science *Standards of Student Conduct*, which can be found in the Rosalind Franklin University of Medicine and Science Student Handbook. Please refer to this document for policies on cheating, plagiarism, academic dishonesty, abuse of academic materials, stealing, and lying.

## **ACCOMMODATIONS FOR DISABILITIES**

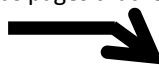
Rosalind Franklin University of Medicine and Science is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure access to this class and your program, please contact the ADA Coordinator at 847.578.8354 or [ada.coordinator@rosalindfranklin.edu](mailto:ada.coordinator@rosalindfranklin.edu) to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively. Students are encouraged to register with the ADA Coordinator as soon as they begin their program. Rosalind Franklin University of Medicine and Science encourages students to access all resources available. More information can be found on the Academic Support InSite page or by contacting the ADA Coordinator.

**YPHP 805 –PATIENT CARE ELECTIVE PHARMACY PRACTICE ABILITIES CHECKLIST**

Listed below are required and optional activities.

- This form is now part of the FINAL Evaluation in E\*value.
- Students must complete all required activities listed and any optional activities by checking the appropriate boxes.
- All activities performed must comply with site-specific policies and procedures.
- **Assessment forms** and assignment instructions are in the syllabus pages that follow.
- If the activity is **required** for a grade, it is also indicated below.



Assessment Form Syllabus Page	Required Activities	Required for Grade	Complete	Incomplete
11-12	Discuss midpoint and final evaluations with preceptor	YES	<input type="checkbox"/>	<input type="checkbox"/>
13	Complete a project that adds value to the site.	YES	<input type="checkbox"/>	<input type="checkbox"/>
14	Presentation: Present findings of project..	YES	<input type="checkbox"/>	<input type="checkbox"/>
14	Lead a topic discussion with health care providers	YES	<input type="checkbox"/>	<input type="checkbox"/>
15-16	Discuss the Core Entrustable Activities in the experience	YES	<input type="checkbox"/>	<input type="checkbox"/>
<b>Optional Activities</b>				
17	Primary Literature Review: Lead a journal or literature review for discussion		<input type="checkbox"/>	<input type="checkbox"/>
18-19	Presentation: Present a patient case to a pharmacist (Informal & Formal)		<input type="checkbox"/>	<input type="checkbox"/>
20-21	Drug Information Response: Respond to a question related to a drug		<input type="checkbox"/>	<input type="checkbox"/>
	Round with a medical team.		<input type="checkbox"/>	<input type="checkbox"/>
	Participate in a patient education class or support group and submit the reflection		<input type="checkbox"/>	<input type="checkbox"/>
22	Present a new drug update – refer to assessment form		<input type="checkbox"/>	<input type="checkbox"/>
23	Document patient encounter(s) in medical record (SOAP note)		<input type="checkbox"/>	<input type="checkbox"/>
24	Perform medication history on patient admission(s)		<input type="checkbox"/>	<input type="checkbox"/>
25	Reconcile patient's medication record(s)		<input type="checkbox"/>	<input type="checkbox"/>
26	Counsel patient(s) getting discharged from health-system		<input type="checkbox"/>	<input type="checkbox"/>
	Attend a pharmacy department, interprofessional committee meeting, including but not limited to Pharmacy & Therapeutics Committee and document a reflection.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments regarding activities:</b>				

Student name: \_\_\_\_\_ Signature: \_\_\_\_\_

Preceptor name: \_\_\_\_\_ Signature: \_\_\_\_\_

**Midpoint Preceptor Assessment Form**

**Preceptors should use this form to provide formative feedback to the student.**

Student Pharmacist Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

1. What objectives, if any, remain to be met?

2. Based on the objectives and rotation requirements, what skills or competencies could be improved?

3. How will such improvements be made during the remainder of the rotation block?

1. Based on the objectives and rotation requirements, in what areas is the student doing well or exceeding expectations?

2. Rate the student's overall ability at the midpoint. **If you rate the student "Does Not Meet"- please contact the Office of Experiential Education immediately to discuss further action: 847-578-8782.**

<input type="checkbox"/> <b>Exceeds Expectations <u>90-100%</u></b>	<input type="checkbox"/> <b>Meets Expectations <u>70-89%</u></b>	<input type="checkbox"/> <b>Does not Meet Expectations Less than 70%</b>
---	--	--

Student Pharmacist Signature \_\_\_\_\_

Preceptor Signature \_\_\_\_\_

**Midpoint Student Evaluation Form**

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Students should review your midpoint evaluation with your preceptor.

Use this opportunity to provide feedback to your preceptor regarding your experience thus far:

1. What objectives, if any, remain to be met?
  
  
  
  
  
2. Based on the objectives and rotation requirements, what skills or competencies could be improved?
  
  
  
  
  
3. How will such improvements be made during the remainder of the rotation block?
  
  
  
  
  
4. Based on the objectives and rotation requirements, identify your strengths and what areas are you doing well or exceeding expectations?
  
  
  
  
  
5. What has been the best part of the rotation so far?
  
  
  
  
  
6. What comments or suggestions do you have for improving the rotation?
  
  
  
  
  
7. Rate your overall ability at the midpoint. **If you rate the student "Does Not Meet" - please contact the Office of Experiential Education immediately to discuss further action: 847-578-8782.**

☐ **Exceeds  
Expectations  
90-100%**

☐ **Meets  
Expectations  
70-89%**

☐ **Does not Meet  
Expectations  
Less than 70%**

Student Pharmacist Signature \_\_\_\_\_

Preceptor Signature \_\_\_\_\_

## Project Evaluation Form

Project Title
---------------

**Project Timeline:**

<b>Project Sumary</b>
-----------------------

Project Goals
---------------

<b>Findings</b>
-----------------

Lesson's Learned

## References

<p><b>Comments and feedback to student.</b></p> <p><b>What went well about the management of the project?</b></p>          <p><b>What could have been done to improve the project?</b></p>	
--	--

☐ **Exceeds  
Expectations  
90-100%**

☐ **Meets  
Expectations  
70-89%**

☐ Does not Meet Expectations  
Less than 70%

**General Presentation Evaluation Form**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Evaluator Role: Role: ☐ Preceptor ☐ Faculty ☐ Student ☐ Resident

Topic: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Assessment Scale:

2 = Exceeds Competency 1 = Meets Competency 0 = Does not Meet Competency

Criteria	Assessment (circle one)			Comments
Topic relevant to position/audience	0	1	2	
Appropriate analysis of information	0	1	2	
Organized and balanced	0	1	2	
Rate, tone, and volume, with minimal distractors	0	1	2	
Eye contact and interaction with audience	0	1	2	
Body language, mannerisms, and poise	0	1	2	
Handouts and audio-visual aids were appropriate	0	1	2	
Demonstrated in-depth knowledge of topic	0	1	2	
Referenced all sources appropriately	0	1	2	
Answered questions effectively	0	1	2	
<b>Column Totals</b>				<b>Overall Assessment Score</b>

☐ Exceeds  
90-100%  
18-20 points

☐ Meets  
70-89%  
14-17 points

☐ Does not Meet  
Less than 70%  
Less than 14 points

## Pharmacists' Patient Care Process (PCPP) and Core Entrustable Professional Activities (EPA) Exercise

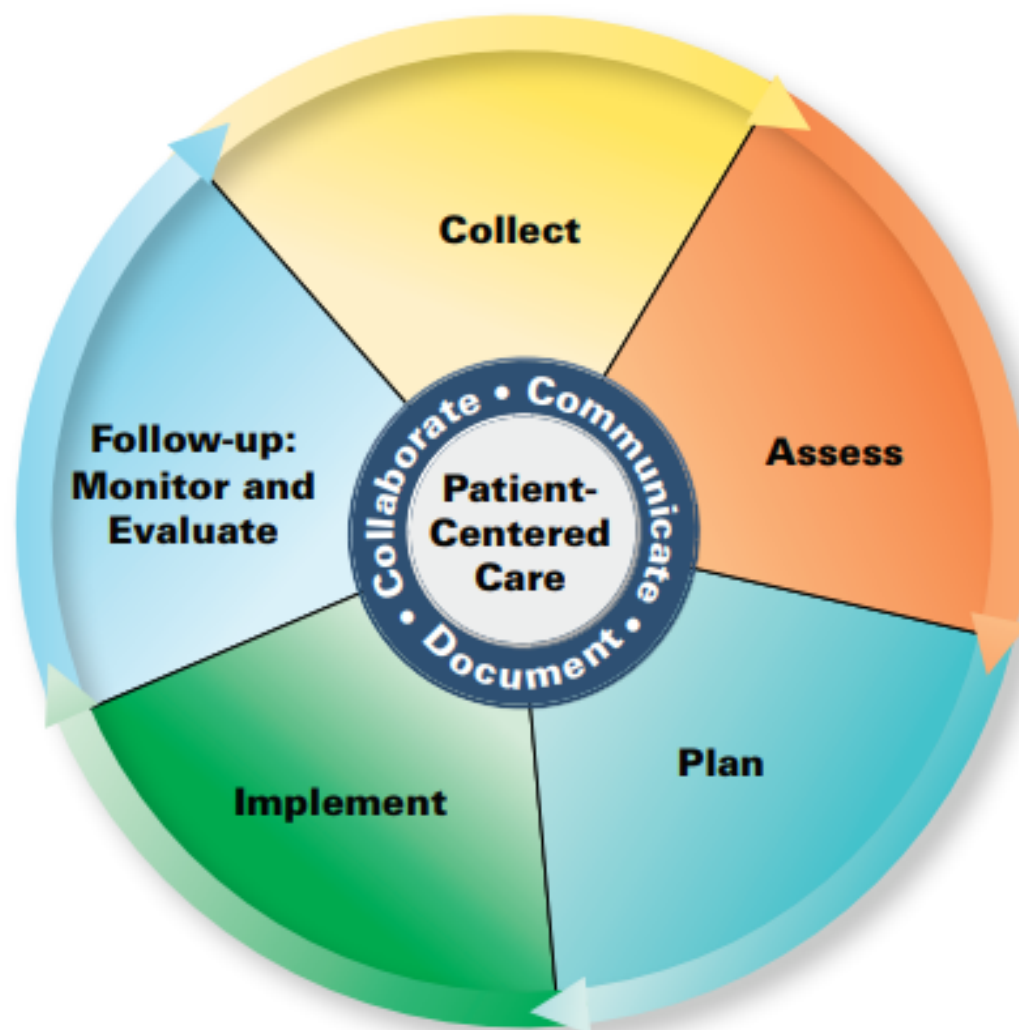


Figure 1: Pharmacists' patient care process

### Pharmacists' Patient Care Process

Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes.

Using principles of evidence-based practice, pharmacists:

#### Collect

The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/ medication history and clinical status of the patient.

#### Assess

The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care.

#### Plan

The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective.

#### Implement

The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

#### Follow-up: Monitor and Evaluate

The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.



## Patient-Centered Care

**ACTIVITY:** This form is now part of the FINAL Evaluation in E\*value. For each of the following domains, complete if you *performed* or *observed* and how well it was performed.

		Example Supporting Task	Performed	Observed	How well was this skill performed?			
DOMAIN					BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	MASTERY LEVEL
COLLECT	Collect information to identify a patient's medication-related problems and health-related needs.	•Collect a medical history from a patient or caregiver.						
		•Collect a medication history from a patient or caregiver.						
		•Discuss a patient's experience with medication.						
		•Determine a patient's medication adherence.						
		•Use health records to determine a patient's health-related needs relevant to setting of care and the purpose of the encounter.						
ASSESS	Assess/analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.	•Assess a patient's signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral.						
		•Measure an adult patient's vital signs and interpret the results (e.g., body temperature, pulse rate, respiration rate, and blood pressure).						
		•Interpret laboratory test results.						
		•Identify drug interactions.						
		•Perform a comprehensive medication review for a patient.						
		•Assess a patient's health literacy using a validated screening tool.						
		•Compile a prioritized health-related problem list for a patient.						
		•Evaluate an existing drug therapy regimen.						
PLAN	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	•Follow an evidence-based disease management protocol.						
		•Develop a treatment plan with a patient.						
		•Manage drug interactions.						
		•Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.						
		•Determine the appropriate time interval(s) to collect monitoring data.						
		•Create a patient-specific education plan.						
IMPLEMENT	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	•Write a note that documents the findings, recommendations, and plan from a patient encounter.						
		•Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test.						
		•Educate a patient on the use of medication adherence aids.						
		•Assist a patient with a behavior change (e.g., use shared decision making and motivational strategies).						
FOLLOW-UP MONITOR & EVALUATE	Follow-up and monitor a care plan	•Collect monitoring data at the appropriate time interval(s).						
		•Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.						
		•Recommend modifications or adjustments to an existing medication therapy regimen based on a patient's response.						
		•Present a patient case to a colleague during a handoff or transition of care.						

•Adapted from: Pharmacists/ Patient Care Process. May 29, 2014 Joint Commission of Pharmacy Practitioners <https://jcpp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf> Accessed April 2020.

•Adapted from: Core Entrustable Professional Activities for New Pharmacy Graduates <https://www.aacp.org/sites/default/files/2017-10/Appendix1CoreEntrustableProfessionalActivities> Accessed April 202

**Primary Literature Review Evaluation Form**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Evaluator Role: Role: ☐ Preceptor ☐ Faculty ☐ Student ☐ Resident

Article Critiqued \_\_\_\_\_

**Content** \_\_\_\_\_ / 20 points

The following components are included in the summary (4):

- **Article title, author(s), journal title (from a peer-reviewed research/study article)**
- Introduction (What is the problem? Is it significant?)
- Study Objective
- Study Design
- Study Methods
- Statistical Evaluation
- Results
- Conclusions

Material well organized / logically sequenced (2)

Presenter demonstrates good understanding of subject matter (3)

Student responded to all questions (2)

Answers to questions demonstrated understanding of material (3)

Student can correlate other knowledge to article information (3)

Student can extrapolate article information to other situations (3)

**Article Critique** \_\_\_\_\_ / 20 points

The following components are critiqued (2 points each):

Questions the presenter should have considered:

- |   |  |
|---|--|
| <input type="checkbox"/> Study design<br><input type="checkbox"/> Sample size and inclusion/exclusion criteria<br><input type="checkbox"/> Statistical use<br><input type="checkbox"/> Outcome measures<br><input type="checkbox"/> Reproducibility<br><input type="checkbox"/> Variables/bias<br><input type="checkbox"/> Statistical/clinical significance<br><input type="checkbox"/> Interpretation of results<br><input type="checkbox"/> Extrapolation of results<br><input type="checkbox"/> Application to practice | <ul style="list-style-type: none"> <li>• Is the problem stated clearly?</li> <li>• Is there an appropriate review of the literature?</li> <li>• Are the hypotheses stated clearly?</li> <li>• Is the method/procedure to address the problem clearly described?</li> <li>• Are the statistical techniques appropriate?</li> <li>• What may be some probable sources of error with the study design or analysis?</li> <li>• Are the results and conclusions presented clearly?</li> <li>• Are the authors' comments justified by the results?</li> <li>• What are the limitations of the study? Are they stated?</li> <li>• What is the statistical and/or clinical significance of the study results?</li> </ul> |
|---|--|

**Delivery Style and Presentation Media** \_\_\_\_\_ / 10 pointsPresentation is well organized and  $\leq 30$  minutes (2)

Delivery of information is clear and concise (2)

Verbal presentation: clear enunciation with sufficient volume (2)

Presentation delivered in a poised/professional manner (3)

- Good eye contact
- Comfortable pace
- Devoid of distracting gestures/mannerisms

Handout is organized and neat with minimal grammatical/spelling errors (1)

**Exceeds**  
**90-100%**  
**45-50 points**

**Meets**  
**70-89%**  
**35-44 points**

**Does not Meet**  
**Less than 70%**  
**35 points**

Total: \_\_\_\_\_ / 50

**Patient Case Discussion Evaluation Form- INFORMAL****Patient Case Presentation Guideline**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Evaluator Role: Role: ☐ Preceptor ☐ Faculty ☐ Student ☐ Resident

Use the following form to provide structure to the student in obtaining necessary information from the patient's medical chart.

Student may practice discussing a patient with a resident, pharmacist, and/or health care provider and give feedback to student. Note- A *formal presentation* not required, e.g. no Power Point or formal write-up):

**Recommended components for student to gather and write:****1. Patient Discussion**

Chief complaint (why patient came to the hospital)

History of present illness

Past medical history

Medications on admission

Drug allergies

Family/social history (if relevant)

Physical exam and review of systems

Problem list (assessment and plan)

Hospital Course

Baseline labs and pertinent labs throughout hospital course (labs which should be monitored based on patient's disease state(s) and medications)

Review hospital course (summarize days on which important therapeutic interventions were made, changes in patient status occurred)

Include patient's drug therapy throughout their course and be able to discuss side Effects, drug interactions, and pertinent labs associated with this therapy.

**2. Review and discuss disease state related to patient**

Epidemiology of the disease

Etiology of the disease

Pathophysiology of the disease

Clinical presentation

Diagnosis

Treatment guidelines and alternatives

Discussion of treatment options, including drugs of choice, alternatives, monitoring, and side effects.

**3. Review and discuss patient's therapy and monitoring**

Comparison with "classic patient"

Critique of drug therapy

Discussion of efficacy parameters

Monitoring of adverse effects

All references should follow the Uniform Requirements as described in New England Journal of Medicine (N Engl J Med 1997;336:309-315)

• **Exceeds**  
**90-100%**  
items checked

• **Meets**  
**70-89%**  
items checked

• **Does not Meet**  
**Less than 70%**  
items checked

d 4.30.2019]

## Patient Case Evaluation Form- FORMAL

## Patient Case Presentation Evaluation Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Record Time Presentation Begins: \_\_\_\_\_

## Ratings descriptors for patient care plans and follow-up questions:

2 = Student Exceeds competency (no changes required)

1=Student Meets competency (minor changes needed)

0=Student Does Not Meet competency (significant changes needed, missing critical elements)

Patient Presentation			
History of present illness (HPI)/problem presented in a clear and concise manner. Relevant patient data were provided. 0 = HPI not presented, 1 = several HPI details missing, 2 = complete HPI	2	1	0
Relevant patient history (i.e., medical, family, social) was provided. 0 = omitted, 1 = incomplete, 2 = complete	2	1	0
Current medications (prescription and OTC) are disclosed along with indication for use and patient usage patterns. 0 = omitted, 1 = incomplete, 2 = complete	2	1	0
Current physical and laboratory findings are discussed along with the relevance of important findings. 0 = omitted, 1 = incomplete 2 = complete. If not applicable because of lack of case lab data, give student 2.	2	1	0
Patient Care Plan			
Student appropriately identified and <u>prioritized</u> medication-related issues (e.g., drug-related problems).	2	1	0
Student discussed options for altering patient care plan, including risk-benefit analysis, factors that may affect patient compliance factors, patient preference, and social history.	2	1	0
Student recommendations for alterations in drug therapy were appropriate.	2	1	0
Student recommendations for monitoring efficacy and toxicity were appropriate.	2	1	0
Student recommendations were <u>evidence based</u> .	2	1	0
Questions and Answers			
Student provided clear and concise answers to questions.	2	1	0
Presentation Style			
Recommendations were presented in a clear, well-organized manner. 0 = below average 1 = average, 2 = good	2	1	0
Student displayed good eye contact with the audience and avoided staring at the computer screen or slides. 0 = below average, 1 = average, 2 = good	2	1	0
Student avoided distracting mannerisms. 0 = below average, 1 = average 2 = good	2	1	0
Student displayed the appropriate degree of formality, was poised, and gave a polished presentation. 0 = below average, 1 = average, 3 = good	2	1	0

Record Time Presentation Ends: \_\_\_\_\_ Point Total from Above Boxes: \_\_\_\_/3 = Score \_\_\_\_/28

Facilitator comments (suggestions for improvement along with aspects of the case that were done well). Please be specific.

<input type="checkbox"/> Exceeds 90-100% 25-28 points	<input type="checkbox"/> Meets 70-89% 19-24 points	<input type="checkbox"/> Does not Meet Less than 70% Less than 19 points
---	--	--

## Drug Information Request Documentation Form

Drug Information Request Form			
<b>Requester Information</b>			
Name:		Email:	
Date Received:		Time Received: AM/PM	
<i>Internal:</i> MD/DO DDS RN Pharmacist PA/NP Other:	<i>External:</i> MD/DO DDS RN Pharmacist PA/NP Other: General public:	<i>How Received:</i> Phone Voice Mail Email In person Referred by:	<i>Priority:</i> Urgent High priority Routine Low priority
<b>Original Question/Request</b>			
<b>Classification of Request</b>			
Administration (route/methods) Adverse effects/intolerances Allergy/cross reactivity Alternative medicine Biotechnology/gene therapy Clinical nutrition/ metabolic support Compatibility/storage/ stability Contraindications/ precautions Cost/ pharmacoeconomics Dosing Drug delivery/devices Drug interactions Drug of choice/therapeutic alternatives/ therapeutic use	Drug standards/legal/ regulatory Drug use in special populations Pharmacokinetics Pharmacology Pharmacodynamics Excipients/compounding/ formulations Investigational products Lab test interferences Monitoring parameters Lab test interferences Monitoring parameters Nonprescription products Patient education	Pharmacokinetics Physiochemical properties Poisoning/toxicology Pregnancy/lactation/ teratogenicity/fertility Product availability/status Product identification Product information Study design/protocol development Other:	
<b>Response (referenced)</b>			
<b>References (numbered)</b>			
<b>Tracking/Follow-Up</b>			
Request Received By:	Response Formulated By:	Time Required to Answer:	
Literature Provided	Verbal Response	Written Response	
<b>Outcome/Follow Up</b>			

## Drug Information Request Evaluation Form

Drug Information Request Form			
Preceptor Assessment of Drug Information Request:			
Student Name _____		Evaluator Name _____	
Requestor	Yes	No	Comments
Did the student obtain complete demographic information for the person asking the question?	1	0	
Background information:			
Thorough	1	0	
Appropriate to the request	1	0	
Search Strategy References			
Appropriate references used	1	0	
Search was sufficiently comprehensive	1	0	
Is search strategy clearly documented	1	0	
Response was			
Appropriate for situation	1	0	
Sufficient to answer the question	1	0	
Provided in a timely manner	1	0	
Integrated with available patient data	1	0	
Supported by appropriate materials	1	0	
If complete response could not be provided within timeframe requested, was the requestor advised as to the status of the request and the anticipated delivery of the final response?	1	0	
Final GRADE	/12	Overall Comments	

Adapted from: Malone PM, Kier KL, Stanovich JE, Malone MJ. Appendix 14-4 Evaluation Form for Drug Information Response. In: Malone PM, Kier KL, Stanovich JE, Malone MJ. eds. *Drug Information: A Guide for Pharmacists 5e*. New York

Exceeds  
90-100%  
10-12 points

Meets  
70-89%  
8-9 points

Does not Meet  
Less than 70%  
Less than 8 points

**New Drug Update Evaluation Form**

Student Pharmacist Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Evaluator Role: Role: ☐ Preceptor ☐ Faculty ☐ Student ☐ Resident

<b>Content</b>	<b>/ 30 points</b>
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Presentation well balanced and addresses each of the following items of information (10)

- ☐ brand/generic name
- ☐ manufacturer
- ☐ therapeutic category and MOA
- ☐ indications(s)
- ☐ contraindications / precautions
- ☐ dosage forms
- ☐ recommended dosing
- ☐ drug interactions
- ☐ adverse effects
- ☐ patient counseling
- ☐ other significant information, e.g. therapeutic or cost advantages over similar drugs

Material well organized / logically sequenced (5) \_\_\_\_\_

Presenter demonstrates good understanding of subject matter (5) \_\_\_\_\_

Appropriate references and primary literature reviewed and used to support recommendations for use of the drug (1

<b>Delivery Style</b>	<b>/ 10 points</b>
-----------------------	--------------------

Information delivered clearly and concisely, presentation delivered in a poised and professional manner (2 points each)

- ☐ Language and complexity appropriate to audience \_\_\_\_\_
- ☐ Clear enunciation and voice tone \_\_\_\_\_
- ☐ Comfortable pace/efficient use of time \_\_\_\_\_
- ☐ Good eye contact, no distracting gestures/mannerisms \_\_\_\_\_
- ☐ Good audience interaction (e.g., encourages participation, responds to questions) \_\_\_\_\_

<b>Presentation Media / Handouts</b>	<b>/ 10 points</b>
--------------------------------------	--------------------

Clear, well organized, readable, visually appealing, and provide useful information (2 points each)

- ☐ Readable \_\_\_\_\_
- ☐ Visually appealing (color / layout) \_\_\_\_\_
- ☐ Well organized \_\_\_\_\_
- ☐ Contains essential information / provides useful future reference value \_\_\_\_\_
- ☐ Appropriately referenced \_\_\_\_\_

**Additional Comments:**

<input type="checkbox"/> <b>Exceeds</b> <b>90-100%</b> <b>45-50 points</b>	<input type="checkbox"/> <b>Meets</b> <b>70-89%</b> <b>35-44 points</b>	<b>Does not Meet</b> <b>Less than 70%</b> <b>35 points</b>	<b>Total</b> ____/50
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## SOAP Note Assessment Form

SOAP Note Assessment Form			
Student Name	Evaluator Name	Date	
<b>Overall Assessment:</b>	Yes	No	N/A
Note is dated. – 1 point			
Author of note identified. – 1 point			
Chief complaint or reason for encounter listed. – 1 point			
PMH, complete medication list, AND basic demographics included (ALL must be present). – 1 point			
Information in Subjective belongs in the subjective section. – 1 point			
Information in Objective belongs in the objective section. – 1 point			
Information in Assessment belongs in the assessment section. – 1 point			
Information in Plan and Follow-Up belongs in the plan and follow-up section. – 1 point			
Information presented is restricted to what is relevant to the diseases or problems addressed below. – 1 point			
<b>Total Points (1 point for each "Yes" or "N/A")</b>			

Disease or Issue (Drug Therapy Problem) Addressed:	Yes	No	N/A
Subjective section presents all supportive information relevant to this disease or issue – 1 point			
Objective section presents all supportive information relevant to this disease or issue – 1 point			
Assessment is based on the subjective and objective information – 1 point			
Assessment contains sufficient detail to support the hypothesis – 1 point			
Assessment is therapeutically accurate – 3 points			
Plan is therapeutically accurate – 3 points			
Follow-up is therapeutically accurate – 3 points			
Plan and follow-up completely address the issue or problem – 1 point			
<b>Total Points (full points earned for each "Yes" or "N/A")</b>			

Disease or Issue (Drug Therapy Problem) Addressed:	Yes	No	N/A
Subjective section presents all supportive information relevant to this disease or issue – 1 point			
Objective section presents all supportive information relevant to this disease or issue – 1 point			
Assessment is based on the subjective and objective information – 1 point			
Assessment contains sufficient detail to support the hypothesis – 1 point			
Assessment is therapeutically accurate – 3 points			
Plan is therapeutically accurate – 3 points			
Follow-up is therapeutically accurate – 3 points			
Plan and follow-up completely address the issue or problem – 1 point			
<b>Total Points (full points earned for each "Yes" or "N/A")</b>			

Disease or Issue (Drug Therapy Problem) Addressed:	Yes	No	N/A
Subjective section presents all supportive information relevant to this disease or issue – 1 point			
Objective section presents all supportive information relevant to this disease or issue – 1 point			
Assessment is based on the subjective and objective information – 1 point			
Assessment contains sufficient detail to support the hypothesis – 1 point			
Assessment is therapeutically accurate – 3 points			
Plan is therapeutically accurate – 3 points			
Follow-up is therapeutically accurate – 3 points			
Plan and follow-up completely address the issue or problem – 1 point			
<b>Total Points (full points earned for each "Yes" or "N/A")</b>			

Comments:

Total Points Earned/Total Points Available: \_\_\_\_/\_\_\_\_ 51

Adapted from: Frazee MA, Starny MJ, Reist JC. Multi-Focus SOAP Note Writing: Independent Video Activity – Hypertriglyceridemia and Gout Active Learning Exercises. In the American Pharmacist Association Pharmacy Library. The University of Iowa College of Pharmacy, Department of Pharmacy Practice and Science, American Pharmacist's Association Washington DC © 2013  
<http://www.pharmacylibrary.com.ezproxy.rosalindfranklin.edu:2048/activel.earning/content.aspx?aid=718622> Accessed on May 20, 2015.

Exceeds  
90-100%  
45-51 points

Meets  
70-89%  
35-44 points

Does not Meet  
Less than 70%  
35 points

**Patient Medication History Documentation Form**

Patient Name: \_\_\_\_\_ Patient Date of Birth: \_\_\_\_\_

Patient's Pharmacy / Contact: \_\_\_\_\_

Patient's Physician / Contact Physician: \_\_\_\_\_

Allergies to Medications: \_\_\_\_\_

**Adherence:** \_\_\_\_\_

Prescription Medication Name	Dose	Route	Frequency	Last dose date/time	Continue Medication	
					Y	N
					Y	N
					Y	N
					Y	N
					Y	N
					Y	N
Over-the-Counter Medication Name	Dose	Route	Frequency	Last dose date/time	Continue Medication	
					Y	N
					Y	N
					Y	N
					Y	N
					Y	N
					Y	N

**DOCUMENT THE LIST OF MEDICATIONS THE PATIENT IS TAKING AT HOME**

Medication Name	Dose	Route	Frequency

List the discrepancies in medications (differences) between the sources of information provided during the simulation.

Sources include patient, EMR and retail pharmacy profile:

EMR	PATIENT	MEDICATION PROFILE

**Medication Reconciliation Evaluation Form and Student Script**

Student: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**Communication Skills (Check all that apply)**

Hello my name is XXX I am a XXX-year pharmacy student?	0.5
I am here to talk to you about your medications, is it ok to talk for a few minutes?	0.5
What is your name and date of birth or address?	0.5
Do you have a list of medications or any bottles with you?	0.5
Which pharmacy do you go to and is it ok to contact them I need to?	0.5
Can you tell me the name of your primary care doctor? Is it ok to contact them if I need to?	0.5
Total Points	/3 points

Comments:

**Professional Competence (Check all that apply)**

Do you have any allergies to medications?	1
What prescription medications do you take?	1
For each medication, how do you take the medication? (What dose do you take, what strength, how frequently do you take it). When was your last dose?	1
What do you take the medication for?	1
What over-the-counter medications do you take? (dose, strength, how frequent & last dose?)	1
What over counter medications do you take for pain? (e.g. acetaminophen or ibuprofen etc.)	1
Do you take any injections, inhalers, nasal sprays, drops for eyes ears, creams patches lotions or samples	1
What vitamins or herbal supplements do you take?	1
Has your doctor changed or started any new medications recently?	1
Can you describe how frequently you have trouble remembering to take your medications?	1
Do you have any questions for me?	1
Total Points	/10

Comments:

**General Communication (Check all that apply)**

Requested information in a logical order	0.5
Used words and terms that were easy to understand	0.5
Maintained eye contact with patient	0.5
Asked open-ended questions when appropriate	0.5
Voice was clear and at an appropriate volume	0.5
Seemed friendly and empathetic	0.5
Responded to question's appropriately	0.5
Total Points	/3.5

Comments:

<b>Communication Assessment</b> Overall, I felt the student communicated effectively during the encounter.				
<b>Strongly Disagree</b> (0 Points)	<b>Disagree</b> (0 Points)	<b>Somewhat Agree</b> (0.5 Points)	<b>Agree</b> (1 Point)	<b>Strongly Agree</b> (1.5 Points)+
<b>English Proficiency:</b> Based on the student's spoken English proficiency, I felt confident that we clearly understood one another during the encounter (i.e., Pronounced words in a way that could be understood; Choice of words was appropriate - this does not pertain to use of medical jargon, but rather to use and context of spoken English/ grammar; Use of sentence structure and phrasing was appropriate).				
<b>NO (0 Points)</b>		<b>YES (2 Points)</b>		

TOTAL POINTS: /20

Comments

**Exceeds**  
**90-100%**  
**18-20 points**

**Meets**  
**70-89%**  
**14-17 points**

**Does not Meet**  
**Less than 70%**  
**Less than 14 points**

1

**Patient Counseling Assessment Form**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Evaluator Role: Role: ☐ Preceptor ☐ Faculty ☐ Student ☐ Resident**Medication dispensed:** \_\_\_\_\_**CONSULTATION:**Which of the following did the student pharmacist discuss with the patient? *Check all that apply.*

- ☐ Product/ingredient name and intended use
- ☐ Directions for use
- ☐ Adverse effects
- ☐ Drug interactions
- ☐ Duration of use
- ☐ Special precautions
- ☐ Proper storage
- ☐ Self-monitoring of effectiveness
- ☐ Expectations of treatment/When to contact health care provider
- ☐ Nonpharmacologic treatment options

**Consultation Assessment (check one):**

How well was the medication information communicated to the patient?

- ☐ Inadequate      ☐ Needs Improvement      ☐ Satisfactory      ☐ Excellent

**ASSESSMENT OF INTERACTION AND COMMUNICATION SKILLS:** *Check all that apply.*

- ☐ Introduces self
- ☐ Verifies patient and correct prescription
- ☐ Maintained eye contact with the patient
- ☐ Asked open-ended questions when appropriate
- ☐ Clearly communicated information to patient
- ☐ Used terminology appropriate to the patient's level of understanding
- ☐ All important counseling points and key messages were covered
- ☐ Seemed friendly and empathetic
- ☐ Demonstrated an organized approach
- ☐ Gave patient an opportunity to ask questions
- ☐ Adequately assessed patient understanding

**Communication Skills (check one):**

<b>Exceeds</b> <b>90-100%</b> <b><u>9- 11 items checked</u></b>	<b>Meets</b> <b>70-89%</b> <b><u>8-10 items checked</u></b>	<b>Does not Meet</b> <b>Less than 70%</b> <b>Less than 7 items checked</b>
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**Feedback for the Student Pharmacist:**